Our Kids, Idaho's Future—School Facilities and School Safety Subcommittee Report and Recommendations

Members:

Luke Schroeder, chair	Superintendent, Kimberly School District
Senator Chuck Winder	Majority Leader, Idaho Senate
Senator Janie Ward-Engelking	Joint Finance-Appropriations Committee, Senate Education Committee
Representative Bill Goesling	House Education Committee
Jim Shank	Superintendent, Cassia School District
Andy Grover	Superintendent, Melba School District
Wil Overgaard	Retired Superintendent, Weiser School District
Brian Armes	Office of School Safety and Security
Wally Hedrick	Chair, Meridian Technical Charter School Board
Brad Rice	DA Davidson, and Chairman, Lewiston School Board
Pete McPherson	Idaho State Department of Education
Keith Donahue	Sage International School
Stephanie Myers	Idaho Education Association
Shawn Harper	Meridian PD

Subcommittee Scope and Deliverables:

- What are current state efforts on school safety?
- Bricks and mortar, technology, and social-emotional.
- Review of the state of school district facilities with the Division of Building Safety.
- List and review of current support for school facilities.
- Categorize the challenges with school facilities across Idaho.
- Recommendations for coordinating school safety support to school districts at the state-level.
- Recommendations that would improve the ability of school districts to address different types of challenges with school facilities.

Recommendations:

We recommend minimum statewide protocols for school safety and security. This would include the following:

- We recommend, at a minimum, the use of a standardized common language for school safety and security, consistent with Idaho Standard Command Response for Schools (ISCRS), where first responders that serve the district also utilize ISCRS.
- The subcommittee recommends investigating ways LEAs can communicate with parents and patrons on school safety and security issues, which includes staff training and alignment with Office of School Safety and Security (OSS) domains.
- We recommend School Resource Officers (SRO) obtain minimal training requirements based on the National Association of School Resource Officers (NASRO) standards or other specific LEA needs. The subcommittee recognizes that this recommendation and additional SRO support requires additional resources.

We recommend standard professional development and access to additional resources around identifying and better serving students facing social and emotional challenges, including trauma and mental illness.

- Examples of this type of professional development include Trauma-Informed Teaching and Adverse Childhood Experiences (ACES).
- This would be professional development for all district staff and would likely have a fiscal impact.
- This support would help with identifying and de-escalating unsafe situations, assisting efforts on school safety and improve conditions for learning in the classroom.

Subcommittee Analysis and Findings:

The subcommittee aligned its efforts to support the task force's goal of developing a five-year plan for greater student achievement in literacy and college and career readiness by focusing on the connection between a safe and secure environment and student success. The subcommittee quickly determined the connection between student achievement and a safe and secure environment for students.

In the course of its work, the subcommittee reviewed different components of state support for school facilities, including the school facilities maintenance matching funds, school facilities funding from the lottery, public schools' facility cooperative funding program, bond levy equalization, and public charter school facilities support.

The age of Idaho school buildings range from brand new buildings in our fast-growing districts to buildings over 100 years old requiring ongoing maintenance and retrofitting. In districts with older facilities, the age and structure inhibit the ability of the school to take advantage of some of the new learning resources available to students. Additionally, older buildings have classroom structures that were not designed for some of the more project-based and hands-on teaching methodologies used today. These facility challenges can range from HVAC configurations to internet bandwidth limitations preventing all students from synchronously accessing the internet. Districts that are growing fast, which may have some newer buildings, they also face the ongoing challenge of overcrowding which outpaces their ability to build new facilities.

The subcommittee reviewed the latest information from the State Department of Education on the past ten years of bond elections through May 2019. There was a noticeable increase in bonding requests from school districts for the past five years, compared with requests a decade ago. The subcommittee also looked at pass/fail rates. In 2018, of 17 bond requests considered by voters, five passed and 12 failed. Of the 13 requests from the first six months of 2019, 10 failed.

The subcommittee discussed the previous work by the Legislature on this issue. Last year, SCR 111(2019) proposed review of the existing methodology for funding of school construction and maintenance in Idaho to identify any inadequacies in that formula. The Legislature did not establish an interim committee. While this subcommittee made recommendations for school security and student safety, the subcommittee believes that the Legislature should continue of the methodology for funding school facilities. The subcommittee supports the Legislature in its creation of an interim committee during the next session, in line with the language proposed in SCR 111(2019).

Nationally, school safety and security is a priority. School safety has two main components—first, the state of the physical facilities in which students learn and second, the environment within those facilities. Focusing on these two areas, the subcommittee reviewed information around best practices and standards to ensure that facilities are safe, and information on de-escalation, and how to handle student social and emotional issues which might impact school safety.

In discussing facilities, it was quickly recognized that the shortage of financial limit some of the physical improvements that would ideally be made to create a safe and secure physical environment for students and the ability to provide training for staff.

According to the Education Commission of the States (ECS), at least 43 states and the District of Columbia require a school safety plan in statute or regulation. At least 29 states and the District of Columbia require law enforcement agencies to be involved in the creation of a school safety plan. At least 13 states and the District of Columbia have a statutory or regulatory requirement for school safety audits of school facilities. At least five states require law enforcement agencies to be present in conducting this audit. At least 42 states require schools to conduct safety or security drills in state statute or regulation. Other states may require drills through handbooks, guides, or other rules. At least 29 states and the District of Columbia define school resource officers in state statute or regulations. Other states may define school resource officers in handbooks, guides, or other rules. At least 28 states and the District of Columbia require training, either similar to what's required of traditional law enforcement or tailored specifically for school resource officers. In Idaho local boards of trustees are statutorily responsible for ensuring the safety and wellbeing of their students and are required to provide staff training on harassment and bullying. Additionally,

Section 33-5806, Idaho Code established the Idaho School Safety and Security Advisory Board and tasked the Board with the development and review of school safety and security guidelines for the Office of School Safety and Security. The Office of School Safety and Security is responsible for conducting annual assessments for consistency with the school safety and security guidelines developed by the Idaho School Safety and Security Advisory Board.

Due to limited resources, it would be beneficial for school districts across the state to have foundational support and guidance on school safety and security issues, particularly through common standards and protocols. This would particularly beneficial to small districts facing serious resource challenges. Areas for standardization include: communication with parents and patrons; c0mmunication between law enforcement and local school districts and charter schools; guidance and additional resources for School Resource Officers (SROs); and a common set of standards for those responding to many different types of emergency events. The subcommittee discussed the state's Office of School Safety and Security providing a voluntary certificate for schools that met all of their safety protocols. However, additional work would be required to determine how and who would conduct this program, and how to address those schools that did not have this certificate and whether that would be a safety challenge.

The subcommittee heard from school district staff and other experts on the increase of students with mental health issues, the number of children in crisis, and student trauma issues in our schools. Focusing on this ongoing challenge not only helps address efforts on school safety, but also assists efforts to create the right learning conditions for our students in the classroom. States across the country are grappling with this issue and formulating policy to address it through legislation covering school-based mental health services and resources, school staff training, and school curricula.

Dr. Chris Streeter, St. Luke's Pediatric Behavioral Health, and his team discussed mental health and trauma issues in our schools with the subcommittee. Dr. Streeter provided in-depth background on trends and work with local school districts on these issues.

The subcommittee also heard about how schools are coping with these challenges without direct state support or policy. Twin Falls School District, like several others in the state, conducts professional development around Trauma-Informed Teaching for high school staff in order to help students feel safe, supported, and well-taken care of while learning and growing in the classroom.

Tied into these broader issues around social emotional learning there has been increased research on the impact trauma-informed schools have in helping all students to be successful. According to the recent report, "How Trauma-Informed Schools Help Every Student Succeed," more than half of all young people have reported exposure to violence, abuse or poverty, and over two-thirds have experienced a potentially traumatic event by the age 16. These experiences, referred to as adverse childhood experiences (or ACES) impact a student's cognitive abilities and adversely impact their academic achievement. Providing resources and tools for working with these students have been proven to positively impact a student's educational experience.

National research has demonstrated that a student's social and emotional development is closely tied to a student's learning outcomes. Advancements in cognitive learning and social-emotional learning research have identified areas that show improvement in both student behavior and academic outcomes. Social-emotional learning practices help teachers to enhance their skills in

working with students to help students develop responsible decision-making and relationship skills which directly impact classroom culture and achievement outcomes for all students. With the steep increase in the number of students identified with trauma related behaviors, mental health issues, bullying and other student discipline issues it is critical for teachers and school staff to be trained on effective ways to work with these students. Research shows that teachers who have been trained to assist students with developing self-management and decision-making skills and relationship and team building skills are less likely to have student disciplinary issues such as bullying or other disruptive behavior.

Appendices:

Appendix 1— Summary of Subcommittee Work

Appendix 2— Office of School Safety and Security Domains; Idaho Standard Command Response for Schools (ISCRS)

Appendix 3— Summary of Facilities Dollars— State Department of Education

Appendix 4— To Protect and Educate— Report from the National Association of School Resource Officers (NASRO)

Appendix 5— School Resource Officer (SRO) job description

Appendix 6—Broadband Access for Schools

Appendix 7— Indicators of School Crime and Safety 2018— National Center for Education Statistics

Appendix 1—Summary of Subcommittee Work:

June 26, 2019:

The subcommittee's first meeting focused on a discussion of the objectives of the subcommittee. Greg Wilson, Office of the Governor, provided the scope and deliverables of the Task Force and this subcommittee.

There was a discussion about how work of this subcommittee would support the Task Force focus on student achievement. It was quickly determined that this subcommittee had an important role. The chair, Luke Schroeder, discussed Maslow's Hierarchy of Needs and the environment in which learning and student achievement must happen.

Tim Hill and Julie Oberle, State Department of Education (SDE), presented on the components of state support for school facilities and Idaho code for bonding. Brian Armes, Office of School Safety and Security (OSS) and a member of this subcommittee, provided an overview of OSS, its short history, and its progress on school assessments statewide. OSS is within the Division of Building Safety (DBS). This presentation was followed by a presentation from Gary Barnes, DBS, on the state of school facilities across Idaho and what information DBS tracks for schools. The final presentation was a snapshot of broadband access for schools across Idaho from Will Goodman, Mountain Home SD, and Chris Campbell, SDE.

The subcommittee received reports from four school districts and charters— West Ada SD, Jerome SD, Moscow SD, and Sage International— on the challenges of maintaining school facilities and keeping students safe.

The meeting finished with a brief discussion on some key areas for further consideration, including mental health and social and emotional issues within schools.

July 30, 2019:

Tim Hill and Julie Oberle, SDE, briefed the subcommittee on components of and total amounts for facility funding for LEAs.

Brian Armes, OSS, briefed the subcommittee on School Resource Officers (SROs) and the development and structure of the Idaho Standard Command Response for Schools.

Chair Luke Schroeder asked subcommittee members to bring suggestions for preliminary recommendations that support the task force's main goals.

The subcommittee discussed areas of focus including the subcommittee's approach to facilities. During the 2019 legislature, there was a proposal to create a legislative interim committee to review this issue. Members believed the best approach moving forward was to recommend that a legislative interim committee be created. Luke Schroeder asked staff to draft language on this issue for discussion at the subcommittee's August meeting.

The subcommittee put the state facilities to the side, recommendations on physical security, which helps overall school safety issues, would be discussed. The subcommittee also endorsed pursuing standardized protocols for school safety, though those details would need to be developed. Social

and emotional issues were also considered as a recommendation, helping with both student achievement and school safety.

August 26, 2019:

The subcommittee began with a quick update on the August 13 main task force's meeting and the plan for the final two meetings.

Brian Armes, OSS, provided the subcommittee a brief on a potential, voluntary, school safety certification for schools and school districts, following OSS's school safety domains.

The subcommittee reviewed and unanimously approved the language for the final report for school facilities, reiterating support for the Idaho Legislature to create an interim committee to discuss this issue.

The subcommittee received additional informational briefings. Rep. Mat Erpelding, who participates on the Task force, invited the Idaho Out of School Network to brief the subcommittee on afterschool programs they conduct across Idaho.

The subcommittee has been considering a recommendation around social and emotional issues, but needed more information. Kelli Schroeder and Cara Joslin, Twin Falls School District presented on Trauma Informed Teaching professional development for all staff at their school district. Dr. Chris Streeter, St. Luke's Pediatric Behavioral Health, and his team briefed on social and emotional issues, trends they are seeing, and their work with local school districts on these issues.

The subcommittee ended the meeting with a discussion around a school safety preliminary recommendation and a preliminary recommendation on social emotional issues. After subcommittee input on what that would look like, Luke Schroder, the chair, directed staff to draft and distribute these preliminary recommendations for review, input, and discussion in the final meeting on September 25.

September 25, 2019:

This was the subcommittee's final meeting. The first order of business was to review the preliminary recommendations from the other subcommittees. Greg Wilson, Office of the Governor, provided an overview of all subcommittee recommendations thus far.

The subcommittee heard from Dr. Jeff Seegmiller and Lachelle Smith at Project ECHO at the University of Idaho. It's a tool for connecting Idaho rural communities to create knowledge-sharing with educators on their social and emotional needs. The subcommittee believed this program or something like it can be a model for distributing information to school staff statewide around mental health and other similar issues.

The core of the meeting was review, revising, and finalizing the subcommittee's recommendations. The subcommittee focused on two recommendations:

- **We recommend minimum statewide protocols for school safety and security.**
- **We recommend standard professional development around identifying and responding to student social and emotional issues.**

The subcommittee worked with staff to update and revise the recommendations included in this report and voted unanimously to move them forward.

Appendix 2 - Office of chool Safety and Security Domains; Idaho Standard Command Response for Schools (ISCRS)

White Paper

Idaho Standard Command Responses for Schools (ISCRS)

History of ISCRS:

In May of 2018, first responders (Police and Fire), school district officials (public, charter and private schools) across Ada and Canyon County, the Idaho Office of School Safety and Security, and Ada County Emergency Management formed the Treasure Valley School Safety Committee. The Committee assessed and compared their all-hazards and all-threats based school emergency plans and procedures that were in use throughout the Treasure Valley. This effort coincided and supported the Idaho Office of School Safety and Security's ongoing mission to perform statewide comprehensive threat and vulnerability assessments on school campuses and provide training and support to improve school preparedness.

The Committee quickly determined that virtually every jurisdiction/School District had plans and protocols in place for dealing with school emergencies. However, there were variations in the basic terminology and procedures found in these plans, as well as different priorities and perspectives among responders and emergency services personnel when it came to preparing for and responding to school emergencies. The determination was made that an enduring partnership needed to be in place to facilitate a consistent and multi-disciplinary approach to making our schools safer. A social factor that leads to significate challenges is the high mobility rate of both students and teachers throughout the state. As a result, school staff and students are expected to follow different emergency response procedures in their new school environments, severely limiting their ability to recall and follow emergency procedures when necessary.

As its first order of business, the Committee expanded its reach to additional first responder organizations and school districts across the state to collect their input and enlist their support in developing standardized emergency response procedures for the schools in their districts. Understanding that a long-term engagement of technical support to planning, training and exercising was critical, the Committee decided to start its work with a focus on standardizing protocols and concepts for the initial protective actions a school should take during an emergency situation or heightened threat environment. This focus led to the development of the Idaho Standard Command Responses for Schools (ISCRS), the flexible framework for initial response by a school population. The committee has since developed a training program to support ISCRS as well as a presenters guide to assist those providing training to different school communities in maintaining consistent messaging of concepts, protocols, and terminology.

Purpose of ISCRS:

- Standardizes and share a common group of clear, initial responses applicable to a broad variety of K-12 school environments.
- Provides four (4) limited and unambiguous protocols in a standardized framework which each school, school district, and surrounding community can easily incorporate into their respective school and/or jurisdictional Emergency Operations Plans (EOP).
- Offers distinct operational procedure(s) that may be enacted in series or succession.

White Paper
Idaho Standard Command Responses for Schools (ISCRS)

- Accounts for the "in Loco Parentis" responsibilities of school staff, i.e., the legal and ethical responsibility to "stand in the place of the parents" for a child.
- Acknowledges the mobile nature of modern education and student populations.
- Allows for sustainability by providing free training and materials.
- Draws from familiar procedures (examples: Run/Hide/Fight, Avoid/Deny/Defend, CRASE etc), existing training/experience, and prevalent lessons learned from past school-related emergencies.
- Strengthens partnerships among school communities and first responders to build and enhance a culture of safety and preparedness.
- NOTE: ISCRS has been designed for schools and doesn't impact or alter police/fire response.

ISCRS Protocols:

The approach to training schools on the Idaho Standard Command Responses for Schools focuses on training for administrators, teachers and students for the IMMEDIATE response to a threat and/or hazard. The command responses can be enacted in series or succession. The command responses focus on the following:

- EVACUATION
  - Removing students and staff from dangerous situations inside a building.
  - Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances
  - Movement must be safe, controlled and intentional.

- REVERSE EVACUATION
  - Removing students and staff from dangerous situations outside a building.
  - This command response can be used for the following:
    - Dangers on the playground or outside,
    - Law enforcement activity or other emergencies.
  - Instituted at the discretion of the principal/designee for any situation that poses a threat to the life safety of students, staff or visitors.

- HALLCHECK
  - Detecting and protecting from potential threats while continuing instruction
  - Procedure for responding to lower level threat inside a school
  - Focus on a high level of active awareness
  - Examples of when this command response would be used:
    - Disruptive person,
    - unknown person on campus,
    - out of control student,
    - medical issue or
    - Any other unknown situation in and/or around a school building.

White Paper
Idaho Standard Command Responses for Schools (ISCRS)

- LOCKDOWN - MOVE/SECURE/DEFEND
  - Procedures for staff and student to respond to an imminent threat or active violence inside a school.
  - Options based approach that allows each individual to process information and make a decision.

ISCRS and the Continued Work:

The committee understands that school safety and security is an ongoing process and is continuing to reach out to first responders and their respective school districts around the state to educate them on ISCRS and provide information to those interested in ISCRS. At the same time the committee understands that some jurisdictions or districts are set on using the procedures they have in place, but the committee is available and willing to provide the procedures to anyone who is interested or in need of standardize emergency response procedures for their schools/district. The overall goal is to try and standardize school emergency procedures for the betterment of all Idaho schools and their surrounding communities.

For the upcoming school year (2019-2020), ISCRS will be implemented into schools throughout Ada County, Canyon County, Pocatello, Preston, Cassia County, Bonneville County, Soda Springs and Jerome. In the coming months, members of the consortium will be collaborating with Rexburg, Minidoka County, Cache County (Utah), Idaho Falls and other areas around the state. Also, area PIO's will be sharing information on ISCRS so that all parts of Idaho are aware of the procedures and have the opportunity and/or ability to obtain additional information.

Special thanks to the agencies and school districts that helped or have supported in the development of this project:

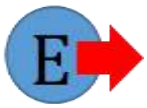
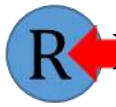
Meridian Police Department
Meridian Fire Department
Ada County Sheriff's Office
Nampa Police Department
Nampa Fire Department
Boise Police Department
Boise Fire Department
Eagle Fire & Rescue
Star Fire Department
Caldwell Police Department
Canyon County Sheriff's Office
Pocatello Police Department
Pocatello Fire Department
Cassia County Sheriff's Office
Preston Police Department
Idaho State Police
Idaho Office of School Safety & Security
Ada County Emergency Management
West Ada School District
Nampa School District
Boise School District
Kuna School District
Middleton School District
Cassia School District
Caldwell School District
Vallivue School District
Homedale School District
Melba School District
Soda Springs School District
Jerome school district
Preston Joint School District
Bonneville Joint School District

White Paper
Idaho Standard Command Responses for Schools (ISCRS)

Bonneville Sheriff's Office
Minidoka County Sheriff's Office
St. Ignatius Catholic School
Ambrose School

Thank you to our local government leaders for their ongoing support.

4 COMMAND RESPONSES

 Evacuation ♦ Move participants out of the building ♦ Account for all participants ♦ Prepare for further action	 Reverse Evacuation ♦ Move participants inside ♦ Account for all participants ♦ Prepare for further action
 Hall Check ♦ Stop all internal movement ♦ Move students to classrooms ♦ Secure internal doors ♦ Secure perimeter doors ♦ Notify of suspiciousness ♦ Continue instruction ♦ Prepare for further action	 Lockdown ♦ Move participants to secure spaces ♦ Secure occupied spaces ♦ Prepare to defend

Appendix 3 - Summary of Facilities Dollars -- State Department of Education

Support Program	33-906, Idaho Code	Distributed to eligible school districts by September 1	Bond Levy Equalization payments must be taken into consideration when computing bond and bond interest levies	Received by eligible school districts having qualifying bonds passed on or after September 15, 2002
School Facilities Funding (Lottery)	33-905, Idaho Code	Distributed to school districts and charter schools by August 31 based on prior year average daily attendance	Must use these dollars for purposes authorized in IC 33-1019 (repairs and maintenance of owned student occupied buildings)	All schools in operation the prior year receive funds
Charter School Facilities Funding	33-5208(5), Idaho Code	Distributed in the spring to charter schools based on their fall enrollment	Charter Schools must use these dollars to defray the purchase, fee, loan or lease costs associated with payments for real property used by the students or employees.	Received by all onsite charters based on enrollment; Based on facility expenditures for online charters
School Facilities Maintenance Match	33-1019(1), Idaho Code	Distributed, as needed, to school districts and charter schools in the fall to satisfy the state match requirement	Must use these dollars for purposes authorized in IC 33-1019 (repairs and maintenance of owned student occupied buildings)	Received by all schools whose lottery funding did not satisfy the state match requirement

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FY 2019 Facility Distributions

School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
001	Boise Independent	785,201.67	1,582,079.00	-	-	2,367,280.67
002	West Ada	671,841.73	2,405,927.00	-	-	3,077,768.73
003	Kuna Joint	885,427.29	330,986.00	-	-	1,216,413.29
011	Meadows Valley	-	9,522.00	-	4,581.00	14,103.00
013	Council	15,564.50	16,207.00	-	10,116.00	41,887.50
021	Marsh Valley Joint	16,161.08	79,582.00	-	46,371.00	142,114.08
025	Pocatello	-	764,026.00	-	39,133.00	803,159.00
033	Bear Lake County	-	72,974.00	-	21,155.00	94,129.00
041	St. Maries Joint	-	60,695.00	-	18,617.00	79,312.00
044	Plummer / Worley Joint	-	19,668.00	-	8,168.00	27,836.00
052	Snake River	354,557.00	109,661.00	-	92,281.00	556,499.00
055	Blackfoot	-	239,608.00	-	189,083.00	428,691.00
058	Aberdeen	180,773.25	45,223.00	-	75,809.00	301,805.25
059	Firth	-	50,272.00	-	45,328.00	95,600.00
060	Shelley Joint	238,400.47	143,196.00	-	59,215.00	440,811.47
061	Blaine County	-	208,027.00	-	-	208,027.00
071	Garden Valley	-	15,425.00	-	2,090.00	17,515.00
072	Basin	-	21,090.00	-	6,498.00	27,588.00
073	Horseshoe Bend	25,864.45	13,969.00	-	26,154.00	65,987.45
083	West Bonner County	-	64,495.00	-	-	64,495.00
084	Lake Pend Oreille	-	222,050.00	-	-	222,050.00
091	Idaho Falls	374,515.55	621,517.00	-	29,841.00	1,025,873.55
092	Swan Valley Elementary	-	2,556.00	-	303.00	2,859.00
093	Bonneville Joint	1,890,452.68	775,971.00	-	7,733.00	2,674,156.68
101	Boundary County	-	89,057.00	-	18,975.00	108,032.00
111	Butte County	14,189.45	26,158.00	-	20,374.00	60,721.45
121	Camas County	6,140.85	9,831.00	-	15,147.00	31,118.85
131	Nampa	2,151,190.05	864,499.00	-	353,103.00	3,368,792.05
132	Caldwell	951,701.98	387,839.00	-	132,541.00	1,472,081.98
133	Wilder	121,219.40	31,071.00	-	25,454.00	177,744.40
134	Middleton	1,162,792.32	247,880.00	-	117,243.00	1,527,915.32
135	Notus	117,090.61	26,151.00	-	8,720.00	151,961.61
136	Melba Joint	193,329.28	52,292.00	-	42,617.00	288,238.28
137	Parma	241,178.75	69,415.00	-	61,177.00	371,770.75
139	Vallivue	3,212,524.15	536,876.00	-	215,762.00	3,965,162.15
148	Grace Joint	172,783.39	32,879.00	-	40,362.00	246,024.39
149	North Gem	-	10,307.00	-	14,181.00	24,488.00
150	Soda Springs Joint	19,728.86	52,521.00	-	-	72,249.86
151	Cassia County Joint	487,873.72	337,095.00	-	176,208.00	1,001,176.72
161	Clark County Joint	-	8,203.00	-	24,175.00	32,378.00
171	Orofino Joint	-	76,723.00	-	39,018.00	115,741.00
181	Challis Joint	-	21,569.00	-	6,175.00	27,744.00
182	Mackay Joint	-	13,075.00	-	13,673.00	26,748.00
191	Prairie Elementary	-	252.00	-	408.00	660.00
192	Glenns Ferry Joint	5,281.40	25,843.00	-	20,381.00	51,505.40
193	Mountain Home	-	238,035.00	-	39,793.00	277,828.00
201	Preston Joint	-	145,700.00	-	33,136.00	178,836.00
202	West Side Joint	-	43,435.00	-	38,495.00	81,930.00
215	Fremont County Joint	32,057.22	133,670.00	-	21,020.00	186,747.22

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School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
221	Emmett Independent	-	147,271.00	-	40,417.00	187,688.00
231	Gooding Joint	-	82,743.00	-	-	82,743.00
232	Wendell	48,507.11	68,500.00	-	9,623.00	126,630.11
233	Hagerman Joint	-	21,416.00	-	15,816.00	37,232.00
234	Bliss Joint	2,935.89	8,380.00	-	9,854.00	21,169.89
242	Cottonwood Joint	-	25,113.00	-	41,355.00	66,468.00
243	Salmon River Joint	-	7,003.00	-	16,166.00	23,169.00
244	Mountain View	-	78,187.00	-	55,905.00	134,092.00
251	Jefferson County Joint	1,136,477.49	361,121.00	-	86,869.00	1,584,467.49
252	Ririe Joint	319,541.80	43,610.00	-	52,026.00	415,177.80
253	West Jefferson	29,606.72	36,563.00	-	49,949.00	116,118.72
261	Jerome Joint	659,444.43	246,351.00	-	59,496.00	965,291.43
262	Valley	-	36,634.00	-	3,471.00	40,105.00
271	Coeur d' Alene	218,722.70	654,193.00	-	-	872,915.70
272	Lakeland	39,418.45	268,693.00	-	-	308,111.45
273	Post Falls	74,939.46	359,943.00	-	-	434,882.46
274	Kootenai Joint	-	8,654.00	-	3,633.00	12,287.00
281	Moscow	22,178.72	145,304.00	-	-	167,482.72
282	Genesee Joint	11,080.91	19,456.00	-	11,335.00	41,871.91
283	Kendrick Joint	7,614.95	14,485.00	-	19,987.00	42,086.95
285	Potlatch	-	27,647.00	-	12,496.00	40,143.00
287	Troy	-	16,406.00	-	17,294.00	33,700.00
288	Whitepine Joint	-	14,814.00	-	10,648.00	25,462.00
291	Salmon	-	48,235.00	-	-	48,235.00
292	South Lemhi	-	6,514.00	-	12,697.00	19,211.00
302	Nezperce Joint	4,862.04	9,085.00	-	19,233.00	33,180.04
304	Kamiah Joint	-	26,606.00	-	33,372.00	59,978.00
305	Highland Joint	-	11,068.00	-	10,695.00	21,763.00
312	Shoshone Joint	-	32,825.00	-	16,201.00	49,026.00
314	Dietrich	58,159.36	12,833.00	-	17,001.00	87,993.36
316	Richfield	-	11,571.00	-	9,941.00	21,512.00
321	Madison	1,050,953.57	326,465.00	-	36,093.00	1,413,511.57
322	Sugar-Salem Joint	378,409.85	101,905.00	-	34,161.00	514,475.85
331	Minidoka County Joint	251,965.79	256,722.00	-	47,838.00	556,525.79
340	Lewiston Independent	283,602.16	288,161.00	-	-	571,763.16
341	Lapwai	45,889.19	29,349.00	-	43,555.00	118,793.19
342	Culdesac Joint	-	5,964.00	-	16,301.00	22,265.00
351	Oneida County	-	88,965.00	-	30,139.00	119,104.00
363	Marsing Joint	502,257.45	51,381.00	-	17,060.00	570,698.45
364	Pleasant Valley Elementary	-	646.00	-	960.00	1,606.00
365	Bruneau-Grand View Joint	39,358.30	18,713.00	-	34,734.00	92,805.30
370	Homedale Joint	-	75,222.00	-	57,913.00	133,135.00
371	Payette Joint	-	92,444.00	-	70,711.00	163,155.00
372	New Plymouth	81,883.18	61,668.00	-	38,901.00	182,452.18
373	Fruitland	193,223.81	110,580.00	-	32,797.00	336,600.81
381	American Falls Joint	17,541.09	90,293.00	-	51,815.00	159,649.09
382	Rockland	23,290.70	11,018.00	-	46,224.00	80,532.70
383	Arbon Elementary	-	1,104.00	-	-	1,104.00
391	Kellogg Joint	103,840.73	66,235.00	-	68,309.00	238,384.73
392	Mullan	-	6,624.00	-	52,255.00	58,879.00

School Facilities and School Safety | September 25, 2019

School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
393	Wallace	-	29,441.00	-	30,751.00	60,192.00
394	Avery	-	1,033.00	-	-	1,033.00
401	Teton County	-	108,574.00	-	-	108,574.00
411	Twin Falls	1,719,237.43	586,848.00	-	85,625.00	2,391,710.43
412	Buhl Joint	22,964.62	80,556.00	-	22,064.00	125,584.62
413	Filer	221,534.99	101,974.00	-	41,909.00	365,417.99
414	Kimberly	467,888.67	120,627.00	-	11,125.00	599,640.67
415	Hansen	15,785.10	20,173.00	-	25,053.00	61,011.10
416	Three Creek Joint Elementar	-	532.00	-	639.00	1,171.00
417	Castleford Joint	-	19,373.00	-	13,396.00	32,769.00
418	Murtaugh Joint	28,806.63	22,075.00	-	7,255.00	58,136.63
421	McCall-Donnelly Joint	-	73,887.00	-	-	73,887.00
422	Cascade	-	13,713.00	-	2,645.00	16,358.00
431	Weiser	-	95,138.00	-	78,059.00	173,197.00
432	Cambridge Joint	-	7,975.00	-	16,183.00	24,158.00
433	Midvale	-	6,912.00	-	10,918.00	17,830.00
001.1	Anser Charter School	-	22,800.00	156,440.88	-	179,240.88
002.1	Meridian Technical Charter H	-	12,435.00	84,108.00	N/A- Lease	96,543.00
002.3	Meridian Medical Arts Charte	-	12,048.00	81,584.76	N/A- Lease	93,632.76
131.1	Idaho Arts Charter School	-	69,307.00	494,555.04	-	563,862.04
131.3	Gem Prep: Nampa	-	17,823.00	152,656.02	N/A- Lease	170,479.02
139.1	Thomas Jefferson Charter Sc	-	23,726.00	161,066.82	-	184,792.82
201.1	SEI Tec	-	12,886.00	82,846.38	N/A- Lease	95,732.38
221.1	Payette River Technical Acac	-	12,690.00	82,005.30	N/A- Lease	94,695.30
281.1	Moscow Charter School	-	10,535.00	74,015.04	-	84,550.04
331.1	ARTEC Charter School	-	12,953.00	84,108.00	N/A- Lease	97,061.00
451	Victory Charter School	-	25,494.00	170,739.24	-	196,233.24
452	Idaho Virtual Academy	-	121,641.00	165,896.00	N/A- Lease	287,537.00
453	McKenna Charter School	-	28,071.00	54,504.12	-	82,575.12
454	Rolling Hills Charter School	-	16,373.00	103,452.84	-	119,825.84
455	Compass Public Charter Sch	-	57,434.00	454,183.20	-	511,617.20
456	Falcon Ridge Public Charter S	-	17,290.00	114,807.42	-	132,097.42
457	INSPIRE Connections Acade	-	55,721.00	45,536.43	N/A- Lease	101,257.43
458	Liberty Charter School	-	26,133.00	173,683.02	-	199,816.02
460	Connor Academy	-	34,666.00	232,138.08	-	266,804.08
461	Taylor's Crossing Public Chart	-	24,434.00	154,338.18	-	178,772.18
462	Xavier Charter School	-	45,760.00	294,378.00	-	340,138.00
463	Vision Charter School	-	43,341.00	302,368.26	-	345,709.26
464	White Pine Charter School	-	28,804.00	223,727.28	-	252,531.28
465	North Valley Academy	-	13,984.00	93,780.42	94.00	107,858.42
466	iSucceed Virtual High School	-	28,836.00	51,428.48	N/A- Lease	80,264.48
468	Idaho Science & Technology	-	13,842.00	117,751.20	1,265.00	132,858.20
469	Idaho Connects Online Schoo	-	12,751.00	21,270.47	N/A- Lease	34,021.47
470	Kootenai Bridge Academy	-	13,437.00	75,276.66	-	88,713.66
472	Palouse Prairie Charter Scho	-	11,793.00	76,958.82	N/A- Lease	88,751.82
473	The Village Charter School	-	25,911.00	204,802.98	-	230,713.98
474	Monticello Montessori Charte	-	12,064.00	97,565.28	-	109,629.28
475	Sage International School of	-	62,347.00	417,596.22	-	479,943.22
476	Another Choice Virtual Charte	-	31,106.00	126,387.01	N/A- Lease	157,493.01
477	Blackfoot Charter Community	-	38,006.00	267,883.98	-	305,889.98

School Facilities and School Safety | September 25, 2019

School District / Charter School		Bond Levy Equalization Support Program	School Facilities Funding (Lottery)	Charter School Facilities Funding	Facilities Maintenance Match	FY 2019 Combined Total
478	Legacy Charter School	-	19,668.00	125,741.46	-	145,409.46
479	Heritage Academy	-	9,879.00	72,332.88	-	82,211.88
480	STEM Charter Academy	-	29,908.00	222,045.12	-	251,953.12
481	Heritage Community Charter	-	32,015.00	207,326.22	-	239,341.22
482	American Heritage Charter S	-	21,440.00	152,235.48	-	173,675.48
483	Chief Tahgee Elementary Aca	-	5,415.00	36,166.44	N/A- Lease	41,581.44
485	Bingham Academy	-	7,220.00	49,623.72	-	56,843.72
486	Upper Carmen Charter Schoo	-	7,060.00	42,474.54	-	49,534.54
487	Forrest M. Bird Charter Schoo	-	21,136.00	133,311.18	-	154,447.18
488	Syringa Mountain School	-	7,914.00	46,679.94	-	54,593.94
489	Idaho Technical Career Acad	-	7,304.00	25,785.00	N/A- Lease	33,089.00
490	Idaho Distance Education Ac	-	36,015.00	46,114.84	-	82,129.84
491	Coeur d' Alene Charter Acade	-	43,854.00	289,331.52	-	333,185.52
493	North Star Charter School	-	60,057.00	410,026.50	-	470,083.50
494	Pocatello Community Charter	-	21,323.00	145,086.30	-	166,409.30
495	Alturas International Academ	-	25,760.00	195,551.10	N/A- Lease	221,311.10
496	Gem Prep: Pocatello	-	9,258.00	77,379.36	N/A- Lease	86,637.36
497	Pathways in Education - Nam	-	8,925.00	80,323.14	N/A- Lease	89,248.14
498	Gem Prep: Meridian	-	-	113,125.26	N/A- Lease	113,125.26
499	Future Public School, Inc	-	-	95,462.58	N/A- Lease	95,462.58
511	Peace Valley Charter, Inc.	-	-	115,227.96	N/A- Lease	115,227.96
513	Project Impact STEM Academ	-	-	107,237.70	N/A- Lease	107,237.70
518	ARTEC-I Charter School	-	-	84,949.08	N/A- Lease	84,949.08
555	COSSA Academy	-	7,282.00	-	26,665.00	33,947.00
	IESDB	-	6,009.00	-	-	6,009.00
	Combined Total	22,409,764.39	18,562,500.00	8,367,377.15	3,849,506.00	53,189,147.54

Appendix 4 - To Protect and Educate - Report from the National Association of School Resource Officers (NASRO)

TO PROTECT & EDUCATE:

The School Resource Officer and the Prevention of Violence in Schools

NASRO
National Association of School Resource Officers
THE world's leader in school-based policing

NASRO's Mission

The mission of the National Association of School Resource Officers (NASRO) is to provide the highest quality of training to school-based law enforcement officers in order to promote safer schools and safer kids. NASRO is an organization for school-based law enforcement officers, school administrators, and school security/safety professionals working as partners to protect students, faculty and staff, and their school community. NASRO, the world's leader in school-based policing, is a not-for-profit organization founded in 1991 with a solid commitment to our nation's youth.

NASRO was founded on the "triad" concept of school-based policing which is the true and tested strength of the School Resource Officer (SRO) program. The triad concept divides the SRO's responsibilities into three areas: *Educator, Informal Counselor, and Law Enforcement Officer*. By training law enforcement to educate, counsel, and protect our school communities, the men and women of NASRO continue to lead by example and promote a positive image of law enforcement to our nation's youth.

SRO programs across the nation are founded as collaborative efforts by police agencies, law enforcement officers, educators, students, parents, and communities. The goal of NASRO and SRO programs is to provide safe learning environments in our nation's schools, provide valuable resources to school staff, foster a positive relationship with our nation's youth, and develop strategies to resolve problems affecting our youth with the objective of protecting every child so they can reach their fullest potential.

School-based policing is one of the fastest growing area of law enforcement. With thousands of NASRO members around the globe, NASRO takes great pride in being the first and most recognized organization for law enforcement officers assigned in our school communities. NASRO is available to assist communities and schools districts around the world that desire safe schools and successful community partnerships in developing the most effective program for their community.

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ABOUT THE AUTHORS

Maurice "Mo" Canady holds a Bachelors degree in Criminal Justice from Jacksonville State University. He is a former Lieutenant with the City of Hoover Police Department in Hoover, Alabama. After a 25-year career, Mo retired from the Hoover Police Department in 2011. The last 12 years of his career were spent as the commander of the School Services Division which provided services to over 13,000 students. Mo has been a Law Enforcement Instructor since 1993. He has taught such courses as Evidence Photography, Fingerprinting and Tactical Response to School Shootings and Student Violence. He is also a former member of the Hoover Police Department's Special Response Team. Mo was appointed as an instructor for the National Association of School Resource Officers in 2001 and a NASRO board member in 2005. He is a past President of the Alabama Association of School Resource Officers. On February 1, 2011, Mo became the Executive Director for the National Association of School Resource Officers.

Bernard James is a professor of law at Pepperdine University School of Law in Malibu, California, where he specializes in Civil Rights, Constitutional Law, and Education Law. He joined the Pepperdine faculty in 1984 after serving in Michigan as a judicial clerk for the Honorable Judge Myron Wahls on the Court of Appeals. Professor James is author of the textbook *Education Policy and the Law: Cases and Commentary* and numerous articles on law, education and religion. He is a contributing editor to the NASRO *Journal of School Safety* where he writes on school safety reform and student rights.

Dr. Janet Nease has been a member of NASRO's Board since 2002 serving as SRO/administrator relations advisor, curriculum development and conference planning. In addition to these roles, Dr. Nease has served as the Editorial Chair for NASRO's quarterly training publication, *Journal of School Safety*. Dr. Nease's earned her doctorate at St. Louis University in Educational Leadership. Her professional background includes 34 years in public education as a teacher, mentor, grant author/supervisor, instructional trainer, school principal and district level administrator. She successfully led many school-level and district level reforms, established the district's safe schools program including the district's first school resource officer, as well as supervised numerous federal programs, student wellness programs, career and technical education programs and guidance counseling programs. During her tenure, she additionally served on many state education committees focused on statewide instructional improvement. Dr. Nease's many responsibilities prepared her to present at state and national conferences and to assist NASRO in its on-going efforts to design and deliver nationally-recognized training. Dr. Nease is now an independent curriculum consultant and trainer often requested by Dr. Grant Wiggins' consulting organization, Authentic Education, to provide national and international consulting and training.

NASRO
National Association of School Resource Officers
THE world's leader in school-based policing

Contents

Summary

"Overwhelmingly, individuals in the law enforcement community got into this profession to help people; there is no greater opportunity to help someone than in the role of school resource officer. These law enforcement officers are presented with opportunities on a daily basis to help a child out of a bad situation or to help a child turn their lives around." [1]

This Report, *To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools*, addresses recent criticism of policies by public school officials to fashion campus safety plans around interagency partnerships, not the least of which involve the use of law enforcement personnel known as school resource officers (SRO). This aspect of education law, now commonly known as "school safety law," has been the subject of considerable and thoughtful development over the last thirty years. However, recent criticism has called into question the fairness and effectiveness of this type of interagency collaboration in the school context. By focusing on child welfare reform, student rights, victim's rights, and liability, the Report corrects misimpressions about the purpose and use of school resource officers as an integral part of school safety teams, primarily by documenting the success of public educators maintaining a safe campus climate using the team approach.

The goal of the Report is to provide uncluttered reference points for school policymakers as they conduct needs-assessments in response to legitimate, local safety incidents. The arguments set forth by the critical commentary muddle policymaking, suffering from an inherently superficial and flawed methodology. Therefore, the focus of this Report is to more accurately explain school resource officers and the role they play in supporting educational objectives. School resource officers experience a distinctive and welcomed role in the campus community and enjoy an effective relationship with the school officials with whom they serve. The main points addressed are straightforward:

- Educators are succeeding in maintaining a safe campus climate;
- Local interagency partners are all in on the goal of balancing campus safety alongside student rights and the rights of victims;
- Attacks against the school resource officer are superficial and polemical; and
- SROs are effective in reducing campus disruptions while enhancing feelings of school safety by educators, parents, and students.

The emphasis herein is pragmatic: public educators are too purposeful and committed to child welfare to confuse juvenile justice with the education mission. Therefore, campus safety policies are dependent on and interactive with the education mission. The collaborative approach to campus safety is a proven means to fulfill the statutory and constitutional duty to maintain a safe and effective learning environment.

The language of the Report is evidentiary: it presents the history of community-oriented, collaborative reform as a context for seeing its school-based component as a successful model, tailored to preserve the educational climate while looking after the needs of all students. The interagency model is not itself a substantive policy. Rather, it combines core competencies logically and proactively, enhancing both assessments and decision-making. Seen in this way, the effective use of the school resource officer is an object lesson in the public school context: merging information and resources to eliminate disruptions, reduce victimization, increase school attendance, and improve the learning environment.

This school safety law model does not foster a "school-to-jail pipeline." Interagency teamwork does not divest any participating agency of functions and duties given by law that enable its specific mission. Nor does it foster aggrandizement of the authority of other agencies. This criticism of school resource officers reflects a fundamental misunderstanding of comprehensive interagency reform.

The "school-to-jail pipeline" rhetoric is also misled as to juvenile law and victims' rights, giving insufficient weight to the truth that as the gravity of a campus incident increases, the authority of collaborating agencies to exercise discretion decreases sharply. Therefore, future discussions of school safety policy reform should proceed along two predictable, but separate branches of inquiry. The first branch looks at the degree to which the campus team applies the interventions, remedies, and consequences required by law for serious misconduct on campus. This is a ministerial duty of the highest order. Should this branch fail to hold its weight, then the campus safety enterprise collapses for lack of sincerity, commitment, and goodwill. The second branch looks to the firm science of child-welfare reform law: how well the team collaborates to produce outcomes that balance the duty to preserve the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. The welfare of children compelled to attend public schools is not compromised by school resource officers, but is at-risk without them.


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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."[2]

Over the past two decades, America's public schools have become safer and safer. All indicators of school crime continue on the downward trend first reported when data collection began around 1992. In 2011, incidences of school-associated deaths, violence, nonfatal victimizations, and theft all continued their downward trend.[3] This trend mirrors that of juvenile arrests in general, which fell nearly 50% between 1994 and 2009—17% between 2000 and 2009 alone.[4]

This period of time coincides with the expansion of School Resource Officer programs as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety. The "school resource officer," (SRO) also known as a "school safety liaison," or "campus police," refers to commissioned law-enforcement officers selected, trained, and assigned to protect and serve the education environment. The first SRO program was instituted in 1953 in Flint, Michigan,[5] and later spread, in 1968, to Fresno, California.[6] Programs expanded slowly at first, then more quickly during the 1990s. For some school officials, this expansion was prompted by the 15 deadly, highly-publicized campus rampages that occurred from 1993–1999.[7] Other educators had equally compelling data in hand to influence the decision: their own campus incident reports and the perceptions of school personnel, students, and parents.

In the year of this Report, school resource officers have become a vital component in school safety planning. The SROs are seen as effective resources in reducing campus disruptions and in enhancing educators' and students' feelings of safety while at school. Today, the school

safety team is an established partnership that is expanding its focus beyond low-probability/high-consequence shootings, to new data that highlight the current challenges to preserving the educational climate.[8]

- There were 33 school-associated violent deaths during the 2009-10 school year. In 2010, among students ages 12–18, there were about 828,000 nonfatal victimizations at school, including 470,000 victims of theft, and 359,000 victims of violence. In 2009–10, about 74% of public schools recorded one or more violent incidents of crime, 16% recorded one or more serious violent incidents, and 44% recorded one or more thefts.[9] The National School Safety Center reports that as to violent deaths on campus from 1999–2008, no clear trend up or down is evident.[10]
- The Centers for Disease Control reports that in 2009, the most recent year for which statistics are available, 5.6% of children nationwide carried a weapon on to school property at least one day in the 30 days before the survey, 7.7% were threatened or injured with a weapon on school property during the 12 months before the survey, 11.1% were in a physical fight on school property during the 12 month period, 19.9% were bullied, 5% did not go to school at least one day in the month before the survey because they felt it was unsafe to be at school or to travel to and from school, 4.5% drank alcohol and 4.6% used pot on school property at least once in the 30 days before the survey, and 22.7% were offered, sold, or were given illegal drugs on school property in the 12 months before the survey.[11]
- The National Center for Education Statistics reports that 28% of 12 to 18 year-old students reported having been bullied at school during the previous 6 months.[12] This compliments an independent study that reports a 50% increase in the percentage of youth who were victims of online harassment from 2000 to 2005.[13]

It is the thesis of this Report that a proper assessment of school resource officers and the implications of their participation on the campus safety team is dependent on a knowledge of comprehensive interagency reform, now deeply-rooted at the state and local level. Since 1980, public policies on child welfare and juvenile justice have been carefully studied and revised around the collaborative theme, including:

- Interstate compacts and intrastate agency collaboration on missing, endangered, and exploited children;[14]
- State and local multi-jurisdictional and multi-disciplinary teams on delivery of services to children and families;[15]
- Local jurisdictional interagency agreements on juvenile delinquency and at-risk youth;[16] and
- Collaborative campus safety plans for public schools and universities.[17]

The successes of interagency collaboration, in all of its applications, are well-documented, including its downstream effect on reform in other areas of law. Most notable in this regard are the changes in federal and state records-privacy laws, amended to authorize and promote more effective communication by agencies with a common interest in child protection.[18] The school safety team is an object lesson of this collaborative approach. By now, all 50 states as well as local authorities authorize—and often mandate—a version of the team approach to insure that public schools are safe, secure environments where educators can teach and students can learn.[19]

In recent years, criticism has called into question the fairness and effectiveness of interagency collaboration in the school context. The sole focus of much of the analysis has been the school resource officer.[20] The SRO has been impugned for being ill-suited to the education environment, a source of confusion and intimidation on campus, and responsible for an increase in the number of referrals from schools to the juvenile justice system. Critics dispute any correlation between the presence of an SRO on campus and crime reduction and go so far as to associate the presence of the SRO with an increase in crime on campus.

Representative of this commentary is a 2011 report by the Justice Policy Institute (JPI) in which it is argued that use of the SRO is a failed enterprise that has resulted in a "school-to-prison pipeline" that is a direct result of SRO programs.[21] JPI's specific criticisms of public educators' use of school resource officers include charges that "SROs directly send youth into the justice system, which carries with it a lifetime of negative repercussions and barriers to education and employment"[22] and "SROs create the fearful environment that they are supposed to prevent."[23]

It is the intention of the Report to address commentary of this type. Seen as a cohort, the commentaries suffer, as does the JPI report, from an inherently superficial and flawed methodology. The proposition that a dozen randomly selected cities can render conclusive evidence on decades of policymaking by thousands of school districts in 50 States strains credulity. Not

only does this methodology raise questions of statistical significance, it also reveals a latent assumption by critics that the safety needs of local school districts are basically fungible.

In the case of the JPI commentary, this methodological flaw is evident in its choice of a single school district in one state, Philadelphia, Pennsylvania, to represent the diversity of all school districts when it concludes that SRO's foster violent crime.[24] Its conclusion that three urban school districts, New York City, Philadelphia, and Los Angeles can effectively represent all school districts for the assertion that there are too many police in schools is surpassed in reductionism only by JPI's assumption that five selected factors can account for all school safety variations among the states.[25] Additionally, it is somewhat incongruous that the JPI commentary ignores correlations and perceptions in studies and reports that attempt to objectively measure the impact of the current interagency school safety model, while JPI, at the same time, presents no data showing that its alternative school safety approaches are incompatible with SRO programs.[26] Finally, JPI's assertions are counterproductive to the policy debate when it levels charges of race-biased, disparate juvenile arrests only to admit to lacking data that correlates this to SROs.[27]

This Report addresses this and other weaknesses in the critical commentary by letting the data speak for itself, in detail, in order to demonstrate numerous rebuttals to the ultimate conclusion that the use of school resource officers is a failure. By examining court decisions and legislation, along with the correlations and perceptions of published reports and studies, the materials contained within this Report will demonstrate that school resource officers are more likely to experience a distinctive and welcomed role in the campus community and enjoy an effective relationship with the school officials with whom they serve. The Report will illustrate that the team model of school safety is a positive development in which dedicated professionals are engaged in a balanced discourse about student rights and the education mission in the public schools. It will accomplish this objective by examining four areas of education law reform: interagency child welfare reform, student rights, victim's rights, and liability.

Part I of the Report is historical. It traces the deep roots of child-welfare interagency reform and points forward to the branch that pertains to school safety and the school resource officer. It defends the premise that any discussion about reform in school-safety law has to take into proper account the model by which communities and institutions share their duties and responsibilities to children, right down to the public school campus and the school resource officer. Part I proves the truth that child-welfare reform law has fundamentally changed the

nature of the juvenile-justice and child-welfare systems from a solitary task to a collaborative process that improves assessments and outcomes.

Part II of the Report analyzes the scope of involvement by the school resource officer in campus safety, as a matter of law and policy, and science. Of particular significance is the relationship between courts and legislators, whose scrutiny of the school resource officer has sped its acceptance as a best practice that enhances good results. The science is reflected in the studies on school safety, the critical mass of which reinforces the views held by judges and policymakers. Part II also introduces the NASRO triad of SRO responsibility in which officers ensure a safe and secure campus, educate students about law-related topics, and mentor students as counselors and role models.

Part III of the Report concludes that the policy reforms under consideration in school safety law are dynamic and deserve more than a superficial attack on school resource officers as the lower-hanging fruit in a perennial debate on law and order in America. The proper starting point for making assessments should focus on the fairness of outcomes in light of legitimate, concurrent interests in which the welfare of all children—both victims and actors—is paramount. For example, research has identified a legitimate issue regarding the training of teachers and administrators on the uses to which an SRO should be put in the resolution of subjective disorderly conduct incidents, to which an arrest is not the only option. The scholarship on this matter suggests that the school safety team must exercise better discretion for these offenses given the wide range of interventions that the education mission and resources of other local agencies place in-hand.

The Report does not attempt to resolve this matter, nor other policy debates on the numerous legitimate local issues confronting our public schools. Instead, the Report concludes that coherent solutions to unique, local needs should emerge from the existing interagency model in which the school resource officer is an essential asset. Child welfare on campus is not compromised by school resource officers, but is at-risk without them. Erection of the ancient barriers would be catastrophic and debilitating to the interests of children: creating the appearance of deliberate indifference to student victims, formalizing selective enforcement of conduct codes, violating the right of students to an education, and inducing obstruction of justice whenever crimes are covered up on campus.


POLICE
T. HOPKINS
TOBACCO

Interagency Collaboration:

From Child Welfare Reform Law to the School Safety Team

"Community policing and the presence of school resource officers on school campuses serve a vital role fostering a safe learning environment for pupils, faculty and staff."[28]

The major experience of public schools in the last quarter-century in America has been about relationships—from isolation to involvement—through interagency reform. The integration of this model of assessing and providing for the needs of students, including their safety, is a version of comprehensive child welfare reform law. When critics of school disciplinary policies attempt to link their criticism to the mere inclusion of an interagency partner, it reflects a fundamental misunderstanding of both child welfare law and education law. Therefore, any discussion about reform in school safety law has to take into proper account the model by which communities and institutions share their duties and responsibilities to children, right down to the public school campus and the school resource officer.

Evolution of the Collaborative Model of Child-Welfare Law

Early development of the interagency model focused on child victimization, neglect and abuse. In 1984, the United States Department of Justice began to encourage coordination of units of state and local government.[29] Shortly thereafter, Congress added its voice by passing The Child Abuse Prevention and Treatment Act, which conditioned federal funding on the effective use by states of multidisciplinary teams and coordinating councils.[30] The focus of collaborative programs on child victimization, abuse and endangerment remains the most compelling feature of child welfare reform law and, understandably, heavily influence school safety programs.[31]

State legislators quickly embraced this focus to expand reform to the juvenile justice and child welfare systems, creating a comprehensive model for improving assessments. First, concepts and terminology began to change. Terms like "child victimization," "abuse," "at-risk," and "neglect" broadened to empower the efforts of a wider range of public and private community-based, interagency programs.[32] In this manner, agencies were encouraged to overcome barriers that separated the juvenile-justice and child-welfare systems. In place of barriers, state legislation authorized collaboration with the goal of improving outcomes in light of the risk factors and the protective factors of children.[33]

By now, the collaborative emphasis in child welfare reform law is comprehensive in the sense that few, if any, area of child welfare is left unaffected. Interagency collaboration is expressed through:

- Interstate compacts and intrastate agency collaboration on missing, endangered, and exploited children;[34]
- State and local multi-jurisdictional and multi-disciplinary teams on delivery of services to children and families;[35]
- Local jurisdictional interagency agreements on juvenile delinquency and at-risk youth;[36] and
- Collaborative campus safety plans for public schools and universities.[37]

The various branches of this reform have a common root: to improve the lives of children through a continuum of alternatives based on communication across the child welfare and juvenile justice systems. The focus on appropriate outcomes is the bridge that merges different traditions and interests, particularly between juvenile justice and child welfare agencies.[38]

The Child-Welfare Team's Focus on Collaborative Assessments and Improving Outcomes

Child-welfare reform law has fundamentally changed the nature of the juvenile-justice and child-welfare systems from solitary ritual to an integrated process based on collaborative assessments. If ever an approach to protecting children has fallen from grace, it is the idea of autonomous, self-directed agency action. Two decades of scholarship before and after 9/11 underscore the connection between the failure of agencies to collaborate and adverse outcomes.[39]

Today, in place of isolation and barriers, the collaborative model thrives in the numerous statutory provisions relating to the welfare of children. These laws authorize or require some aspect of interagency teamwork in providing services to children and their families. While each public or private agency on the "team" remains distinct as to its statutory obligations, each operates upon the science that, when collaborating, children have much better outcomes.[40]

The shift occurred after years of debate about the benefits and harms of interagency collaboration, agency accountability, and privacy of youth records.[41] Its success is reflected everywhere: in the revisions of program titles, mission statements, and daily procedures, shifting the focus to the quality of assessments by local agencies that share an active and common interest in improving outcomes.[42]

Interagency collaboration should not be confused with substantive policy. It is a proven, effective procedure by which policymakers gather information as a means to improve assessments and outcomes. Therefore, perfect outcomes are not self-executing because of interagency cooperation. However, the science of improving outcomes through multi-disciplinary assessments is, by now, so well established that all studies and reports assessing the merits of government performance presume it to be a best practice.[43] Autonomous, self-directed agency action is so soundly discredited, that it would be odd, if not fatal, for a policymaker—for any reason—to reject the proven, community-oriented approach to serving and protecting children.

A recent study notes:

> The biggest variance between the juvenile justice and child welfare systems rests in each system's view of the young person and whose interest the agency seeks to serve. In the juvenile justice system, the young person is often seen as a perpetrator or someone who puts society at risk, and historically, the services provided seek to remediate the delinquent behavior. On the other hand, the child welfare system views the young person as a victim and works to nurture and protect him or her. This difference in views often translates into the organizational culture—affecting how an agency functions, how youth and families are engaged, and how services are provided. The reality is that [children] need to be protected and their behavior needs to change so that they do not harm others. At issue is not how we label the youth—as "victim" or "perpetrator"—but how we serve the youth both to protect them and effect behavioral change.[44]

The success of this merger of interests is well documented.[45] It has prompted significant downstream reform, most notably in amendments to federal and state records-privacy laws.[46] The significance of privacy law reform-mandated interagency reporting and disclosure requirements is difficult to overstate and impossible to ignore. The information sharing provisions operate as exceptions to the typical confidentiality of agency records, enacted solely for the purpose of improving multi-disciplinary needs assessments. Records-privacy laws continue to serve as the fuel for on-going development of child welfare reform law.[47]

The School-Safety Team: A Collaboration That Protects Child Welfare and Supports Public Schools' Education Mission

School-safety law represents an object lesson on the successes of the child welfare reform model. Using collaborative tools, today's safe-schools team avoids the demise that befell their isolated predecessors. Previous educators found themselves stuck in the middle of the juvenile-justice and child-welfare systems' efforts to serve and protect children. Without collaboration, these secluded educators accepted the risk of rampages by, and victimization of, students without any hope of prior notice. Even the identities of children purposefully placed into classrooms by juvenile-justice and child-welfare officials were routinely kept private from school officials. With collaboration, the cloud that forced school officials to peer into the dark and assume risks without information has been removed. Today's educators have the tools to implement a version of the child welfare reform model that nurtures and protects students as well as prevents disruptive behavior.

The school safety law model evolved quickly during the 1990s, prompted by 15 deadly, highly publicized campus rampages from 1993–1999.[48] Most public educators had equally compelling data in-hand to recommend the model: their own campus incident reports and the perceptions of school personnel, students, and parents. This period of time coincides with the addition of school resource officers as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety. The school safety law model is designed to adapt to the unique variety of special needs on the local campus. Today, the school resource officer is an established partner on the campus safety team whose focus has broadened well beyond the low probability/high consequence shootings, to the array of challenges to the educational climate.

Critics of school safety who disagree with specific policy outcomes are mistaken when the interagency model is selected as the lower-hanging fruit in the debate. This is particularly true when critics who traditionally target law enforcement for criticism stumble upon the school resource officer. Child welfare on campus is not compromised by school resource officers, but is at-risk without them. Erection of the ancient barriers would be catastrophic and debilitating to the interests of children: creating the appearance of deliberate indifference to student victims, formalizing selective enforcement of conduct codes, violating the right of students to an education, and inducing obstruction of justice when crimes are covered up on campus.

School resource officers assist educators in protecting students and the education mission by being an active part of at least three educator-initiated strategies:

- Safe School Crisis Training: Planning and implementing procedures that (1) train and drill all campus personnel to respond to crisis events; (2) control access to the school during the school day; and (3) close or partially close the campus after students arrive.
- Purposeful Use of Technology: Integration of metal detectors, surveillance video, and other devices to cover and document more real-time activities. This policy lawfully enhances supervision of events occurring in parking lots, hallways, classrooms, auditoriums, and open areas that do not involve reasonable expectations of privacy.
- Effective Use of Interagency Partners: Sharing information to (1) identify risk and protective factors of students (2) coordinate nurturing, intervention, and prevention efforts; and (3) designate "first" and "primary" responders to incidents and threats to school safety.

The weight of the evidence show that collaboration between school officials and school resource officers is an example of these strategies put to effective use in preserving the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. When critics accuse educators of being indifferent to, or hostile toward, the rights of students under the banner of school safety, it is not surprising that the data fail to support the assertion. This is not because of an absence of data. Data on school safety are inherent in the activity. School safety is incident-driven. The record speaks for itself. What the data of school discipline under the school-safety model reflect is the exercise of discretion by educators in light of both their heightened legal duties and broadened legal authority. And while there are many uses to which the data may be put in assessing the correctness of outcomes in light of this discretion, one assertion has been taken away from the debate by the data itself: collaboration between school officials and school resource officers is an effective component to preserving the right of boys and girls to attend schools that are secure and peaceful.


RANGEVIEW RAIDERS

The SRO's Role on Campus:

Keeping Students Safe and Supporting the Education Mission as Law Enforcement Officer, Teacher and Counselor

"Sometimes when kids grow up they are taught cops aren't there to help them, but having school resource officers like Bill Rosario in the schools makes it really easy to see they are there to give us guidance and show that you can change your life."[49]

The Triad of SRO Responsibility

Effective SRO programs recognize and utilize the special training and expertise law-enforcement officers possess that is well suited to effectively protect and serve the school community. SROs contribute to the safe-schools team by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students as counselors and role models. This is the Triad Model of SRO responsibility: *educator, informal counselor, and law enforcer*.

Just as it would be difficult to describe all the tangible and intangible ways an experienced, caring teacher or administrator contributes to his or her school; it is also difficult to inventory all that an SRO can do for a campus and its surrounding community. Law enforcement's specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile-justice system combine to make them critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school-safety policy, and emergency response preparedness.

Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting the educational mission. In addition to traditional law-enforcement tasks, such as searching a student suspected of carrying a weapon or investigating whether drugs have been

brought onto campus, SROs' activities can include a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned:

- Meeting with principals each morning to exchange information gathered from parents, community members, and social media to detect potential spill-over of threats, drug activity, and other behavior onto campus.
- Meeting with campus and community social workers to understand when and how at-home issues may be motivating a student's disruptive behavior in order to work with school staff to ensure effective and supportive responses.
- Carrying two radios: one for school and one for the sheriff's department to watch for spill-over onto campus and be a familiar face if one of their students is involved in an incident off campus.
- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.
- Providing counseling and referrals when sex-abuse victims turn to them for help because of the relationship of trust officers have built with the students.
- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances and community functions.
- Working with school administrators to keep the Schools Emergency Management Plan updated.
- Scheduling emergency drills in conjunction with other local agencies.
- Coordinating a Crime Scene Investigator to speak to Biology classes.
- Instructing students on technology awareness, domestic violence, traffic-stop education, and bullying.
- Developing intervention, skills-development, and healthy-lifestyle programs for elementary and middle-school students so they are prepared to succeed in high school.
- Conducting home visits to contact parents of at-risk students and assisting those families.
- Helping students with their homework, playing basketball, and sharing dinner together during extended school-day programs.
- Creating and conducting a distracted driving course for students in the school district.
- Hosting summer "bike rodeos" for students that includes the donation of bicycles by local merchants and the police department.
- Implementing a "Doing the Right Thing" program where educators select one student each month for lunch with the SRO and a photo in the local paper in recognition of their leadership skills.

- Hosting summer "Jr. Police Academies": free programs that give students something positive to do after the school day and during their summer vacation, including camping, bull riding, archery, baseball, life-skills, and musical theatre.
- Conducting intervention programs for the purpose of counseling victims and friends of victims of campus violence.
- Providing unique classroom instruction to students in programs such as the "Eddie Eagle Gun Safe" Program, the "Too Good for Drugs & Violence Program," and the "Protecting Kids Online" Program.
- Coordinating and funding programs for students-in-need that provide rides to school, school uniforms, school lunches, supplies for the home, food, and holiday gifts.
- Coordinating a variety of community service activities with students that include spending time with the elderly at local nursing homes, running soup kitchens for the needy, hosting dances with student groups, and weekend field trips.

The SRO's Role in Creating A Safe and Secure School Environment and Community

Bringing Specialized Skills to Bear on School Safety

SROs are sworn police officers trained to serve and protect the community. As such, they have a duty to serve and protect schools within their jurisdiction as part of a total community-policing strategy. This duty persists and remains paramount when an officer is assigned to a school.

Most of an SRO's time is typically spent on school-safety and law-enforcement activities, from assisting with their school's emergency-response plan to arresting students selling illegal drugs on campus to monitoring the school entrance and parking lot before and after school. As to school discipline, the particulars of the essential Memorandum of Understanding between the local law-enforcement agency and school district defines the role the SRO will play in assisting school personnel with discipline issues that do not involve law violations or threaten campus security. A best practice for discipline issues has emerged nationally over the past decade and has been endorsed by the courts: an SRO who observes a violation of the school code of conduct, preserves a safe and orderly environment by taking the student(s) to where school discipline can be determined solely by school officials.[50]

As law-enforcement specialists, SROs bring a level of expertise to the school setting that promotes effective and efficient investigation and resolution of crimes occurring on campus. For example, when rumors spread that a student is carrying a weapon, the SRO puts his or her investigative expertise to use to recognize any suspicious behavior the student may be engaged in, interview staff and students who might have knowledge of the situation, and check the student's record. The SRO's training in searches and weapons-neutralization then allows the weapon to be confiscated in the safest way possible, protecting the student, classmates, and staff. Additionally, the SRO's familiarity with the law allows the search, seizure, and any corresponding interrogation and arrest to be conducted according to applicable legal standards, thereby protecting the students' rights and the school from liability.

The SRO's coordination of community resources can be invaluable when threats larger than an isolated fight or theft threaten a school. As a conduit for information sharing between social services agencies, juvenile justice departments, and community organizations, the SRO stays apprised of a student's activities and challenges in a variety of settings and can step in when a pattern of suspicious behavior emerges—a pattern that would not be seen by a social worker or teacher alone. This early identification of safety threats is the key to preventing both small and large-scale incidences on campus.

The presence of an SRO, as a result of their law-enforcement activities and day-to-day visibility to and interaction with students and staff, supports a safe and orderly environment where students can feel safe and educators can feel supported in their determination to protect their students during the school day. As opportunities for violence are greater in disorderly environments, the SRO's contributions to the general order of the school cannot be overlooked.

Reducing Crime and Disciplinary Infractions on Campus and Beyond

Drops in the number of school-based arrests and disciplinary infractions have paralleled the establishment of SRO programs in school districts around the country. Varied structures of SRO programs and the inconsistency in local record-keeping practices prevent review of the impact of every SRO program nationwide; however, national juvenile-crime and school-based crime statistics, as well as state statistics and studies of county and local SRO programs show how dramatically SROs can reduce crime on campus and beyond.

As SRO programs came to prominence in the early 2000s, juvenile arrests declined 17% across-the-board between 2000–2009 (the most recent year for which data was available).[51] The violent-crime index fell 13% and the property-crime index fell 19% during this period.

And other assaults, vandalism, weapons, drug, DUI, and curfew and loitering offenses all fell as well. In 2011, incidences of school-associated deaths, violence, nonfatal victimizations, and theft all continued their downward trend that began in 1992.[52]

Supporting these national statistics is a 2009 study by Matthew T. Theriot, comparing 13 high and middle schools that had an SRO and 15 schools without an SRO within one school district in the Southeastern United States over a three-year period—2003-04, 2004-05, and 2005-06.[53] When the results were controlled for economic disadvantage, the presence of an SRO led to a 52.3% decrease in the arrest rate for assaults and a 72.9% decrease in arrests involving possession of a weapon on school property.

Theriot observed that these dramatic reductions in assaults and weapons offenses may be attributable to SROs' deterrence of delinquent behaviors and because SROs may make students feel safer so they don't feel the need to carry a weapon. He opines, "These enhanced feelings of safety also might contribute to better feelings about school in general, a stronger sense of connection to the school, and a better school environment that could lead to decreased aggression and fewer fights among students."[54] In fact, when significant in the analyses, regression coefficients for the interaction showed that arrest rates declined as poverty increased at schools with an SRO.[55]

Beyond issues of statistical significance, other studies and reports confirm a range of positive outcomes when school safety programs actively involve SROs. At Kettering Fairmont High School in Ohio, disruptive behavior, expulsions, suspensions, office referrals, and arrests all decreased over two-year study relative to pre-SRO data. Further, the SRO program's development of better relationships with students resulted in more attention being paid to crime and more tips being reported by young people outside of school—leading to more arrests in the community.[56] In a southern city, intermediate and major offenses in high and middle schools decreased, as well as suspensions between the 1994-95 and 1995-96 school years after an SRO was permanently assigned to the schools.[57]

A study that interviewed police chiefs and SROs in 16 Massachusetts school districts during 2008-2009 found that placement of officers in school rather than keeping them on-call, in the opinion of law enforcement, will reduce the number of school-based arrests over time because it allows the SRO, students, and administrators to become more familiar and comfortable with one another.[58] Law enforcement officials have found this decreases school-based arrests, sometimes dramatically. The SROs found that referral to clerk-magistrate hearings or other diversion programs were more effective in changing student behavior than referrals to juvenile court.[59]

In North Carolina, 98% of Local Education Agencies have SRO programs in at least one of their schools as of the 2008-09 school year, which represents a 4.42% increase over the 2007-08 year. At the same time, school-based offenses have fallen every year since 2007.[60] In Kentucky, 128 principals surveyed believed that SROs reduced the amount of misbehavior on their campuses, making them important parts of their school-safety plans. The principals found that the SROs had the greatest impact on reducing fighting in their schools, followed by reducing the presence of marijuana and occurrences of theft.[61] Student perceptions are, in the main consistent with these reports.[62]

Collaboration between school officials and school resource officers is an essential component to preserving the right of boys and girls to attend schools that are secure and peaceful. The personal experience of SROs working the school beat reinforce these findings: "'The greatest impact? The bonds and friendships we've formed with these students,' says [Mel] Ray [Klamath County SRO coordinator]. 'There is just no way to measure that. I think we prevented a tremendous amount of crime. Everyone here has the same goal—to see these kids graduate."[63] Another SRO reported:

> "As far as South Charleston High School goes, we have noticed a decrease in violence and disturbances since I was assigned here. We have developed a relationship with most students allowing them to now feel comfortable coming to the office before a problem escalates."[64]

Reductions in school-based crime, as well as the other aspects of the SRO's triad of responsibility, benefit the larger law-enforcement community as well. Strong SRO programs have been found to reduce the workload of patrol officers, including preventing problems that would have escalated to 911 calls from schools, improving law enforcement's image with juveniles, which leads to increased crime reporting, creating and maintaining better relationships with schools, and enhancing the law-enforcement agency's reputation in the community. As the SRO serves both law-enforcement and educational interests, the officer's work benefits both communities.

The SRO's Role in Teaching Students About Safety and the Law

While an SRO's primary responsibility is safety, his or her regular duties can and should include service as a teacher of law-related topics. Through regular teaching, the SRO imparts valuable, specialized knowledge to students and staff, builds relationships with students as they come to understand and respect the officer's knowledge and commitment, and improves students' perceptions of law enforcement in general. Indeed, even when an SRO program's initial focus is on law enforcement, programs often evolve to include formal teaching and counseling as the value of the SRO as a resource for education and mentoring becomes clear.

SROs regularly teach classes on a broad range of topics: bullying, aggression, dating violence, gang violence, driving safety, underage drinking, drinking and driving, drug use, peer pressure, fingerprint evidence, Internet safety, search and seizure laws, sex crimes, the rights of victims of crime, and more. These topics compliment standard classroom subjects by providing "real world" information and advice to help students understand and confront issues common to their childhood experience. As students are better able to deal with issues outside the classroom, they are better prepared to excel inside the classroom. And while teachers appreciate the importance of these topics, they often lack the training to provide more than a standard curriculum. With SROs in the lead, these topics are brought to life through tales from the SRO's personal experience and their nuanced understanding of the threats and consequences confronting students every day.

The SRO's Role as Informal Counselor and Role Model

Everyone involved in children's services agrees that the presence of responsible, caring adults in a child's life is critical to his or her ability to avoid destructive behaviors, make good choices, and survive the challenges that family, socio-economic, racial, and other circumstances can present. An SRO is one of these adults, and students and educators are well-aware of how much they help students navigate challenging situations on and off campus.

SROs maintain "open-door" policies towards students, engage in counseling sessions, and refer students to social-services, legal-aid, community-services, and public-health agencies as part of their role as counselor and mentor. Like the educators, administrators, nurses, social workers, coaches, and counselors they work with on campus, SROs work to establish rapport with students by keeping up with their academic and extra-curricular activities, chatting about mutual interests, and providing an attentive ear for whatever is on the student's mind. In this role, the SRO functions much as a community police officer would on his or her beat—getting to know the locals and getting involved with their daily lives. At schools, as in the community, this is a mutually beneficial relationship. Students come to understand that someone cares and will listen, and SROs come to understand where students' concerns lie and what might be threatening their and others' safety.

Community-Wide Recognition of the Importance of SRO Programs

In communities across America, all stakeholders—educators, parents, students, lawmakers, courts, and community organizations—welcome the SRO onto the child-welfare team to provide unique expertise in service of school and community safety.

Educators' Duty to Provide a Safe and Secure Learning Environment Motivates Their Collaboration with SROs

Educators have a compelling interest in maintaining a safe and effective learning environment as a part of the total strategy of achieving the educational mission.[65] The modern range of foreseeable misconduct by students and others on campus makes a clear relationship with local law enforcement essential. Educators who desire to avoid liability collaborate with law enforcement to implement triad-model SRO programs that utilize law enforcement's expertise and experience to complement the educational mission by establishing order and quickly responding to threats.

Fulfillment of the duty to provide a safe learning environment requires educators to keep students safe while respecting their constitutional rights. A failure to fulfill either component of the duty results in injury to students and legal liability for the school. Because the line between securing a campus and protecting student rights can be difficult to walk, trained SROs are a vital component in school-safety plans.

As law-enforcement officers trained and experienced in community protection through appropriate techniques that respect individual rights, SROs are well-prepared to walk that line. When they collaborate with educators, SROs' law-enforcement expertise supports school officials' roles as keepers of the peace. As explained above, SROs' specialized knowledge in investigative techniques, search-and-seizure procedures, weapons neutralization, facilities security, and the like make them the preferred personnel for addressing safety threats on campus.

Threats to school safety can also be bigger than the schools themselves. Community issues such as gang-violence and drug-trafficking manifest on campus in the form of assaults, theft, drug sales and possession, and many other disruptions. Disruptive youths can be placed back onto campuses and into classrooms as a condition of court-ordered supervision. Notice of their presence and a proper assessment of their needs, which can involve problems far beyond the expertise found in the traditional curriculum, is essential to a safe campus and orderly learning environment. The SROs service as an information-sharing link between law-enforcement and juvenile-justice agencies and educators is a key component of school safety. And the SRO's knowledge of how to identify and respond to these threats as they manifest on campus is critical.

Teachers and school administrators welcome the addition of law-enforcement expertise and support to campus as part of the school-safety team. Administrators find that collaborating with an SRO protects them in situations that may be dangerous, brings an expertise they do not have to potentially dangerous situations, and provides a quick response time in dangerous situations. Further, administrators report that SROs routinely prevent crimes and violence, which can help reduce their school's legal liability, and that SROs help students feel safe. Of principals surveyed in Kentucky, over 98% felt that high schools should have an SRO and over 93% felt middle schools should have an SRO. Administrators see SROs as effective in their law-enforcement, as well as their teaching and counseling, roles. "The SRO possesses the specific training that school administrators lack related to properly responding to possible threats. As a result, schools with an SRO appear to be better equipped to effectively address any threatening situation that might arise in the course of the day."[66] As a national best practice, the National Education Association recognizes that relationships are key to school safety and advises its members to foster safe schools by creating partnerships with law enforcement and social-services agencies.[67]

Teachers overwhelmingly recommend SRO programs to other schools. Teachers perceive school safety as accomplished through the collaboration between administrators, teachers, and SROs, and find that the collaboration has a positive effect on the educational environment. They report that SROs have a positive effect on: school climate, teacher and student morale, safety and security, and creating an atmosphere of caring, respect, and trust. In a study of 19 schools, diversified for size of school and age of SRO program, the vast majority of schools expressed satisfaction with their SRO programs.[68]

Modern threats to school safety and an orderly educational process, coupled with our understanding of how important community-wide collaboration is to the welfare of all young people, particularly at-risk youth, make an effective SRO program critical to educators' ability to fulfill their duty to educate children in a safe and secure environment. Educators' positive experiences with their SROs is a testament to these officers' unique ability to effect positive change in the school environment.

Parents Share Educators' Interest in the SRO's Protection of Their Children

Educators' custodial interest in their students' welfare is a derivative of the parental interest in their children's safety and education. The interest of parents is woven throughout public education. The range of activities, from policymaking to the implementation of the education mission reflects what has been called "democracy in a microcosm," in which the "school board is not a giant bureaucracy far removed from accountability for its actions."[69] Educators are responsible for fulfilling parents' custodial and tutelary interests when children are entrusted to educators' care. The duty of school officials to take reasonable steps to protect students is firmly linked to notions of *in loco parentis*.

Prior to the late-twentieth century, educators were deemed to stand *in loco parentis* in an absolute sense. However, this carried with it two unintended consequences. First, students had no

rights on campus unless parents and educators agreed. Second, school officials were subject to few, if any legal limits, receiving immunity from liability because they were seen as acting on behalf of parents. This type of *in loco parentis* was repudiated in the landmark student search case of *New Jersey v. T. L. O.*[70] In *T.L.O.*, the Court summarized the common law notion and declared it inconsistent with the Bill of Rights: "In carrying out searches and other disciplinary functions pursuant to such policies, school officials act as representatives of the State, not merely as surrogates for the parents, and they cannot claim the parents' immunity from the strictures of the Fourth Amendment."[71]

However, the modern version of *in loco parentis*—the duty to take reasonable steps to provide for the safety of students—remains very broad. The U.S. Supreme Court announced the new version in the landmark suspicionless drug testing case, decided in favor of educators. The Court ruled that: "[a]lthough public school officials do not stand entirely [*in loco parentis*] with respect to the students, they do exercise a 'custodial and tutelary' authority that permits 'a degree of supervision and control that could not be exercised over free adults' and that cannot be ignored in conducting a 'reasonableness' inquiry."[72]

As part of the school safety team, SROs support the educational mission and custodial responsibilities of educators as the team makes assessments in the best interest of children as would their parents. In the limited research on the opinions of adults, it is no surprise that parents who have been surveyed approve of SRO programs. Brad Myrstol examined the extent that adults were aware of an SRO program and surveyed their opinions. The results suggest that parental interests are aligned with the goals and outcomes of SRO programs. Clear majorities of adults reported their belief that the SRO would improve community relations with police (75%), improve students' attitudes toward police (70.4%), reduce crime/delinquency, and improve the environment within schools (80%).[73]

When parents and educators agree on school policy courts tend to give weight to the result of the "democracy in a microcosm." This judicial deference is consistently expressed by the courts in the following manner: "education of the Nation's youth is primarily the responsibility of parents, teachers, and state and local school officials, and not of federal judges."[74]

SROs' Role in Protecting the Rights of Others to Be Free From Victimization at School

Victimization in schools is a prominent basis for resisting the removal or marginalizing of collaborative SRO programs. School resource officer programs are part of a community-oriented, collaborative strategy tailored to preserve the educational climate while looking after the needs of all students. It is not incidental that the growth of the Safe Schools Movement coincides with the Crime Victims' Rights Movement in both time and urgency. Both are deeply rooted in human rights. The National Center for Education Statistics and Bureau of Justice Statistics made these findings in 2011:

> "For both students and teachers, victimization at school can have lasting effects. In addition to experiencing loneliness, depression, and adjustment difficulties, victim-

> ized children are more prone to truancy, poor academic performance, dropping out of school, and violent behaviors. For teachers, incidents of victimization may lead to professional disenchantment and even departure from the profession altogether."[75]

The law on the role of school officials to protect victims is grounded in these statistics. Courts in America follow the lead of the U.S. Supreme Court on the authority of educators to protect the rights of others to be free from victimization at school. The standard has been consistently rigorous since its announcement in the1985 decision of *New Jersey v. T.L.O.*[76]

> "Without first establishing discipline and maintaining order, teachers cannot begin to educate their students. And apart from education, the school has the obligation to protect pupils from mistreatment by other children, and also to protect teachers from violence by the few students whose conduct in recent years has prompted national concern."[77]

The Victims Rights Movement has surpassed its education reform twin in prominence and this urgency goes all the way to the public school campus; 33 states have enacted constitutional amendments codifying the right. Although each states' victims' rights amendments (VRAs) differ in scope, substance, and length, the constitutional changes made by these states evidence the importance of the right. There is no federal VRA, but Congress has passed a number of legislative acts aimed at protecting victims' rights, including: the Victims of Crime Act of 1984[78], the Victim's Rights and Restitution Act of 1990[79], the Victims Rights Clarification Act of 1997[80], and the Crime Victims' Rights Act of 2004.[81]

As for students, victims' rights laws simply formalize what is already assumed—a human right to be free from abuse on campus. This right extends to children because they are compelled by state law to attend public schools. Some state constitutions specifically protect student victims of harassment and violence through both VRAs and other legislation. For example, in Alabama, victims of harassment, intimidation, violence or threats of violence on school property may file a complaint on an authorized form and submit the form to the official of the designated local board. Arkansas and California have expanded these rights to protect victims from cyber bullying, in response to technological changes and the growth of social networking.[82] Although these states are careful not to impede students' constitutional rights to free speech,[83] policy makers recognize the importance of protecting the rights of student victims.[84]

In addition to state VRAs, state law firmly establishes that educators are liable when students are not protected from routine and foreseeable risks of harm. Today, lawsuits brought by student-victims are successful upon a showing of deliberate indifference under rules similar to that which applies to claims brought against educators for intentional and maliciously inflicted injuries.[85] Federal and state legislatures are now clarifying these rules to encourage student-victim claims. The theme for this emerging liability law for failure to protect victims is called "selective enforcement."

Selective enforcement liability focuses squarely on the failure of educators to implement campus safety rules fairly. Victimized students may challenge either a discriminatory policy

or the flawed manner in which an evenhanded policy is implemented. In other words, in the selective enforcement lawsuit, the student accuses the school of indifference or of playing favorites among the student body such that the disciplinary process creates a bias in favor of some students and against others.

There is nothing but trouble for educators who implement policies that expose students to greater risks of victimization. Juveniles who commit crimes on campus in self-defense or who inflict harm on themselves, often speak of the selective enforcement as a factor in their desperateness to have school rules enforced fairly for the benefit of all students. The expansion of the selective enforcement lawsuit to include claims beyond historical race and gender is designed to protect all students from discrimination. The U.S. Supreme Court says about such cases that, "'the purpose ...is to [protect] every person within the State's jurisdiction against intentional and arbitrary discrimination, whether occasioned by express terms of a statute or by its improper execution through duly constituted agents."[86] A variety of federal statutes (and an equal number of state laws) may be brought to bear against school officials and SROs.

Section 1981 Lawsuits

Selective enforcement lawsuits brought under 42 U.S.C. § 1981 involve race discrimination. Educators will be liable to a student-victim when a racial bias is intentional and involves the selective application of a school policy. Proof of the bias may be shown by direct evidence or through circumstantial evidence. For example, statements made to a student by an educator that contain racial invective will support such a claim. In addition, a disparity in discipline establishes an unlawful bias if a student identifies arbitrary, undeserved, or unreasonable punishment of students based on race, or the failure to discipline students for similar misconduct based on race. When this is shown the burden shifts to the school or the police to explain what happened. The explanation must be a legitimate, non-discriminatory reason for the challenged action. However, even when such a reason is offered, the student can rebut it by convincing the court that the explanation is a pretext for unlawful racial discrimination. Courts are allowed to impose liability when the explanation by the educator appears to be a cover-up for a discriminatory act.

Section 1983 Lawsuits

Selective enforcement claims under 42 U.S.C. §1983 are lawsuits based on violations of the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. Like the section 1981 claim, the student must show that he was treated differently from similarly situated pupils and that the unequal treatment can only be explained by discriminatory intent.

Unlike section 1981 claims, students have three ways of establishing improper intent in selective enforcement claims based on the Equal Protection Clause. First, the student can link the discrimination to race, gender, alienage, national origin, illegitimacy or show that selective enforcement of school policies denied him a fundamental right. This is not as difficult to do as one might suppose. For example, a student can point to an official school policy or a re-

peated practice that is so common as to constitute a custom of the school. When proven, courts apply strict judicial scrutiny and quickly impose liability on school officials. Second, a student can prove discriminatory intent without pointing to a policy if a single discriminatory act is committed by a principal, teacher, or staff member who has final policymaking authority over discipline. When proven, courts apply strict judicial scrutiny and quickly impose liability on school officials.

Title VI of the Civil Rights Act

Title VI of the Civil Rights Act (42 U.S.C.A. § 2000d), represents another claim that may be brought against schools for selective enforcement. Title VI forbids discrimination by any person or institution that receives federal funds on the basis of race, color, or national origin. Students who successfully assert a claim under Title VI are entitled to money damages from the school district by showing that educators intentionally discriminated against them. In this type of action, intent can be inferred by deliberate indifference to an environment hostile to students based on race, color, or national origin. Title VI is a fertile tool for students in schools where a racially hostile environment exists or has been allowed to fester with foreseeable consequences.[87] The student-victim will succeed by showing that educators had actual or constructive notice of pervasive racial discrimination at the school and allowed these conditions to persist creating a hostile environment.[88] Moreover, where a school district has actual knowledge that its corrective measures are ineffective, and it continues to use those same methods to no avail, the educators have violated Title VI.

Title IX Claims

Title IX claims are identical to Title VI lawsuits for selective enforcement, except that it prohibits gender discrimination, not race, color, or national origin discrimination. It applies to all education programs receiving federal funds. The law declares that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."[89] Under Title IX, a school's deliberate indifference to a hostile environment, teacher-on-student or, student-on-student harassment, is a violation of the law.[90]

The U.S. Supreme Court has held that Title IX lawsuits cover, "intentional sex discrimination in the form of a [school official's] deliberate indifference to a teacher's sexual harassment of a student, or to sexual harassment of a student by another student."[91] As with Title VI, a student in a Title IX selective enforcement case must prove that severe, pervasive, and objectively offensive harassment occurred; that the harassment deprived her of educational opportunities or benefits; that the educational institution had actual knowledge of the harassment; and, finally, that the institution's deliberate indifference caused the student to be subjected to the harassment. Title IX protects students against same-sex harassment.[92] Finally, Title IX also allows parents to file retaliation claims against schools.[93]

"Class of One" Lawsuit

Finally, the courts are beginning to permit a new kind of section 1983 claim that is specifically useful for students who believe they are victims of selective enforcement. Under a "class of one" lawsuit, a student does not claim that he is a member of a "suspect" class or that he was denied any fundamental right. Instead, the student must only show that (1) educators intentionally treated him differently from others similarly situated; and (2) this different treatment was not rationally related to a legitimate educational objective. The courts have created this type of claim to allow a student to show that an educator's official reasons given for selectively enforcing a school policy is a pretext for an irrational bias. A student will establish such a case when he presents evidence that other students, who are identical or comparable to him/her, have been treated more favorably. The U.S. Supreme Court explained the reason for such a lawsuit by stating, "[o]ur cases have recognized successful equal protection claims brought by a "class of one," where the plaintiff alleges that she has been intentionally treated differently from others similarly situated and that there is no rational basis for the difference in treatment."[94]

Selective Enforcement and Disciplinary Reform

Critics of SRO programs encourage schools to selectively enforce disciplinary policies in a good-faith attempt to convert some violations of law and school rules into teachable moments and educational opportunities. Under such a policy, no student is similarly situated to another. Unwittingly, the seeds of selective enforcement are planted. Without proper training and frequent assessments, this type of disciplinary policy will create the appearance of deliberate indifference to student victims. Educators will find themselves at-risk of a lawsuit.

Selective enforcement of the school code of conduct may also lead to criminal liability for obstruction of justice. For example, as the gravity of student misconduct increases, affirmative duties to report the incident to various agencies for investigation and intervention are triggered. Therefore, even though school officials maintain independent authority to address even these offenses through their disciplinary process, the failure to comply with their statutory duties not only violate the rights of victims, but is itself a violation of the law.

School resource officers are an important element in meeting statutory obligations and creating expectations by student for consistent enforcement. In response, students report positive perceptions of the SRO as consistency creates trust and feelings of safety and decreased victimization. One study concludes that as students' contact with the SRO increases, so does positive perceptions of SROs and likelihood of taking more ownership for maintaining a safe campus by reporting a crime.[95]

State Legislatures' Incorporation of the SRO Into the School-Safety Team

State legislatures across the country incorporate the SRO into school-safety legislation, recognizing the importance of the educator-SRO collaboration to ensure a safe learning environ-

ment. These statutory provisions show that legislatures appreciate that SROs are an important component in school-safety planning and the day-to-day protection of schoolchildren. How this recognition takes shape varies from state-to-state.

Many states define what a school resource officer is, codify parameters for SRO programs, set requirements for SRO training, promote or require inclusion of SROs in school-safety planning, and/or treat SROs as school officials in various situations.[96] Arizona, for example, requires applicants for its school-safety programs to incorporate an SRO into their plans.[97] The District of Columbia's Gang and Crew Intervention Joint Working Group is required to coordinate community resources, including SROs, in its response to high-profile youth violence.[98] Tennessee includes an SRO representative on the state-level safety team charged with establishing templates for district- and building-level emergency response teams.[99]

The Courts' Approval of the SRO/Educator Collaboration

For over forty years, the United States Supreme Court has recognized and respected the unique position in which educators find themselves—in charge of teaching students how to be citizens in a free society and, at the same time, maintaining the order and discipline that a safe and productive learning environment requires.

In *Tinker v. Des Moines Independent School District*,[100] the Court found that while students retain their constitutional rights when in school, those rights must be balanced with educators' duty to provide a safe and orderly learning environment. And in *New Jersey v. T.L.O.*, the Supreme Court relaxed Fourth Amendment standards to allow educators to search based not on probable cause, but on the suspicion "that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school."[101]

Under this line of cases, the Constitution allows educators to set aside the probable-cause standard and focus instead on individual students and group juvenile behavior that is incompatible with the educational mission. In some cases the educator must have reasonable suspicion before acting, as in *T.L.O.*, and in other situations no suspicion is required, as in many drug-testing cases involving categories of students and an educator's special interest in health and safety.[102] This lower standard applies even when the code-of-conduct violations the educator is investigating are also violations of the law that may result in arrest.

When an SRO acts in routine-response mode, he or she engages in routine law-enforcement activities indistinguishable from duties performed off campus. The SRO may respond to events and persons who are on campus that would involve members of law enforcement had they not happened on a public-school campus, such as an auto collision, an assault, property theft, or drug sale. The SRO might be responding to a crisis situation that occurs on campus requiring the expertise of law enforcement in restoring the peace, conducting an investigation, and determining whether crimes have been committed.

In routine-response mode, the legal standards to which a police officer must conform are no different than they are anywhere in the community. Standard Fourth Amendment requirements govern how an investigation is conducted, how custodial stops proceed, when searches are initiated, and when persons are subject to arrest.

When the SRO assists in activities that are initiated by the educator and primarily involve efforts to apply the school's code of conduct to maintain a safe campus, the SRO acts in educator-support mode. In these situations, the educator's special constitutional standard from the *T.L.O.* line of cases applies.

Under the direction of the educator, the SRO may join the team of specialists that work together to achieve the education mission. These tasks may include enforcing the code of conduct and referring serious violators to the juvenile-justice system. "[W]hen school officials, who are responsible for the welfare and education of all of the students within the campus, initiate an investigation and conduct it on school grounds in conjunction with police, the school has brought the police into the school-student relationship."[103]

The courts recognize that law-enforcement officials' training and expertise is better suited to investigating and quelling behavior that threatens campus safety and is often dangerous. State and federal courts agree that educators may delegate their special authority and ask the SRO to perform an act, be present as a witness when the educator acts, and generally lend support and provide assistance in maintaining a proper learning environment. For example, in *State of Wisconsin v. Angelia D.B.*,[104] a student told a school administrator that Angelia had a knife in her backpack. Another administrator and the SRO confronted Angelia and the SRO searched her backpack and conducted a pat-down search of her clothing. The administrator searched her locker. When nothing was found, the administrator and SRO brought Angelia to the SRO's office. The SRO searched Angelia and found a knife tucked in the waistband of her pants. Finding that the *T.L.O.* reasonable-suspicion standard applied, the Wisconsin Supreme Court recognized that a dangerous weapon at school poses a significant and imminent threat of danger to staff and students compelled to be at school.

> "Were we to conclude otherwise, our decision might encourage teachers and school officials, who generally are untrained in proper pat down procedures or in neutralizing dangerous weapons, to conduct a search of a student suspected of carrying a dangerous weapon on school grounds without the assistance of [an SRO] . . . . While the *T.L.O.* court adopted the less stringent reasonable grounds standard in part because of the need of teachers to 'maintain swift and informal disciplinary procedures,' it could be hazardous to discourage school officials from requesting the assistance of available trained police resources."[105]

The court in *In re William* similarly focused on the SRO's function at the school and the special nature of the public-school environment to determine whether the SRO would be considered a school official to whom the reasonable-suspicion standard applied.[106] In that case, the SRO, while walking the school saw a student standing alone in the hallway displaying a red bandanna from the back pocket of his pants. Possession of a bandanna on campus was a violation of school rules because colored bandannas commonly indicated gang affiliation. The SRO approached the student and asked him to remove the bandanna. The SRO then decided to take the student to the principal's office for the violation. Before doing so, the officer conducted a patdown for weapons and discovered a knife. Adopting the *T.L.O.* rationale, the

court validated the search as reasonably related to the educators' interests in school safety and appropriate in scope given the facts of the case.

The legal issue in these cases is simply whether the team employed proper techniques and responses to the safety concerns at hand, and whether the SRO action stemmed from educational and school-safety interests or purely law-enforcement interests.[107] When an SRO acts in collaboration with educators, at their direction and in the interests of school safety, the educator's standard applies. The consistency of the courts' adoption and approval of this approach demonstrates that the SRO is a proper and important component of the school-safety collaboration.

SRO Programs Are Not Tracks to the Juvenile Justice System

Critics of modern juvenile-justice reforms and of the school-safety movement since the late 1990s are now setting their sights on SRO programs. Ignoring the importance and widespread success of the SRO's role on the child-welfare team, advocacy groups pluck inflammatory anecdotes and vague statistics from the headlines to allege that there is an epidemic of juvenile arrests in this country, which disproportionately affect minority students, for which SROs' presence on campus is responsible.[108]

But there is no epidemic of juvenile arrests. Critics can point to few modern connections between local bumps in arrest rates and SRO programs. And the demographics of school-based arrests mirror those of juvenile arrests generally.

Significant Declines in School-Based and Juvenile Arrest Rates Have Accompanied the Proliferation of SRO Programs Across the Country

As previously explained, two parallel trends have continued during the last decade of school-safety reform—falling rates of juvenile arrests and proliferation of SRO programs across the country. If the entry of SROs onto America's campuses built a track to juvenile arrests, where are all the arrests? How can all indicators of school-based crime continue to fall and juvenile arrest rates fall 17% since 2000 if the presence of SROs on campus has opened up a pipeline to the juvenile-justice system?[109]

Further, national statistics show that far fewer incidents of school-based crime are reported to the police than occur. In school year 2009-10, only 15 of every 40 school-based crimes per 1,000 students, for example, were reported to the police.[110] If SROs are criminalizing student

behavior that educators once dealt with on their own, how can school-based crime remain so significantly underreported? Even "lesser" crimes that critics allege should be handled by educators without law enforcement involvement fail to support the track allegations as all crimes are on the decline. For example, a crime critics decry as mere prank playing that is now improperly criminalized—disorderly conduct—fell 17% between 2005-09. In California, juvenile arrest rates fell 22% between 2007–2010.[111] In Georgia, juvenile arrest rates fell 19% between 2008–2010.[112]

SRO Programs Are Not Connected to Persistent Increases in Local Arrest Rates, Nor Do SRO Arrest Demographics Differ from Those of Juvenile Arrests Overall

Analysis of the critics' most-often-cited reports shows that they cannot clearly link SRO programs with persistent increases in local arrest rates or demographic disparities in arrest rates. The 2009 paper by Matthew T. Theriot discussed above, for example, is frequently cited for its finding that disorderly conduct arrests rose with the initiation of SRO programs in one Southeastern school district. He found also, however, that SROs' presence decreased arrests for assault and weapons charges and, overall, after controlling for economic disadvantage "having an SRO ceases to be a significant predictor of arrests."[113] Further, the data "did not support that SROs discriminate against lower socioeconomic status students. . . . [A]rrest rates declined as poverty increased at schools with an SRO."[114] Theriot concluded that the findings that SROs did not cause an increase in total arrests "are contrary to the criminalization hypothesis."[115]

A 2010 paper "Juvenile Court Referrals and the Public Schools: Nature and Extent of the Practice in Five States," by Michael P. Krezmien and others, found small increases in juvenile-justice referrals originating in schools between 1995 and 2004.[116] Four of the states surveyed saw referrals increase, by 6% at most over the nine-year period, and the fifth state found a decrease in referrals.[117] The data did not account for SROs at all—it makes no conclusions regarding the effect of SRO programs on referrals. "[I]t is possible that the reliance on zero-tolerance policies for school misbehavior and the increased use of SROs to manage school misbehavior may also be related to the increases in [school-based referrals] to juvenile courts. However, these interpretations should be accepted with considerable caution. The variability

in the states may suggest that state education and juvenile justice policies and practices may have important implication for understanding the referral rates."[118]

Two widely cited articles published by advocacy groups opposed to zero-tolerance legislation fail to make any statistical connection between the initiation and/or ongoing activities of SRO programs and increases in arrests. In 2003, Judith A. Browne, in "Derailed! The Schoolhouse to Jailhouse Track,"[119] chronicled the rise of zero-tolerance legislation and accompanying district-level policies. Her report acknowledges that states and local school districts followed federal mandates to enact the school-safety laws the article argues against. Nowhere does she attempt to show that SROs were somehow responsible for the policy decisions that increased the severity of punishment for certain school-based offenses that she opposes. Relying on data from 1995, Browne offers statistics on the increase in juvenile arrests in two Florida counties, Baltimore City Public Schools, and Houston Independent School District.

Over 10 years old, the Florida statistics do not state whether the arrests were all made by SROs at school or officers arresting juveniles in general, nor does the article explain whether the changes in data paralleled the initiation of new school-safety laws, school district policies, and/or an SRO program.[120] And, as presented above and repeated below, Florida is currently experiencing a significant decrease in school-based and juvenile arrests.

Browne's statistics from Baltimore City Public Schools and the Houston Independent School District are also over ten years old and fail to specify the origins of the arrests as school-based, linked to changes in SRO policies, or otherwise.[121] Even so, these statistics show marked decreases in arrests during the three years of data assessed in both counties—lending no support to SRO critics.[122]

Current data also shows declining arrests rates in Baltimore. Juvenile justice referrals for Baltimore City were down a total of 15.7% between 2008 and 2010, which was characteristic of Maryland as a whole, whose total decreased 15.9% in those years.[123] Juvenile justice referrals also declined in Texas in 2010, where the state saw an 8% decrease from 2009 in referrals for delinquent offenses.[124]

Finally, Browne admits that the disparate impact on racial minorities of school-based arrests follows that of the overall juvenile arrest rate.[125] She presents no evidence of any increase in disparate racial impact at the hands of SRO programs.[126]

A more recent anti-zero-tolerance article often-cited by SRO critics is "Zero Tolerance in Philadelphia" by Youth United for Change and the Advancement Project.[127] This policy paper takes aim at the implementation and ramifications of zero-tolerance and other disciplinary measures in Philadelphia schools by legislators and school personnel and the high number of SROs assigned to Philadelphia schools.

The paper makes no empirical connection between the higher arrest rates in Philadelphia schools, relative to other Pennsylvania schools, and the implementation of SRO programs or the number of SROs assigned to schools. The arrest data used does not specify whether SROs are making the arrests or whether the changes in arrest rates coincide with implementation or expansion of SRO programs. Indeed, all of the report's SRO-related conclusions are couched in speculative terms of what "may be due in significant part," "may be the case," and that "[i]t

appears that both of these dynamics may be at work in Philadelphia."[128] Finally, the paper's assertion that SROs create a hostile environment and a negative impression of law enforcement in the schools is based on one unpublished survey of one unnamed school and focus-group interviews in the district conducted by the Youth United for Change advocacy group.[129]

The weakness in the critical commentary is not in its point of view. Rather, its flaw is in refusing to let the data speak for itself. The data demonstrate at least one clear exception to the conclusion that the use of school resource officers is a failure. In fact, a list of model states could easily be presented.[130] For purposes of this rebuttal, the state of Florida represents that one clear exception. The School Resource Officer (SRO) program in Florida encompasses 100 percent of the state with some form of interagency collaboration with schools in every county.

The Florida Attorney General's Office, in 1985, developed the first 40-hour Basic Training Course that has been formalized by the Florida State Department of Law Enforcement (FDLE) to train SRO's, "with the basic knowledge and skills necessary to implement crime prevention programming in a school setting."[131] The SRO training curriculum is a collaborative venture, involving the Attorney General's Office, the Florida Association of School Resource Officers (FASRO), the Florida Department of Law Enforcement (FDLE), and the Florida Department of Education (FDOE). The strategic vision for the use of the SRO in campus safety has three elements: "law enforcement, education, and counseling, which is a pro-active approach to law enforcement through positive role modeling. These three components allow the SRO to promote positive relations between youth and law enforcement, which encourages school safety and deters juvenile delinquency."[132]

In Florida, over a seven-year period ending in 2010-11, statewide delinquency on school grounds in Florida fell 42%. During that period, 39% fewer youth were arrested in schools.[133] Further, school-related delinquency referrals that were ultimately dismissed, not filed, or received some type of diversion service totaled 67% in 2011—44% were referred to diversion services.[134] The City of Miami, Florida lays claim to the first use of the title "school resource officer,"[135] and each jurisdiction promotes and utilizes the SRO within the team concept. The City of Cocoa, Florida illustrates this:

> "One of the most important aspects of the SRO program is the ability of the officer to develop teamwork in fighting many problems that students of today are facing. The SRO works with many agencies such as school based-youth programs, HRS, Crosswinds, the Department of Juvenile Justice, and others to provide teen health services, substance abuse counseling, mental health counseling, and parent, student, and staff counseling.
>
> The basic outline of duties for the SRO includes investigating crimes that occur within the school and on school property, creating a positive role model for students, creating a link between law enforcement and the students, and being a resource for parents, staff, administration, and students in regards to law enforcement and community problems.

Today, with two SROs, the program has become a valuable asset to the police department, school district, and the community.

The SRO program works much the same way with each school in Cocoa. At Cocoa High School and Clearlake Middle School, the SROs work with the administration, educators, and counselors. The role each plays is dependent on the needs of the situation. Cocoa High School and Clearlake Middle School are dedicated to providing an education to all of their students. With this goal in mind, all assets and services are pledged to this end.

A student with a suspected substance abuse problem is a different concern than a student being harassed or a student suspected of being involved in gang activity.

No one person has the "final" say as to the solution to a situation, as each has a differing role, authority, and approach. The primary concern is that of the student."[136]

In sum, these sources do not support the critics' assertion that SRO programs have created a track to the juvenile-justice system or a unique impact on minority students. The academic studies find no widespread association between SROs and increased arrests and caution against concluding otherwise. The policy papers simply fail to present statistical evidence of any causal relationship between SRO programs and increased arrests or any demographic arrest patterns unique to the school setting.

Educators, As Members of the Child Welfare Team, Have A Duty to Report Crime on Campus

Those who decry SROs' presence on campus would prefer that educators deal with dangerous and disruptive students on their own, calling in law enforcement only for what critics would deem serious offenses. These arguments forget, however, educators' legal duty to report evidence of abuse and neglect and other crimes that they witness as part of their daily interaction with students. Removing SROs from campus would not relieve educators of their duty to report crime, and so would not somehow prevent students from being arrested for illegal behavior on campus.

State law requires all members of the child-welfare team to report incidents of suspected abuse and neglect. Many states go beyond this traditional duty to require reporting of campus

crime to district and law-enforcement officials.[137] For example, Arkansas requires educators to report any crime or threat of crime they observe directly to law enforcement.[138] California requires reporting of drug-related crimes and all crimes and probation violations by serious habitual offenders to law enforcement.[139] And Illinois requires reporting of all batteries against school officials.[140]

SROs Are But One Component of School Discipline and the Juvenile Justice System

While it may be easy to blame school-based arrests, suspensions, and expulsions on SROs because of their highly visible role in campus protection and the investigation of misconduct, they are but one component in a community-wide response to juvenile crime and misbehavior. SROs do not draft and ratify juvenile-justice laws. They do not decide whether a juvenile should be charged as delinquent. They do not force educators to allow them onto campus, and they do not decide whether a student should be suspended or expelled from school.

Much venom is directed at zero-tolerance laws. Because they oppose punishment according to these policies, critics oppose SROs' presence on campus. This position forgets, however, that

zero-tolerance policies prohibit certain conduct and prescribe certain penalties independent of who the investigating or arresting party is. Whether or not a school operates under a zero-tolerance policy has nothing to do with whether or not that school also has an SRO program.

Legislators and educators decide what conduct is permissible and when a student will be disciplined for it. SROs collaborate with educators, at the educators' invitation and discretion, in investigating campus behavior—not in punishing it.

SROs do not determine the consequences of illegal behavior that occurs on campus. The Juvenile Offenders and Victims 2011 report shows that, in 2009, juvenile arrests were referred as follows: 22% were handled by law enforcement and released, 67% were referred to juvenile court, 9% were referred to criminal court, and the rest were referred to welfare or other police agencies.[141] When an SRO arrests a student, the entire juvenile-justice team works together to determine the child's placement.

As experienced law-enforcement officers specially trained to serve and protect the educational environment, SROs can be helpful components of whatever kind of disciplinary approach a particular district or school determines is best for its students. For example, critics of zero-tolerance legislation and SRO programs often propose restorative-discipline models to deal with student misconduct.[142] These kinds of programs have been found to be compatible with SRO programs that incorporate the triad approach to campus safety.[143] Because restorative-justice techniques involve members of the child-welfare team in a collaborative approach to redirect offending students and make victims whole, SROs' relationships of trust with students, experience with the juvenile justice system, and understanding of conflict-resolution techniques make them valuable members of the team.

Moving Forward:

Affirming the Value of SROs on the Child Welfare Team & Ensuring the Effectiveness of SRO Programs in Our Schools

"Through the activities they carry out and the roles they fill, School Resource Officers become an additional resource to which everyone associated with the school can turn. Those who are familiar with what they are doing see them not only as a resource, but as a fundamental resource which schools will not be able to do without in the future."[144]

SROs are critical components of modern school-safety plans, as instances of terrible violence on a scale unknown before the late 1990s remain rare but real threats to school communities. There are fewer school-associated violent deaths on record today, but these incidents always have defining consequences for children, families and communities. The number of nonfatal victimizations at school, including theft and violence are increasing.[145] The perceptions of students on the safety of the campus climate, is on the brink. As stated above, the Centers for Disease Control reports that in 2009, the most recent year for which statistics are available, 5.6% of children nationwide carried a weapon on to school property at least on day in the 30 days before the survey, 7.7% were threatened or injured with a weapon on school property during the 12 months before the survey, 11.1% were in a physical fight on school property in the last 12 months, 19.9% were bullied on school property in the last 12 months, 5% did not go to school at least one day in the 30 before the survey because they felt it was unsafe to be at school or to travel to and from school, 4.5% drank alcohol and 4.6% used pot on school property at least once in the 30 days before the survey, and 22.7% were offered, sold, or were given illegal drugs on school property in the 12 months before the survey.[146]

How are we keeping our schoolchildren safe in the face of these persistent threats? The new norm is a child-welfare team, providing a thorough, community-based response to school safety. The team is comprised of educators, law enforcement, parents, juvenile-justice agencies,

social-services agencies, and community organizations. Each agency serves its own part of the behavioral puzzle that it is specially suited to solve for at-risk and delinquent children. School boards, legislatures, and courts recognize—and often mandate—that the team function to insure that public schools are safe, secure environments where educators can teach and students can learn. Committed to the state's care for the majority of each school day, the child-welfare team cannot turn a blind eye to what happens on school campuses.

The school safety law model does not foster a "school-to-jail pipeline." Interagency teamwork does not divest any participating agency of the functions and duties given by the law that enables its specific mission. Nor does it allow aggrandizement of the authority to exercise discretion by other agencies in a manner that would have to occur to prove the claims of the critics. This criticism of school disciplinary policies reflects a fundamental misunderstanding of interagency teamwork. In the child-welfare context, the term "exercising discretion" is code for the duty of each agency to manage the relationship with its partners in a manner that distinguishes the legitimate, concurrent interests in determining outcomes for children. For the public educator, this translates into a goal to make decisions in the best interest of a child in light of the incident and the education mission. The goal is the same for each member agency in light of its legal duties. The interests do not compete. But rather, they compliment the compilation of a complete assessment of (1) the needs of a child, (2) the nature of the incident, and (3) the best outcome(s) in light of the services at-hand.

The "school-to-jail pipeline" rhetoric is misled by reason of giving insufficient weight to the fact that as the gravity of a campus incident increases, the ability of all partner agencies to exercise discretion decreases as a matter of law. Therefore, competent discussions of school safety policy reform proceed along two predictable, but separate branches of inquiry. The first branch looks at the degree to which the campus team applies interventions, remedies, and consequences required by law for serious misconduct on campus. This is a ministerial duty of the highest order. Should this branch fail to hold its weight, then the campus safety enterprise collapses for lack of sincerity, commitment, and goodwill. The second branch is the broader inquiry that the science of child-welfare reform law dictates: how well the team collaborates to produce outcomes that balance the duty to preserve the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. The data, laws, court decisions, and campus perceptions speak for themselves on school safety and the role of school resource officers: School resource officers do not micromanage the school disciplinary function under pretense as a collaborator.

Modern SRO programs implementing a triad approach represent essential pathways to safer schools, not pipelines to the juvenile-justice system. Recent criticisms of school disciplinary policies that utilize the SRO reflect a fundamental misunderstanding of the interagency teamwork. Arguing against SRO programs because they promote school safety and contribute to effective outcomes of student misconduct on campus is like arguing against great police work because it stops crime on the street. School resource officers do not micromanage the school disciplinary function under pretense as a collaborator. School resource officers assist educators in protecting students and the education mission by being an active part of educator-imple-

mented strategies to assess the needs of children for which an arrest is not the only, or preferred, outcome.

The Interagency Agreement

A commitment to proper training is the key to success in SRO programs. The campus child-welfare team must insure that each member is operating within clearly defined parameters so that each party's resources are effectively utilized and outcomes are seen as a reasonable, evenhanded implementation of the safe schools plan. An interagency agreement is essential, specifying the role of the SRO in enforcing the law, making referrals to administrators for school discipline, teaching, counseling, and mentorship responsibilities.

The memorandum of understanding (MOU) is sometimes called the "interagency agreement" or the partnership guide. Its chief utility is to provide structure to, and contact persons for, routine cooperation between agencies that share a common interest on a particular theme.

The MOU serves as both a liability insurance policy for local government agencies as well as a policy instrument. The interagency agreement provides a basis for on-going assessments and helps maintain a clear understanding of what is working and what is not. The cooperative structure carved into an MOU has a better opportunity to be understood, consistently implemented, and passed down to future personnel. As a policy instrument, the MOU operates within the context created by federal and state laws, setting boundaries to avoid liability by helping the interagency team maintain an awareness of what the law allows and what it forbids.

The case for an MOU in a safe schools program is easy to state. It sets forth the nature of the tasks to be performed by the SRO when assisting school officials in providing a safe and effective learning environment. It allows both the schools and law enforcement to find balance and a zone of comfort in the unique tasks that are performed when an SRO works on a public school campus. For example, it is assumed that SROs are already operating within the scope of their legal duties as a sworn law enforcement officer. What additional roles, if any, will the SRO fill as the safe schools plan is implemented? Will the SRO assist in enforcing the school code of conduct? Will the SRO teach classes or supervise school-sponsored

events? Will the SRO be an extension of the police department when assigned to the school, or considered an independent contractor? To whom will the SRO report, the school administrator, or the law enforcement commander? These issues must be clearly spelled out in the MOU so that legal rules can be rigorously applied to protect the rights of students and other school personnel.

The courts now take the contents of the MOU very seriously when resolving the issues that arise from the presence of a SRO on campus. Every jurisdiction with a school-law enforcement partnership should have such an agreement. The key to the resolution of many of the legal disputes has been found in the language of the MOU itself. As a result, it is also wise for agencies to reassess the contents of a pre-existing interagency agreement to make sure the document does not compromise the effectiveness of the safe schools plan.

Model Provisions in the MOU

Judges look for evidence in the language of the MOU for clear intent by both the police department and the school district as to specific role of the SRO. Emerging from recent court decisions is a checklist:

1. Does the MOU clearly describe the tasks that require the SRO to be fully engaged in the lawful execution of his legal duty as a law enforcement officer and those situations that require the SRO to act as or perform the duties of a school official?
2. Is it clear when, if at all, the SRO will be acting at the direction of educators who are attempting to enforce a school policy?
3. Does the MOU spell out the circumstances when, if at all, the SRO should immediately intervene in potential campus disruptions as they occur without waiting first for direction by either the police or school officials?
4. Is the SRO working as a police officer working in his off-time as a security guard for a school district, or has the school district contracted directly with a law enforcement body to assign an officer assigned to the school?

A flawed MOU is either one that does not accurately state the intentions of the safe schools team, or one that has not kept up with the changing duties of the SRO after its original implementation. Both instances can create liability for the team or the individuals implementing the plan. For example, an MOU that states, "the SRO is at the school as a law enforcement presence and is not responsible for discipline at the school," has been held to prevent the SRO from being considered a "school official" and assisting educators under the lower standards of reasonableness under the Fourth Amendment.[147] In another case, the court held that the tasks performed by the school safety team that were not written in the MOU would not be treated as part of the agreement.[148] In addition, under the clear terms of an MOU, courts extend deference to school resource officers in the performance of day-to-day duties, even decisions based in the initiative of the SRO without the presence of educators.[149]

The following court decision sets forth the importance of the MOU:

> School resource officers perform a unique mission. They are certified law enforcement officers who are assigned to work at schools under cooperative agreements between their law enforcement agencies and school boards. They [may be] bound to abide by district school board policies and consult with and coordinate activities through the school principal. In this capacity, resource officers are called upon to perform many duties not traditional to the law enforcement function, such as instructing students, serving as mentors and assisting administrators in maintaining decorum and enforcing school board policy and rules.[150]

One of the lessons that emerge from these cases is that a well-written MOU will focus on duties with specific outcomes as the controlling theme. The intervention that results when implementing this language will make the SRO and educators more effective.

Safe Schools as a Duty and Human Right

The public school campus is a unique place, "in which serious and dangerous wrongdoing is intolerable. The state, having compelled students to attend school and thus associate with the criminal few-or perhaps merely the immature and unwise few-closely and daily, thereby owes those students a safe and secure environment."[151] Threats to school safety are bigger than the schools themselves because they are manifestations of community issues, such as gang violence and drug culture, from which children must be protected during the significant portion of their lives spent on campus.[152]

The misconduct on campus, now called by various new terms, is well known by prior generations of educators and law enforcement as merely delinquency in its traditional forms, often involving groups or enhanced by technology. The current victims of harassment, assaults, and property destruction are as desperate for help as those of prior generations. These students do not care what label is given to the misconduct as long as the local officials monitor and prevent it. The focus should be on preventing the violation of the rights of those who become targets in an unsafe climate.

The term "school safety" is not a complex legal issue. The term adds nothing to long-standing prohibitions against the many forms of campus misconduct. Courts and local child-welfare agencies stand ready to serve the needs of children. Educators, students, parents, law-enforcement, social-services agencies, legislators, and courts recognize the unique role SROs play in improving community safety and educational quality across the country.

However, as a matter of policy, "school safety" presents an enormous challenge to educators to find the right formula for preserving campus in a manner that protects students and the school climate without making every disruption a criminal case. Legislators, federal and state, have recently began to show impatience with educators by passing laws that dictate rules for addressing misconduct such as bullying, cyber bullying, suspensions, and expulsions. This reform suggests that if campuses are to be free from an unsafe climate (the primary mission of the school safety movement), then misconduct in all forms should be treated as a violation of the rights of students to a public education and trigger a prompt, consistent, documented response.

When campus threats and violence thrive, it is usually because the safe schools team has lost its resolve to intervene or has become timid about its assessments in the face of debates about what the laws allows. But the right to a safe school is a human rights issue, not to be trivialized by polemics that have forgotten what it is like to be a child in school without protection. Delaying or interfering with a response to nurturing a child—even one at-risk or involved in delinquency—is itself a criminal matter. It should be seen as an abuse of discretion at best and, at worst, obstruction of justice and a violation of the victim's right to an education.

The decision to place SROs on campus is a community-based response to the need to keep our children safe and provide an orderly learning environment. Educators, students, parents, legislators, and courts all welcome the collaboration, which has proven successful across the country. And good school safety is based on trust and positive relationships including those between faculty, school administrators, parents, and law enforcement.[153]

As public-school budgets shrink, communities must not lose sight of the value of SRO programs in their schools. The long-term costs of discontinuing SRO programs far outweigh the savings. It goes without saying that a cost cannot be placed on keeping children safe and secure at school. Improvements in campus-safety and juvenile-crime statistics that have accompanied the proliferation of SRO programs must be kept in mind when valuing every local SRO program. Eliminating or marginalizing SRO programs merely shift the burden and raise the risk of victimization; significant staff time must still be dedicated to safety planning, investigations of misconduct, student discipline, and campus security. And the efficiency of a trained law-enforcement professional familiar with the school and engaged with its students is lost when an SRO is lost. Significant, costly liability issues can also arise; there is nothing but trouble for educators who implement policies that expose students to greater risks of victimization.

The weight of the evidence show that collaboration between school officials and school resource officers is an example of these strategies put to effective use in preserving the campus from disruptive forces while nurturing and protecting youth who are compelled to attend school. Collaboration between school officials and school resource officers is an essential component to preserving the right of boys and girls to attend schools that are secure and peaceful.

Endnotes

Summary

1 Debbit Vaught, *School Resource Officers Make a Difference,* HERALD AND NEWS (March 31, 2012), *available at* http://www.heraldandnews.com/members/forum/guest_commentary/article_2c4c7532-7b9f-11e1 9b27001a4bcf887a.html (quoting Klamath County Sheriff's Detective, former SRO, and juvenile justice specialist Bill Rosario).

Introduction

2 NATIONAL CENTER FOR EDUCATION STATISTICS & BUREAU OF JUSTICE STATISTICS, *Indicators of School Crime and Safety: 2011* (2011), http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012002 [hereinafter Indicators].

3 *Id.*

4 U.S. DEPT. OF JUSTICE, OFFICE OF JUSTICE PROGRAMS, OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, *Juvenile Offenders and Victims: National Report Series, Juvenile Arrests 2009* (Dec. 2011), http://www.ojjdp.gov/pubs/236477.pdf [hereinafter *Juvenile Offenders and Victims*].

5 Connie Mulqueen, "*School Resource Officers More Than Security Guards*," American School & University, July 1999, v71 i11 pSS17.

6 Marty L. West & John M. Fries, *Campus-Based Police/Probation Teams -- Making Schools Safer*, CORRECTIONS TODAY, Aug. 1995, at 144.

7 During the 1990s the trial of campus rampages included: Grayson, Kentucky (1993), Lynnville, Tennessee (1995), Blackville, South Carolina (1995), Redlands, California (1995), Moses Lake, Washington (1996), Bethel, Alaska (1997), Pearl, Mississippi (1997), West Paducah, Kentucky (1997), Jonesboro, Arkansas (1998), Edinboro, Pennsylvania (1998), Fayetteville, Tennessee (1998), Springfield, Oregon (1998), Richmond, Virginia (1998), Deming, New Mexico (1999), and Littleton, Colorado (1999). *See* Robert C. Cloud, *Federal, State, and Local Responses to Public School Violence*, 120 ED. LAW REP. 877 (1997). *See also*, Landra Ewing, *When Going to School Becomes an Act of Courage: Students Need Protection from Violence*, 36 BRANDEIS J. FAM. L. 627 (1997-98).

8 *See generally, Ten Years after Columbine: 1999 – 2009, School Violence-Prevention Report Card*, COMMUNITY MATTERS (2009), http://www.community-matters.org/downloads/ColumbineSchoolViolenceReportCardExecutiveSummary.pdf.

9 *Juvenile Offenders and Victims, supra* note 4.

10 NATIONAL SCHOOL SAFETY CENTER, *Report on School Associated Violent Deaths* (2009), http://www.schoolsafety.us/media-resources/school-associated-violent-deaths.

11 *Youth Risk Behavior Surveillance--United States 2009*, MORBIDITY AND MORTALITY WEEKLY REPORT (June 4, 2010), www.cdc.gov/mmwr/pdf/ss/ss5905.pdf.

12 *Indicators, supra* note 2.

13 David-Ferdon C, Hertz MF. "*Electronic Media, Violence, and Adolescents: An Emerging Public Health Problem.*" Journal Adolesc Health, 2007, v41(6 Suppl 1):S1–5.

14 *See infra* citations and text accompanying note 34.

15 *See infra* citations and text accompanying note 35.

16 *See infra* citations and text accompanying note 36.

17 *See infra* citations and text accompanying note 37.

18 *See infra* citations and text accompanying notes 46 and 47.

19 *See infra* citations and text accompanying notes 45.

20 *See Education Under Arrest: The Case Against Police in Schools*, JUSTICE POLICY INSTITUTE (Nov. 2011), http://www.justicepolicy.org/research/3177, at 17-20 [hereinafter *The JPI Report*]; *Zero Tolerance in Philadelphia*, YOUTH UNITED FOR CHANGE & ADVANCEMENT PROJECT (2011), http://www.advancementproject.org/digital-library/publications/zero-tolerance-in-philadelphia-denying-educational-opportunities-and-cr, [hereinafter "Zero Tolerance in Philadelphia"]; *Reclaiming Michigan's Throwaway Kids: Students Trapped in the School-to-Prison Pipeline*, ACLU OF MICHIGAN (2009), http://aclumich.org/issues/student-rights/2009-06/1379, accessed 5/31/2012.

21 *The JPI Report* at 17.

22 *Id.*

23 *Id.* at 19.

24 *Id.* at 19-20 (relying on Zero Tolerance in Philadelphia).

25 The branches of the JPI whipping stick contain only the following assessment themes: (1) There are too many police in schools; (2) SROs result in increased referral rates to the juvenile justice system; (3) School crime is lower without SROs; (4) SROs foster a violent climate; and (5) School violence will improve without SROs.

26 *See The JPI Report* at 9-12 (focusing on models that promote high structure and reliance on supportive adults, both of which SRO programs provide, as discussed in Part II below).

27 *Id.* at 21 ("No data exists showing that SROs arrest youth of color more often than white students.").

Part I: Interagency Collaboration: From Child Welfare Reform Law to the School-Safety Team

28 See R.I. Gen Laws §16-21.5-1 (2012). This section contains the intent of the legislature on encouraging a balanced use of school resource officers in maintaining school safety. Subsection (b) of the law states that; "it is the intent of the legislature to encourage [SROs] to form positive relationships with both parents and pupils who are part of the school community."

29 "Intervention in family violence cases cannot be limited to the criminal justice system. There must be a strong, coordinated effort by the criminal justice system, victim assistance agencies and the entire community….the efforts of health facilities, educational institutions and service providers from numerous fields must be carefully coordinated." Hart, et. al., *Family Violence: Attorney General's Task Force Final Report*, U.S. DEP'T OF JUSTICE, 14-15 (1984).

30 *See*, 42 U.S.C. § 5106a(b)(3)(E) (2010). The Child Abuse Prevention and Treatment Act (CAPTA) was enacted in 1974. *See* P.L. 93-247 (1974). The interagency emphasis has prompted successive amendments, beginning in the Child Abuse Prevention, Adoption and Family Services Act of 1988. P.L.100-294 (1988). It has been reauthorized and expanded over time. Congressional findings state: "The problem of child abuse and neglect requires a comprehensive approach that:

A. integrates the work of social service, legal, health, mental health, education, and substance abuse agencies and organizations;
B. strengthens coordination among all levels of government, and with private agencies, civic, religious, and professional organizations, and individual volunteers;
C. emphasizes the need for abuse and neglect prevention, assessment, investigation, and treatment at the neighborhood level;
D. ensures properly trained and support staff with specialized knowledge, to carry out their child protection duties; and
E. is sensitive to ethnic and cultural diversity.

31 *See*, Sedlak, A.J., Gragg, F., Schultz, D.J., and Wells, S.J. (1996): *Detailed case tracking study. In Justice System Processing of Child Abuse and Neglect Cases: Final Report* (Prepared under a grant from the National Institute of Justice and the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice). Washington, DC: American Bar Association. *See also*, Zellman, G. L. (1990). *Child Abuse Reporting and Failure to Report Among Mandated Reporters: Prevalence, Incidence, and*

Reasons. Journal of Interpersonal Violence, 5, 3-22. As to the impact of this reform on public school Mission Statements, see, this example in the Robert Abbott Accelerated Middle School in Waukegan, IL:

> The multi-ethnic community, parents, business partners, administrators, students, and staff work together to create an academic, physical, emotional, social, and safe environment where everyone can learn and respect one another. We Care about ourselves and others to create, support and maintain powerful, engaged learning in the Arts and Sciences. We Dare to use innovative techniques to enhance lifelong learning through technology, the multiple intelligences, varied instructional strategies, and interdisciplinary units. We Share our cultural backgrounds to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies and our educational accomplishments.

School Mission, ROBERT ABBOTT MIDDLE SCHOOL (July 7 2012), http://schools.wps60.org/abbott/mission.html. Another example of a child welfare-focused Mission Statement is from the Freeport Maine Public Schools:

> The Freeport Middle School exists to serve the unique academic, physical, social, and emotional needs of students who are in a special and critical period of their lives as they change from childhood to adolescence. The staff of Freeport Middle School is committed to creating and maintaining an orderly, trusting, and caring environment where teaching and learning are exciting and students are assisted as they develop responsibility. All aspects of the school's organization, curricular, and cocurricular activities are child centered and designed to accommodate individual learning styles so that all may experience success.

FREEMONT MIDDLE SCHOOL, http://fms.rsu5.org/ (last visited July 7, 2012).

32 See, Sedlak, A.J., Gragg, F., Schultz, D.J., and Wells, S.J., *supra* note 4. Every state now addresses child welfare on the broadest possible terms. For example, California law, defines "child abuse" broadly enough to support the efforts of a wide range of community based, interagency programs. The term "child abuse" includes: Serious physical injury inflicted upon the child by other than accidental means; harm by reason of intentional neglect or malnutrition or sexual abuse; going without necessary and basic physical care; willful mental injury, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Director of Social Services; and any condition which results in the violation of the rights or physical, mental, or moral welfare of a child or jeopardizes the child's present or future health, opportunity for normal development or capacity for independence. CAL WEL & INST CODE § 18951(e) (2012). The term "abuse" as used in the Texas law includes: "(A) mental or emotional injury to a child that results in an observable and material impairment in the child's growth, development, or psychological functioning; (B) causing or permitting the child to be in a situation in which the child sustains a mental or emotional injury that results in an observable and material impairment in the child's growth, development, or psychological functioning; (C) physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline by a parent, guardian, or managing or possessory conservator that does not expose the child to a substantial risk of harm; (D) failure to make a reasonable effort to prevent an action by another person that results in physical injury that results in substantial harm to the child; (E) sexual conduct harmful to a child's mental, emotional, or physical welfare; (F) failure to make a reasonable effort to prevent sexual conduct harmful to a child; (G) compelling or encouraging the child to engage in sexual conduct as defined by Section 43.01, Penal Code; (H) causing, permitting, encouraging, engaging in, or allowing the photographing, filming, or depicting of the child if the person knew or should have known that the resulting photograph, film, or depiction of the child is obscene as defined by Section 43.21, Penal Code, or pornographic; (I) the current use by a person of a controlled substance as defined by Chapter 481, Health and Safety Code, in a manner or to the extent that the use results in physical, mental, or emotional injury to a child; or (J) causing expressly permitting, or encouraging a child to use a controlled substance as defined by Chapter 481, Health and Safety Code." Tex. Fam. Code § 261.001 (2012).

33 For example, *see*, REV. CODE WASH. § 43.70.545:

> The department of health shall develop, based on recommendations in the public health services improvement plan and in consultation with affected groups or agencies, comprehensive rules for the collection and reporting of data relating to acts of violence, at-risk behaviors, and risk and protective factors. The data collection and reporting rules shall be used by any public or private entity that is required to report data relating to these behaviors and conditions. The department may require any agency or program that is state-funded or that accepts state funds and any licensed or regulated person or professional to report these behaviors and conditions. To the extent possible the department shall require the reports to be filed through existing data systems. The department may also require reporting of attempted acts of violence and of nonphysical injuries. For the purposes of this section

> "acts of violence" means self-directed and interpersonal behaviors that can result in suicide, homicide, and nonfatal intentional injuries. "At-risk behaviors," "protective factors," and "risk factors" have the same meanings as provided in RCW 70.190.010. A copy of the data used by a school district to prepare and submit a report to the department shall be retained by the district and, in the copy retained by the district, identify the reported acts or behaviors by school site.

See also, *The California Gang, Crime, and Violence Prevention Partnership Program*, CAL PEN CODE §13825.4:

> [I]n carrying out a program of prevention and intervention services and activities with funds received under this chapter, community-based organizations and nonprofit agencies shall… (1) Collaborate with other local community-based organizations, nonprofit agencies or local agencies providing similar services, local schools, local law enforcement agencies, residents and families of the local community, private businesses in the local community, and charitable or religious organizations, for purposes of developing plans to provide a program of prevention and intervention services and activities,…(3) Follow the public health model approach in developing and carrying out a program to prevent, deter or reduce youth gangs, crime or violence by (A) identifying risk factors of the particular population to be targeted, (B) implementing protective factors to prevent or reduce gangs, crime or violence in the particular community to be serviced, and (C) designing community guidelines for prevention and intervention.

Finally, see A.I. Melaville & M.J. Blank, Washington, DC: Education and Human Services Consortium, "*What It Takes: Structuring Interagency Partnerships To Connect Children and Families With Comprehensive Services*." (1991).

34 An interstate compact is a congressionally approved agreement between two or more States. *See* U.S. CONST. Art. I, § 10. The compact serves as memorandum of understanding and administrative guide to coordinate activities between the officials of the agencies of the member States. The Interstate Compact for Juveniles, enacted in 1955 and reauthorized in 2000 and 2008, coordinates interstate and interagency activities for all 50 states and the territories. Each state has passed legislation to formalize its collaboration. The Council of State Governments, in cooperation with the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, supervises the compact. Its scope includes (1) the monitoring, supervision, and return of juveniles who have run away from home, (2) delinquents and status offenders who are on probation or parole and who have absconded, escaped, or run away. The National Center for Missing & Exploited Children (NCMEC) is authorized by Congress to coordinate much of this activity. *See* 42 U.S.C. § 5773.

35 Jurisdictions in all 50 states have implemented child and family welfare programs under the multi-disciplinary theme. For example, see Massachusetts child welfare law reform emphasis in its Office of the Child Advocate:

> The comprehensive plan shall examine the status of and address the following issues:-- (6) the identification, assessment, and treatment of physical abuse, sexual abuse, neglect, emotional abuse and neglect and factitious illness by proxy; multi-disciplinary training with law enforcement, state and local agencies and child advocacy centers; collection of forensic evidence; court testimony; research; and child advocacy.
>
> Mass. Ann. Laws ch. 18C sec. 11 (d).

See also, Tennessee child welfare law reform:

> All recipients of funding from the child abuse fund and its subsidiary funds, the child advocacy centers fund, the CASA fund and the child abuse prevention fund, shall collaborate with each other and also with the department of children's services, the department of children's services' child abuse prevention advisory committee, the child sexual abuse task force established by § 37-1-603(b)(1), the commission on children and youth, the governor's office of children's care coordination, and other appropriate state and local service providers in the planning and implementation of multi-disciplinary, multi-agency approaches to address child abuse, including primary, secondary and tertiary child abuse prevention, investigation and intervention in child abuse cases, and needed treatment and timely permanency for victims of child abuse.

TENN. CODE ANN. § 39-13-530(i).

For a compelling proposal to extend the collaborative model to elderly care law reform, see, Senator John B. Breaux & Senator Orrin G. Hatch, *Confronting Elder Abuse, Neglect, and Exploitation: The Need for Elder Justice Legislation*, 11 ELDER L.J. 207 (2003).

> [B]ecause each state has its own distinct way of approaching … mistreatment issues, it is equally important that there be coordination at the state level, and often at the local level as well.

> …. Cross-training or multi-disciplinary training permits individuals from a variety of fields to learn together. …. Cross-training also fosters communication and coordinated efforts and lays the foundation for collaboration among diverse individuals and groups.

See also, Marcia Sprague, Mark Hardin, *Coordination Of Juvenile And Criminal Court Child Abuse And Neglect Proceedings*, 35 U. of Louisville J. of Fam. L. 239 (1996/1997). See, Victor I. Vieth, *When the Child Abuser is a Child: Investigating, Prosecuting and Treating Juvenile Sex Offenders in the New Millennium*, Fall, 25 Hamline L. Rev. 47 (2001). See, Nancy Ver Steegh, *Differentiating Types of Domestic Violence: Implications for Child Custody*, 65 La. L. Rev. 1379 (2005). See, Patrick Geary, *Juvenile Mental Health Courts and Therapeutic Jurisprudence: Facing the Challenges Posed by Youth with Mental Disabilities in the Juvenile Justice System*, 5 Yale J. Health Pol'y L. & Ethics 671 (2005). Finally, see B. Kahn, P. O'Donnell, J. Wernsman, L. Bushell, and A. Kavanaugh, *The American Bar Association's Youth At Risk Initiative: Making The Connection: Legal Advocacy and Mental Health Services*, 45 Fam. Ct. Rev. 486 (2007).

36 For example, see the Kentucky Local juvenile delinquency prevention council statute:

> The duties and responsibilities of a juvenile delinquency prevention council shall include but not be limited to: (a) Developing a local juvenile justice plan based upon utilization of the resources of law enforcement, the school system, the Department of Juvenile Justice, the Department for Community Based Services, the Administrative Office of the Courts, and others in a cooperative and collaborative manner to prevent or discourage juvenile delinquency and to develop meaningful alternatives to incarceration; (b) Entering into a written local interagency agreement specifying the nature and extent of contributions that each signatory agency will make in achieving the goals of the local juvenile justice plan; (c) Sharing of information as authorized by law to carry out the interagency agreements.
>
> KY. REV. STAT. ANN. §15A.300 (LexisNexis 2012).

See also, the Louisiana Juvenile Delinquency and Gang Prevention Council:

> Each gang prevention council shall have the following powers and duties: (1) Develop and implement a delinquency prevention plan for the provision and coordination of delinquency programs and services to meet the needs of the communities represented in the district. (2) Advise and assist the judicial administrators or other local officials in the provision of optional, innovative delinquency services in the district to meet the unique needs of delinquent children. (3) Develop, in consultation with the Law Enforcement Planning District Advisory Council, funding sources external to the commission for the provision and maintenance of additional programs and services in the district for delinquent children and their families in consultation with the Juvenile Justice and Delinquency Prevention and Advisory Board. The Juvenile Delinquency and Gang Prevention Advisory Board may apply for and receive funds, under contract or other funding arrangement, from federal, state, parish, city, and other public agencies, and from public and private foundations, agencies, and charities for the purpose of funding optional, innovative prevention, diversion, or treatment services in the district to meet the unique needs of delinquent children."
>
> LA. REV. STAT. ANN. § 15:1426 (2012).

See finally, the New Jersey Juvenile Justice Commission:

> The commission shall have the following powers, duties and responsibilities: (4) To enter into contracts and agreements with State, county and municipal governmental agencies and with private entities for the purpose of providing services and sanctions for juveniles adjudicated or charged as delinquent and programs for prevention of juvenile delinquency.

N.J. REV. STAT. §§ 52:17B-170 (2012).

See, G. Resnick & M.R. Burt, *Youth at-Risk: Definitions and Implications for Service Delivery*. 66 AM. J. OF ORTHOPSYCHIATRY 172–88 (1996). See also, B. James, *School Violence and the Law: The Search for Suitable Tools*, 23(2) SCH. PSYCHOL. REV. 190–203 (1994).

37 For examples, *see* Alabama: ALA. CODE § 16-1-44 (2012); Arizona: ARIZ. REV. STAT. § 15-154 (2012); California: CAL ED CODE § 32281 (2012); Colorado: COL. REV. STAT. §§ 22-32-109.1 and 24-33.5-1213.4 (2012); District of Columbia: D.C. CODE § 5-132.02 (2012); Georgia: GA. CODE ANN. § 20-2-1185 (2012); Illinois: 105 ILL. COMP. STAT. 128/25 (2012); In-

diana: IND. CODE § 5-2-10.1-10 (2012); Kentucky: KY. REV. STAT. ANN. § 158.445 (2012); Louisiana: LA. REV. STAT. ANN. 17:416.16 (2012); Michigan: MICH. COMP. LAWS § 380.1310a (2012); Mississippi: MISS. CODE ANN. § 37-3-83 (2012); New York: N.Y. EDUC. LAW § 2801-a (McKinney 2012); Rhode Island: R.I. GEN. LAWS § 16-21-24 (2012); South Carolina: S.C. CODE ANN. § 59-5-65; Tennessee: TENN. CODE ANN. § 49-6-804; Virginia: Va. Code Ann. § 22.1-279.8; Washington: ARCW § 28A.320.125; Wisconsin: Wis. Stat. § 118.07.

See also, Washington State law on campus safety plans for higher education:

> The campus safety plan shall include, for the most recent academic year: (i) A description of programs and services offered by the institution and student-sponsored organizations that provide for crime prevention and counseling. (4) (a) Each institution shall enter into memoranda of understanding that set forth responsibilities for the various local jurisdictions in the event of a campus emergency. (b) Each institution shall enter into mutual aid agreements with local jurisdictions regarding the shared use of equipment and technology in the event of a campus emergency. (c) Memoranda of understanding and mutual aid agreements shall be updated and included in campus safety plans.

WASH. REV. CODE § 28B.10.569 (2012).

See California Welfare and Institution Code § 830.1, which authorizes collaboration by a community safety multi-disciplinary team. School administrators legally exchange information with other agencies in the prevention, identification, control of juvenile crime or criminal street gang activity for the purpose of school safety.

See finally, the San Jose, California Safe School Campus Initiative - a city-wide collaborative effort to assist schools in the prevention, the identification and the control of juvenile crime and criminal street gang activities. Joe M. Nguyen, *Safe School Campus Initiative: A Collaborative Effort On-line at Hamilton Fish Institute* (July 9, 2012), http://gwired.gwu.edu/hamfish/AnnualConference/2007/.

38 *See* J.K. Wiig, with J.A. Tuell, *Guidebook for Juvenile Justice and Child Welfare System Coordination and Integration: Framework for Improved Outcomes*, CHILD WELFARE LEAGUE OF AMERICA (2008). *See* John A. Tuell, *Promoting a Coordinated and Integrated Child Welfare and Juvenile Justice System: An Action Strategy for Improved Outcomes*, CHILD WELFARE LEAGUE OF AMERICA (2003). *See also*, Herz et al, *Addressing the Needs of Multi-System Youth: Strengthening the Connection between Child Welfare and Juvenile Justice*, GEORGETOWN PUBLIC POLICY INSTITUTE'S CENTER FOR JUVENILE JUSTICE REFORM (2012).

39 *See* Harland & Harris, *Prison Crowding: Developing and Implementing Alternatives to Incarceration: A Problem of Planned Change In Criminal Justice*, 1984 U. ILL. L. REV. 319 (1984) ("Clear preference is given for broad participation in initiating the change process, deciding the characteristics of the innovation, and controlling the changes to be made. [C]ollaborative decision making leads to more effective implementation."). *See also*, Waugh Jr., *The Political Costs of Failure in the Katrina and Rita Disasters*, 604 ANNALS 10,11 (2006) ("Poor implementation of emergency plans, poor communication, and poor decision processes were evident in the lack of congruence between conditions "on the ground" in the disaster areas and local, state, and national decision making."); Rosenzweig, *Civil Liberty and the Response to Terrorism*, 42 DUQ. L. REV. 663, 687 (2004) ("[Collaboration] in effect, tear[s] down an artificial "wall" that existed between law enforcement and intelligence agencies and permit their cooperation. … The wall had some very negative real-world consequences."); McCarthy-Brown & Waysdorf, *Katrina Disaster Family Law: The Impact of Hurricane Katrina on Families and Family Law*, 42 IND. L. REV. 721, 765 (2009) ("[I]n the future courts and judges across the nation should aim to be deliberate and empathetic in flexibly applying existing family laws in the wake of a disaster. They should plan on closely collaborating with social service and relief agencies during and after the disaster. Legislatures should also plan ahead for such a crisis that necessarily will involve the judicial system."); Moore & Tonry, *Youth Violence in America*, 24 CRIME & JUST. 1, 24 (1998) ("It is also discouraging to learn how crippled and uncertain are two social institutions that should be on the front line of the battle: namely, schools and the juvenile justice system.); D. Mendonca & W. Wallace, *Studying Organisationally-Situated Improvisation in Response of Extreme Events*, 22 Int. J. of Mass Emergencies and Disasters 2 (2004); A. Dantas et al., *Information Sharing During Disaster: Can We Do Better?*, FOUNDATION FOR RESEARCH SCIENCE AND TECHNOLOGY (2006).

40 P.H. Tolan et al., *A Developmental-Ecological Perspective On Antisocial Behavior in Children and Adolescents: Toward a Unified Risk and Intervention Framework*, 63 J. of Consulting and Clinical Psy. 4 (1995). John J. Wilson & James C. Howell, *Serious and Violent Juvenile Crime: A Comprehensive Strategy*, 45 JUV. & FAM. CT. J. 2 (1994). MICHAEL D. NEWCOMB & PETER M. BENTLER, CONSEQUENCES OF ADOLESCENT DRUG USE: IMPACT ON THE LIVES OF YOUNG ADULTS (1988). D. Prothrow-Stith & S. Quaday, *Hidden Casualties: The Relationship Between Violence and Learning*, WASHINGTON, DC: NATIONAL HEALTH & EDUCATION CONSORTIUM AND NATIONAL CONSORTIUM FOR AFRICAN AMERICAN CHILDREN, INC. ED 390, 552 (1995).

41 JAMES Q. WILSON, BUREAUCRACY: WHAT GOVERNMENT AGENCIES DO AND WHY THEY DO IT (2006). I..J. Sagatun & L. P. Edwards, *The Disposition of Juvenile Records: An Interagency Comparison*, 39 JUV. & FAM. CT. J. 37–45. (1988).

HAROLD SEIDMAN, COORDINATION: THE SEARCH FOR THE PHILOSOPHER'S STONE, POLITICS, POSITION, AND POWER: THE DYNAMICS OF FEDERAL ORGANIZATION (5th ed. 1998). John M. Kamensky, *Regulatory Partnerships: Good or Bad?*, THE BUSINESS OF GOVERNMENT (2010). UNLOCKING THE POWER OF NETWORKS: KEYS TO HIGH- PERFORMANCE GOVERNMENT (Goldsmith et al., eds., 2009). Allen Schick, The Coordination Option, FEDERAL REORGANIZATION: WHAT HAVE WE LEARNED? 85-113 (Peter Szanton, ed., 1981). David G. Twitchell et al., Overcoming Challenges to Successful Interagency Collaboration, 46 PERFORMANCE IMPROVEMENT 8-15 (2007).

42 *See Mission Statement*, MASSACHUSETTS EDUCATIONAL COLLABORATIVE OF GREATER BOSTON (July 6, 2010), http://www.edcollab.org/about_us/about_edco.html ("Improving education through interdistrict and interagency collaboration; Providing high quality education and related services to students-at-risk; and Enhancing equity, intercultural understanding and equal opportunity in education."). *See Mission Statement*, OREGON SALEM-KEIZER PUBLIC SCHOOLS STUDENT SERVICES TEAM (July 7, 2012), http://ssc.salkeiz.k12.or.us/Prevent/YST.htm ("[t[he Salem-Keizer Youth Services Team provides a coordinated, community-based delivery system of crisis intervention, counseling, consultation, referral and training to youth, their families and community. The Team also promotes cooperation and understanding among different agencies. The system is directed toward aiding in prevention and early intervention of delinquency and social problems among students"). *See Mission Statement*, NEW JERSEY SALEM COUNTY "BRIDGING THE GAP" COLLABORATIVE (July 7, 2012), http://www.sc-iac.org/39001/39022.html ("The mission of the "Bridging the Gap" collaborative is to develop and enhance service delivery between the schools, mental health, juvenile justice, behavioral health, child protective services, and parents/guardians to improve the well being of the children in Salem County"). *See Mission Statement* MINNESOTA CHILDREN'S MENTAL HEALTH RESOURCE CENTER OF ROCHESTER (July 7, 2012), http://www.co.olmsted.mn.us/cs/cfs/cmh/Pages/default.aspx ("The Children's Mental Health Resource Center is an interagency team that offers comprehensive, innovative, family focused services in order to support, empower and preserve families who have children with severe emotional and behavioral issues. The Resource Center was formed to sup- port and preserve families and is commit- ted to providing child-centered, family focused community based services in the least restrictive setting possible."). *See also, Mission Statement* FLORIDA INTERAGENCY COUNCIL OF BREVARD COUNTY (July 6, 2010), http://www.DisabilityBrevard.org ("Through interagency collaboration, enhance the quality of life for all individuals with disabilities in Brevard County." Four task forces and their members facilitate the main goal setting and goal attainment for the council. The task force committees are: • Legislative, • Transition, • Employment, and • Marketing and Membership."). *See Mission Statement* VIRGINIA SHENANDOAH VALLEY JUVENILE CENTER (July 6, 2010), http://www.svjc.org/Home.aspx ("The Mission of Shenandoah Valley Juvenile Center is to provide a safe, secure, and clean environment for youth placed in our temporary care. SVJC will provide an environment with an emphasis on continuing and expanding the youth's education and providing proper physical and mental health services and support. The youth will have an opportunity to participate in daily physical fitness activities and be provided with nutritional meals. In meeting its mission objectives SVJC will encourage and foster interagency collaboration in support of transitioning the youth to their community or appropriate placement."). *See Mission Statement* CALIFORNIA SAN BERNARDINO COUNTY HOMELESS PARTNERSHIP (July 6, 2010), http://www.sbcounty.gov/SBCHP/ ("The mission of the San Bernardino County Homeless Partnership is to provide a system of care that is inclusive, well planned, coordinated and evaluated and is accessible to all who are homeless or at-risk of becoming homeless. The Partnership consists of community and faith-based organizations, educational institutions, non profit organizations, private industry, and federal, state, and local governments."). *See Mission Statement* MINNESOTA HENNEPIN COUNTY CHILDREN'S MENTAL HEALTH COLLABORATIVE (July 6, 2010), http://www.hccmhc.com/ ("The Children's Mental Health Collaborative (HCCMHC) is a catalyst for improving children's lives by serving as convener, coordinator, advisor and advocate for community efforts to increase access to and resources for high quality mental health services for children and families."). *See* Georgia local Interagency Children's Committees statute (GA. CODE ANN. § 49-5-221(2) (2012)): "As used in this article, the term: …"Case management" means assuring continuity of services for the child and family, coordinating of services for the child and family, coordinating the interagency assessment of the child and family's needs, arranging for needed services, and linking various services and agencies." *See* Illinois County Juvenile Justice Councils statute (705 ILL. COMP. STAT. 405/6-12(2) (2012)): "The purpose of a county juvenile justice council is to provide a forum for the development of a community-based interagency assessment of the local juvenile justice system, to develop a county juvenile justice plan for the prevention of juvenile delinquency, and to make recommendations to the county board, or county boards, for more effectively utilizing existing community resources in dealing with juveniles who are found to be involved in crime, or who are truant or have been suspended or expelled from school. The county juvenile justice plan shall include relevant portions of local crime prevention and public safety plans, school improvement and school safety plans, and the plans or initiatives of other public and private entities within the county that are concerned with dropout prevention, school safety, the prevention of juvenile crime and criminal activity by youth gangs." See Tennessee Children's Mental Health Initiative (TENN. CODE ANN. §33-1-308 (2012)): "The commissioner shall initiate the development of and enter into interagency agreements on services and supports for children. …The agreements shall include, without limitation: the intersection of services and supports among all state agencies that have any responsibility for mental health, developmental disabilities, alcohol dependence, drug dependence, education, health, social services, housing, transportation, employment, justice, habilitation, rehabilitation, correction, or public funding of services and supports; transition between services to different age groups; information sharing, including records, data, and service; and interagency training."

43 *See* Deborah Prothrow-Stith, *Strengthening the Collaboration Between Public Health and Criminal Justice to Prevent Violence*, 32 J.L. MED. & ETHICS 82, 85 (2004). ("More effective collaboration beyond the existing silos of activity and competitive strategies would greatly improve society's capacity to save children from the devastating impact of interpersonal violence. … This tension between public health and criminal justice is unproductive. It threatens effective collaboration and frustrates the opportunity to pool resources and expertise at a time when resources are seriously inadequate and the problem is increasing. Healing this rift requires a more collaborative spirit"). *See* Barbara J. Zabawa, *Making the Health Insurance Flexibility and Accountability (HIFA) Waiver Work Through Collaborative Governance*, 12 ANN. HEALTH L. 367 (2003). ("Health system stakeholders have a wealth of information to offer each other in a collaborative scheme. The HIFA waiver's flexibility and emphasis on public-private coordination offers states a perfect opportunity to learn with other stakeholders and the best chance of closing the health coverage gap."). *See*, Hurtz et al., *Addressing the Needs of Multi-System Youth: Strengthening the Connection between Child Welfare and Juvenile Justice*, CENTER FOR JUVENILE JUSTICE REFORM AT GEORGETOWN UNIVERSITY AND ROBERT F. KENNEDY CHILDREN'S ACTION CORPS (2012). *See also* JUVENILE LAW CENTER *Innovation Brief: Using Diversion Fairly, Consistently, and Effectively, Models for Change* (2011).

44 *Id., See* Herz et al., at18.

45 *See* Janet K. Wiig & John A. Tuell, *supra*, note 38. *See also*, OREGON SCHOOL SAFETY COALITION, *How safe are Oregon schools?* (2001). *See* A. W. Todd et al., *Effective Behavior Support: Strengthening School-Wide Systems Through a Team-Based Approach*, EFFECTIVE SCHOOL PRACTICES 17(4) (1999). *See also*, Centers for Disease Control and Prevention, *The Effectiveness of Universal School-Based Programs for the Prevention of Violent and Aggressive Behavior: A Report on Recommendations of the Task Force on Community Preventive Services,* MMWR 56, RR-7 (2007).

46 All 50 states have amended the provisions on juvenile records to compliment the comprehensive reform. The declaration of the California legislature is typical:

> While the Legislature reaffirms its belief that juvenile court records, in general, should be confidential, it is the intent of the Legislature in enacting this subdivision to provide for a limited exception to juvenile court record confidentiality to promote more effective communication among juvenile courts, law enforcement agencies, and schools to ensure the rehabilitation of juvenile criminal offenders as well as to lessen the potential for drug use, violence, and other forms of delinquency.
>
> CAL WEL & INST CODE § 827 (b)(1) (1999)).

See also, Illinois law:

> (a) The General Assembly finds that a substantial and disproportionate amount of serious crime is committed by a relatively small number of juvenile offenders, otherwise known as serious habitual offenders. By this amendatory Act of 1992, the General Assembly intends to support the efforts of the juvenile justice system comprised of law enforcement, state's attorneys, probation departments, juvenile courts, social service providers, and schools in the early identification and treatment of habitual juvenile offenders. The General Assembly further supports increased interagency efforts to gather comprehensive data and actively disseminate the data to the agencies in the juvenile justice system to produce more informed decisions by all entities in that system; (b) The General Assembly finds that the establishment of a Serious Habitual Offender Comprehensive Action Program throughout the State of Illinois is necessary to effectively intensify the supervision of serious habitual juvenile offenders in the community and to enhance current rehabilitative efforts. A cooperative and coordinated multi-disciplinary approach will increase the opportunity for success with juvenile offenders and assist in the development of early intervention strategies.
>
> ILL. REV. STAT. 405/1-8.1.

47 Significantly, federal law has kept pace with juvenile records reform. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.S. §1232g, has been amended to broaden the role of educators as information providers on interagency teams. See the Improving America's School Act of 1994 and the State law exception to FERPA, (34 CFR 99.31(a)(5) and 34 CFR 99.38). *See also*, J. Slayton, *Establishing and Maintaining Interagency Information Sharing*, JUVENILE ACCOUNTABILITY INCENTIVE-JAIBG BULLETIN, BLOCK GRANTS PROGRAM (2000). *See* M.L. Medaris et al., *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs*, PROGRAM REPORT (1997). *See also*, B. James, *School Violence and the Law: The Search For Suitable Tools*. 23(2) School Psy. Rev. 190–203 (1994).

48 During the 1990s the trial of campus rampages included Grayson, Kentucky (1993), Lynnville, Tennessee (1995), Blackville, South Carolina (1995), Redlands, California (1995), Moses Lake, Washington (1996); Bethel, Alaska (1997), Pearl, Mississippi (1997), West Paducah, Kentucky (1997), Jonesboro, Arkansas (1998), Edinboro, Pennsylvania (1998),

Fayetteville, Tennessee (1998), Springfield, Oregon (1998), Richmond, Virginia (1998), Deming, New Mexico (1999), and Littleton, Colorado (1999). See Robert C. Cloud, "*Federal, State, and Local Responses to Public School Violence*," 120 ED. LAW REP. 877 (1997). *See also*, Landra Ewing, *When Going to School Becomes an Act of Courage: Students Need Protection from Violence* 36 BRANDEIS J. FAM. L. 627 (1997-98).

Part II: The SRO's Role on Campus: Keeping Students Safe and Supporting the Education Mission as Law-Enforcement Officer, Teacher, and Counselor

49 Debbie Vought, *supra* note 1 (quoting Danielle Bilderback, a Klamath County Mazama High School graduate).

50 This best practice is a modest step toward the more generous collaboration that State and Federal courts now allow between educators and school resource officers. Courts have been less concerned about the issue of agency (whether collaboration makes the educator an agent of law enforcement). Instead, the controlling factor is whether "school officials" are acting to further legitimate educational interests when supervising student activity. In all but two States, the SRO is now seen as a "school official" - having been brought into the safe school environment, not as an outsider, but as a core part of the educational family. A police officer on assignment to the school as a resource officer is a school official when furthering legitimate educational interests. For example, a search of a student on school grounds by an SRO, either at the request of educators or on the officer's own initiative, is deemed an act by a school official. The courts have made it clear that this assistance neither makes the school the agent of law enforcement, not does it violate student rights of any kind. *See Wilson v. Cahokia Sch. Dist.* # 187, 470 F. Supp. 2d 897, 910 (S.D. Ill. 2007) ("[T]he weight of authority holds… that a search of a student on school grounds by a school resource officer at the request of school officials should be deemed a search by a school employee."). *See, State of Wisconsin v. Angelia D.B.*, 211 Wis. 2d 140, 155; 564 N.W.2d 682, 688 (1997) ("Were we to conclude otherwise, our decision might serve to encourage teachers and school officials, who generally are untrained in proper pat down procedures or in neutralizing dangerous weapons, to conduct a search of a student suspected of carrying a dangerous weapon on school grounds without the assistance of a school liaison officer or other law enforcement official."). *See also, D.L. v. State*, 877 N.E.2d 500 (2007); *In re William V.*, 111 Cal. App. 4th 1464, 4 Cal. Rptr. 3d 695, 699-700 (Cal. Ct. App. 2003); Russell v. State, 74 S.W.3d 887, 892-93 (Tex. App. 2002); *New York v. Jameel Butler*, 725 N.Y.S.2d 534 (2001). *In re Josue T.*, 1999 NMCA 115, 128 N.M. 56, 989 P.2d 431, 436-37 (N.M. Ct. App. 1999). *See* slight variation of this rule in Oregon, (*State ex rel. Juvenile Dep't v. M.A.D.*, 348 Ore. 381; 233 P.3d 437 (OR 2010)). *See* rejection of this rule in Georgia and Washington State, the only States to place students and educators at-risk. (*State v. Scott*, 279 Ga. App. 52; 630 S.E.2d 563 (2006) and *State v. Meneese*, 174 Wn.2d 937 (2012). The result in State v. Meneese is influenced heavily by the interagency Memorandum of Understanding (MOU) that did not authorize the school resource officers to assist with school discipline. See discussion of the MOU, *infra*.

51 *Indicators*, *supra* note 2.

52 *Juvenile Offenders and Victims*, *supra* note 4.

53 M.T. Theriot, *School Resource Officers and the Criminalization of Student Behavior*, 37 J. CRIM. JUST. 280-287 (2009).

54 *Id.*, at 285. *See also*, R.A. Astor et al., *Unowned Places and Times: Maps and Interviews About Violence in High Schools*, 36 AM. ED. RES. J. 3–42 (1999). For a general assessment *see*, B. Brown, *Understanding and assessing school police officers: A conceptual and methodological comment*, 34 J. CRIM. JUS. 591–604 (2006).

55 *Id.*, at 284. Professor Theroit's conclusions about the role of the SRO were not positive in relation to arrests involving subjective disorderly conduct by students. However, as the objectivity and severity of the misconduct increased the impact of the presence of the SRO was significant. See comment on page 285 ("the presence of SROs at schools might deter certain behaviors").

56 Kyle Ramey, *Partners for Safety*, AM. SCH. BOARD J. 71-72. (2004).

57 I. M. Johnson, *School Violence: The Effectiveness of a School Resource Officer Program in a Southern City*, 27 J. CRIM. JUS. 173–192 (1999). ("The SRO program is fulfilling its goals and objectives, and thus, should be maintained. Considering the problem of school violence, the SRO program is one that is greatly needed. If SROs are taken out of the high schools and middle schools, there may be a sharp increase in the number of school suspensions for Class I, Class II, and Class III offenses."). *Id.*, at 190.

58 Johanna Wald & Lisa Thurau, *First, Do No Harm: How Educators and Police Can Work Together More Effectively to Preserve School Safety and Protect Vulnerable Students*, Charles Hamilton Institute for Racial Justice, March 2010, p. 7-8.

59 *Ibid*.

60 NORTH CAROLINA DEPT. OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, *Annual School Resource Officer Census* http://www.ncdjjdp.org/cpsv/school_resource_officer.html (last visited July 11, 2012).

61 David C. May et al., *Predictors of Principals' Perceptions of School Resource Officer Effectiveness in Kentucky*, 29 AMER. J. CRIM. JUST. 1 (2004).

62 *See*, N. Hopkins, *School Pupils' Perceptions of the Police That Visit Schools: Not All Police Are "Pigs."*, 4 J. CMTY. & APPLIED SOC. PSY. 189–207 (1994). *Compare with*, N. Hopkins et al., *Police-school Liaison and Young People's Image of the Police: An Intervention Evaluation*, 83 British J. Psy. 203–220 (1992). I.M. Johnson, *supra* note 57, at 173-192. *See* Brad A. Myrstol, *Police in Schools: Public Perceptions*, 27(3) ALASKA J. FORUM 1, 5–8 (Fall 2010). However, *see contra*, Arrick Jackson, (2002) *Police-School Resource Officers' and Students' Perception of the Police and Offending*, 25 POLICING: AN INTERNATIONAL JOURNAL OF POLICE STRATEGIES & MANAGEMENT 631 – 650 (2002).

63 Debbie Vought, *supra* note 1.

64 Lt./PRO Stan Miller, South Charleston (WV) Police Dept., *Prevention, Mentoring & Safety: West Virginia's Prevention Resource Officers (PROs) Take SRO Duties a Few Steps Further,* J. SCH. SAFETY 17 (2012).

65 The compelling interest to maintain a safe campus corresponds to the duty to keep students safe. See *King v. Northeast Sec., Inc.*, 790 N.E.2d 474, 479 (Ind. 2003), ("the school district has a duty to take reasonable steps for the protection of its students. In immunity terms, failure to take reasonable safety precautions is not within the common law immunity for failure to prevent crime"). *See also*, *Travis v. Bohannon*, 128 Wn. App. 231 (Wash. Ct. App., 2005. See, *M W v Panama Buena Vista Union Sch Dist*, 110 Cal App 4th, 508, 517, 518 (2003), ("a school district has an "affirmative duty to take all reasonable steps to protect its students"). *See, Jerkins v. Anderson*, 191 N.J. 285, 306 (2007). ("Even if parents or guardians overlook their responsibility, educators have a duty of reasonable care that includes the implementation of appropriate dismissal procedures."). *See Dunn v. Unified Sch. Dist.* No. 367, 30 Kan. App. 2d 215, (2002). *Cleveland v. Blount County Sch. District*, 2008 U.S. Dist. LEXIS 6011 (D. Tenn. 2008). *Williams ex rel. Hart. v. Paint Valley Local Sch. Dist.*, 400 F.3d 360, 364 (6th Cir. 2005)("Where a school district has actual knowledge that its efforts to remediate are ineffective, and it continues to use those same methods to no avail, such district has failed to act reasonably in light of the known circumstances.").

66 David C. May et al., *Predictors of Principals' Perceptions of School Resource Officer Effectiveness in Kentucky*, 29 AMER. J. CRIM. JUSTICE, 1 (2004).

67 See NEA: SAFE SCHOOLS, http://www.nea.org/home/16364.htm (last visited July, 12, 2012).

68 Peter Finn & Jack McDevitt, *National Assessment of School Resource Officer Programs Final Project Report* (2005), *available at* https://www.ncjrs.gov/pdffiles1/nij/grants/209273.pdf.

69 Chief Justice Burger coined this term in his famous dissent in *Board of Education v. Pico*, 457 U.S. 853 (1982). In *Pico*, the Court struggled to determine how to review a decision made by school officials to remove certain books from school libraries. The Court decided to remand the case with instructions to the lower court on how to determine whether the school board was acting in good faith. The justices wrote a plurality of opinions, each acknowledging the degree of difficulty presented by such cases. In his view the challenge was a result of trying to harness local democratic processes:

> [T]he people elect school boards, who in turn select administrators, who select the teachers, and these are the individuals best able to determine the substance of that policy. The plurality fails to recognize the fact that local control of education involves democracy in a microcosm. In most public schools in the United States the parents have a large voice in running the school. Through participation in the election of school board members, the parents influence, if not control, the direction of their children's education. A school board is not a giant bureaucracy far removed from accountability for its actions; it is truly "of the people and by the people." A school board reflects its constituency in a very real sense and thus could not long exercise unchecked discretion in its choice to acquire or remove books. If the parents disagree with the educational decisions of the school board, they can take steps to remove the board members from office. Finally, even if parents and students cannot convince the

school board that book removal is inappropriate, they have alternative sources to the same end. *Id.* at 891-892 (Burger, J., dissenting) (citations omitted).

70 *New Jersey v. T. L. O.*, 469 U.S. 325, 336-37 (1985).

71 *Ibid.*

72 *Vernonia Sch. Dist. 47J v. Acton*, 515 U.S. 646, 655-56 (1995). *See also*, Board of Education v. Earls, 536 U.S. 822 (2002). For a critical review of the law and literature on *in loco parentis*, *see* Susan Stuart, *In Loco Parentis In The Public Schools: Abused, Confused, and in Need Of Change*, 78 UNIV. CIN. L. REV. 969 (2010).

73 Brad A. Myrstol, *Police in Schools: Public Perceptions*, 1 ALASKA JUST. FORUM 27(3): 1 5–8 (Fall 2010). The data also revealed that 58.8 percent of the adults disagreed or strongly disagreed with the notion that an SRO program would create additional barriers between students and police. 66.6 percent doubted that the introduction of police into schools would increase fear among students, faculty, and staff. 67.9 percent disagreed or strongly disagreed that the presence of SROs would conflict with the authority of school officials.

74 *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260, 273 (1988). For more on the connection between school safety and parental rights, see Todd A. DeMitchell, *The Duty to Protect: Blackstone's Doctrine of In Loco Parentis: A Lens for Viewing the Sexual Abuse of Students*, 2002 BYU EDUC. & L. J. 17 (2002).

75 *Indicators, supra* note 2.

76 *New Jersey v. T. L. O.*, 469 U.S. 325 (1985).

77 *Bd. of Educ. v. Earls*, 536 U.S. 822, 830-31 (quoting New Jersey v. T.L.O., 469 U.S. 325, 350 (1985)).

78 Pub. L. No. 98-473, 98 Stat. 1837 (1984).

79 Pub. L. No. 101-647, 104 Stat. 4789 (1990).

80 Pub. L. No. 105-6, 111 Stat. 12 (1997).

81 Pub. L. No. 108-405, 118 Stat. 2260 (2004).

82 *See* ARK. CODE ANN. § 6-18-514 (West 2012) (providing anti-bullying policies for public schools including both physical and electronic harassment); *see also* CAL. EDUC. CODE § 32261 (West 2012) (allowing school officials to suspend or expel students for electronic acts of bullying).

83 Jaffe, Elizabeth M. & Robert J. D'Agostino, *Bullying in Public Schools: The Intersection Between the Student's Speech Rights and the School's Duty to Protect*, 62 MERCER L. REV. 407 (2011) (discussing the balance between students' constitutional rights and the duties of educational institutions).

84 As of 2012, all states, with the exception of Montana, have passed some type of bullying law, aiming to protect victims of bullying and help prevent incidences of harassment and violence. Further, 42 states include electronic harassment as a form of bullying, with 3 other states having recently proposed legislation. While there is no federal bullying law, policy changes have been proposed. *See* Hinuja, Sameer et al. *State Cyberbullying Laws: A Brief Review of State Cyberbullyng Laws and Policies*, CYBERBULLYING RESEARCH CENTER (June, 2012), http://www.cyberbullying.us/Bullying_and_Cyberbullying_Laws.pdf.

85 For example, to make out a proper danger-creation claim, a student must demonstrate that (1) the school and the charged individual educators created the danger or increased the student's vulnerability to the danger in some way; (2) the student was a member of a limited and specifically definable group; (3) the school officials' conduct put the student at substantial risk of serious, immediate, and proximate harm; (4) the risk was obvious or known; (5) defendants acted recklessly in conscious disregard of that risk; and (6) such conduct, when viewed in total, is conscience shocking. *See generally*, the danger creation cases, supra note 276; *Frances-Colon v. Ramirez*, 107 F.3d 62, 64 (1st Cir. 1997); *Dwares v. City of New York*, 985 F.2d 94, 99 (2d Cir. 1993); *Kneipp v. Tedder*, 95 F.3d 1199, 1201 (3d Cir. 1996); *Pinder v. Johnson*, 54 F.3d 1169, 1175-77 (4th Cir. 1995) (en banc); *Johnson v. Dallas Indep. Sch. Dist.*, 38 F.3d 198, 200-01 (5th Cir. 1994); *Kallstrom v. City of Columbus*, 136 F.3d 1055, 1066-67 (6th Cir. 1998); *Reed v. Gardner*, 986 F.2d 1122, 1125 (7th Cir. 1993); *Gregory v. City of Rogers*, 974 F.2d 1006, 1010 (8th Cir. 1992) (en banc);*Wood v. Ostrander*, 879 F.2d 583, 589-90 (9th Cir. 1989) *Uhlrig v. Harder*, 64 F.3d 567, 572 & n. 7 (10th Cir. 1995);*Wyke v. Polk County Sch. Bd.*, 129 F.3d 560, 567 (11th Cir. 1997); *Gonza-*

les v. City of Castle Rock, 307 F.3d 1258, 1263 (10th Cir. 2002); *Christiansen v. City of Tulsa*, 2003 U.S. App. LEXIS 11858 (10th Cir.June 16, 2003).

86 *Village of Willowbrook v. Olech*, 528 U.S. 562, 564 (2000).

87 *See Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, 59 FED. REG. 11448, 11449 (March 10, 1994). A school violates Title VI when: (1) There is a racially hostile environment; (2) The district had actual or constructive notice of the problem; and (3) The district failed to respond adequately to redress the racially hostile environment.

88 A racially hostile environment is one in which racial harassment is "severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from [an education]." *Id*. at 11449. The courts have held that, it is not necessary to show physical absence from school to prove a violation of student rights. Instead, the student must show that the learning environment has been compromised such that "victim-students are effectively denied equal access to an institution's resources and opportunities." *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629, 651 (1999). *See also Zeno v. Pine Plains Cent. Sch. Dist.*, 2009 U.S. Dist. LEXIS 42848 (S.D.N.Y. May 19, 2009).

89 20 U. S. C. § 1681(a).

90 See *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999).

91 *Jackson v. Birmingham Board of Education*, 544 U.S. 167, 173 (2005).

92 *See Frazier v. Fairhaven Sch. Comm.*, 276 F.3d 52 (1st Cir. 2002) (Same-sex stalking at a high school). *See Doe v. D'Agostino*, 367 F. Supp. 2d 157 (D. Mass. 2005) (Same-sex harassment by teacher toward a student in class). *See Doe v. E. Haven Bd. of Educ.*, 430 F. Supp. 2d 54 (D. Conn. 2006) (group harassment from students of both genders). Finally, Title IX also allows parents, educators and SROs to file retaliation claims against schools when attempts to eliminate a hostile environment backfire upon them.

93 *See Jackson v. Birmingham Board of Education*, 544 U.S. 167, 173 (2005). *See also, Dawn L. v. Greater Johnstown Sch. Dist.*, 2008 U.S. Dist. LEXIS 51411 (W.D. Pa. July 2, 2008) (parents allege retaliation by school officials after reporting sexual harassment of their daughter by a teacher).

94 *Village of Willowbrook v. Olech*, 528 U.S. 562, 564 (2000).

95 Peter Finn & Jack McDevitt, *supra* note 20 at 42.

96 Defining what an SRO is and/or setting parameters of SRO programs, see, e.g., D.C. CODE § 5-132.01-.02 (2012), FLA. STAT. § 1006.12 (2012), K.R.S. § 158.441 (2012), LA. R.S. § 17:416.19 (2012), MD. EDUC. CODE ANN. § 26-102, TENN. CODE ANN. § 49-6-4202 (2012), TEX. EDUC. CODE § 1701.601 (2012), VA. CODE ANN. § 9.1-101, 9.1-110 (2012). Requirements for SRO training, see, e.g., LA. R.S. § 17:416.19 (2012), MISS. CODE ANN. § 37-7-321 (2012), N.J. STAT. § 18A:17-43.1 (2012), TENN. CODE ANN. § 49-6-4217 (2012), TX. EDUC. CODE § 37.205 (2012). Requiring or encouraging SRO role in school-safety planning, see, e.g., A.R.S. § 15-154 (2011), D.C. CODE § 2-1531.01 (2012), FLA. STAT. § 1006.13 (2012), BURNS IND. CODE ANN. § 5-2-6.9-10, 24 P.S. § 13-1302-A (2012), TENN. CODE ANN. § 49-6-801 et seq. (2012), UTAH CODE ANN. § 67-5-20 (2012), REV. CODE WASH. § 28A.300.2851 (2012). Treating SRO as a school official in some situations, see, e.g., A.C.A. § 6-18-513 (2012), FLA. STAT. § 856.022 (2012), 105 I.L.C.S. 5/27-23.7 (2012), R.R.S. NEB. § 79-527 (2012), N.C. GEN. STAT § 14-27.7 (2012), TEX. EDUC. CODE § 37.0021 (2012).

97 A.R.S. § 15-154 (2011).

98 D.C. CODE § 2-1531.01 (2012).

99 TENN. CODE ANN. § 49-6-802 (2012).

100 *Tinker v. Des Moines Independent Community School Dist.*, 393 U.S. 503 (1969).

101 *New Jersey v. T. L. O.*, 469 U.S. 325 (1985).

102 *Bd. of Educ. v. Earls*, 536 U.S. 822 (2002).

103 *State of Wisconsin v. Angelia D.B.*, 564 N.W.2d 682 (Wisc. 1997).

104 *Ibid.*

105 *Id.*, at 690.

106 *In re William V.*, 111 Cal. App. 4th 1464, 4 Cal. Rptr. 3d 695 (Ct. App. 2003), cert. den. 541 U.S. 1051 (2004).

107 For a sampling of decisions applying the T.L.O. standard to actions by SROs, *see, e.g., Cason v. Cook*, 810 F.2d 188 (8th Cir. 1987); *State v. Alaniz*, 2012 WL 1173764 (N.D. 2012); *In re Josue T.*, 989 P.2d 431 (N.M.App. 1999); *R.D.S. v. State*, 245 S.W.3d 356 (Tenn. 2008); *Myers v. State*, 839 N.E.2d 1154 (Ind. 2005); *In re Randy G.*, 110 Cal. Rptr.2d 516 (Cal. 2001); *State v. C.D.*, 947 N.E.2d 1018 (Ind. App. 2011); *M.D. v. State*, 65 So.3d 563 (Fl. App. 2011); *Wilson ex rel Adams v. Cahokia Sch. Dist.*, 470 F.S.2d 897 (S.D. Ill. 2007); *In re D.E.M. v. Commonwealth of Pennsylvania*, 727 A.2d 570 (P.A. Super. 1999). For examples finding that the SRO acted independently or purely for law-enforcement purposes, see, e.g., *Doe v. Little Rock Sch. Dist.*, 380 F.3d 349 (8th Cir. Ark. 2004); *Pacheco v. Hopmeier*, 770 F.Supp.2d 1174 (D.N.M. 2011); *In re T.A.S.*, 713 S.E.2d 211 (N.C. Ct. App. 2011).

108 *The JPI Report*, *supra*, Summary, note 19. The JPI report offers no statistical data of its own to support any of its arguments.

109 Even "lesser" crimes that critics allege should be handled by educators without law-enforcement involvement fail to support the track allegations as all crimes are on the decline. For example, a crime critics decry as mere prank playing that is now improperly criminalized--disorderly conduct--fell 17% between 2005-09. In California, juvenile arrest rates fell 22% between 2007-2010. *Juvenile Justice in California 2010, 2009, 2008, 2007*,CALIFORNIA DEPT. OF JUSTICE, *available at* http://ag.ca.gov/cjcs/pubs.php#juvenilejustice (last visited 5/17/2012). In Georgia, juvenile arrest rates fell 19% between 2008-2010. *2010 Summary Report Uniform Crime Reporting (UCR) Program*, GEORGIA CRIME INFORMATION CENTER, *available at* http://juveniledata.georgia.gov/UCRReports.aspx, (last visited 5/17/2012).

110 *Indicators*, *supra* note 2.

111 *Juvenile Justice in California 2010, 2009, 2008, 2007*, *supra* note 109.

112 *2010 Summary Report Uniform Crime Reporting (UCR) Program*, *supra* note 109.

113 Theriot at 284.

114 Theriot at 286.

115 Theriot at 286.

116 Michael P. Krezmien et al., *Juvenile Court Referrals and the Public Schools: Nature and Extent of the Practice in Five States*, 26(3) J. OF CONTEMPORARY CRIM. JUST. 273-293(2010).

117 *Id.*, p. 283.

118 *Id.*, p. 287. Two other papers are also widely cited in this debate. The Wald & Thurau paper discussed above (see footnotes 10 and 11 of this Section, is sometimes cited for the notion that SROs lack effective training and/or that their presence increases student hostility. The paper, however, merely noted that, in the opinion of the SROs and police chiefs surveyed, gaps in training can be problematic in some situations. Student attitudes were not surveyed and there was no finding regarding any cycle of hostility. In fact, the authors found that placement of SROs in schools leads to a relationship of understanding and trust that can decrease arrests. Further, the authors observed that SROs found that referrals to clerk-magistrate hearings or other forms of diversion programs more effective in changing student behavior than referrals to juvenile court.

Additionally, Mayer & Leone have been relied upon to assert that SROs lead to more disorder on campus. Matthew J. Mayer & Peter E. Leone, *A Structural Analysis of School Violence and Disruption: Implications for Creating Safer Schools, Education and Treatment of Children*, Vol. 22 No. 3 (Aug. 1999) p. 333-356. Their study analyzed data from the 1995 School Crime Supplement to the National Victimization Survey—a period well before modern SRO programs were implemented. The data analyzed does not mention SROs, but instead tracks actions of "security guards." The authors found that an approach to school safety that focused on metal detectors, locked doors, locker checks, security guards, hallway supervision by staff, and visitor sign-in procedures resulted in more disorder than a model based on student knowledge of school rules and consequences for infractions. The study did not find that security guards alone increased disorder and could not, because of its age, analyze how the modern triad approach affects levels of disorder. This approach, as previously discussed, relies heavily on the aspects of the study that were found to result in less disorder.

119 Judith A. Browne, Derailed! *The Schoolhouse to Jailhouse Track*, ADVANCEMENT PROJECT (2003), http://www.advancementproject.org/digital-library/publications/derailed-the-schoolhouse-to-jailhouse-track (last visited June 30, 2012).

120 *Id.*, at 14-15, 22-28.

121 *Id.*, at 15-16.

122 *Ibid.*

123 *FY 2010 Annual Statistical Report*, MARYLAND DEPT. OF JUVENILE SERVICES at 7, www.djs.state.md.us/pdf/2010stat_report-section1.pdf (last visited June 4, 2012).

124 *The State of Juvenile Probation Activity in Texas*, TEXAS JUVENILE PROBATION COMMISSION (2011) at 9, http://www.tjjd.texas.gov/publications/reports/RPTSTAT2010.pdf (last visited June 4, 2012).

125 Browne, *supra* note 119 at 18.

126 The JPI Report agrees: "No data exists showing that SROs arrest youth of color more often than white students." *The JPI Report*, *supra* note 20 at 21.

127 *Zero Tolerance in Philadelphia*, *supra* note 20.

128 *Id.* at 12.

129 *Id.* at 12-14.

130 The following states are models for both child welfare law reform as well interagency collaboration through statutory authorization: California, Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Montana, Oklahoma, Oregon, S. Carolina, Texas, Virginia, Washington, W. Virginia, Wisconsin, and Wyoming.

131 *See* FLORIDA CRIME PREVENTION TRAINING INSTITUTE, http://www.fcpti.com/fcpti.nsf/pages/SROPD (last visited July 10, 2012).

132 *Ibid.*

133 *Delinquency in Florida's Schools: A Seven-Year Study*, FLORIDA DEPARTMENT OF JUVENILE JUSTICE at iv, www.djj.state.fl.us/Research/index.html (last visited Nov. 2011).

134 *Id.* at 1

135 *See School Resource Officers: What We Know, What We Think We Know, What We Need To Know*, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, www.ncdjjdp.org/cpsv/pdf_files/nij_sro_rpt.pdf (last visited July 11, 2012).

136 *See* CITY OF COCOA, http://www.cocoafl.org/FAQ.aspx?QID=120, (last visited July 11, 2012) (discussing school safety in Cocoa, Florida).

137 *See, e.g.*, ALASKA STAT. § 14.33.130 (2012) (any person responsible for students, including teachers and principals, shall report student crime to law enforcement); A.R.S. § 15-515 (all school personnel shall report certain violations to law enforcement); A.C.A. § 6-17-113 (2012) (Arkansas principals weapons violations and threats to law enforcement); CAL. WEL. & INST. CODE § 503 (2012) (school districts shall report all crimes and probation violations by serious habitual offenders); CAL. ED. CODE § 48902 (2012) (principals shall notify of drug-related crimes); CAL. ED. CODE § 49602 (school counselors shall disclose information to law enforcement to aid in crime investigation); 14 DEL. C. § 4112 (2011) (requiring school employees to notify law enforcement and victim's parents of crimes); FLA. STAT. § 1006.13 (2012) (zero-tolerance law requires notification of violations to law enforcement); O.C.G.A. § 20-984.2 (2011) (requires reporting of certain crimes to school board for determination of follow-up action); 105 I.L.C.S. § 5/10-21.7 (2012) (requires reporting of all battery against school officials to law enforcement); K.S.A. § 72-89b03 (2011) (requires school boards in Kansas to report certain offenses to law enforcement); MISS. CODE ANN. § 37-11-29 (2012) (school boards to report certain crimes annually); 160.261 R.S.MO. (2012) (school administrators shall report certain crimes to law enforcement); S.C. CODE ANN. § 59-63-310 (2011) (establishing school-crime reporting form, through which law enforcement must immediately notify state attorney general of some serious crimes); VA. CODE ANN. § 22.1-279.3:1 (2012) (requires annual reporting of crime by principal to law enforcement).

138 A.C.A. § 6-17-113 (2012).

139 CAL. WEL. & INST. CODE § 503 (2012); CAL. ED. CODE § 48902 (2012).

140 105 I.L.C.S. § 5/10-21.7 (2012).

141 *Juvenile Offenders and Victims*, *supra* note 4.

142 Despite their popularity with critics of SRO programs, because few restorative discipline programs have been assessed, they suffer from a lack of statistical analysis similar to the lack of analysis SRO programs can suffer from. See Cheryl Swanson & Michelle Owen, *Building Bridges: Integrating Restorative Justice With the School Resource Officer Model*, INTERNATIONAL POLICE EXECUTIVE FORUM, (2007), available at http://www.restorativejustice.org/10fulltext/swansoncheryl/view (last visited June 30, 2012).

143 *Id.* at 20-25 (explaining how restorative cautioning and restorative conferencing with police officers can reduce recidivism and play a key role in restorative justice models).

Part III: Moving Forward: Affirming the Value of SROs on the Child-Welfare Team and Ensuring the Effectiveness of SRO Programs in Our Schools

144 NORTH CAROLINA DEPT. OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION, CENTER FOR THE PREVENTION OF SCHOOL VIOLENCE, *What School Resource Officers do in Schools* http://www.ncdjjdp.org/cpsv/sro/sros_in_schools.html (last visited May 4, 2012).

145 Juvenile Offenders and Victims, *supra* note 4.

146 Morbidity And Mortality Weekly Report, Vol. 59 No. Ss-5, *Youth Risk Behavior Surveillance*--United States 2009, www.cdc.gov/mmwr/pdf/ss/ss5905.pdf (last visited June 4, 2012).

147 See *State v. R.D.S.*, 2009 Tenn. App. LEXIS 440 (Tenn. Ct. App. 2009).

148 See *State v. Heirtzler*, 147 N.H. 344, 789 A.2d 634 (2001).

149 See *Hill v. Sharber*, 544 F. Supp. 2d 670 (M.D. Tenn. 2008).

150 See *C.M.M. v. State*, 983 So. 2d 704 (Fla. Dist. Ct. App. 5th Dist. 2008).

151 4 W. LaFave, Search & Seizure § 10.11(a), at 802-06 (3d ed. 1996).

152 9 See Spencer C. Weiler & Martha Cray, *Police at School: A Brief History and Current Status of School Resource Officers*, The Clearing House: A Journal of Educational Strategies, Issues and Ideas (2011) p. 162.

153 Kyle Ramey *Partners for Safety*, American School Board Journal (2004) p. 70.

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NASRO
National Association of School Resource Officers
THE world's leader in school-based policing

Appendix 5 - School Resource Officer (SRO) Job Description

What is a School Resource Officer?

A school resource officer, by federal definition, is a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community oriented policing assignment to work in collaboration with one or more schools. NASRO recommends that agencies select officers carefully for SRO assignments (see question below) and that officers received at least 40 hours of specialized training in school policing before being assigned.

- *The NASRO Basic School Resource Officer Course is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff.*
- *The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.*
- *The course emphasizes three main areas of instructions:*
  - *Function of Law Enforcement – Instruction on the differences between law enforcement when conducted inside a school environment including understanding the teen brain and de-escalation techniques.*
  - *Mentoring Students – Instruction designed to provide tools to be a positive role model for youth, including informal counseling techniques.*
  - *Guest Speaking – Instruction on a variety of instructional techniques as well as classroom management tools to provide law-related education to students.*
  - *Attendees will gain a solid working knowledge of the School Resource Officer concept and how to establish a lasting partnership with their schools.*
  - *THIS IS NOT A CERTIFICATION*

How should school resource officers be selected?

School police work is not for every law enforcement officer. Officers considered for the job should have at least three years of law enforcement experience. They should have a strong desire to develop positive relationships with youth on a daily basis. Their service records should contain no disciplinary actions or complaints involving youth. They should volunteer for the position; no officer who doesn't desire an SRO position should be assigned.

What evidence exists that school resource officers are valuable?

Research and studies have been done as recently as 2018 that found the following:

- Prevention or minimization of property damage in the school and surrounding areas.
- Prevention of student injuries and even death due to violence, drug overdoses, etc.
- Reduction of the need for schools to call 911.
- Reduction of the likelihood that a student will get a criminal record.
- Increase of the likelihood that students (particularly those with mental health issues) will get the help they need from the social service and health care systems.
- Increase in feelings of safety among students and staff.

The SRO's Role on Campus: Keeping Students Safe and Supporting the Education Mission as Law Enforcement Officer, Teacher and Counselor

Effective SRO programs recognize and utilize the special training and expertise law-enforcement officers possess that is well suited to effectively protect and serve the school community. SROs contribute to the safe-schools team by ensuring the following:

- A safe and secure campus,
- Educating students about law-related topics, and
- Mentoring students as counselors and role models. This is the Triad Model of SRO responsibility: *educator, informal counselor, and law enforcer*.

SRO Responsibilities

Law enforcement's specialized knowledge of the law, local and national crime trends and safety threats, people and places in the community, and the local juvenile-justice system combine to make them critical members of schools' policy-making teams when it comes to environmental safety planning and facilities management, school-safety policy, and emergency response preparedness.

Officers' law-enforcement knowledge and skill combine with specialized SRO training for their duties in the education setting. This training focuses on:

- the special nature of school campuses, student needs and characteristics, and the educational and custodial interests of school personnel. SROs, as a result, possess a skill set unique among both law enforcement and education personnel that enables SROs to protect the community and the campus while supporting the educational mission.
- In addition to traditional law-enforcement tasks, such as searching a student suspected of carrying a weapon or investigating whether drugs have been brought onto campus, SROs' activities can include a wide range of supportive activities and programs depending upon the type of school to which an SRO is assigned.
- Meeting with principals each morning to exchange information gathered from parents, community members, and social media to detect potential spill-over of threats, drug activity, and other behavior onto campus.
- Meeting with campus and community social workers to understand when and how at home issues may be motivating a student's disruptive behavior in order to work with school staff to ensure effective and supportive responses.
- Carrying two radios: one for school and one for the department to watch for spill-over onto campus and be a familiar face if one of their students is involved in an incident off campus.
- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.
- Providing counseling and referrals when sex-abuse victims turn to them for help because of the relationship of trust officers have built with the students.
- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances and community functions.
- Working with school administrators to keep the Schools Emergency Management Plan updated.
- Scheduling emergency drills in conjunction with other local agencies.
- Instructing students on technology awareness, domestic violence, traffic-stop education, and bullying.

- Developing intervention, skills-development, and healthy-lifestyle programs for elementary and middle-school students so they are prepared to succeed in high school.
- Conducting home visits to contact parents of at-risk students and assisting those families.
- Helping students with their homework, playing basketball, and sharing dinner together during extended school-day programs.
- Creating and conducting courses focused around safety etc
- Implementing a "Doing the Right Thing" program where educators select one student each month for lunch with the SRO and a photo in the local paper in recognition of their leadership skills.
- Conducting intervention programs for the purpose of counseling victims and friends of victims of campus violence.
- Providing unique classroom instruction to students in programs
- Coordinating a variety of community service activities with students that includes spending time with the elderly at local nursing homes, running soup kitchens for the needy, hosting dances with student groups, and weekend field trips.

Bringing Specialized Skills to Bear on School Safety

Most of an SRO's time is typically spent on school-safety and law-enforcement activities, from assisting with their school's emergency response plan to arresting students selling illegal drugs on campus to monitoring the school entrance and parking lot before and after school.

As to school discipline, the particulars of the essential Memorandum of Understanding (MOUs) between the local law-enforcement agency and school district defines the role the SRO will play in assisting school personnel with discipline issues that do not involve law violations or threaten campus security.

- A best practice for discipline issues has emerged nationally over the past decade and has been endorsed by the courts: an SRO who observes a violation of the school code of conduct, preserves a safe and orderly environment by taking the student(s) to where school discipline can be determined solely by school officials.

As law-enforcement specialists, SROs bring a level of expertise to the school setting that promotes effective and efficient investigation and resolution of crimes occurring on campus.

The SRO's training in searches and weapons-neutralization then allows the weapon to be confiscated in the safest way possible, protecting the student, classmates, and staff.

Additionally, the SRO's familiarity with the law allows the search, seizure, and any corresponding interrogation and arrest to be conducted according to applicable legal standards, thereby protecting the students' rights and the school from liability.

The SRO's coordination of community resources can be invaluable when threats larger than an isolated fight or theft threaten a school. As a conduit for information sharing between social services agencies, juvenile justice departments, and community organizations, the SRO stays apprised of a student's activities and challenges in a variety of settings and can step in when a pattern of suspicious behavior emerges—a pattern that would not be seen by a social worker or teacher alone. This early identification of safety threats is the key to preventing both small and large-scale incidences on campus.

The presence of an SRO, as a result of their law-enforcement activities and day-to-day visibility

to and interaction with students and staff, supports a safe and orderly environment where students can feel safe and educators can feel supported in their determination to protect their students during the school day. As opportunities for violence are greater in disorderly environments, the SRO's contributions to the general order of the school cannot be overlooked.

Reducing Crime and Disciplinary Infractions on Campus and Beyond

Drops in the number of school-based arrests and disciplinary infractions have paralleled the establishment of SRO programs in school districts around the country.

SROs Role as Informal Counselor & Role Model

Everyone involved in children's services agrees that the presence of responsible, caring adults in a child's life is critical to his or her ability to avoid destructive behaviors, make good choices, and survive the challenges that family, socio-economic, racial, and other circumstances can present. An SRO is one of these adults, and students and educators are well-aware of how much they help students navigate challenging situations on and off campus.

- SROs maintain "open-door" policies towards students, engage in counseling sessions, and refer students to social-services, legal-aid, community-services, and public-health agencies as part of their role as counselor and mentor.
- In this role, the SRO functions much as a community police officer would on his or her beat getting to know the locals and getting involved with their daily lives. At schools, as in the community, this is a mutually beneficial relationship.
- Students come to understand that someone cares and will listen, and SROs come to understand where students' concerns lie and what might be threatening their and others' safety.

SRO Job Description and Expectations

SRO Duties:

1. School Resource Officer (SROs) services at designated campuses include but are not limited to the following:
    a. Investigating and preventing crimes against persons or property;
    b. Identifying and arresting violators of state and local laws;
    c. Filing investigative reports and other required reports or documents;
    d. Patrolling; and, to a limited extent, maintaining building security, controlling traffic, and enforcing traffic laws.
2. The SRO shall endeavor to maintain open and regular communication with the assigned school principal and shall positively promote the school, staff, students, and administration to the community.
3. The Meridian Police Department will communicate to the assigned school principal whenever concerns or problems regarding scheduling, duties, or other job related functions.
4. The interiors of buildings will not be patrolled by SRO's except as is necessary to investigate crimes and apprehend criminal suspects; however, the SRO's shall maintain high visibility with students during break and lunch periods.
5. Special Events
    a. The District and/or respective school shall provide the Meridian Police Department with a list of special events and scheduled after-school activities for all schools within the city limits of Meridian at which the District and/or respective school is requesting law enforcement officers to be present. The Meridian Police Department shall provide a minimum of two police officers at each event (ie. Sporting events)

SRO Expectations Above and Beyond Duties:

1. **RESPONSIBILITIES:**
    a. SROs are ultimately responsible for their designated school as well as their feeder schools (elementary schools).
        - SROs are expected to frequent their feeder schools so that the students get used to seeing and interacting with an officer in uniform and the admin establishes a rapport.

- Handle all pertinent reports, H&W referrals and programming for assigned feeder schools

b. SROs will assist with educational opportunities (ie. Internet safety presentations, spring safety flings, law enforcement education, drug awareness, etc)
   - Work with MADC (Mayor's Anti-Drug Coalition), MYAC (Mayor's Youth Advisory Committee) and other youth organizations

c. Enjoy their job, make a difference and set the example.
d. CARE – Customer Service, Accountability, Respect and Excellence.
e. Provide the highest quality of service, in partnership with our community to preserve and protect life and property through education, prevention and enforcement.
f. Proactivity
   - During free time NCO/SROs shall:
     - Patrol around designated school(s),
     - Interact with local businesses and be visible trying to handle any juvenile related matters around their school, but their school and feeder schools (elementary schools) come FIRST.
     - Interact with students and staff on a regular basis so that students and staff get to know their SRO and understand his/her role and functions within the school.

2. CALLS FOR SERVICE:

a. SROs will handle all or most of the calls related to matters/incidents happening at their school(s) and in the community around their schools especially related to juveniles and overall safety.

3. COMMUNICATION:

a. Each NCO/SRO shall meet with their school administration to make sure EXPECTATIONS are clear.
b. Verbalize to ALL pertinent staff when you are leaving the building and/or send an email to all staff to make sure everyone is aware of your departure.
c. Give ALL school staff plenty of notice if possible of upcoming training or vacation.
   - The SRO Sergeant will be providing ALL administrative staff with a monthly NCO/SRO calendar to keep a quality and open line of communication.

Appendix 6 - Broadband Access for Schools

UPDATE: Broadband Access for Schools Across Idaho

Will Goodman
Mountain Home School District
Vice-Chair, EORC

Christopher Campbell
Idaho State Department of Education
Chair, EORC

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

06/26/2019

Infrastructure

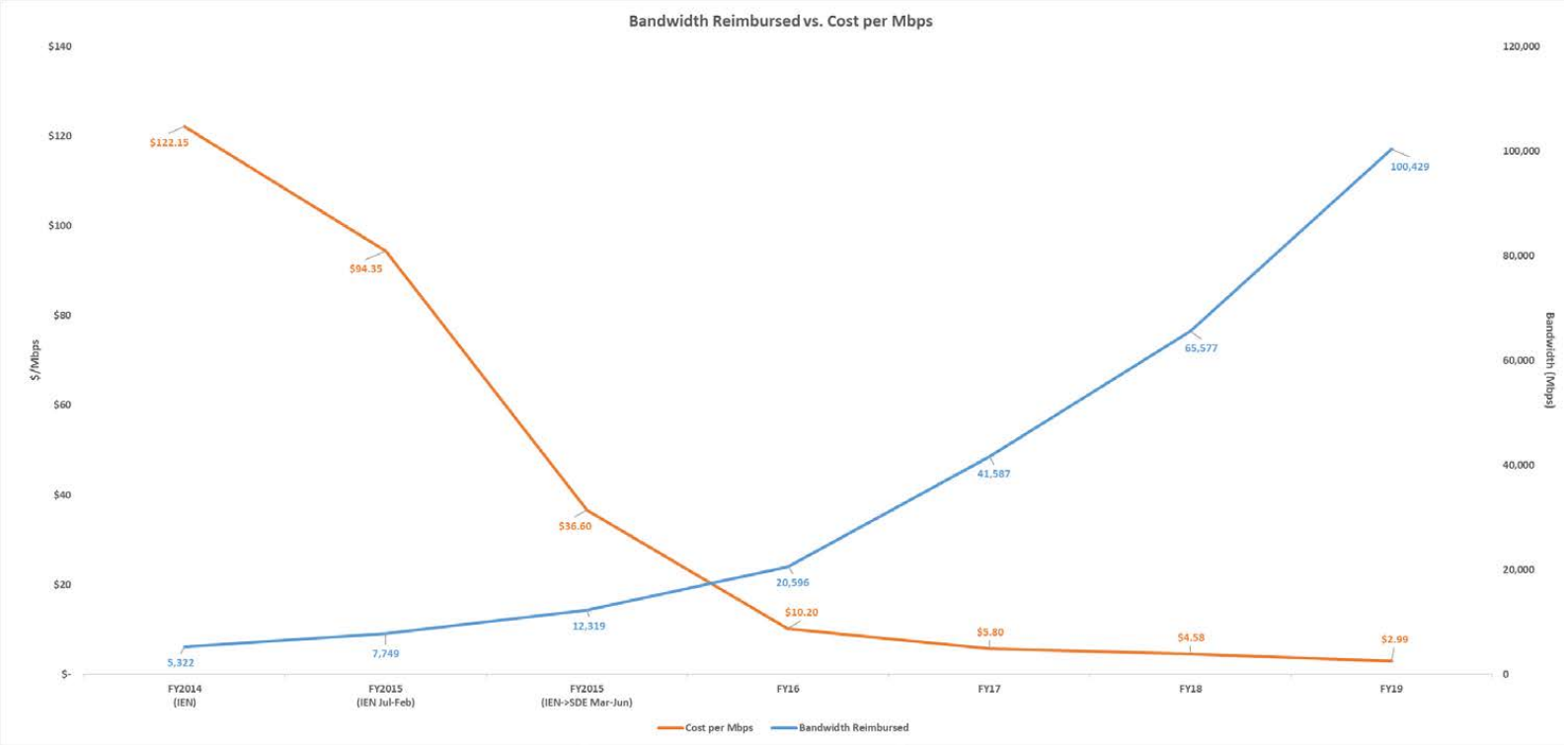
- Switches
- Cable
- Wireless
- WAN
- Internet
- Power

- Cameras
- Doors
- Alarms
- Phones
- Computers
- Emergency Notification
- Intercoms/Screens/Flashers

IEN → HSBP → EORC

- IEN (2008 – Spring 2015)
  - Idaho Education Network
- HSBP (Spring 2015 – June 2016)
  - High School Broadband Program
- EORC/Broadband Program (July 2016 – Present)
  - Education Opportunity Resource Committee
- BIIG (July 2016 - Present)
  - Broadband Infrastructure Improvement Grant

Bandwidth vs Cost



E-rate

2019 – 2020 Requested	E-rate	Total
Category 1 (Internet/WAN)	$ 14,522,085	$ 18,551,587
Category 2	$ 4,938,976	$ 7,078,888

2018 – 2019 Funded	E-rate	Total
Category 1 (Internet/WAN)	$ 8,430,328	$ 11,332,832
Category 2	$ 3,938,149	$ 5,829,801

Education Opportunity Resource Committee (EORC)

- Idaho Code §33-5601 - §33-5605
- Broadband program oversight committee
- Broadband program covers cost of internet/WAN not discounted by E-rate
- Serve schools' broadband needs
  - Technical guidance, security guidance, E-rate guidance, procurement guidance, funding
  - 1 Gbps per 1,000 Students/Staff (expandable)

Education Opportunity Resource Committee (EORC)

- Serves K-12
- Internet ~$1,000,000
- WAN ~$1,800,000
- Related Services $700,000
  - Content Filter, Firewall, Security

Broadband Infrastructure Improvement Grant (BIIG)

- Idaho Code §33-910
- Number of approved projects to date: 19
- Total cost of projects: $ 10,664,274
- BIIG funds committed: $ 884,209
- Anticipated cost to LEAs for these projects: $ 0

Questions?

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Appendix 7 - Indicators of School Crime and Safety 2018 -- National Center for Education Statistics

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Indicators of School Crime and Safety: 2018

NCES 2019-047
NCJ 252571

U.S. DEPARTMENT OF EDUCATION
U.S. DEPARTMENT OF JUSTICE OFFICE OF JUSTICE PROGRAMS

Indicators of School Crime and Safety: 2018

APRIL 2019

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The Bureau of Justice Statistics (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. It fulfills a congressional mandate to provide valid statistics on crime and justice systems, support improvement to justice information systems, and participate with national and international organizations to develop and recommend national standards for justice statistics.

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This publication is only available online. To download, view, and print the report as a PDF file, go to http://nces.ed.gov or https://bjs.gov.

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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 21st 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 U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by 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 CDC; the Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and ED*Facts*, all sponsored by NCES; the Studies of Active Shooter Incidents, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Monitoring the Future Survey, sponsored by the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. The most recent data collection for each indicator varied by survey, from 2015 to 2017. 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 electronic 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 38 school-associated violent deaths[1] from July 1, 2015, through June 30, 2016 (*Indicator 1*). In 2017, among students ages 12–18, there were about 827,000 total victimizations (theft[2] and nonfatal violent victimization[3]) at school[4] and 503,800 victimizations away from school (*Indicator 2*). In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year (*Indicator 10*). Also in 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon such as a gun, knife, or club anywhere at least 1 day during the previous 30 days, and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days (*Indicator 13*).

[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 may include not only students and staff members, but also others at school, such as students' parents and community 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 in the school building, on school property, and on the way to or from school.

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

Spotlights

- The percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017. This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period (*Spotlight 1*).
- Among 8th-, 10th-, and 12th-graders, those who had no plans to complete 4 years of college consistently reported higher rates of heroin use and use of OxyContin and Vicodin,[5] two commonly prescribed narcotics, during the past 12 months than students who had plans to complete 4 years of college (*Spotlight 1*).
- The percentages of students who reported that heroin and narcotics other than heroin would be fairly easy or very easy to get generally decreased between 1995 and 2017 among 8th-, 10th-, and 12th-graders (*Spotlight 1*).
- In 2017, of students ages 12–18 who reported being bullied, about 41 percent reported that they thought the bullying would happen again. A higher percentage of White students (47 percent) than of Hispanic (33 percent) and Black (32 percent) students who reported being bullied thought the bullying would happen again (*Spotlight 2*).
- A higher percentage of students in private schools (72 percent) than of students in public schools (55 percent) who reported being bullied thought those who bullied them had the ability to influence what other students thought of them in 2017. In addition, a higher percentage of female students (62 percent) than of male students (48 percent) reported that those who bullied them had the ability to influence what other students thought of them (*Spotlight 2*).
- Higher percentages of 9th-graders (40 percent) and 10th-graders (38 percent) than of 7th-graders (27 percent), 8th-graders (26 percent), and 6th-graders (25 percent) who reported being bullied thought that those who bullied them had more money (*Spotlight 2*).
- From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools and 15 active shooter incidents at postsecondary institutions (*Spotlight 3*).
- A single gun was used in the majority of active shooter incidents at education settings from 2000 to 2017, and two-thirds of guns used were handguns (*Spotlight 3*).
- Each of the active shooter incidents at education settings from 2000 to 2017 involved a single shooter. All 37 active shooters at elementary and secondary schools were male. At postsecondary institutions, 13 of the active shooters were male, and the other 2 were female (*Spotlight 3*).

Violent Deaths

- A total of 38 student, staff, and nonstudent school-associated violent deaths occurred between July 1, 2015, and June 30, 2016, which included 30 homicides, 7 suicides, and 1 legal intervention death[6] (*Indicator 1*).
- Between July 1, 2015, and June 30, 2016, a total of 18 of the 1,478 homicides of school-age youth (ages 5–18) occurred at school.[7] During the same period, 3 of the 1,941 total suicides of school-age youth occurred at school (*Indicator 1*).

Nonfatal Student and Teacher Victimization

- In 2017, students ages 12–18 experienced 827,000 total victimizations (i.e., theft and nonfatal violent victimization) at school and 503,800 total victimizations away from school.[8] These figures represent total victimization rates of 33 victimizations per 1,000 students at school, compared to 20 victimizations per 1,000 students away from school (*Indicator 2*).
- From 1992 to 2017, the total victimization rate and rates of specific crimes—thefts, violent victimizations, and serious violent victimizations—declined for students ages 12–18, both at school and away from school (*Indicator 2*).
- In 2017, about 2 percent of students ages 12–18 reported being victimized at school

[5] Only drug use not under a doctor's orders is included.

[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] This finding is drawn from the School-Associated Violent Death Surveillance System, which defines deaths "at school" as those that occur on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, or while attending or traveling to or from a school-sponsored event.

[8] "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.

during the previous 6 months. One 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 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased (from 6 to 2 percent). During this period, the percentage of students who reported being victimized at school decreased for both male (from 6 to 3 percent) and female (from 5 to 2 percent) students, as well as for White (from 6 to 2 percent), Black (from 6 to 3 percent), and Hispanic (from 5 to 2 percent) students (*Indicator 3*).
- The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property[9] during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017 (*Indicator 4*).
- In each survey year from 2001 to 2017, 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 (*Indicator 4*).
- During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student (*Indicator 5*).
- The percentage of public school teachers reporting that they had been physically attacked by a student from their school in 2015–16 (6 percent) was higher than in all previous survey years (around 4 percent in each survey year) except in 2011–12, when the percentage was not measurably different from that in 2015–16 (*Indicator 5*).

School Environment

- During the 2015–16 school year, 79 percent of public schools recorded that one or more incidents of violence,[10] theft, or other crimes[11] had taken place, amounting to 1.4 million crimes. During the same year, 47 percent of schools reported one or more crime incidents to the police, amounting to 449,000 crimes (*Indicator 6*).
- The percentages of public schools recording incidents of crime and reporting incidents to the police were lower in 2015–16 than in every prior survey year (*Indicator 6*).
- The percentage of public schools that reported that student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16 (*Indicator 7*).
- In 2015–16, about 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school. Seven percent of public schools also reported that the school environment was affected by cyberbullying, and 6 percent of schools reported that staff resources were used to deal with cyberbullying (*Indicator 7*).
- Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school during the school year decreased overall (from 20 to 9 percent), as well as for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent; *Indicator 8*).
- In 2017, a higher percentage of students ages 12–18 from urban areas (11 percent) than of students from suburban (8 percent) and rural areas (7 percent) reported a gang presence at their school during the school year. Additionally, a higher percentage of students ages 12–18 attending public schools (9 percent) than of those attending private schools (2 percent) reported that gangs were present at their school (*Indicator 8*).
- In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001. This percentage also decreased between 2001 and 2017 for male and female students as well as for White, Black, and Hispanic students (*Indicator 9*).
- In 2017, about 23 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 2001. This percentage also decreased between 2001 and 2017 for male and female students as well as for White, Black, and Hispanic students (*Indicator 9*).

[9] "On school property" was not defined for survey respondents in the Youth Risk Behavior Survey.
[10] "Violent incidents" include rape, sexual assault 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.
[11] "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.

- In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year. A declining trend between 2005 and 2017 in the percentage of students who reported being bullied at school was observed for both bullying overall and for most of the student and school characteristics examined (*Indicator 10*).
- In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months. This percentage was higher for female students than for male students (20 vs. 10 percent; *Indicator 10*).
- During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (*Indicator 11*).
- The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 28 to 38 percent; *Indicator 11*).

Fights, Weapons, and Illegal Substances

- The percentage of students in grades 9–12 who reported having been in a physical fight anywhere in the previous 12 months decreased between 2001 and 2017 (from 33 to 24 percent), as did the percentage of students in these grades who reported having been in a physical fight on school property (from 13 to 9 percent; *Indicator 12*).
- A higher percentage of male than of female 9th- to 12th-graders reported having been in a physical fight anywhere (30 vs. 17 percent) and on school property (12 vs. 6 percent) during the previous 12 months in 2017 (*Indicator 12*).
- In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days, and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days (*Indicator 13*).
- Between 2007 and 2017, 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 school year decreased overall (from 7 to 3 percent), as well as for male (from 8 to 4 percent) and female (from 5 to 3 percent) students (*Indicator 13*).
- The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent between 2001 and 2017 (*Indicator 14*).
- In 2017, a higher percentage of female than of male students reported using alcohol on at least 1 of the previous 30 days (32 vs. 28 percent). While the percentage of students who reported using alcohol decreased for both male and female students between 2001 and 2017, the decrease was larger for male students than for female students (*Indicator 14*).
- In 2017, about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 9 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 (*Indicator 15*).
- The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property in the last 12 months decreased from 29 percent in 2001 to 20 percent in 2017 (*Indicator 15*).

Fear and Avoidance

- Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased from 6 percent to 4 percent, and the percentage who reported being afraid of attack or harm away from school during the school year decreased from 5 percent to 3 percent (*Indicator 16*).
- In 2017, higher percentages of female students ages 12–18 than of male students ages 12–18 reported being afraid of attack or harm at school (5 vs. 3 percent) and away from school (3 vs. 2 percent) during the school year. A higher percentage of students in urban areas (5 percent) than of students in suburban areas (4 percent) reported being afraid of attack or harm at school (*Indicator 16*).
- In 2017, about 6 percent of students ages 12–18 reported avoiding school activities or classes or

one or more places in school[12] during the previous school year because they thought someone might attack or harm them. This percentage was higher than the percentage in 2015 (5 percent; *Indicator 17*).

- In 2017, a higher percentage of students in urban areas than of students in rural areas reported avoiding one or more places in school (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 3 percent; *Indicator 17*).

Discipline, Safety, and Security Measures

- During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (*Indicator 18*).

- The percentage of public schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years (*Indicator 18*).

- The percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period (*Indicator 19*).

- The percentage of public schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16 (*Indicator 19*).

- In 2017, about 99 percent of students ages 12–18 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 (95 percent), a requirement that visitors sign in and wear visitor badges or stickers (90 percent), and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (88 percent; *Indicator 20*).

- The percentage of students who reported observing the use of one or more security cameras to monitor the school increased between 2001 and 2017 (from 39 to 84 percent), as did the percentages of students who reported observing the use of locked entrance or exit doors during the day (from 49 to 79 percent) and who reported observing the presence of security guards or assigned police officers (from 64 to 71 percent; *Indicator 20*).

Postsecondary Campus Safety and Security

- In 2016, about 28,400 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.7 in 2015 to 19.2 in 2016 (*Indicator 21*).

- The number of on-campus crimes reported in 2016 was lower than the number reported in 2001 for every category except forcible sex offenses and negligent manslaughter offenses.[13] The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 8,900 in 2016 (a 305 percent increase; *Indicator 21*).

- In 2016, out of the 1,070 total hate crimes reported on college campuses, the most common type of hate crime was destruction, damage, and vandalism (464 incidents), followed by intimidation (421 incidents) and simple assault (99 incidents). These were also the three most common types of hate crimes reported by institutions from 2010 to 2015 (*Indicator 22*).

- Race, religion, and sexual orientation were the categories of motivating bias most frequently associated with hate crimes at postsecondary institutions in 2016 (*Indicator 22*).

[12] "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. "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. In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.

[13] The number of negligent manslaughter offenses was the same in 2001 and 2016 (2 incidents).

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Foreword

Indicators of School Crime and Safety: 2018 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 21st 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 2018 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 U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by 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 CDC; Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and ED*Facts*, all sponsored by NCES; the Studies of Active Shooter Incidents, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Monitoring the Future Survey, sponsored by the National Institute on Drug Abuse of the U.S. Department of Health and Human Services.

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

James L. Woodworth
Commissioner
National Center for Education Statistics

Jeffrey H. Anderson
Director
Bureau of Justice Statistics

Acknowledgments

The authors are grateful to the sponsoring agencies, the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS), for supporting this report.

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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

Indicators of School Crime and Safety: 2018 1

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: 2018 is the 21st 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: 2018 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 youth opioid use, perceptions of bullying, and active shooter incidents in educational settings. 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 16 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*); students' reports of being called hate-related words and seeing hate-related graffiti (*Indicator 9*); bullying at school and electronic bullying (*Indicator 10*); physical fights on school property and anywhere (*Indicator 12*); students carrying weapons on school property and anywhere and students' access to firearms (*Indicator 13*); students' use of alcohol (*Indicator 14*); marijuana use and illegal drug availability (*Indicator 15*); students' perceptions of personal safety at school and away from school (*Indicator 16*); students' reports of avoiding school activities or classes or specific places in school (*Indicator 17*); students' reports of safety and security measures observed at school (*Indicator 20*); criminal incidents at postsecondary institutions (*Indicator 21*); and hate crime incidents at postsecondary institutions (*Indicator 22*). In addition, this report includes three spotlight indicators: use, availability, and

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

perceived harmfulness of opioids among youth (*Spotlight 1*); perceptions of bullying among students who reported being bullied: repetition and power imbalance (*Spotlight 2*); and active shooter incidents in educational settings (*Spotlight 3*).

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

Data

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies. The sources include BJS, NCES, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, and the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. 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 19* and *20* report data on selected security and safety measures used in schools. *Indicator 19* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2015–16 school year. The schools range from primary through high schools. *Indicator 20,* 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 2017; 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. Finally, some indicators in this report are based on data from different sources than have been used in previous *Indicators* reports. This is due to data availability or efforts to improve analytic methodology or comparability. 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. A number of considerations influence the selection of the data years to present in *Indicators of School Crime and Safety*. Base years for the presentations typically are selected

to provide 10 to 20 years of trend data when available. In the case of surveys with long time frames, such as the School Crime Supplement to the National Crime Victimization Survey and the Youth Risk Behavior Survey, a decade's beginning year (i.e., 2001) often starts the trend line. The narrative for the indicators compares the most recent year's data with those from the established base year, often including analyses for intervening data points and the immediately preceding survey administration. In the tables for the indicators, data from selected earlier and intervening years are presented with the base year and most recent data to show a more complete trend.

Where data from samples are reported, as is the case with most 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 an "!" 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 marked estimates indicate that the reported statistic was based on 10 or fewer cases or the coefficient of variation was greater than 50 percent. 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 an "!" 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. Results of significance testing might differ slightly from those published elsewhere based on differences in how the testing was performed.

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 2016 annually	Calendar year	21, 22
ED*Facts*	All students in K–12 schools	2009–10 through 2016–17 annually	Incidents during the school year	13
Fast Response Survey System (FRSS)	Public primary, middle, and high schools[1]	2013–14	2013–14 school year	6, 7, 19
Monitoring the Future Survey	8th-, 10th-, and 12th-graders in public and private schools	1995 through 2017 annually	Drug use in lifetime, during the previous 12 months, and during the previous 30 days	Spotlight 1
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2017 annually	Interviews conducted during the calendar year[2]	2
National Teacher and Principal Survey (NTPS)	Public school K–12 teachers	2015–16	Incidents during the previous 12 months	5, 11
National Vital Statistics System (NVSS)	Universe	1992 through 2016 continuous	July 1 through June 30	1
The School-Associated Violent Death Surveillance System (SAVD-SS)	Universe	1992 through 2016 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 2017 biennially	Incidents during the previous 6 months Incidents during the school year[3]	3 8, 9, 10, 13, 16, 17, 20, Spotlight 2
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[1]	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 school years	6, 7, 18, 19
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, 11
Studies of Active Shooter Incidents	Universe	2000 through 2017 annually	Calendar year	Spotlight 3
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 2017 biennially	Incidents during the previous 12 months Incidents during the previous 30 days	4, 10, 12 13, 14, 15

[1] Either school principals or the person most knowledgeable about discipline issues at school completed the questionnaire.
[2] The NCVS is a self-reported survey that is administered from January to December. Respondents are asked about the number and characteristics of crimes they have experienced during the prior 6 months. Crimes are classified by the year of the survey and not by the year of the crime.
[3] 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, see appendix A.

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Spotlights

Spotlight 1

Use, Availability, and Perceived Harmfulness of Opioids Among Youth

The percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017. This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period.

The current opioid epidemic is an increasingly recognized national crisis that affects public health as well as social and economic welfare. In 2016, over 130 people were estimated to die from opioid-related drug overdose every day, and over 2 million suffered from at least one opioid use disorder, such as dependence on pain relievers, during the year (U.S. Department of Health and Human Services 2018). The crisis resulted in a total economic loss of $504 billion in 2015, through the economic cost of fatalities resulting from overdoses and the nonfatal costs of opioid misuse, including healthcare spending, criminal justice costs, and lost productivity (The Council of Economic Advisers 2017).

Young adolescents are particularly susceptible to harm from the misuse of opioids. Not only do opioid use disorders impact all aspects of adolescents' lives, including family, school, and their transition into adulthood (Martins et al. 2017), but also youth residing in homes with opioid-dependent parents are at higher risk of exhibiting emotional problems, engaging in risky sexual practices, exhibiting impaired social functioning, and becoming involved in substance misuse (Morton and Wells 2018). Ease of access to and favorable attitudes toward illicit drugs are among the risk factors associated with youth opioid use (Nargiso, Ballard, and Skeer 2015; Sung et al. 2005).

Using data from the Monitoring the Future (MTF) survey,[2] this spotlight examines the national trends in opioid use among 8th-, 10th-, and 12th-graders from 1995 to 2017, as well as by student and family characteristics in 2017. In addition, it looks at trends in students' reported ease of access to opioids and their perceived harmfulness of opioid use over time. Two main categories of opioids (heroin and narcotics other than heroin) and three time intervals during which drug use occurred (ever used, used duringthe past 12 months, and used during the past 30 days) are discussed in this spotlight.[3] Only drug use not under a doctor's orders is included in the use of narcotics other than heroin and the use of OxyContin and Vicodin, two commonly prescribed narcotics.

In 2017, about 0.7 percent of 8th-graders reported ever using heroin, 0.3 percent reported using heroin during the past 12 months, and 0.2 percent reported using heroin during the past 30 days (table S1.1). Among 10th-graders, 0.4 percent reported ever using heroin, 0.2 percent reported using heroin during the past 12 months, and 0.1 percent reported using heroin during the past 30 days. While these overall rates were low, they nevertheless represented, for the year 2017, approximately 28,900 8th-graders and 16,600 10th-graders who had ever used heroin, 12,400 8th-graders and 8,300 10th-graders who had used heroin during the past 12 months, and 8,300 8th-graders and 4,200 10th-graders who had used heroin during the past 30 days.[4]

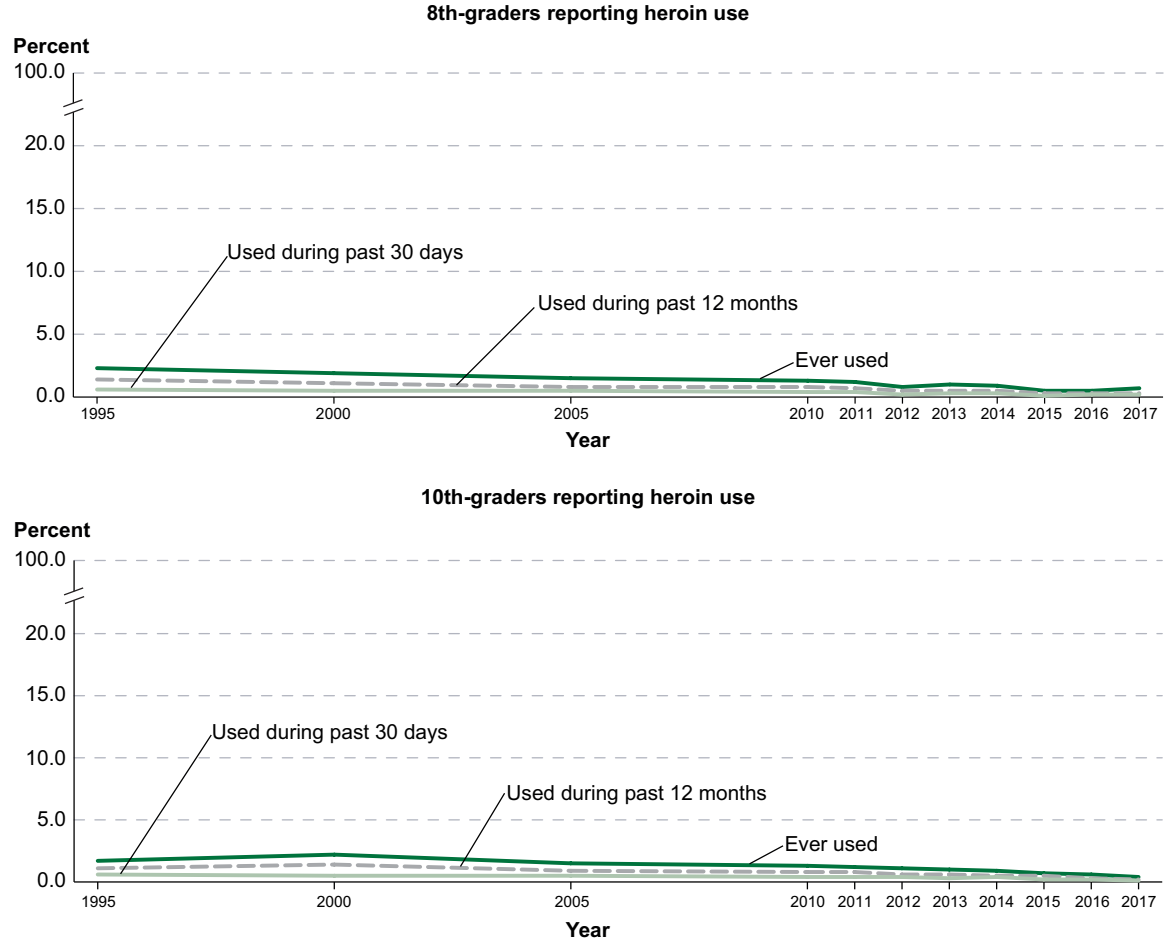
[2] The Monitoring the Future (MTF) survey is a nationally representative sample of 8th-, 10th-, and 12th-graders designed to provide estimates of the beliefs, attitudes, and behavior regarding drug use for students at each grade level. By providing students in the same grade level with the same set of questions over a period of years, the survey is particularly suited for the purpose of studying changes in student responses over time.

[3] Questions administered to 8th- and 10th-graders sometimes differed slightly from those administered to 12th-graders, and the points in time at which some questions were introduced also sometimes differed. Readers should take note of the grade(s) and year span(s) specified at each stage of the discussion.

[4] These counts, as well as counts for 12th-graders in the following paragraph, are all based on projected fall 2017 public school enrollment (see table 203.10 in Snyder, de Brey, and Dillow 2019) and actual fall 2015 private school enrollment (see table 205.15 in Snyder, de Brey, and Dillow 2019). Fall 2015 private school enrollment is used as proxy for fall 2017 enrollment because projected private school enrollment is not available by grade.

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

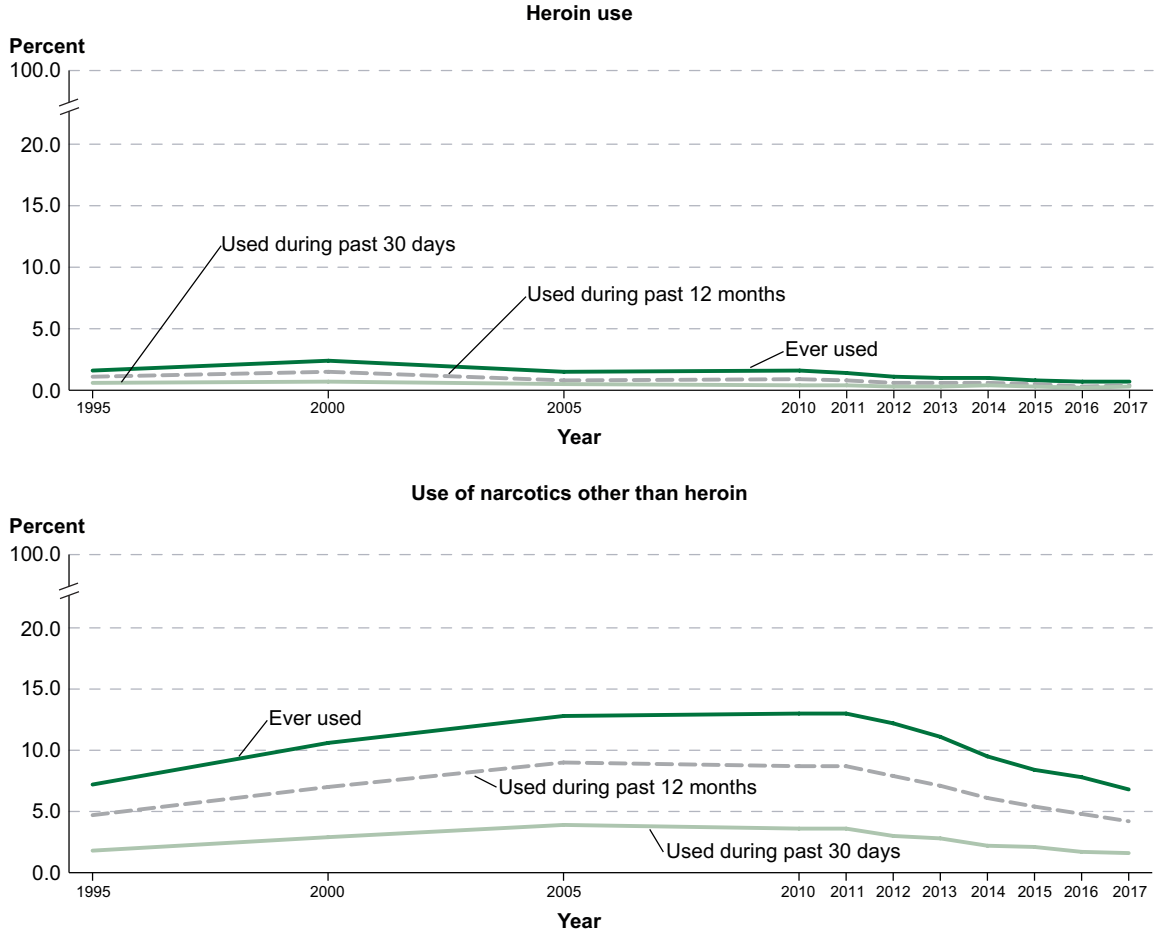
Figure S1.1. Percentages of 8th- and 10th-graders reporting heroin use, by grade and recency of use: Selected years, 1995 through 2017



SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Also in 2017, about 0.7 percent of 12th-graders reported ever using heroin, 0.4 percent reported using heroin during the past 12 months, and 0.3 percent reported using heroin during the past 30 days. These rates translated to approximately 27,800 12th-graders in 2017 who had ever used heroin, 15,900 who had used heroin during the past 12 months, and 11,900 who had used heroin during the past 30 days. Data on the use of narcotics other than heroin not under a doctor's orders were also available for 12th-graders. Compared to 12-graders' use of heroin, 12th-graders' use of narcotics other than heroin was more common: 6.8 percent of 12th-graders reported ever using narcotics other than heroin, 4.2 percent reported using narcotics other than heroin during the past 12 months, and 1.6 percent reported using narcotics other than heroin during the past 30 days. These rates translated to approximately 269,600 12th-graders in 2017 who had ever used narcotics other than heroin, 166,500 who had used narcotics other than heroin during the past 12 months, and 63,400 who had used narcotics other than heroin during the past 30 days.

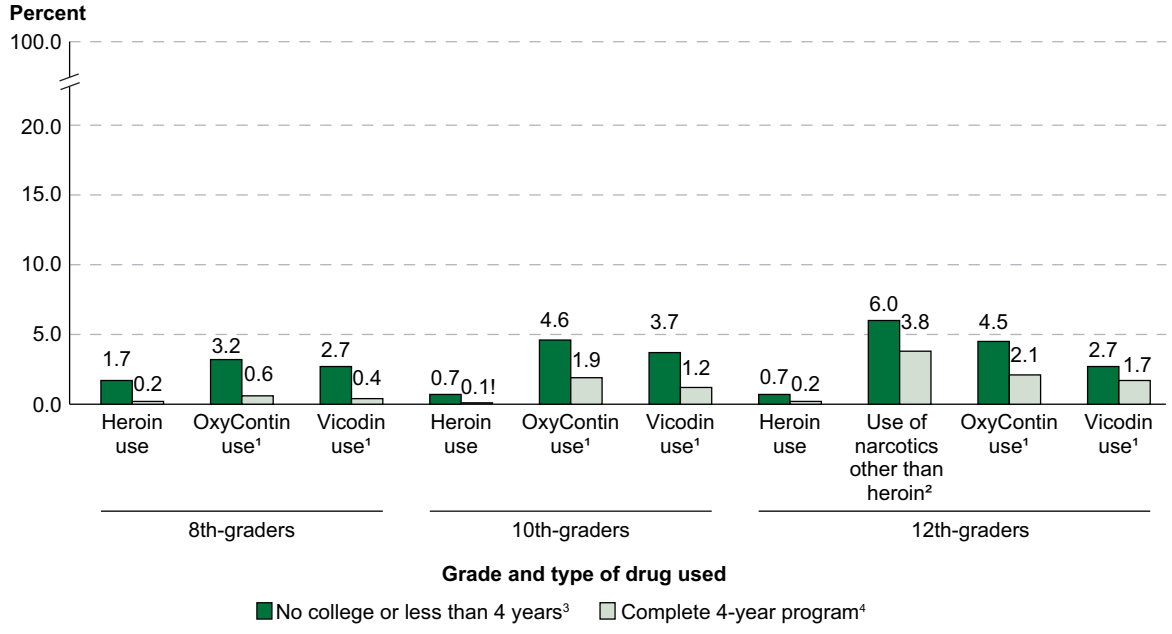
Figure S1.2. Percentages of 12th-graders reporting heroin use and use of narcotics other than heroin, by recency of use: Selected years, 1995 through 2017



NOTE: Use of narcotics other than heroin only includes drug use not under a doctor's orders.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Between 1995 and 2017, heroin use among 8th-, 10th-, and 12th-graders decreased across all use intervals. For instance, the percentage of 8th-graders who reported using heroin during the past 12 months decreased from 1.4 percent in 1995 to 0.3 percent in 2017 (figure S1.1 and table S1.1). This percentage also decreased from 1.1 to 0.2 percent for 10th-graders and from 1.1 to 0.4 percent for 12th-graders during the same period (figure S1.2 and table S1.1). Although the percentages of 12th-graders in 2017 who reported ever using narcotics other than heroin, using narcotics other than heroin during the past 12 months, and using narcotics other than heroin during the past 30 days were not measurably different from the corresponding percentages in 1995, they all represented decreases from their corresponding percentages in 2005. The use of OxyContin and Vicodin during the past 12 months also generally decreased for 8th-, 10th-, and 12th-graders between 2005 (the first year of data collection for these survey items) and 2017.

Figure S1.3. Percentages of 8th-, 10th-, and 12th-graders reporting heroin use and use of narcotics other than heroin during the past 12 months, by grade and college plans: 2017



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] Only includes drug use not under a doctor's orders.
[2] Only includes drug use not under a doctor's orders. In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.
[3] Students who reported they probably won't or definitely won't graduate from a 4-year college program.
[4] Students who reported they probably will or definitely will graduate from a 4-year college program.
NOTE: Data on narcotics other than heroin were not available for 8th- and 10th-graders.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 2017.

In 2017, differences in opioid use were found by student characteristics such as whether the student had a 4-year college plan and the education of the student's parents. Among 8th-, 10th-, and 12th-graders, those who had no plans to complete 4 years of college consistently reported higher rates of heroin use, use of OxyContin and Vicodin, and use of all narcotics other than heroin[5] during the past 12 months than students who had plans to complete 4 years of college. For instance, 1.7 percent of 8th-graders with no 4-year college plans reported using heroin during the past 12 months, compared with 0.2 percent of 8th-graders with college plans (figure S1.3 and table S1.2). The rates of heroin use for students without college plans versus students with college plans were 0.7 percent versus 0.1 percent among 10th-graders and 0.7 percent versus 0.2 percent among 12th-graders.

Across all grades and types of opioids used, opioid use was generally more prevalent among students whose parents had the lowest educational attainment than among students whose parents had the highest educational attainment.[6] However, the percentage of 12th-graders who reported using narcotics other than heroin during the past 12 months was higher among students whose parents had the highest educational attainment than among students whose parents had the lowest educational attainment (4.6 vs. 3.3 percent).

With respect to differences in the prevalence of opioid use by students' sex and race/ethnicity, different patterns emerged depending upon the type of opioid used. In 2017, a higher percentage of female than of male 8th-graders reported using heroin during the

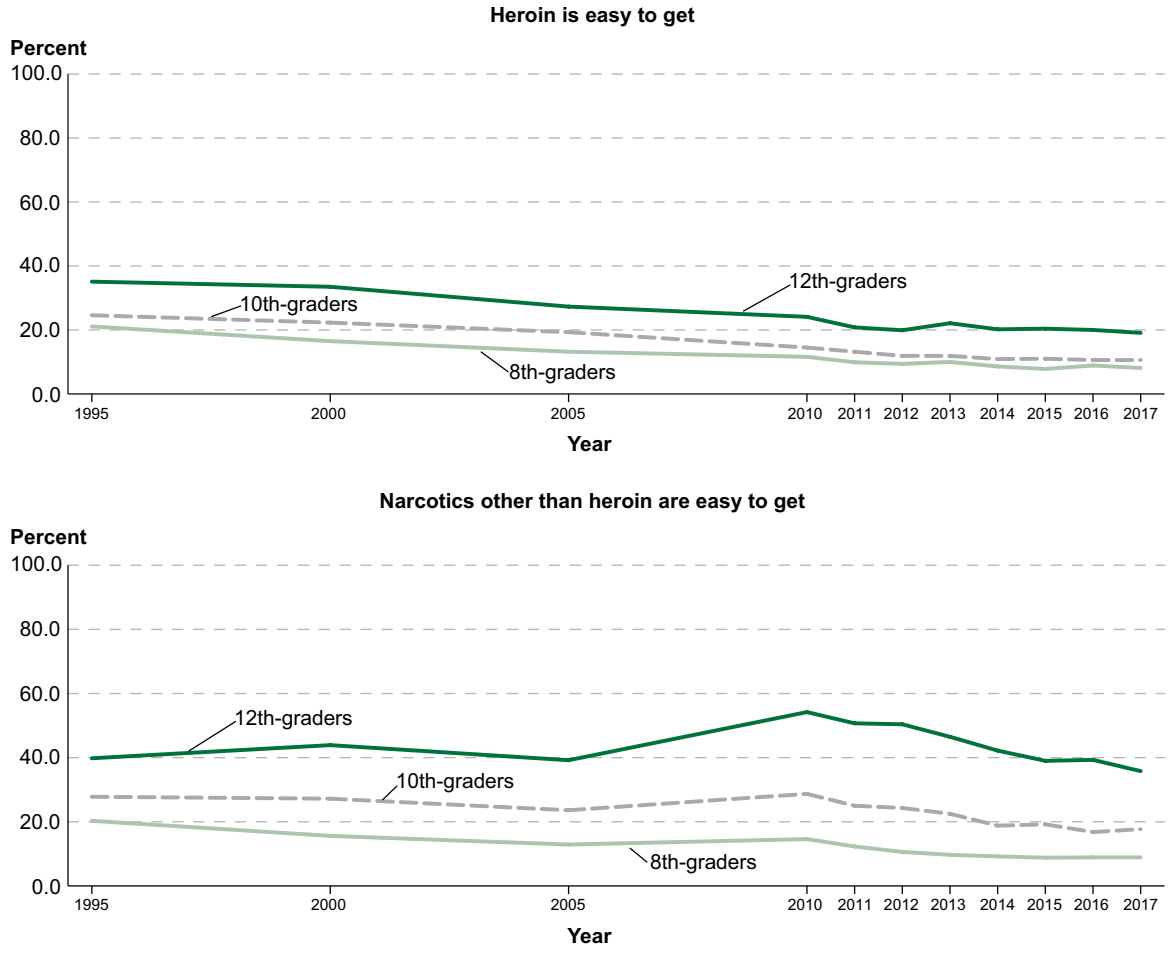
[5] Data for use of all narcotics other than heroin are only available for 12th-graders.

[6] In this indicator, a student's parents have the lowest educational attainment if (1) both parents (or the single parent) have not completed any high school; (2) both parents (or the single parent) have completed some high school only; or (3) one parent has not completed any high school and one parent has completed some high school only. Parents have the highest educational attainment if (1) both parents (or the single parent) have completed graduate or professional school after college or (2) one parent has completed graduate or professional school after college and one parent has completed college only.

past 12 months (0.4 vs. 0.2 percent). In contrast, higher percentages of male than of female 8th-graders reported using OxyContin (1.0 vs. 0.6 percent) and Vicodin not under a doctor's orders (0.9 vs. 0.4 percent) during the past 12 months. Among 10th-graders, a higher percentage of Black students than of White students reported using heroin during the past 12 months (0.4 vs. 0.2 percent), while higher percentages of White students than of Black students reported using OxyContin (2.3 vs. 1.6 percent) and Vicodin (1.8 vs. 1.2 percent) during the past 12 months. Similarly, the percentage of 12th-graders reporting heroin use during the past 12 months was higher for Black (0.5 percent) and Hispanic (0.4 percent) students than for White students (0.2 percent), while the percentage reporting using narcotics other than heroin during the past 12 months was higher for White students (5.0 percent) than for Black (3.2 percent) and Hispanic (3.8 percent) students.

Ease of access to opioids is one of the risk factors associated with youth opioid use. To assess the availability of opioids, the MTF survey asked students how difficult it would be for them to get heroin or narcotics other than heroin if they had wanted some. The percentage of students who reported that heroin would be fairly easy or very easy to get decreased between 1995 and 2017 among 8th-graders (from 21.1 to 8.1 percent), 10th-graders (from 24.6 to 10.6 percent), and 12th-graders (from 35.1 to 19.1 percent; figure S1.4 and table S1.1). The percentage of students who reported that narcotics other than heroin would be fairly easy or very easy to get also decreased during this period among 8th-graders (from 20.3 to 8.9 percent) and 10th-graders (from 27.8 to 17.7 percent). While the percentage of 12th-graders who reported that narcotics other than heroin would be fairly easy or very easy to get did not measurably differ between 1995 and 2017, it did decrease from a peak of 54.2 percent in 2010 to 35.8 percent in 2017.

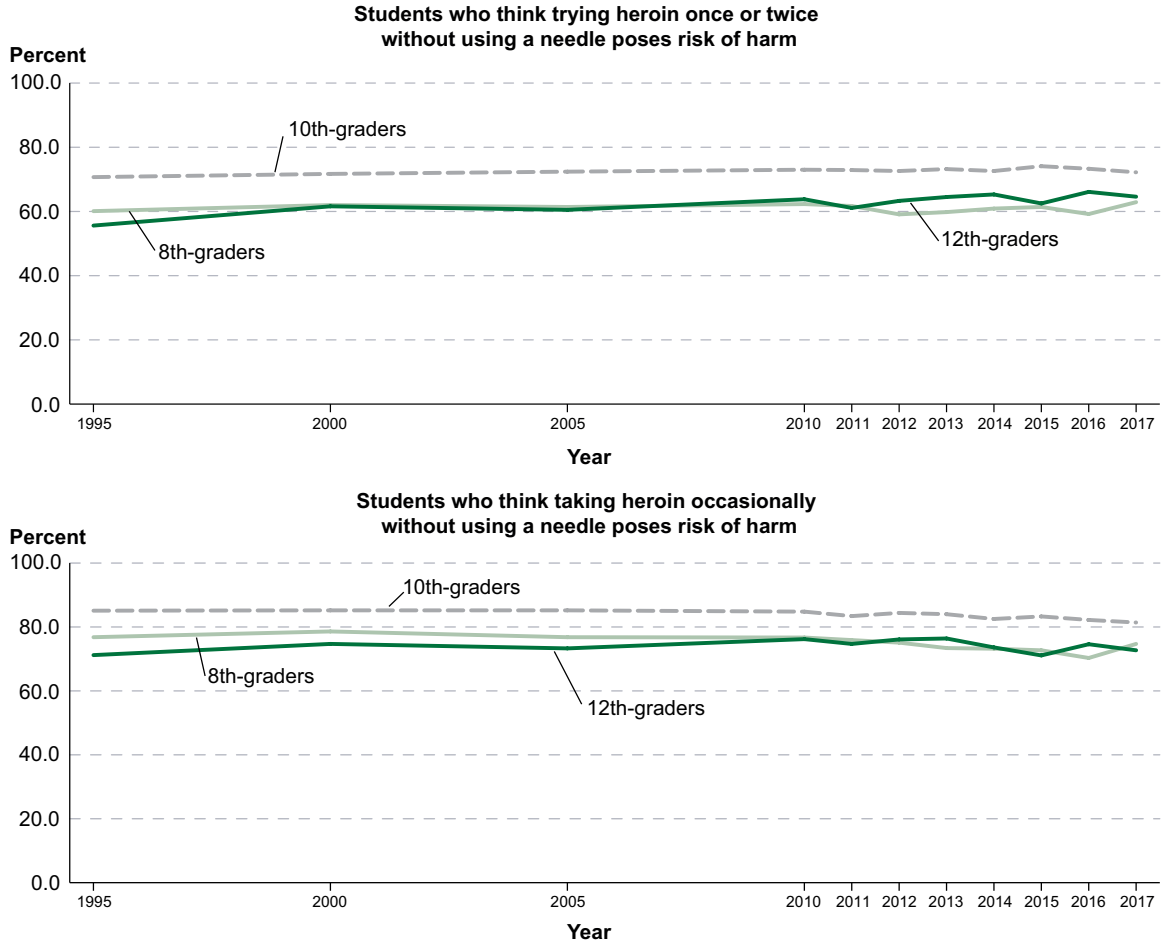
Figure S1.4. Percentages of 8th-, 10th-, and 12th-graders reporting that heroin and narcotics other than heroin would be fairly easy or very easy to get, by grade: Selected years, 1995 through 2017



SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

In 2017, as well as in 1995, the percentages of 10th- and 12th-graders who reported that they could get narcotics other than heroin fairly easily or very easily were higher than the percentages who reported that they could get heroin fairly easily or very easily. However, the differences between these percentages were greater in 2017, indicating that it might be relatively easier to get narcotics other than heroin as compared to getting heroin in 2017 than in 1995. Specifically, in 1995, the difference between the percentages of students who reported they could fairly easily or very easily get narcotics other than heroin and students who reported they could fairly easily or very easily get heroin was 3.2 percentage points for 10th-graders and 4.7 percentage points for 12th-graders. In 2017, in comparison, the difference between the percentages of students who reported they could fairly easily or very easily get narcotics other than heroin and students who reported they could fairly easily or very easily get heroin was 7.1 percentage points for 10th-graders and 16.7 percentage points for 12th-graders. These larger differences in 2017 were mostly driven by the decrease between 1995 and 2017 in the percentage of students who reported they could get heroin fairly easily or very easily.

Figure S1.5. Percentages of 8th-, 10th-, and 12th-graders who reported thinking that people risked harming themselves greatly by trying heroin once or twice without using a needle and by taking heroin occasionally without using a needle, by grade: Selected years, 1995 through 2017



SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017.

Attitudes toward opioid use are also correlated with actual use (Sung et al. 2005). The MTF survey asked students how much they thought people risked harming themselves (physically or in other ways) if they were to engage in a given activity related to opioid use. Between 1995 and 2017, the percentage of students who thought people risked harming themselves greatly by taking heroin occasionally without using a needle decreased for both 8th-graders (from 76.8 to 74.7 percent) and 10th-graders (from 85.1 to 81.4 percent; figure S1.5 and table S1.3). Additionally, the percentages of 10th-graders who thought that people risked harming themselves greatly by trying OxyContin once or twice, by taking OxyContin occasionally, and by taking Vicodin occasionally all decreased between 2012 (the first year of data collection for these survey items) and 2017. Among 12th-graders, the percentages who thought people risked harming themselves greatly by trying heroin once or twice and by trying heroin once or twice without using a needle both increased between 1995 and 2017 (from 51 to 63 percent and from 56 to 65 percent, respectively), while the percentage who thought people risked harming themselves greatly by regularly taking any narcotic other than heroin decreased between 2010 (the first year of data collection for this survey item) and 2017 (from 75 to 71 percent).

In 2017, higher percentages of 10th-graders than of 8th- or 12th-graders reported thinking that people risked harming themselves greatly by trying heroin once or twice without using a needle (72 vs. 63 and 65 percent, respectively) and by taking heroin occasionally without using a needle (81 vs. 75 and 73 percent, respectively). Higher percentages of 10th-graders than of 8th-graders also reported thinking that people risked harming themselves greatly by trying OxyContin once or twice (28 vs. 21 percent), trying Vicodin once or twice (22 vs. 17 percent), taking OxyContin occasionally (41 vs. 33 percent), and taking Vicodin occasionally (32 vs. 27 percent).

Spotlight 2

Perceptions of Bullying Among Students Who Reported Being Bullied: Repetition and Power Imbalance

In 2017, of students ages 12–18 who reported being bullied, 56 percent reported that they thought those who bullied them had the ability to influence what other students thought of them; 50 percent reported that those who bullied them were socially more popular; 40 percent reported that those who bullied them were physically bigger or stronger; 31 percent reported that those who bullied them had more money; and 24 percent reported that those who bullied them had more power in another way.

Bullying is prevalent and often has significant negative effects on individuals, families, and schools. For example, students who are bullied are more likely to experience depression and anxiety, have more health complaints, and are more likely to skip or drop out of school (Swearer and Hymel 2015; Hornor 2018). The involvement of young bullying victims in recent suicides and school shootings has heightened concerns regarding the public health problem of bullying (Hornor 2018). It is important to understand youths' perceptions of bullying in order to design anti-bullying programs as well as assistance programs that can mitigate the negative effects of bullying. Bullying is often defined as containing three elements: repetition, power imbalance, and intent to hurt.[7] Repetition is defined as the recurrence of bullying behaviors. Power imbalance means that "the power is in favor of the aggressor, with the victim of bullying finding him- or herself in an inferior status that makes it very difficult to put up any defense" (Cuadrado-Gordillo 2012). Intent to hurt refers to the injurious effects of bullying: it inflicts physical, social, or psychological harm on the individuals who are bullied.

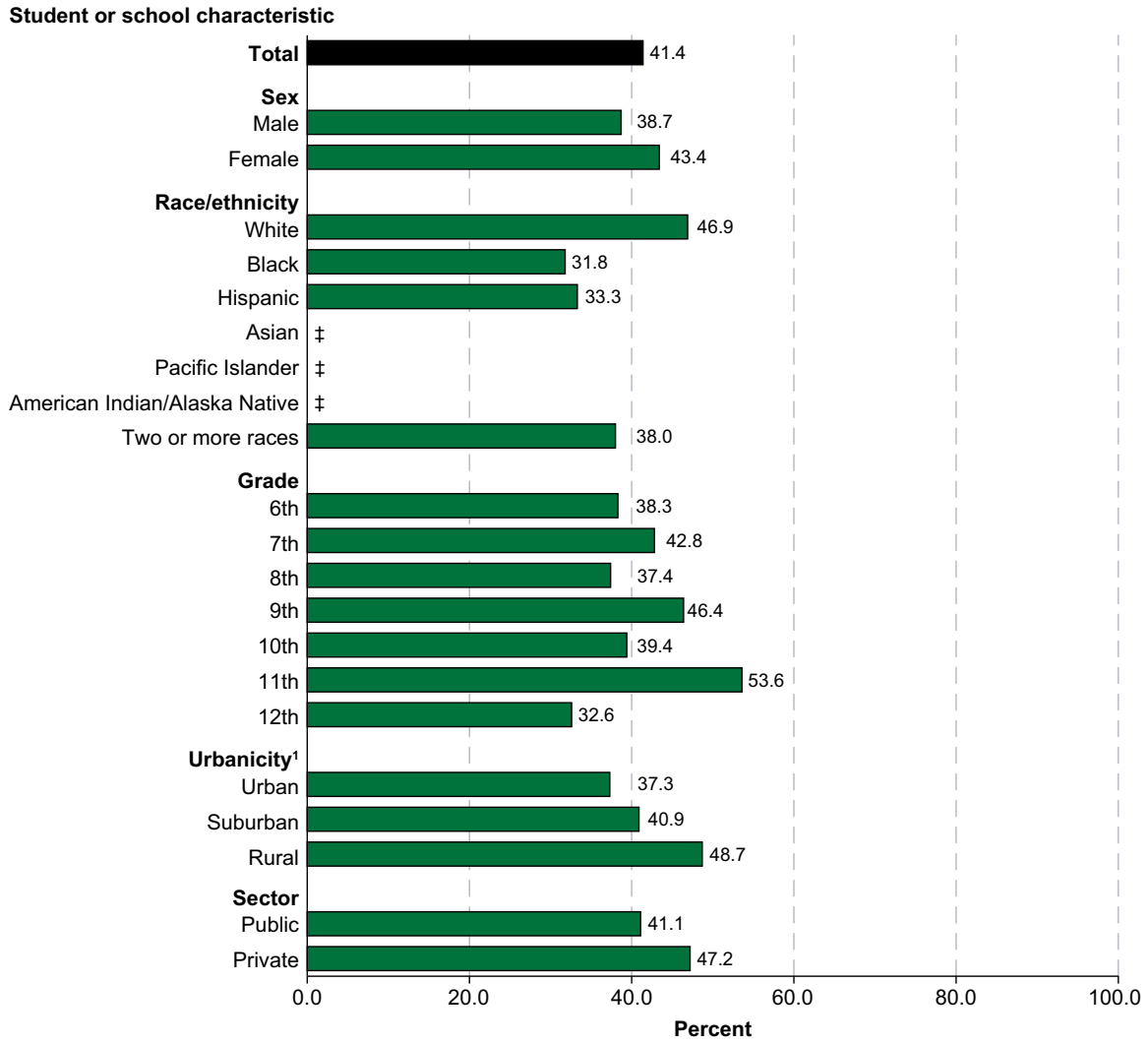
Using the 2017 School Crime Supplement (SCS) to the National Crime Victimization Survey, this spotlight examines youths' perceptions of bullying regarding the elements of repetition and power imbalance in bullying and whether these perceptions vary according to student and school characteristics. The 2017 SCS asked students who reported being bullied whether they thought the bullying would happen again and what type of power imbalance they perceived between themselves and the person who bullied them. Five types of power imbalance are investigated in this spotlight: (1) the person who bullied the student was physically bigger or stronger; (2) the person who bullied the student was socially more popular; (3) the person who bullied the student had more money; (4) the person who bullied the student had the ability to influence what other students thought of the bullied student; and (5) the person who bullied the student had more power in another way.

In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year. Of the students who reported being bullied, 41 percent reported that they thought the bullying would happen again (figure S2.1 and table S2.1).

[7] 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 et al. 2014).

This spotlight indicator features data on a selected issue of current policy interest. For more information: Table S2.1, and https://nces.ed.gov/programs/crime/.

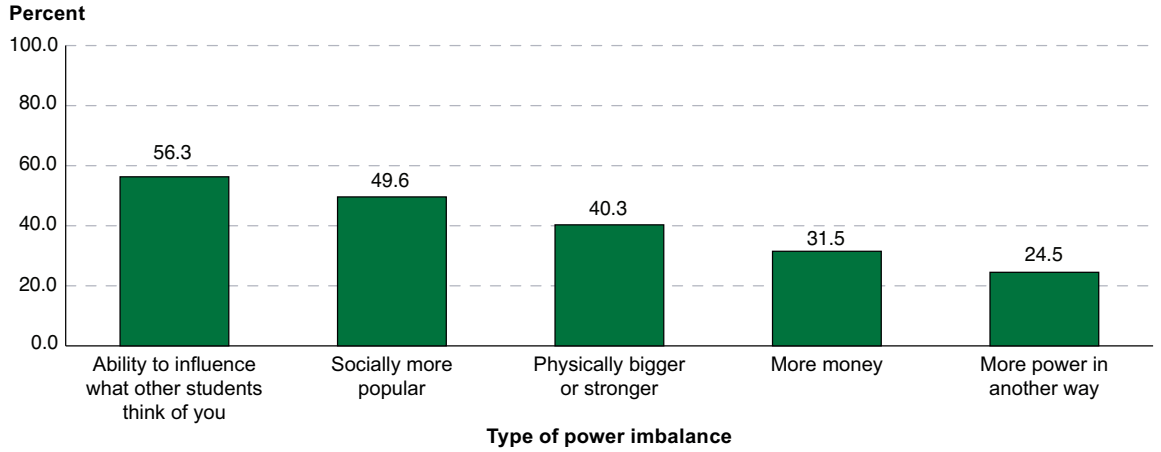
Figure S2.1. Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought the bullying would happen again, by selected student and school characteristics: 2017



‡ 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] 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: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Whether students felt the bullying would happen again varied by student characteristics. In 2017, of students ages 12–18 who reported being bullied at school, a higher percentage of White students (47 percent) than of Hispanic (33 percent) and Black students (32 percent) thought the bullying would happen again. In addition, a higher percentage of 11th-graders (54 percent) than of 6th-graders (38 percent), 8th-graders (37 percent), and 12th-graders (33 percent) thought the bullying would happen again. Moreover, a higher percentage of students in rural areas (49 percent) than of students in urban areas (37 percent) thought the bullying would happen again. No measurable differences by sex or between students in public and private schools were observed in the percentages of students' perceptions of whether the bullying would be repeated.

Figure S2.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various types of power imbalances in favor of the person who bullied them: 2017



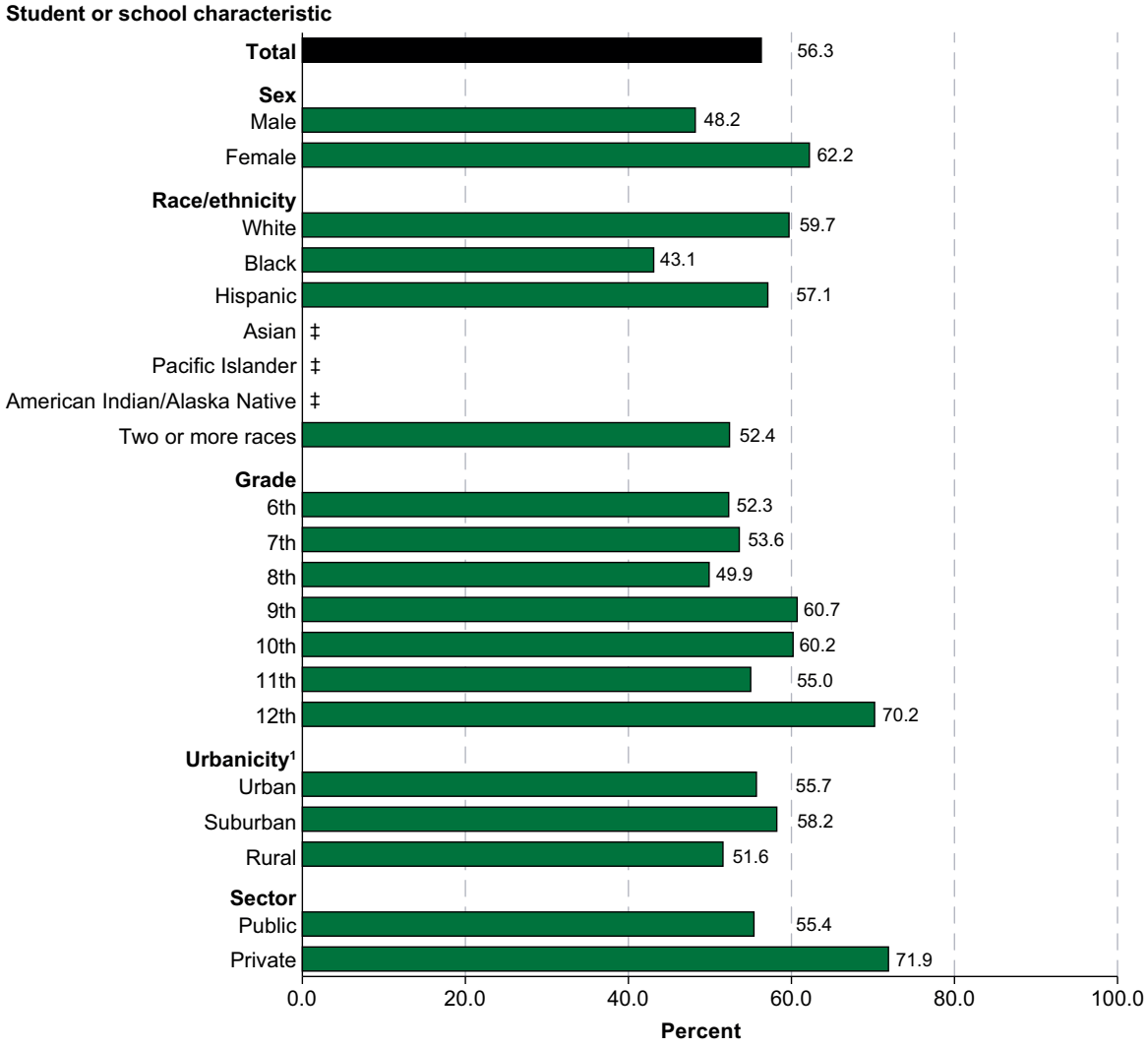
NOTE: Students could report more than one type of power imbalance.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

The perception of a power imbalance is a core element in the definition of bullying. Students who are bullied usually perceive aggressors (students who bully them) as being more powerful than them in some way (Cuadrado-Gordillo 2012). In 2017, of students ages 12–18 who reported being bullied at school, 56 percent reported that they thought those who bullied them had the ability to influence what other students thought of them; 50 percent reported those who bullied them were socially more popular; 40 percent reported those who bullied them were physically bigger or stronger; 31 percent reported those who bullied them had more money; and 24 percent reported those who bullied them had more power in another way (figure S2.2 and table S2.1).

In 2017, of students ages 12–18 who reported being bullied at school, the type of power imbalance that they reported most often was the ability of students who bullied them to influence what other students thought of them. A higher percentage of female students (62 percent) than of male students (48 percent) reported that those who bullied them had the ability to influence what other students thought of them. Higher percentages of White (60 percent) and Hispanic students (57 percent) than of Black students (43 percent) reported that those who bullied them had the ability to influence what other students thought of them (figure S2.3 and table S2.1). Also, a higher percentage of 12th-graders (70 percent) than of 7th-graders (54 percent), 6th-graders (52 percent), and 8th-graders (50 percent) reported that those who bullied them had the ability to influence what other students thought of them.[8] In addition, a higher percentage of students in private schools (72 percent) than of students in public schools (55 percent) thought those who bullied them had the ability to influence what other students thought of them. The percentages of students who perceived that the person who bullied them had the ability to influence what others thought of them did not differ measurably by urbanicity.

[8] The seemingly large differences between grade 12 and grades 9, 10, and 11 were not measurably significant, due to large standard errors.

Figure S2.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought those who bullied them had the ability to influence what other students thought of them, by selected student and school characteristics: 2017



‡ 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] 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: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

In 2017, of students ages 12–18 who reported being bullied at school, one-half perceived those who bullied them as being socially more popular. No measurable differences by any student or school characteristics were observed in the percentages of students who reported that those who bullied them were socially more popular.

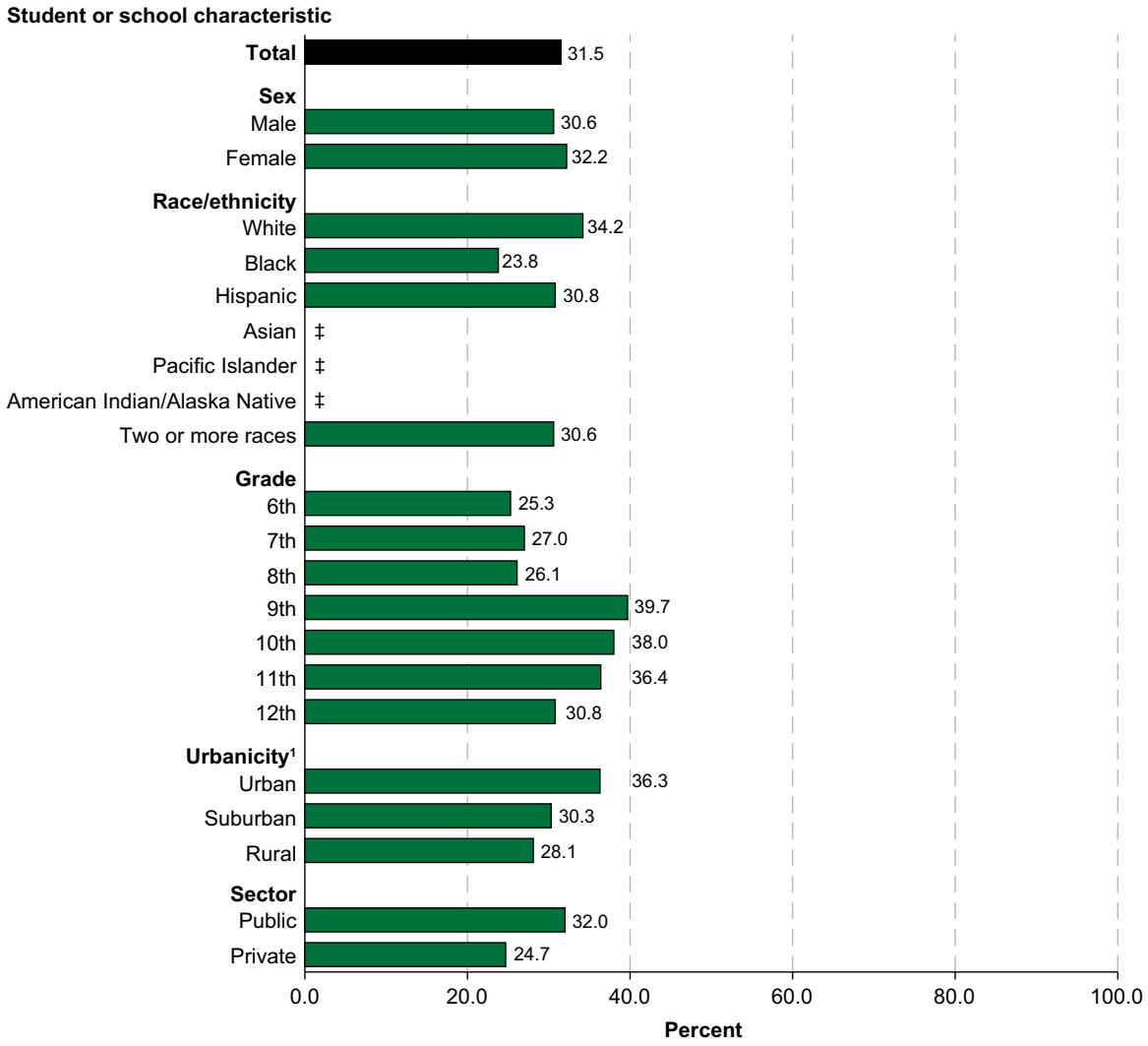
Two out of five of students ages 12–18 who reported being bullied at school perceived those who bullied them as being physically bigger or stronger in 2017. There were no measurable differences by most student and school characteristics in the percentages of students who perceived that those who bullied them were physically bigger or stronger. The only characteristic that was an exception was urbanicity: a higher percentage of students in urban areas (46 percent) than of students in suburban areas (38 percent) reported those who did the bullying had more physical power.[9]

In 2017, of students ages 12–18 who reported being bullied at school, about one-third perceived that those who bullied them had more money. Bullied students' perception of this financial power imbalance differed by race/ethnicity and grade level. Specifically, a higher percentage of White students (34 percent) than of Black students (24 percent) reported that those who bullied them had more money. Additionally, higher percentages of 9th-graders (40 percent) and 10th-graders (38 percent) than of 7th-graders (27 percent), 8th-graders (26 percent), and 6th-graders (25 percent) reported that those who bullied them had more money (figure S2.4 and table S2.1). However, no measurable differences were observed by sex, urbanicity, or control of school in the percentage of bullied students who perceived an imbalance of financial power between themselves and those who bullied them.

In 2017, of students ages 12–18 who reported being bullied at school, about one-quarter thought that those who bullied them had more power in another way. For the most part, there were no measurable differences by student and school characteristics in the percentages of students who reported that those who bullied them had more power in another way; however, higher percentages of White (26 percent) and Hispanic students (26 percent) than of Black students (16 percent) reported that those who bullied them had more power in another way.

[9] The seemingly large differences by race/ethnicity and grade level were not measurably significant, due to large standard errors.

Figure S2.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage who thought those who bullied them had more money, by selected student and school characteristics: 2017



‡ 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] 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: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Spotlight 3

Active Shooter Incidents in Educational Settings

From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools and 15 active shooter incidents at postsecondary institutions.

The *Indicators of School Crime and Safety* report aims to capture a wide range of student experiences, from more common occurrences to rarer events. Active shooter incidents are a rare occurrence and represent a small subset of the possible violent incidents that occur at schools. While rare, these events are of high concern to all those interested in the safety of our nation's students.

In 2014, the Federal Bureau of Investigation (FBI) released its first in a series of reports that covered active shooter incidents in the United States, following the signing of the Investigative Assistance for Violent Crimes Act of 2012 (Blair and Schweit 2014). These reports cover active shooter incidents in all types of settings, but this spotlight focuses on those incidents that occurred in educational settings. Educational settings were the second-most common location for active shooter incidents to occur, behind incidents in commerce settings.[10] This spotlight focuses on active shooter incidents at elementary and secondary schools and at postsecondary institutions from 2000 to 2017. It presents data on the frequency of incidents, the number of casualties, characteristics of the incidents, and characteristics of the shooters.

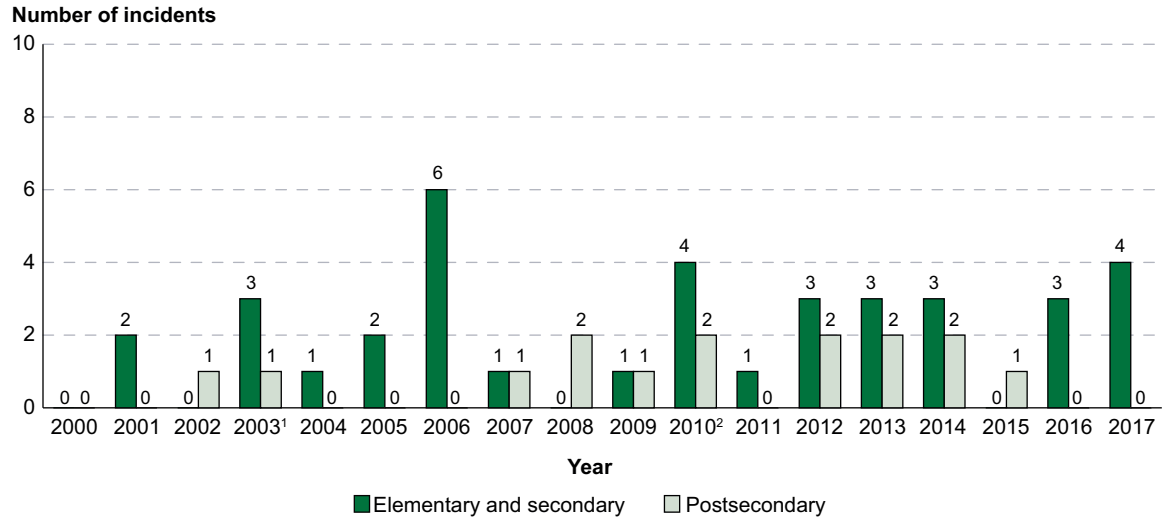
"Active shooter" is a law enforcement term describing a shooting in progress. The FBI defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area." Because the situation is active, law enforcement and citizens involved in the incident have the potential to affect the outcome. Due to the specific definition used to determine an active shooter incident, this spotlight is not a comprehensive overview of gun violence or serious violent incidents in U.S. education settings. Data in this spotlight should be considered in conjunction with other indicators in the report to gain a broader picture of violent incidents in our nation's schools.[11]

[10] The other locations coded for were government, open space, residence, healthcare, and house of worship.

[11] At the elementary and secondary school level, the indicator *Violent Deaths at School and Away From School* reports on the homicides and suicides of students ages 5–18 while at school in comparison to those away from school. *Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms* provides a look at the numbers of public school students involved in firearms incidents at school by state, as well as students' access to firearms at school and away from school. At the postsecondary level, *Criminal Incidents at Postsecondary Institutions* provides data on the number of disciplinary actions for and arrests related to illegal weapons possession on campus as well as the number of murders that occurred on postsecondary campuses. Taken together with the data found in this spotlight, these indicators give a more comprehensive picture of the frequency of weapons-related incidents, active shooter incidents, and homicides and suicides that occur in education settings.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S3.1 and S3.2, and https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

Figure S3.1. Number of active shooter incidents, by level of institution: 2000 through 2017

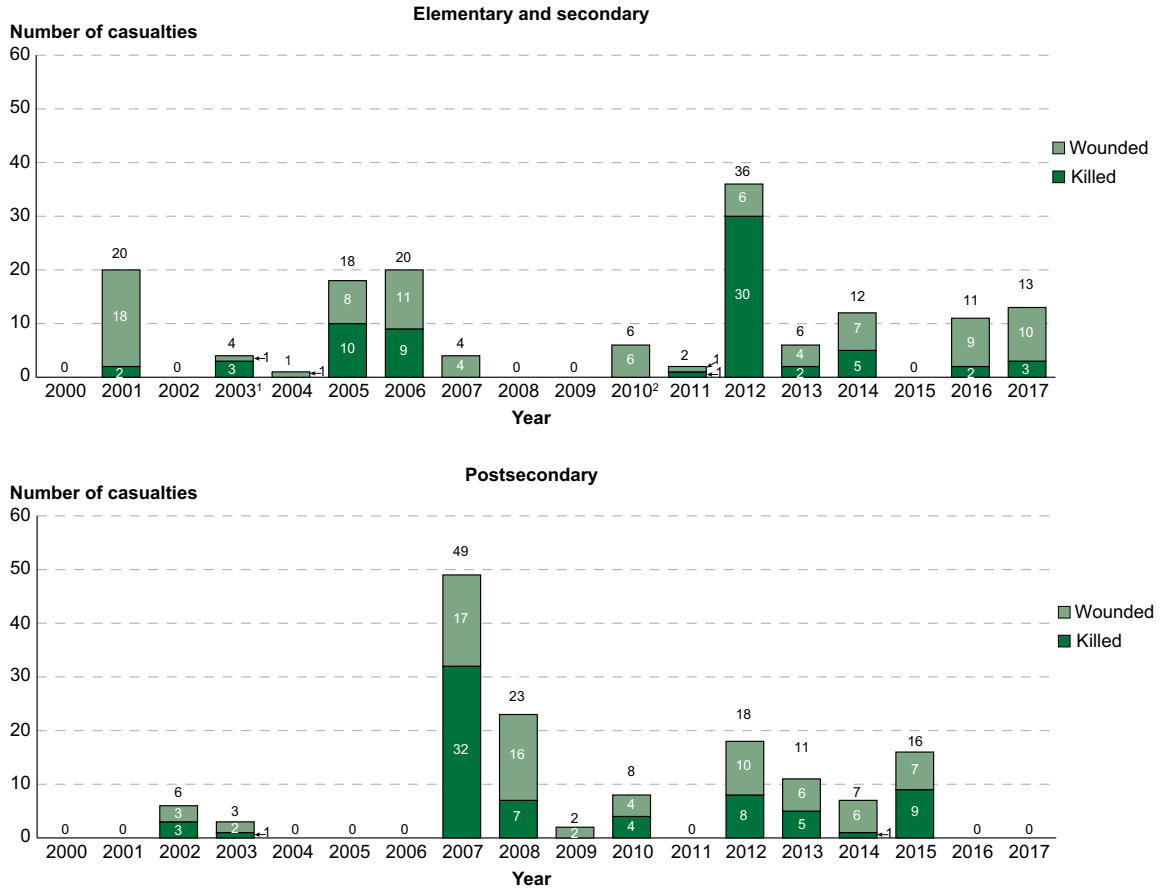


[1] The elementary and secondary schools count includes one active shooter incident at a county board of education meeting.
[2] The elementary and secondary schools count includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

From 2000 to 2017, there were 37 active shooter incidents at elementary and secondary schools[12] and 15 active shooter incidents at postsecondary institutions. The annual number of active shooter incidents at elementary and secondary schools per year ranged from 0 to 6 during this time span (figure S3.1 and table S3.1). There were 4 years from 2000 to 2017 in which 0 active shooter incidents occurred, 6 years in which 1–2 active shooter incidents occurred, 7 years in which 3–4 active shooter incidents occurred, and 1 year in which 6 active shooter incidents occurred. At postsecondary institutions, the annual number of active shooter incidents per year ranged from 0 to 2 from 2000 to 2017. There were 8 years during this time span in which 0 active shooter incidents occurred and 10 years in which 1–2 active shooter incidents occurred.

[12] Includes 1 incident that occurred at a county board of education meeting and 1 incident that occurred at a city school board meeting.

Figure S3.2. Number of active shooter incident casualties, by level of institution: 2000 through 2017

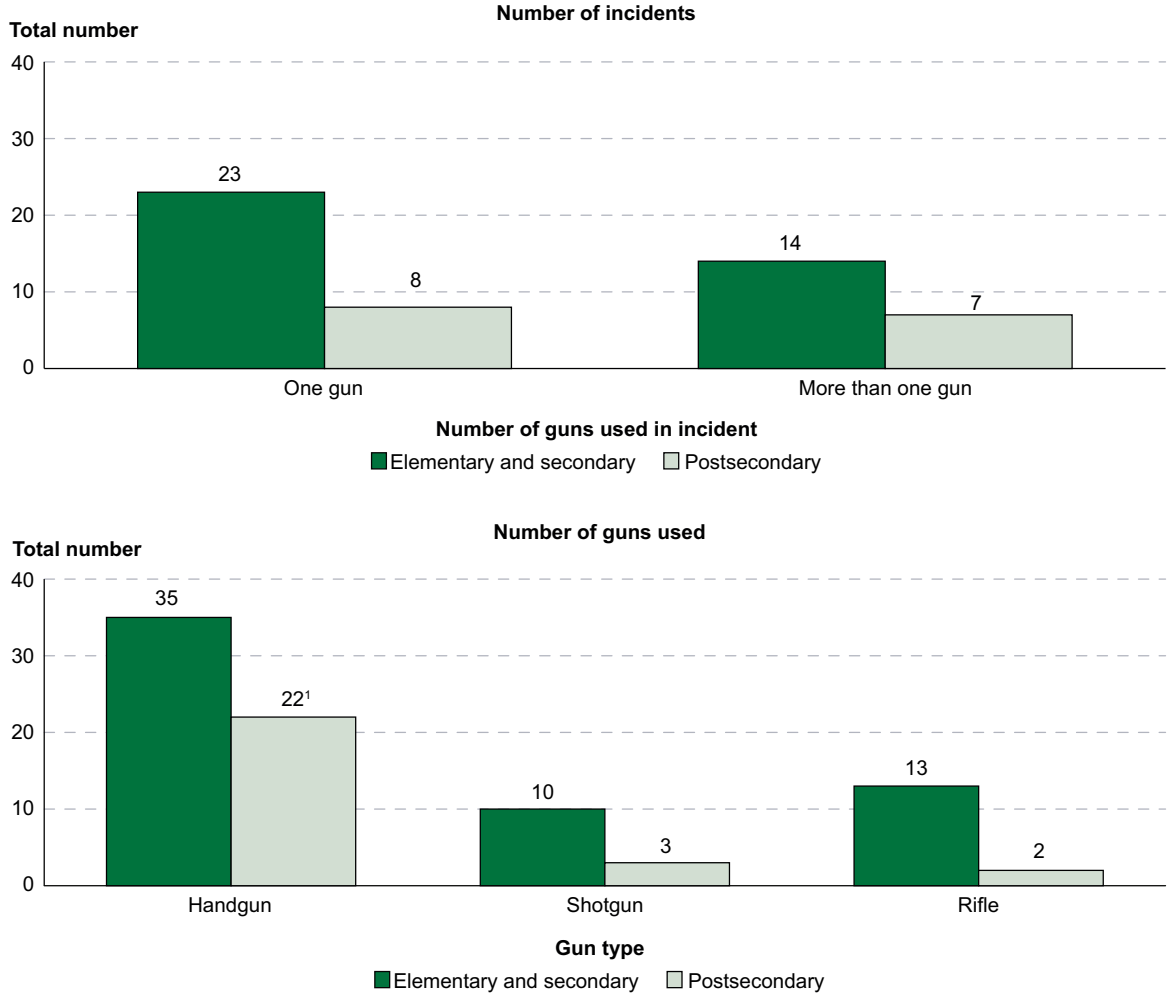


[1] Includes one active shooter incident at a county board of education meeting.
[2] Includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area." Number of casualties excludes active shooters.
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

From 2000 to 2017, there were 153 casualties (67 killed and 86 wounded) in active shooter incidents at elementary and secondary schools, and 143 casualties (70 killed and 73 wounded) in active shooter incidents at postsecondary institutions.[13] At the elementary and secondary level, the number of casualties as a result of active shooter incidents per year ranged from 0 to 36 from 2000 to 2017 (figure S3.2 and table S3.1). The number of casualties per year at the postsecondary level ranged from 0 to 49. At both the elementary and secondary level and the postsecondary level, there were more years in which the number wounded was higher than the number killed.

[13] Number of casualties excludes active shooters.

Figure S3.3. Number of active shooter incidents by number of guns used in incident and number of guns used by gun type, by level of institution: 2000 through 2017



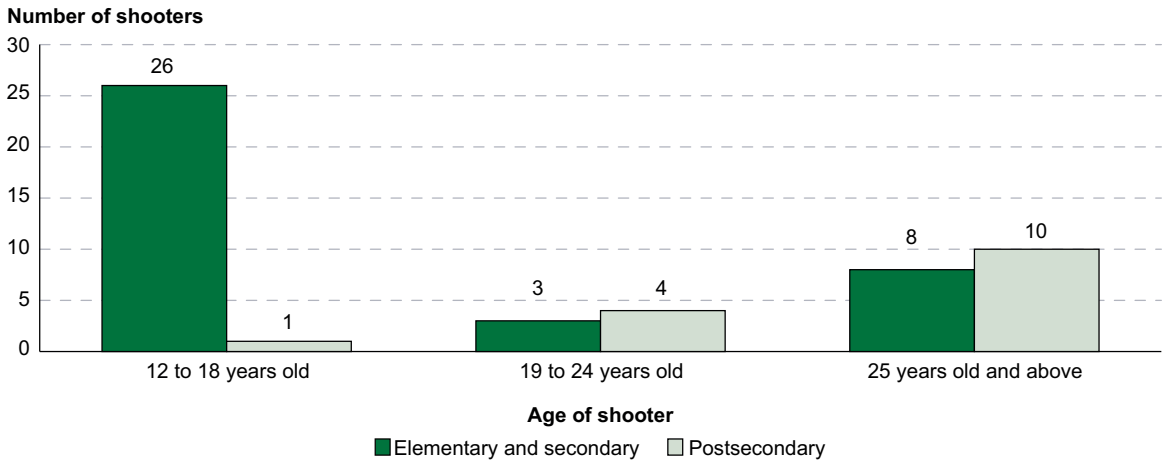
[1] One shooter was reported to have used "several handguns," which was counted as 3 for the total.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

A single gun was used in the majority of active shooter incidents at education settings from 2000 to 2017, and two-thirds of guns used were handguns. Of the 37 active shooter incidents at elementary and secondary schools from 2000 to 2017, the shooter used a single gun in 23 of the incidents and more than one gun in the other 14 incidents (figure S3.3 and table S3.2). A total of 35 handguns, 10 shotguns, and 13 rifles were used. Of the 15 active shooter incidents at postsecondary institutions from 2000 to 2017, the shooter used a single gun in 8 incidents and more than one gun in 7 incidents. A total of 22 handguns,[14] 3 shotguns, and 2 rifles were used.

Each of the active shooter incidents at education settings from 2000 to 2017 involved a single shooter. All 37 active shooters at elementary and secondary schools were male. At postsecondary institutions, 13 of the active shooters were male, and the other 2 were female. Of the 37 active shooters at elementary and secondary schools, the majority (26) were 12 to 18 years old, 3 of the shooters were 19 to 24 years old

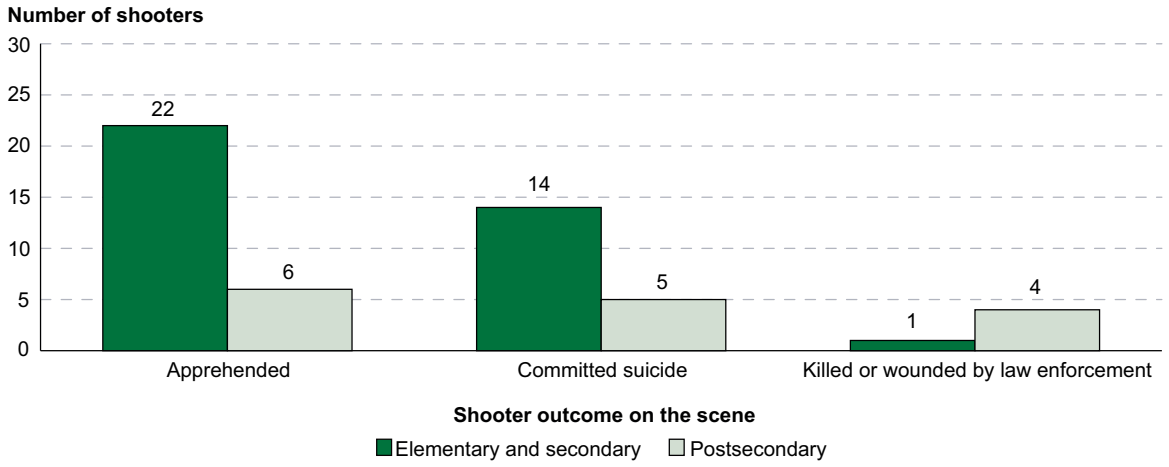
[14] One shooter was reported to have used "several handguns," which was counted as 3 for the total.

Figure S3.4. Number of active shooters, by age and level of institution: 2000 through 2017



NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

Figure S3.5. Number of active shooters, by shooter outcome on the scene and level of institution: 2000 through 2017



NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area."
SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

and 8 were 25 years old and above (figure S3.4 and table S3.2). At the postsecondary level, 1 shooter was 12 to 18 years old, 4 were 19 to 24 years old, and 10 were 25 years old and above. Most of the shooters were current or former students of the school at both the elementary and secondary level and the postsecondary level (Blair and Schweit 2014).

Roughly half of active shooters at education settings from 2000 to 2017 were apprehended by law enforcement. At the elementary and secondary school level, 22 shooters were apprehended by law enforcement, 14 committed suicide, and 1 was killed or wounded by law enforcement (figure S3.5 and table S3.2). At the postsecondary level, 6 shooters were apprehended by law enforcement, 5 committed suicide, and 4 were killed or wounded by law enforcement.

Violent Deaths

Indicator 1

Violent Deaths at School and Away From School

Between 1992–93 and 2015–16, the percentage of youth homicides occurring at school each year remained at less than 3 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school each year 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 homicides and suicides by school year identified through the National Vital Statistics System. The SAVD-SS defines a school-associated violent death as "a homicide, suicide, or legal intervention death (involving a law enforcement officer),[15] 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,[16] such as students' parents and community members.

The most recent data released by the SAVD-SS cover the period from July 1, 2015 through June 30, 2016. During this period, there were a total of 38 student, staff, and other nonstudent school-associated violent deaths in the United States, which included 30 homicides, 7 suicides, and 1 legal intervention death (figure 1.1 and table 1.1).[17] Of these 38 school-associated violent deaths, 18 homicides and 3 suicides involved school-age youth (ages 5–18; also referred to as "youth" in this indicator). When these incidents of homicide and suicide of school-age youth at school were combined, there was approximately 1 youth violent death at school for every 2.7 million students enrolled.[18]

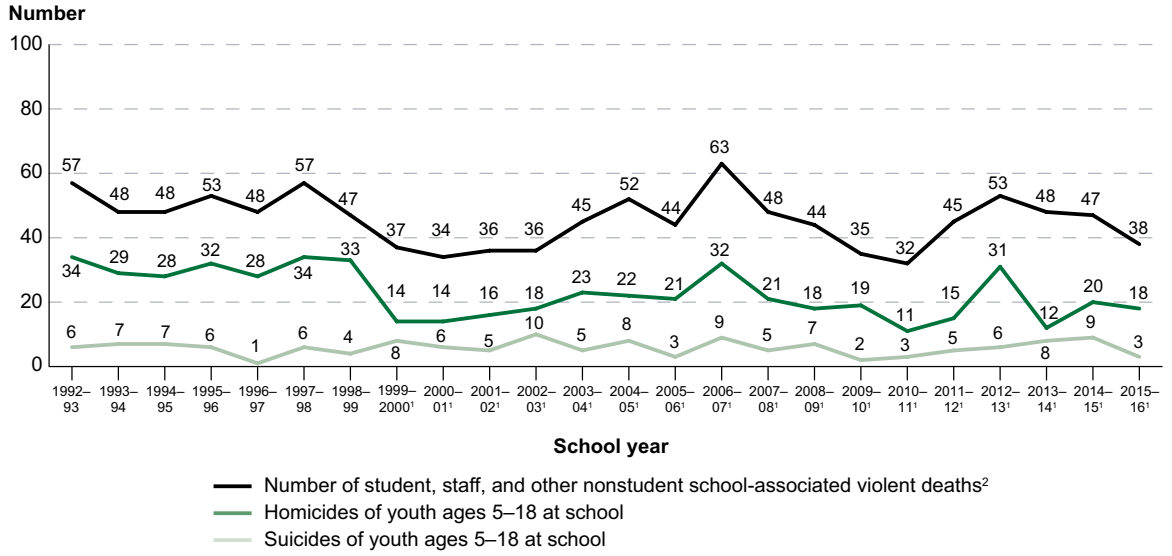
Data for all violent deaths, including those occurring both at school and away from school, are included as a point of comparison for violent deaths occurring at school. As with the SAVD-SS data on school-associated violent deaths, the most recent data available for total homicides and suicides of school-age youth are for the 2015–16 school year. During this period, there were 1,478 youth homicides and 1,941 youth suicides[19] in the United States (figure 1.2 and table 1.1).

The percentage of youth homicides occurring at school each year remained at less than 3 percent of the total number of youth homicides between 1992–93 (when data collection began) and 2015–16, even though the absolute number of homicides of school-age youth at school varied across the years.[20] Between 1992–93 and 2015–16, the number of school-age youth who died by suicide at school fluctuated each year and ranged from 1 to 10. The percentage of youth suicides occurring at school each year remained at less than 1 percent of the total number of youth suicides over these years.

[15] 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.
[16] "At school" includes on the property of a functioning elementary or secondary school, 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."
[17] 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, see appendix A.
[18] The total number of students enrolled in prekindergarten through 12th grade during the 2015–16 school year was 56,188,564 (see table 105.30 in Snyder, de Brey, and Dillow 2019).
[19] Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds because determining suicidal intent in younger children can be difficult. The number of self-inflicted deaths among 5- to 9-year olds was generally less than 7 in each year between 1992–93 and 2015–16.
[20] 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.

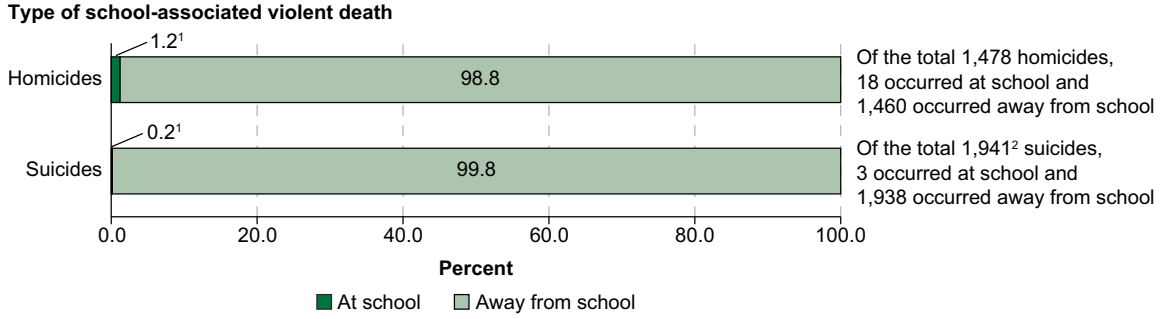
This indicator has been updated to include 2015–16 data for school-associated violent deaths and for total homicides and suicides among youth in the United States. For more information: Table 1.1, and http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html.

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 2015–16



[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, 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 may include not only students and staff members, but also others at school, such as students' parents and community members.
NOTE: "At school" includes on the property of a functioning elementary or secondary school, 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." All data are reported for the school year, defined as July 1 through June 30.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2016 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 (October 2018).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: School year 2015–16



[1] 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, see appendix A.
[2] Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds. The number of self-inflicted deaths among 5- to 9-year-olds was less than 7 in 2015–16.
NOTE: "At school" includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. All data are reported for the school year, defined as July 1 through June 30.
SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 2016 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 (October 2018); and data on total homicides and suicides of youth ages 5–18 are from the CDC, National Center for Health Statistics, 2016 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC's National Center for Injury Prevention and Control (October 2018).

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Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away From School[21]

For students ages 12–18, the rate of violent victimization reported in 2017 was higher at school than away from school. The 2017 violent victimization rates were 21 victimizations per 1,000 students at school, compared to 12 victimizations per 1,000 students away from school.

Data from the 2017 National Crime Victimization Survey (NCVS) estimated that students ages 12–18 experienced 827,000 total victimizations (i.e., theft[22] and nonfatal violent victimization[23]) at school and 503,800 total victimizations away from school (table 2.1).[24] The total victimization rates were 33 victimizations per 1,000 students at school, compared to 20 victimizations per 1,000 students away from school.

The NCVS is a self-reported survey that is administered from January to December. Respondents are asked about the number and characteristics of crimes they have experienced during the prior 6 months. Crimes are classified by the year of the survey and not by the year of the crime.

From 1992 to 2017, the total victimization rate and rates of specific crimes—thefts, violent victimizations, and serious violent victimizations[25]—declined for students ages 12–18, both at school and away from school (figure 2.1).[26]

In most years between 1992 and 2008 and in 2012, the rate of theft was higher at school than away from school for students ages 12–18. In every year between 2009 and 2015 (except 2012), there were no statistically significant differences between the rates of theft at school and away from school. Similar to earlier years, the rate of theft reported in 2017 was higher at school (12 thefts per 1,000 students) than away from school (7 thefts per 1,000 students).

Between 1992 and 2000, the rate of violent victimization at school was either lower than or not measurably different from the rate away from school among students ages 12–18. From 2001 to 2017, the rate of violent victimization at school was generally higher than or not measurably different from the rate away from school. Based on the 2017 survey, the rate of violent victimization at school (21 victimizations per 1,000 students) was higher than the rate of violent victimization away from school (12 victimizations per 1,000 students). This difference was driven primarily by a higher rate of simple assault[27] at school (16 victimizations per 1,000 students) than away from school (7 victimizations per 1,000).

The rate of serious violent victimization among students ages 12–18 was lower at school than away from school in most years between 1992 and 2008. Between 2009 and 2015 and in 2017, there was no statistically significant difference between the rate of serious violent victimizations at school and away from school. The serious violent victimization rates reported in 2017 were 4 victimizations per 1,000 students at school and 6 victimizations per 1,000 students away from school.

[21] 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.

[22] "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.

[23] "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

[24] "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 in the school building, on school property, and on the way to or from school.

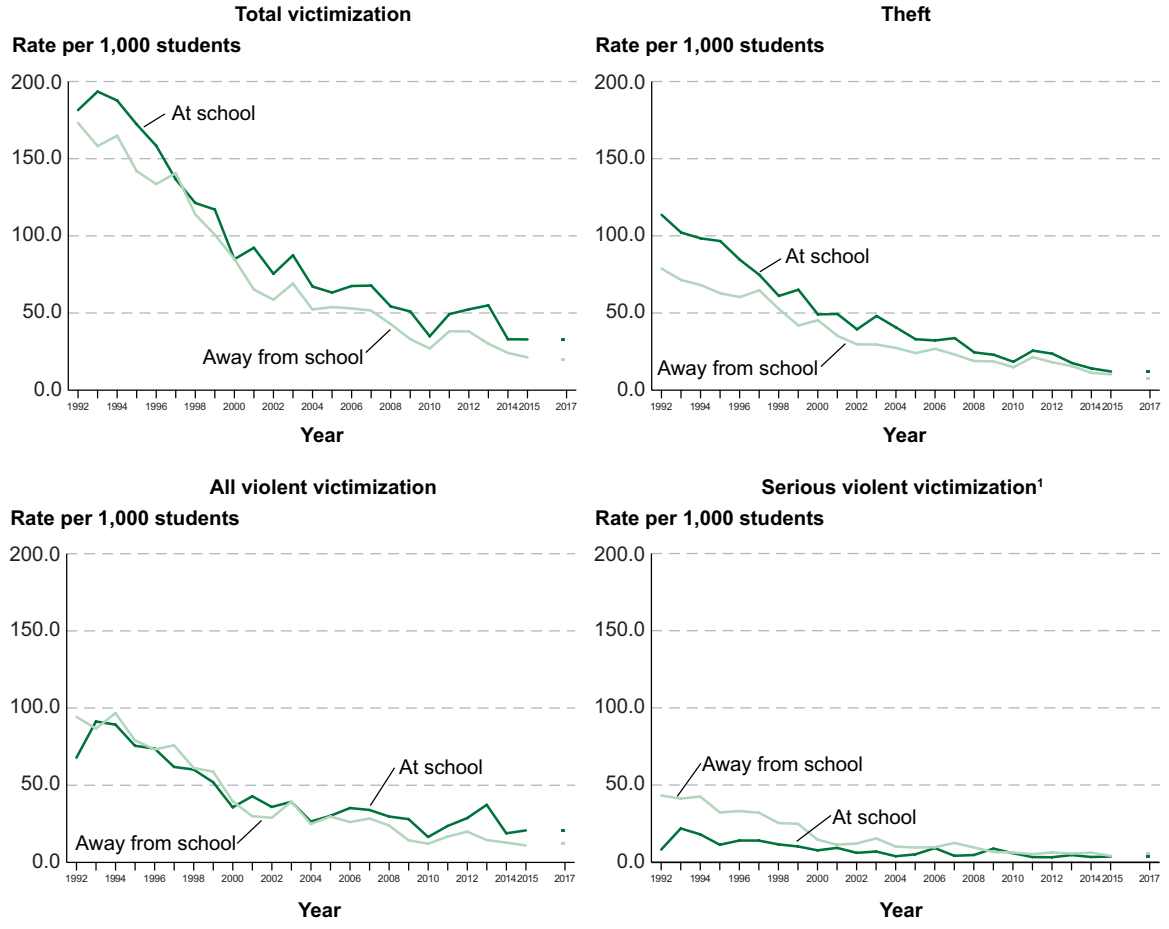
[25] "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault.

[26] Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years.

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

This indicator has been updated to include 2017 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 2017

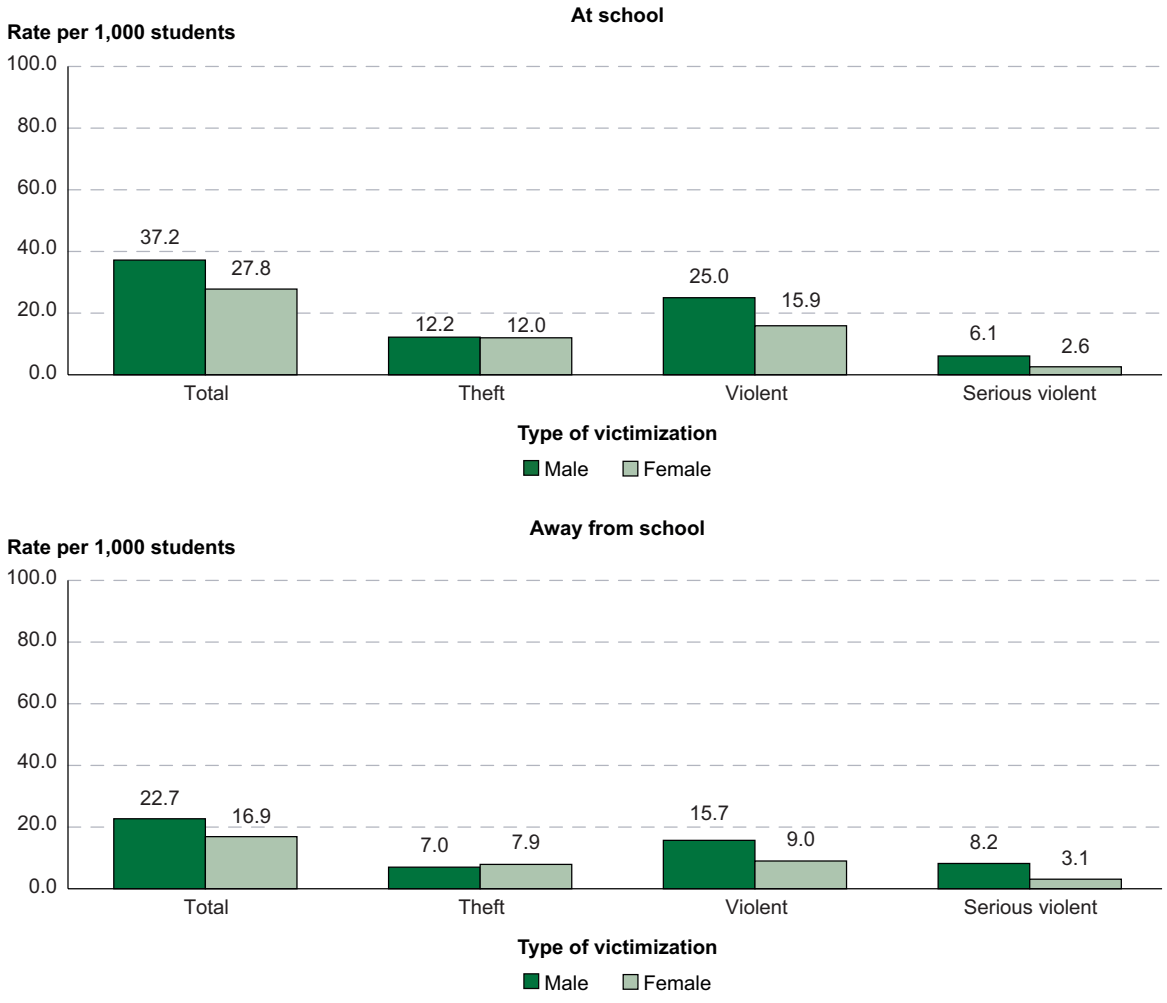


[1] Serious violent victimization is also included in all violent victimization.

NOTE: Every 10 years, the National Crime Victimization Survey (NCVS) sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for 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 in 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 the NCVS, whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. 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 25,324,200 in 2017. 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 2017.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2017



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 in 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 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. The population size for students ages 12–18 was 25,324,200 in 2017. 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), 2017.

Based on the 2017 survey, the rate of total victimization, as well as the rates of theft and serious violent victimization at school did not differ measurably for male and female students ages 12–18 (figure 2.2 and table 2.2). The rate of violent victimization at school was higher for male students ages 12–18 (25 victimizations per 1,000 students) than for female students ages 12–18 (16 victimizations per 1,000 students). Away from school, the rates of total victimization and theft for male students did not differ measurably from the rates for female students. The rate of violent victimization away from school was higher for male students (16 victimizations per 1,000 students) than for female students (9 victimizations per 1,000 students), and the rate of serious violent victimization away from school was higher for male students (8 victimizations per 1,000 students) than for female students (3 victimizations per 1,000 students).

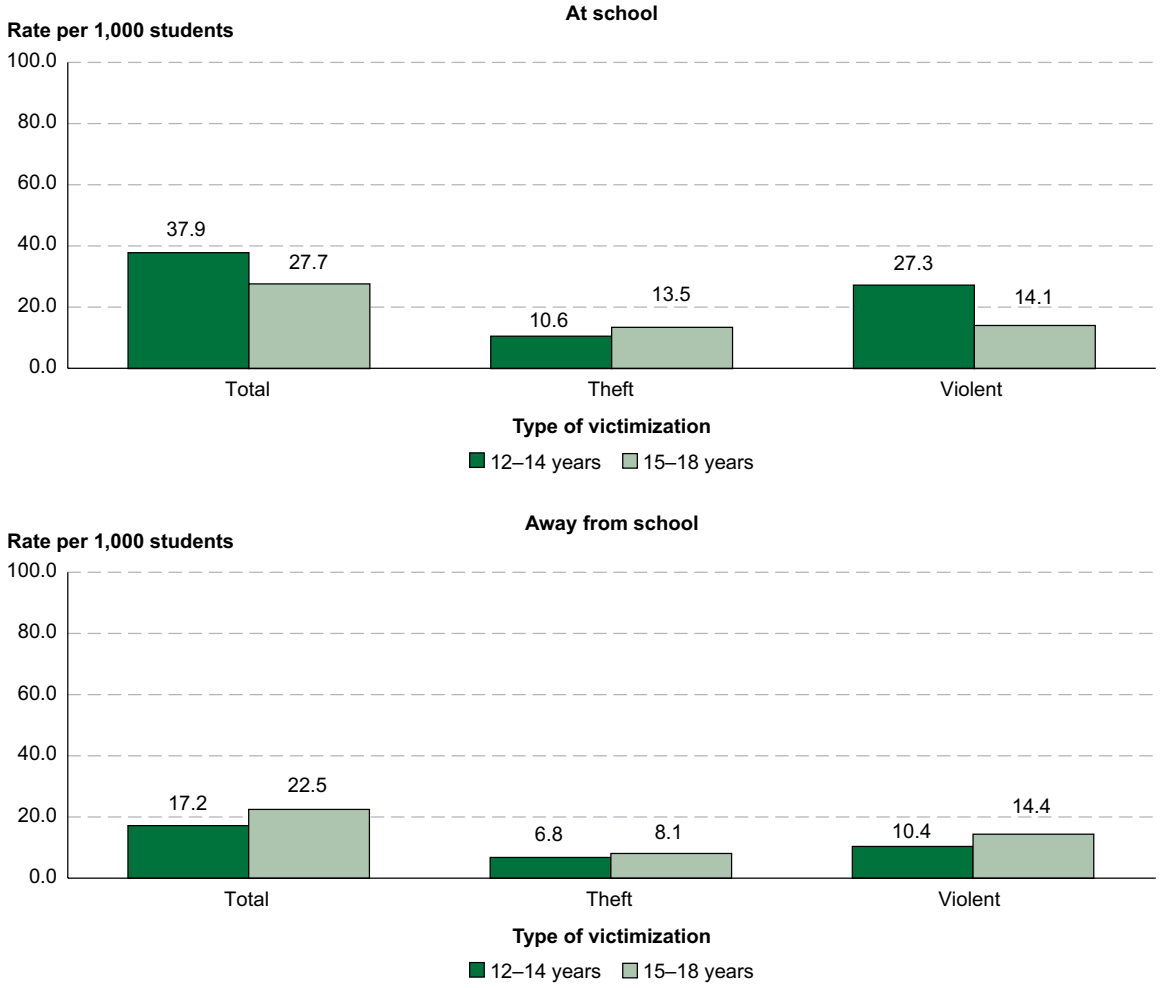
Based on the 2017 survey, the total victimization rate and theft rate at school did not differ measurably between students ages 12–14 and students ages 15–18. However, the rate of violent victimization at school was higher for students ages 12–14 (27 victimizations per 1,000 students) than for students ages 15–18 (14 victimizations per 1,000 students; figure 2.3 and table 2.2). 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.

At school, there were no statistically significant differences in the rates of total victimization, theft, or violent victimization of students ages 12–18 by race/ethnicity reported in 2017 (table 2.2). Away from school, however, the rate of total victimization was higher for White students (25 victimizations per 1,000 students) than for Black students (13 victimizations per 1,000 students).

Rates of total victimization reported in 2017 for students ages 12–18 differed by urbanicity, both at school and away from school (table 2.2). At school, the rate of total victimization was lower for students residing in suburban areas (25 victimizations per 1,000 students) and rural areas (29 victimizations per 1,000 students) than in urban areas (49 victimizations per 1,000 students). The theft rate at school was lower for students residing in suburban areas (10 victimizations per 1,000 students) than in urban areas (17 victimizations per 1,000 students). In addition, the violent victimization rate at school was lower for students residing in suburban areas (15 victimizations per 1,000 students) than in urban areas (32 victimizations per 1,000 students).

Away from school, the rate of total victimization was lower for students residing in suburban areas (15 victimizations per 1,000 students) than in rural areas (32 victimizations per 1,000 students), and the rate of theft was lower for students residing in suburban areas (5 thefts per 1,000 students) than in rural areas (15 thefts per 1,000 students). Among students living in urban areas, rates of total victimization away from school (23 victimizations per 1,000 students) and theft away from school (9 thefts per 1,000 students) did not differ significantly from students living in other areas. There were no statistically significant differences between the rates of violent victimization away from school by urbanicity.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2017



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 in 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 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. The population size for students ages 12–18 was 25,324,200 in 2017. 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), 2017.

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Indicator 3

Prevalence of Victimization at School

In 2017, about 2 percent of students ages 12–18 reported being victimized at school during the previous 6 months. One percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization. Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school decreased, as did the percentages of students who reported theft and violent victimization.

The School Crime Supplement (SCS)[28] 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 2017 about 2 percent of students ages 12–18 reported being victimized at school[29] during the previous 6 months (figure 3.1 and table 3.1). One percent of students reported theft,[30] 1 percent reported violent victimization,[31] and less than one-half of 1 percent reported serious violent victimization.[32]

Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased (from 6 to 2 percent), as did the percentages of students who reported theft (from 4 to 1 percent) and violent victimization (from 2 to 1 percent). The percentage of students who reported serious violent victimization fluctuated during this period, but the percentage was less than one-half of 1 percent lower in 2017 than in 2001.

The percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased between 2001 and 2017 for both male (from 6 to 3 percent) and female (from 5 to 2 percent) students, as well as for White (from 6 to 2 percent), Black (from 6 to 3 percent), and Hispanic (from 5 to 2 percent) students. In addition, the percentages of students who reported being victimized decreased between 2001 and 2017 for students in all grades 6 through 12.

[28] 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*.

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

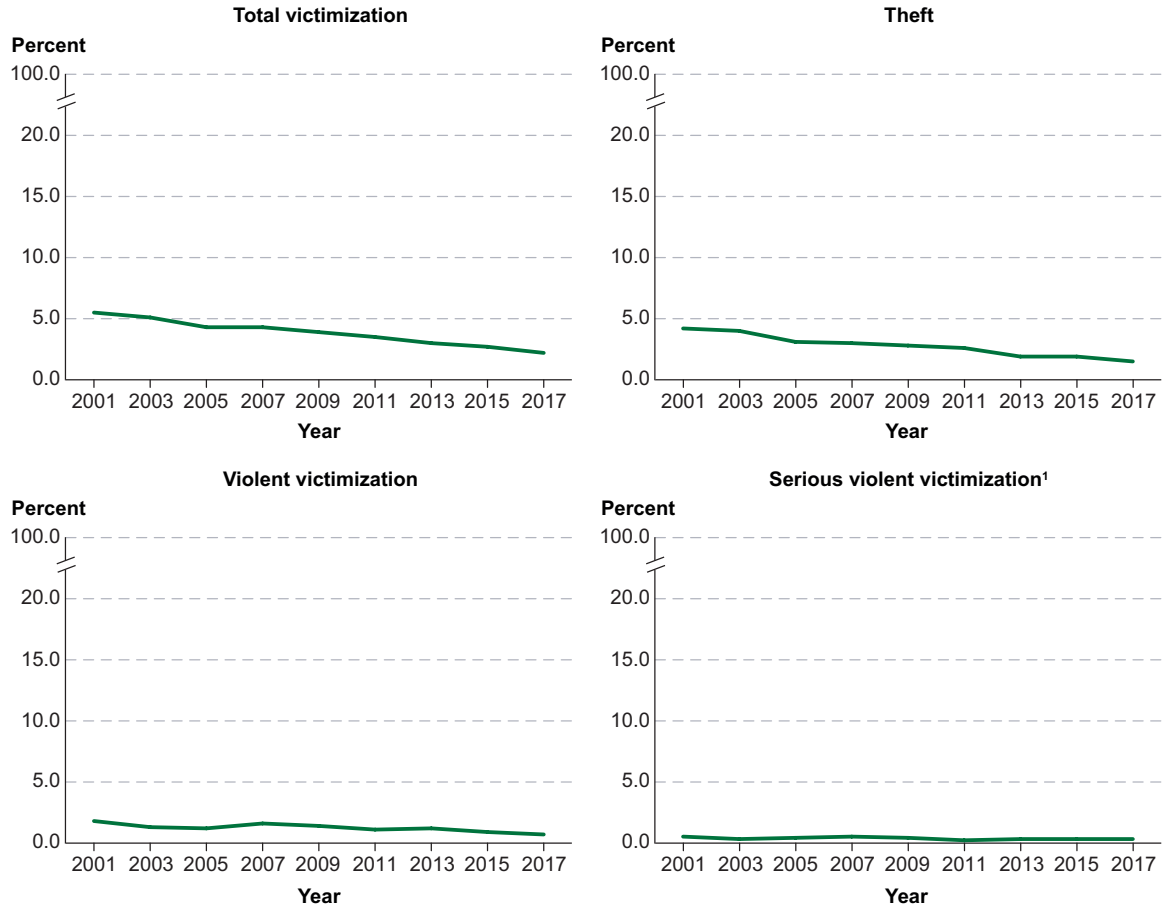
[30] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

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

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

This indicator has been updated to include 2017 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, 2001 through 2017

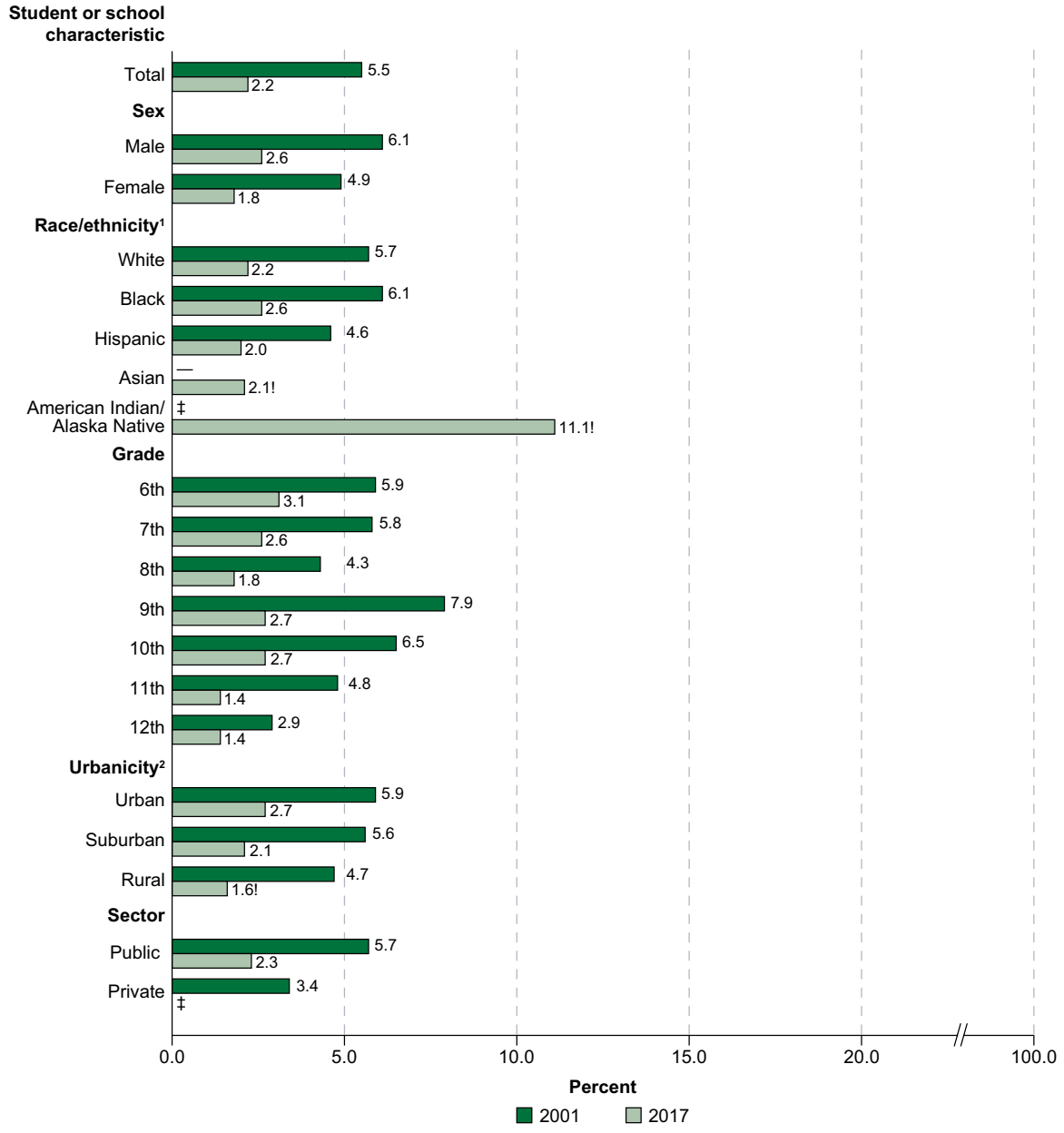


[1] Serious violent victimization is also included in violent victimization.
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle 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 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, 2001 through 2017.

A decrease between 2001 and 2017 in the percentage of students ages 12–18 who reported being victimized during the previous 6 months also occurred across urbanicity types and for public school students. The percentage of students who reported being victimized decreased between 2001 and 2017 for students from urban areas (from 6 to 3 percent), suburban areas (from 6 to 2 percent), and rural areas (from 5 to 2 percent). About 6 percent of public school students reported being victimized at school in 2001; the percentage decreased to 2 percent of public school students in 2017.

In 2017, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months was higher for 6th- and 10th-graders (3 percent each) than for 11th- and 12th-graders (1 percent each; figure 3.2 and table 3.1). In addition, the percentage of students who reported violent victimization was higher for 6th-graders (2 percent) than for 8th- and 10th-graders (1 percent each). Also, in 2017 a higher percentage of male students than of female students reported violent victimization (1 percent vs. one-half of 1 percent). There were no measurable differences by students' race/ethnicity or their household's urbanicity in reporting victimization overall or reporting specific types of victimization.

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: 2001 and 2017



— Not available.
! 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. Data for Pacific Islander students and students of Two or more races were not available in 2001 and did not meet reporting standards in 2017; therefore, data for these two groups 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 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, 2001 and 2017.

Indicator 4

Threats and Injuries With Weapons on School Property

The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017. In each survey year from 2001 to 2017, a lower percentage of female students than of male students reported being threatened or injured with a weapon on school property.

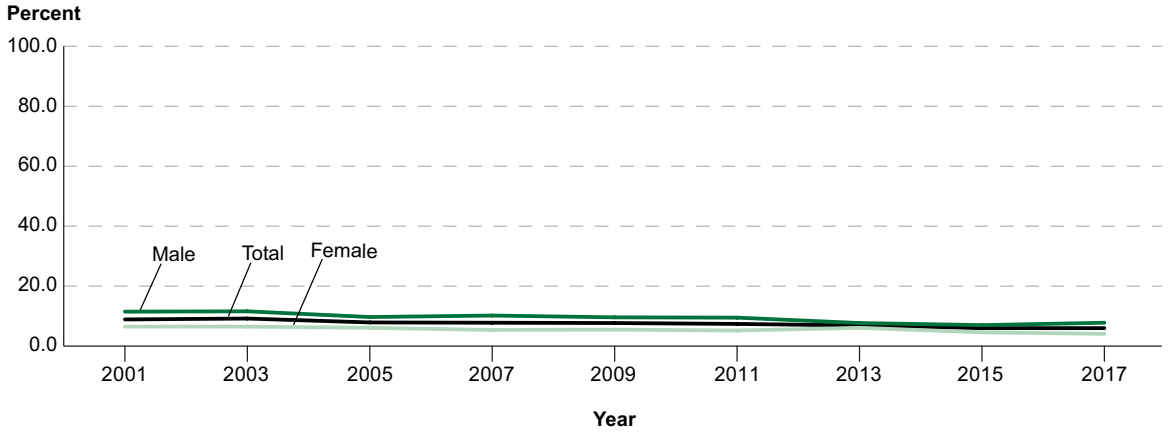
In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked whether they had been threatened or injured "with a weapon such as a gun, knife, or club on school property"[33] during the 12 months preceding the survey. In 2017, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property during the previous 12 months: 3 percent reported being threatened or injured with a weapon on school property once, 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 (tables 4.1 and 4.2).

The percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 9 percent in 2001 to 6 percent in 2017 (figure 4.1 and table 4.1). The percentage also decreased between 2001 and 2017 for both male students (from 12 to 8 percent) and female students (from 7 to 4 percent). In each survey year from 2001 to 2017, a lower percentage of female students than of male students reported being threatened or injured with a weapon on school property. For instance, in 2017, approximately 4 percent of female students reported being threatened or injured with a weapon on school property, compared with 8 percent of male students.

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

This indicator has been updated to include 2017 data. For more information: Tables 4.1, 4.2, and 4.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.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 one time during the previous 12 months, by sex: Selected years, 2001 through 2017



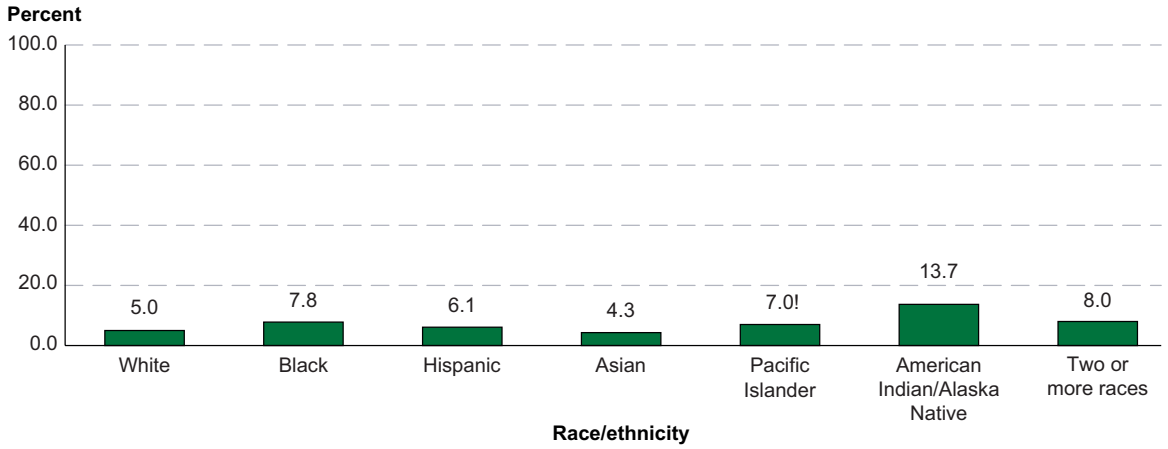
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months differed by race/ethnicity and grade level. Lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students (8 percent), students of Two or more races (8 percent), and American Indian/Alaska Native students (14 percent) reported being threatened or injured with a weapon on school property (figure 4.2 and table 4.1). The percentage of Hispanic students (6 percent) who reported being threatened or injured with a weapon on school property was lower than the percentages for Black students and American Indian/Alaska Native students. In 2017, lower percentages of 11th- and 12th-graders (5 percent each) than of 9th- and 10th-graders (7 percent each) reported being threatened or injured with a weapon on school property.

Since 2015, the YRBS has included a 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."[34] In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for students who were not sure about their sexual orientation (11 percent) and gay, lesbian, or bisexual students (9 percent) than for heterosexual students (5 percent; table 4.1).

[34] In this indicator, 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.

Figure 4.2. Percentage of 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 race/ethnicity: 2017



! 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), 2017.

In 2017, 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 33 states and the District of Columbia.[35] Among these jurisdictions, the percentages of students who reported being threatened or injured with a weapon on school property ranged from 5 percent in Oklahoma, Massachusetts, Vermont, California, and Pennsylvania to 13 percent in Louisiana (table 4.3).

[35] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

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Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student.

Students are not the only victims of intimidation and violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. In 2015–16, the National Teacher and Principal Survey (NTPS) asked public school teachers[36] whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. These questions were also asked in the Schools and Staffing Survey (SASS) administered between 1993–94 and 2011–12. The NTPS was designed to allow comparisons with SASS data. However, because the 2015–16 NTPS was administered only to public school teachers whereas the SASS was administered to both public and private school teachers, this indicator focuses on public school teachers only.

During the 2015–16 school year, 10 percent of public school teachers reported being threatened with injury by a student from their school (figure 5.1 and table 5.1). This percentage was lower than in 1993–94 (13 percent), but higher than in 2003–04 (7 percent) and 2007–08 (8 percent). There was no measurable difference between the percentages of public school teachers who reported being threatened with injury by a student in 2011–12 and 2015–16. The percentage of public school teachers reporting that they had been physically attacked by a student from their school in 2015–16 (6 percent) was higher than in all previous survey years (around 4 percent in each survey year) except in 2011–12, when the percentage was not measurably different from that in 2015–16.

During the 2015–16 school year, there was no measurable difference between the percentages of male and female public school teachers who reported being threatened with injury by a student (10 percent each; figure 5.2 and table 5.1). However, a higher percentage of female public school teachers than of male public school teachers reported being physically attacked by a student (6 percent vs. 4 percent).

There were some differences in the percentages of public school teachers who reported being threatened by a student or being physically attacked by the race/ethnicity of the teacher. In the 2015–16 school year, a higher percentage of Black public school teachers (12 percent) than of White (10 percent) and Hispanic (8 percent) public school teachers reported being threatened by a student. A higher percentage of public school teachers of other racial/ethnic groups[37] (7 percent) than of Hispanic public school teachers (5 percent) reported being physically attacked by a student.

The percentages of public school teachers who reported being threatened with injury or being physically attacked by a student also varied by the instructional level of the teacher. During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student (figure 5.3 and table 5.1).

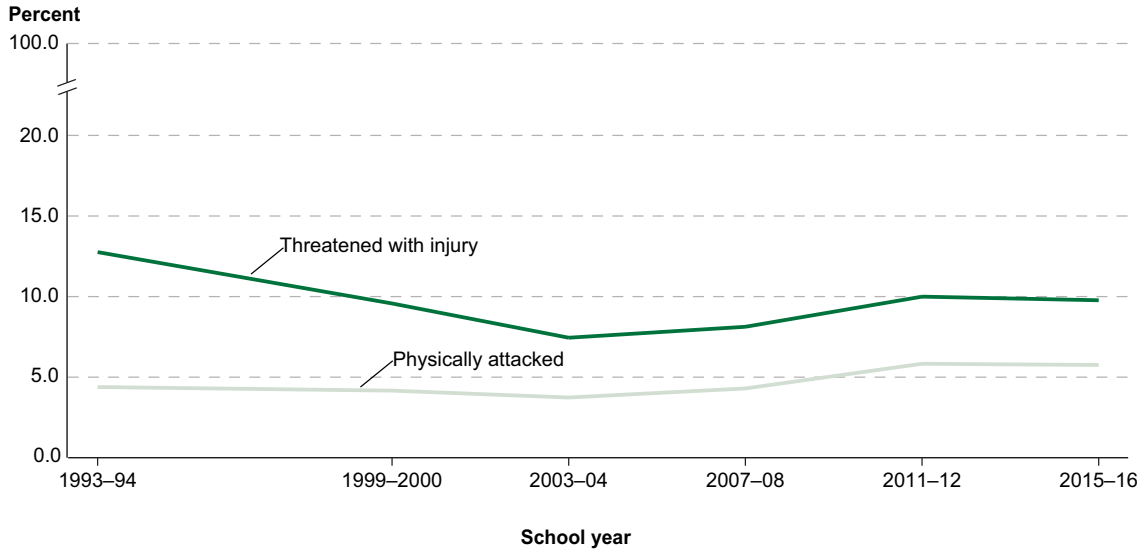
The 2011–12 school year was the most recent survey year for which state-level data on public school teachers' reports of being threatened with injury or physically attacked by a student were available. During the 2011–12 school year, the percentage of public school teachers who reported being threatened with injury by a student ranged from 5 percent in Oregon to 18 percent in Louisiana (table 5.2). The percentage who reported being physically attacked by a student ranged from 3 percent in Mississippi, Alabama, Tennessee, North Dakota, and Oregon to 11 percent in Wisconsin.

[36] Includes teachers in both traditional public schools and public charter schools.

[37] Includes teachers who were American Indian/Alaska Native, Asian, Pacific Islander, and of Two or more races.

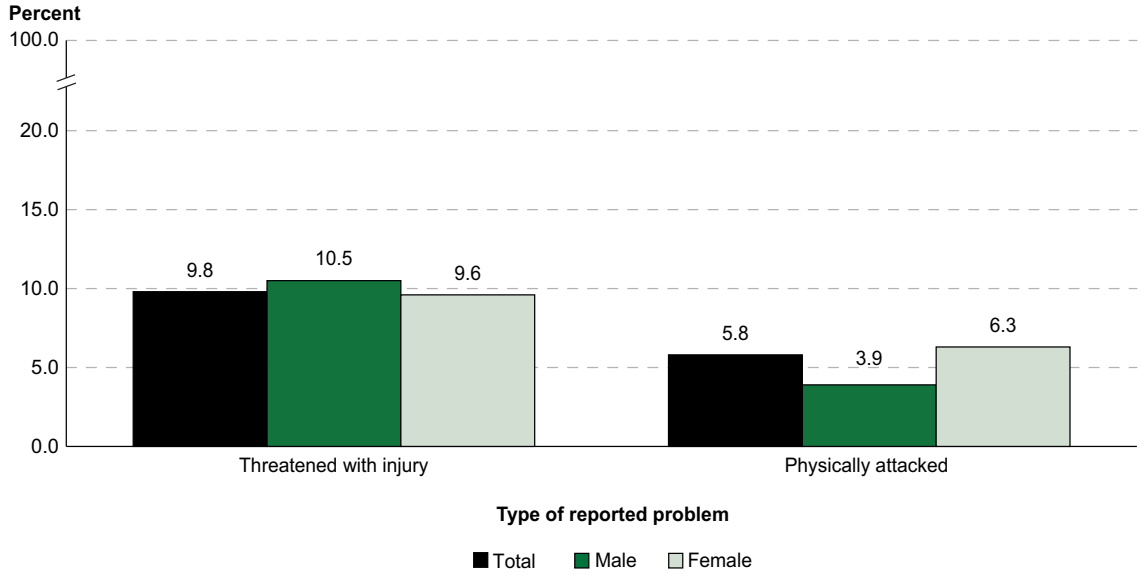
This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 5.1 and 5.2, appendix B for definitions of instructional levels, and Taie and Goldring (2017), (https://nces.ed.gov/pubs2017/2017072rev.pdf).

Figure 5.1. Percentage of public 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 2015–16



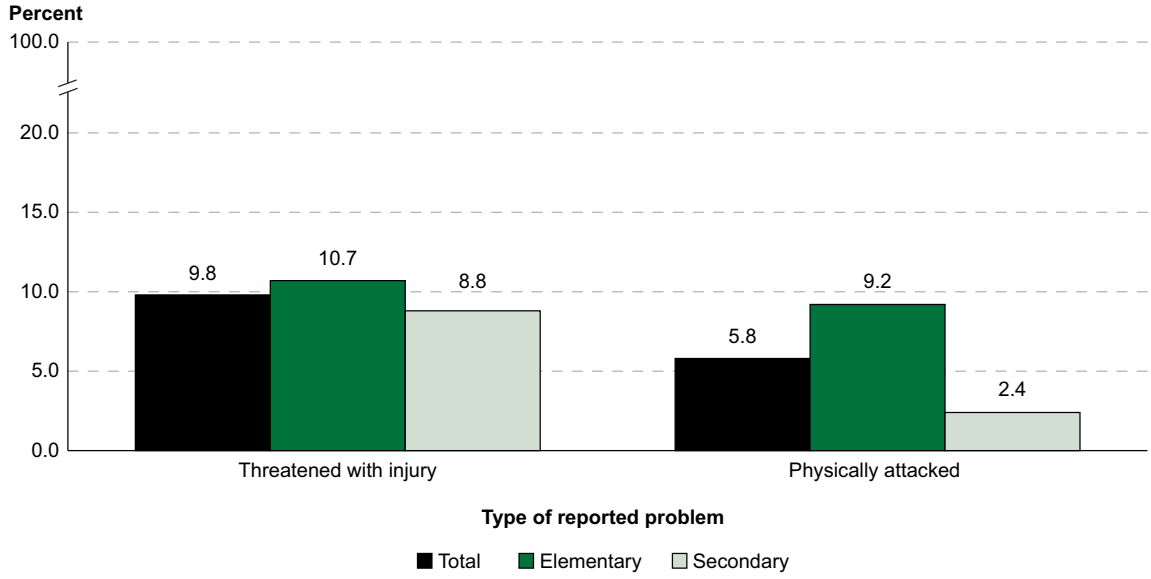
NOTE: Includes teachers in both traditional public schools and public charter schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

Figure 5.2. Percentage of public 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 2015–16



NOTE: Includes teachers in both traditional public schools and public charter schools.
SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

Figure 5.3. Percentage of public 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 2015–16



NOTE: Includes teachers in both traditional public schools and public charter schools. 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). See appendix B for a more detailed definition.
SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

School Environment

Indicator 6

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

In 2015–16, about 69 percent of public schools recorded one or more violent incidents, 15 percent recorded one or more serious violent incidents, and 39 percent recorded one or more thefts.

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals to provide the number of violent incidents,[38] serious violent incidents,[39] thefts of items valued at $10 or greater without personal confrontation, and other incidents[40] that occurred at their school.[41] Public school principals were also asked to provide the number of incidents they reported to police or other law enforcement. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of incidents recorded, and the rate of incidents per 1,000 students. These data are also presented for crimes that were reported to the police.

During the 2015–16 school year, 79 percent of public schools recorded that one or more incidents of violence, theft, or other crimes had taken place, amounting to 1.4 million crimes (figure 6.1 and table 6.1). This translates to a rate of 28 crimes per 1,000 students enrolled in 2015–16. During the same school year, 47 percent of schools reported one or more of the specified crimes to the police, amounting to 449,000 crimes, or 9 crimes per 1,000 students enrolled.

[38] "Violent incidents" include serious violent incidents (see footnote 39) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[39] "Serious violent incidents" include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[40] "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.
[41] "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.

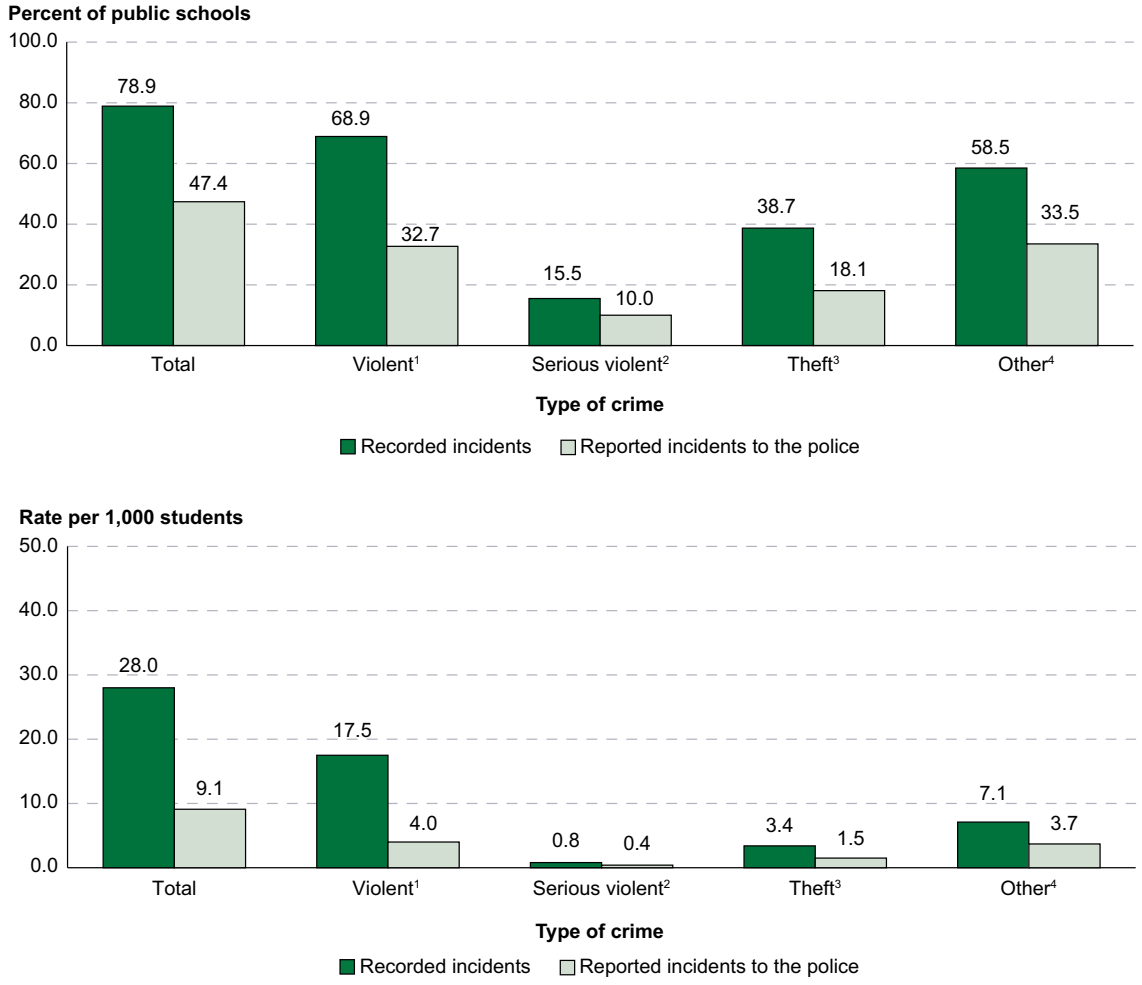
Not all recorded incidents were reported to the police. In 2015–16, across all types of crime, the percentage of public schools that reported one or more incidents to the police was lower than the percentage of recorded incidents: violent incidents of crime (33 vs. 69 percent), serious violent incidents (10 vs. 15 percent), thefts (18 vs. 39 percent), and other incidents (34 vs. 59 percent). In terms of rates, this translates to 4 violent crimes reported to the police per 1,000 students compared with 18 violent crimes per 1,000 students recorded by schools, less than 1 serious violent incident reported compared with 1 serious violent incident recorded per 1,000 students, 1 theft reported compared with 3 thefts recorded per 1,000 students, and 4 other incidents reported compared with 7 other incidents recorded per 1,000 students.

The percentage of public schools recording one or more incidents of violence, theft, or other crimes was lower in 2015–16 (79 percent) than in every prior survey year (ranging from 85 to 89 percent between 1999–2000 and 2009–10). Similarly, the percentage of public schools that reported one or more incidents of violence, theft, or other crimes to the police was lower in 2015–16 (47 percent) than in every prior survey year (ranging from 60 to 65 percent between 1999–2000 and 2009–10).

For many types of crime, the percentages of public schools recording incidents of crime or reporting incidents of crime to the police were lower in 2015–16 than in 2009–10. For instance, 65 percent of public schools recorded incidents of physical attack or fight without a weapon in 2015–16 compared to 71 percent in 2009–10, and 25 percent reported such incidents to the police in 2015–16 compared with 34 percent in 2009–10.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 6.1, 6.2, 6.3, 6.4, 6.5, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

Figure 6.1. Percentage of public schools recording incidents of crime at school and reporting these incidents to the police, and the rate of crimes per 1,000 students, by type of crime: School year 2015–16



[1] "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 assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

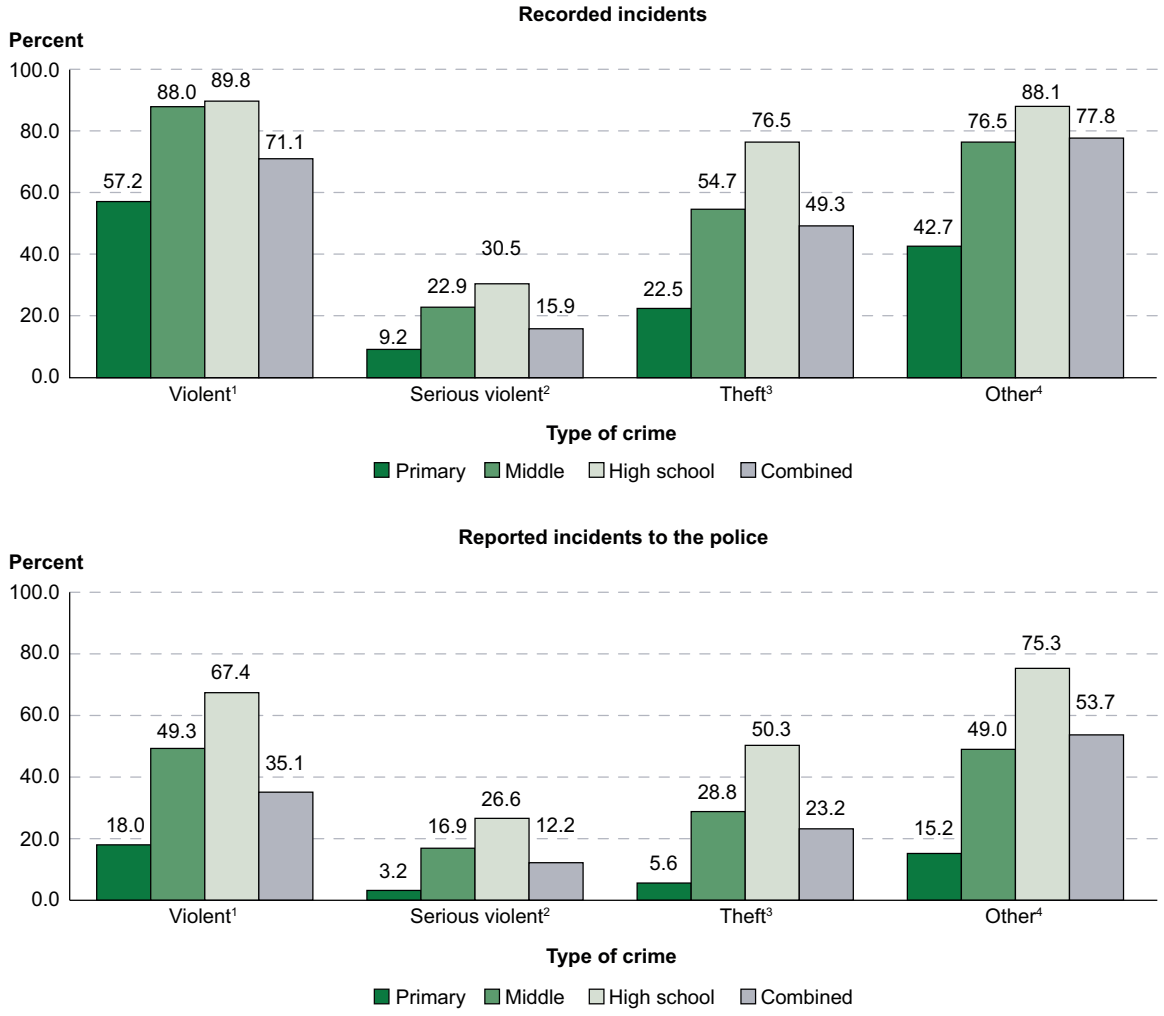
[3] Theft or larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended 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.

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.

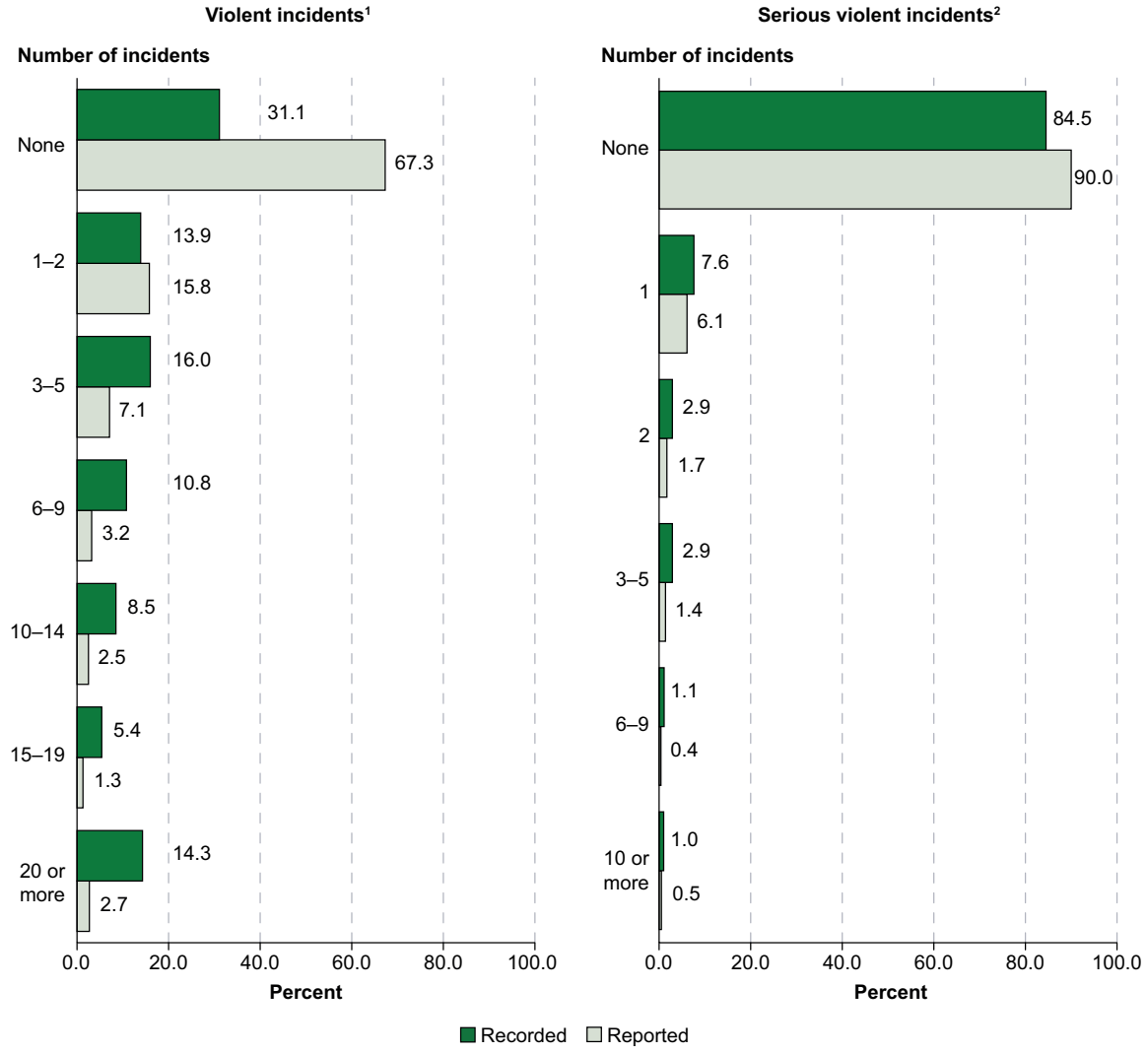
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Figure 6.2. Percentage of public schools recording incidents of crime at school and reporting these incidents to the police, by school level: School year 2015–16



[1] "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 assault 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 or 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.
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. 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Figure 6.3. Percentage of public schools recording and reporting to the police violent and serious violent incidents of crime, by number of incidents: School year 2015–16



[1] "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 assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

In 2015–16, the percentage of public schools that recorded incidents of violent crime, serious violent crime, theft, and other incidents varied by school characteristics. For example, 57 percent of primary schools recorded violent incidents compared with 88 percent of middle schools and 90 percent of high schools (figure 6.2 and table 6.2). Similarly, a lower percentage of primary schools recorded serious violent incidents (9 percent) than middle and high schools (23 and 30 percent, respectively), a lower percentage of primary schools recorded incidents of theft (23 percent) than middle and high schools (55 and 76 percent, respectively), and a lower percentage of primary schools recorded other incidents (43 percent) than middle and high schools (77 and 88 percent, respectively).

A similar pattern was observed for public schools that reported such incidents of violent crime, serious violent crime, theft, and other incidents to the police. The percentages of primary schools that reported incidents of these types of crime to the police were lower than the percentages of middle schools and high schools (figure 6.2 and table 6.3).

Data on the number of crimes recorded and reported by public schools in 2015–16 were categorized by frequency range as well. For example, 31 percent of schools did not record a violent crime, whereas 14 percent of schools recorded 20 or more violent crimes (figure 6.3 and table 6.4). Sixty-seven percent of schools did not report a violent crime to the police, while 3 percent of schools reported 20 or more violent crimes to the police. With regard to serious violent crimes, 85 percent of schools did not record a serious violent crime, while 1 percent of schools recorded 10 or more such crimes (figure 6.3 and table 6.5). Ninety percent of schools did not report a serious violent crime to the police; in contrast, less than 1 percent of schools reported 10 or more serious violent crimes to the police.

The number of crimes recorded and reported by schools by frequency range also varied by school characteristics. For instance, a larger percentage of city schools recorded 20 or more violent incidents in 2015–16 (21 percent) than suburban schools and rural schools (14 and 7 percent, respectively; table 6.4). With regard to violent incidents reported to the police, larger percentages of town (4 percent), city (4 percent), and suburban schools (2 percent) reported 20 or more such crimes to the police than rural schools (1 percent). The percentage of schools recording 20 or more violent incidents in 2015–16 was also higher for schools where 76 percent or more of the students were eligible for free or reduced-price lunch (23 percent) than for schools where a smaller percentage of the students were eligible for free or reduced-price lunch (ranging from 6 to 14 percent). However, the percentage of schools reporting 20 or more such incidents to the police did not differ measurably by percentage of students eligible for free or reduced-price lunch.[42]

[42] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"

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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 12 percent in 2015–16.

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals how often certain disciplinary problems happened in their schools[43] during the school year. 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.[44] Using data from both surveys, this indicator examines whether the following discipline problems were reported by public schools to have occurred 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. SSOCS also looked at the occurrence of gang activities during the school year; however, this item was not collected in the FRSS survey.

In 2015–16, about 12 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 student verbal abuse of teachers, 10 percent reported acts of student disrespect for teachers other than verbal abuse, 2 percent each reported widespread disorder in the classroom and student racial/ethnic tensions, and 1 percent each reported sexual harassment of other students and harassment of other students based on sexual orientation or gender identity. About 10 percent of public schools reported that gang activities had happened at all during the 2015–16 school year.

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16 (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 2015–16. 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 2015–16. Similarly, there was no measurable difference in the percentage of schools that reported widespread disorder in the classroom in 1999–2000 and 2015–16.

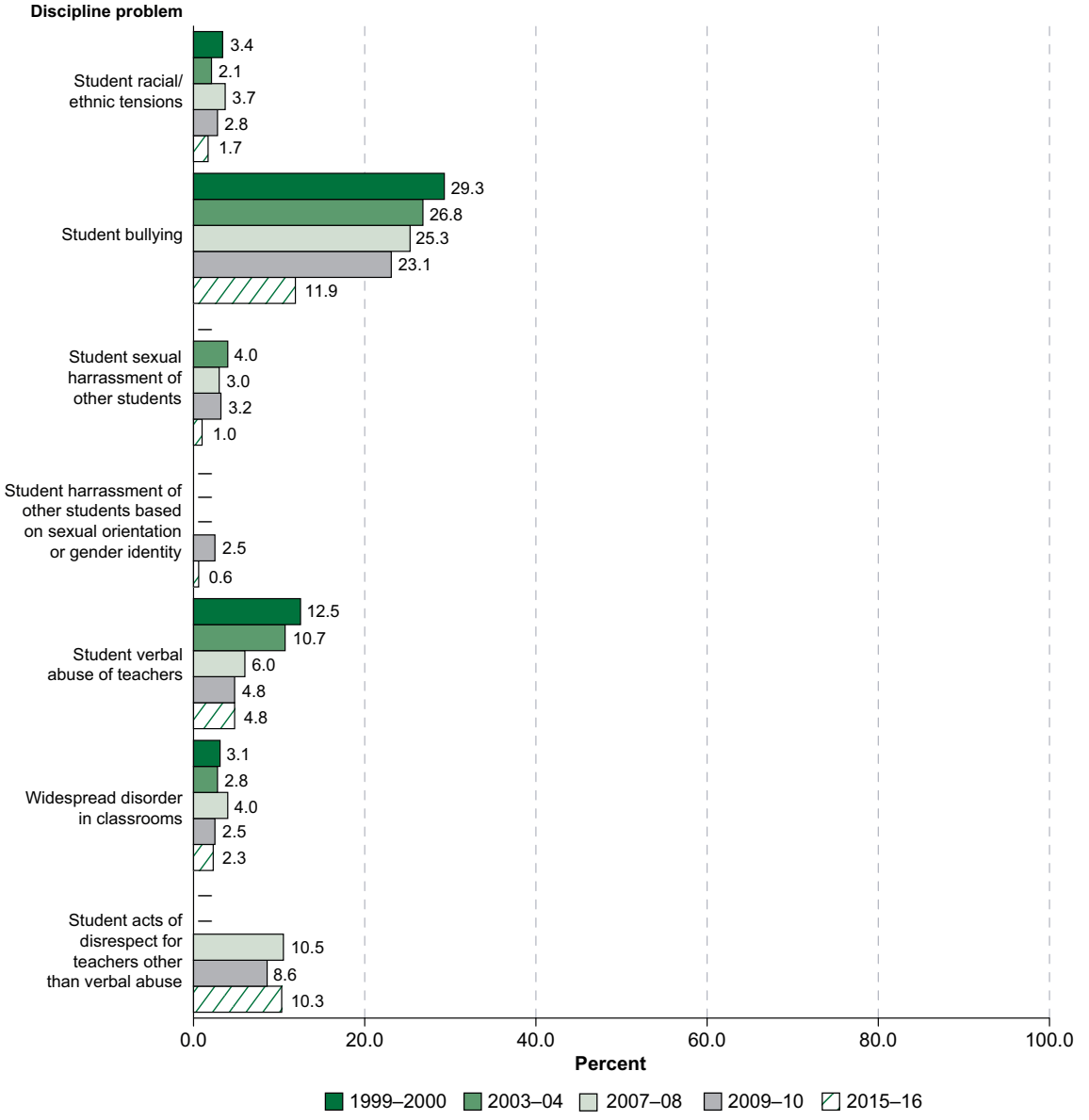
In 2015–16, the percentage of public schools that reported the occurrence of student racial/ethnic tensions at least once a week was lower than in most prior survey years. For example, 2 percent of schools in 2015–16 reported student racial/ethnic tensions, compared to 3 percent of schools in 1999–2000. The percentage of public schools that reported the occurrence of student sexual harassment of other students at least once a week decreased from 4 percent in 2003–04 (the first year of data collection for this item) to 1 percent in 2015–16. The percentage of public schools reporting student harassment of other students based on sexual orientation or gender identity at least once a week was lower in 2015–16 (1 percent) than in 2009–10 (3 percent; the first year of data collection for this item); however, it was not measurably different from the percentage in 2013–14. The percentage of public schools that reported gang activities at their schools at all during the school year was lower in 2015–16 (10 percent) than in every prior survey year for which data are available.

[43] "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.

[44] The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (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 difference in survey administration may have impacted 2013–14 results.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 7.1 and 7.2, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school at least once a week: Selected school years, 1999–2000 through 2015–16



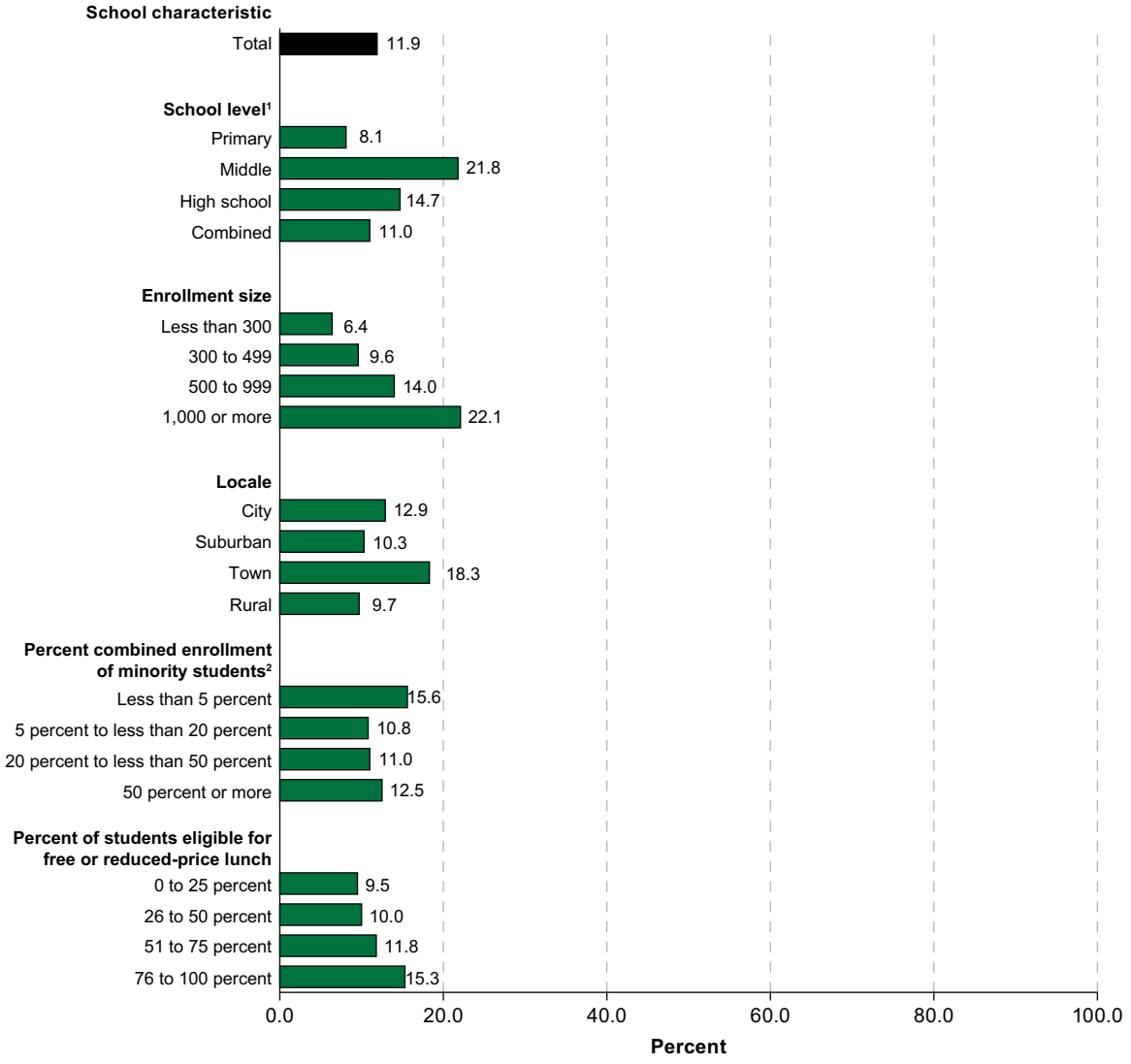
— Not available.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2008, 2010, and 2016.

Student bullying was the most commonly reported discipline problem among public schools across survey years. During the 2015–16 school year, the percentage of public schools reporting student bullying varied by school characteristics. For instance, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (22 percent) than for high schools (15 percent), combined schools (11 percent), and primary schools (8 percent). The percentage for high schools was also higher than the percentage for primary schools (figure 7.2 and table 7.1).

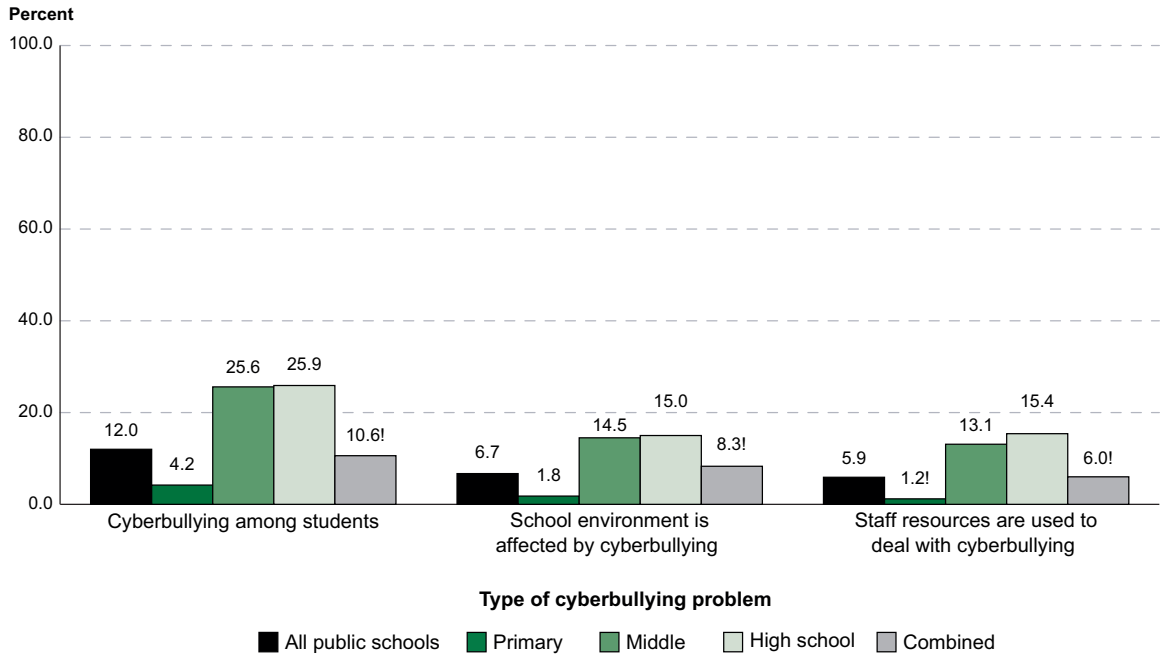
Figure 7.2. Percentage of public schools reporting student bullying occurred at school at least once a week, by selected school characteristics: School year 2015–16



[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] Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.
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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

A higher percentage of schools with 1,000 or more students enrolled reported student bullying (22 percent) than schools of smaller enrollment sizes. A higher percentage of schools located in towns reported student bullying (18 percent) compared to schools located in suburbs and rural areas (10 percent each). A higher percentage of schools where 76 percent or more of the students were eligible for free or reduced- price lunch reported student bullying (15 percent) than schools where 25 percent

Figure 7.3. Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school at least once a week, by school level: School year 2015–16



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: "Cyberbullying" 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 cyberbullying "problems that can occur anywhere (both at your school and away from 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

or less of the students or 26 to 50 percent of the students were eligible for free or reduced-price lunch (10 percent each).[45]

In the 2015–16 SSOCS survey administration, schools were also asked to report selected types of cyberbullying[46] problems at school or away from school that occurred at least once a week. About 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school in 2015–16. Seven percent of public schools also reported that the school environment was affected by cyberbullying at least once a week, and 6 percent of schools reported that staff resources were used to deal with cyberbullying at least once a week (figure 7.3 and table 7.2).

Public schools' reports on the occurrence of cyberbullying at school and away from school at least once a week varied by school characteristics in 2015–16. Higher percentages of middle schools and high schools reported cyberbullying among students (26 percent each) than combined schools (11 percent) and primary schools (4 percent). The percentage of public schools that reported cyberbullying among students was generally higher for schools with larger enrollment sizes. For instance, 27 percent of schools with an enrollment size of 1,000 or more students reported cyberbullying among students, compared to 13 percent of schools with 500 to 999 students enrolled and 9 percent of schools with 300 to 499 students enrolled.

[45] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"
[46] "Cyberbullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices."

Indicator 8

Students' Reports of Gangs at School

Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school during the school year decreased overall (from 20 to 9 percent), as well as for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent).

In order to assess gang activity in and around schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school[47] during the school year. All gangs, whether or not they were involved in violent or illegal activity, were included. Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 9 percent. The percentage who reported that gangs were present at their school was also lower in 2017 than in 2015 (11 percent; figure 8.1 and table 8.1).

In 2017, a higher percentage of students ages 12–18 from urban areas (11 percent) than of students from suburban (8 percent) and rural areas (7 percent) reported a gang presence at their school during the school year. The percentage of students who reported a gang presence at their school decreased between 2001 and 2017 for students from urban areas (from 29 to 11 percent), suburban areas (from 18 to 8 percent), and rural areas (from 13 to 7 percent). The percentage who reported that gangs were present at their school was also lower in 2017 than in 2015 for students from urban areas (11 vs. 15 percent) and from suburban areas (8 vs. 10 percent).

A higher percentage of students ages 12–18 attending public schools (9 percent) than of those attending private schools (2 percent) reported that gangs were present at their school during the school year in 2017 (table 8.2). The percentage of public school students who reported a gang presence was lower in 2017 than in 2015 (11 percent). However, the percentage of private school students reporting a gang presence at their school in 2017 was not measurably different from the percentage in 2015.

In 2017, a higher percentage of Black students ages 12–18 than of students of any other racial/ethnic group for which data were available[48] reported the presence of gangs at their school during the school year. Specifically, 17 percent of Black students reported a gang presence, compared with 12 percent of Hispanic students, 10 percent of students of Two or more races, 5 percent of White students, and 2 percent of Asian students. In addition, a higher percentage of Hispanic students than of White students and Asian students reported the presence of gangs at their school, and higher percentages of students of Two or more races and White students than of Asian students also reported so. The percentage of White students who reported a gang presence was lower in 2017 than in 2015 (5 vs. 7 percent), while the percentages reported in 2017 by students of other racial/ethnic groups were not measurably different from the percentages reported in 2015.

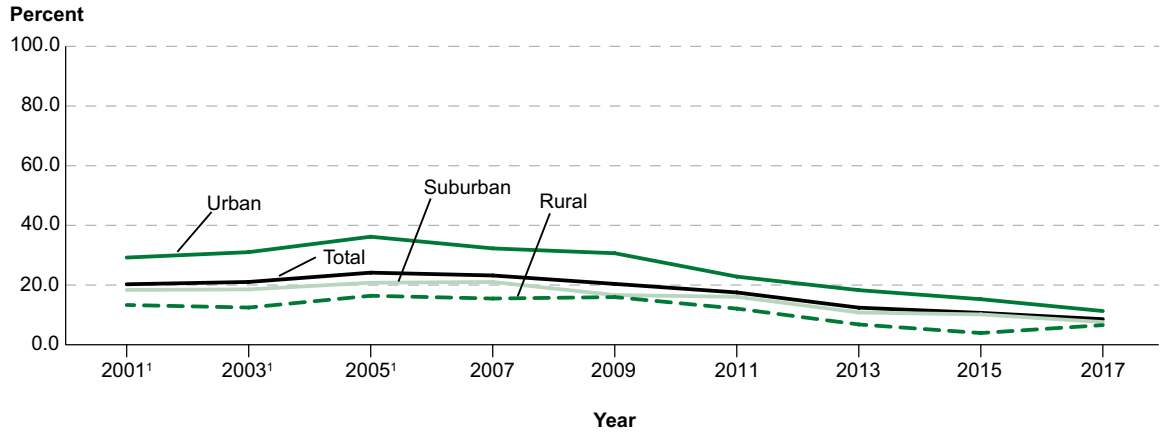
The percentages of students in 9th through 12th grade who reported a gang presence at their school during the school year were higher than the percentages for students in 6th through 8th grade in 2017. About 11 percent each of 9th- and 10th-graders and 10 percent each of 11th- and 12th-graders reported the presence of gangs, compared with 7 percent of 8th-graders and 5 percent each of 6th- and 7th-graders (figure 8.2 and table 8.2). The percentage of students who reported a gang presence at their school was higher in 2001 than in 2017 across all grades from 6th to 12th grade. However, there were no measurable differences between 2015 and 2017 in the percentages of students in any of these grades who reported a gang presence.

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

[48] Data for Pacific Islander students and American Indian/Alaska Native students did not meet reporting standards.

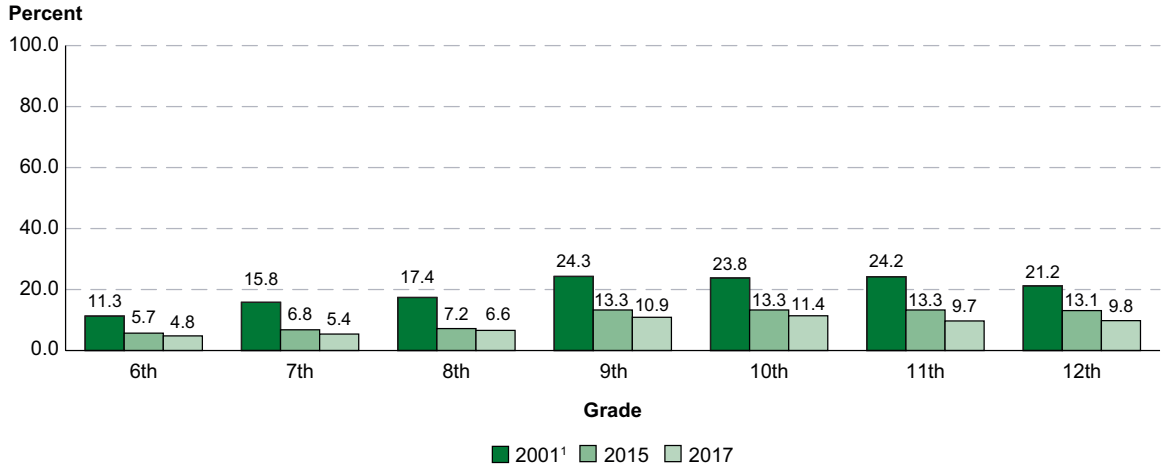
This indicator has been updated to include 2017 data. For more information: Tables 8.1 and 8.2, and https://nces.ed.gov/programs/crime/.

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 2017



[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: "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 2017.

Figure 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade: 2001, 2015, and 2017



[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: 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, 2015, and 2017.

Indicator 9

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

In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001. About 23 percent of students reported seeing hate-related graffiti at school during the school year in 2017, representing a decrease from 36 percent in 2001.

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being called hate-related[49] words and seeing hate-related graffiti at school.[50] 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.

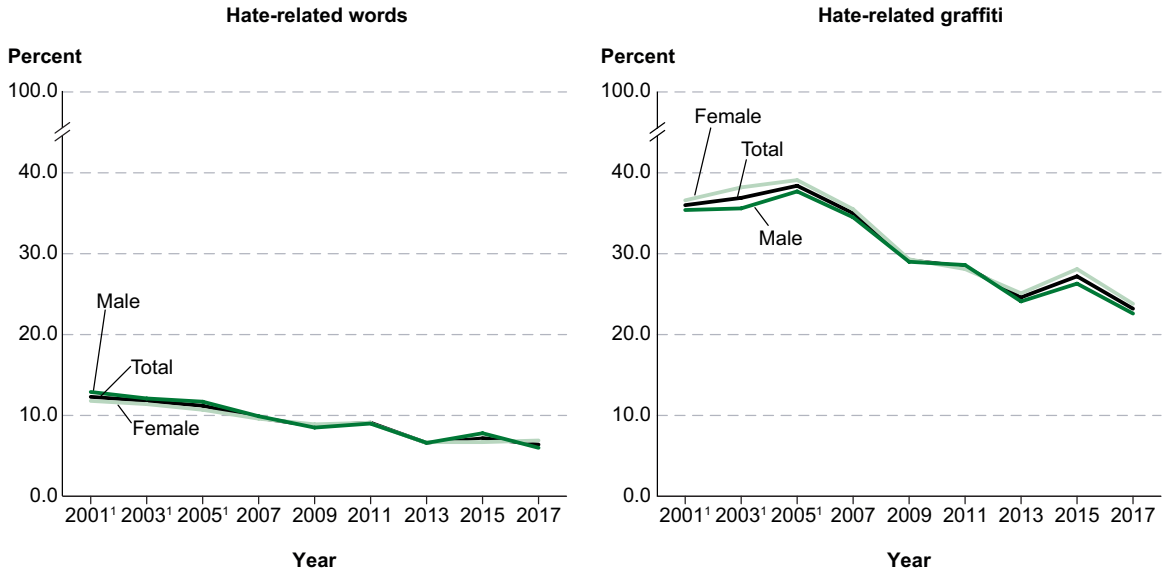
In 2017, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year, representing a decrease from 12 percent in 2001 (figure 9.1 and table 9.1). The percentage of students who reported being called hate-related words at school in 2017 was not measurably different from the percentage in 2015. In 2017, about 23 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 2001. In addition, the percentage of students who reported seeing hate-related graffiti at school in 2017 was lower than the percentage in 2015 (27 percent).

The percentages of male students who reported being called a hate-related word and seeing hate-related graffiti at school during the school year did not measurably differ from the percentages for female students in any survey year from 2001 to 2017. During this period, the percentage of male students who reported being called a hate-related word decreased from 13 to 6 percent, and the percentage of female students decreased from 12 to 7 percent. Similarly, the percentage of male students who reported seeing hate-related graffiti at school decreased from 35 to 23 percent between 2001 and 2017, and the percentage of female students decreased from 37 to 24 percent during the same period. The percentage of male students who reported being called a hate-related word was lower in 2017 than in 2015, and the percentages of male students and female students who reported seeing hate-related graffiti were lower in 2017 than in 2015.

[49] "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.
[50] "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 2017 data. For more information: Tables 9.1 and 9.2, and https://nces.ed.gov/programs/crime/.

Figure 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by sex: Selected years, 2001 through 2017



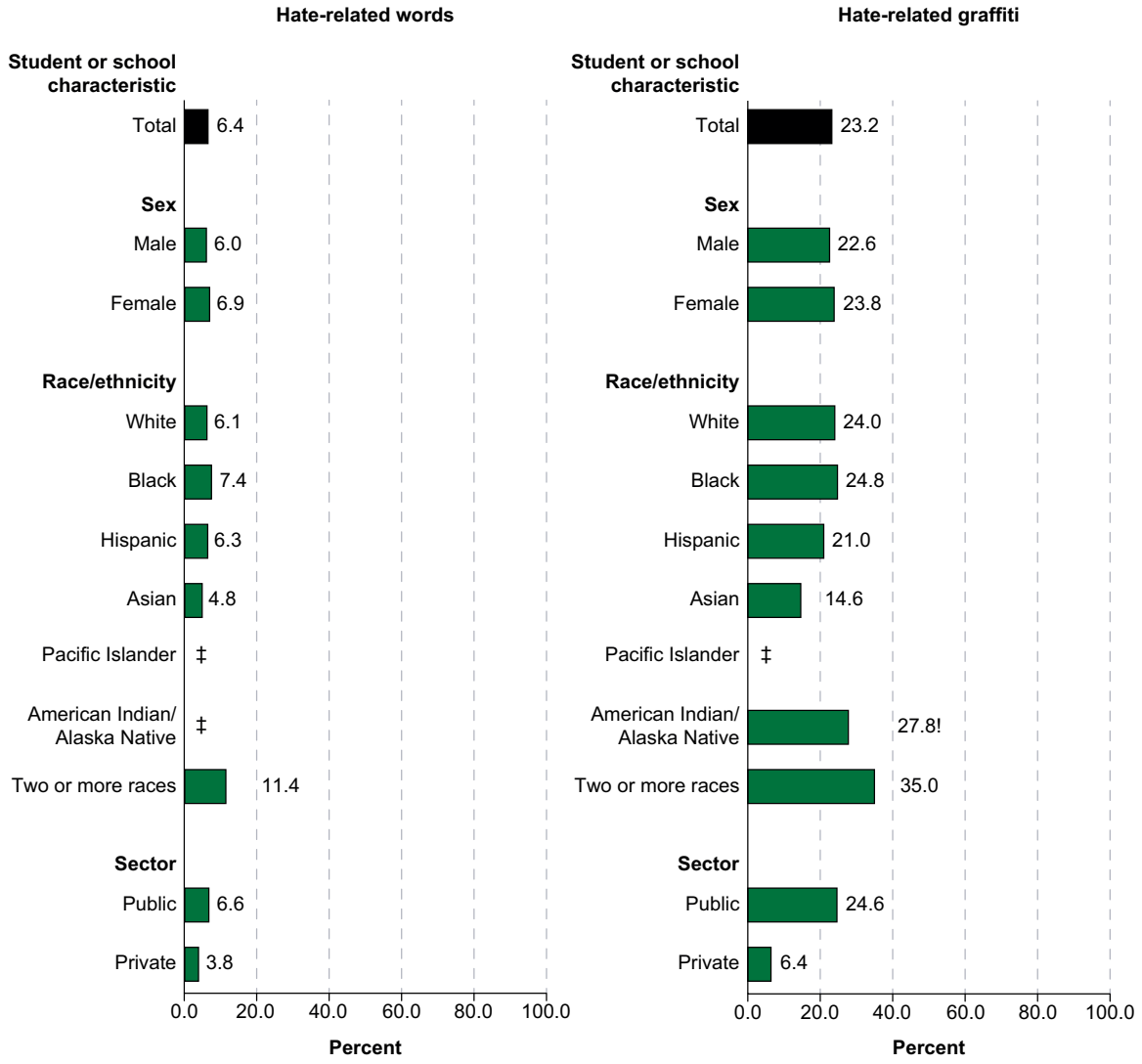
[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "At school" includes in the school building, on school property, on a school bus, and 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, 2001 through 2017.

In 2017, lower percentages of Asian students (5 percent) and White students (6 percent) than of students of Two or more races (11 percent) reported being called a hate-related word at school during the school year (figure 9.2 and table 9.1). Also in 2017, a lower percentage of Asian students (15 percent) than of students who were Hispanic (21 percent), White (24 percent), Black (25 percent), and of Two or more races (35 percent) reported seeing hate-related graffiti at school during the school year. In addition, lower percentages of Hispanic, White, and Black students than of students of Two or more races reported seeing hate-related graffiti. The percentages of White, Black, and Hispanic students who reported being called a hate-related word and seeing hate-related graffiti all decreased between 2001 and 2017.

Some measurable differences were observed across grade levels in students' reports of being called a hate-related word and seeing hate-related graffiti at school during the school year. In 2017, lower percentages of 11th- and 12th-graders (5 percent each) than of 7th- and 9th-graders (7 and 8 percent, respectively) reported being called a hate-related word at school, and lower percentages of 6th and 7th-graders (21 percent each) than of 10th-graders (27 percent) reported seeing hate-related graffiti at school.

In 2017, a lower percentage of private school students reported being called a hate-related word at school during the school year than did public school students (4 vs. 7 percent). Similarly, in 2017, a lower percentage of private school students reported seeing hate-related graffiti at school than did public school students (6 vs. 25 percent). The pattern of a lower percentage of private school students than of public school students reporting seeing hate-related graffiti at school was also observed in each data collection year between 2001 and 2015.

Figure 9.2. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2017

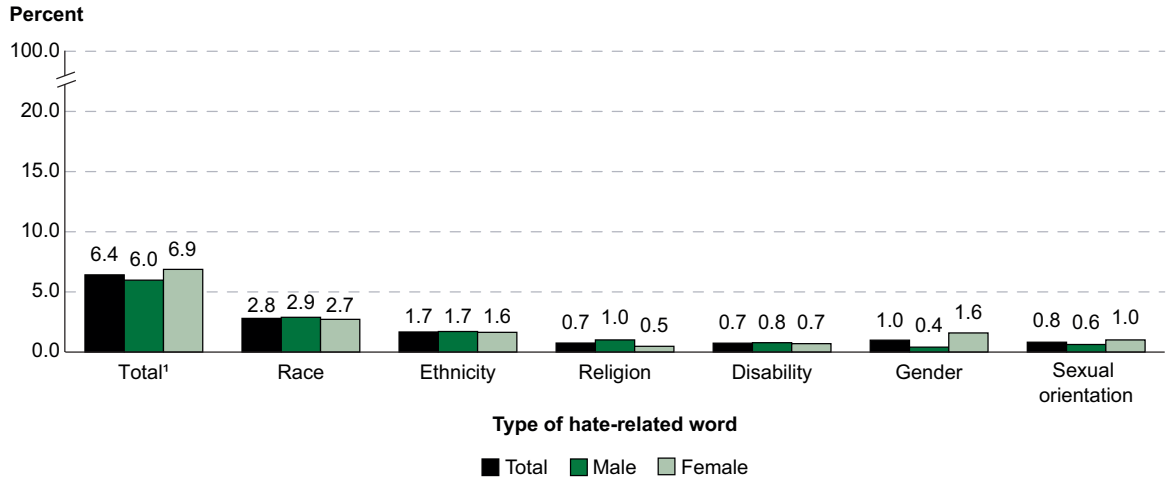


! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
NOTE: "At school" includes in the school 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. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Students who reported being called hate-related words at school during the school year were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2017, a lower percentage of male students than of female students reported being called a hate-related word referring to their gender (less than 1 percent vs. 2 percent; figure 9.3 and table 9.2). However, a lower percentage of female students than of male students reported being called a hate-related word referring to their religion (less than 1 percent vs. 1 percent).

Race was the most frequently reported characteristic referred to by hate-related words. In 2017, a lower percentage of White students than of students of any other race/ethnicity for which data were available reported being called a hate-related word referring to their race. Specifically, 2 percent of White students reported being called a hate-related word referring to their race, compared with 3 percent of Hispanic students, 4 percent of Asian students, 5 percent of Black students, and 8 percent of students of Two or more races.

Figure 9.3. Percentage of students ages 12–18 who reported being called hate-related words at school during the school year, by type of hate-related word and sex: 2017



[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 called 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, 2017.

Indicator 10

Bullying at School and Electronic Bullying

Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 29 to 20 percent. In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months.

The School Crime Supplement (SCS) to the National Crime Victimization Survey collected data on bullying[51] by asking students ages 12–18 if they had been bullied at school[52] 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. The Youth Risk Behavior Survey (YRBS) also collected data on students in grades 9–12 who reported being bullied on school property[53] or electronically bullied[54] during the previous 12 months. This indicator first discusses bullying at school using the SCS data. It then uses the YRBS data to discuss electronic bullying by student characteristics and electronic bullying and bullying on school property by state. Readers should take note of the differing data sources and terminology.

Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 29 to 20 percent (figure 10.1 and table 10.1).[55] However, there was no measurable difference between the percentages in 2015 and 2017. A declining trend between 2005 and 2017 in the percentage of students who reported being bullied at school was observed for most of the student and school characteristics examined: the percentage decreased for male students (from 27 to 17 percent) and female students (from 30 to 24 percent); White students (from 30 to 23 percent), Black students (from 29 to 23 percent), Hispanic students (from 22 to 16 percent), Asian students (from 21 to 7 percent), and students of Two or more races (from 35 to 23 percent); students in each grade from 6 through 12 (with decreases ranging from 6 to 11 percentage points); students in urban areas (from 26 to 18 percent) and suburban areas (from 29 to 20 percent); and public school students (from 29 to 21 percent). In addition, the percentage of private school students who reported being bullied at school was lower in 2017 than in 2005 (16 vs. 23 percent). Although the percentage of students in rural areas who reported being bullied at school in 2017 was not measurably different from the percentage in 2005, it was higher than the percentage in 2015 (27 vs. 18 percent).

[51] "Bullying" includes students who reported 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. In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

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

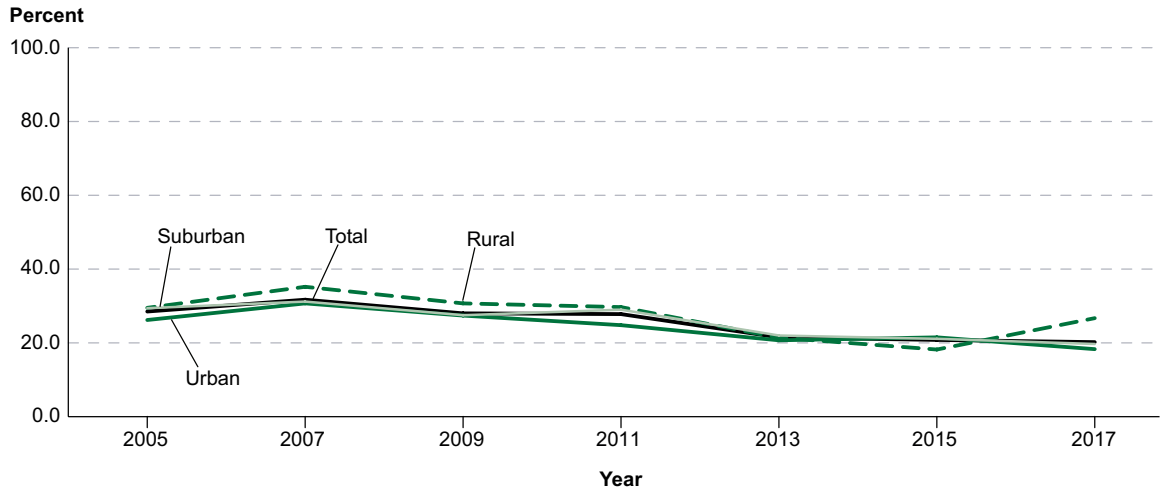
[53] In the Youth Risk Behavior Survey (YRBS), bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again." "On school property" was not defined for survey respondents.

[54] Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017.

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

This indicator has been updated to include 2017 data. For more information: Tables 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, and 10.8, Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf), and https://nces.ed.gov/programs/crime/.

Figure 10.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by urbanicity: Selected years, 2005 through 2017



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. 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)." These data by metropolitan status were based on the location of households and differ from those published in *Student 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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2017.

In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year (figure 10.2 and table 10.2). Of students ages 12–18, about 13 percent reported being the subject of rumors; 13 percent reported being made fun of, called names, or insulted; 5 percent reported being 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, 2 percent reported that others tried to make them do things they did not want to do, and 1 percent reported that their property was destroyed by others on purpose.

In 2017, a higher percentage of female students than of male students ages 12–18 reported being bullied at school during the school year (24 vs. 17 percent). There were also differences in selected types of bullying by sex. A higher percentage of female students than of male students reported being the subject of rumors (18 vs. 9 percent); being made fun of, called names, or insulted (16 vs. 10 percent); and being excluded from activities on purpose (7 vs. 3 percent). In contrast, a higher percentage of male students than of female students reported being pushed, shoved, tripped, or spit on (6 vs. 4 percent).

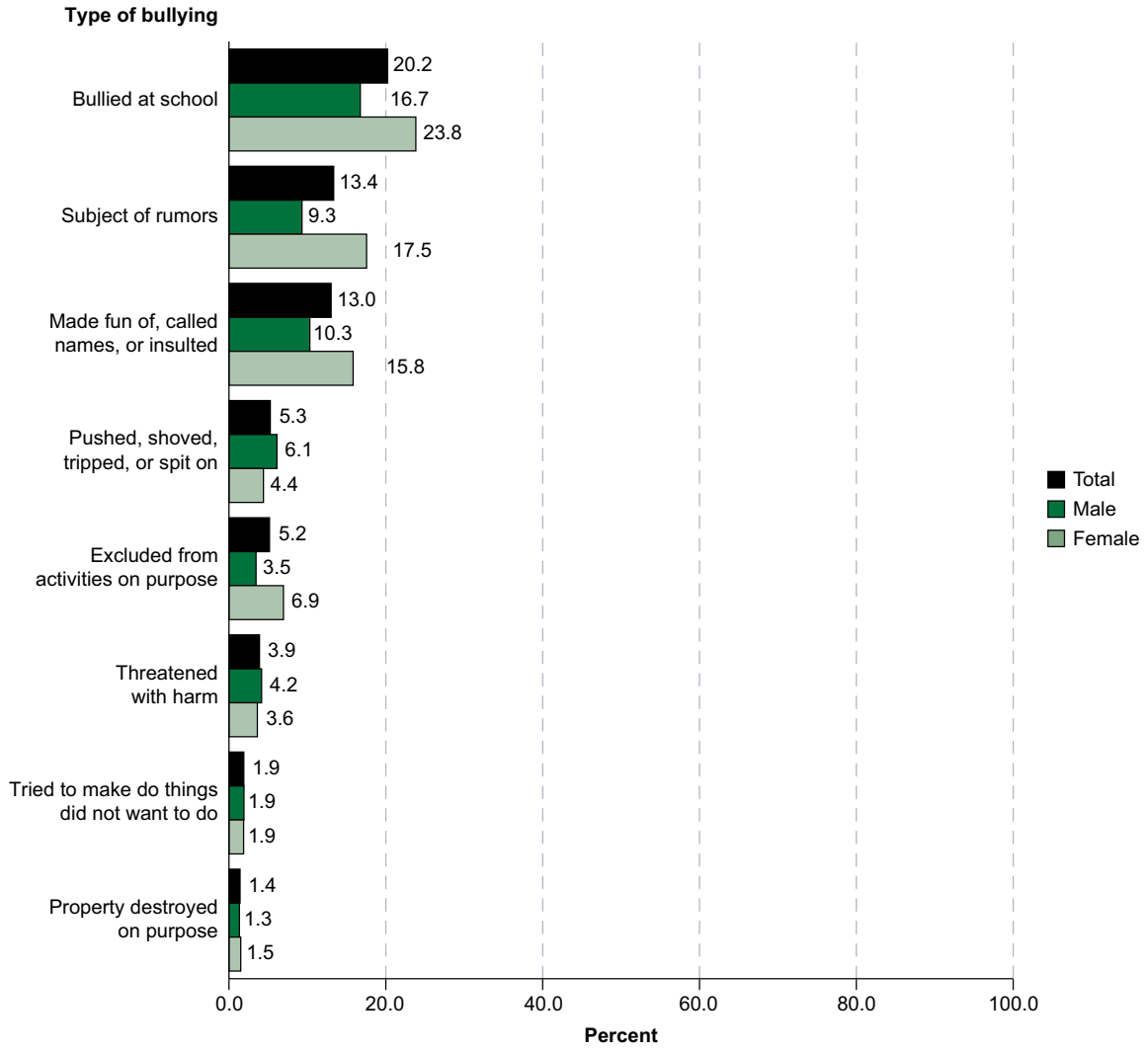
Overall, of students ages 12–18, higher percentages of students of Two or more races, Black students, and White students (23 percent each) than of Hispanic students (16 percent) and Asian students (7 percent) reported being bullied at school during the school year in 2017. In addition, higher percentages of American Indian/Alaska Native students (27 percent) and Hispanic students than of Asian students reported being bullied at school. Even though percentages were suppressed for some racial/ethnic groups due to small sample sizes and high standard errors, the measurable differences by race/ethnicity for the specific types of bullying followed similar patterns as for the differences for total bullying. For example, the percentages of students who reported being the subject of rumors and being made fun of, called names, or insulted were both higher for Black students and White students than for Hispanic students and Asian students. The percentages were also higher for students of Two or more races and Hispanic students than for Asian students.

Higher percentages of students in each grade from 6 through 8 than of students in each grade from 9 through 12 reported being bullied at school during the school year. In 2017, about 29 percent of 6th-graders, 25 percent of 8th-graders, and 24 percent

of 7th-graders reported being bullied at school, compared with 19 percent each of 9th- and 10th-graders, 15 percent of 11th-graders, and 12 percent of 12th-graders. In addition, a higher percentage of 9th-graders than of 11th- and 12th-graders and a higher percentage of 10th-graders than of 12th-graders reported being bullied at school.

In 2017, a higher percentage of students ages 12–18 in rural areas (27 percent) than of students in suburban areas (20 percent) and urban areas (18 percent) reported being bullied at school during the school year. A higher percentage of students in rural areas than of students in suburban areas reported being the subject of rumors (19 vs. 13 percent); being made fun of, called names, or insulted (16 vs. 13 percent); and being pushed, shoved, tripped, or spit on (8 vs. 5 percent). In addition, a higher percentage of students in rural areas than of students in urban areas reported being the subject of rumors (19 vs. 11 percent) and being pushed, shoved, tripped, or spit on (8 vs. 5 percent). There was no measurable difference between the percentages of public and private school students who reported being bullied at school, either overall or by specific types of bullying.

Figure 10.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and sex: 2017



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, 2017.

The SCS also asked students ages 12–18 who reported being bullied at school during the school year to indicate the location where they had been bullied. In 2017, of students who reported being bullied at school, 43 percent reported being bullied in the hallway or stairwell at school, 42 percent reported being bullied inside the classroom, and 27 percent reported being bullied in the cafeteria (figure 10.3 and table 10.3). About 22 percent of students who were bullied reported being bullied outside on school grounds, 15 percent reported being bullied online or by text, 12 percent reported being bullied in the bathroom or locker room, 8 percent reported being bullied on the school bus, and 2 percent reported being bullied somewhere else in the school building.

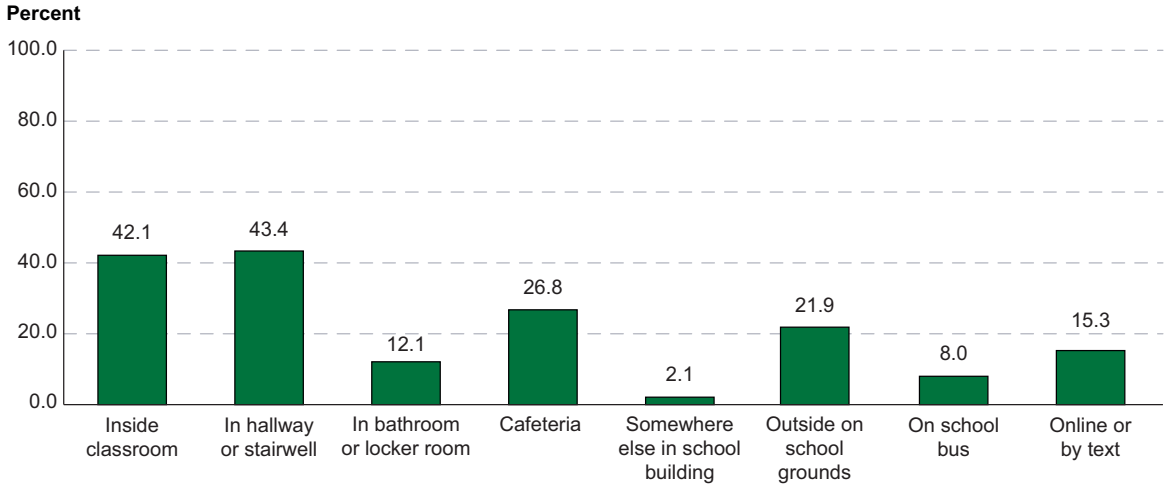
There were some differences by student and school characteristics in the locations where students ages 12–18 reported they were bullied during the school year. For example, a higher percentage of female students than of male students reported being bullied online or by text (21 vs. 7 percent). The percentage of students who reported being bullied online or by text was also higher for 11th-graders (22 percent), 10th-graders (22 percent), and 9th-graders (20 percent) than for 6th-graders (7 percent), and it was higher for 10th-graders than for 7th-graders (13 percent), 8th-graders (12 percent), and 12th-graders (12 percent). Higher percentages of Black students (46 percent) and White students (43 percent) than of Hispanic students (36 percent) reported being bullied inside the classroom. A higher percentage of students in suburban areas than of those in rural areas reported being bullied in the cafeteria (30 vs. 21 percent); in contrast, a higher percentage of students in rural areas than of those in suburban areas reported being bullied outside on school grounds (29 vs. 18 percent).

In 2017, about 31 percent of students ages 12–18 who reported being bullied at school during the school year indicated that they were bullied on 1 day in the school year, 19 percent indicated that they were bullied on 2 days in the school year, 30 percent indicated that they were bullied on 3 to 10 days in the school year, and 20 percent indicated that they were bullied on more than 10 days in the school year (figure 10.4 and table 10.4). Although a higher percentage of male students than of female students reported being bullied on 1 day in the school year (36 vs. 27 percent), a higher percentage of female than of male students reported being bullied on more than 10 days in the school year (23 vs. 17 percent). A higher percentage of White students (24 percent) than of Hispanic students (14 percent) and Black students (13 percent) also reported being bullied on more than 10 days in the school year.

Among students ages 12–18 who reported being bullied at school during the school year in 2017, about 46 percent reported notifying an adult at school[56] about the incident. Higher percentages of 6th- and 7th- graders (57 percent each) than of 9th-graders (39 percent), 10th-graders (38 percent), and 12th-graders (33 percent) and a higher percentage of 8th-graders (47 percent) than of 12th-graders reported notifying an adult at school after being bullied. The percentage of students who reported notifying an adult at school after being bullied was highest for those who reported being bullied on more than ten days in the school year (64 percent) and lowest for those who reported being bullied on one day in the school year (31 percent).

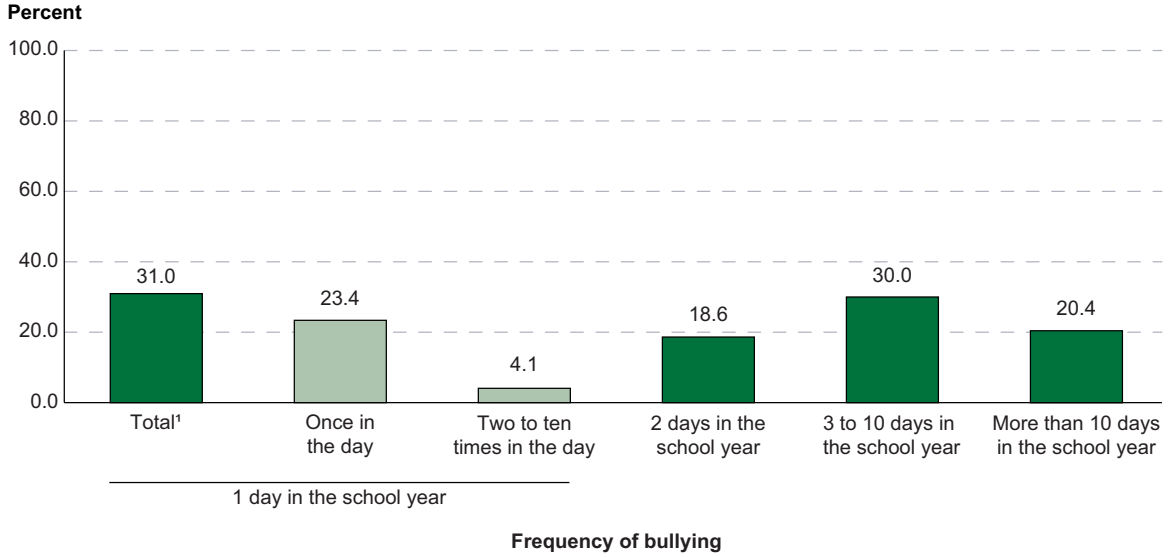
[56] "Adult at school" refers to a teacher or other adult at school.

Figure 10.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2017



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. 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, 2017.

Figure 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying: 2017



[1] Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied during the school year were asked to report whether they were bullied on 1 day in the school year, 2 days in the school year, 3 to 10 days in the school year, or more than 10 days in the school year. Those who reported being bullied on 1 day in the school year were further asked to report how many times in the day they were bullied. 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, 2017.

Students ages 12–18 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. In 2017, about 27 percent of students who reported being bullied at school indicated that bullying had somewhat or a lot of negative effect on how they felt about themselves, 19 percent each indicated that bullying had somewhat or a lot of negative effect on their school work and on their relationships with friends or family, and 14 percent indicated that bullying had somewhat or a lot of negative effect on their physical health (figure 10.5 and table 10.5).

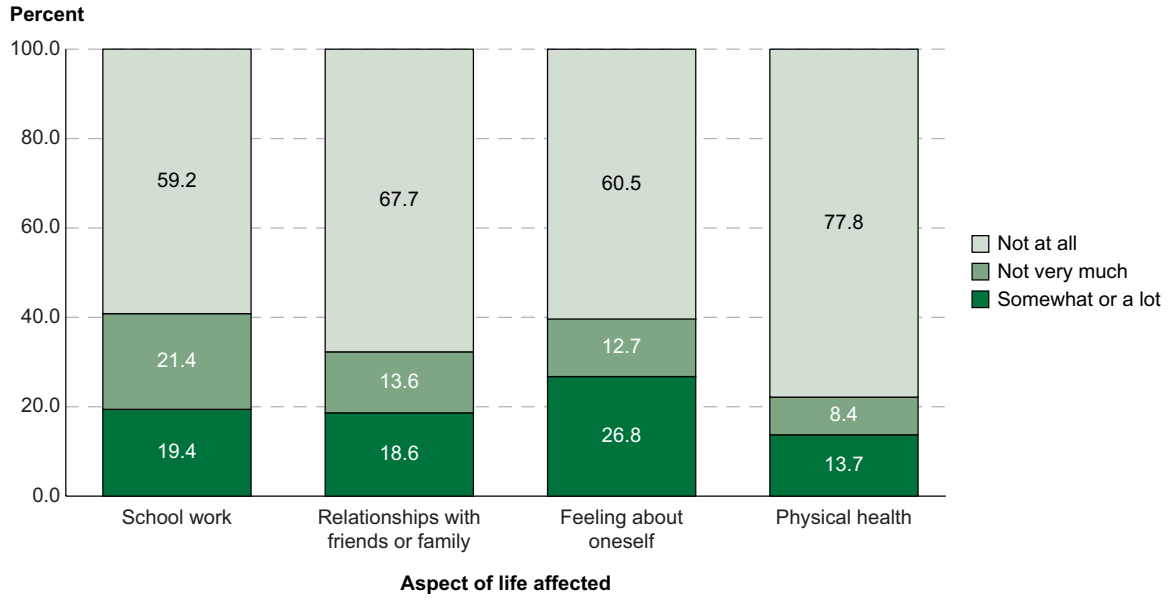
Students ages 12–18 were also asked whether they had been subjected to bullying related to a specific characteristic. In 2017, about 42 percent of students who reported being bullied at school indicated that the bullying was related to at least one of the following characteristics: physical appearance (30 percent), race (10 percent), gender (8 percent), disability (7 percent), ethnicity (7 percent), religion (5 percent), and sexual orientation (4 percent; table 10.6).

As mentioned in the introduction, the YRBS collected data on electronic bullying for students in grades 9–12. In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months (figure 10.6 and table 10.7). This percentage was not measurably different from the percentages reported in 2011 (the first year of data collection for this item) or in 2015. The percentage of students who reported being electronically bullied in 2017 was higher for female students than for male students (20 vs. 10 percent); higher for White students (17 percent) and students of Two or more races (16 percent) than for Black students (11 percent) and Asian students (10 percent) and higher for White students than for Hispanic students (12 percent); higher for gay, lesbian, or bisexual students (27 percent) and students who were not sure of their sexual orientation (22 percent) than for heterosexual students (13 percent); and higher for 9th-graders than for 12th-graders (17 vs. 13 percent).

The YRBS also collected data on electronic bullying anywhere and bullying on school property at the state level. In 2017, data on the percentages of students in grades 9–12 who reported being electronically bullied during the previous 12 months were available for 39 states and the District of Columbia (table 10.8).[57] Among these jurisdictions, the percentages of students who reported being electronically bullied ranged from 9 percent in the District of Columbia to 21 percent in Louisiana. Data on the percentages of students in grades 9–12 who reported being bullied on school property during the previous 12 months were also available for 38 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being bullied on school property ranged from 12 percent in the District of Columbia to 27 percent in Arkansas. On this survey, 19 percent of students in the United States reported being bullied on school property in 2017.

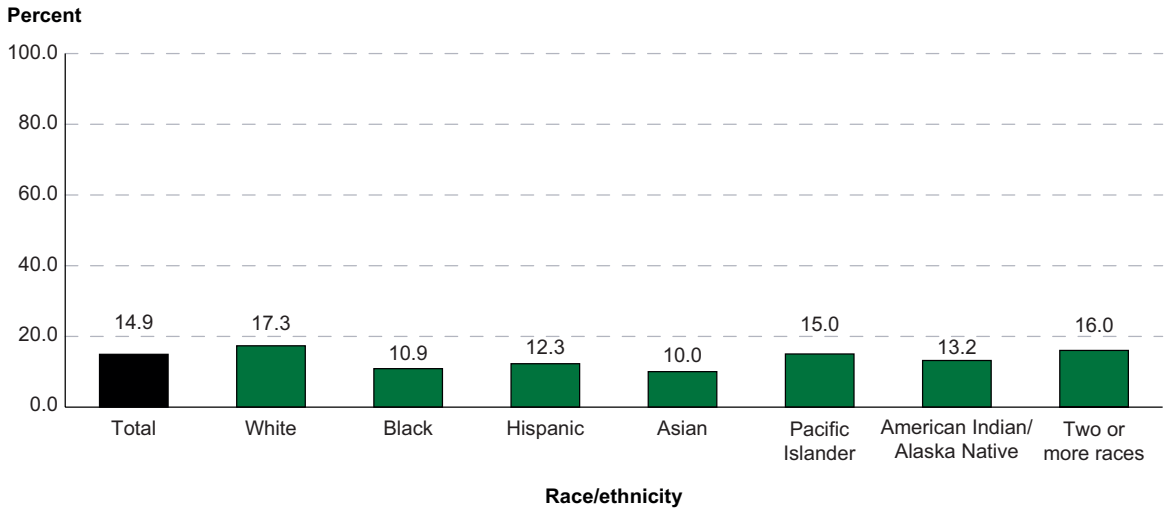
[57] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Figure 10.5. 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: 2017



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, 2017.

Figure 10.6. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by race/ethnicity: 2017



NOTE: Electronic bullying includes "being bullied through texting, Instagram, Facebook, or other social media." 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), 2017.

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Indicator 11

Teachers' Reports on School Conditions

During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching. A higher percentage of secondary school teachers than of elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent).

Managing inappropriate behaviors and classroom disruptions is time-consuming and takes away from instructional time and student engagement in academic behaviors (Riley et al. 2011). In the National Teacher and Principal Survey (NTPS) administered in 2015–16, public school teachers were asked whether student misbehavior and student tardiness and class cutting interfered with their teaching as well as whether school rules were enforced by other teachers and by the principal at their school. These questions were also asked in previous administrations of the Schools and Staffing Survey (SASS) from 1993–94 to 2011–12. The NTPS was designed to allow comparisons with SASS data. However, because the 2015–16 NTPS was administered only to public school teachers whereas the SASS was administered to both public and private school teachers, this indicator focuses on public school teachers only.

During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching (figure 11.1 and table 11.1). These percentages varied by teacher and school characteristics. For instance, the percentage of teachers who reported that student misbehavior interfered with their teaching was higher for teachers with 3 years or fewer of teaching experience (47 percent) than for those with more years of teaching experience (ranging from 41 to 43 percent). The percentage was also higher for teachers in towns (44 percent) than for those in suburban and rural areas (40 and 37 percent, respectively). The same patterns by years of teaching experience and locale were observed for the percentage of teachers who reported that student tardiness and class cutting interfered with their teaching.

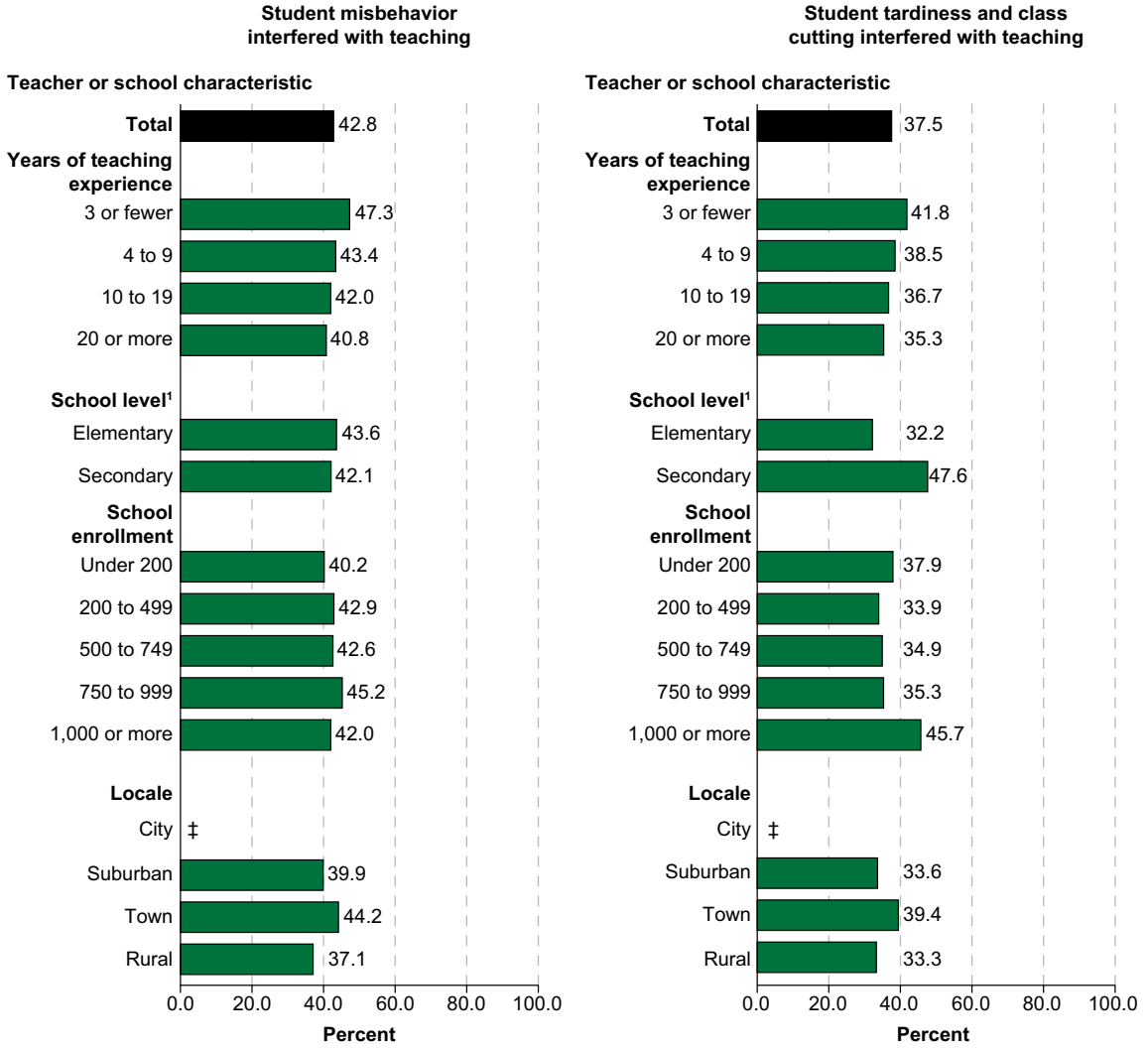
A higher percentage of public secondary school teachers than of public elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent). Additionally, a higher percentage of teachers in schools with 1,000 or more students enrolled (46 percent) reported these behaviors than of teachers in schools with smaller enrollment sizes (ranging from 34 to 38 percent).

The percentage of public school teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16. The percentage in 2015–16 (43 percent) was lower than in 1993–94 (44 percent) but higher than in the intervening survey years (ranging from 36 to 41 percent; figure 11.2 and table 11.1). The percentage of public school teachers reporting that student tardiness and class cutting interfered with their teaching increased between 1993–94 and 2015–16 (from 28 to 38 percent); however, there was no measurable difference between the two most recent survey years (2011–12 and 2015–16).

During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (figure 11.3 and table 11.2). These percentages also varied by school characteristics. For instance, a lower percentage of secondary school teachers than of elementary school teachers reported that school rules were enforced by other teachers (53 vs. 75 percent) and by the principal (82 vs. 85 percent), and a lower percentage of teachers in suburban areas than in rural areas reported so. The percentages of public school teachers reporting that school rules were enforced by other teachers and by

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 11.1, 11.2, and 11.3, appendix B for definitions of school levels, and Taie and Goldring (2017), (https://nces.ed.gov/pubs2017/2017072rev.pdf).

Figure 11.1. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: School year 2015–16

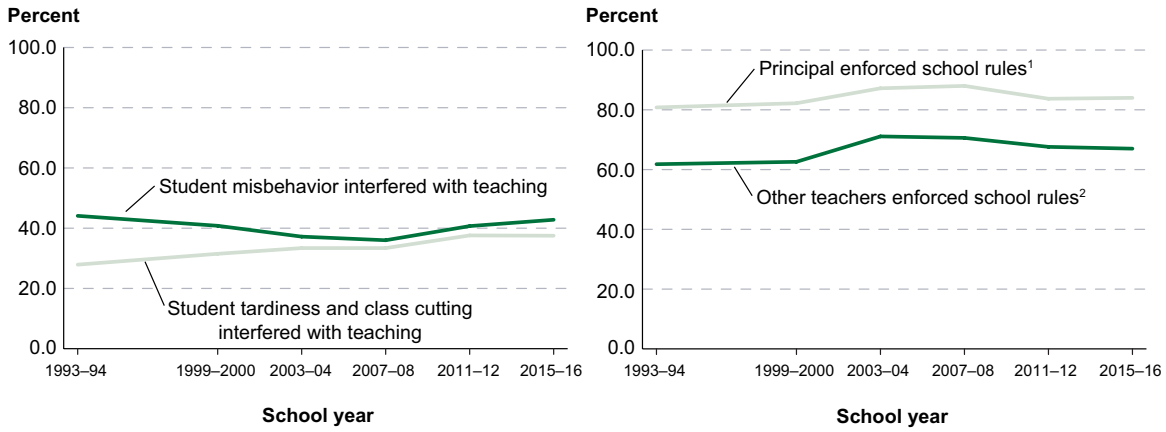


‡ Reporting standards not met (the response rate is under 50 percent).
[1] Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior and student tardiness and class cutting interfered with their teaching.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

the principal were also lower for teachers in schools with 1,000 or more students enrolled than for teachers in schools of smaller enrollment sizes.

Between 1993–94 and 2015–16, the percentage of public school teachers who reported that school rules were enforced by other teachers fluctuated between 62 and 71 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 81 and 88 percent, showing no consistent trends (figure 11.2 and table 11.2). The percentages of public school teachers who reported that school rules were enforced by other teachers and by the principal were both higher in 2015–16 than in 1993–94 and 1999–2000, but lower than in 2003–04 and 2007–08.

Figure 11.2. Percentage of public 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 2015–16

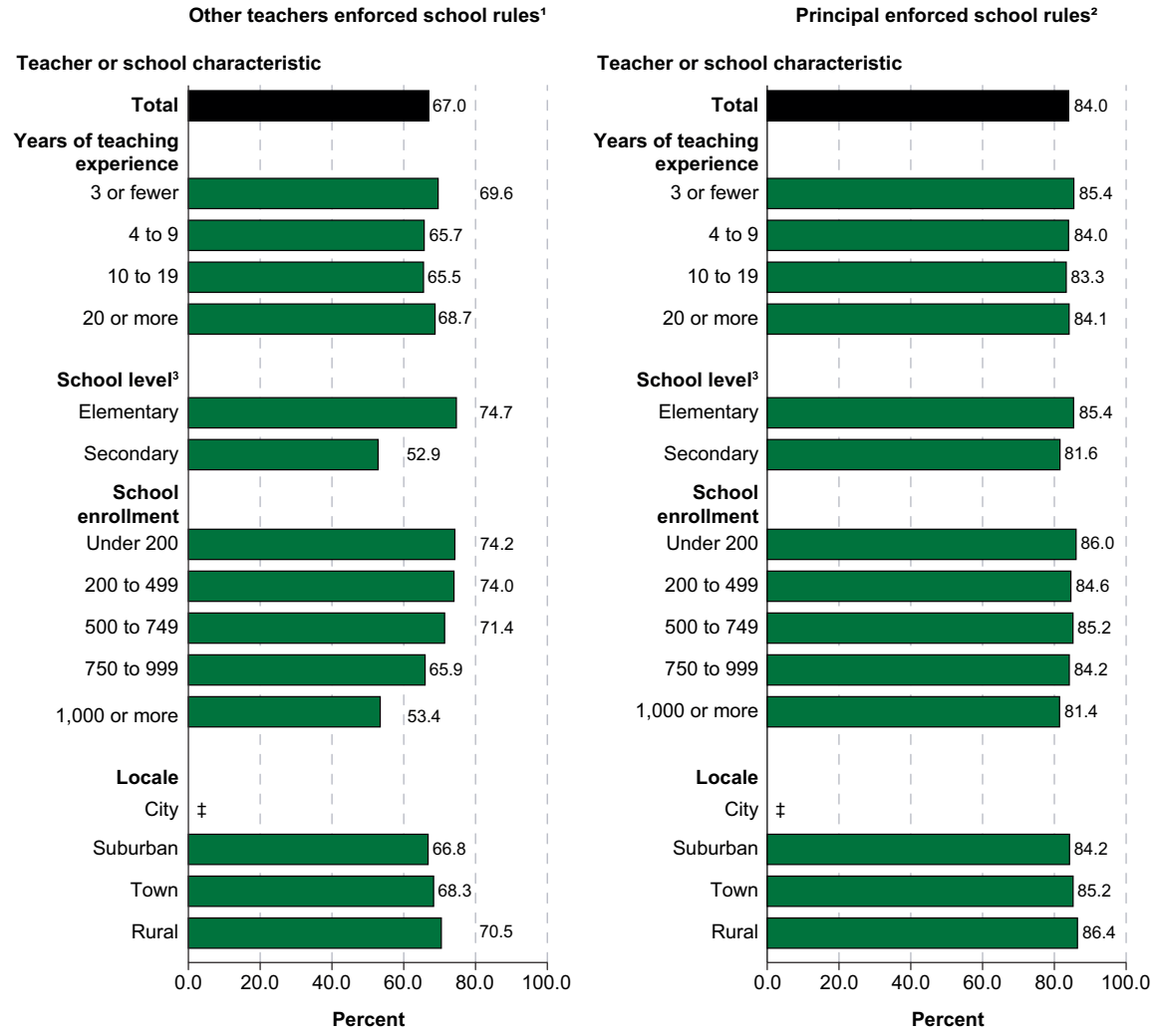


[1] Teachers were asked whether their "principal enforces school rules for student conduct and backs me up when I need it."
[2] Teachers were asked whether "rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes."
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, as well as teachers who "strongly" agreed and those who "somewhat" agreed that school rules were enforced by other teachers and the principal.
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; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

There were no measurable differences between the two most recent survey years (2011–12 and 2015–16) in either percentage.

The 2011–12 school year was the most recent survey year for which state-level data on public school teachers' reports on various aspects of school conditions were available. In 2011–12, data were available for 45 states and the District of Columbia. Among these jurisdictions, the percentage of public school teachers who reported that student misbehavior interfered with their teaching ranged from 31 percent in Wyoming to 55 percent in Louisiana, and the percentage who reported that student tardiness and class cutting interfered with their teaching ranged from 25 percent in Kansas to 57 percent in Alaska (table 11.3). The percentage of public school teachers who reported that school rules were enforced by other teachers ranged from 59 percent in Vermont to 77 percent in Oregon, and the percentage who reported that rules were enforced by the principal ranged from 79 percent in New Mexico and Nevada to 92 percent in Kansas.

Figure 11.3. Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: School year 2015–16



‡ Reporting standards not met (the response rate is under 50 percent).
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 "my 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.
NOTE: Includes teachers who "strongly" agreed and those who "somewhat" agreed that school rules were enforced by other teachers and the principal.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

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Fights, Weapons, and Illegal Substances

Indicator 12

Physical Fights on School Property and Anywhere

The percentage of students in grades 9–12 who reported having been in a physical fight anywhere decreased between 2001 and 2017 (from 33 to 24 percent), as did the percentage of students in these grades who reported having been in a physical fight on school property (from 13 to 9 percent).

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked about their involvement in physical fights, both in general (referred to as "anywhere" in this indicator) and on school property, during the 12 months preceding the survey.[58] 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 having been in a physical fight anywhere during the previous 12 months decreased between 2001 and 2017 (from 33 to 24 percent), and the percentage of students who reported having been in a physical fight on school property also decreased during this period (from 13 to 9 percent; figure 12.1 and table 12.1). However, there were no measurable differences between the two most recent survey years (2015 and 2017) in the percentage of students who reported having been in a physical fight, both anywhere and on school property.

In every survey year from 2001 to 2017, a higher percentage of male students than of female students in grades 9–12 reported having been in a physical fight during the previous 12 months, both anywhere and on school property. In 2017, for example, 30 percent of male students, compared with 17 percent of female students, reported having been in a physical fight anywhere; 12 percent of male students, compared with 6 percent of female students, reported having been in a physical fight on school property.

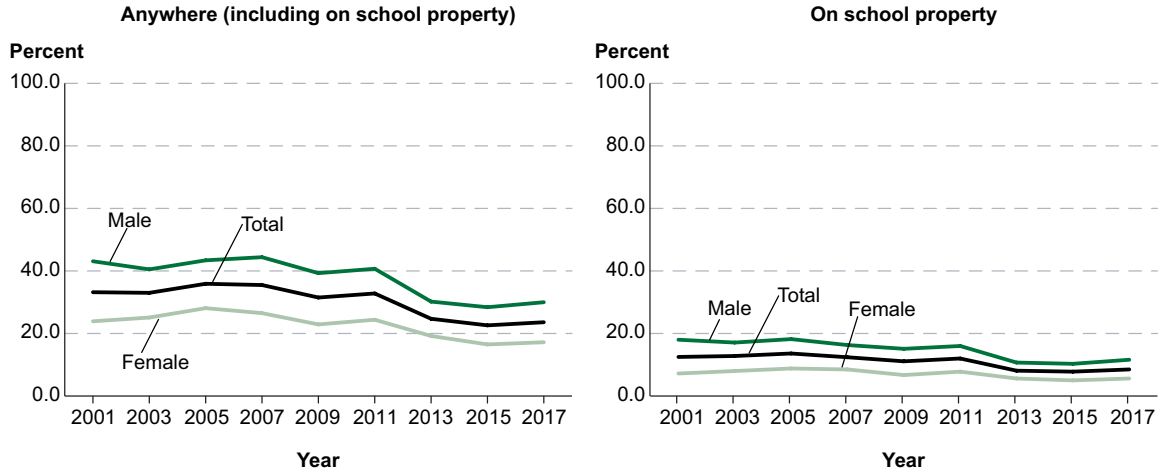
Similar to the pattern for students overall, the percentages of both male and female students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months also decreased between 2001 and 2017. During this time, the percentage of students who reported having been in a physical fight anywhere decreased from 43 to 30 percent for male students and from 24 to 17 percent for female students. Similarly, the percentage of students who reported having been in a physical fight on school property decreased from 18 to 12 percent for male students and from 7 to 6 percent for female students.

The percentages of students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months differed by race/ethnicity. For example, in 2017, the percentage of students who reported having been in a physical fight anywhere was higher for Black students (33 percent) than for Hispanic students (26 percent), students of Two or more races (26 percent), Pacific Islander students (23 percent), and White students (21 percent); and the percentage for Asian students (11 percent) was lower compared with all these groups (figure 12.2 and table 12.1). In addition, the percentages of students who reported having been in a physical fight anywhere were higher for American Indian/Alaska Native students (35 percent) and Hispanic students than for White students. Of students who reported having been in a physical fight on school property, the percentages were higher for those who were Black (15 percent), Pacific Islander (14 percent), and Hispanic (9 percent) than for those who were White (6 percent); and the percentage for Asian students (4 percent) was lower compared with all these groups. In addition, the percentage of students who reported having been in a physical fight on school property was higher for Black students than for Hispanic students and students of Two or more races (9 percent).

[58] "Anywhere" includes fights that occurred on school property. 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.

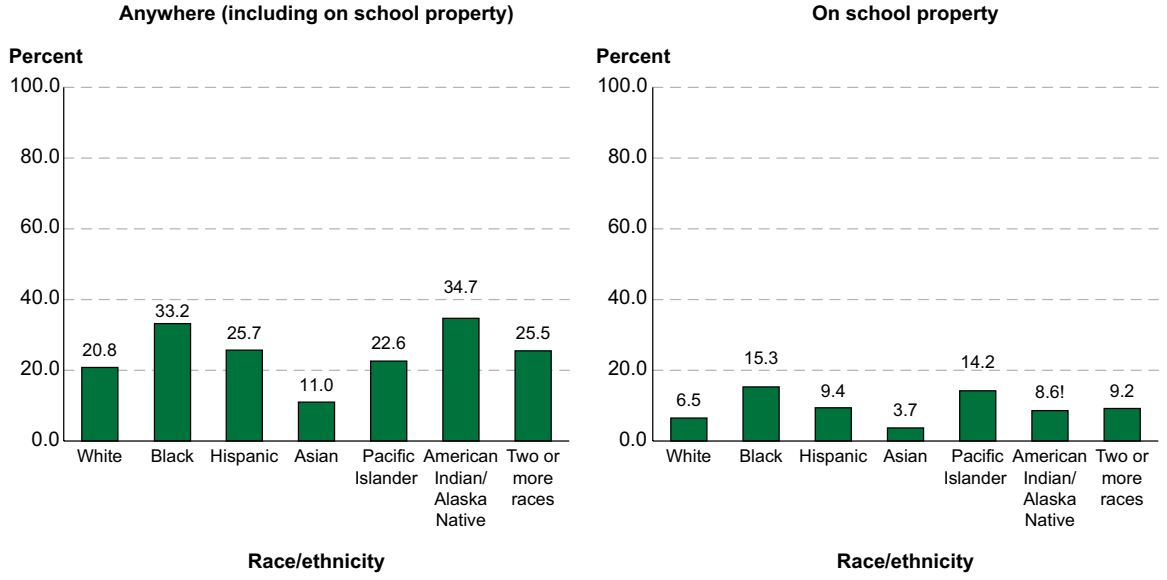
This indicator has been updated to include 2017 data. For more information: Tables 12.1, 12.2, and 12.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

Figure 12.1. 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 sex: Selected years, 2001 through 2017



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), 2001 through 2017.

Figure 12.2. 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: 2017



! 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), 2017.

Between 2001 and 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere decreased for White students (from 32 to 21 percent), Hispanic students (from 36 to 26 percent), Asian students (from 22 to 11 percent), and students of Two or more races (from 40 percent to 26 percent), but there were no measurable differences between these two years for Black students and American Indian/Alaska Native students. Similarly, during the same period, the percentages of students who reported having been in a physical fight on school property decreased for White students (from 11 to 6 percent), Hispanic students (from 14 to 9 percent), Asian students (from 11 to 4 percent), and students of Two or more races (from 15 to 9 percent), and there were no measurable differences between these two years for Black, American Indian/Alaska Native, and Pacific Islander students.

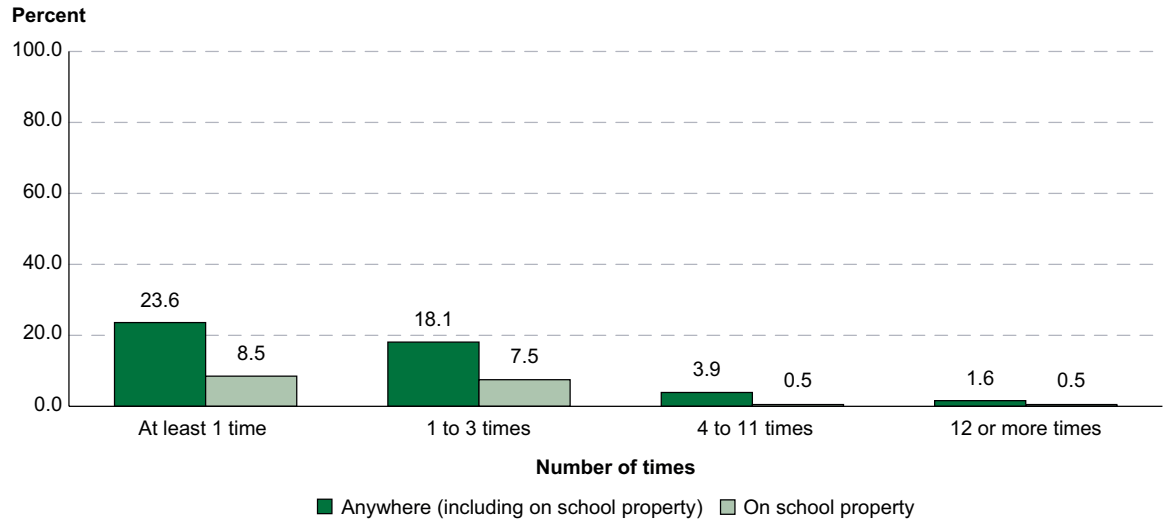
Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[59] In 2017, a higher percentage of gay, lesbian, or bisexual students (28 percent) reported having been in a physical fight anywhere during the previous 12 months than did heterosexual students (23 percent) or students who were not sure about their sexual orientation (20 percent; table 12.1). There were no measurable differences by sexual orientation in the percentages of students who reported having been involved in a physical fight on school property.

In 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months were higher for 9th-graders (28 percent) and 10th-graders (26 percent) than for 11th-graders (20 percent) and 12th-graders (18 percent). Similarly, higher percentages of 9th-graders (12 percent) and 10th-graders (10 percent) than 11th-graders (6 percent) and 12th-graders (5 percent) reported having been in a physical fight on school property in 2017. In addition, the percentage of students who reported having been in a physical fight on school property was higher for 9th-graders than for 10th-graders.

Students in grades 9–12 were also asked how many times they had been in a physical fight, both anywhere and on school property, during the previous 12 months. In 2017, about 18 percent of students in these grades reported having been in a physical fight anywhere 1 to 3 times, 4 percent reported having been in a physical fight anywhere 4 to 11 times, and 2 percent reported having been in a physical fight anywhere 12 or more times (figure 12.3 and table 12.2). When students in these grades were asked about physical fights on school property, 7 percent reported having been in a physical fight on school property 1 to 3 times and 1 percent each reported having been in a physical fight on school property 4 to 11 times and 12 or more times.

[59] In this indicator, 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.

Figure 12.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by number of times and location: 2017



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), 2017.

Data for the percentage of public school students in grades 9–12 who reported having been in a physical fight anywhere in 2017 were available for 36 states and the District of Columbia.[60] Among these jurisdictions, the percentages of students who reported having been in a physical fight anywhere ranged from 15 percent in Maine to 31 percent in Louisiana and the District of Columbia (table 12.3).

In 2017, data for physical fights on school property involving these students were available for 32 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported having been in a physical fight on school property ranged from 5 percent in Kansas and Maine to 15 percent in the District of Columbia.

[60] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Indicator 13

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

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days. The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017. However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentages of students in grades 9–12 who reported carrying a weapon on school property and anywhere during the previous 30 days, then uses data from the ED*Facts* data collection to examine by state the numbers of students reported by schools to have possessed firearms at school during the school year. It concludes with a discussion of data from the School Crime Supplement (SCS) to the National Crime Victimization Survey on students ages 12–18 who reported having access to loaded firearms at school or away from school during the school year without adult permission. 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[61] anywhere during the previous 30 days and if they had carried such a weapon on school property during the same time period.[62] In this indicator, the percentage of students carrying a weapon "anywhere"[63] is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days: 7 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 13.1 and 13.2). In the same year, 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.

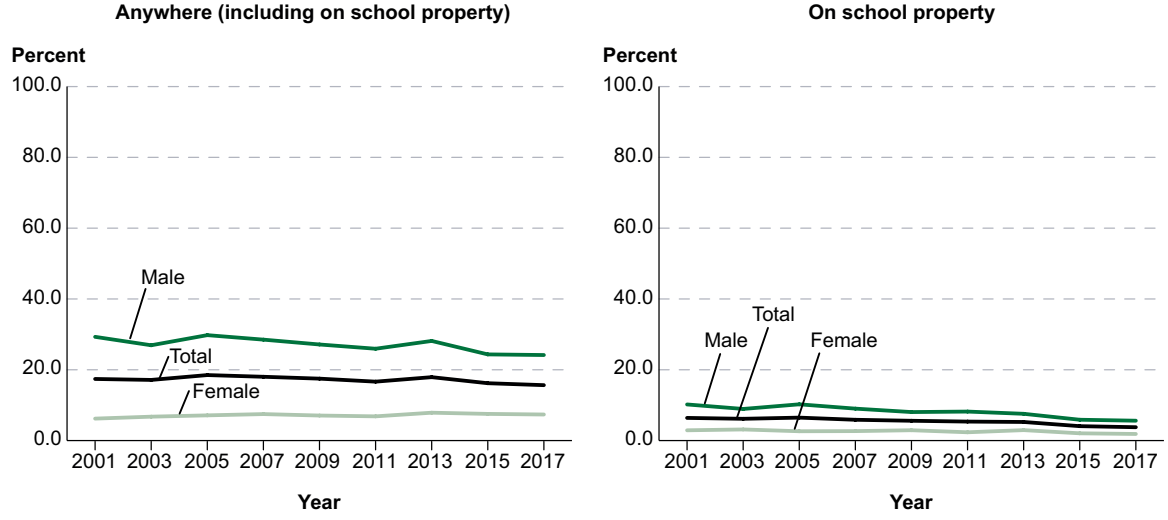
The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017 (figure 13.1 and table 13.1). However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days. There were also no measurable differences between 2015 and 2017 in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

In every survey year from 2001 to 2017, a higher percentage of male students than of female students in grades 9–12 reported that they had carried a weapon, both anywhere and on school property, during the previous 30 days. In 2017, for example, 24 percent of male students reported carrying a weapon anywhere, compared with 7 percent of female students. Similarly, 6 percent of male students in 2017 reported carrying a weapon on school property, compared with 2 percent of female students.

[61] The question asked about these weapon types combined. Separate data on each type of weapon were not collected. The question did not specify whether guns carried only for hunting or for a sport should be included.
[62] 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.
[63] "Anywhere" includes on school property.

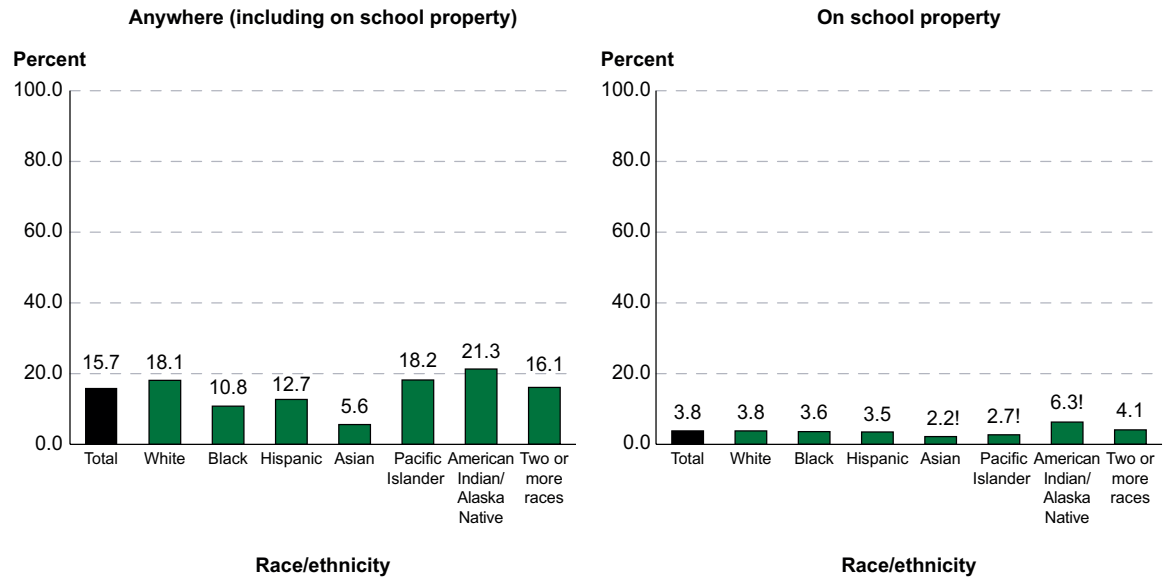
This indicator has been updated to include 2017 data on student-reported information and 2016–17 data on the number of students involved in activities related to weapons possession (instead of data on the number of discipline incidents related to weapons possession as reported in prior editions). For more information: Tables 13.1, 13.2, 13.3, 13.4, and 13.5, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf), and https://nces.ed.gov/programs/crime/.

Figure 13.1. 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, 2001 through 2017



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), 2001 through 2017.

Figure 13.2. 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: 2017



! 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), 2017.

In 2017, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days was higher for students of all other racial/ethnic groups than for Asian students. Specifically, 21 percent of American Indian/Alaska Native students, 18 percent each of Pacific Islander and White students, 16 percent of students of Two or more races, 13 percent of Hispanic students, and 11 percent of Black students reported carrying a weapon anywhere during the previous 30 days, compared with 6 percent of Asian students (figure 13.2 and table 13.1). Additionally, a higher percentage of White students than of Hispanic students and Black students, and a higher percentage of American Indian/Alaska Native students than of Black students, reported carrying a weapon anywhere. In 2017, there were no measurable differences by race/ethnicity in the percentage of students who reported carrying a weapon on school property during the previous 30 days.

Since 2015, the YRBS has included a 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."[64] In 2017, there were no measurable differences by sexual orientation in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

There were no measurable differences by grade in the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days in 2017 (ranging from 15 to 17 percent in each grade). However, the percentage of students who reported carrying a weapon on school property during the previous 30 days was higher for 11th-graders (5 percent) than for 10th-graders (3 percent) and 9th-graders (2 percent), and this percentage was higher for 12th-graders (4 percent) than for 9th-graders. While the percentage of students who reported carrying a weapon on school property on 1 day was higher for 9th-, 10th-, and 11th-graders than for 12th-graders (1 percent each vs. less than 1 percent), the percentage who reported carrying a weapon on school property on 6 or more days was higher for 11th- and 12th-graders than for 9th- and 10th-graders (3 percent each vs. 1 percent each).

In 2017, data on percentages of public school students in grades 9–12 who reported carrying a weapon anywhere were available for 26 states and the District of Columbia (table 13.3).[65] Among these jurisdictions, the percentages of students who reported carrying a weapon anywhere ranged from 11 percent in Massachusetts to 30 percent in Idaho. There were also 35 states that had 2017 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 10 percent in Idaho and Alaska.

As part of the ED*Facts* data collection, state education agencies report the number of public school students from kindergarten to 12th grade who brought firearms to or possessed firearms at school. State education agencies compile these data based on student counts that were reported by their schools and school districts. During the 2016–17 school year, 3,300 students were reported to have brought firearms to or possessed firearms at schools in the United States (table 13.4).[66] The number of students varies widely across jurisdictions, due in large part to their differing populations. Therefore, the rate per 100,000 students can provide a more comparable indication of the frequency of students involved in these activities across jurisdictions. During the 2016–17 school year, the overall rate of students who brought firearms to or possessed firearms at school was 6 per 100,000 students in the United States.

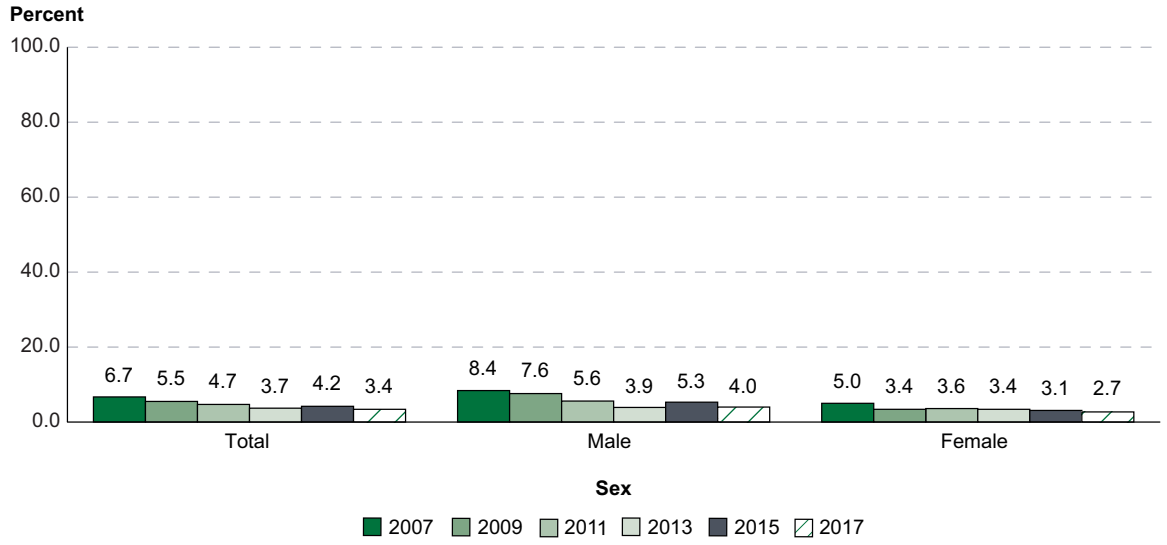
In 2016–17, data on the rates of students who brought firearms to or possessed firearms at school during the school year were available for 49 states and the District of Columbia. The majority of jurisdictions (42 states and the District of Columbia) had rates between 1 and 20 per 100,000 students. Two states, New Jersey and Missouri, had rates per 100,000 students below 1, while five states had rates above 20: New Mexico, Louisiana, Wyoming, Arkansas, and West Virginia.

[64] In this indicator, 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.

[65] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

[66] U.S. total includes 50 states and the District of Columbia.

Figure 13.3. 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 2017



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017.

Information about students' access to firearms can provide context for student reports of carrying a weapon anywhere and on school property. In the SCS survey, students ages 12–18 were asked if they could have obtained a loaded gun without adult permission, either at school or away from school, during the current school year. In 2017, about 3 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 school year (figure 13.3 and table 13.5). This percentage represents a decrease from 7 percent in 2007 (the first year of data collection for this item). Between 2015 and 2017, there was no measurable difference in the percentage of students who reported having such access to a loaded gun.

In every survey year from 2007 to 2017 (except in 2013 when there was no measurable difference between male and female students), 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 during the school year. In 2017, about 4 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 both decreased between 2007 and 2017 (from 8 to 4 percent for males and from 5 to 3 percent for females), but there were no measurable differences between the percentages in 2015 and 2017.

In 2017, higher percentages of students in 9th, 10th, 11th, and 12th grade than of those in 7th grade reported having access to a loaded gun without adult permission, either at school or away from school during the school year. About 6 percent of 12th-graders, 5 percent of 11th-graders, 4 percent of 10th-graders, and 3 percent of 9th-graders reported having access to a loaded gun without adult permission, compared with 1 percent of 7th-graders. In addition, the percentage of students who reported having access to a loaded gun without adult permission was higher for 11th- and 12th-graders than for 8th-graders (2 percent), and this percentage was higher for 12th-graders than for 9th-graders.

Indicator 14

Students' Use of Alcohol

The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent between 2001 and 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days.[67] Adolescent alcohol use is associated with various negative outcomes, such as physical injury, suicide ideation, delinquency, and risky behaviors (Barnes, Welte, and Hoffman 2002; Bonomo et al. 2001; Mason et al. 2010; Schilling et al. 2009). In most states, the purchase or public possession of alcohol anywhere by students in grades 9–12 is illegal, since most students are under the minimum legal drinking age.

Between 2001 and 2017, the percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent (figure 14.1 and table 14.1). However, the percentages of students who reported using alcohol in 2015 and in 2017 were not measurably different. In 2017, about 16 percent of students in grades 9–12 reported using alcohol on 1 or 2 days during the previous 30 days, 13 percent reported using alcohol on 3 to 29 of the previous 30 days, and 1 percent reported using alcohol on all of the previous 30 days (table 14.2).

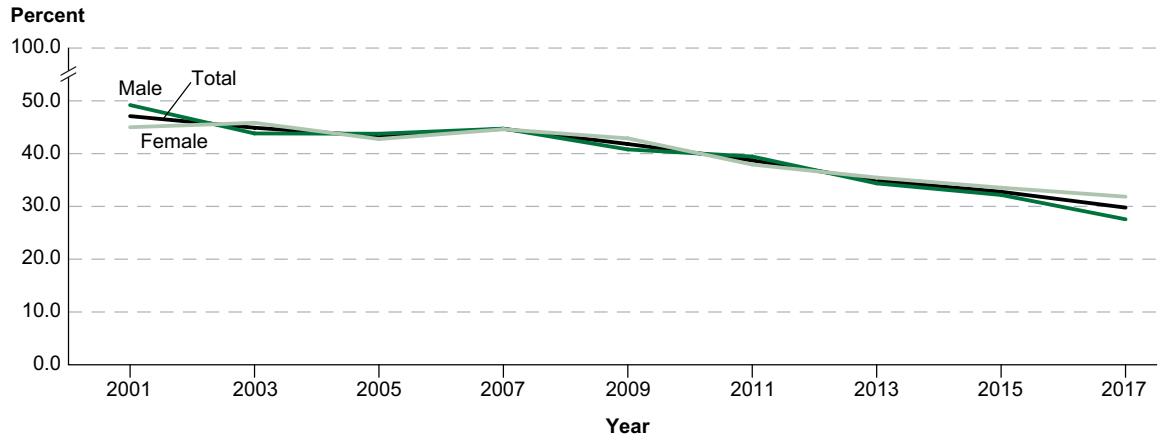
In 2001, the percentage of male students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days was higher than the percentage of female students who reported doing so (49 vs. 45 percent). In every survey year between 2003 and 2015, the percentages of male and female students who reported using alcohol on at least 1 day during the previous 30 days were not measurably different (figure 14.1 and table 14.1). However, in 2017, a higher percentage of female than of male students reported using alcohol on at least 1 of the previous 30 days (32 vs. 28 percent). While the percentage of students who reported using alcohol decreased for both male (from 49 to 28 percent) and female (from 45 to 32 percent) students between 2001 and 2017, the decrease was larger for male students (22 percentage points) than for female students (13 percentage points). Consistent with the difference between male and female students in overall alcohol use in 2017, a higher percentage of female than of male students in 2017 reported using alcohol on 1 or 2 days during the previous 30 days (18 vs. 15 percent; table 14.2). In contrast, a higher percentage of male than of female students reported using alcohol on all of the previous 30 days (0.9 vs. 0.3 percent).

In 2017, the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days increased with grade level. About 19 percent of 9th-graders reported using alcohol on at least 1 day during the previous 30 days, compared with 27 percent of 10th-graders, 34 percent of 11th-graders, and 41 percent of 12th-graders (figure 14.2 and table 14.1). Additionally, a higher percentage of 12th-graders reported using alcohol on 3 to 29 days during the previous 30 days (18 percent) than 9th- and 10th-graders (7 percent and 11 percent, respectively), and a higher percentage of 12th-graders reported consuming alcohol on all of the previous 30 days (1 percent) than 9th-graders (less than 1 percent; table 14.2).

[67] In 2011 and earlier years, the YRBS also collected data on student alcohol use on school property during the previous 30 days. Readers interested in these data should refer to the appendix tables or earlier editions of the report.

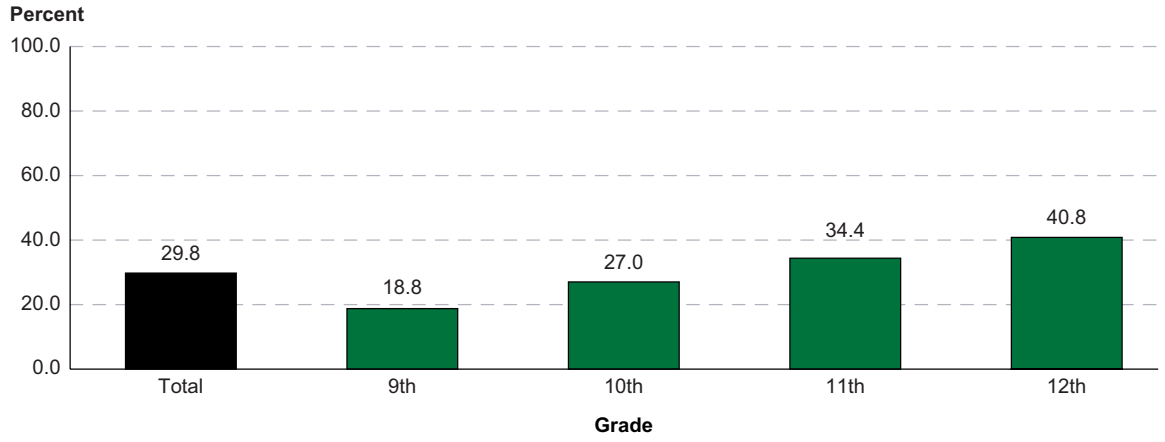
This indicator has been updated to include 2017 data on alcohol use anywhere. For more information: Tables 14.1, 14.2, and 14.3, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

Figure 14.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by sex: Selected years, 2001 through 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 14.2. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by grade: 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

The percentage of students in grades 9–12 who reported using alcohol during the previous 30 days also varied by race/ethnicity. In 2017, the percentage of students who reported using alcohol on at least 1 day during the previous 30 days was higher for students of Two or more races (33 percent), White students (32 percent), and Hispanic students (31 percent) than for Black students (21 percent), Pacific Islander students (19 percent), and Asian students (12 percent; table 14.1). In addition, the percentage was higher for American Indian/Alaska Native students (32 percent) and Black students than for Asian students.

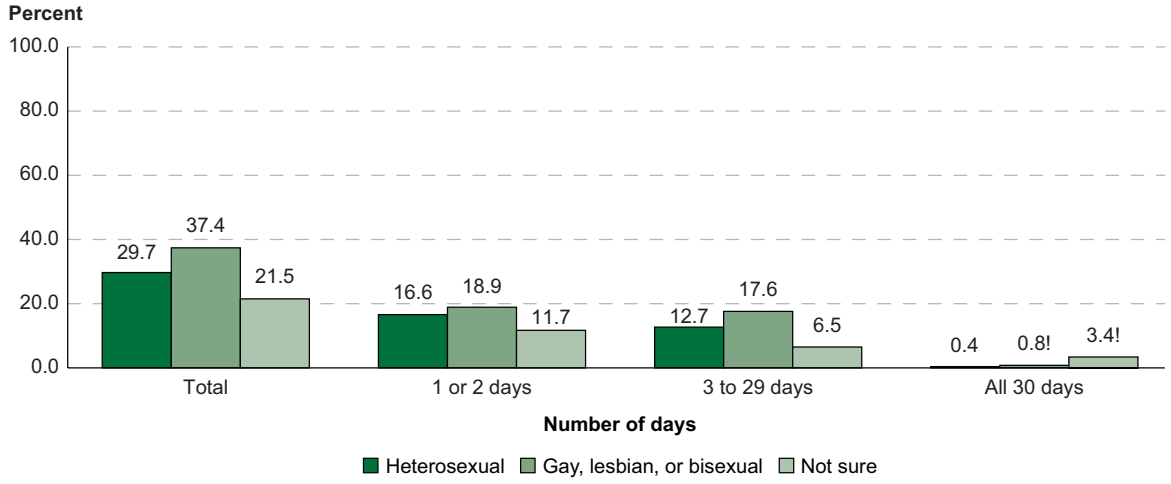
Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."[68] In 2017, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported using alcohol on at least 1 day during the previous 30 days (37 vs. 30 percent), as well as on 3 to 29 days during the previous 30 days (18 vs. 13 percent; figure 14.3 and table 14.2). Additionally, higher percentages of gay, lesbian, or bisexual students and heterosexual students than of students who were not sure about their sexual orientation reported using alcohol on at least 1 day during the previous 30 days, as well as on 1 or 2 days and 3 to 29 days during the previous 30 days.

In 2017, state-level data on the percentages of students in grades 9–12 who reported using alcohol during the previous 30 days were available for 39 states and the District of Columbia (table 14.3).[69] Among these jurisdictions, the percentages of students who reported using alcohol on at least 1 day during the previous 30 days ranged from 11 percent in Utah to 34 percent in Louisiana.

[68] In this indicator, 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.

[69] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Figure 14.3. 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 sexual orientation: 2017



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them. 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), 2017.

Indicator 15

Marijuana Use and Illegal Drug Availability

The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property in the last 12 months decreased from 29 percent in 2001 to 20 percent in 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported they had used marijuana during the previous 30 days. It then examines the percentage of students who reported they had been offered, sold, or given an illegal drug on school property in the 12 months preceding the survey. Readers should take note of the differing time spans and locations. While marijuana use on school property was not asked in more recent versions of the YRBS, students' overall use can be important to know within a school context. For example, marijuana use has been associated with decreased academic performance in adolescence (Meier et al. 2015; Pardini et al. 2015) and a higher risk of dropping out of high school (Bray et al. 2000).

In 2017, about 20 percent of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days. This was lower than the percentage reported in 2001 (24 percent) but not measurably different from the percentage reported in 2015 (figure 15.1 and table 15.1). Specifically, in 2017 about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 9 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 15.2).

In every survey year between 2001 and 2011, the percentages of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days were higher for male students than for female students (figure 15.1 and table 15.1). Since 2013, there has been no measurable difference in the percentages of males and females that reported using marijuana at least 1 time during the previous 30 days. In 2017, a higher percentage of males (5 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days (table 15.2).

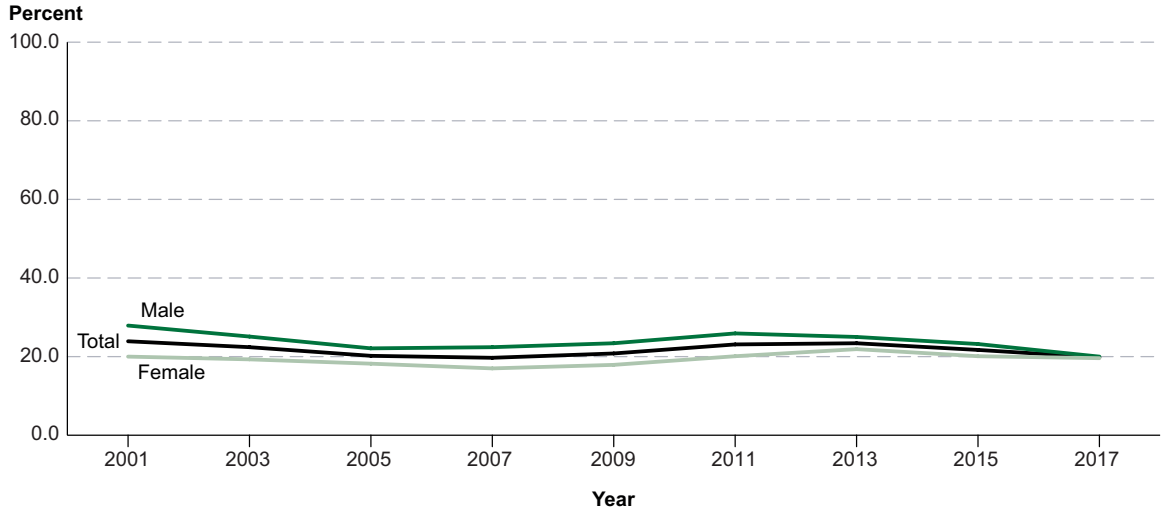
In 2017, some differences in the percentages of students who reported marijuana use were observed by race/ethnicity and grade level. The percentage of Asian students (7 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages reported by Pacific Islander students (16 percent), White students (18 percent), students of Two or more races (20 percent), Hispanic students (23 percent), Black students (25 percent), and American Indian/Alaska Native students (30 percent; table 15.1). The percentage for White students was also lower than the percentages for Hispanic and Black students. In addition, the percentage of 9th-graders (13 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages of 10th-graders (19 percent), 11th-graders (23 percent), and 12th-graders (26 percent) who reported doing so. The percentage for 10th-graders was also lower than the percentages for 11th- and 12th-graders.

Since 2015, the YRBS has included a 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."[70] In 2017, a higher percentage of gay, lesbian, or bisexual students (31 percent) than of heterosexual students and students who were not sure about their sexual orientation (19 percent each) reported using marijuana at least 1 time during the previous 30 days (figure 15.2 and table 15.1). Additionally, a higher percentage of gay, lesbian, or bisexual students reported using marijuana 1 to 2 times and 3 to 39 times, compared to heterosexual students and students who were not sure about their sexual orientation (table 15.2). A higher percentage of gay, lesbian, or bisexual students than heterosexual students reported using marijuana 40 or more times.

[70] In this indicator, 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.

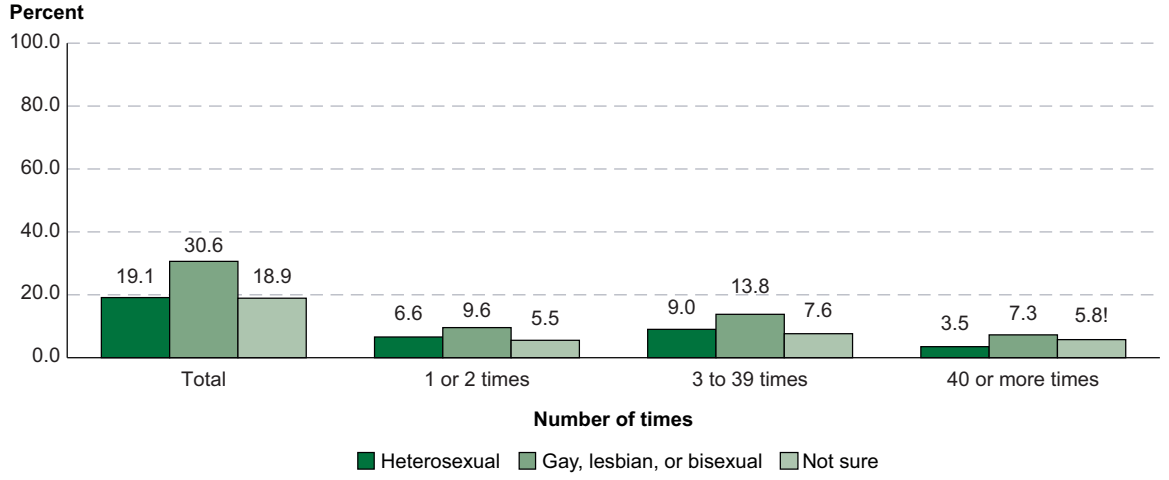
This indicator has been updated to include 2017 data on marijuana use anywhere and it has been expanded to include data on illegal drug availability on school property. For more information: Tables 15.1, 15.2, 15.3, 15.4, and 15.5, and Centers for Disease Control and Prevention (2018), (https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf).

Figure 15.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by sex: Selected years, 2001 through 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 15.2. 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 sexual orientation: 2017



! 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. 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), 2017.

In 2017, state-level data for students who reported using marijuana at least 1 time during the previous 30 days were available for 39 states and the District of Columbia (table 15.3).[71] Among these jurisdictions, the percentages of students who reported using marijuana ranged from 8 percent in Utah to 33 percent in the District of Columbia.

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.[72] The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 29 percent in 2001 to 20 percent in 2017 (figure 15.3 and table 15.4). However, no measurable differences were found between the percentages in 2015 and 2017.

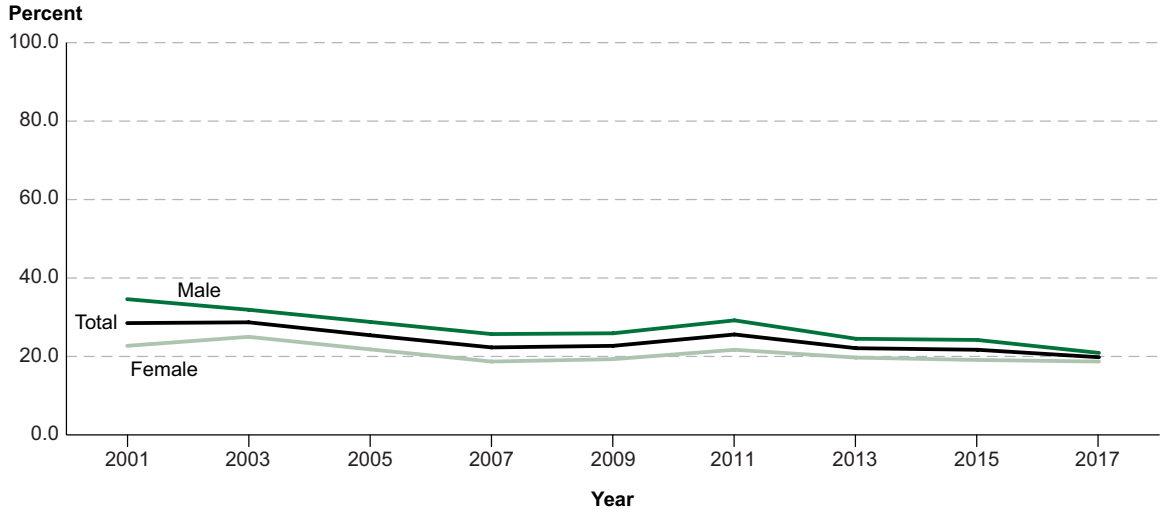
In 2017, there was no measurable difference in the percentage of males and females who reported that illegal drugs were offered, sold, or given to them on school property. In contrast, in every survey year from 2001 to 2015, a higher percentage of male than of female students reported that illegal drugs were offered, sold, or given to them on school property.

In 2017, a higher percentage of Hispanic students (25 percent) than of students of Two or more races (19 percent), Black students (19 percent), White students (18 percent), Asian students (18 percent), and American Indian/Alaska Native students (17 percent) reported that illegal drugs were made available to them on school property (figure 15.4). The percentage of students who reported that illegal drugs were made available to them on school property was lower in 2017 than in 2001 for students from all racial/ethnic groups, with the exception of Black students for whom there was no measurable change over time. Although these longer-term changes were observed, no measurable differences were found between the 2015 and 2017 percentages for students of any racial/ethnic groups (table 15.4).

In 2017, public school students' reports of the availability of illegal drugs on school property varied across the 34 states for which data were available (table 15.5). Among these states, the percentages of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 12 percent in North Dakota to 31 percent in Arkansas.

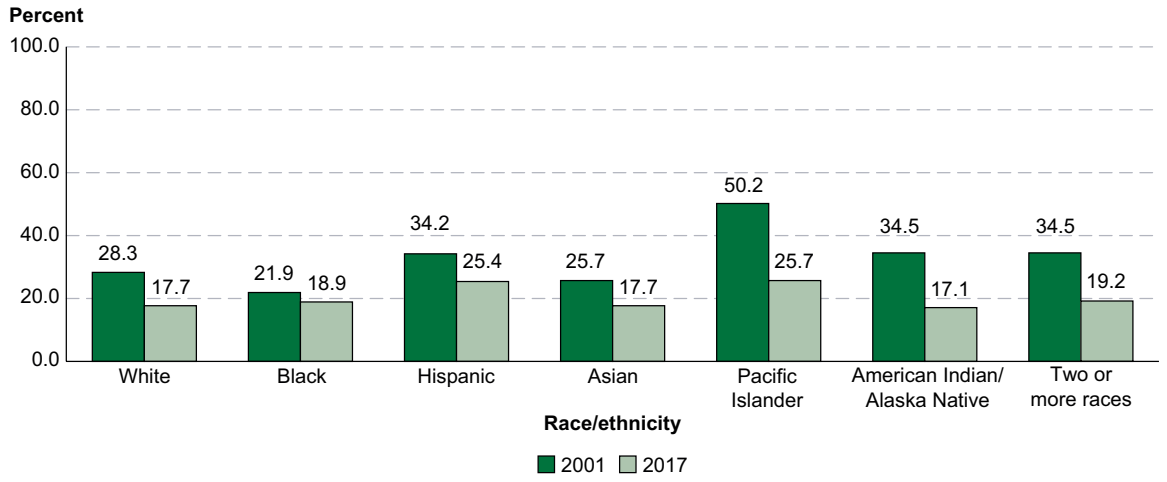
[71] U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.
[72] "On school property" was not defined for survey respondents.

Figure 15.3. 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, 2001 through 2017



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), 2001 through 2017.

Figure 15.4. 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: 2001 and 2017



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), 2001 and 2017.

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Fear and Avoidance

Indicator 16

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

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased from 6 percent to 4 percent, and the percentage who reported being afraid of attack or harm away from school during the school year decreased from 5 percent to 3 percent.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[73] they had been afraid of attack or harm at school[74] and away from school during the school year. In 2017, about 4 percent of students ages 12–18 reported that they had been afraid of attack or harm at school during the school year (figure 16.1 and table 16.1). A lower percentage of students (3 percent) reported that they had been afraid of attack or harm away from school during the school year.

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased overall (from 6 to 4 percent), as well as among male students (from 6 to 3 percent) and female students (from 6 to 5 percent). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 2001 and 2017 for White students (from 5 to 4 percent) and Hispanic students (from 11 to 4 percent); the percentage of Black students who reported being afraid of attack or harm at school first decreased from 9 percent in 2001 to 3 percent in 2015, but then increased to 7 percent in 2017. Despite the long-term overall decrease, more recently a higher percentage of students overall reported being afraid of attack or harm at school in 2017 (4 percent) than in 2015 (3 percent).

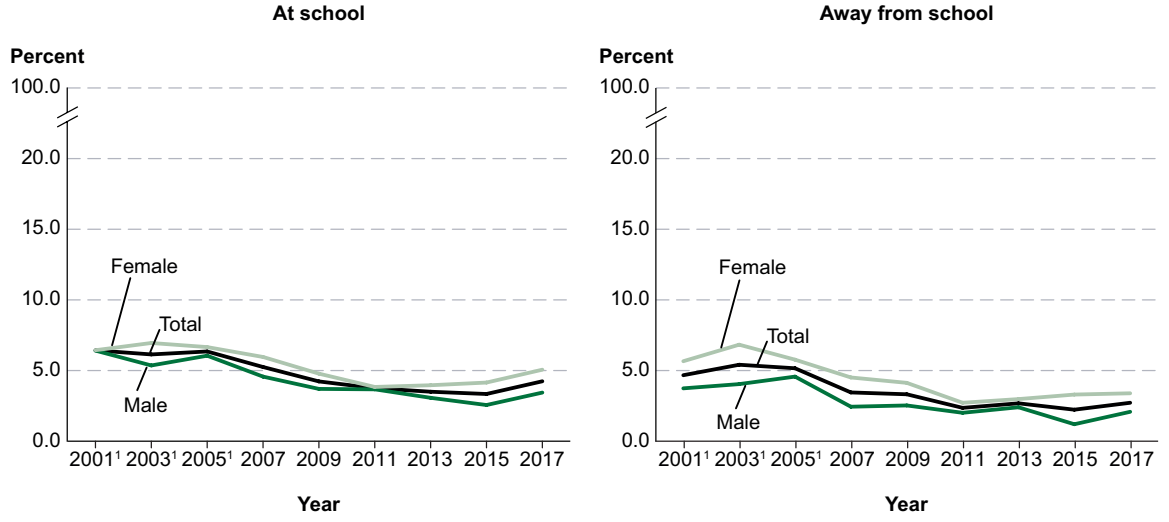
Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm away from school during the school year decreased from 5 to 3 percent overall, from 4 to 2 percent for male students, and from 6 to 3 percent for female students. The percentage of students who reported being afraid of attack or harm away from school also decreased during this period for White students (from 4 to 2 percent) and for Hispanic students (from 7 to 3 percent); during this period, the percentage of Black students who reported being afraid of attack or harm away from school first increased from 6 percent in 2001 to 10 percent in 2003, but then decreased to 4 percent in 2017. The overall percentage of students who reported being afraid of attack or harm away from school did not measurably differ between 2015 and 2017. However, the percentage of male students who reported being afraid of attack or harm away from school was higher in 2017 (2 percent) than in 2015 (1 percent).

[73] 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 "attack or threaten to attack" instead of "attack or harm."

[74] "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 2017 data. For more information: Table 16.1, and https://nces.ed.gov/programs/crime/.

Figure 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Selected years, 2001 through 2017



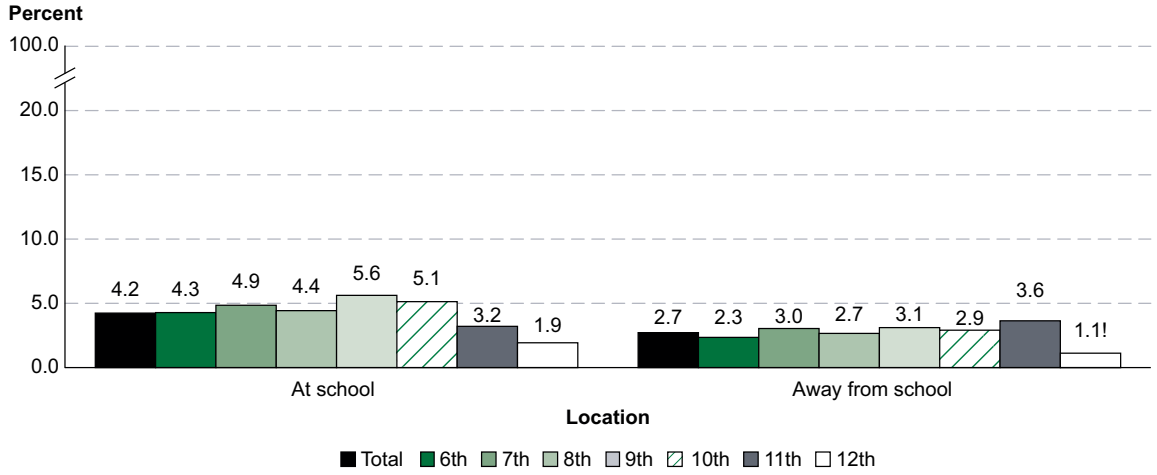
[1] In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
NOTE: "At school" includes in the school building, on school property, on a school bus, and 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 "attack or threaten to attack" instead of "attack or harm." For more information, see appendix A.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

In 2017, higher percentages of female students ages 12–18 than of male students ages 12–18 reported being afraid of attack or harm at school (5 vs. 3 percent) and away from school (3 vs. 2 percent) during the school year. A higher percentage of American Indian/Alaska Native students (14 percent) than of Asian students, Hispanic students, White students, and students of Two or more races (4 percent each) reported being afraid of attack or harm at school. In addition, the percentage of students who reported being afraid of attack or harm at school was higher for Black students (7 percent) than for Hispanic students and White students. The percentage of students who reported being afraid of attack or harm away from school in 2017 did not measurably differ by race/ethnicity.

In 2017, higher percentages of 6th- (4 percent), 7th- (5 percent), 8th- (4 percent), 9th- (6 percent), and 10th-graders (5 percent) than of 12th-graders (2 percent) reported being afraid of attack or harm at school during the school year (figure 16.2 and table 16.1). The percentage was also higher for 9th-graders than for 11th-graders (3 percent). The percentage of students who reported being afraid of attack or harm away from school during the school year was higher for 7th-, 8th-, 9th-, and 10th-graders (3 percent each), and for 11th-graders (4 percent), than for 12th-graders (1 percent).

In 2017, a higher percentage of students ages 12–18 in urban areas (5 percent) than of students in suburban areas (4 percent) reported being afraid of attack or harm at school during the school year (table 16.1). However, in 2017 the percentage of students who reported being afraid of attack or harm away from school during the school year did not measurably differ by urbanicity.

Figure 16.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and grade: 2017



! 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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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Indicator 17

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

In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school during the previous school year because they thought someone might attack or harm them. This percentage was higher than the percentage in 2015 (5 percent).

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes[75] or one or more places in school[76] because they were fearful that someone might attack or harm them.[77] In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school[78] during the previous school year because they thought someone might attack or harm them (figure 17.1 and table 17.1). Two percent of students reported avoiding school activities or classes, and 5 percent reported avoiding one or more places in school.

There was no overall pattern of increase or decrease between 2001 and 2017 in the total percentage of students ages 12–18 who reported avoiding school activities or classes or one or more places in school because of fear of attack or harm. However, the total percentage in 2017 was higher than the total percentage in 2015 (6 vs. 5 percent). The percentage of students who reported avoiding one or more places in school was also higher in 2017 than in 2015 (5 vs. 4 percent), while the percentage who reported avoiding school activities or classes was not measurably different between the two years.

In 2017, about 1 percent each of students ages 12–18 reported avoiding any activities, avoiding any classes, and staying home from school because of fear of attack or harm. With respect to avoiding specific places in school, 2 percent each of students reported avoiding parts of the school cafeteria, any school restrooms, and the hallways or stairs in school, and 1 percent each reported avoiding the entrance to the school and other places inside the school building. The percentages of students who reported avoiding parts of the school cafeteria and any school restrooms were one percentage point higher in 2017 than in 2015.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by sex and grade. In 2017, a higher percentage of female students ages 12–18 than of male students ages 12–18 reported avoiding one or more places in school (6 vs. 4 percent; figure 17.2 and table 17.1). In addition, higher percentages of 6th-, 7th-, and 9th-graders (7 percent each) than of 8th- (4 percent) and 12th-graders (3 percent) reported avoiding one or more places in school. There were no measurable differences by race/ethnicity in the percentage of students who reported avoiding one or more places in school because of fear of attack or harm.

In 2017, a higher percentage of students ages 12–18 in urban areas than of students in rural areas reported avoiding one or more places in school (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 3 percent).

[75] "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.

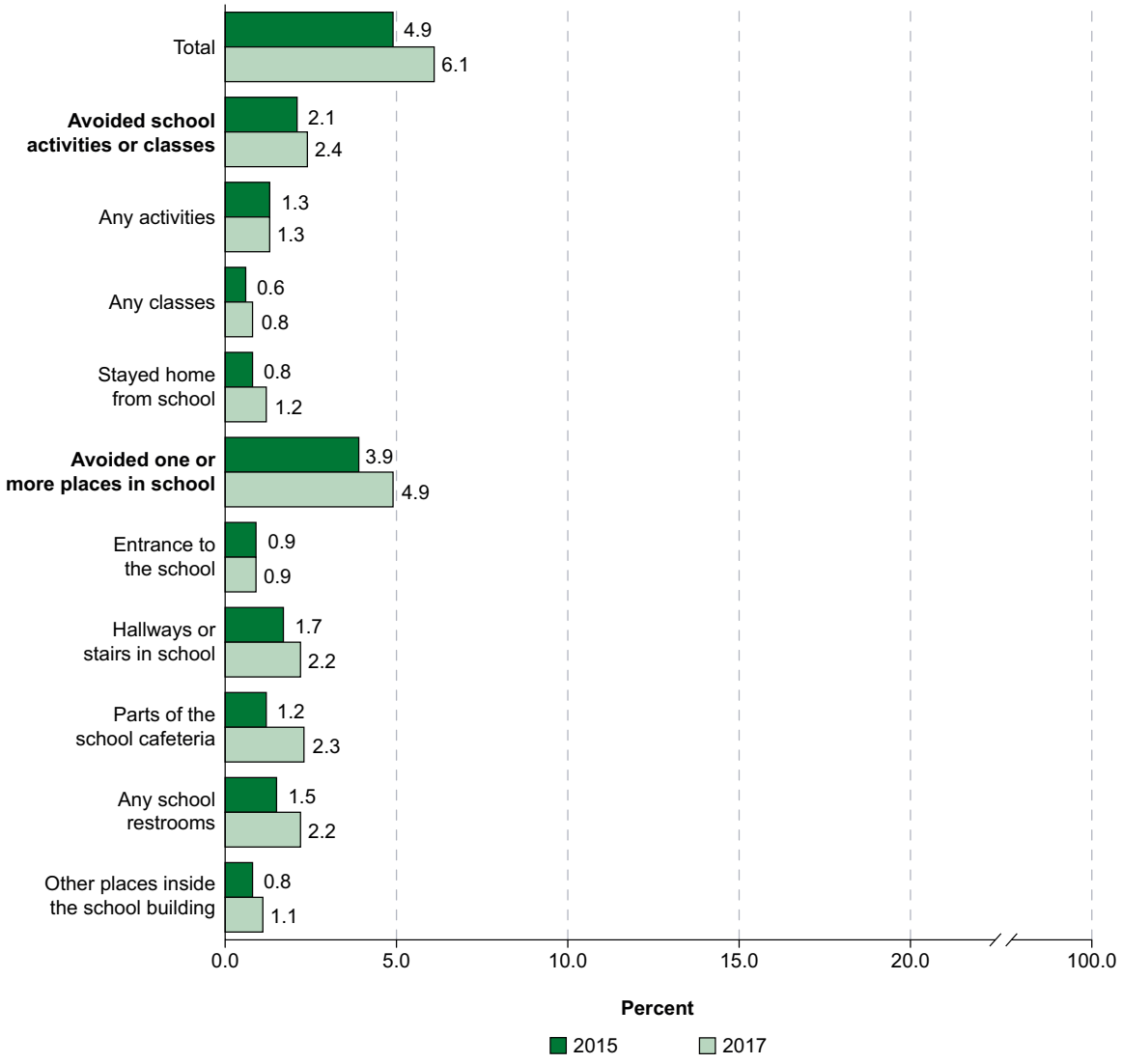
[76] "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the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

[77] 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.

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

This indicator has been updated to include 2017 data. For more information: Table 17.1, and https://nces.ed.gov/programs/crime/.

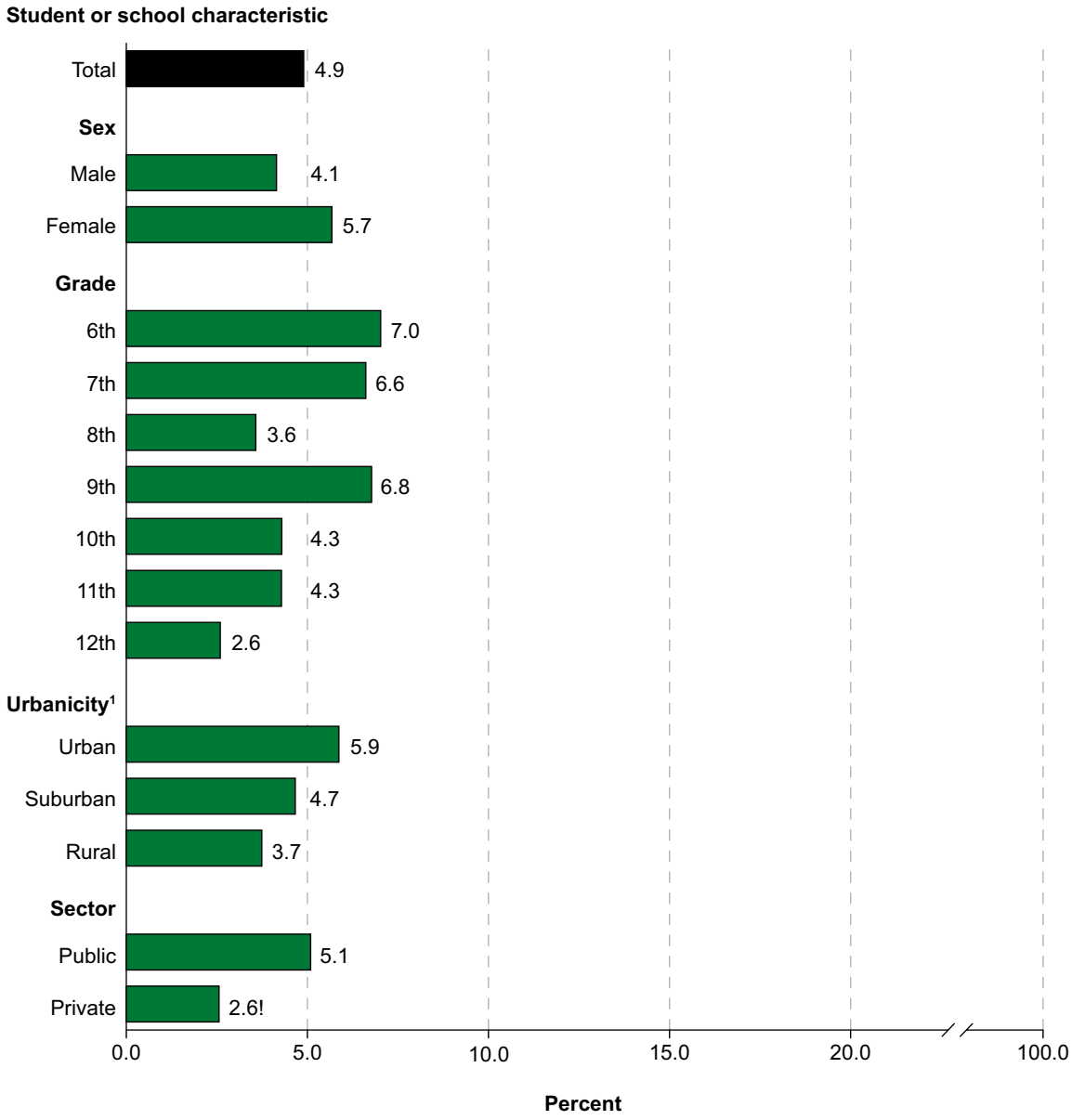
Figure 17.1. Percentage of students ages 12–18 who reported avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2015 and 2017



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 and 2017.

Figure 17.2. 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: 2017



! 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)."
NOTE: "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.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Discipline, Safety, and Security Measures

Indicator 18

Serious Disciplinary Actions Taken by Public Schools

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent).

In the School Survey on Crime and Safety (SSOCS), public school principals were asked to report the number of disciplinary actions their schools had taken against students for specific offenses. The student offenses reported by principals during the 2015–16 school year and discussed in this indicator were physical attacks or fights; distribution, possession, or use of alcohol; distribution, possession, or use of illegal drugs; use or possession of a firearm or explosive device; and use or possession of a weapon other than a firearm or explosive device.

During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (figure 18.1 and table 18.1).

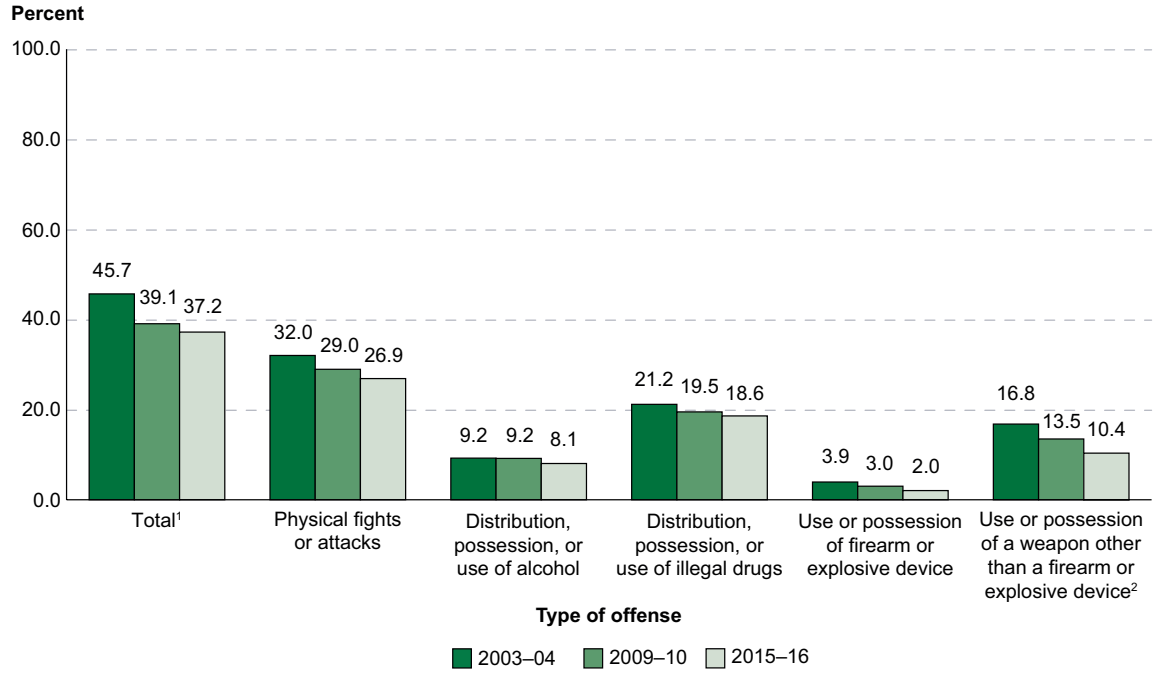
Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (27 percent) to respond with at least one serious disciplinary action. In response to other offenses by students, 19 percent of schools reported that they took disciplinary actions for the distribution, possession, or use of illegal drugs; 10 percent took actions for the use or possession of a weapon other than a firearm or explosive device; 8 percent did so for the distribution, possession, or use of alcohol; and 2 percent did so for the use or possession of a firearm or explosive device.

The percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years.[79] In addition, the percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2009–10 for the distribution, possession, or use of alcohol (8 vs. 9 percent) and for use or possession of a weapon other than a firearm or explosive device (10 vs. 13 percent), but there were no measurable differences between these two years for any other offenses, including the total number of offenses.

[79] Totals for 2003–04 are not comparable to totals for 2015–16, because the 2015–16 questionnaires did not include an item on insubordination.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 18.1, 18.2, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

Figure 18.1. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense: School years 2003–04, 2009–10, and 2015–16



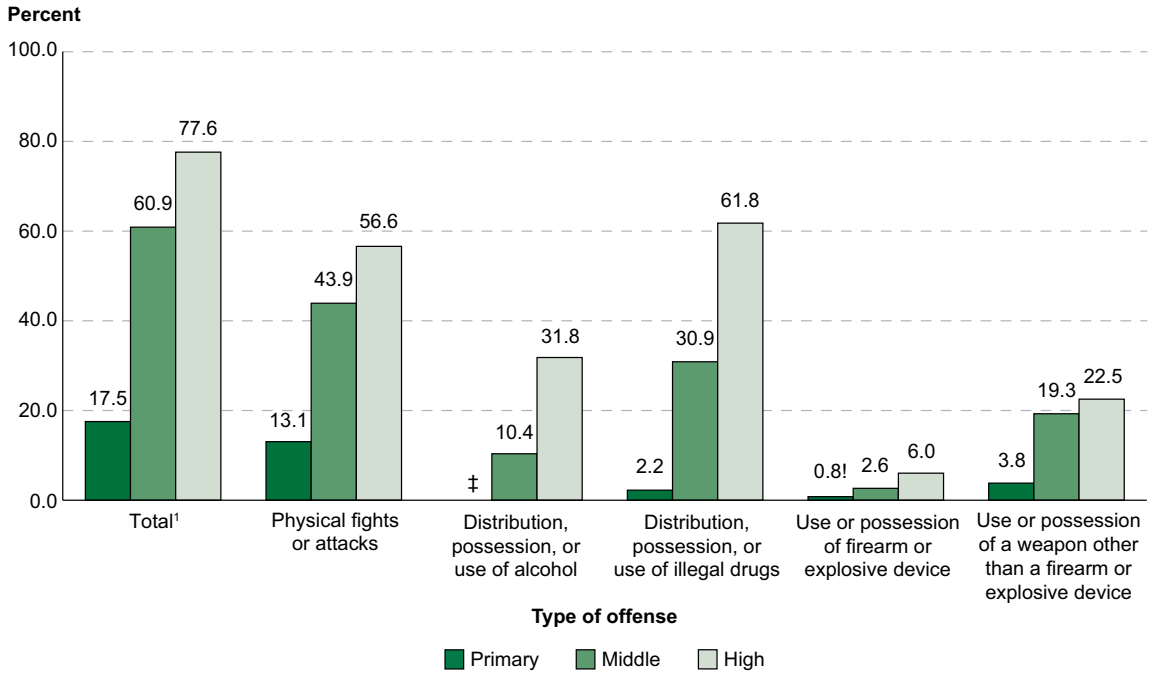
[1] Totals for 2003–04 are not comparable to totals for 2009–10 and 2015–16, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination. Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

[2] In 2003–04, the questionnaire wording was simply "a weapon other than a firearm" (instead of "a weapon other than a firearm or explosive device").

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2010, and 2016.

Figure 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and school level: School year 2015–16



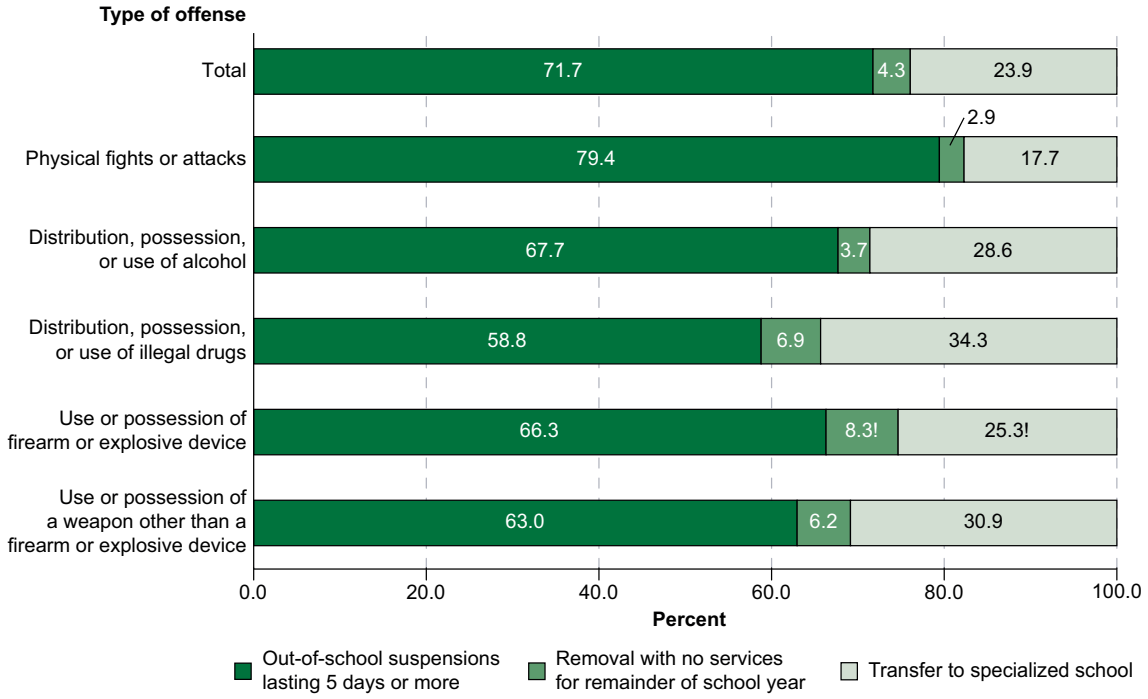
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1] Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.
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. Excludes combined schools, which include all other combinations of grades, including K–12 schools. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent; figure 18.2 and table 18.2). This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 62 percent of high schools took serious disciplinary actions in response to distribution, possession, or use of illegal drugs, compared with 31 percent of middle schools, and 2 percent of primary schools.

A higher percentage of schools with 76 percent or more of students eligible for free or reduced-price lunch took at least one serious disciplinary action (44 percent) than did schools with 0 to 25 (25 percent) and 26 to 50 percent (34 percent) of students eligible for free or reduced-price lunch.[80] The percentage was also higher for schools where 51 to 75 percent of students were eligible for free or reduced-price lunch (41 percent) than for schools where a lower percentage of students were eligible.

[80] The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post "Free or reduced price lunch: A proxy for poverty?"

Figure 18.3. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2015–16



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

A total of 305,700 serious disciplinary actions were taken by public schools during the 2015–16 school year for specific offenses (table 18.1). The largest number of these reported disciplinary actions were taken in response to physical attacks or fights (178,000 actions). Of the serious disciplinary actions taken during the 2015–16 school year, 72 percent were out-of-school suspensions for 5 days or more, 24 percent were transfers to specialized schools, and 4 percent were removals with no services for the remainder of the school year (figure 18.3 and table 18.1).

Greater percentages of out-of-school suspensions lasting 5 days or more were imposed upon students in response to physical attacks or fights (79 percent) than were imposed in response to the distribution, possession, or use of alcohol (68 percent), and drugs (59 percent), and the use or possession of a weapon other than a firearm or explosive (63 percent). Greater percentages of removals with no services for the remainder of the school year were imposed upon students in response to the distribution, possession, or use of drugs (7 percent) than were imposed in response to the distribution, possession, or use of alcohol (4 percent), and physical attacks or fights (3 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of alcohol (29 percent), and drugs (34 percent), and the use or possession of a weapon other than a firearm or explosive (31 percent) than were imposed in response to physical attacks or fights (18 percent).

Indicator 19

Safety and Security Measures Taken by Public Schools

The percentage of schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16.

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. Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked principals of public schools about their schools' use of safety and security measures and procedures. Principals were also asked to report whether their school had a written plan for procedures to be performed in selected scenarios. In 2013–14, data on safety and security measures and procedures and written plans for selected scenarios were collected from the Fast Response Survey System (FRSS) survey of school safety and discipline.[81]

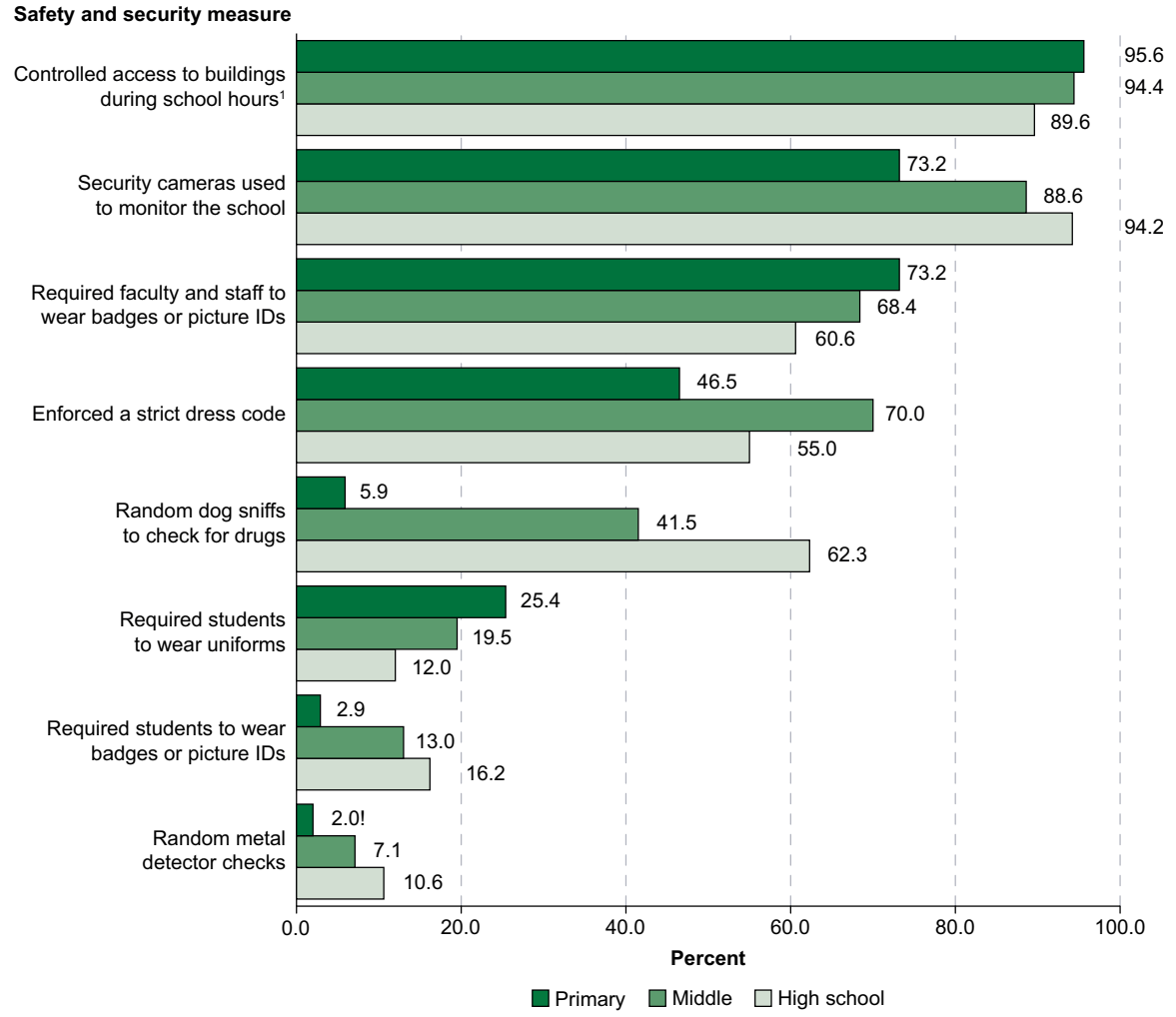
In the 2015–16 school year, 94 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 19.1). Other safety and security measures reported by public schools included the use of security cameras to monitor the school (81 percent), a requirement that faculty and staff wear badges or picture IDs (68 percent), and the enforcement of a strict dress code (53 percent). In addition, 25 percent of public schools reported the use of random dog sniffs to check for drugs, 21 percent required that students wear uniforms, 7 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 2015–16 school year (figure 19.1 and table 19.2). For example, greater percentages of public primary schools and public middle schools than of public high schools controlled access to school buildings and required faculty and staff to wear badges or picture IDs. Additionally, a greater percentage of primary schools than of middle schools required students to wear uniforms (25 vs. 20 percent), and both percentages were greater than the percentage of high schools requiring uniforms (12 percent). The percentage of schools reporting the enforcement of a strict dress code was greater for middle schools (70 percent) than for high schools (55 percent) and primary schools (46 percent). The percentage of schools reporting the use of security cameras to monitor the school was greater for high schools (94 percent) than middle schools (89 percent), and both of these percentages were greater than the percentage for primary schools (73 percent). The same pattern was evident for the use of random dog sniffs and the use of random metal detector checks. A greater percentage of high schools (16 percent) and middle schools (13 percent) than of primary schools (3 percent) required students to wear badges or picture IDs.

[81] The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (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 difference in survey administration may have impacted 2013–14 results.

This indicator repeats information from the *Indicators of School Crime and Safety: 2017* report. For more information: Tables 19.1, 19.2, and 19.3, and Diliberti, Jackson, and Kemp (2017), (https://nces.ed.gov/pubs2017/2017122.pdf).

Figure 19.1. Percentage of public schools that used selected safety and security measures, by school level: School year 2015–16



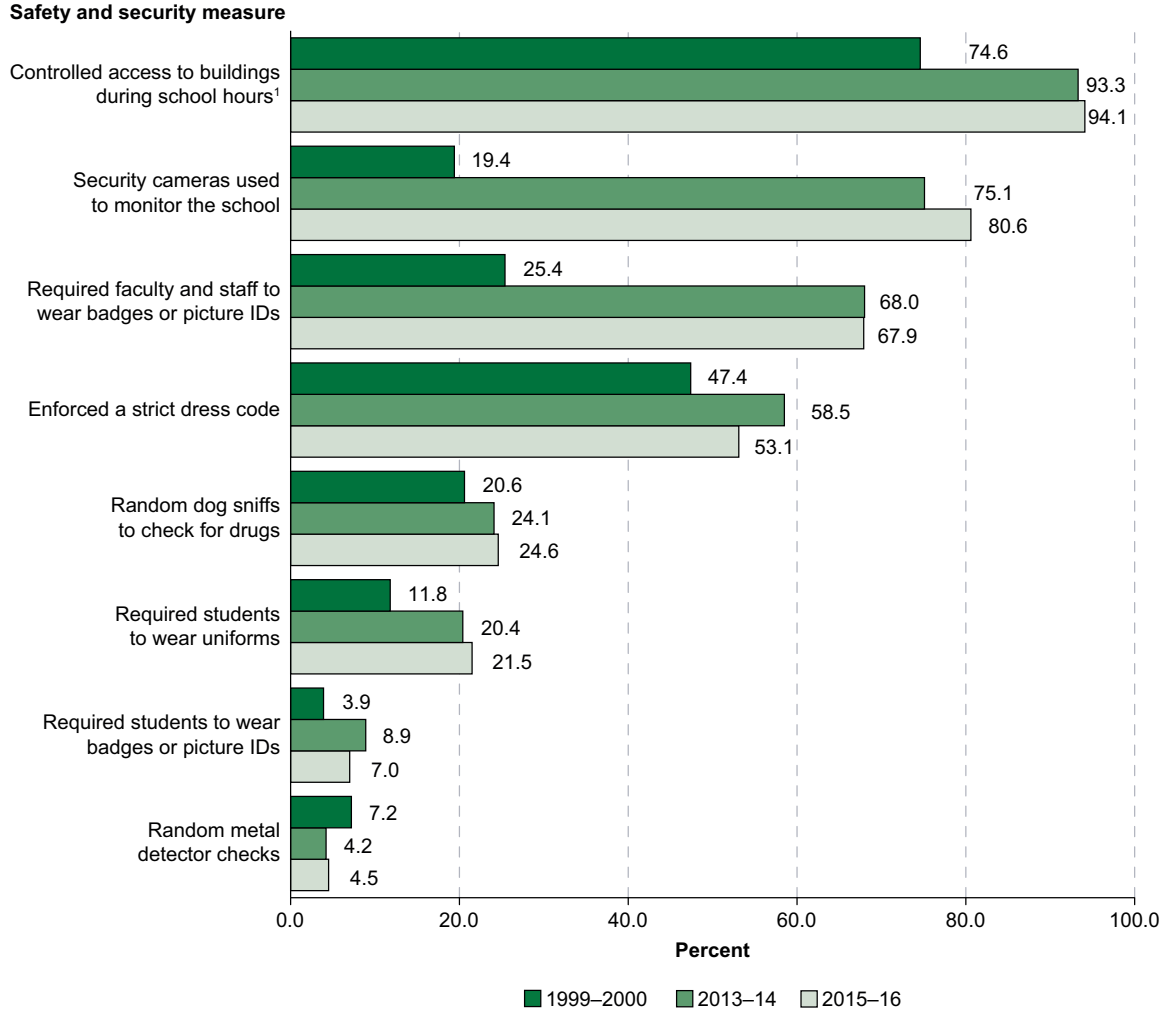
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1] For example, locked or monitored doors.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

In 2015–16, the use of various safety and security procedures also differed by school size. A greater percentage of public schools with 1,000 or more students enrolled than of those with fewer students enrolled reported the use of security cameras, a requirement that students wear badges or picture IDs, the use of random dog sniffs, and the use of random metal detector checks (table 19.2). A smaller percentage of schools with less than 300 students enrolled than of schools with higher numbers of students enrolled reported that they required faculty and staff to wear badges or picture IDs. A greater percentage of schools with 300–499 students (23 percent) and 500–999 students (25 percent) than of schools with less than 300 students or 1,000 or more students (both 16 percent) required students to wear uniforms. A similar pattern was evident for controlled access to school buildings. A greater percentage of schools with 500–999 students and 1,000 or more students (both 58 percent) than of schools with 300–499 students (49 percent) or less than 300 students (47 percent) reported the enforcement of a strict dress code.

A greater percentage of public schools located in cities than of those located in suburban areas, towns, and rural areas reported in 2015–16 that they used random metal detector checks, required students wear badges or picture IDs, and required students to wear uniforms (table 19.2). A greater percentage of schools located in cities (61 percent) and rural areas (54 percent) than of those located in suburbs (46 percent) reported that they enforced a strict dress code. A greater percentage of schools in suburban areas (81 percent) than of those in towns (66 percent), cities (64 percent), and rural areas (56 percent) required faculty or staff to wear badges or picture IDs. Random dog sniffs were reported by a greater percentage of public schools in rural areas (37 percent) and towns (31 percent) than in suburban areas (19 percent) and cities (15 percent). A greater percentage of schools in rural areas (84 percent) than of those in suburbs (78 percent) reported the use of security cameras, and a greater percentage of schools in cities (96 percent) than of those in rural areas (91 percent) reported controlled access to school buildings.

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 than in schools where a lower percentage were eligible (table 19.2). A greater percentage of schools where 76 percent or more of students were eligible than of schools where lower percentages were eligible reported that they enforced a strict dress code, required school uniforms, and used random metal detector checks. A smaller percentage of schools where 76 percent or more of students or 25 percent or less were eligible for free or reduced-price lunch (17 and 18 percent, respectively) reported the use of random dog sniffs than of schools where 26 to 50 percent of students and 51 to 75 percent of students (both 30 percent) were eligible for free or reduced-price lunch. A greater percentage of schools where 25 percent or less of students were eligible for free or reduced-price lunch (78 percent) than of schools where higher percentages of students were eligible reported requiring faculty and staff to wear badges or picture IDs. A smaller percentage of schools where 26 to 50 percent of students were eligible for free or reduced-price lunch (4 percent) than of schools where any other percentage of students were eligible reported requiring students to wear badges or pictures IDs.

Figure 19.2. Percentage of public schools that used selected safety and security measures: School years 1999–2000, 2013–14, and 2015–16



[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 other 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 difference in survey administration may have impacted the 2013–14 results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2015–16 School Survey on Crime and Safety (SSOCS), 2000 and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

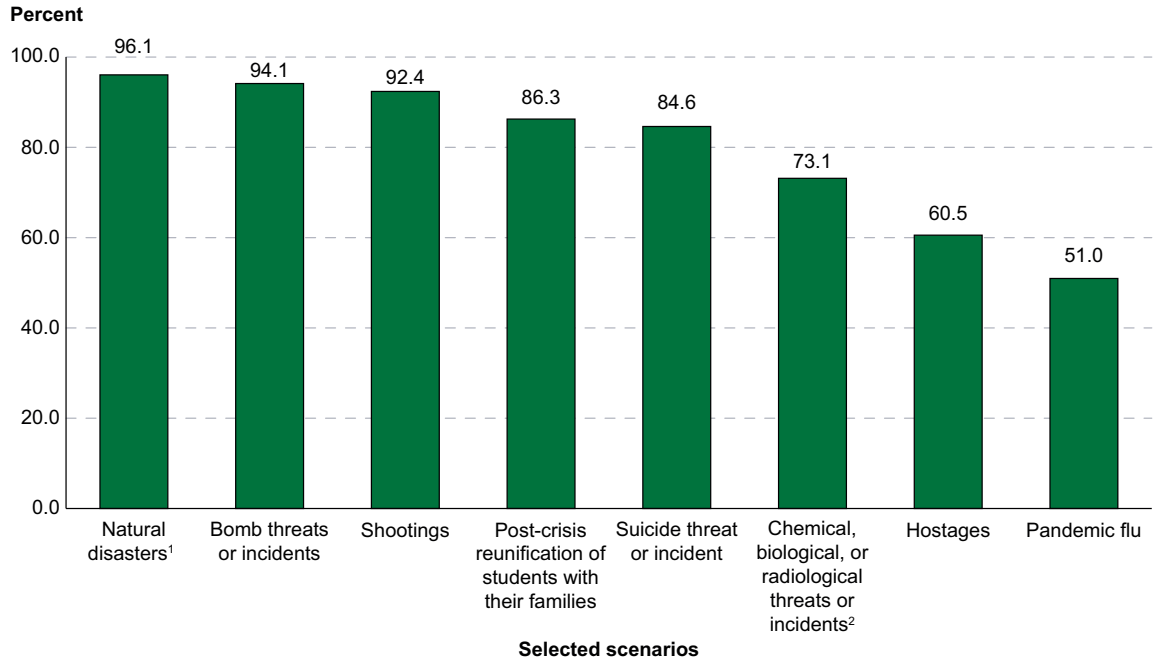
The percentages of public schools reporting the use of various safety and security measures in 2015–16 tended to be higher than in prior years (figure 19.2 and table 19.1). For example, the percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period. From 1999–2000 to 2015–16, the following safety and security measures also increased: requiring faculty and staff to wear badges or picture IDs, 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 2015–16. The percentage of schools reporting that they enforced a strict dress code increased from 47 percent in 1999–2000 to 58 percent in 2013–14, but the percentage in 2015–16 (53 percent) was lower than the percentage in 2013–14.

Another aspect of school safety and security is ensuring that plans are in place to be enacted in the event of specific scenarios. In 2015–16, about 96 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster (figure 19.3 and table 19.3).[82] Ninety-four percent of public schools reported they had a plan for procedures to be performed in the event of bomb threats or incidents. The percentage of schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16.[83]

In 2015–16, schools were also asked whether they had drilled students during the current school year on the use of selected emergency procedures. About 95 percent of schools had drilled students on a lockdown procedure,[84] 92 percent had drilled students on evacuation procedures,[85] and 76 percent had drilled students on shelter-in-place procedures.[86]

[82] For example, earthquakes or tornadoes.
[83] On the 2015–16 questionnaire, the wording was changed from "Shootings" to "Active shooter."
[84] Defined for respondents as "a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms."
[85] Defined for respondents as "a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes 'reverse evacuation,' a procedure for schools to return students to the building quickly if an incident occurs while students are outside."
[86] Defined for respondents as "a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building."

Figure 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2015–16



[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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Indicator 20

Students' Reports of Safety and Security Measures Observed at School

In 2017, about 84 percent of students ages 12–18 reported observing one or more security cameras to monitor the school, and 79 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.[87] Students were asked about metal detectors, locker checks, security cameras, security guards or assigned police officers, other adults supervising the hallway, a requirement that students wear badges or picture identification, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in and wear visitor badges or stickers. In 2017, about 99 percent of students ages 12–18 reported that they observed the use of at least one of the selected safety and security measures at their schools (figure 20.1 and table 20.1).

In 2017, about 95 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 wear visitor badges or stickers (90 percent), and most reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (88 percent). About 84 percent of students reported the use of one or more security cameras to monitor the school, 79 percent reported locked entrance or exit doors during the day, 71 percent reported the presence of security guards or assigned police officers, 48 percent reported locker checks, and 24 percent reported that students were required to wear badges or picture identification at their schools. Ten percent of students reported the use of metal detectors at their schools, making this the least observed of all selected safety and security measures in 2017.

The percentage of students ages 12–18 who reported observing the use of one or more security cameras to monitor the school increased between 2001 and 2017 (from 39 to 84 percent), as did the percentages of students who reported observing the use of locked entrance or exit door during the day (from 49 to 79 percent) and who reported observing the presence of security guards or assigned police officers (from 64 to 71 percent). However, the percentages of students reporting these three safety and security measures did not measurably differ between the two most recent survey years (2015 and 2017). The percentage of students who reported a requirement that students wear badges or picture identification was higher in 2017 than in 2001 (24 vs. 21 percent), but this percentage was also not measurably different between the two most recent survey years.

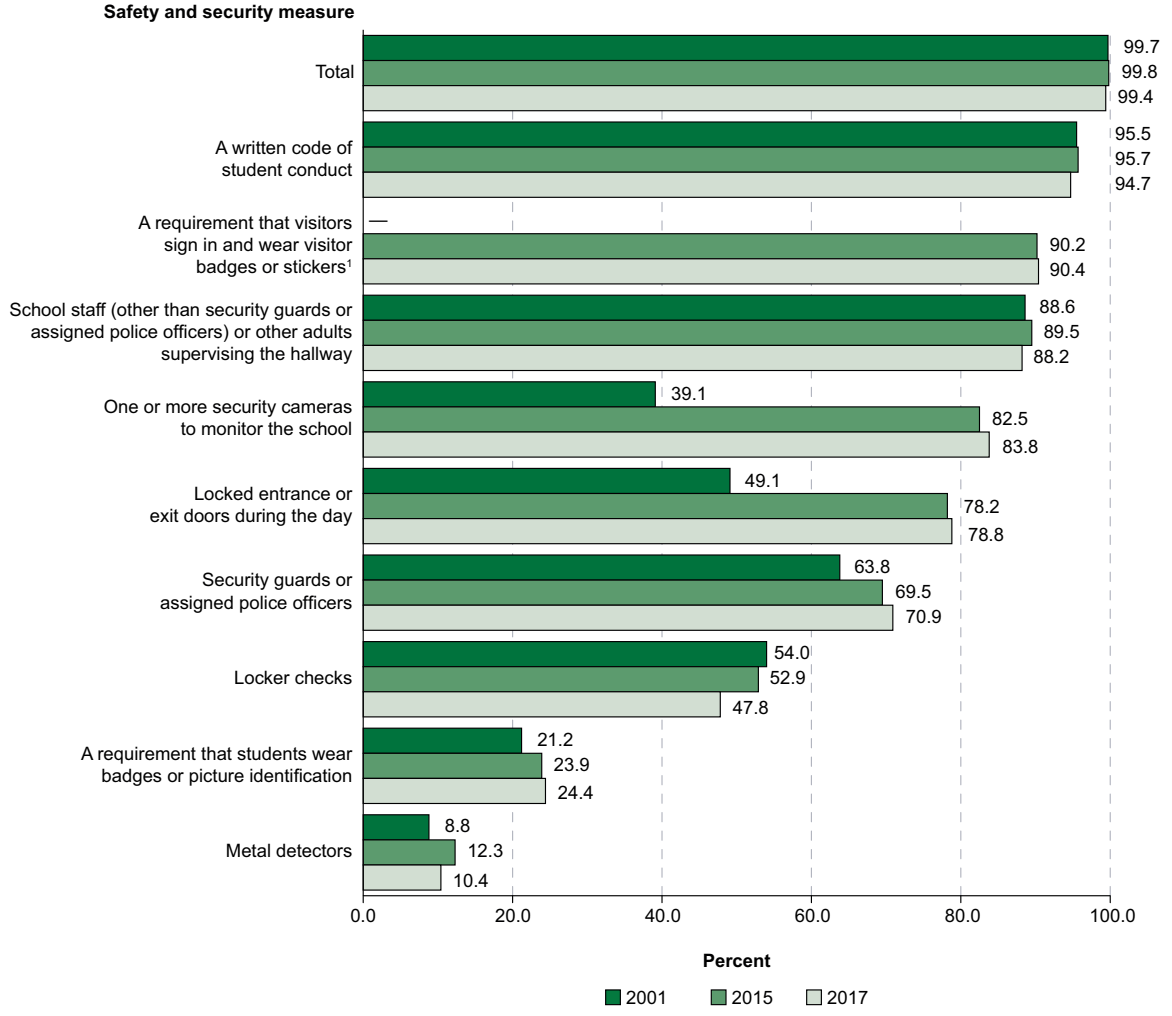
The percentage of students ages 12–18 who reported observing locker checks decreased between 2001 and 2017 (from 54 to 48 percent). The percentages of students who reported locker checks and the presence of metal detectors were both lower in 2017 than in 2015 (48 vs. 53 percent and 10 vs. 12 percent, respectively). The percentages of students who reported a written code of student conduct and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway were not measurably different between 2001 and 2017, or between 2015 and 2017. The percentage of students who reported a requirement that visitors sign in and wear visitor badges or stickers was not measurably different between 2015 and 2017.[88]

[87] 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 19* for a summary of the use of various safety and security measures as reported by schools.

[88] Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

This indicator has been updated to include 2017 data. For more information: Table 20.1, and https://nces.ed.gov/programs/crime/.

Figure 20.1. Percentage of students ages 12–18 who reported various safety and security measures at school: 2001, 2015, and 2017



—Not available.

[1] Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

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, 2001, 2015, and 2017.

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Postsecondary Campus Safety and Security

Indicator 21

Criminal Incidents at Postsecondary Institutions

In 2016, about 28,400 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.7 in 2015 to 19.2 in 2016.

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, as well as referrals for disciplinary action primarily dealing with persons associated formally with the institution (i.e., students, faculty, and other staff).

In 2016, a total of 28,400 criminal incidents against persons and property on campuses at postsecondary institutions were reported to police and security agencies, representing a 3 percent increase from 2015, when 27,600 criminal incidents were reported (table 21.1). The number of on-campus crimes reported per 10,000 full-time-equivalent (FTE) students[89] also increased, from 18.7 in 2015 to 19.2 in 2016 (table 21.2).

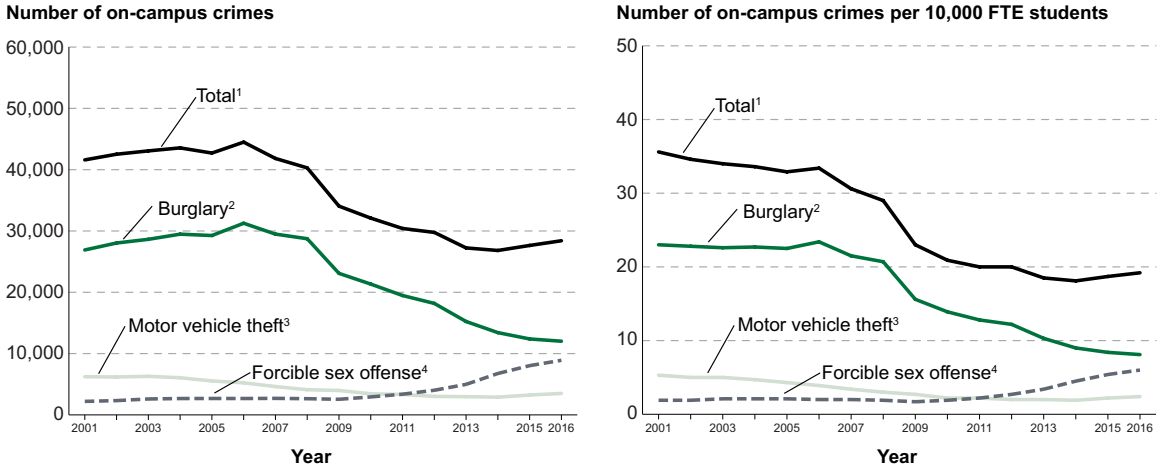
Among the various types of on-campus crimes reported in 2016, there were 12,000 burglaries,[90] which constituted 42 percent of all criminal incidents (table 21.1). Other commonly reported crimes included forcible sex offenses (8,900 incidents, or 31 percent of crimes) and motor vehicle thefts (3,500 incidents, or 12 percent of crimes). In addition, 2,200 aggravated assaults and 1,100 robberies[91] were reported. These estimates translate to 8.1 burglaries, 6.0 forcible sex offenses, 2.4 motor vehicle thefts, 1.5 aggravated assaults, and 0.7 robberies per 10,000 FTE students (table 21.2).

Between 2001 and 2016, the overall number of reported on-campus crimes decreased by 32 percent (figure 21.1 and table 21.1). During this period, the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), decreased by 40 percent between 2006 and 2014 (from 44,500 to 26,800), but then increased by 6 percent between 2014 and 2016 (from 26,800 to 28,400). This recent increase was driven primarily by the recent increase in the number of reported forcible sex offenses. The number of on-campus crimes reported in 2016 was lower than the number reported in 2001 for every category except forcible sex offenses and negligent manslaughter offenses.[92] The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 8,900 in 2016 (a 305 percent increase). More recently, the number of reported forcible sex offenses increased by 11 percent between 2015 and 2016 (from 8,000 to 8,900). Data on reported forcible sex offenses were collected differently since 2014. Since 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 reported only a total number of reported forcible sex offenses, with no breakouts for specific types of offenses. About 5,800 rapes and 3,100 fondling incidents were reported in 2016.

[89] 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.
[90] Unlawful entry of a structure to commit a felony or theft.
[91] Taking or attempting to take anything of value using actual or threatened force or violence.
[92] The number of negligent manslaughter offenses was the same in 2001 and 2016 (2 incidents).

This indicator has been updated to include 2016 data. For more information: *Digest of Education Statistics 2017*, tables 21.1 and 21.2, and http://ope.ed.gov/security/.

Figure 21.1. 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 2016

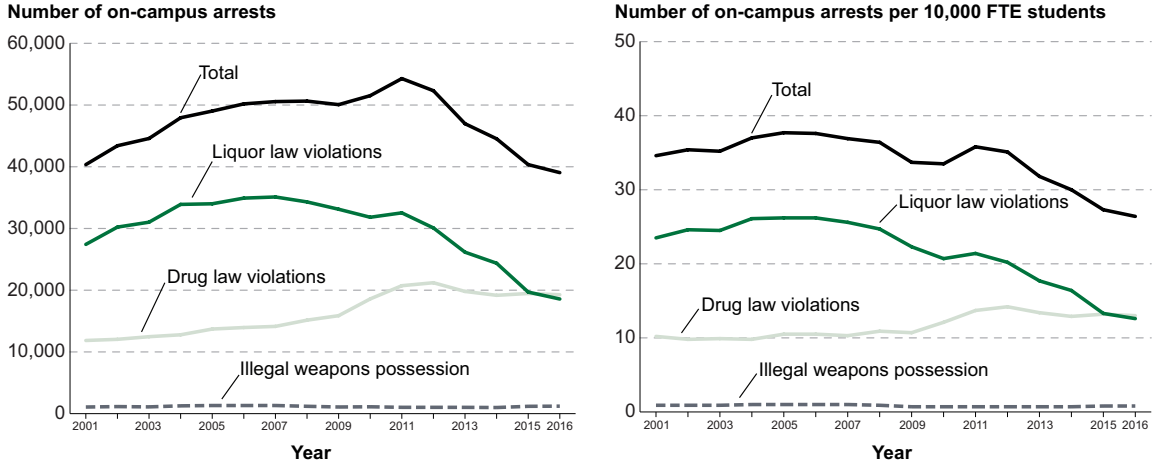


[1] Includes other reported crimes not separately shown.
[2] Unlawful entry of a structure to commit a felony or theft.
[3] Theft or attempted theft of a motor vehicle.
[4] Any sexual act directed against another person forcibly and/or against that person's will.
NOTE: Data are for degree-granting institutions, 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 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

The number of on-campus crimes per 10,000 FTE students changed between 2001 and 2016 due to changes both in the FTE college enrollment and in the number of reported on-campus crimes during that period (see *Digest of Education Statistics 2017* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 19.2 in 2016 (figure 21.1 and table 21.2). Between 2001 and 2006, both postsecondary enrollment and the number of reported on-campus crimes increased. However, because enrollment increased by a larger percentage than the number of reported crimes, the number of reported on-campus crimes per 10,000 students was actually lower in 2006 (33.4) 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 reported per 10,000 students decreased from 33.4 to 18.1. Between 2014 and 2016, the number of reported on-campus crimes increased, enrollment decreased, and the number of reported on-campus crimes per 10,000 students increased from 18.1 to 19.2. The rate per 10,000 students was lower in 2016 than in 2001 for all types of reported on-campus crimes except forcible sex offenses. The rate for forcible sex offenses increased from 1.9 per 10,000 students in 2001 to 6.0 per 10,000 students in 2016.

In 2016, the number of crimes reported on college campuses differed by type of institution, although to some extent this reflects the enrollment size of the types of institutions 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 2016, institutions with residence halls reported higher rates of on-campus crime than institutions without residence halls (24.8 vs. 5.9 per 10,000 FTE students; table 21.2). The rate for each individual type of crime was also higher for institutions with residence halls. For example, more burglaries were reported at institutions with residence halls than at institutions without residence halls (10.7 vs. 2.1 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (8.2 vs. 0.8 per 10,000 students).

Figure 21.2. 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 2016



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 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

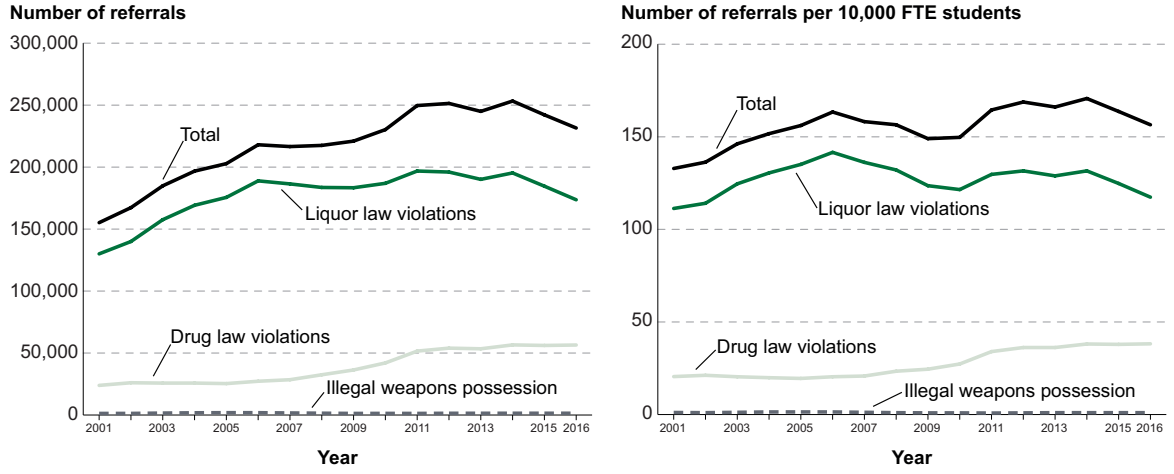
Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the overall numbers of on-campus crimes reported at all institution types between 2006 (when the overall number of reported on-campus crimes reached its peak since data collection began) and 2016. For example, the number of reported on-campus crimes decreased over this period from 20,600 to 14,200 for public 4-year institutions, from 16,900 to 11,100 for nonprofit 4-year institutions, and from 5,700 to 2,600 for public 2-year institutions (table 21.1). The decreases in the number of on-campus crimes reported per 10,000 FTE students over the period were from 35.5 to 19.7 for public 4-year institutions, from 57.7 to 32.7 for nonprofit 4-year institutions, and from 15.4 to 7.9 for public 2-year institutions (table 21.2).

As part of the Clery Act, postsecondary institutions are also required to report the number of arrests made on campus for illegal weapons possession, drug law violations, and liquor law violations. The total number of these reported on-campus arrests increased between 2001 and 2011 (from 40,300 to 54,300), then decreased between 2011 and 2016 (from 54,300 to 39,000; figure 21.2 and table 21.1). The number of arrests for drug law violations increased from 11,900 to 19,300 between 2001 and 2016. There was 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 2016, and the 2016 figure (18,600) was lower than in any year between 2001 and 2015. There was no clear pattern of change in the number of arrests for illegal weapons possession between 2001 and 2016; 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 drug law violations increased from 10.2 in 2001 to 13.0 in 2016 (figure 21.2 and table 21.2). In contrast, the number of arrests per 10,000 students for liquor law violations decreased from 23.5 to 12.6, and the number of arrests per 10,000 students for illegal weapons possession was lower in 2016 (0.8) than in 2001 (0.9).

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 include only incidents for which there was a referral for institutional disciplinary action but no arrest. In 2016, there were 231,600 referrals for disciplinary action for cases involving illegal

Figure 21.3. Number of referrals for disciplinary action 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 2016



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 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component.

weapons possession, drug law violations, and liquor law violations, with most of the referrals (92 percent) involving violations in residence halls (table 21.1). The largest number of disciplinary referrals (173,700) involved liquor law violations.

The total number of disciplinary referrals increased between 2001 and 2016 (from 155,200 to 231,600). Similar to the pattern observed for on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2016 (from 23,900 to 56,500; figure 21.3 and table 21.1). The number of referrals for liquor law violations also increased during this period (from 130,000 to 173,700). 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 2016 (1,400) was higher than the number in 2001 (1,300).

Part of the increase in the total number of disciplinary referrals over time may be associated with increases in the number of students on college campuses. The number of referrals per 10,000 students for drug law violations increased between 2001 and 2016 (from 20.5 to 38.2; figure 21.3 and table 21.2). However, the number of referrals per 10,000 FTE students for illegal weapons possession was lower in 2016 (1.0) than in 2001 (1.1); the number of referrals per 10,000 students for liquor law violations decreased between 2006 and 2016 (from 141.6 to 117.4), following an increase between 2001 and 2006 (from 111.3 to 141.6).

In 2016, the number of referrals per 10,000 FTE students for liquor law violations differed by type of institution and by presence of student residence halls. For instance, the number of referrals per 10,000 students for liquor law violations was higher for nonprofit 4-year institutions than for public 4-year institutions (232.9 vs. 125.0 per 10,000 students). Similarly, this rate was higher for nonprofit 2-year institutions than for public 2-year institutions (60.5 vs. 12.2 per 10,000 students). Overall and for each type of institution, the number of referrals per 10,000 students for liquor law violations was higher at institutions with residence halls than at institutions without residence halls. For instance, among nonprofit 4-year institutions, the rate was 254.7 per 10,000 students at institutions with residence halls, compared with 15.8 per 10,000 students at institutions without residence halls; among public 4-year institutions, the rate was 139.5 per 10,000 students at institutions with residence halls, compared with 0.5 per 10,000 students at institutions without residence halls.

Indicator 22

Hate Crime Incidents at Postsecondary Institutions

Three-fourths of the total reported on-campus hate crimes in 2016 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 38 percent of hate crimes (406 incidents); religion was the reported motivating bias in 21 percent of hate crimes (221 incidents); and sexual orientation was the reported motivating bias in 17 percent of hate crimes (183 incidents) in 2016.

A 2008 amendment to the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (see *Indicator 21*, Criminal Incidents at Postsecondary Institutions) 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—murder, 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.

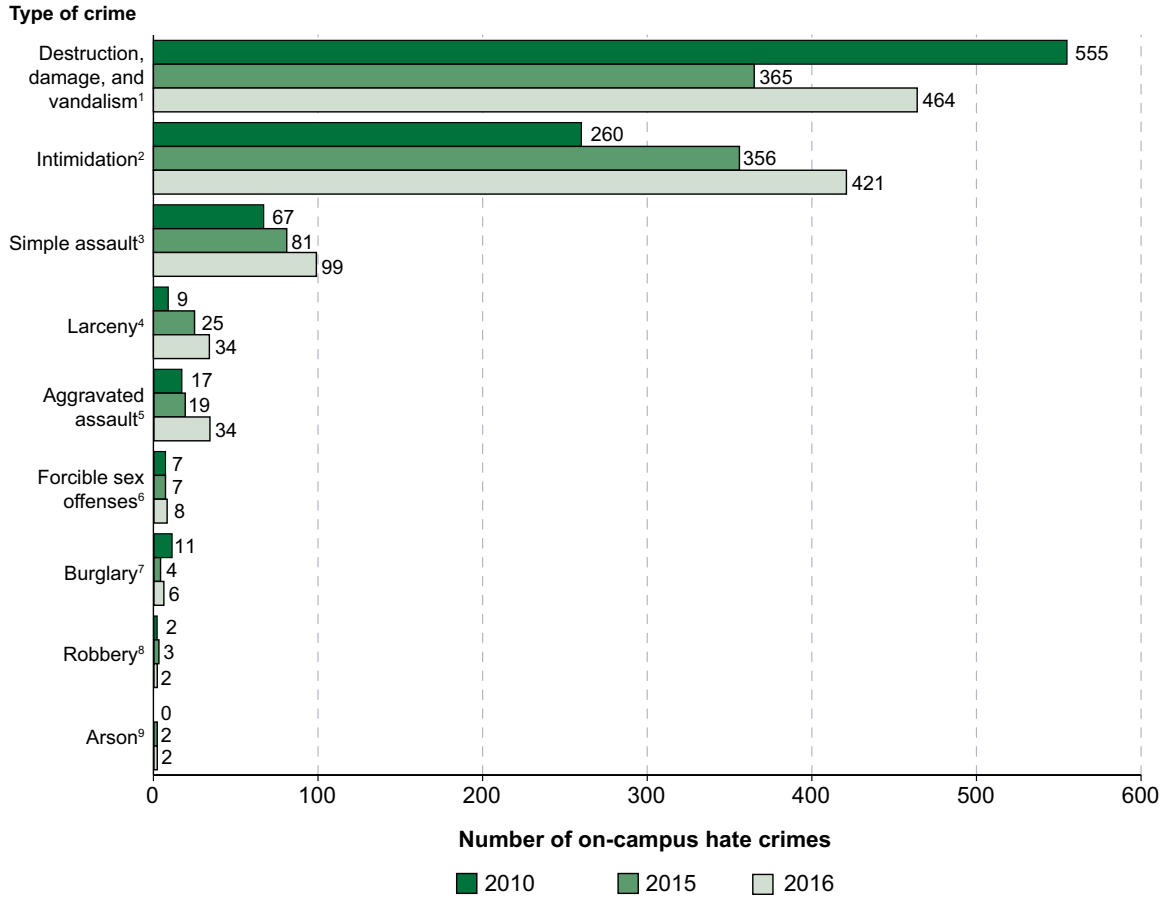
In 2016, there were 1,070 criminal incidents classified as hate crimes on the campuses of postsecondary institutions that were reported to police and security agencies (table 22.1). The most common type of hate crime reported by institutions was destruction, damage, and vandalism (464 incidents; hereafter referred to as "vandalism" in this indicator), followed by intimidation (421 incidents), simple assault (99 incidents), larceny and aggravated assault (34 incidents each), forcible sex offenses (8 incidents), burglary (6 incidents), and robbery and arson (2 incidents each; figure 22.1 and table 22.1). For murder, nonforcible sex offenses, and motor vehicle theft, there were no incidents classified as hate crimes in 2016.

The distribution of reported on-campus hate crimes in 2016 was similar to the distributions in previous years. For instance, vandalism, intimidation, and simple assault constituted the three most common types of hate crimes reported by institutions in every year from 2010 to 2016. Also similar to 2016, there were no reported incidents of murder and nonforcible sex offenses classified as hate crimes in any year from 2010 to 2015 and no reported incidents of motor vehicle theft classified as hate crimes in any year from 2010 to 2014.

About three-fourths of the total reported on-campus hate crimes in 2016 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 38 percent of hate crimes (406 incidents); religion was the reported motivating bias in 21 percent of hate crimes (221 incidents); and sexual orientation was the reported motivating bias in 17 percent of hate crimes (183 incidents) in 2016. The other one-fourth of hate crimes were motivated by ethnicity (114 incidents), gender (87 incidents), gender identity (49 incidents), and disability (10 incidents).

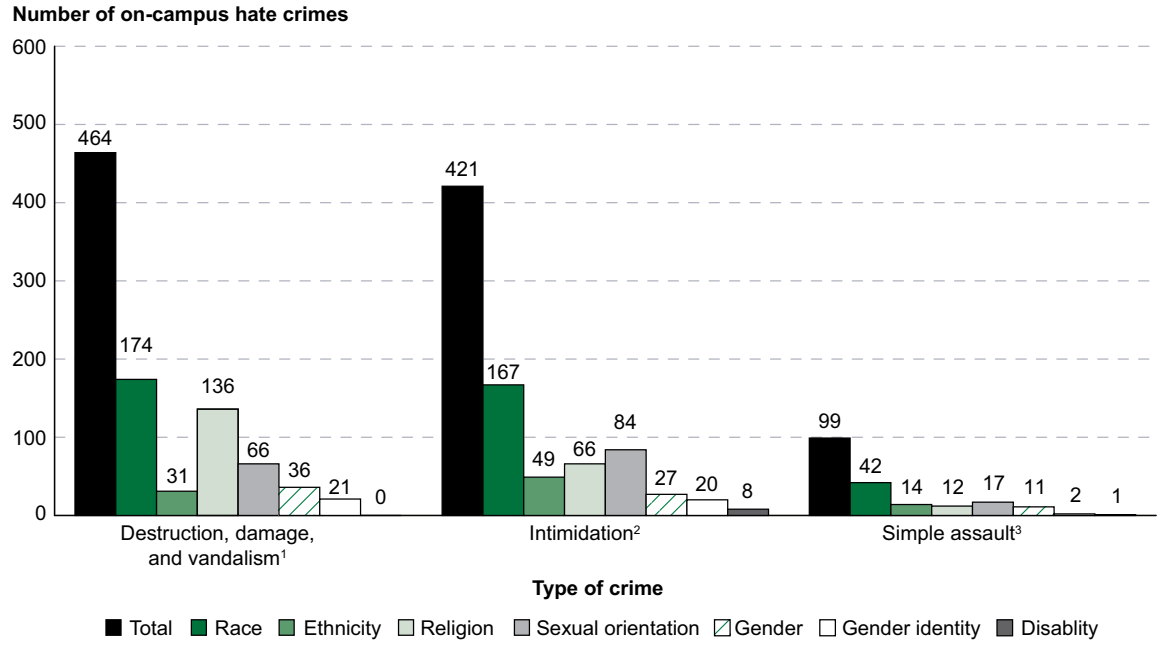
This indicator has been updated to include 2016 data. For more information: Table 22.1, and http://ope.ed.gov/security/.

Figure 22.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2010, 2015, and 2016



[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] 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] Unlawful taking, carrying, leading, or riding away of property from the possession of another.
[5] Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[6] Any sexual act directed against another person forcibly and/or against that person's will.
[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.
[9] Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
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 guests. Excludes off-campus crimes and arrests even if they involve students or staff. Motor vehicle theft is not shown in the figure. There were 2 hate-related motor vehicle thefts reported in 2015.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010, 2015, and 2016.

Figure 22.2. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime and category of bias motivating the crime: 2016



[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] 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 guests. Excludes off-campus crimes and arrests even if they involve students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2016.

Similar to the overall pattern, race was also the most frequent category of motivating bias associated with the three most common types of hate crimes reported in 2016—vandalism, intimidation, and simple assault. Race accounted for 38 percent of reported vandalisms classified as hate crimes (174 incidents), 40 percent of reported intimidations (167 incidents), and 42 percent of reported simple assaults (42 incidents; figure 22.2 and table 22.1). Sexual orientation was the second-most frequent motivating bias reported for intimidations (20 percent; 84 incidents) and simple assaults (17 percent; 17 incidents). Religion was the second-most frequent motivating bias reported for vandalisms (29 percent; 136 incidents). The third-most frequent motivating bias reported for vandalisms was sexual orientation (14 percent; 66 incidents) and for intimidations was religion (16 percent; 66 incidents), while the third-most frequent motivating bias reported for simple assaults was ethnicity (14 percent; 14 incidents).

Across different types of institutions, the total number of hate crimes reported in 2016 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (483 and 395 incidents, respectively); to some extent, this reflects their larger enrollment size and number of students living on campus. Public 2-year institutions, which also enroll a large number of students, had the third-highest total number of reported hate crimes (178 incidents). The frequency of crimes and the most commonly reported categories of motivating bias were similar across these types of postsecondary institutions.

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Supplemental Tables

Table S1.1. Percentages of 8th-, 10th-, and 12th-graders reporting use and availability of heroin and narcotics other than heroin, by grade and recency of use: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Grade and recency of use	1995		2000		2005		2010		2011		2012		2013		2014		2015		2016		2017	
1	2		3		4		5		6		7		8		9		10		11		12	
8th-graders																						
Ever used																						
Heroin[1]	2.3	(0.16)	1.9	(0.15)	1.5	(0.13)	1.3	(0.13)	1.2	(0.12)	0.8	(0.10)	1.0	(0.12)	0.9	(0.11)	0.5	(0.08)	0.5	(0.08)	0.7	(0.10)
With a needle	1.5	(0.13)	1.1	(0.11)	1.0	(0.11)	0.9	(0.11)	0.8	(0.10)	0.6	(0.09)	0.6	(0.09)	0.8	(0.10)	0.3	(0.06)	0.3	(0.06)	0.4	(0.07)
Without a needle	1.5	(0.13)	1.3	(0.12)	0.9	(0.10)	0.7	(0.10)	0.7	(0.09)	0.5	(0.08)	0.5	(0.08)	0.4	(0.07)	0.3	(0.06)	0.4	(0.07)	0.5	(0.08)
Narcotics other than heroin[2]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Used during past 12 months																						
Heroin[1]	1.4	(0.11)	1.1	(0.10)	0.8	(0.08)	0.8	(0.09)	0.7	(0.08)	0.5	(0.07)	0.5	(0.07)	0.5	(0.07)	0.3	(0.06)	0.3	(0.05)	0.3	(0.05)
With a needle	0.9	(0.09)	0.6	(0.07)	0.6	(0.07)	0.6	(0.08)	0.5	(0.07)	0.4	(0.06)	0.3	(0.06)	0.4	(0.06)	0.2	(0.05)	0.2	(0.04)	0.2	(0.04)
Without a needle	0.8	(0.08)	0.7	(0.08)	0.5	(0.07)	0.5	(0.07)	0.4	(0.06)	0.3	(0.05)	0.3	(0.06)	0.2	(0.05)	0.2	(0.05)	0.2	(0.04)	0.3	(0.05)
Narcotics other than heroin[2,3]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
OxyContin[2]	—	(†)	—	(†)	1.8	(0.17)	2.1	(0.19)	1.8	(0.17)	1.6	(0.16)	2.0	(0.19)	1.0	(0.13)	0.8	(0.12)	0.9	(0.12)	0.8	(0.12)
Vicodin[2]	—	(†)	—	(†)	2.6	(0.25)	2.7	(0.26)	2.1	(0.23)	1.3	(0.18)	1.4	(0.19)	1.0	(0.16)	0.9	(0.16)	0.8	(0.14)	0.7	(0.13)
Used during past 30 days																						
Heroin[1]	0.6	(0.07)	0.5	(0.07)	0.5	(0.07)	0.4	(0.06)	0.4	(0.06)	0.2	(0.04)	0.3	(0.06)	0.3	(0.06)	0.1!	(0.03)	0.2	(0.04)	0.2	(0.04)
With a needle	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	0.2	(0.05)	0.2	(0.05)	0.1!	(0.03)	0.1	(0.03)	0.2	(0.04)
Without a needle	0.3	(0.05)	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	0.1!	(0.03)	0.2	(0.05)	0.1!	(0.03)	0.1!	(0.03)	0.1	(0.03)	0.2	(0.04)
Narcotics other than heroin[2]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Fairly easy or very easy to get																						
Heroin	21.1	(0.63)	16.5	(0.58)	13.2	(0.52)	11.6	(0.51)	9.9	(0.47)	9.4	(0.47)	10.0	(0.49)	8.6	(0.47)	7.8	(0.44)	8.9	(0.44)	8.1	(0.44)
Narcotics other than heroin	20.3	(0.54)	15.6	(0.49)	12.9	(0.45)	14.6	(0.49)	12.3	(0.45)	10.6	(0.43)	9.7	(0.42)	9.2	(0.42)	8.8	(0.41)	8.9	(0.38)	8.9	(0.40)
10th-graders																						
Ever used																						
Heroin[1]	1.7	(0.14)	2.2	(0.17)	1.5	(0.14)	1.3	(0.13)	1.2	(0.13)	1.1	(0.12)	1.0	(0.12)	0.9	(0.12)	0.7	(0.09)	0.6	(0.09)	0.4	(0.08)
With a needle	1.0	(0.11)	1.0	(0.12)	0.8	(0.10)	0.8	(0.10)	0.8	(0.10)	0.7	(0.10)	0.7	(0.10)	0.6	(0.10)	0.5	(0.08)	0.5	(0.08)	0.3	(0.07)
Without a needle	1.1	(0.11)	1.7	(0.15)	1.1	(0.12)	0.9	(0.11)	0.8	(0.10)	0.8	(0.10)	0.7	(0.10)	0.5	(0.09)	0.4	(0.07)	0.3	(0.06)	0.3	(0.07)
Narcotics other than heroin[2]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Used during past 12 months																						
Heroin[1]	1.1	(0.10)	1.4	(0.12)	0.9	(0.09)	0.8	(0.09)	0.8	(0.09)	0.6	(0.08)	0.6	(0.08)	0.5	(0.08)	0.5	(0.07)	0.3	(0.06)	0.2	(0.05)
With a needle	0.6	(0.07)	0.5	(0.07)	0.5	(0.07)	0.5	(0.07)	0.5	(0.07)	0.4	(0.06)	0.5	(0.08)	0.4	(0.07)	0.2	(0.04)	0.3	(0.06)	0.2	(0.05)
Without a needle	0.8	(0.08)	1.1	(0.11)	0.7	(0.08)	0.6	(0.08)	0.5	(0.07)	0.4	(0.06)	0.4	(0.07)	0.3	(0.06)	0.3	(0.05)	0.2	(0.05)	0.1!	(0.03)
Narcotics other than heroin[2,3]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
OxyContin[2]	—	(†)	—	(†)	3.2	(0.22)	4.6	(0.27)	3.9	(0.26)	3.0	(0.22)	3.4	(0.26)	3.0	(0.24)	2.6	(0.21)	2.1	(0.19)	2.2	(0.20)
Vicodin[2]	—	(†)	—	(†)	5.9	(0.37)	7.7	(0.43)	5.9	(0.39)	4.4	(0.33)	4.6	(0.37)	3.4	(0.32)	2.5	(0.25)	1.7	(0.21)	1.5	(0.21)
Used during past 30 days																						
Heroin[1]	0.6	(0.07)	0.5	(0.07)	0.5	(0.07)	0.4	(0.06)	0.4	(0.06)	0.4	(0.06)	0.3	(0.06)	0.4	(0.07)	0.2	(0.04)	0.2	(0.05)	0.1!	(0.03)
With a needle	0.3	(0.05)	0.3	(0.06)	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	0.2	(0.05)	0.3	(0.06)	0.1!	(0.03)	0.2	(0.05)	0.1!	(0.03)
Without a needle	0.3	(0.05)	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	0.2	(0.05)	0.2	(0.05)	0.2	(0.04)	0.1!	(0.03)	0.1!	(0.03)
Narcotics other than heroin[2]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Fairly easy or very easy to get																						
Heroin	24.6	(0.77)	22.3	(0.81)	19.3	(0.72)	14.5	(0.66)	13.2	(0.64)	11.9	(0.61)	11.9	(0.66)	10.9	(0.63)	11.0	(0.58)	10.6	(0.59)	10.6	(0.62)
Narcotics other than heroin	27.8	(0.73)	27.2	(0.79)	23.6	(0.70)	28.7	(0.77)	25.0	(0.75)	24.3	(0.74)	22.5	(0.77)	18.8	(0.72)	19.2	(0.66)	16.8	(0.65)	17.7	(0.70)

See notes at end of table.

Table S1.1. Percentages of 8th-, 10th-, and 12th-graders reporting use and availability of heroin and narcotics other than heroin, by grade and recency of use: Selected years, 1995 through 2017–Continued

[Standard errors appear in parentheses]

Grade and recency of use	1995		2000		2005		2010		2011		2012		2013		2014		2015		2016		2017	
1	2		3		4		5		6		7		8		9		10		11		12	
12th-graders																						
Ever used																						
Heroin[1]	1.6	(0.14)	2.4	(0.19)	1.5	(0.14)	1.6	(0.15)	1.4	(0.14)	1.1	(0.13)	1.0	(0.13)	1.0	(0.13)	0.8	(0.11)	0.7	(0.11)	0.7	(0.11)
With a needle	0.7	(0.10)	0.8	(0.11)	0.9	(0.11)	1.1	(0.12)	0.9	(0.11)	0.7	(0.10)	0.7	(0.11)	0.8	(0.11)	0.6	(0.10)	0.5	(0.09)	0.4	(0.08)
Without a needle	1.4	(0.13)	2.4	(0.19)	1.3	(0.13)	1.4	(0.14)	1.3	(0.13)	0.8	(0.11)	0.9	(0.12)	0.7	(0.11)	0.7	(0.10)	0.6	(0.10)	0.4	(0.08)
Narcotics other than heroin[2]	7.2	(0.35)	10.6	(0.46)	12.8	(0.47)	13.0	(0.48)	13.0	(0.48)	12.2	(0.48)	11.1	(0.48)	9.5	(0.45)	8.4	(0.42)	7.8	(0.42)	6.8	(0.38)
Used during past 12 months																						
Heroin[1]	1.1	(0.10)	1.5	(0.13)	0.8	(0.09)	0.9	(0.10)	0.8	(0.09)	0.6	(0.08)	0.6	(0.08)	0.6	(0.08)	0.5	(0.08)	0.3	(0.06)	0.4	(0.07)
With a needle	0.5	(0.07)	0.4	(0.07)	0.5	(0.07)	0.7	(0.09)	0.6	(0.08)	0.4	(0.07)	0.4	(0.07)	0.5	(0.08)	0.3	(0.06)	0.3	(0.06)	0.2	(0.05)
Without a needle	1.0	(0.10)	1.6	(0.14)	0.8	(0.09)	0.8	(0.09)	0.7	(0.09)	0.4	(0.07)	0.4	(0.07)	0.5	(0.08)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)
Narcotics other than heroin[2,3]	4.7	(0.27)	7.0	(0.36)	9.0	(0.38)	8.7	(0.38)	8.7	(0.38)	7.9	(0.37)	7.1	(0.37)	6.1	(0.35)	5.4	(0.32)	4.8	(0.32)	4.2	(0.29)
OxyContin[2]	—	(†)	—	(†)	5.5	(0.30)	5.1	(0.30)	4.9	(0.29)	4.3	(0.28)	3.6	(0.27)	3.3	(0.26)	3.7	(0.27)	3.4	(0.27)	2.7	(0.23)
Vicodin[2]	—	(†)	—	(†)	9.5	(0.48)	8.0	(0.45)	8.1	(0.46)	7.5	(0.45)	5.3	(0.40)	4.8	(0.38)	4.4	(0.36)	2.9	(0.31)	2.0	(0.25)
Used during past 30 days																						
Heroin[1]	0.6	(0.08)	0.7	(0.09)	0.5	(0.07)	0.4	(0.06)	0.4	(0.07)	0.3	(0.06)	0.3	(0.06)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)
With a needle	0.3	(0.05)	0.2	(0.05)	0.3	(0.06)	0.4	(0.06)	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)
Without a needle	0.6	(0.08)	0.7	(0.09)	0.5	(0.07)	0.4	(0.06)	0.4	(0.07)	0.2	(0.05)	0.2	(0.05)	0.4	(0.07)	0.3	(0.06)	0.1!	(0.04)	0.2	(0.05)
Narcotics other than heroin[2]	1.8	(0.14)	2.9	(0.19)	3.9	(0.21)	3.6	(0.20)	3.6	(0.20)	3.0	(0.19)	2.8	(0.19)	2.2	(0.17)	2.1	(0.16)	1.7	(0.16)	1.6	(0.15)
Fairly easy or very easy to get																						
Heroin	35.1	(1.46)	33.5	(1.60)	27.3	(1.48)	24.1	(1.35)	20.8	(1.30)	19.9	(1.30)	22.1	(1.41)	20.2	(1.37)	20.4	(1.34)	20.0	(1.40)	19.1	(1.40)
Narcotics other than heroin	39.8	(1.65)	43.9	(1.85)	39.2	(1.79)	54.2	(1.73)	50.7	(1.76)	50.4	(1.78)	46.5	(1.86)	42.2	(1.85)	39.0	(1.78)	39.3	(1.88)	35.8	(1.88)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]In the total for heroin use, students who reported using heroin both with a needle and without a needle were counted only once.
[2]Only drug use not under a doctor's orders is included.
[3]In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.
NOTE: Standard errors were calculated from formulas to perform trend analysis over an interval greater than 1 year (for example, a comparison between 1995 and 2000).
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017, retrieved July 3, 2018, from http://monitoringthefuture.org/data/data.html. (This table was prepared July 2018.)

Table S1.2. Percentages of 8th-, 10th-, and 12th-graders reporting use of heroin and narcotics other than heroin during the past 12 months, by grade and selected student and family characteristics: 2017

[Standard errors appear in parentheses]

Grade and selected student or family characteristic	Use of heroin						Use of narcotics other than heroin[1]					
	Total, any heroin use[2]		With a needle		Without a needle		Any narcotics other than heroin[3]		OxyContin		Vicodin	
1	2		3		4		5		6		7	
8th-graders, total	**0.3**	**(0.05)**	**0.2**	**(0.04)**	**0.3**	**(0.05)**	**—**	**(†)**	**0.8**	**(0.12)**	**0.7**	**(0.13)**
Sex												
Male	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	—	(†)	1.0	(0.12)	0.9	(0.12)
Female	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	—	(†)	0.6	(0.08)	0.4	(0.08)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.1!	(0.04)	0.1!	(0.04)	—	(†)	0.5	(0.09)	0.6	(0.11)
Black	0.2	(0.05)	0.2	(0.05)	0.1!	(0.04)	—	(†)	1.8	(0.15)	1.1	(0.13)
Hispanic	0.4	(0.07)	0.2	(0.05)	0.3	(0.06)	—	(†)	0.9	(0.10)	0.6	(0.10)
College plans												
No college or less than 4 years[5]	1.7	(0.12)	1.1	(0.10)	1.3	(0.11)	—	(†)	3.2	(0.18)	2.7	(0.16)
Complete 4-year program[6]	0.2	(0.04)	0.1	(0.03)	0.1	(0.03)	—	(†)	0.6	(0.08)	0.4	(0.08)
Parental education index[7]												
1.0–2.0 (low)	1.0	(0.09)	0.7	(0.08)	0.5	(0.07)	—	(†)	2.5	(0.16)	1.4	(0.13)
2.5–3.0	0.3	(0.05)	0.2	(0.04)	0.3	(0.05)	—	(†)	0.3	(0.06)	0.5	(0.08)
3.5–4.0	0.3	(0.05)	0.2	(0.04)	0.3	(0.05)	—	(†)	1.2	(0.11)	0.6	(0.09)
4.5–5.0	#	(†)	#	(†)	#	(†)	—	(†)	0.4	(0.06)	0.4	(0.07)
5.5–6.0 (high)	0.3	(0.05)	0.1	(0.03)	0.2	(0.04)	—	(†)	0.6	(0.08)	0.4	(0.07)
Metropolitan status of school[8]												
Large metropolitan	0.4	(0.06)	0.3	(0.05)	0.3	(0.05)	—	(†)	0.5	(0.09)	0.4	(0.10)
Other metropolitan	0.4	(0.06)	0.2	(0.04)	0.3	(0.05)	—	(†)	1.0	(0.13)	1.0	(0.16)
Nonmetropolitan	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	0.7	(0.11)	0.2!	(0.07)
Region												
Northeast	0.2	(0.04)	0.1!	(0.03)	0.2	(0.04)	—	(†)	0.2	(0.06)	‡	(†)
Midwest	0.3	(0.05)	0.3	(0.05)	0.2	(0.04)	—	(†)	0.7	(0.11)	1.0	(0.16)
South	0.3	(0.05)	0.2	(0.04)	0.2	(0.04)	—	(†)	0.9	(0.12)	0.5	(0.11)
West	0.7	(0.08)	0.3	(0.05)	0.5	(0.07)	—	(†)	1.2	(0.14)	0.9	(0.15)
10th-graders, total	**0.2**	**(0.05)**	**0.2**	**(0.05)**	**0.1!**	**(0.03)**	**—**	**(†)**	**2.2**	**(0.20)**	**1.5**	**(0.21)**
Sex												
Male	0.2	(0.04)	0.2	(0.04)	0.2	(0.04)	—	(†)	1.9	(0.17)	1.4	(0.16)
Female	0.2	(0.05)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.4	(0.17)	1.5	(0.17)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.2	(0.05)	0.1!	(0.04)	—	(†)	2.3	(0.20)	1.8	(0.20)
Black	0.4	(0.08)	0.3	(0.07)	0.0	(0.00)	—	(†)	1.6	(0.15)	1.2	(0.15)
Hispanic	0.4	(0.08)	0.4	(0.08)	0.2	(0.05)	—	(†)	2.2	(0.17)	1.5	(0.16)
College plans												
No college or less than 4 years[5]	0.7	(0.08)	0.6	(0.08)	0.4	(0.06)	—	(†)	4.6	(0.23)	3.7	(0.20)
Complete 4-year program[6]	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	1.9	(0.15)	1.2	(0.15)
Parental education index[7]												
1.0–2.0 (low)	0.6	(0.08)	0.6	(0.08)	0.2	(0.04)	—	(†)	2.3	(0.16)	2.4	(0.18)
2.5–3.0	0.3	(0.05)	0.2	(0.04)	0.1!	(0.03)	—	(†)	2.7	(0.18)	1.1	(0.12)
3.5–4.0	0.2	(0.04)	0.1!	(0.03)	0.2	(0.04)	—	(†)	2.3	(0.16)	1.1	(0.12)
4.5–5.0	0.1!	(0.03)	0.1!	(0.03)	0.0	(0.00)	—	(†)	2.6	(0.17)	1.6	(0.15)
5.5–6.0 (high)	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	0.9	(0.10)	1.3	(0.13)
Metropolitan status of school[8]												
Large metropolitan	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	—	(†)	1.9	(0.19)	1.5	(0.21)
Other metropolitan	0.2	(0.05)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.1	(0.20)	1.3	(0.19)
Nonmetropolitan	0.3	(0.06)	0.1!	(0.03)	0.2	(0.05)	—	(†)	2.9	(0.23)	1.8	(0.23)
Region												
Northeast	0.2	(0.05)	0.1!	(0.03)	0.2	(0.05)	—	(†)	1.2	(0.15)	1.0	(0.17)
Midwest	0.4	(0.07)	0.3	(0.06)	0.2	(0.05)	—	(†)	1.8	(0.18)	1.3	(0.19)
South	0.1!	(0.03)	0.1!	(0.03)	0.1!	(0.03)	—	(†)	3.0	(0.24)	1.5	(0.21)
West	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	—	(†)	2.1	(0.20)	1.9	(0.24)

See notes at end of table.

Table S1.2. Percentages of 8th-, 10th-, and 12th-graders reporting use of heroin and narcotics other than heroin during the past 12 months, by grade and selected student and family characteristics: 2017—Continued

[Standard errors appear in parentheses]

Grade and selected student or family characteristic	Use of heroin						Use of narcotics other than heroin[1]					
	Total, any heroin use[2]		With a needle		Without a needle		Any narcotics other than heroin[3]		OxyContin		Vicodin	
1	2		3		4		5		6		7	
12th-graders, total	**0.4**	**(0.07)**	**0.2**	**(0.05)**	**0.2**	**(0.05)**	**4.2**	**(0.29)**	**2.7**	**(0.23)**	**2.0**	**(0.25)**
Sex												
Male	0.4	(0.06)	0.2	(0.05)	0.1!	(0.03)	5.3	(0.29)	3.4	(0.23)	2.2	(0.20)
Female	0.3	(0.06)	0.2	(0.05)	0.2	(0.05)	3.2	(0.20)	1.8	(0.15)	1.5	(0.18)
Race/ethnicity (2-year average)[4]												
White	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)	5.0	(0.31)	3.0	(0.24)	2.5	(0.24)
Black	0.5	(0.09)	0.4	(0.08)	0.3	(0.07)	3.2	(0.22)	2.5	(0.19)	1.8	(0.18)
Hispanic	0.4	(0.08)	0.3	(0.07)	0.2	(0.06)	3.8	(0.23)	3.3	(0.21)	2.3	(0.21)
College plans												
No college or less than 4 years[5]	0.7	(0.09)	0.4	(0.07)	0.4	(0.07)	6.0	(0.27)	4.5	(0.23)	2.7	(0.18)
Complete 4-year program[6]	0.2	(0.05)	0.2	(0.05)	0.2	(0.05)	3.8	(0.22)	2.1	(0.16)	1.7	(0.19)
Parental education index[7]												
1.0–2.0 (low)	0.7	(0.08)	0.6	(0.08)	0.4	(0.06)	3.3	(0.20)	3.7	(0.21)	2.0	(0.17)
2.5–3.0	0.6	(0.08)	0.3	(0.06)	0.1!	(0.03)	5.1	(0.25)	3.4	(0.20)	2.5	(0.19)
3.5–4.0	0.3	(0.06)	0.2	(0.05)	0.3	(0.06)	4.6	(0.24)	2.8	(0.19)	2.0	(0.17)
4.5–5.0	0.2	(0.05)	0.1!	(0.03)	0.1!	(0.03)	3.7	(0.21)	1.6	(0.14)	1.2	(0.13)
5.5–6.0 (high)	0.2	(0.05)	0.3	(0.06)	0.2	(0.05)	4.6	(0.24)	2.8	(0.19)	2.0	(0.17)
Metropolitan status of school[8]												
Large metropolitan	0.3	(0.06)	0.2	(0.05)	0.1!	(0.03)	3.4	(0.26)	2.0	(0.20)	2.0	(0.25)
Other metropolitan	0.4	(0.07)	0.3	(0.06)	0.3	(0.06)	4.6	(0.30)	3.4	(0.26)	2.0	(0.25)
Nonmetropolitan	0.5	(0.08)	0.2	(0.05)	0.2	(0.05)	4.9	(0.31)	2.5	(0.22)	1.7	(0.23)
Region												
Northeast	0.1!	(0.03)	0.1!	(0.03)	0.0	(0.00)	3.0	(0.25)	2.0	(0.20)	1.5	(0.22)
Midwest	0.2	(0.05)	0.1!	(0.03)	0.0	(0.00)	3.7	(0.27)	2.1	(0.21)	2.5	(0.28)
South	0.6	(0.08)	0.4	(0.07)	0.4	(0.07)	4.9	(0.31)	3.1	(0.25)	1.9	(0.24)
West	0.4	(0.07)	0.1!	(0.03)	0.2	(0.05)	4.5	(0.30)	3.1	(0.25)	1.8	(0.24)

—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]Only drug use not under a doctor's orders is included.
[2]In the total for heroin use, students who reported using heroin both with a needle and without a needle were counted only once.
[3]In addition to OxyContin and Vicodin, includes other types of narcotics not shown separately.
[4]Data for 2017 and 2016 have been combined to increase sample sizes for the racial/ethnic groups and thus produce more stable estimates.
[5]Students who reported they probably won't or definitely won't graduate from a 4-year college program.
[6]Students who reported they probably will or definitely will graduate from a 4-year college program.
[7]An average of mother's education level and father's education level based on student reports of the highest level of education attained by each parent and computed using the following scale: (1) completed grade school or less, (2) some high school, (3) completed high school, (4) some college, (5) completed college, and (6) graduate or professional school after college. If a student reported data for only one parent, then only one parent's education level is included for that student.
[8]Refers to the Standard Metropolitan Statistical Area (MSA) status of the student's school as defined by the U.S. Census Bureau. Categories include "large MSA (Large metropolitan)," "other MSA (Other metropolitan)," and "non-MSA (Nonmetropolitan)."
NOTE: Standard errors were calculated from formulas to perform single-year subgroup comparisons. Race categories exclude persons of Hispanic ethnicity.
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, 2017, retrieved July 3, 2018, from http://www.monitoringthefuture.org/pubs/occpapers/mtf-occ90.pdf. (This table was prepared July 2018.)

Table S1.3. Percentages of 8th-, 10th-, and 12th-graders who reported thinking that people are at great risk of harming themselves if they engage in activities related to use of heroin and narcotics other than heroin, by grade and type of activity: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Grade and type of activity	1995	2000	2005	2010	2011	2012	2013	2014	2015	2016	2017
1	2	3	4	5	6	7	8	9	10	11	12
8th-graders											
Try heroin once or twice without using a needle	60.1 (0.57)	62.0 (0.58)	61.4 (0.58)	62.3 (0.61)	61.7 (0.60)	59.1 (0.62)	59.8 (0.63)	60.9 (0.63)	61.4 (0.63)	59.2 (0.59)	62.9 (0.61)
Take heroin occasionally without using a needle	76.8 (0.57)	78.6 (0.57)	76.8 (0.58)	76.7 (0.61)	75.9 (0.60)	75.1 (0.63)	73.4 (0.65)	73.2 (0.66)	72.7 (0.66)	70.3 (0.63)	74.7 (0.63)
Try OxyContin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	21.9 (0.50)	19.9 (0.49)	22.1 (0.51)	20.2 (0.50)	21.3 (0.47)	21.0 (0.49)
Take OxyContin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	35.3 (0.67)	32.6 (0.67)	34.4 (0.68)	32.5 (0.68)	33.5 (0.63)	32.6 (0.66)
Try Vicodin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	17.5 (0.44)	15.0 (0.42)	18.4 (0.45)	16.9 (0.44)	18.3 (0.42)	17.1 (0.43)
Take Vicodin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	29.4 (0.63)	26.2 (0.62)	28.2 (0.63)	26.7 (0.63)	28.8 (0.59)	26.7 (0.61)
10th-graders											
Try heroin once or twice without using a needle	70.7 (0.52)	71.7 (0.56)	72.4 (0.52)	73.0 (0.53)	72.9 (0.54)	72.6 (0.54)	73.2 (0.58)	72.6 (0.58)	74.1 (0.52)	73.3 (0.54)	72.2 (0.57)
Take heroin occasionally without using a needle	85.1 (0.41)	85.2 (0.45)	85.2 (0.42)	84.8 (0.44)	83.4 (0.46)	84.4 (0.45)	84.0 (0.49)	82.5 (0.51)	83.3 (0.45)	82.2 (0.48)	81.4 (0.51)
Try OxyContin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	30.9 (0.51)	29.4 (0.54)	29.7 (0.54)	29.9 (0.49)	28.7 (0.50)	27.8 (0.52)
Take OxyContin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	48.3 (0.66)	44.7 (0.71)	44.4 (0.70)	43.7 (0.64)	41.4 (0.66)	41.3 (0.68)
Try Vicodin once or twice	— (†)	— (†)	— (†)	— (†)	— (†)	23.2 (0.46)	21.0 (0.48)	22.5 (0.49)	24.1 (0.46)	21.8 (0.46)	22.1 (0.48)
Take Vicodin occasionally	— (†)	— (†)	— (†)	— (†)	— (†)	40.3 (0.57)	36.0 (0.60)	36.4 (0.60)	35.4 (0.54)	32.6 (0.55)	32.0 (0.57)
12th-graders											
Try heroin once or twice	50.9 (1.28)	54.2 (1.41)	55.2 (1.29)	58.3 (1.30)	59.1 (1.31)	59.4 (1.33)	61.7 (1.38)	62.8 (1.39)	64.0 (1.34)	64.5 (1.40)	63.0 (1.44)
Take heroin occasionally	71.0 (1.35)	74.6 (1.43)	76.0 (1.29)	74.8 (1.33)	77.2 (1.30)	78.0 (1.30)	78.2 (1.37)	77.9 (1.38)	78.0 (1.35)	78.7 (1.39)	74.6 (1.51)
Take heroin regularly	87.2 (1.13)	89.2 (1.16)	87.5 (1.14)	85.5 (1.23)	87.9 (1.15)	88.6 (1.14)	87.6 (1.25)	85.7 (1.33)	84.8 (1.33)	85.4 (1.37)	83.3 (1.47)
Try heroin once or twice without using a needle	55.6 (1.38)	61.6 (1.49)	60.5 (1.38)	63.8 (1.38)	61.1 (1.41)	63.3 (1.41)	64.5 (1.48)	65.3 (1.48)	62.5 (1.47)	66.1 (1.50)	64.6 (1.54)
Take heroin occasionally without using a needle	71.2 (1.35)	74.7 (1.43)	73.3 (1.34)	76.2 (1.31)	74.7 (1.34)	76.1 (1.34)	76.4 (1.41)	73.6 (1.47)	71.1 (1.47)	74.6 (1.48)	72.7 (1.54)
Try any narcotic other than heroin once or twice	— (†)	— (†)	— (†)	40.4 (1.47)	39.9 (1.48)	38.4 (1.49)	43.1 (1.60)	42.7 (1.61)	44.1 (1.58)	43.6 (1.65)	42.0 (1.67)
Take any narcotic other than heroin occasionally	— (†)	— (†)	— (†)	54.3 (1.35)	54.8 (1.36)	53.8 (1.39)	57.3 (1.45)	59.0 (1.45)	58.5 (1.42)	55.7 (1.49)	55.5 (1.52)
Take any narcotic other than heroin regularly	— (†)	— (†)	— (†)	74.9 (1.21)	75.5 (1.21)	73.9 (1.25)	75.8 (1.29)	72.7 (1.35)	73.9 (1.30)	72.4 (1.38)	70.8 (1.43)

—Not available.
†Not applicable.
NOTE: For each type of activity, students were asked to respond to the following question: "How much do you think people risk harming themselves (physically or in other ways), if they [engage in the activity]?" Only students who responded "great risk" (the highest risk level specified by the questionnaire) were reported in this table. Standard errors were calculated from formulas to perform trend analysis over an interval greater than 1 year (for example, a comparison between 1995 and 2000).
SOURCE: University of Michigan, Institute for Social Research, Monitoring the Future, selected years, 1995 through 2017, retrieved July 3, 2018, from http://monitoringthefuture.org/data/data.html. (This table was prepared July 2018.)

Table S2.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, percentage of bullied students reporting various types of power imbalances in favor of someone who bullied them, and percentage distribution of bullied students, by whether they thought the bullying would happen again and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Percent of students ages 12–18 who reported being bullied		Percent of bullied students reporting various types of power imbalances												Percentage distribution of bullied students, by whether they thought the bullying would happen again			
			Physically bigger or stronger		Socially more popular		More money		Ability to influence what other students think of you		More power in another way		Yes		No			
1	2		3		4		5		6		7		8		9			
Total	**20.2**	**(0.71)**	**40.3**	**(1.70)**	**49.6**	**(1.81)**	**31.5**	**(1.60)**	**56.3**	**(1.79)**	**24.5**	**(1.37)**	**41.4**	**(1.82)**	**58.6**	**(1.82)**		
Sex																		
Male	16.7	(0.87)	41.5	(2.40)	46.1	(2.74)	30.6	(2.55)	48.2	(2.60)	21.9	(1.74)	38.7	(2.66)	61.3	(2.66)		
Female	23.8	(1.01)	39.3	(2.25)	52.2	(2.16)	32.2	(2.08)	62.2	(2.26)	26.4	(2.00)	43.4	(2.26)	56.6	(2.26)		
Race/ethnicity																		
White	22.8	(1.02)	37.5	(1.96)	51.3	(2.31)	34.2	(1.97)	59.7	(2.23)	26.2	(2.14)	46.9	(2.22)	53.1	(2.22)		
Black	22.9	(1.98)	43.1	(3.95)	48.3	(4.56)	23.8	(4.03)	43.1	(4.79)	15.9	(2.95)	31.8	(4.28)	68.2	(4.28)		
Hispanic	15.7	(1.12)	42.2	(3.26)	46.5	(3.72)	30.8	(3.77)	57.1	(3.44)	25.9	(2.62)	33.3	(3.56)	66.7	(3.56)		
Asian/Pacific Islander	7.3	(1.54)	50.1	(9.69)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)		
Asian	7.3	(1.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)		
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)		
American Indian/Alaska Native	27.2	(5.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)		
Two or more races	23.2	(3.03)	50.5	(8.26)	43.6	(7.38)	30.6	(8.89)	52.4	(9.84)	21.9	(6.48)	38.0	(7.64)	62.0	(7.64)		
Grade																		
6th	29.5	(2.79)	41.8	(4.52)	54.9	(4.78)	25.3	(4.57)	52.3	(5.45)	18.6	(3.26)	38.3	(5.24)	61.7	(5.24)		
7th	24.4	(1.60)	42.2	(4.38)	52.9	(3.43)	27.0	(3.23)	53.6	(3.90)	26.4	(3.49)	42.8	(3.56)	57.2	(3.56)		
8th	25.3	(1.69)	38.7	(3.88)	46.5	(4.19)	26.1	(3.60)	49.9	(3.95)	22.4	(3.22)	37.4	(3.62)	62.6	(3.62)		
9th	19.3	(1.52)	38.7	(3.88)	52.3	(3.77)	39.7	(4.45)	60.7	(4.43)	23.3	(3.36)	46.4	(4.87)	53.6	(4.87)		
10th	18.9	(1.67)	41.8	(4.37)	49.0	(4.82)	38.0	(4.56)	60.2	(4.42)	27.5	(3.85)	39.4	(4.49)	60.6	(4.49)		
11th	14.7	(1.45)	45.1	(5.00)	47.7	(5.34)	36.4	(4.90)	55.0	(5.40)	27.8	(5.17)	53.6	(5.73)	46.4	(5.73)		
12th	12.2	(1.34)	31.6	(5.33)	41.4	(5.79)	30.8	(5.20)	70.2	(5.60)	26.4	(5.60)	32.6	(5.27)	67.4	(5.27)		
Urbanicity[1]																		
Urban	18.3	(1.32)	46.3	(3.33)	53.2	(3.49)	36.3	(3.60)	55.7	(3.66)	26.7	(2.58)	37.3	(3.56)	62.7	(3.56)		
Suburban	19.7	(0.80)	37.6	(2.20)	48.9	(2.19)	30.3	(2.18)	58.2	(2.23)	24.2	(1.78)	40.9	(2.22)	59.1	(2.22)		
Rural	26.7	(2.13)	39.2	(4.08)	46.6	(3.82)	28.1	(3.34)	51.6	(4.11)	22.1	(3.47)	48.7	(4.39)	51.3	(4.39)		
Control of school																		
Public	20.6	(0.73)	40.9	(1.82)	49.9	(1.86)	32.0	(1.70)	55.4	(1.83)	24.4	(1.46)	41.1	(1.90)	58.9	(1.90)		
Private	16.0	(2.39)	31.1	(7.24)	45.8	(7.93)	24.7	(6.43)	71.9	(7.16)	26.8	(6.15)	47.2	(7.00)	52.8	(7.00)		

†Not applicable.
‡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]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: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table S3.1. Number of active shooter incidents at educational institutions and number of casualties, by level of institution: 2000 through 2017

Year	Elementary and secondary schools				Postsecondary institutions			
	Number of incidents	Number of casualties[1]			Number of incidents	Number of casualties[1]		
		Total	Killed	Wounded		Total	Killed	Wounded
1	2	3	4	5	6	7	8	9
2000	0	0	0	0	0	0	0	0
2001	2	20	2	18	0	0	0	0
2002	0	0	0	0	1	6	3	3
2003	3[2]	4	3	1	1	3	1	2
2004	1	1	0	1	0	0	0	0
2005	2	18	10	8	0	0	0	0
2006	6	20	9	11	0	0	0	0
2007	1	4	0	4	1	49	32	17
2008	0	0	0	0	2	23	7	16
2009	1	0	0	0	1	2	0	2
2010	4[3]	6	0	6	2	8	4	4
2011	1	2	1	1	0	0	0	0
2012	3	36	30	6	2	18	8	10
2013	3	6	2	4	2	11	5	6
2014	3	12	5	7	2	7	1	6
2015	0	0	0	0	1	16	9	7
2016	3	11	2	9	0	0	0	0
2017	4	13	3	10	0	0	0	0

[1]Number of casualties excludes active shooters. For shooter outcomes, see table 228.16.
[2]Includes one active shooter incident at a county board of education meeting.
[3]Includes one active shooter incident at a city school board meeting.
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area" (Active Shooter Incidents in the United States in 2016 and 2017, available at the URL shown in the SOURCE note).

SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources. (This table was prepared August 2018.)

Table S3.2. Number of active shooter incidents at educational institutions, number and type of guns used, and number and characteristics of shooters, by level of institution: 2000 through 2017

Level of institution and year	Number of incidents			Number of guns used, by gun type			Number of shooters								
		By number of guns used in incident						By sex		By age group			By shooter outcome on the scene		
	Total number of incidents	One gun used	More than one gun used	Handgun	Shotgun	Rifle	Total number of shooters	Male	Female	12 to 18	19 to 24	25 and above	Apprehended	Committed suicide	Killed or wounded by law enforcement
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Elementary and secondary schools															
2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2001	2	1	1	2	1	0	2	2	0	2	0	0	2	0	0
2002	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2003	3[1]	1	2	6	0	2	3	3	0	2	0	1	2	1	0
2004	1	1	0	0	1	0	1	1	0	1	0	0	1	0	0
2005	2	1	1	3	1	0	2	2	0	2	0	0	1	1	0
2006	6	2	4	5	2	5	6	6	0	3	1	2	5	1	0
2007	1	0	1	2	0	0	1	1	0	1	0	0	0	1	0
2008	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2009	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0
2010	4[2]	4	0	3	0	1	4	4	0	0	0	4	3	1	0
2011	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0
2012	3	2	1	3	1	1	3	3	0	2	1	0	2	1	0
2013	3	2	1	1	2	0	3	3	0	3	0	0	1	2	0
2014	3	2	1	2	1	1	3	3	0	3	0	0	1	2	0
2015	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2016	3	3	0	2	0	1	3	3	0	3	0	0	2	0	1
2017	4	2	2	4[3]	1	2	4	4	0	2	1	1	2	2	0
Postsecondary institutions															
2000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2002	1	1	0	1	0	0	1	1	0	0	0	1	1	0	0
2003	1	0	1	1	0	1	1	1	0	0	0	1	0	0	1
2004	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2005	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2006	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2007	1	0	1	2	0	0	1	1	0	0	1	0	0	1	0
2008	2	1	1	4	1	0	2	1	1	0	1	1	0	2	0
2009	1	0	1	3	0	0	1	1	0	1	0	0	1	0	0
2010	2	1	1	3	0	0	2	1	1	0	0	2	1	1	0
2011	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2012	2	1	1	3	0	0	2	2	0	0	0	2	1	0	1
2013	2	2	0	1	1	0	2	2	0	0	2	0	1	0	1
2014	2	2	0	1	1	0	2	2	0	0	0	2	1	0	1
2015	1	0	1	≥3[4]	0	1	1	1	0	0	0	1	0	1	0
2016	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[1]Includes one active shooter incident at a county board of education meeting.
[2]Includes one active shooter incident at a city school board meeting.
[3]One of the handguns used was listed as a "pistol."
[4]One shooter was reported to have used "several handguns."
NOTE: The Federal Bureau of Investigation (FBI) defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area" (*Active Shooter Incidents in the United States in 2016 and 2017*, available at the URL shown in the SOURCE note).

SOURCE: U.S. Department of Justice, Federal Bureau of Investigation, *A Study of Active Shooter Incidents in the United States Between 2000 and 2013*, *Active Shooter Incidents in the United States in 2014 and 2015*, and *Active Shooter Incidents in the United States in 2016 and 2017*, retrieved August 10, 2018, from https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources. (This table was prepared August 2018.)

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 2015–16

	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	3,003	6	1,657
1993–94	48	38	10	0	0	0	29	3,253	7	1,779
1994–95	48	39	8	0	1	0	28	3,001	7	1,704
1995–96	53	46	6	1	0	0	32	2,791	6	1,691
1996–97	48	45	2	1	0	0	28	2,430	1	1,584
1997–98	57	47	9	1	0	0	34	2,231	6	1,681
1998–99	47	38	6	2	1	0	33	1,923	4	1,480
1999–2000	37[5]	26[5]	11[5]	0[5]	0[5]	0[5]	14[5]	1,694	8[5]	1,420
2000–01	34[5]	26[5]	7[5]	1[5]	0[5]	0[5]	14[5]	1,636	6[5]	1,451
2001–02	36[5]	27[5]	8[5]	1[5]	0[5]	0[5]	16[5]	1,593	5[5]	1,343
2002–03	36[5]	25[5]	11[5]	0[5]	0[5]	0[5]	18[5]	1,658	10[5]	1,264
2003–04	45[5]	37[5]	7[5]	1[5]	0[5]	0[5]	23[5]	1,620	5[5]	1,411
2004–05	52[5]	40[5]	10[5]	2[5]	0[5]	0[5]	22[5]	1,720	8[5]	1,484
2005–06	44[5]	37[5]	6[5]	1[5]	0[5]	0[5]	21[5]	1,859	3[5]	1,311
2006–07	63[5]	48[5]	13[5]	2[5]	0[5]	0[5]	32[5]	1,906	9[5]	1,243
2007–08	48[5]	39[5]	7[5]	2[5]	0[5]	0[5]	21[5]	1,858	5[5]	1,256
2008–09	44[5]	29[5]	15[5]	0[5]	0[5]	0[5]	18[5]	1,720	7[5]	1,425
2009–10	35[5]	27[5]	5[5]	3[5]	0[5]	0[5]	19[5]	1,551	2[5]	1,441
2010–11	32[5]	26[5]	6[5]	0[5]	0[5]	0[5]	11[5]	1,436	3[5]	1,559
2011–12	45[5]	26[5]	14[5]	5[5]	0[5]	0[5]	15[5]	1,360	5[5]	1,541
2012–13	53[5]	41[5]	11[5]	1[5]	0[5]	0[5]	31[5]	1,310	6[5]	1,608
2013–14	48[5]	26[5]	20[5]	1[5]	0[5]	1[5]	12[5]	1,160	8[5]	1,638
2014–15	47[5]	28[5]	17[5]	2[5]	0[5]	0[5]	20[5]	1,273	9[5]	1,882
2015–16	38[5]	30[5]	7[5]	1[5]	0[5]	0[5]	18[5]	1,478	3[5]	1,941

[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 the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.
[4]Excludes self-inflicted deaths among 5- to 9-year-olds. The number of self-inflicted deaths among 5- to 9-year-olds was generally less than 7 per year during the period covered by this table.
[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: All data are reported for the school year, defined as July 1 through June 30. Some data have been revised from previously published figures.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2016 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; and CDC, National Center for Health Statistics, 1992–2016 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC's National Center for Injury Prevention and Control. (This table was prepared October 2018.)

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 2017

[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)
2016[4]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2017	827,000	(91,040)	306,500	(31,360)	520,500	(67,030)	110,600	(24,960)	32.7	(3.41)	12.1	(1.23)	20.6	(2.55)	4.4	(0.97)
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)
2016[4]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2017	503,800	(65,600)	188,600	(24,340)	315,200	(48,350)	145,300	(29,570)	19.9	(2.49)	7.4	(0.96)	12.4	(1.86)	5.7	(1.15)

—Not available.
†Not applicable.
[1]"Serious violent" victimization is also included in "all violent" victimization.
[2]"At school" includes in the school building, on school property, on a school bus, and going to or from school.
[3]Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years.
[4]Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for 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 2017. (This table was prepared October 2018.)

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: 2017

[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	**827,000**	**(91,040)**	**306,400**	**(31,360)**	**520,500**	**(67,030)**	**110,600**	**(24,960)**	**32.7**	**(3.41)**	**12.1**	**(1.23)**	**20.6**	**(2.55)**	**4.4**	**(0.97)**
Sex																
Male	483,600	(63,860)	158,900	(22,270)	324,700	(49,280)	79,000	(20,320)	37.2	(4.62)	12.2	(1.70)	25.0	(3.62)	6.1	(1.54)
Female	343,400	(51,100)	147,600	(21,430)	195,900	(35,670)	31,600	(11,780)	27.8	(3.94)	12.0	(1.72)	15.9	(2.80)	2.6	(0.95)
Age																
12–14	468,500	(62,550)	131,200	(20,160)	337,300	(50,510)	79,400	(20,380)	37.9	(4.76)	10.6	(1.62)	27.3	(3.89)	6.4	(1.62)
15–18	358,500	(52,550)	175,200	(23,430)	183,300	(34,200)	31,200!	(11,700)	27.7	(3.86)	13.5	(1.79)	14.1	(2.56)	2.4!	(0.90)
Race/ethnicity[3]																
White	397,300	(56,170)	124,700	(19,640)	272,600	(44,040)	79,500	(20,400)	29.7	(3.98)	9.3	(1.46)	20.4	(3.16)	5.9	(1.50)
Black	159,100	(31,300)	56,800	(13,110)	102,300	(23,790)	2,900!	(3,130)	47.2	(8.69)	16.9	(3.85)	30.4	(6.74)	0.9!	(0.93)
Hispanic	187,800	(34,730)	79,800	(15,600)	108,000	(24,590)	19,700!	(8,980)	30.8	(5.42)	13.1	(2.54)	17.7	(3.91)	3.2!	(1.46)
Other	82,800	(20,900)	45,100	(11,650)	37,700!	(13,060)	8,500!	(5,600)	33.5	(8.05)	18.3	(4.66)	15.2!	(5.15)	3.4!	(2.25)
Urbanicity[4]																
Urban	377,400	(54,330)	133,300	(20,330)	244,100	(41,030)	24,800!	(10,240)	49.5	(6.61)	17.5	(2.63)	32.0	(5.10)	3.2!	(1.33)
Suburban	348,600	(51,600)	137,800	(20,680)	210,800	(37,370)	75,400	(19,760)	24.5	(3.47)	9.7	(1.45)	14.8	(2.55)	5.3	(1.37)
Rural	101,000	(23,600)	35,400	(10,290)	65,600	(18,160)	10,400!	(6,270)	29.0	(6.47)	10.1	(2.93)	18.8	(5.05)	3.0!	(1.79)
Household income[5]																
Less than $15,000	82,000	(20,770)	24,000	(8,440)	58,000	(16,860)	—	(†)	39.5	(9.48)	11.5	(4.04)	27.9	(7.80)	—	(†)
$15,000 to 29,999	211,500	(37,450)	54,300	(12,810)	157,200	(31,050)	24,900!	(10,270)	58.1	(9.50)	14.9	(3.49)	43.2	(8.01)	6.8!	(2.78)
$30,000 to 49,999	98,900	(23,300)	51,200	(12,430)	47,700	(15,000)	17,400!	(8,360)	19.5	(4.43)	10.1	(2.43)	9.4	(2.90)	3.4!	(1.63)
$50,000 to 74,999	194,100	(35,470)	60,500	(13,540)	133,600	(28,060)	44,900!	(14,480)	45.4	(7.75)	14.1	(3.13)	31.2	(6.24)	10.5!	(3.31)
$75,000 or more	240,600	(40,650)	116,400	(18,960)	124,100	(26,800)	22,500!	(9,700)	23.5	(3.80)	11.4	(1.84)	12.1	(2.55)	2.2!	(0.94)
Away from school																
Total	**503,800**	**(65,600)**	**188,600**	**(24,340)**	**315,200**	**(48,350)**	**145,300**	**(29,570)**	**19.9**	**(2.49)**	**7.4**	**(0.96)**	**12.4**	**(1.86)**	**5.7**	**(1.15)**
Sex																
Male	295,100	(46,340)	90,700	(16,660)	204,500	(36,650)	106,500	(24,380)	22.7	(3.42)	7.0	(1.28)	15.7	(2.73)	8.2	(1.84)
Female	208,700	(37,130)	97,900	(17,340)	110,800	(24,980)	38,800	(13,300)	16.9	(2.91)	7.9	(1.40)	9.0	(1.98)	3.1	(1.07)
Age																
12–14	212,500	(37,570)	84,200	(16,040)	128,400	(27,370)	59,700	(17,150)	17.2	(2.94)	6.8	(1.29)	10.4	(2.16)	4.8	(1.37)
15–18	291,300	(45,950)	104,400	(17,920)	186,900	(34,620)	85,700	(21,340)	22.5	(3.40)	8.1	(1.38)	14.4	(2.59)	6.6	(1.62)
Race/ethnicity[3]																
White	329,200	(49,730)	110,200	(18,420)	219,100	(38,300)	94,900	(22,720)	24.6	(3.55)	8.2	(1.37)	16.4	(2.77)	7.1	(1.67)
Black	42,200	(13,970)	20,300	(7,750)	21,900!	(9,550)	5,600!	(4,490)	12.5	(4.05)	6.0	(2.29)	6.5!	(2.80)	1.7!	(1.33)
Hispanic	103,200	(23,920)	39,800	(10,930)	63,400	(17,800)	36,100!	(12,740)	17.0	(3.81)	6.5	(1.79)	10.4	(2.86)	5.9!	(2.07)
Other	29,100	(11,240)	18,400	(7,370)	10,800!	(6,390)	8600!	(5,650)	11.8	(4.45)	7.4	(2.97)	4.3!	(2.56)	3.5!	(2)
Urbanicity[4]																
Urban	173,700	(33,070)	67,300	(14,300)	106,400	(24,370)	57,600	(16,800)	22.8	(4.16)	8.8	(1.86)	13.9	(3.11)	7.6	(2.16)
Suburban	219,000	(38,290)	69,800	(14,560)	149,200	(30,060)	44,800	(14,460)	15.4	(2.61)	4.9	(1.02)	10.5	(2.07)	3.2	(1.01)
Rural	111,100	(25,030)	51,500	(12,460)	59,600	(17,150)	42,900!	(14,100)	31.9	(6.84)	14.8	(3.54)	17.1	(4.78)	12.3!	(3.96)
Household income[5]																
Less than $15,000	58,500	(16,940)	22,100	(8,100)	36,300	(12,790)	12,800!	(7,030)	28.2	(7.83)	10.6	(3.88)	17.5	(5.99)	6.1!	(3.35)
$15,000 to 29,999	123,500	(26,730)	43,900	(11,490)	79,700	(20,420)	43,700!	(14,260)	34.0	(6.97)	12.1	(3.13)	21.9	(5.41)	12.0!	(3.83)
$30,000 to 49,999	97,500	(23,100)	51,000	(12,410)	46,500	(14,780)	36,900	(12,890)	19.2	(4.39)	10.0	(2.43)	9.1	(2.86)	7.3	(2.50)
$50,000 to 74,999	71,200	(19,080)	21,700	(8,020)	49,600	(15,350)	19,500!	(8,920)	16.6	(4.33)	5.1	(1.87)	11.6	(3.51)	4.5!	(2.06)
$75,000 or more	153,100	(30,550)	49,900	(12,260)	103,200	(23,920)	32,500	(11,980)	14.9	(2.89)	4.9	(1.19)	10.1	(2.28)	3.2	(1.16)

—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 in the school building, on school property, on a school bus, and going to or from school.
[3]Race categories exclude persons of Hispanic ethnicity. "Other" includes Asian, Pacific Islander, American Indian/Alaska Native, and 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 2017 were imputed. For more information, see *Criminal Victimization, 2017*, available at https://www.bjs.gov/index.cfm?ty=pbse&sid=6.
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 25,324,200 in 2017.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2017. (This table was prepared October 2018.)

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 2017

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Total	**9.1**	**(0.33)**	**5.5**	**(0.31)**	**5.1**	**(0.24)**	**4.3**	**(0.31)**	**4.3**	**(0.29)**	**3.9**	**(0.28)**	**3.5**	**(0.28)**	**3.0**	**(0.25)**	**2.7**	**(0.25)**	**2.2**	**(0.22)**
Sex																				
Male	9.6	(0.44)	6.1	(0.41)	5.3	(0.33)	4.6	(0.43)	4.5	(0.43)	4.6	(0.40)	3.7	(0.35)	3.2	(0.40)	2.6	(0.35)	2.6	(0.34)
Female	8.5	(0.45)	4.9	(0.39)	4.8	(0.36)	3.9	(0.38)	3.9	(0.38)	3.2	(0.35)	3.4	(0.38)	2.8	(0.34)	2.8	(0.38)	1.8	(0.28)
Race/ethnicity[1]																				
White	9.4	(0.36)	5.7	(0.40)	5.4	(0.32)	4.6	(0.36)	4.2	(0.38)	3.9	(0.37)	3.6	(0.35)	3.0	(0.32)	2.9	(0.36)	2.2	(0.27)
Black	9.6	(1.02)	6.1	(0.78)	5.1	(0.78)	3.9	(0.80)	4.3	(0.83)	4.4	(0.74)	4.6	(0.89)	3.2	(0.71)	2.2!	(0.77)	2.6	(0.52)
Hispanic	7.1	(0.96)	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)	2.0	(0.45)
Asian/Pacific Islander	8.3	(1.63)	3.7	(1.08)	3.2	(0.93)	1.4!	(0.64)	3.4!	(1.33)	‡	(†)	2.3!	(1.13)	2.4!	(0.99)	‡	(†)	2.1!	(1.02)
Asian	—	(†)	—	(†)	3.3!	(1.00)	1.5!	(0.69)	3.6!	(1.38)	‡	(†)	2.5!	(1.23)	2.6!	(1.08)	‡	(†)	2.1!	(1.05)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	9.6!	(3.27)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	11.1!	(4.80)
Two or more races	—	(†)	—	(†)	9.8	(2.85)	‡	(†)	10.1	(2.59)	‡	(†)	4.9!	(1.77)	3.0!	(1.46)	6.5!	(2.24)	‡	(†)
Grade																				
6th	8.8	(0.92)	5.9	(0.90)	3.8	(0.77)	4.6	(0.83)	3.9	(0.86)	3.7	(0.91)	3.8	(0.85)	4.1	(0.92)	3.1	(0.79)	3.1	(0.75)
7th	10.6	(0.79)	5.8	(0.67)	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)	2.6	(0.60)
8th	10.1	(0.76)	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)	1.8	(0.51)
9th	11.4	(0.86)	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)	2.7	(0.67)
10th	8.7	(0.73)	6.5	(0.77)	4.7	(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)	2.7	(0.49)
11th	7.0	(0.72)	4.8	(0.62)	5.0	(0.69)	3.6	(0.51)	4.0	(0.75)	4.7	(0.88)	3.1	(0.65)	3.3	(0.65)	4.4	(1.04)	1.4	(0.40)
12th	5.8	(0.73)	2.9	(0.52)	3.6	(0.71)	3.7	(0.85)	2.7	(0.70)	2.0	(0.52)	2.9	(0.68)	2.0!	(0.67)	1.3!	(0.45)	1.4	(0.41)
Urbanicity[2]																				
Urban	8.6	(0.59)	5.9	(0.58)	6.0	(0.58)	5.3	(0.66)	4.5	(0.58)	4.2	(0.56)	4.3	(0.56)	3.3	(0.47)	3.3	(0.51)	2.7	(0.45)
Suburban	9.9	(0.48)	5.6	(0.41)	4.7	(0.32)	4.2	(0.34)	4.1	(0.38)	4.0	(0.36)	3.3	(0.34)	3.2	(0.35)	2.8	(0.35)	2.1	(0.25)
Rural	8.1	(0.78)	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)	1.6!	(0.49)
Control of school																				
Public	9.3	(0.37)	5.7	(0.34)	5.1	(0.26)	4.4	(0.32)	4.5	(0.32)	4.1	(0.30)	3.7	(0.29)	3.1	(0.27)	2.8	(0.26)	2.3	(0.23)
Private	6.2	(0.89)	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	**7.0**	**(0.28)**	**4.2**	**(0.24)**	**4.0**	**(0.20)**	**3.1**	**(0.27)**	**3.0**	**(0.23)**	**2.8**	**(0.23)**	**2.6**	**(0.23)**	**1.9**	**(0.20)**	**1.9**	**(0.22)**	**1.5**	**(0.17)**
Sex																				
Male	7.0	(0.37)	4.5	(0.34)	3.9	(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)	1.6	(0.27)
Female	7.0	(0.41)	3.8	(0.33)	4.1	(0.31)	3.2	(0.36)	3.0	(0.32)	2.1	(0.28)	2.6	(0.33)	1.8	(0.28)	2.0	(0.34)	1.3	(0.24)
Race/ethnicity[1]																				
White	7.3	(0.32)	4.1	(0.31)	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)	1.3	(0.20)
Black	6.9	(0.87)	5.0	(0.68)	3.8	(0.64)	2.7	(0.66)	3.1	(0.70)	2.5	(0.61)	3.7	(0.78)	2.7	(0.67)	1.3!	(0.63)	1.8	(0.51)
Hispanic	5.7	(0.79)	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)	1.4	(0.36)
Asian/Pacific Islander	6.4	(1.47)	3.5	(1.03)	3.2	(0.93)	‡	(†)	3.0!	(1.27)	‡	(†)	2.3!	(1.13)	2.4!	(0.99)	‡	(†)	2.1!	(1.02)
Asian	—	(†)	—	(†)	3.3!	(1.00)	‡	(†)	3.2!	(1.32)	‡	(†)	2.5!	(1.23)	2.6!	(1.08)	‡	(†)	2.1!	(1.05)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	7.2!	(3.04)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	7.2!	(3.37)
Two or more races	—	(†)	—	(†)	8.3!	(2.72)	‡	(†)	5.3!	(2.01)	‡	(†)	3.7!	(1.56)	‡	(†)	4.3!	(1.80)	‡	(†)
Grade																				
6th	5.4	(0.66)	4.0	(0.70)	2.2	(0.63)	2.8	(0.75)	2.6	(0.75)	1.3!	(0.52)	2.7	(0.70)	1.4!	(0.57)	1.6!	(0.65)	1.0!	(0.42)
7th	8.1	(0.72)	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)	1.3!	(0.39)
8th	7.8	(0.72)	3.3	(0.50)	4.1	(0.57)	2.4	(0.53)	2.5	(0.54)	2.0	(0.55)	2.0	(0.48)	1.0!	(0.33)	1.8	(0.50)	1.1!	(0.41)
9th	8.8	(0.76)	6.2	(0.76)	5.2	(0.63)	3.7	(0.61)	4.6	(0.70)	4.9	(0.80)	4.4	(0.78)	2.7	(0.58)	2.1	(0.52)	2.4	(0.60)
10th	7.6	(0.70)	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)	2.1	(0.39)
11th	5.4	(0.66)	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)	1.1!	(0.36)
12th	4.5	(0.67)	2.3	(0.45)	3.1	(0.68)	3.4	(0.84)	1.9	(0.55)	1.5	(0.44)	2.4	(0.62)	1.6!	(0.62)	1.0!	(0.40)	1.2!	(0.42)
Urbanicity[2]																				
Urban	6.4	(0.51)	4.5	(0.52)	4.5	(0.46)	3.6	(0.52)	2.8	(0.48)	2.9	(0.45)	3.0	(0.45)	2.4	(0.44)	2.3	(0.45)	1.8	(0.39)
Suburban	7.5	(0.40)	4.3	(0.32)	3.8	(0.26)	3.2	(0.31)	3.0	(0.31)	2.8	(0.32)	2.5	(0.30)	1.9	(0.27)	1.8	(0.30)	1.4	(0.18)
Rural	6.8	(0.66)	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)	0.9!	(0.35)
Control of school																				
Public	7.2	(0.31)	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)	1.6	(0.19)
Private	4.9	(0.73)	2.4	(0.67)	4.0	(0.77)	1.3!	(0.48)	1.1!	(0.50)	‡	(†)	1.2!	(0.52)	2.0!	(0.76)	‡	(†)	‡	(†)
Violent	**2.5**	**(0.19)**	**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)**	**0.7**	**(0.12)**
Sex																				
Male	3.0	(0.26)	2.1	(0.26)	1.7	(0.23)	1.6	(0.25)	1.7	(0.26)	1.6	(0.25)	1.2	(0.21)	1.3	(0.23)	1.0	(0.21)	1.0	(0.20)
Female	2.0	(0.22)	1.4	(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)	0.5	(0.14)
Race/ethnicity[1]																				
White	2.5	(0.21)	2.0	(0.24)	1.4	(0.17)	1.3	(0.21)	1.5	(0.22)	1.2	(0.21)	1.2	(0.17)	1.5	(0.24)	1.0	(0.22)	0.9	(0.19)
Black	3.0	(0.57)	1.3!	(0.40)	1.5	(0.41)	1.3!	(0.47)	1.6!	(0.50)	2.3	(0.62)	1.1!	(0.42)	‡	(†)	0.9!	(0.44)	0.8!	(0.31)
Hispanic	2.0	(0.47)	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)	0.5!	(0.23)
Asian/Pacific Islander	2.2!	(0.98)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	‡	(†)	‡	(†)	5.3!	(1.90)	‡	(†)	‡	(†)	‡	(†)	3.6!	(1.64)	‡	(†)

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 2017—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Grade																				
6th	4.3	(0.68)	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)	2.1	(0.60)
7th	3.1	(0.50)	2.6	(0.46)	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)	1.4!	(0.45)
8th	2.7	(0.39)	1.3	(0.34)	1.4	(0.34)	1.4	(0.39)	2.1	(0.47)	2.0	(0.60)	2.1	(0.50)	1.4	(0.42)	0.6!	(0.30)	0.7!	(0.29)
9th	2.9	(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	1.8	(0.35)	1.2	(0.31)	1.3	(0.36)	0.5!	(0.24)	1.2!	(0.39)	1.0!	(0.37)	0.9!	(0.34)	1.0!	(0.35)	‡	(†)	0.7!	(0.32)
11th	1.6	(0.35)	1.6	(0.39)	0.9!	(0.32)	0.7!	(0.31)	1.5	(0.46)	1.5!	(0.51)	‡	(†)	1.0!	(0.43)	1.3!	(0.49)	‡	(†)
12th	1.6	(0.36)	0.9!	(0.31)	0.5!	(0.26)	‡	(†)	0.8!	(0.35)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Urbanicity[2]																				
Urban	2.6	(0.34)	1.7	(0.29)	1.8	(0.31)	1.8	(0.34)	2.0	(0.35)	1.8	(0.41)	1.4	(0.31)	0.9	(0.21)	1.0	(0.27)	0.9	(0.21)
Suburban	3.0	(0.29)	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)	0.6	(0.17)
Rural	1.5	(0.27)	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)	0.7!	(0.33)
Control of school																				
Public	2.6	(0.19)	1.8	(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)	0.8	(0.12)
Private	1.6	(0.44)	1.0!	(0.32)	0.9!	(0.39)	1.4!	(0.60)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Serious violent[3]	**0.5**	**(0.08)**	**0.4**	**(0.08)**	**0.2**	**(0.05)**	**0.3**	**(0.07)**	**0.4**	**(0.08)**	**0.3**	**(0.09)**	**0.1!**	**(0.05)**	**0.2!**	**(0.07)**	**0.2!**	**(0.07)**	**0.2!**	**(0.06)**
Sex																				
Male	0.7	(0.12)	0.5	(0.11)	0.3!	(0.09)	0.3!	(0.10)	0.5!	(0.14)	0.6	(0.16)	0.2!	(0.08)	0.2!	(0.10)	0.2!	(0.12)	0.2!	(0.10)
Female	0.3	(0.08)	0.4!	(0.12)	‡	(†)	0.3	(0.07)	0.2!	(0.08)	‡	(†)	‡	(†)	0.2!	(0.10)	‡	(†)	0.2!	(0.08)
Race/ethnicity[1]																				
White	0.5	(0.08)	0.4	(0.08)	0.2!	(0.07)	0.3!	(0.09)	0.2!	(0.08)	0.3!	(0.10)	0.2!	(0.07)	0.2!	(0.09)	0.3!	(0.10)	0.3!	(0.11)
Black	0.8!	(0.28)	0.5!	(0.25)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Hispanic	0.4!	(0.18)	0.8!	(0.33)	0.4!	(0.18)	0.4!	(0.16)	0.8!	(0.32)	‡	(†)	‡	(†)	0.4!	(0.17)	‡	(†)	‡	(†)
Asian/Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade																				
6th	1.2!	(0.38)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.8!	(0.42)	‡	(†)	‡	(†)
7th	0.5!	(0.19)	0.6!	(0.24)	‡	(†)	‡	(†)	0.4!	(0.20)	‡	(†)	0.5!	(0.23)	‡	(†)	‡	(†)	‡	(†)
8th	0.6!	(0.19)	0.3!	(0.14)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
9th	0.5!	(0.19)	0.8!	(0.31)	0.6!	(0.21)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
10th	0.2!	(0.11)	0.4!	(0.18)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
11th	0.3!	(0.16)	‡	(†)	‡	(†)	‡	(†)	0.6!	(0.27)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
12th	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	#	(†)	‡	(†)	‡	(†)	‡	(†)
Urbanicity[2]																				
Urban	0.9	(0.20)	0.5	(0.15)	0.3!	(0.14)	0.4!	(0.17)	0.7!	(0.23)	0.6!	(0.22)	‡	(†)	0.3!	(0.16)	‡	(†)	‡	(†)
Suburban	0.4	(0.10)	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)	0.2!	(0.09)
Rural	0.2!	(0.09)	0.5!	(0.24)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Control of school																				
Public	0.5	(0.08)	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)	0.2!	(0.07)
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. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[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. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 4.1. Percentage of 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 selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14	
Total	**7.3**	**(0.44)**	**8.4**	**(0.52)**	**7.4**	**(0.45)**	**7.7**	**(0.42)**	**8.9**	**(0.55)**	**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)**	**6.0**	**(0.33)**
Sex																										
Male	9.2	(0.64)	10.9	(0.57)	10.2	(0.71)	9.5	(0.80)	11.5	(0.66)	11.6	(0.96)	9.7	(0.42)	10.2	(0.59)	9.6	(0.59)	9.5	(0.39)	7.7	(0.54)	7.0	(0.50)	7.8	(0.39)
Female	5.4	(0.40)	5.8	(0.68)	4.0	(0.32)	5.8	(0.64)	6.5	(0.52)	6.5	(0.61)	6.1	(0.41)	5.4	(0.41)	5.5	(0.37)	5.2	(0.37)	6.1	(0.40)	4.6	(0.42)	4.1	(0.46)
Race/ethnicity																										
White	6.3	(0.58)	7.0	(0.53)	6.2	(0.56)	6.6	(0.35)	8.5	(0.66)	7.8	(0.77)	7.2	(0.46)	6.9	(0.52)	6.4	(0.43)	6.1	(0.35)	5.8	(0.32)	4.9	(0.50)	5.0	(0.51)
Black	11.2	(0.95)	11.0	(1.61)	9.9	(0.91)	7.6	(0.85)	9.3	(0.71)	10.9	(0.80)	8.1	(0.69)	9.7	(0.86)	9.4	(0.80)	8.9	(0.64)	8.4	(0.82)	7.9	(1.10)	7.8	(0.66)
Hispanic	8.6	(0.83)	12.4	(1.44)	9.0	(0.63)	9.8	(1.09)	8.9	(1.05)	9.4	(1.23)	9.8	(0.86)	8.7	(0.60)	9.1	(0.61)	9.2	(0.81)	8.5	(0.73)	6.6	(0.65)	6.1	(0.45)
Asian[1]	—	(†)	—	(†)	—	(†)	7.7	(1.05)	11.3	(2.73)	11.5	(2.66)	4.6	(1.10)	7.6!	(2.29)	5.5	(0.91)	7.0	(0.99)	5.3	(1.41)	3.6!	(1.40)	4.3	(0.89)
Pacific Islander[1]	—	(†)	—	(†)	—	(†)	15.6	(4.46)	24.8	(7.16)	16.3	(4.31)	14.5!	(4.93)	8.1!	(2.45)	12.5	(3.11)	11.3	(3.23)	8.7!	(2.71)	20.5!	(7.28)	7.0!	(2.33)
American Indian/ Alaska Native	11.7	(2.50)	11.4!	(4.22)	12.5!	(5.15)	13.2!	(5.45)	15.2!	(4.57)	22.1	(4.79)	9.8	(2.67)	5.9	(1.24)	16.5	(2.68)	8.2	(1.52)	18.5	(5.24)	8.2!	(2.69)	13.7	(3.57)
Two or more races[1]	—	(†)	—	(†)	—	(†)	9.3	(1.22)	10.3	(2.33)	18.7	(3.11)	10.7	(2.33)	13.3	(2.25)	9.2	(1.50)	9.9	(1.35)	7.7	(2.11)	8.0	(1.82)	8.0	(1.23)
Sexual orientation[2]																										
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	5.1	(0.36)	5.4	(0.30)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	10.0	(1.19)	9.4	(1.08)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	12.6	(2.03)	11.1	(1.84)
Grade																										
9th	9.4	(0.92)	9.6	(0.96)	10.1	(1.02)	10.5	(0.95)	12.7	(0.89)	12.1	(1.25)	10.5	(0.63)	9.2	(0.69)	8.7	(0.53)	8.3	(0.63)	8.5	(0.75)	7.2	(0.51)	6.8	(0.60)
10th	7.3	(0.59)	9.6	(1.03)	7.9	(1.14)	8.2	(0.92)	9.1	(0.75)	9.2	(1.02)	8.8	(0.72)	8.4	(0.51)	8.4	(0.72)	7.7	(0.58)	7.0	(0.67)	6.2	(0.57)	6.8	(0.60)
11th	7.3	(0.64)	7.7	(0.64)	5.9	(0.70)	6.1	(0.46)	6.9	(0.65)	7.3	(0.69)	5.5	(0.43)	6.8	(0.57)	7.9	(0.60)	7.3	(0.61)	6.8	(0.60)	5.5	(0.68)	5.1	(0.57)
12th	5.5	(0.62)	6.7	(0.57)	5.8	(0.80)	5.1	(0.79)	5.3	(0.52)	6.3	(0.92)	5.8	(0.52)	6.3	(0.64)	5.2	(0.53)	5.9	(0.45)	4.9	(0.61)	4.4	(0.69)	4.6	(0.52)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]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.
[2]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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. 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), 1993 through 2017. (This table was prepared July 2018.)

Table 4.2. Percentage distribution of students in grades 9–12, by number of times they reported being threatened or injured with a weapon on school property during the previous 12 months and selected student characteristics: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

Student characteristic	Total		0 times		1 time		2 or 3 times		4 to 11 times		12 or more times	
1	2		3		4		5		6		7	
Total												
2009	100.0	(†)	92.3	(0.37)	3.2	(0.18)	1.9	(0.15)	1.4	(0.11)	1.2	(0.13)
2011	100.0	(†)	92.6	(0.31)	3.1	(0.17)	1.9	(0.15)	1.4	(0.13)	1.0	(0.12)
2013	100.0	(†)	93.1	(0.38)	3.0	(0.22)	1.7	(0.14)	1.3	(0.14)	0.9	(0.11)
2015												
Total	**100.0**	**(†)**	**94.0**	**(0.38)**	**2.7**	**(0.22)**	**1.5**	**(0.16)**	**1.0**	**(0.14)**	**0.8**	**(0.12)**
Sex												
Male	100.0	(†)	93.0	(0.50)	3.1	(0.30)	1.6	(0.19)	1.3	(0.21)	1.0	(0.18)
Female	100.0	(†)	95.4	(0.42)	2.3	(0.23)	1.3	(0.23)	0.6	(0.12)	0.4!	(0.12)
Race/ethnicity												
White	100.0	(†)	95.1	(0.50)	2.4	(0.24)	1.5	(0.25)	0.6	(0.12)	0.4	(0.10)
Black	100.0	(†)	92.1	(1.10)	4.1	(0.80)	1.6!	(0.47)	1.4!	(0.51)	0.9!	(0.34)
Hispanic	100.0	(†)	93.4	(0.65)	2.6	(0.36)	1.4	(0.27)	1.4	(0.24)	1.2	(0.19)
Asian	100.0	(†)	96.4	(1.40)	‡	(†)	0.5!	(0.25)	‡	(†)	‡	(†)
Pacific Islander	100.0	(†)	79.5	(7.28)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	100.0	(†)	91.8	(2.69)	‡	(†)	3.1!	(1.18)	‡	(†)	‡	(†)
Two or more races	100.0	(†)	92.0	(1.82)	3.8!	(1.37)	1.7!	(0.71)	1.2!	(0.52)	1.3!	(0.60)
Sexual orientation[1]												
Heterosexual	100.0	(†)	94.9	(0.36)	2.6	(0.24)	1.2	(0.17)	0.8	(0.12)	0.5	(0.10)
Gay, lesbian, or bisexual	100.0	(†)	90.0	(1.19)	4.3	(0.71)	2.7	(0.71)	2.3	(0.63)	0.7	(0.21)
Not sure	100.0	(†)	87.4	(2.01)	3.1!	(0.98)	4.3!	(1.40)	‡	(†)	3.5!	(1.42)
Grade												
9th	100.0	(†)	92.8	(0.51)	3.5	(0.36)	2.1	(0.34)	0.9	(0.15)	0.6	(0.15)
10th	100.0	(†)	93.8	(0.57)	2.9	(0.35)	1.3	(0.26)	1.3	(0.28)	0.7	(0.15)
11th	100.0	(†)	94.5	(0.68)	2.5	(0.45)	1.1	(0.20)	1.1!	(0.33)	0.8	(0.23)
12th	100.0	(†)	95.6	(0.69)	1.8	(0.34)	1.3	(0.29)	0.7!	(0.23)	0.6	(0.17)
2017												
Total	**100.0**	**(†)**	**94.0**	**(0.33)**	**2.7**	**(0.26)**	**1.5**	**(0.14)**	**1.0**	**(0.11)**	**0.8**	**(0.10)**
Sex												
Male	100.0	(†)	92.2	(0.39)	3.2	(0.29)	2.0	(0.23)	1.3	(0.15)	1.3	(0.17)
Female	100.0	(†)	95.9	(0.46)	2.2	(0.35)	1.0	(0.14)	0.6	(0.15)	0.2	(0.07)
Race/ethnicity												
White	100.0	(†)	95.0	(0.51)	2.6	(0.41)	1.3	(0.17)	0.7	(0.15)	0.5	(0.12)
Black	100.0	(†)	92.2	(0.66)	2.9	(0.47)	2.2	(0.43)	1.6	(0.43)	1.1!	(0.33)
Hispanic	100.0	(†)	93.9	(0.45)	2.5	(0.32)	1.5	(0.24)	1.1	(0.22)	1.0	(0.25)
Asian	100.0	(†)	95.7	(0.89)	2.0!	(0.81)	0.3!	(0.15)	‡	(†)	‡	(†)
Pacific Islander	100.0	(†)	93.0	(2.33)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	100.0	(†)	86.3	(3.57)	‡	(†)	4.4!	(2.07)	1.7!	(0.72)	‡	(†)
Two or more races	100.0	(†)	92.0	(1.23)	3.7	(0.70)	2.0!	(0.85)	1.5!	(0.68)	0.7!	(0.35)
Sexual orientation[1]												
Heterosexual	100.0	(†)	94.6	(0.30)	2.5	(0.26)	1.4	(0.13)	0.8	(0.11)	0.6	(0.10)
Gay, lesbian, or bisexual	100.0	(†)	90.6	(1.08)	4.0	(0.67)	2.6	(0.67)	1.7	(0.37)	1.1!	(0.39)
Not sure	100.0	(†)	88.9	(1.84)	3.4	(0.99)	1.3!	(0.57)	3.2!	(1.17)	3.2!	(1.09)
Grade												
9th	100.0	(†)	93.2	(0.60)	3.5	(0.49)	1.9	(0.28)	1.0	(0.24)	0.5	(0.12)
10th	100.0	(†)	93.2	(0.60)	3.4	(0.42)	1.4	(0.28)	1.1	(0.23)	0.8	(0.20)
11th	100.0	(†)	94.9	(0.57)	2.0	(0.30)	1.4	(0.29)	0.8	(0.23)	0.9	(0.19)
12th	100.0	(†)	95.4	(0.52)	1.7	(0.31)	1.3	(0.26)	1.0	(0.21)	0.7	(0.18)

†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 were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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. Race categories exclude persons of Hispanic ethnicity. 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 2017. (This table was prepared July 2018.)

Table 4.3. 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 or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9	
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)**	**6.0**	**(0.33)**
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)	7.9	(1.05)
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)	11.7	(1.00)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	5.2	(0.72)	5.0	(0.81)
Colorado	—	(†)	7.6	(0.75)	—	(†)	8.0	(0.74)	6.7	(0.80)	—	(†)	—	(†)	5.8	(0.47)
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)	7.1	(0.82)
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)	6.0	(0.62)
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)	9.8	(0.37)
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)	8.4	(0.48)
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)	6.2	(0.61)
Illinois	—	(†)	—	(†)	7.8	(0.69)	8.8	(0.86)	7.6	(0.48)	8.5	(0.82)	6.6	(0.80)	7.5	(0.49)
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)	—	(†)	—	(†)	8.2	(1.26)
Kansas	—	(†)	7.4	(0.82)	8.6	(1.12)	6.2	(0.62)	5.6	(0.68)	5.3	(0.65)	—	(†)	5.8	(0.60)
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)	7.1	(0.83)
Louisiana	—	(†)	—	(†)	—	(†)	9.5	(1.29)	8.7	(1.18)	10.5	(0.99)	—	(†)	12.8	(1.75)
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)	5.5	(0.39)
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)	7.8	(0.18)
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)	4.8	(0.62)
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)	6.5	(0.55)
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)	7.0	(0.60)
Nebraska	8.8	(0.80)	9.7	(0.68)	—	(†)	—	(†)	6.4	(0.54)	6.4	(0.57)	7.1	(0.83)	7.1	(1.07)
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)	8.1	(0.84)
New Hampshire	7.5	(0.98)	8.6	(0.91)	7.3	(0.69)	—	(†)	—	(†)	—	(†)	—	(†)	6.7	(0.29)
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)	8.0	(1.00)
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)	6.9	(0.73)
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)	4.8	(0.77)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	5.6	(0.73)	—	(†)	—	(†)	5.0	(0.47)	5.4	(0.49)
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)	9.4	(1.16)
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)	6.5	(0.74)
Texas	—	(†)	9.3	(0.84)	8.7	(0.52)	7.2	(0.52)	6.8	(0.40)	7.1	(0.62)	—	(†)	7.4	(0.96)
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)	—	(†)	7.0	(0.75)
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)	4.8	(0.15)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	7.0	(0.86)	6.1	(0.43)	6.4	(0.62)	6.4	(0.69)
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)	6.5	(1.07)
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)	—	(†)	6.9	(1.30)
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)	—	(†)
Puerto Rico	—	(†)	6.3	(0.62)	—	(†)	—	(†)	4.9	(0.93)	4.1	(0.54)	4.7	(0.70)	7.5!	(2.33)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for 2003 through 2015 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 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 2017. (This table was prepared July 2018.)

Table 5.1. Number and 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 selected teacher characteristics: Selected years, 1993–94 through 2015–16

[Standard errors appear in parentheses]

Year	Total		Sex				Race/ethnicity								Instructional level[1]			
			Male		Female		White		Black		Hispanic		Other[2]		Elementary		Secondary	
1	2		3		4		5		6		7		8		9		10	
	Number of teachers																	
Threatened with injury																		
1993–94	326,800	(7,040)	111,200	(3,830)	215,600	(5,380)	281,300	(6,220)	23,400	(1,360)	15,100	(1,770)	6,900	(650)	128,000	(4,450)	198,800	(5,150)
1999–2000	287,400	(7,060)	89,600	(3,680)	197,800	(5,370)	237,100	(5,630)	27,200	(2,170)	16,300	(1,940)	6,700	(840)	138,000	(5,480)	149,300	(4,360)
2003–04	242,100	(7,840)	75,300	(3,640)	166,800	(6,840)	189,800	(6,310)	31,900	(3,120)	11,800	(1,760)	8,600	(1,170)	108,800	(6,990)	133,300	(4,970)
2007–08	276,600	(10,570)	85,200	(5,800)	191,500	(8,220)	223,200	(8,760)	27,600	(3,000)	17,400	(3,230)	8,400	(1,580)	123,800	(7,670)	152,800	(7,090)
2011–12	338,400	(17,290)	79,800	(5,400)	258,600	(15,480)	266,800	(13,430)	33,400	(4,400)	26,600	(4,660)	11,600	(2,200)	184,000	(13,400)	154,400	(7,750)
2015–16	373,900	(9,470)	94,100	(4,540)	279,800	(7,500)	298,500	(8,880)	29,800	(2,160)	28,600	(2,080)	17,100	(1,610)	205,100	(7,240)	168,900	(6,510)
Physically attacked																		
1993–94	112,400	(3,730)	28,700	(1,780)	83,700	(3,710)	96,300	(3,720)	7,600	(860)	5,900	(1,270)	2,600	(430)	71,600	(3,120)	40,700	(1,850)
1999–2000	125,000	(4,630)	29,100	(2,010)	95,900	(4,230)	103,100	(3,590)	11,000	(1,550)	8,400	(1,640)	2,500	(450)	94,400	(4,180)	30,600	(2,240)
2003–04	121,400	(7,180)	21,700	(2,420)	99,700	(6,100)	95,500	(5,450)	14,800	(2,320)	6,400	(1,820)	4,700	(1,050)	85,100	(6,380)	36,300	(3,310)
2007–08	146,400	(8,200)	33,400	(4,750)	113,000	(6,250)	124,100	(6,990)	11,600	(2,330)	7,800	(1,990)	2,800!	(1,230)	109,100	(7,340)	37,300	(3,090)
2011–12	197,400	(11,730)	29,500	(3,310)	167,900	(11,200)	160,700	(10,890)	18,000	(3,590)	11,300	(2,890)	7,400	(1,940)	153,800	(10,100)	43,600	(4,380)
2015–16	220,300	(7,060)	35,100	(2,250)	185,200	(6,160)	177,400	(6,350)	14,600	(1,640)	16,600	(1,580)	11,700	(1,430)	174,700	(6,710)	45,600	(2,580)
	Percent of teachers																	
Threatened with injury																		
1993–94	12.8	(0.26)	16.0	(0.44)	11.5	(0.28)	12.7	(0.28)	12.4	(0.64)	13.9	(1.42)	14.5	(1.14)	9.6	(0.35)	16.2	(0.30)
1999–2000	9.6	(0.22)	11.9	(0.44)	8.8	(0.23)	9.4	(0.22)	11.9	(0.91)	9.7	(1.12)	9.1	(1.12)	8.6	(0.34)	10.7	(0.29)
2003–04	7.4	(0.24)	9.3	(0.43)	6.8	(0.28)	7.0	(0.24)	12.4	(1.03)	5.8	(0.90)	9.6	(1.24)	6.3	(0.39)	8.7	(0.29)
2007–08	8.1	(0.30)	10.4	(0.68)	7.4	(0.31)	7.9	(0.30)	11.5	(0.99)	7.3	(1.34)	8.7	(1.54)	7.2	(0.43)	9.1	(0.41)
2011–12	10.0	(0.48)	10.0	(0.56)	10.0	(0.57)	9.6	(0.47)	14.5	(1.84)	10.1	(1.70)	9.9	(1.69)	10.7	(0.76)	9.3	(0.38)
2015–16	9.8	(0.21)	10.5	(0.43)	9.6	(0.22)	9.7	(0.25)	11.7	(0.72)	8.5	(0.58)	10.3	(0.94)	10.7	(0.30)	8.8	(0.26)
Physically attacked																		
1993–94	4.4	(0.14)	4.1	(0.24)	4.5	(0.20)	4.3	(0.17)	4.0	(0.43)	5.4	(1.09)	5.4	(0.82)	5.4	(0.22)	3.3	(0.15)
1999–2000	4.2	(0.15)	3.9	(0.25)	4.3	(0.18)	4.1	(0.14)	4.8	(0.63)	5.0	(0.92)	3.4	(0.59)	5.9	(0.26)	2.2	(0.15)
2003–04	3.7	(0.22)	2.7	(0.29)	4.1	(0.25)	3.5	(0.21)	5.8	(0.84)	3.2	(0.93)	5.3	(1.16)	5.0	(0.37)	2.4	(0.21)
2007–08	4.3	(0.24)	4.1	(0.57)	4.4	(0.24)	4.4	(0.25)	4.9	(0.95)	3.3	(0.79)	3.0!	(1.09)	6.3	(0.44)	2.2	(0.18)
2011–12	5.8	(0.33)	3.7	(0.39)	6.5	(0.41)	5.8	(0.38)	7.8	(1.52)	4.3	(1.05)	6.3	(1.53)	8.9	(0.57)	2.6	(0.24)
2015–16	5.8	(0.17)	3.9	(0.24)	6.3	(0.19)	5.8	(0.19)	5.7	(0.61)	4.9	(0.45)	7.0	(0.84)	9.2	(0.30)	2.4	(0.13)

!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 the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of the 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 the grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.
[2]Includes American Indian/Alaska Native, Asian, and Pacific Islander; for 2003–04 and later years, also includes Two or more races.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes teachers in both traditional public schools and public charter schools. 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," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

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]

	Threatened with injury										Physically attacked									
State	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 2015–16

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools												2015–16					
	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8		9		10	
Recorded incidents																		
Total	**86.4**	**(1.23)**	**88.5**	**(0.85)**	**85.7**	**(1.07)**	**85.5**	**(0.87)**	**85.0**	**(1.07)**	**—**	**(†)**	**78.9**	**(1.28)**	**1,381,200**	**(42,660)**	**28.0**	**(0.90)**
Violent incidents	**71.4**	**(1.37)**	**81.4**	**(1.05)**	**77.7**	**(1.11)**	**75.5**	**(1.09)**	**73.8**	**(1.07)**	**65.0**	**(1.46)**	**68.9**	**(1.30)**	**864,900**	**(42,950)**	**17.5**	**(0.89)**
Serious violent incidents	19.7	(0.98)	18.3	(0.99)	17.1	(0.91)	17.2	(1.06)	16.4	(0.94)	13.1	(1.00)	15.5	(0.93)	40,800	(3,460)	0.8	(0.07)
Rape or attempted rape	0.7	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	0.2!	(0.10)	0.9	(0.19)	1,100	(190)	#	(†)
Sexual assault other than rape[2]	2.5	(0.33)	3.0	(0.32)	2.8	(0.24)	2.5	(0.33)	2.3	(0.34)	1.7	(0.37)	3.4	(0.38)	6,100	(1,360)	0.1	(0.03)
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	(0.48)	1.8	(0.34)	2.6	(0.38)	5,300	(1,280)	0.1	(0.03)
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	(0.72)	8.7	(0.78)	8.5	(0.79)	18,300	(2,420)	0.4	(0.05)
Robbery with a weapon	0.5!	(0.15)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)	‡	(†)	0.5!	(0.16)	600	(160)	#	(†)
Robbery without a weapon	5.3	(0.56)	6.3	(0.60)	6.4	(0.59)	5.2	(0.56)	4.4	(0.49)	2.5	(0.42)	2.7	(0.36)	9,500	(1,440)	0.2	(0.03)
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	(1.11)	57.5	(1.43)	64.9	(1.28)	567,000	(36,780)	11.5	(0.75)
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	(1.33)	47.1	(1.50)	39.4	(1.48)	257,000	(15,630)	5.2	(0.33)
Theft[3]	**45.6**	**(1.37)**	**46.0**	**(1.29)**	**46.0**	**(1.07)**	**47.3**	**(1.29)**	**44.1**	**(1.31)**	**—**	**(†)**	**38.7**	**(1.29)**	**166,000**	**(5,190)**	**3.4**	**(0.11)**
Other incidents[4]	**72.7**	**(1.30)**	**64.0**	**(1.27)**	**68.2**	**(1.07)**	**67.4**	**(1.13)**	**68.1**	**(1.12)**	**—**	**(†)**	**58.5**	**(1.68)**	**350,400**	**(10,710)**	**7.1**	**(0.22)**
Possession of a firearm/explosive device	5.5	(0.44)	6.1	(0.49)	7.2	(0.60)	4.7	(0.38)	4.7	(0.52)	—	(†)	4.0	(0.50)	10,500!	(3,220)	0.2!	(0.06)
Possession of a knife or sharp object	42.6	(1.28)	—	(†)	42.8	(1.23)	40.6	(1.10)	39.7	(1.06)	—	(†)	38.4	(1.26)	70,600	(3,210)	1.4	(0.07)
Distribution of illegal drugs[5]	12.3	(0.50)	12.9	(0.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[5]	26.6	(0.72)	29.3	(0.87)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[6]	—	(†)	—	(†)	25.9	(0.68)	23.2	(0.68)	24.6	(0.57)	—	(†)	24.9	(0.85)	112,100	(4,250)	2.3	(0.09)
Inappropriate distribution, possession, or use of prescription drugs[7]	—	(†)	—	(†)	—	(†)	—	(†)	12.1	(0.47)	—	(†)	9.5	(0.55)	20,100	(1,580)	0.4	(0.03)
Distribution, possession, or use of alcohol[6]	—	(†)	—	(†)	16.2	(0.68)	14.9	(0.57)	14.1	(0.50)	—	(†)	13.3	(0.50)	29,900	(1,620)	0.6	(0.03)
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	(1.12)	—	(†)	33.4	(1.25)	107,200	(7,040)	2.2	(0.14)
Reported incidents to police																		
Total	**62.5**	**(1.37)**	**65.2**	**(1.35)**	**60.9**	**(1.15)**	**62.0**	**(1.24)**	**60.0**	**(1.58)**	**—**	**(†)**	**47.4**	**(1.54)**	**448,900**	**(13,330)**	**9.1**	**(0.27)**
Violent incidents	**36.0**	**(0.82)**	**43.6**	**(1.15)**	**37.7**	**(1.09)**	**37.8**	**(1.16)**	**39.9**	**(1.13)**	**—**	**(†)**	**32.7**	**(1.13)**	**195,600**	**(9,620)**	**4.0**	**(0.20)**
Serious violent incidents	14.8	(0.10)	13.3	(0.88)	12.6	(0.70)	12.6	(0.86)	10.4	(0.62)	—	(†)	10.0	(0.68)	20,000	(1,700)	0.4	(0.04)
Rape or attempted rape	0.6	(0.34)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	—	(†)	0.7	(0.14)	900	(160)	#	(†)
Sexual assault other than rape[2]	2.3	(0.50)	2.6	(0.28)	2.6	(0.26)	2.1	(0.29)	1.4	(0.20)	—	(†)	2.7	(0.28)	3,600	(490)	0.1	(0.01)
Physical attack or fight with a weapon	3.9	(0.59)	2.8	(0.38)	2.2	(0.27)	2.1	(0.27)	2.2	(0.32)	—	(†)	1.3	(0.24)	2,500!	(830)	0.1!	(0.02)
Threat of physical attack with a weapon	8.5	(0.09)	6.0	(0.55)	5.9	(0.49)	5.7	(0.59)	4.5	(0.43)	—	(†)	5.3	(0.53)	7,500	(770)	0.2	(0.02)
Robbery with a weapon	0.3!	(0.41)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)	—	(†)	0.3!	(0.13)	400!	(140)	#	(†)
Robbery without a weapon	3.4	(0.91)	4.2	(0.51)	4.9	(0.48)	4.1	(0.42)	3.5	(0.40)	—	(†)	1.9	(0.28)	5,000	(690)	0.1	(0.01)
Physical attack or fight without a weapon	25.8	(0.94)	35.6	(0.98)	29.2	(1.00)	28.2	(0.90)	34.3	(0.90)	—	(†)	25.1	(1.03)	121,500	(8,560)	2.5	(0.18)
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	(0.79)	—	(†)	12.9	(0.65)	54,200	(3,680)	1.1	(0.07)

See notes at end of table.

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 2015–16—Continued

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools										2015–16					
	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8		9		10	
Theft[3]	**28.5**	**(1.04)**	**30.5**	**(1.17)**	**27.9**	**(0.97)**	**31.0**	**(1.12)**	**25.4**	**(1.01)**	**—**	**(†)**	**18.1**	**(0.80)**	**71,600**	**(3,280)**	**1.5**	**(0.07)**
Other incidents[4]	**52.0**	**(1.14)**	**50.0**	**(1.18)**	**50.6**	**(1.00)**	**48.7**	**(1.17)**	**46.3**	**(1.23)**	**—**	**(†)**	**33.5**	**(1.15)**	**181,700**	**(5,500)**	**3.7**	**(0.11)**
Possession of a firearm/explosive device	4.5	(0.41)	4.9	(0.44)	5.5	(0.51)	3.6	(0.32)	3.1	(0.39)	—	(†)	1.9	(0.29)	7,500!	(2,760)	0.2!	(0.06)
Possession of a knife or sharp object	23.0	(0.84)	—	(†)	25.0	(1.00)	23.3	(0.69)	20.0	(0.88)	—	(†)	15.8	(0.66)	27,700	(1,330)	0.6	(0.03)
Distribution of illegal drugs[5]	11.4	(0.48)	12.4	(0.57)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[5]	22.2	(0.67)	26.0	(0.76)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[6]	—	(†)	—	(†)	22.8	(0.62)	20.7	(0.60)	21.4	(0.57)	—	(†)	19.9	(0.71)	82,200	(3,300)	1.7	(0.07)
Inappropriate distribution, possession, or use of prescription drugs[7]	—	(†)	—	(†)	—	(†)	—	(†)	9.6	(0.42)	—	(†)	7.4	(0.56)	15,100	(1,270)	0.3	(0.03)
Distribution, possession, or use of alcohol[6]	—	(†)	—	(†)	11.6	(0.61)	10.6	(0.55)	10.0	(0.41)	—	(†)	8.6	(0.41)	17,800	(1,330)	0.4	(0.03)
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	(1.09)	—	(†)	12.9	(0.86)	31,600	(2,370)	0.6	(0.05)

—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 (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS 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 difference in survey administration may have impacted the 2013–14 results.
[2]Prior to 2015–16, the wording of the survey item was "sexual battery other than rape."
[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]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 5, 6, and 7.
[5]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 SSOCS questionnaires for later years.
[6]The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the SSOCS questionnaires for 2005-06 and later years.
[7]The survey item "Inappropriate distribution, possession, or use of prescription drugs" appears only on the 2009–10 and 2015–16 questionnaires.
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, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared September 2017.)

Table 6.2. Percentage of public schools recording incidents of crime at school, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents: All violent[1] Percent of schools recording	Violent incidents: All violent[1] Number of incidents	Violent incidents: All violent[1] Rate per 1,000 students	Violent incidents: Serious violent[2] Percent of schools recording	Violent incidents: Serious violent[2] Number of incidents	Violent incidents: Serious violent[2] Rate per 1,000 students	Theft[3] Percent of schools recording	Theft[3] Number of incidents	Theft[3] Rate per 1,000 students	Other incidents[4] Percent of schools recording	Other incidents[4] Number of incidents	Other incidents[4] Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	**83,600 (210)**	**68.9 (1.30)**	**864,900 (42,950)**	**17.5 (0.89)**	**15.5 (0.93)**	**40,800 (3,460)**	**0.8 (0.07)**	**38.7 (1.29)**	**166,000 (5,190)**	**3.4 (0.11)**	**58.5 (1.68)**	**350,400 (10,710)**	**7.1 (0.22)**
School level[5]													
Primary	49,100 (180)	57.2 (2.04)	355,500 (35,190)	14.7 (1.49)	9.2 (1.12)	12,800 (2,390)	0.5 (0.10)	22.5 (1.81)	27,300 (3,140)	1.1 (0.13)	42.7 (2.63)	69,900 (6,150)	2.9 (0.25)
Middle	15,600 (30)	88.0 (1.15)	263,000 (17,350)	27.1 (1.78)	22.9 (1.90)	12,500 (1,930)	1.3 (0.20)	54.7 (1.84)	43,100 (2,530)	4.4 (0.27)	76.5 (1.69)	74,500 (3,760)	7.7 (0.38)
High school	12,800 (50)	89.8 (1.53)	207,900 (10,320)	16.2 (0.72)	30.5 (1.79)	13,200 (1,220)	1.0 (0.09)	76.5 (1.98)	82,800 (4,500)	6.4 (0.35)	88.1 (1.48)	180,900 (10,150)	14.1 (0.75)
Combined	6,200 (120)	71.1 (5.52)	38,500 (6,430)	14.8 (2.61)	15.9 (3.22)	2,300! (740)	0.9! (0.30)	49.3 (6.40)	12,800 (2,330)	4.9 (0.92)	77.8 (4.77)	25,100 (3,710)	9.6 (1.36)
Enrollment size													
Less than 300	18,200 (190)	52.6 (3.81)	66,400 (9,690)	15.7 (2.43)	7.3 (2.18)	3,300! (1,110)	0.8! (0.27)	28.2 (3.06)	15,000 (2,640)	3.6 (0.64)	44.7 (3.87)	32,700 (7,430)	7.8 (1.77)
300 to 499	25,000 (110)	63.0 (2.96)	177,000 (18,850)	17.3 (1.82)	12.7 (1.79)	8,700 (2,000)	0.8 (0.20)	27.6 (2.22)	23,600 (2,930)	2.3 (0.29)	51.7 (3.03)	51,000 (3,570)	5.0 (0.35)
500 to 999	31,700 (90)	76.0 (2.03)	399,100 (33,500)	18.2 (1.54)	17.1 (1.43)	15,700 (2,090)	0.7 (0.10)	42.3 (2.06)	59,100 (3,470)	2.7 (0.16)	62.5 (2.11)	124,800 (6,860)	5.7 (0.30)
1,000 or more	8,700 (10)	94.5 (1.37)	222,300 (10,800)	17.2 (0.86)	34.6 (2.49)	13,200 (1,570)	1.0 (0.13)	80.1 (1.87)	68,300 (3,620)	5.3 (0.29)	92.6 (1.74)	141,900 (6,280)	11.0 (0.48)
Locale													
City	22,800 (110)	74.0 (2.71)	335,900 (30,200)	22.8 (2.08)	17.4 (1.80)	15,200 (2,230)	1.0 (0.15)	42.4 (3.07)	55,800 (3,380)	3.8 (0.23)	63.6 (3.12)	115,400 (7,910)	7.8 (0.49)
Suburban	27,400 (90)	66.4 (2.47)	260,900 (17,170)	13.2 (0.84)	12.8 (1.26)	11,700 (1,610)	0.6 (0.08)	35.0 (2.22)	55,000 (3,860)	2.8 (0.19)	52.6 (2.77)	116,400 (6,840)	5.9 (0.33)
Town	11,000 (80)	77.7 (3.69)	132,500 (19,620)	23.3 (3.51)	20.2 (3.52)	5,800 (1,480)	1.0 (0.27)	42.4 (3.16)	20,600 (1,750)	3.6 (0.32)	70.5 (3.80)	54,400 (3,510)	9.6 (0.62)
Rural	22,500 (150)	62.7 (2.82)	135,500 (11,480)	14.8 (1.31)	14.6 (1.93)	8,100 (1,470)	0.9 (0.17)	37.7 (2.78)	34,600 (3,700)	3.8 (0.41)	54.7 (3.18)	64,200 (4,740)	7.0 (0.50)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races													
Less than 5 percent	5,300 (550)	58.0 (5.85)	28,800 (4,690)	14.9 (2.01)	11.0 (2.98)	1,300! (470)	0.7! (0.24)	27.6 (5.55)	4,800 (920)	2.5 (0.47)	47.7 (6.06)	14,900 (2,220)	7.7 (1.11)
5 percent to less than 20 percent	21,300 (900)	68.4 (3.27)	147,000 (19,840)	13.6 (1.80)	14.7 (1.84)	6,400 (1,220)	0.6 (0.11)	40.7 (2.82)	34,200 (3,830)	3.2 (0.34)	62.0 (3.11)	69,400 (4,020)	6.4 (0.36)
20 percent to less than 50 percent	21,900 (800)	66.8 (3.16)	199,800 (16,960)	14.8 (1.23)	14.5 (1.92)	9,700 (1,980)	0.7 (0.15)	37.1 (2.41)	41,500 (2,950)	3.1 (0.22)	53.3 (3.04)	82,600 (5,510)	6.1 (0.38)
50 percent or more	35,100 (1,110)	72.3 (1.89)	489,300 (33,460)	21.2 (1.52)	17.3 (1.41)	23,300 (2,300)	1.0 (0.10)	40.2 (2.45)	85,400 (5,160)	3.7 (0.21)	61.2 (2.58)	183,400 (10,410)	8.0 (0.44)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	58.6 (4.06)	81,000 (14,550)	8.3 (1.33)	11.9 (1.50)	3,100 (440)	0.3 (0.04)	31.9 (2.36)	19,600 (1,660)	2.0 (0.16)	44.1 (3.66)	40,900 (3,430)	4.2 (0.29)
26 to 50 percent	23,400 (1,070)	70.2 (2.80)	198,900 (25,420)	15.0 (1.62)	15.4 (1.66)	10,200 (1,740)	0.8 (0.12)	37.7 (2.01)	46,900 (3,900)	3.5 (0.26)	57.5 (3.18)	92,900 (5,710)	7.0 (0.38)
51 to 75 percent	23,000 (1,100)	68.3 (2.65)	231,700 (16,060)	17.6 (1.23)	16.3 (2.05)	11,200 (1,770)	0.9 (0.14)	42.5 (2.64)	52,100 (4,100)	4.0 (0.30)	60.3 (2.62)	106,200 (8,330)	8.1 (0.45)
76 to 100 percent	23,300 (1,120)	74.5 (2.47)	353,300 (34,130)	26.7 (2.42)	16.9 (1.90)	16,300 (2,460)	1.2 (0.18)	40.1 (2.84)	47,300 (4,560)	3.6 (0.30)	66.3 (3.17)	110,500 (10,230)	8.4 (0.71)
Student/teacher ratio[6]													
Less than 12	11,400 (840)	61.9 (4.10)	66,700 (12,100)	18.9 (2.99)	10.6 (2.34)	3,400 (1,000)	1.0 (0.27)	29.4 (3.82)	11,900 (2,160)	3.4 (0.56)	51.6 (3.34)	22,800 (2,720)	6.4 (0.71)
12 to 16	29,100 (1,290)	70.5 (2.34)	316,800 (28,240)	20.6 (1.64)	15.5 (1.80)	10,200 (1,520)	0.7 (0.10)	39.0 (2.35)	51,500 (3,870)	3.4 (0.26)	57.6 (2.75)	97,400 (6,110)	6.3 (0.37)
More than 16	43,100 (1,250)	69.8 (1.78)	481,300 (30,050)	15.8 (0.94)	16.7 (1.39)	27,200 (3,440)	0.9 (0.11)	41.0 (1.80)	102,600 (4,910)	3.4 (0.15)	60.9 (2.33)	230,300 (12,160)	7.6 (0.37)

!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 assault 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, as reported on the School Survey on Crime and Safety (SSOCS), 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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents: All violent[1] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Violent incidents: Serious violent[2] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Theft[3] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Other incidents[4] — Percent of schools reporting to police	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	**83,600 (210)**	**32.7 (1.13)**	**195,600 (9,620)**	**4.0 (0.20)**	**10.0 (0.68)**	**20,000 (1,700)**	**0.4 (0.04)**	**18.1 (0.80)**	**71,600 (3,280)**	**1.5 (0.07)**	**33.5 (1.15)**	**181,700 (5,500)**	**3.7 (0.11)**
School level[5]													
Primary	49,100 (180)	18.0 (1.70)	36,900 (7,670)	1.5 (0.32)	3.2 (0.79)	3,000! (1,060)	0.1! (0.04)	5.6 (1.06)	3,600 (690)	0.1 (0.03)	15.2 (1.65)	18,200 (3,190)	0.8 (0.13)
Middle	15,600 (30)	49.3 (2.04)	58,900 (6,080)	6.1 (0.61)	16.9 (1.64)	5,600 (760)	0.6 (0.08)	28.8 (1.58)	16,300 (1,650)	1.7 (0.17)	49.0 (1.95)	38,100 (3,130)	3.9 (0.32)
High school	12,800 (50)	67.4 (2.20)	88,700 (5,120)	6.9 (0.39)	26.6 (1.71)	9,900 (940)	0.8 (0.07)	50.3 (1.66)	47,900 (2,920)	3.7 (0.23)	75.3 (1.41)	113,400 (5,100)	8.8 (0.38)
Combined	6,200 (120)	35.1 (4.23)	11,100 (2,810)	4.3 (1.12)	12.2 (3.18)	1,500! (650)	0.6! (0.26)	23.2 (4.83)	3,800 (990)	1.5 (0.39)	53.7 (5.19)	12,100 (1,940)	4.6 (0.71)
Enrollment size													
Less than 300	18,200 (190)	17.1 (2.62)	11,300 (3,400)	2.7! (0.83)	4.4 (1.24)	1,000 (270)	0.2 (0.07)	8.0 (2.04)	2,800 (790)	0.7 (0.19)	18.4 (2.66)	7,800 (1,540)	1.9 (0.37)
300 to 499	25,000 (110)	27.9 (2.52)	27,600 (4,530)	2.7 (0.44)	6.8 (1.23)	2,700 (500)	0.3 (0.05)	9.8 (1.41)	5,700 (1,000)	0.6 (0.10)	24.4 (1.71)	17,200 (1,760)	1.7 (0.17)
500 to 999	31,700 (90)	34.5 (1.91)	76,900 (9,090)	3.5 (0.41)	10.6 (1.10)	7,400 (1,300)	0.3 (0.06)	19.7 (1.19)	23,200 (2,010)	1.1 (0.09)	36.5 (1.83)	60,200 (4,140)	2.7 (0.19)
1,000 or more	8,700 (10)	72.0 (2.06)	79,800 (5,080)	6.2 (0.41)	28.9 (2.22)	8,800 (1,140)	0.7 (0.09)	57.1 (2.00)	39,900 (2,540)	3.1 (0.20)	80.6 (1.79)	96,500 (5,250)	7.5 (0.41)
Locale													
City	22,800 (110)	33.9 (2.48)	72,300 (9,190)	4.9 (0.64)	11.4 (1.38)	6,700 (930)	0.5 (0.06)	19.4 (2.02)	23,200 (2,510)	1.6 (0.17)	35.1 (2.56)	54,800 (3,940)	3.7 (0.24)
Suburban	27,400 (90)	31.3 (1.40)	64,400 (5,550)	3.3 (0.28)	8.7 (1.01)	7,100 (1,130)	0.4 (0.06)	16.5 (1.15)	27,700 (2,000)	1.4 (0.10)	33.9 (1.87)	67,300 (4,800)	3.4 (0.23)
Town	11,000 (80)	47.4 (3.32)	29,200 (3,800)	5.1 (0.68)	12.7 (2.66)	2,500 (560)	0.4 (0.10)	24.3 (2.53)	9,600 (1,170)	1.7 (0.20)	41.2 (3.11)	28,100 (2,400)	4.9 (0.38)
Rural	22,500 (150)	25.9 (1.90)	29,700 (3,620)	3.2 (0.41)	8.9 (1.10)	3,600 (610)	0.4 (0.07)	15.6 (1.73)	11,000 (1,520)	1.2 (0.16)	27.8 (2.10)	31,600 (2,440)	3.4 (0.24)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races													
Less than 5 percent	5,300 (550)	22.1 (4.01)	7,800 (1,740)	4.0 (0.88)	6.4 (1.69)	500 (140)	0.3 (0.07)	13.8 (3.20)	2,200 (520)	1.1 (0.26)	30.4 (4.62)	7,600 (1,570)	3.9 (0.75)
5 percent to less than 20 percent	21,300 (900)	32.7 (2.92)	30,800 (4,370)	2.8 (0.41)	9.3 (1.17)	3,400 (540)	0.3 (0.05)	16.2 (1.91)	12,500 (1,590)	1.2 (0.16)	34.4 (2.64)	34,700 (2,720)	3.2 (0.26)
20 percent to less than 50 percent	21,900 (800)	33.2 (2.44)	47,800 (5,130)	3.5 (0.39)	10.4 (1.54)	5,200 (980)	0.4 (0.08)	19.7 (1.63)	20,900 (1,570)	1.6 (0.12)	29.2 (2.18)	45,800 (3,900)	3.4 (0.29)
50 percent or more	35,100 (1,110)	33.9 (2.06)	109,300 (9,530)	4.7 (0.42)	10.7 (1.07)	10,900 (1,170)	0.5 (0.05)	18.9 (1.61)	35,900 (3,040)	1.6 (0.12)	36.2 (2.09)	93,600 (6,580)	4.1 (0.27)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	26.8 (2.82)	18,100 (3,480)	1.9 (0.34)	7.5 (1.19)	1,900 (300)	0.2 (0.03)	16.5 (1.99)	9,700 (1,010)	1.0 (0.10)	25.9 (2.10)	24,000 (2,200)	2.5 (0.23)
26 to 50 percent	23,400 (1,070)	34.2 (2.00)	48,600 (5,250)	3.7 (0.34)	11.3 (1.15)	6,100 (1,040)	0.5 (0.07)	17.7 (1.30)	22,300 (1,920)	1.7 (0.14)	36.0 (2.44)	52,000 (3,770)	3.9 (0.26)
51 to 75 percent	23,000 (1,100)	33.5 (2.31)	60,800 (5,170)	4.6 (0.39)	9.6 (1.32)	5,600 (950)	0.4 (0.08)	18.7 (1.34)	21,800 (2,560)	1.7 (0.18)	31.8 (2.02)	57,100 (5,910)	4.3 (0.34)
76 to 100 percent	23,300 (1,120)	33.8 (2.56)	68,100 (8,600)	5.2 (0.67)	10.6 (1.52)	6,400 (1,040)	0.5 (0.07)	18.7 (2.06)	17,700 (2,240)	1.3 (0.17)	37.3 (2.95)	48,600 (4,250)	3.7 (0.30)
Student/teacher ratio[6]													
Less than 12	11,400 (840)	27.5 (3.38)	14,500 (3,330)	4.1 (0.93)	7.6 (1.84)	1,600 (460)	0.5 (0.13)	12.3 (2.50)	5,100 (1,110)	1.4 (0.30)	30.1 (3.30)	10,600 (1,550)	3.0 (0.39)
12 to 16	29,100 (1,290)	33.4 (2.36)	64,900 (8,550)	4.2 (0.55)	9.7 (1.12)	5,800 (990)	0.4 (0.06)	18.6 (1.50)	21,000 (2,040)	1.4 (0.14)	31.0 (2.02)	46,400 (3,450)	3.0 (0.20)
More than 16	43,100 (1,250)	33.5 (1.53)	116,200 (7,770)	3.8 (0.26)	10.8 (0.96)	12,500 (1,470)	0.4 (0.05)	19.3 (0.99)	45,500 (2,790)	1.5 (0.09)	36.1 (2.00)	124,700 (6,420)	4.1 (0.19)

!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 assault 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, as reported on the School Survey on Crime and Safety (SSOCS), 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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 6.4. Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of violent incidents recorded														Number of violent incidents reported to the police													
	None		1–2 incidents		3–5 incidents		6–9 incidents		10–14 incidents		15–19 incidents		20 or more incidents		None		1–2 incidents		3–5 incidents		6–9 incidents		10–14 incidents		15–19 incidents		20 or more incidents	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
Total	**31.1**	**(1.30)**	**13.9**	**(0.93)**	**16.0**	**(1.25)**	**10.8**	**(0.88)**	**8.5**	**(0.60)**	**5.4**	**(0.51)**	**14.3**	**(0.86)**	**67.3**	**(1.13)**	**15.8**	**(0.98)**	**7.1**	**(0.53)**	**3.2**	**(0.28)**	**2.5**	**(0.34)**	**1.3**	**(0.22)**	**2.7**	**(0.28)**
School level[1]																												
Primary	42.8	(2.04)	14.3	(1.49)	13.2	(1.80)	10.8	(1.27)	5.8	(0.96)	3.4	(0.71)	9.6	(1.24)	82.0	(1.70)	11.4	(1.45)	3.7	(0.79)	0.8!	(0.39)	1.2!	(0.52)	‡	(†)	0.7!	(0.35)
Middle	12.0	(1.15)	13.2	(1.39)	17.8	(1.40)	11.0	(1.13)	13.8	(1.50)	8.9	(0.98)	23.2	(1.57)	50.7	(2.04)	23.2	(1.75)	11.0	(1.06)	6.1	(0.72)	3.0	(0.57)	1.9	(0.54)	4.2	(0.68)
High school	10.2	(1.53)	11.5	(1.56)	20.7	(1.73)	10.4	(1.29)	12.2	(1.29)	9.9	(1.06)	25.1	(1.59)	32.6	(2.20)	22.1	(1.99)	15.9	(1.39)	8.3	(0.87)	7.6	(0.98)	4.3	(0.61)	9.1	(0.86)
Combined	28.9	(5.52)	17.2	(4.95)	23.4	(5.42)	11.2!	(3.47)	8.5!	(2.72)	‡	(†)	7.3!	(2.66)	64.9	(4.23)	18.7	(4.00)	6.1!	(2.80)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Enrollment size																												
Less than 300	47.4	(3.81)	14.0	(2.19)	23.0	(3.06)	5.8	(1.75)	3.6!	(1.31)	2.4!	(1.08)	3.7!	(1.35)	82.9	(2.62)	11.0	(1.94)	2.9!	(1.06)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
300 to 499	37.0	(2.96)	15.6	(1.96)	15.2	(1.88)	10.6	(1.68)	7.7	(1.41)	3.6	(0.93)	10.2	(1.77)	72.1	(2.52)	18.3	(2.27)	5.5	(1.15)	2.2!	(0.72)	0.6!	(0.32)	‡	(†)	1.1!	(0.49)
500 to 999	24.0	(2.03)	14.6	(1.30)	14.0	(1.58)	13.9	(1.45)	9.6	(1.11)	6.9	(0.96)	17.0	(1.60)	65.5	(1.91)	16.5	(1.59)	8.2	(0.97)	3.3	(0.50)	2.6	(0.53)	1.2	(0.32)	2.8	(0.58)
1,000 or more	5.5	(1.37)	6.6	(1.45)	10.5	(1.32)	10.6	(1.58)	16.5	(1.82)	11.6	(1.52)	38.7	(2.06)	28.0	(2.06)	16.0	(1.78)	16.4	(1.74)	10.6	(1.44)	9.7	(1.15)	6.1	(0.97)	13.3	(1.49)
Locale																												
City	26.0	(2.71)	13.1	(1.83)	13.5	(2.20)	10.3	(1.82)	10.3	(1.48)	5.9	(1.19)	20.9	(2.12)	66.1	(2.48)	13.4	(1.96)	8.3	(1.31)	3.6	(0.77)	3.3	(0.96)	1.3!	(0.42)	4.1	(0.72)
Suburban	33.6	(2.47)	12.5	(1.92)	15.3	(1.91)	12.3	(1.43)	8.2	(1.25)	4.5	(0.79)	13.6	(1.60)	68.7	(1.40)	15.8	(1.17)	6.2	(0.80)	2.8	(0.36)	2.4	(0.36)	1.6!	(0.50)	2.5	(0.45)
Town	22.3	(3.69)	13.0	(2.97)	15.6	(2.48)	12.5	(2.31)	9.8	(1.87)	9.5	(2.08)	17.3	(3.04)	52.6	(3.32)	25.9	(3.33)	7.4	(1.27)	6.2	(1.42)	3.0!	(0.97)	0.8!	(0.34)	4.1!	(1.34)
Rural	37.3	(2.82)	16.9	(1.78)	19.5	(2.37)	8.8	(1.67)	6.2	(1.21)	4.2	(1.01)	7.1	(0.98)	74.1	(1.90)	13.2	(1.41)	6.9	(1.09)	1.8!	(0.56)	1.8!	(0.82)	1.1	(0.33)	1.1	(0.30)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races																												
Less than 5 percent	42.0	(5.85)	8.8!	(3.36)	17.8	(5.13)	11.7!	(3.70)	9.0!	(2.77)	4.1!	(1.52)	6.5!	(2.32)	77.9	(4.01)	12.0	(2.81)	3.7!	(1.35)	1.2!	(0.59)	‡	(†)	‡	(†)	2.7!	(1.27)
5 percent to less than 20 percent	31.6	(3.27)	20.2	(2.21)	17.1	(1.90)	11.6	(1.82)	8.3	(1.33)	4.0	(0.95)	7.2	(1.22)	67.3	(2.92)	18.0	(2.12)	7.4	(1.15)	2.9	(0.59)	2.6!	(0.81)	0.7!	(0.26)	‡	(†)
20 percent to less than 50 percent	33.2	(3.16)	13.9	(1.93)	15.0	(1.75)	9.9	(1.46)	7.7	(1.19)	5.7	(1.01)	14.6	(1.99)	66.8	(2.44)	16.2	(2.06)	8.0	(1.13)	3.7	(0.68)	1.7	(0.31)	0.9!	(0.29)	2.7	(0.59)
50 percent or more	27.7	(1.89)	10.9	(1.45)	15.6	(1.87)	10.8	(1.57)	8.9	(1.12)	6.4	(0.95)	19.7	(1.80)	66.1	(2.06)	14.7	(1.65)	6.9	(0.95)	3.4	(0.57)	3.2	(0.69)	2.0	(0.45)	3.7	(0.55)
Percent of students eligible for free or reduced-price lunch																												
0 to 25 percent	41.4	(4.06)	16.2	(2.53)	15.9	(2.27)	10.3	(2.06)	7.6	(1.53)	3.0	(0.85)	5.6	(1.05)	73.2	(2.82)	15.7	(2.43)	5.5	(0.96)	1.7	(0.41)	1.3	(0.31)	‡	(†)	‡	(†)
26 to 50 percent	29.8	(2.80)	18.1	(2.07)	15.0	(2.07)	12.0	(1.74)	7.0	(1.23)	6.6	(1.16)	11.5	(1.54)	65.8	(2.00)	17.2	(1.82)	7.0	(1.08)	3.2	(0.51)	2.8	(0.67)	1.6!	(0.55)	2.4	(0.56)
51 to 75 percent	31.7	(2.65)	11.9	(1.64)	15.0	(2.24)	10.0	(1.61)	9.9	(1.36)	7.3	(1.14)	14.2	(1.45)	66.5	(2.31)	13.1	(1.84)	9.3	(1.30)	4.6	(0.94)	2.2	(0.44)	1.2	(0.31)	3.0	(0.51)
76 to 100 percent	25.5	(2.47)	10.4	(1.75)	17.9	(2.76)	10.7	(1.99)	9.1	(1.62)	3.8	(0.87)	22.5	(2.52)	66.2	(2.56)	17.1	(2.28)	6.0	(1.22)	2.6	(0.64)	3.3!	(1.01)	1.2!	(0.44)	3.6	(0.70)
Student/teacher ratio[2]																												
Less than 12	38.1	(4.10)	17.6	(3.23)	20.9	(3.08)	10.3	(2.62)	4.3!	(1.88)	1.7!	(0.54)	7.1	(1.66)	72.5	(3.38)	15.5	(2.31)	4.0!	(1.22)	3.3!	(1.21)	3.6!	(1.65)	‡	(†)	‡	(†)
12 to 16	29.5	(2.34)	14.5	(1.71)	17.6	(2.09)	8.6	(1.23)	9.2	(1.27)	6.1	(1.14)	14.5	(1.47)	66.6	(2.36)	16.7	(2.10)	7.1	(0.89)	3.3	(0.52)	2.2	(0.65)	1.5!	(0.48)	2.7	(0.70)
More than 16	30.2	(1.78)	12.5	(1.35)	13.6	(1.50)	12.5	(1.36)	9.1	(0.97)	5.9	(0.69)	16.2	(1.19)	66.5	(1.53)	15.2	(1.33)	8.0	(0.85)	3.1	(0.45)	2.5	(0.33)	1.5	(0.29)	3.3	(0.39)

†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, as reported on the School Survey on Crime and Safety (SSOCS), 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: "Violent incidents" include rape, sexual assault 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. 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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 6.5. Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of serious violent incidents recorded												Number of serious violent incidents reported to the police											
	None		1 incident		2 incidents		3–5 incidents		6–9 incidents		10 or more incidents		None		1 incident		2 incidents		3–5 incidents		6–9 incidents		10 or more incidents	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Total	**84.5**	**(0.93)**	**7.6**	**(0.63)**	**2.9**	**(0.44)**	**2.9**	**(0.46)**	**1.1**	**(0.27)**	**1.0**	**(0.21)**	**90.0**	**(0.68)**	**6.1**	**(0.51)**	**1.7**	**(0.30)**	**1.4**	**(0.22)**	**0.4**	**(0.10)**	**0.5**	**(0.12)**
School level[1]																								
Primary	90.8	(1.12)	4.6	(0.85)	1.2!	(0.51)	2.2!	(0.67)	0.8!	(0.39)	‡	(†)	96.8	(0.79)	2.5	(0.65)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Middle	77.1	(1.90)	12.0	(1.42)	3.7	(0.80)	3.9	(0.69)	1.5	(0.44)	1.8	(0.51)	83.1	(1.64)	10.3	(1.30)	3.1	(0.69)	2.2	(0.46)	1.0!	(0.34)	‡	(†)
High school	69.5	(1.79)	13.6	(1.30)	6.9	(1.07)	5.2	(0.79)	2.4	(0.44)	2.4	(0.48)	73.4	(1.71)	13.5	(1.35)	5.3	(0.87)	4.7	(0.77)	1.4	(0.36)	1.7	(0.40)
Combined	84.1	(3.22)	7.3!	(2.30)	5.7!	(2.78)	‡	(†)	‡	(†)	‡	(†)	87.8	(3.18)	8.4!	(2.84)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Enrollment size																								
Less than 300	92.7	(2.18)	3.3!	(1.31)	1.9!	(0.80)	‡	(†)	‡	(†)	‡	(†)	95.6	(1.24)	3.1!	(1.22)	1.2!	(0.55)	‡	(†)	‡	(†)	‡	(†)
300 to 499	87.3	(1.79)	7.1	(1.39)	1.1!	(0.48)	2.7	(0.77)	‡	(†)	‡	(†)	93.2	(1.23)	4.6	(1.07)	‡	(†)	1.0!	(0.35)	‡	(†)	‡	(†)
500 to 999	82.9	(1.43)	8.5	(0.88)	3.7	(0.84)	2.9	(0.70)	1.2!	(0.45)	0.8!	(0.30)	89.4	(1.10)	6.8	(0.91)	1.5	(0.41)	1.5	(0.43)	0.3!	(0.14)	‡	(†)
1,000 or more	65.4	(2.49)	14.2	(1.59)	7.1	(1.46)	5.8	(0.97)	2.9	(0.66)	4.5	(0.90)	71.1	(2.22)	13.7	(1.49)	5.0	(0.91)	5.1	(0.95)	2.2	(0.57)	2.9	(0.86)
Locale																								
City	82.6	(1.80)	7.5	(1.04)	3.5	(0.87)	2.7	(0.78)	1.7!	(0.59)	1.9!	(0.65)	88.6	(1.38)	6.9	(1.20)	1.7	(0.42)	1.4	(0.29)	0.7	(0.19)	0.7!	(0.30)
Suburban	87.2	(1.26)	5.9	(0.75)	2.6	(0.60)	2.6	(0.59)	0.7	(0.20)	1.0!	(0.31)	91.3	(1.01)	4.9	(0.84)	1.4	(0.35)	1.1	(0.24)	0.5!	(0.18)	0.7!	(0.30)
Town	79.8	(3.52)	10.4	(2.40)	3.7!	(1.56)	3.6!	(1.16)	‡	(†)	‡	(†)	87.3	(2.66)	7.5	(1.99)	2.6!	(1.19)	2.5!	(0.90)	‡	(†)	‡	(†)
Rural	85.4	(1.93)	8.2	(1.29)	2.2!	(0.69)	3.3!	(1.12)	‡	(†)	‡	(†)	91.1	(1.10)	5.9	(1.03)	1.5!	(0.52)	1.3!	(0.51)	‡	(†)	‡	(†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races																								
Less than 5 percent	89.0	(2.98)	6.5!	(2.30)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	93.6	(1.69)	4.8!	(1.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
5 percent to less than 20 percent	85.3	(1.84)	9.0	(1.51)	2.5!	(0.83)	2.2	(0.64)	‡	(†)	‡	(†)	90.7	(1.17)	6.0	(0.93)	1.6	(0.38)	1.6!	(0.53)	‡	(†)	‡	(†)
20 percent to less than 50 percent	85.5	(1.92)	7.7	(1.30)	2.5	(0.73)	1.7!	(0.55)	1.1!	(0.53)	1.5!	(0.69)	89.6	(1.54)	6.2	(1.17)	2.1!	(0.68)	1.2	(0.29)	0.4!	(0.16)	‡	(†)
50 percent or more	82.7	(1.41)	6.8	(0.81)	3.5	(0.70)	4.4	(0.92)	1.3!	(0.42)	1.3	(0.26)	89.3	(1.07)	6.2	(0.88)	1.6	(0.36)	1.5	(0.33)	0.6!	(0.20)	0.8	(0.21)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	88.1	(1.50)	6.8	(1.38)	3.6	(1.02)	0.9!	(0.28)	0.5!	(0.21)	‡	(†)	92.5	(1.19)	4.9	(1.09)	1.3!	(0.41)	1.0	(0.28)	‡	(†)	‡	(†)
26 to 50 percent	84.6	(1.66)	7.4	(1.08)	2.6	(0.73)	3.5	(0.86)	1.2!	(0.53)	‡	(†)	88.7	(1.15)	7.0	(0.96)	1.5!	(0.51)	2.1	(0.49)	0.3!	(0.12)	‡	(†)
51 to 75 percent	83.7	(2.05)	9.7	(1.77)	2.3	(0.61)	2.1	(0.57)	1.5!	(0.69)	0.7	(0.21)	90.4	(1.32)	5.9	(1.03)	1.7!	(0.62)	1.0	(0.26)	0.5!	(0.21)	0.4!	(0.15)
76 to 100 percent	83.1	(1.90)	6.1	(1.09)	3.4	(0.94)	4.4	(1.11)	0.9!	(0.42)	2.0!	(0.71)	89.4	(1.52)	6.1	(1.15)	2.0	(0.57)	1.4!	(0.46)	0.4!	(0.17)	0.7!	(0.29)
Student/teacher ratio[2]																								
Less than 12	89.4	(2.34)	4.3	(1.05)	2.1!	(1.04)	‡	(†)	‡	(†)	‡	(†)	92.4	(1.84)	5.0	(1.38)	0.9!	(0.44)	‡	(†)	‡	(†)	‡	(†)
12 to 16	84.5	(1.80)	8.7	(1.33)	3.2	(0.73)	2.5	(0.74)	0.5!	(0.21)	0.5!	(0.25)	90.3	(1.12)	6.3	(0.97)	1.6!	(0.50)	1.2	(0.35)	‡	(†)	‡	(†)
More than 16	83.3	(1.39)	7.6	(0.93)	2.9	(0.57)	3.1	(0.67)	1.6	(0.47)	1.5	(0.39)	89.2	(0.96)	6.2	(0.66)	1.9	(0.42)	1.6	(0.37)	0.5	(0.15)	0.7!	(0.20)

†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, as reported on the School Survey on Crime and Safety (SSOCS), 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: "Serious violent" incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. 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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

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 2015–16

[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[4]		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity[5]		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	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)
2013–14[6]	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)	—	(†)	—	(†)
2015–16																		
All schools	**1.7**	**(0.33)**	**11.9**	**(0.79)**	**1.0**	**(0.19)**	**0.6**	**(0.13)**	**4.8**	**(0.51)**	**2.3**	**(0.38)**	**10.3**	**(0.80)**	**10.4**	**(0.62)**	**—**	**(†)**
School level[7]																		
Primary	1.2!	(0.48)	8.1	(1.04)	‡	(†)	‡	(†)	3.6	(0.74)	1.6!	(0.59)	8.8	(1.27)	2.7	(0.66)	—	(†)
Middle	3.2	(0.69)	21.8	(1.59)	2.1	(0.44)	1.2!	(0.40)	8.2	(1.13)	4.9	(0.67)	15.9	(1.28)	19.4	(1.33)	—	(†)
High school	2.3	(0.64)	14.7	(1.37)	2.5	(0.55)	2.2	(0.59)	7.6	(1.24)	2.6	(0.52)	12.1	(1.47)	30.6	(1.70)	—	(†)
Combined	‡	(†)	11.0	(3.17)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	4.3!	(1.89)	7.2!	(2.85)	—	(†)
Enrollment size																		
Less than 300	‡	(†)	6.4	(1.58)	‡	(†)	‡	(†)	3.6!	(1.31)	‡	(†)	6.4	(1.62)	6.0	(1.52)	—	(†)
300 to 499	‡	(†)	9.6	(1.72)	0.7!	(0.32)	0.4!	(0.19)	3.4	(1.00)	1.3	(0.37)	9.1	(1.87)	6.5	(1.17)	—	(†)
500 to 999	2.3	(0.62)	14.0	(1.40)	1.4	(0.32)	0.7!	(0.27)	6.0	(0.85)	3.8	(0.91)	12.4	(1.25)	9.3	(0.79)	—	(†)
1,000 or more	2.6	(0.64)	22.1	(1.81)	2.4!	(0.74)	1.5!	(0.49)	7.0	(0.89)	3.8	(0.78)	14.4	(1.74)	35.0	(1.82)	—	(†)
Locale																		
City	1.8!	(0.77)	12.9	(1.45)	0.9!	(0.36)	0.9!	(0.36)	9.6	(1.58)	4.9	(1.22)	15.3	(1.90)	17.9	(1.79)	—	(†)
Suburban	2.3	(0.67)	10.3	(1.12)	0.9!	(0.29)	0.3!	(0.13)	3.3	(0.74)	1.9	(0.47)	8.1	(1.04)	8.7	(0.79)	—	(†)
Town	‡	(†)	18.3	(2.77)	1.2!	(0.62)	‡	(†)	5.4	(1.62)	1.5!	(0.53)	14.5	(2.93)	8.8	(1.45)	—	(†)
Rural	0.9!	(0.38)	9.7	(1.58)	1.2	(0.37)	0.8!	(0.29)	1.3!	(0.54)	‡	(†)	5.9	(1.31)	5.7	(0.99)	—	(†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races																		
Less than 5 percent	‡	(†)	15.6	(4.31)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	—	(†)
5 percent to less than 20 percent	1.0!	(0.38)	10.8	(1.61)	1.4!	(0.46)	‡	(†)	2.1!	(0.80)	0.8!	(0.36)	6.5	(1.39)	1.9	(0.44)	—	(†)
20 percent to less than 50 percent	1.4!	(0.54)	11.0	(1.42)	0.9	(0.26)	0.9!	(0.28)	3.6	(0.83)	1.1	(0.31)	9.9	(1.81)	7.7	(0.92)	—	(†)
50 percent or more	2.6	(0.67)	12.5	(1.23)	1.0	(0.30)	0.7!	(0.24)	7.9	(1.05)	4.3	(0.86)	13.7	(1.46)	18.6	(1.33)	—	(†)
Percent of students eligible for free or reduced-price lunch																		
0 to 25 percent	‡	(†)	9.5	(1.67)	1.1!	(0.49)	‡	(†)	‡	(†)	‡	(†)	3.5	(0.98)	2.5	(0.47)	—	(†)
26 to 50 percent	1.2!	(0.37)	10.0	(1.22)	1.3	(0.35)	0.6!	(0.22)	3.1!	(0.97)	1.5!	(0.60)	8.8	(1.58)	5.8	(0.58)	—	(†)
51 to 75 percent	1.8!	(0.53)	11.8	(1.65)	0.9	(0.26)	0.7!	(0.27)	5.0	(1.05)	2.4	(0.68)	9.5	(1.38)	11.0	(0.94)	—	(†)
76 to 100 percent	3.1!	(1.01)	15.3	(1.91)	‡	(†)	‡	(†)	8.9	(1.39)	4.4	(1.16)	16.7	(1.90)	19.2	(2.10)	—	(†)

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 2015–16—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[4]		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity[5]		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	
Student/teacher ratio[8]																		
Less than 12	‡	(†)	9.2	(2.45)	‡	(†)	‡	(†)	2.5!	(0.79)	2.7!	(1.06)	4.5	(1.25)	4.4	(0.86)	—	(†)
12 to 16	1.1!	(0.34)	9.1	(1.10)	0.9!	(0.32)	0.6!	(0.30)	5.8	(1.09)	2.9	(0.83)	12.1	(1.52)	9.4	(1.17)	—	(†)
More than 16	2.6	(0.60)	14.5	(1.16)	1.0	(0.21)	0.7	(0.17)	4.7	(0.65)	1.8	(0.38)	10.6	(1.07)	12.7	(1.08)	—	(†)
Prevalence of violent incidents[9] at school during school year																		
No violent incidents	‡	(†)	3.3!	(1.02)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	4.6	(1.16)	2.5!	(0.99)	—	(†)
Any violent incidents	2.2	(0.44)	15.8	(1.11)	1.4	(0.26)	0.9	(0.19)	6.7	(0.68)	3.3	(0.54)	12.9	(1.07)	13.9	(0.87)	—	(†)

—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]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. The 2013–14 and 2015–16 questionnaires did not ask about cult or extremist group activities.
[3]Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."
[4]The 2015–16 questionnaire defined bullying 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." The term was not defined for respondents in previous survey administrations.
[5]Prior to 2015–16, the questionnaire asked about "student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)" in one single item. The 2015–16 questionnaire had one item asking about "student harassment of other students based on sexual orientation," followed by a separate item on "student harassment of other students based on gender identity." For 2015–16, schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. The 2015–16 questionnaire provided definitions for sexual orientation—"one's emotional or physical attraction to the same and/or opposite sex"—and gender identity—"one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently..." These terms were not defined for respondents in previous survey administrations.
[6]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS 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 difference in survey administration may have impacted the 2013–14 results.
[7]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.
[8]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on SSOCS, 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.
[9]"Violent incidents" include rape or attempted rape, sexual assault 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. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared August 2017.)

Table 7.2. Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Cyberbullying among students		School environment is affected by cyberbullying		Staff resources are used to deal with cyberbullying	
1	2		3		4	
All public schools	**12.0**	**(0.64)**	**6.7**	**(0.46)**	**5.9**	**(0.43)**
School level[1]						
Primary	4.2	(0.81)	1.8	(0.55)	1.2 !	(0.46)
Middle	25.6	(1.79)	14.5	(1.25)	13.1	(1.06)
High school	25.9	(1.63)	15.0	(1.23)	15.4	(1.41)
Combined	10.6 !	(3.35)	8.3 !	(3.01)	6.0 !	(2.48)
Enrollment size						
Less than 300	7.9	(1.62)	4.1 !	(1.25)	3.3 !	(1.22)
300 to 499	8.5	(1.37)	3.8	(0.76)	3.1	(0.68)
500 to 999	12.9	(0.97)	7.9	(0.81)	6.7	(0.67)
1,000 or more	27.3	(1.98)	15.9	(1.67)	16.7	(1.68)
Locale						
City	12.2	(1.36)	6.6	(0.92)	6.9	(0.96)
Suburban	10.9	(1.15)	7.4	(0.85)	5.7	(0.65)
Town	14.4	(2.21)	6.8	(1.09)	7.5	(1.51)
Rural	12.0	(1.48)	6.0	(1.08)	4.5	(1.05)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races						
Less than 5 percent	11.8	(2.61)	8.5 !	(3.18)	8.1 !	(3.17)
5 percent to less than 20 percent	12.6	(1.80)	5.5	(1.08)	4.5	(0.79)
20 percent to less than 50 percent	11.7	(1.21)	6.8	(1.00)	5.9	(0.91)
50 percent or more	11.9	(1.20)	7.1	(0.92)	6.5	(0.67)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	10.1	(1.30)	5.1	(1.01)	4.1	(0.85)
26 to 50 percent	13.0	(1.41)	6.6	(0.83)	5.8	(0.75)
51 to 75 percent	12.4	(1.33)	6.6	(0.91)	6.6	(0.86)
76 to 100 percent	11.7	(1.69)	7.9	(1.25)	6.6	(1.00)
Student/teacher ratio[2]						
Less than 12	7.6	(1.81)	3.8 !	(1.22)	3.1 !	(1.14)
12 to 16	13.2	(1.44)	7.1	(0.92)	6.0	(0.94)
More than 16	12.4	(1.01)	7.2	(0.72)	6.6	(0.61)
Prevalence of violent incident[3] at school during school year						
No violent incidents	3.3	(0.92)	1.8 !	(0.59)	1.5 !	(0.55)
Any violent incidents	15.9	(1.01)	8.9	(0.66)	7.9	(0.60)

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

[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, as reported on the School Survey on Crime and Safety (SSOCS), 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 assault 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 include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

NOTE: Includes schools reporting that cyberbullying happens either "daily" or "at least once a week." "Cyberbullying" 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 cyberbullying "problems that can occur anywhere (both at your school and away from school)."

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared August 2017.)

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by sex, race/ethnicity, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity[2]	Total		Sex: Male		Sex: Female		Race/ethnicity[1]: White		Black		Hispanic		Asian/Pacific Islander: Total		Asian		Pacific Islander		American Indian/ Alaska Native		Two or more races	
1	2		3		4		5		6		7		8		9		10		11		12	
2001[3]																						
Total	**20.3**	**(0.72)**	**21.5**	**(0.87)**	**18.9**	**(0.90)**	**15.5**	**(0.73)**	**28.8**	**(1.92)**	**32.3**	**(1.84)**	**23.3**	**(2.38)**	**—**	**(†)**	**—**	**(†)**	**13.2!**	**(4.49)**	**—**	**(†)**
Urban	29.2	(1.24)	32.0	(1.61)	26.3	(1.55)	20.6	(1.31)	33.1	(2.85)	40.5	(2.46)	27.3	(4.74)	—	(†)	—	(†)	‡	(†)	—	(†)
Suburban	18.4	(0.72)	19.1	(0.92)	17.6	(1.08)	15.6	(0.76)	25.1	(2.82)	27.4	(2.27)	21.7	(3.33)	—	(†)	—	(†)	‡	(†)	—	(†)
Rural	13.3	(1.72)	14.1	(2.10)	12.5	(1.84)	12.0	(1.69)	22.8	(5.98)	16.8!	(7.49)	‡	(†)	—	(†)	—	(†)	‡	(†)	—	(†)
2003[3]																						
Total	**21.0**	**(0.71)**	**22.4**	**(0.95)**	**19.6**	**(0.80)**	**14.2**	**(0.59)**	**29.7**	**(2.15)**	**37.3**	**(1.73)**	**21.8**	**(3.04)**	**21.2**	**(3.03)**	**‡**	**(†)**	**24.8!**	**(10.51)**	**22.3**	**(3.65)**
Urban	31.0	(1.34)	32.2	(1.71)	29.8	(1.85)	19.8	(1.72)	33.1	(2.44)	42.8	(2.17)	31.4	(4.70)	30.4	(4.78)	‡	(†)	‡	(†)	29.4	(8.36)
Suburban	18.5	(0.84)	20.6	(1.07)	16.4	(0.93)	13.9	(0.68)	28.6	(3.96)	34.7	(2.11)	14.2	(3.27)	13.9	(3.15)	‡	(†)	‡	(†)	21.4	(5.28)
Rural	12.5	(1.86)	12.4	(2.04)	12.5	(2.39)	10.9	(1.44)	21.4!	(7.02)	12.8!	(4.10)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2005[3]																						
Total	**24.2**	**(0.93)**	**25.3**	**(1.07)**	**22.9**	**(1.09)**	**16.7**	**(0.83)**	**37.5**	**(2.42)**	**38.9**	**(2.69)**	**21.3**	**(2.59)**	**20.3**	**(2.61)**	**‡**	**(†)**	**‡**	**(†)**	**23.6**	**(4.85)**
Urban	36.2	(2.00)	37.4	(2.31)	35.0	(2.42)	23.6	(1.88)	41.7	(2.97)	48.9	(4.44)	23.5	(5.30)	25.0	(5.16)	‡	(†)	‡	(†)	‡	(†)
Suburban	20.8	(0.93)	22.4	(1.14)	19.1	(1.15)	15.9	(0.86)	36.2	(4.41)	32.1	(2.52)	20.5	(2.91)	18.3	(2.92)	‡	(†)	‡	(†)	18.8	(5.61)
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)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2007																						
Total	**23.2**	**(0.80)**	**25.1**	**(1.07)**	**21.3**	**(0.87)**	**16.0**	**(0.70)**	**37.5**	**(2.28)**	**36.1**	**(2.04)**	**18.1**	**(2.58)**	**17.4**	**(2.72)**	**‡**	**(†)**	**17.2!**	**(6.52)**	**28.3**	**(4.52)**
Urban	32.3	(1.49)	35.3	(2.01)	29.2	(1.62)	23.4	(1.98)	39.5	(3.11)	40.4	(2.90)	20.7	(4.15)	18.4	(4.30)	‡	(†)	‡	(†)	31.4	(7.82)
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)	15.6	(3.53)	16.3	(3.63)	‡	(†)	‡	(†)	31.0	(5.95)
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)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
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)**	**16.9**	**(3.14)**	**17.2**	**(3.21)**	**‡**	**(†)**	**‡**	**(†)**	**18.0**	**(5.18)**
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)	19.5	(4.51)	18.9	(4.63)	‡	(†)	‡	(†)	‡	(†)
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)	13.8	(3.76)	14.5	(3.95)	‡	(†)	‡	(†)	16.3!	(7.88)
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)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
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)**	**10.1**	**(2.09)**	**9.9**	**(2.24)**	**‡**	**(†)**	**‡**	**(†)**	**10.3**	**(2.58)**
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)	8.9	(2.17)	7.6!	(2.29)	‡	(†)	‡	(†)	10.5!	(4.47)
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)	11.6!	(3.51)	12.0!	(3.69)	‡	(†)	‡	(†)	10.6!	(3.82)
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)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2013																						
Total	**12.4**	**(0.62)**	**12.9**	**(0.85)**	**12.0**	**(0.73)**	**7.4**	**(0.63)**	**18.6**	**(1.72)**	**20.1**	**(1.34)**	**9.8**	**(1.85)**	**9.4**	**(1.85)**	**‡**	**(†)**	**18.3!**	**(9.01)**	**13.3**	**(3.10)**
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)	10.6	(2.59)	10.4	(2.61)	‡	(†)	‡	(†)	15.2!	(6.46)
Suburban	10.8	(0.76)	11.7	(1.09)	9.8	(0.92)	6.4	(0.76)	17.3	(3.02)	19.3	(1.69)	8.2	(2.40)	8.2!	(2.59)	‡	(†)	‡	(†)	13.8	(3.93)
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)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
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)**	**5.0!**	**(1.58)**	**4.1!**	**(1.47)**	**‡**	**(†)**	**‡**	**(†)**	**13.5**	**(3.77)**
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)	6.8!	(2.73)	5.9!	(2.66)	‡	(†)	‡	(†)	17.7!	(7.35)
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)	3.8!	(1.89)	‡	(†)	‡	(†)	‡	(†)	11.8!	(4.64)
Rural	3.9	(0.90)	4.2	(1.19)	3.7	(1.03)	3.5	(0.92)	3.4!	(1.71)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
2017																						
Total	**8.6**	**(0.48)**	**7.9**	**(0.62)**	**9.3**	**(0.73)**	**5.3**	**(0.50)**	**16.6**	**(1.75)**	**12.3**	**(1.13)**	**2.4!**	**(0.96)**	**2.0!**	**(0.89)**	**‡**	**(†)**	**‡**	**(†)**	**9.7**	**(2.65)**
Urban	11.3	(1.06)	9.8	(1.31)	12.8	(1.45)	8.0	(1.41)	17.2	(3.22)	13.4	(1.96)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	11.2!	(5.05)
Suburban	7.6	(0.56)	7.8	(0.74)	7.4	(0.90)	4.9	(0.56)	14.8	(2.09)	12.6	(1.57)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	6.5!	(2.84)
Rural	6.6	(1.56)	4.4 !	(1.50)	8.9	(2.16)	3.6	(1.04)	22.7	(4.32)	4.0!	(1.52)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

—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. In 2001, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[2]"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)."
[3]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: 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. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

Table 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade, control of school, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity[1]	Total		Grade														Control of school			
			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	
2001[2]																				
Total	**20.3**	**(0.72)**	**11.3**	**(1.29)**	**15.8**	**(1.09)**	**17.4**	**(1.23)**	**24.3**	**(1.27)**	**23.8**	**(1.49)**	**24.2**	**(1.56)**	**21.2**	**(1.55)**	**21.7**	**(0.78)**	**5.0**	**(1.06)**
Urban	29.2	(1.24)	15.2	(2.45)	23.9	(2.53)	24.5	(2.70)	35.4	(2.78)	33.6	(3.08)	34.2	(3.18)	34.2	(3.23)	32.2	(1.35)	5.1	(1.41)
Suburban	18.4	(0.72)	9.1	(1.53)	13.8	(1.17)	16.6	(1.51)	20.9	(1.48)	22.5	(1.58)	22.9	(1.71)	18.8	(1.82)	19.6	(0.80)	4.3!	(1.46)
Rural	13.3	(1.72)	11.2	(2.80)	8.9	(1.87)	10.1	(2.24)	18.9	(3.03)	14.5	(3.05)	15.8	(3.86)	11.6!	(4.53)	13.8	(1.81)	‡	(†)
2003[2]																				
Total	**21.0**	**(0.71)**	**10.9**	**(1.28)**	**16.4**	**(1.15)**	**17.9**	**(1.29)**	**26.2**	**(1.45)**	**26.6**	**(1.39)**	**23.5**	**(1.67)**	**22.4**	**(1.52)**	**22.6**	**(0.78)**	**3.9**	**(0.82)**
Urban	31.0	(1.34)	21.6	(3.42)	25.6	(2.33)	25.3	(2.62)	38.3	(3.25)	35.6	(2.86)	34.6	(2.81)	35.1	(2.76)	33.8	(1.51)	6.0	(1.63)
Suburban	18.5	(0.84)	7.6	(1.26)	13.3	(1.29)	16.3	(1.66)	24.3	(1.58)	24.3	(1.74)	20.5	(2.34)	19.6	(1.94)	20.1	(0.92)	2.4!	(0.78)
Rural	12.5	(1.86)	‡	(†)	9.5	(2.58)	10.9	(3.26)	13.8	(3.00)	18.7	(3.66)	15.4	(3.64)	13.3	(3.60)	12.9	(2.04)	‡	(†)
2005[2]																				
Total	**24.2**	**(0.93)**	**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)	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)	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)	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)**	**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)	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)	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)	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)**	**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)	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)	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)	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)**	**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)	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)	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)	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)**	**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)	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)	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)	‡	(†)	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)**	**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)	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)	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)	‡	(†)	5.5!	(1.96)	3.2!	(1.60)	4.5!	(1.80)	5.3!	(2.63)	‡	(†)	‡	(†)	4.1	(0.93)	‡	(†)
2017																				
Total	**8.6**	**(0.48)**	**4.8**	**(1.10)**	**5.4**	**(0.82)**	**6.6**	**(0.96)**	**10.9**	**(1.15)**	**11.4**	**(1.16)**	**9.7**	**(1.15)**	**9.8**	**(1.28)**	**9.2**	**(0.53)**	**1.6!**	**(0.79)**
Urban	11.3	(1.06)	5.2!	(2.36)	5.8	(1.55)	10.1	(2.31)	13.2	(2.49)	14.9	(2.80)	14.2	(2.95)	12.9	(2.72)	12.0	(1.14)	‡	(†)
Suburban	7.6	(0.56)	3.7	(0.97)	5.1	(1.00)	5.2	(1.06)	10.1	(1.55)	10.6	(1.59)	8.5	(1.21)	8.5	(1.39)	8.2	(0.61)	‡	(†)
Rural	6.6	(1.56)	7.5!	(3.34)	5.9!	(2.42)	4.7!	(2.19)	9.3	(2.46)	6.3!	(2.26)	5.2!	(2.24)	7.5!	(2.79)	6.7	(1.62)	‡	(†)

†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]"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)."

[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: 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. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Hate-related words																				
Total	**13.3**	**(0.53)**	**12.3**	**(0.47)**	**11.8**	**(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)**	**6.4**	**(0.34)**
Sex																				
Male	12.4	(0.66)	12.9	(0.65)	12.1	(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)	6.0	(0.41)
Female	14.4	(0.71)	11.8	(0.52)	11.4	(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)	6.9	(0.50)
Race/ethnicity[2]																				
White	12.6	(0.68)	12.0	(0.58)	11.0	(0.57)	10.4	(0.60)	8.9	(0.50)	7.2	(0.59)	8.3	(0.60)	5.3	(0.43)	6.3	(0.60)	6.1	(0.48)
Black	16.6	(1.17)	14.1	(1.10)	14.3	(1.13)	15.0	(1.49)	11.4	(1.35)	11.1	(1.35)	10.7	(1.30)	7.8	(1.20)	9.4	(1.07)	7.4	(1.03)
Hispanic	12.1	(1.08)	11.1	(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)	6.3	(0.74)
Asian/Pacific Islander	13.9	(1.98)	13.0	(2.07)	11.4	(2.06)	10.7	(2.45)	10.5	(1.91)	10.9	(2.61)	9.6	(1.92)	9.8	(2.02)	11.2	(2.28)	4.7	(1.21)
Asian	—	(†)	—	(†)	11.4	(2.17)	11.0	(2.57)	11.1	(1.97)	10.7	(2.81)	9.0	(2.00)	10.3	(2.19)	10.8	(2.39)	4.8	(1.24)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	28.5	(6.62)	17.4!	(7.96)	18.6!	(5.92)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	19.4	(4.92)	10.6!	(3.79)	11.7	(3.34)	9.8!	(3.24)	11.1	(2.89)	13.5	(3.19)	8.5	(2.34)	11.4	(2.50)
Grade																				
6th	13.1	(1.36)	12.2	(1.26)	11.9	(1.32)	11.1	(1.58)	12.1	(1.54)	8.3	(1.39)	9.0	(1.43)	6.7	(1.33)	10.1	(1.58)	6.7	(1.20)
7th	15.8	(1.14)	14.2	(1.13)	12.5	(1.05)	13.1	(1.16)	10.7	(1.02)	9.6	(1.22)	9.9	(1.02)	7.5	(0.89)	7.0	(1.03)	7.3	(0.95)
8th	16.1	(1.00)	13.0	(1.07)	12.9	(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)	7.0	(0.89)
9th	13.3	(0.91)	12.2	(1.00)	13.5	(1.24)	12.8	(1.12)	10.9	(1.08)	8.0	(1.09)	10.2	(1.10)	6.6	(0.94)	7.4	(0.89)	8.2	(1.07)
10th	11.9	(1.10)	13.2	(0.95)	11.7	(1.13)	10.9	(1.04)	9.0	(0.99)	9.7	(1.18)	9.6	(1.14)	6.4	(0.97)	6.5	(0.94)	6.3	(0.86)
11th	10.6	(1.04)	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)	4.7	(0.90)
12th	11.8	(1.27)	8.0	(0.88)	10.9	(1.27)	9.7	(1.35)	6.0	(0.98)	5.8	(0.96)	7.5	(1.01)	4.1	(0.78)	5.4	(0.99)	4.6	(0.82)
Urbanicity[3]																				
Urban	14.2	(0.79)	12.0	(0.74)	13.3	(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)	6.8	(0.65)
Suburban	13.3	(0.53)	12.5	(0.63)	10.8	(0.59)	9.4	(0.52)	9.3	(0.62)	8.3	(0.64)	9.8	(0.71)	6.6	(0.50)	8.3	(0.62)	6.3	(0.45)
Rural	12.2	(1.76)	12.4	(1.11)	12.3	(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)	6.2	(0.99)
Control of school																				
Public	13.9	(0.56)	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)	6.6	(0.35)
Private	8.2	(1.05)	8.2	(1.13)	9.8	(1.14)	6.8	(1.18)	6.1	(1.25)	6.6	(1.62)	6.9	(1.29)	6.7	(1.41)	2.8!	(0.96)	3.8	(1.00)
Hate-related graffiti																				
Total	**36.6**	**(0.95)**	**36.0**	**(0.76)**	**36.9**	**(0.83)**	**38.4**	**(0.83)**	**35.0**	**(0.89)**	**29.2**	**(0.96)**	**28.4**	**(0.88)**	**24.6**	**(0.88)**	**27.2**	**(0.98)**	**23.2**	**(0.83)**
Sex																				
Male	34.0	(1.06)	35.4	(0.91)	35.6	(0.97)	37.7	(1.10)	34.5	(1.12)	29.0	(1.26)	28.6	(1.11)	24.1	(1.11)	26.3	(1.20)	22.6	(1.11)
Female	39.3	(1.14)	36.6	(0.94)	38.2	(1.07)	39.1	(0.93)	35.5	(1.11)	29.3	(1.09)	28.1	(1.07)	25.1	(1.05)	28.1	(1.25)	23.8	(0.99)
Race/ethnicity[2]																				
White	36.8	(1.21)	36.5	(0.96)	35.8	(0.86)	38.5	(0.96)	35.6	(1.05)	28.3	(1.10)	28.2	(1.19)	23.7	(1.20)	28.6	(1.42)	24.0	(1.09)
Black	38.0	(1.74)	34.0	(1.56)	38.7	(1.99)	37.9	(2.29)	33.7	(2.37)	29.0	(2.44)	28.1	(1.90)	26.3	(2.10)	24.9	(1.92)	24.8	(1.94)
Hispanic	35.8	(1.48)	35.6	(1.88)	40.9	(2.24)	38.0	(1.78)	34.9	(1.79)	32.2	(1.61)	29.1	(1.33)	25.6	(1.52)	26.7	(1.48)	21.0	(1.48)
Asian/Pacific Islander	30.9	(2.49)	33.5	(3.23)	27.7	(3.58)	34.5	(3.64)	28.5	(3.05)	29.9	(3.56)	29.8	(4.35)	20.8	(3.07)	19.5	(2.37)	15.2	(2.71)
Asian	—	(†)	—	(†)	26.8	(3.68)	34.7	(3.76)	28.2	(3.01)	31.2	(3.59)	29.9	(4.56)	20.8	(3.22)	17.5	(2.62)	14.6	(2.64)
Pacific Islander	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	47.1	(7.97)	31.5	(5.28)	35.9!	(13.33)	‡	(†)	27.3	(7.87)	‡	(†)	16.8!	(6.61)	22.0!	(8.04)	‡	(†)	27.8!	(11.39)
Two or more races	—	(†)	—	(†)	40.8	(4.91)	47.7	(5.81)	41.9	(4.25)	30.3	(5.19)	27.4	(4.27)	31.1	(4.39)	29.1	(4.24)	35.0	(4.39)

See notes at end of table.

Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017—Continued

[Standard errors appear in parentheses]

Student or school characteristic	1999[1]		2001[1]		2003[1]		2005[1]		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
Grade																				
6th	30.7	(1.84)	35.2	(1.90)	36.1	(1.85)	34.0	(2.24)	35.6	(2.31)	28.1	(2.26)	25.9	(2.13)	21.9	(1.77)	30.0	(2.36)	20.6	(2.32)
7th	35.1	(1.42)	35.5	(1.38)	37.6	(1.43)	37.0	(1.63)	32.4	(1.52)	27.9	(1.88)	26.0	(1.70)	21.7	(1.49)	24.7	(1.77)	21.2	(1.51)
8th	35.9	(1.53)	37.2	(1.40)	35.1	(1.51)	35.7	(1.61)	33.5	(1.80)	30.8	(1.80)	25.9	(1.55)	24.0	(1.80)	27.2	(2.05)	22.4	(1.68)
9th	39.5	(1.56)	36.1	(1.56)	37.6	(1.52)	41.6	(1.64)	34.6	(1.77)	28.1	(1.83)	28.7	(1.69)	27.2	(1.74)	28.2	(1.88)	25.2	(1.49)
10th	39.3	(1.78)	36.8	(1.53)	41.4	(1.67)	40.7	(1.83)	36.5	(1.69)	31.0	(2.03)	33.3	(1.78)	26.0	(1.58)	28.6	(1.85)	27.0	(1.93)
11th	37.3	(1.75)	36.5	(1.76)	37.2	(1.76)	40.2	(1.70)	35.4	(1.81)	27.4	(2.01)	32.1	(1.70)	25.8	(2.03)	26.2	(1.72)	22.6	(1.74)
12th	35.8	(2.04)	33.5	(1.81)	32.6	(1.80)	37.8	(2.34)	37.7	(2.03)	30.4	(2.00)	25.7	(1.51)	24.2	(1.91)	26.1	(1.97)	22.2	(1.79)
Urbanicity[3]																				
Urban	37.4	(1.20)	36.3	(1.22)	39.2	(1.29)	40.9	(1.43)	34.6	(1.35)	31.1	(1.56)	27.5	(1.49)	27.8	(1.48)	26.4	(1.48)	23.6	(1.62)
Suburban	37.6	(1.12)	36.5	(0.89)	36.4	(1.15)	38.0	(1.02)	34.3	(1.03)	28.6	(1.15)	29.9	(1.08)	23.7	(1.11)	28.0	(1.09)	23.1	(0.98)
Rural	32.9	(2.61)	34.1	(2.58)	34.7	(1.99)	35.8	(2.40)	37.9	(3.06)	27.7	(2.43)	24.9	(2.25)	21.6	(2.71)	25.7	(3.50)	22.6	(2.27)
Control of school																				
Public	38.3	(0.98)	37.8	(0.81)	38.5	(0.90)	40.0	(0.87)	36.5	(0.93)	30.7	(1.01)	29.7	(0.95)	25.6	(0.94)	28.3	(1.04)	24.6	(0.88)
Private	20.8	(1.86)	17.3	(1.38)	19.8	(1.74)	18.6	(1.97)	18.5	(2.07)	11.8	(1.93)	13.4	(1.56)	12.6	(1.74)	11.5	(1.82)	6.4	(1.27)

—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. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[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. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared October 2018.)

Table 9.2. Percentage of students ages 12–18 who reported being called hate-related words at school, by type of hate-related word and selected student and school characteristics: 2017

[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	**6.4**	**(0.34)**	**2.8**	**(0.24)**	**1.7**	**(0.21)**	**0.7**	**(0.11)**	**0.7**	**(0.13)**	**1.0**	**(0.13)**	**0.8**	**(0.13)**
Sex														
Male	6.0	(0.41)	2.9	(0.32)	1.7	(0.27)	1.0	(0.17)	0.8	(0.16)	0.4	(0.12)	0.6	(0.15)
Female	6.9	(0.50)	2.7	(0.38)	1.6	(0.27)	0.5	(0.12)	0.7	(0.20)	1.6	(0.25)	1.0	(0.21)
Race/ethnicity														
White	6.1	(0.48)	1.6	(0.26)	0.7	(0.20)	0.9	(0.19)	1.1	(0.20)	1.0	(0.18)	1.2	(0.21)
Black	7.4	(1.03)	5.0	(0.87)	1.6!	(0.50)	‡	(†)	‡	(†)	1.6!	(0.57)	‡	(†)
Hispanic	6.3	(0.74)	3.3	(0.52)	3.3	(0.55)	0.4!	(0.21)	‡	(†)	0.8!	(0.25)	0.5!	(0.19)
Asian/Pacific Islander	4.7	(1.21)	4.0	(1.13)	2.4!	(0.96)	1.5!	(0.61)	‡	(†)	‡	(†)	‡	(†)
Asian	4.8	(1.24)	4.1	(1.15)	2.5!	(0.98)	1.6!	(0.62)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	11.4	(2.50)	7.9!	(2.48)	4.9	(1.45)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade														
6th	6.7	(1.20)	2.3!	(0.72)	1.0!	(0.47)	‡	(†)	1.3!	(0.53)	‡	(†)	‡	(†)
7th	7.3	(0.95)	3.2	(0.71)	2.2	(0.60)	0.5!	(0.24)	1.0!	(0.34)	1.1!	(0.35)	1.0!	(0.37)
8th	7.0	(0.89)	2.9	(0.65)	1.3	(0.34)	1.4!	(0.42)	0.8!	(0.30)	0.9!	(0.35)	0.8!	(0.31)
9th	8.2	(1.07)	3.6	(0.71)	2.2	(0.59)	0.9!	(0.39)	‡	(†)	1.7	(0.47)	1.0!	(0.35)
10th	6.3	(0.86)	2.9	(0.68)	1.8!	(0.56)	0.8!	(0.29)	0.8!	(0.37)	1.0!	(0.37)	1.2!	(0.41)
11th	4.7	(0.90)	2.2	(0.54)	1.4	(0.40)	0.5!	(0.21)	1.0!	(0.45)	0.8!	(0.31)	‡	(†)
12th	4.6	(0.82)	2.2	(0.58)	1.5	(0.45)	‡	(†)	‡	(†)	0.6!	(0.28)	0.8!	(0.32)
Urbanicity[2]														
Urban	6.8	(0.65)	3.3	(0.48)	2.3	(0.46)	0.7	(0.18)	0.5!	(0.15)	1.2	(0.27)	0.9	(0.25)
Suburban	6.3	(0.45)	2.8	(0.32)	1.5	(0.23)	0.8	(0.17)	0.7	(0.16)	1.0	(0.17)	0.8	(0.16)
Rural	6.2	(0.99)	1.7	(0.49)	1.1!	(0.40)	0.5!	(0.21)	1.6!	(0.53)	0.6!	(0.29)	0.9!	(0.38)
Control of school														
Public	6.6	(0.35)	2.9	(0.25)	1.8	(0.22)	0.8	(0.12)	0.8	(0.14)	1.1	(0.14)	0.9	(0.14)
Private	3.8	(1.00)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†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 called any hate-related words.
[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. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	2005[1]		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8	
Total	**28.5**	**(0.70)**	**31.7**	**(0.74)**	**28.0**	**(0.83)**	**27.8**	**(0.76)**	**21.5**	**(0.66)**	**20.8**	**(0.99)**	**20.2**	**(0.71)**
Sex														
Male	27.5	(0.90)	30.3	(0.96)	26.6	(1.04)	24.5	(0.91)	19.5	(0.81)	18.8	(1.31)	16.7	(0.87)
Female	29.7	(0.85)	33.2	(0.99)	29.5	(1.08)	31.4	(0.99)	23.7	(0.98)	22.8	(1.39)	23.8	(1.01)
Race/ethnicity														
White	30.3	(0.85)	34.1	(0.97)	29.3	(1.03)	31.5	(1.07)	23.7	(0.93)	21.6	(1.43)	22.8	(1.02)
Black	29.2	(2.23)	30.4	(2.18)	29.1	(2.29)	27.2	(1.97)	20.3	(1.81)	24.7	(3.29)	22.9	(1.98)
Hispanic	22.3	(1.29)	27.3	(1.53)	25.5	(1.71)	21.9	(1.07)	19.2	(1.30)	17.2	(1.58)	15.7	(1.12)
Asian/Pacific Islander	20.8	(2.61)	17.2	(2.47)	17.8	(2.79)	13.8	(2.48)	9.3	(1.67)	19.4	(4.45)	7.3	(1.54)
Asian	20.9	2.7	18.1	(2.60)	17.3	(3.01)	14.9	(2.70)	9.2	(1.67)	15.6	(4.02)	7.3	(1.56)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	29.8	(7.40)	‡	(†)	21.1!	(6.72)	24.3!	(9.87)	‡	(†)	27.2	(5.93)
Two or more races	34.6	(4.44)	38.2	(3.95)	27.3	(5.56)	26.9	(4.30)	27.6	(4.50)	17.7	(3.96)	23.2	(3.03)
Grade														
6th	37.0	(2.06)	42.7	(2.23)	39.4	(2.60)	37.0	(2.17)	27.8	(2.31)	31.0	(3.53)	29.5	(2.79)
7th	35.1	(1.70)	35.6	(1.78)	33.1	(1.87)	30.3	(1.64)	26.4	(1.65)	25.1	(2.48)	24.4	(1.60)
8th	31.3	(1.60)	36.9	(1.84)	31.7	(1.85)	30.7	(1.68)	21.7	(1.42)	22.2	(2.41)	25.3	(1.69)
9th	28.3	(1.59)	30.6	(1.72)	28.0	(1.90)	26.5	(1.66)	23.0	(1.42)	19.0	(2.11)	19.3	(1.52)
10th	25.1	(1.42)	27.7	(1.44)	26.6	(1.71)	28.0	(1.56)	19.5	(1.48)	21.2	(2.13)	18.9	(1.67)
11th	23.5	(1.62)	28.5	(1.48)	21.1	(1.69)	23.8	(1.72)	20.0	(1.50)	15.8	(2.24)	14.7	(1.45)
12th	20.8	(1.83)	23.0	(1.60)	20.4	(1.63)	22.0	(1.34)	14.1	(1.51)	14.9	(2.18)	12.2	(1.34)
Urbanicity[2]														
Urban	26.2	(1.32)	30.7	(1.36)	27.4	(1.25)	24.8	(1.28)	20.7	(1.10)	21.5	(1.84)	18.3	(1.32)
Suburban	29.4	(0.80)	31.2	(1.07)	27.5	(1.06)	29.0	(1.07)	22.0	(0.90)	21.1	(1.22)	19.7	(0.80)
Rural	29.5	(1.97)	35.2	(1.73)	30.7	(1.99)	29.7	(1.82)	21.4	(1.86)	18.2	(2.86)	26.7	(2.13)
Control of school[3]														
Public	29.0	(0.74)	32.0	(0.76)	28.8	(0.88)	28.4	(0.82)	21.5	(0.67)	21.1	(1.06)	20.6	(0.73)
Private	23.3	(2.16)	29.1	(2.10)	18.9	(2.16)	21.5	(1.91)	22.4	(2.71)	16.1	(3.40)	16.0	(2.39)

†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, 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 2005 are comparable to those for 2007 and later years.
[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)." These data by metropolitan status were based on the location of households and differ from those published in *Student 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.
[3]Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying: 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. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 10.2. 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 2017

[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]	28.5	(0.70)	18.9	(0.58)	14.9	(0.54)	4.9	(0.32)	3.5	(0.27)	4.6	(0.30)	3.5	(0.29)	9.2	(0.46)
2007	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)
2009	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)
2011	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)
2013	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)
2015	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)
2017																
Total	**20.2**	**(0.71)**	**13.0**	**(0.56)**	**13.4**	**(0.59)**	**3.9**	**(0.32)**	**1.9**	**(0.23)**	**5.2**	**(0.39)**	**1.4**	**(0.16)**	**5.3**	**(0.37)**
Sex																
Male	16.7	(0.87)	10.3	(0.63)	9.3	(0.59)	4.2	(0.44)	1.9	(0.30)	3.5	(0.42)	1.3	(0.20)	6.1	(0.50)
Female	23.8	(1.01)	15.8	(0.84)	17.5	(0.91)	3.6	(0.39)	1.9	(0.33)	6.9	(0.65)	1.5	(0.22)	4.4	(0.45)
Race/ethnicity																
White	22.8	(1.02)	15.0	(0.80)	15.2	(0.86)	4.2	(0.41)	2.1	(0.33)	6.7	(0.55)	1.8	(0.25)	5.4	(0.48)
Black	22.9	(1.98)	16.0	(1.93)	14.5	(1.44)	5.4	(0.90)	2.4	(0.70)	3.9	(0.91)	1.7	(0.47)	6.5	(1.26)
Hispanic	15.7	(1.12)	8.9	(0.81)	10.6	(0.82)	2.6	(0.45)	1.4	(0.41)	3.3	(0.52)	0.6!	(0.19)	4.6	(0.62)
Asian/Pacific Islander	7.3	(1.54)	5.3	(1.27)	4.7	(1.30)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	1.6!	(0.67)
Asian	7.3	(1.56)	5.3	(1.29)	4.7	(1.32)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	1.7!	(0.68)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	27.2	(5.93)	14.7!	(4.97)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	17.0!	(5.47)
Two or more races	23.2	(3.03)	12.9	(2.36)	15.7	(2.90)	7.6	(1.90)	‡	(†)	7.5	(2.10)	‡	(†)	6.9	(1.83)
Grade																
6th	29.5	(2.79)	23.1	(2.70)	17.1	(2.17)	8.5	(1.82)	2.1!	(0.73)	8.4	(1.68)	3.5	(0.97)	10.5	(1.76)
7th	24.4	(1.60)	17.7	(1.45)	14.2	(1.28)	4.9	(0.79)	3.0	(0.61)	7.6	(0.97)	1.7	(0.43)	8.2	(1.03)
8th	25.3	(1.69)	16.3	(1.44)	16.0	(1.16)	4.4	(0.74)	1.8	(0.46)	5.7	(0.82)	1.6	(0.42)	6.9	(0.95)
9th	19.3	(1.52)	12.5	(1.27)	12.3	(1.17)	3.7	(0.70)	2.2	(0.55)	4.3	(0.82)	1.1!	(0.42)	5.4	(0.92)
10th	18.9	(1.67)	9.4	(1.19)	16.1	(1.60)	3.6	(0.81)	2.1	(0.63)	4.4	(0.86)	1.5!	(0.50)	3.7	(0.74)
11th	14.7	(1.45)	9.5	(1.22)	9.6	(1.18)	2.5	(0.65)	1.6!	(0.57)	3.2	(0.68)	0.9!	(0.38)	3.3	(0.85)
12th	12.2	(1.34)	6.0	(0.93)	9.1	(1.19)	1.3!	(0.40)	0.4!	(0.16)	3.5	(0.70)	0.5!	(0.24)	0.7!	(0.25)
Urbanicity[3]																
Urban	18.3	(1.32)	12.5	(1.11)	11.3	(1.06)	4.3	(0.66)	2.1	(0.44)	5.0	(0.71)	1.0	(0.27)	5.0	(0.63)
Suburban	19.7	(0.80)	12.6	(0.60)	13.0	(0.73)	3.4	(0.38)	1.6	(0.25)	5.1	(0.42)	1.5	(0.21)	4.7	(0.45)
Rural	26.7	(2.13)	15.9	(1.47)	19.1	(1.84)	4.9	(0.84)	2.7	(0.73)	5.9	(1.24)	1.8	(0.51)	8.0	(1.17)
Control of school																
Public	20.6	(0.73)	13.2	(0.56)	13.6	(0.62)	4.0	(0.32)	1.9	(0.23)	5.1	(0.41)	1.5	(0.17)	5.3	(0.37)
Private	16.0	(2.39)	11.5	(2.07)	11.3	(1.82)	3.2!	(1.25)	2.0!	(0.84)	5.7	(1.55)	‡	(†)	4.5!	(1.61)

†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 the total for students bullied at school, students who reported more than one type of bullying were counted only once.
[2]In 2005, 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 2005 are comparable to those for 2007 and 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: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 10.3. 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: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total bullied at school		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	**20.2**	**(0.71)**	**42.1**	**(1.40)**	**43.4**	**(1.77)**	**12.1**	**(1.27)**	**26.8**	**(1.60)**	**2.1**	**(0.47)**	**21.9**	**(1.52)**	**8.0**	**(0.92)**	**15.3**	**(1.15)**
Sex																		
Male	16.7	(0.87)	40.9	(2.48)	43.1	(2.71)	13.5	(1.86)	26.4	(2.26)	2.4!	(0.97)	23.1	(2.46)	8.5	(1.42)	6.8	(1.15)
Female	23.8	(1.01)	43.1	(1.85)	43.6	(2.25)	11.1	(1.56)	27.0	(2.09)	1.9	(0.51)	20.9	(1.74)	7.6	(1.19)	21.4	(1.90)
Race/ethnicity																		
White	22.8	(1.02)	43.4	(1.95)	41.2	(2.17)	11.9	(1.62)	26.2	(1.67)	1.8!	(0.54)	20.6	(1.90)	8.7	(1.23)	17.4	(1.73)
Black	22.9	(1.98)	46.2	(4.32)	45.3	(5.23)	13.6	(3.59)	25.6	(4.29)	5.5!	(2.36)	25.6	(4.22)	10.5	(2.98)	12.1	(3.06)
Hispanic	15.7	(1.12)	35.8	(2.94)	44.8	(3.71)	9.8	(2.02)	24.7	(3.38)	‡	(†)	23.9	(2.96)	2.7	(0.78)	12.8	(2.37)
Asian/Pacific Islander	7.3	(1.54)	23.8!	(8.66)	65.4	(9.11)	‡	(†)	36.4	(10.14)	‡	(†)	‡	(†)	‡	(†)	12.0!	(5.63)
Asian	7.3	(1.56)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	27.2	(5.93)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	23.2	(3.03)	42.5	(7.15)	52.3	(7.78)	21.1!	(6.48)	42.7	(9.54)	‡	(†)	21.4!	(7.29)	15.0!	(6.72)	11.0!	(3.94)
Grade																		
6th	29.5	(2.79)	47.2	(5.10)	47.9	(4.82)	10.8!	(3.81)	28.6	(4.85)	‡	(†)	30.2	(4.47)	8.9	(2.35)	6.7!	(2.28)
7th	24.4	(1.60)	44.5	(3.38)	43.0	(3.22)	13.1	(2.85)	33.4	(4.13)	0.6!	(0.22)	21.4	(3.05)	7.7	(1.83)	13.1	(2.85)
8th	25.3	(1.69)	40.8	(3.56)	39.9	(3.84)	12.2	(2.80)	22.2	(2.83)	‡	(†)	18.5	(2.86)	8.3	(2.00)	12.5	(2.53)
9th	19.3	(1.52)	41.4	(3.98)	40.2	(4.04)	15.8	(3.23)	28.2	(4.11)	‡	(†)	19.9	(3.62)	8.3	(2.43)	19.7	(3.59)
10th	18.9	(1.67)	39.1	(4.17)	41.5	(4.47)	12.6	(2.96)	25.3	(3.44)	‡	(†)	25.5	(4.35)	8.3!	(2.51)	22.0	(3.47)
11th	14.7	(1.45)	42.6	(5.06)	51.6	(5.35)	7.5!	(2.75)	28.0	(4.99)	‡	(†)	17.6	(3.35)	8.8!	(3.23)	22.3	(4.37)
12th	12.2	(1.34)	38.9	(5.58)	44.5	(5.34)	10.0!	(3.25)	19.2	(4.18)	‡	(†)	21.3	(5.16)	4.7!	(1.54)	11.5	(3.31)
Urbanicity[2]																		
Urban	18.3	(1.32)	40.3	(3.09)	46.0	(3.31)	10.7	(2.43)	24.9	(3.34)	3.3!	(1.46)	24.1	(3.27)	6.8	(1.64)	14.1	(2.21)
Suburban	19.7	(0.80)	42.3	(1.81)	42.2	(2.29)	12.1	(1.54)	29.6	(2.01)	1.4!	(0.52)	18.5	(1.60)	9.2	(1.21)	16.0	(1.51)
Rural	26.7	(2.13)	44.3	(4.34)	43.0	(4.92)	13.9	(3.27)	21.1	(3.20)	2.4!	(0.71)	28.5	(4.30)	6.1!	(1.97)	14.6	(3.10)
Control of school																		
Public	20.6	(0.73)	42.0	(1.55)	43.1	(1.94)	11.3	(1.21)	26.9	(1.68)	1.9	(0.38)	22.0	(1.52)	8.0	(0.96)	15.4	(1.20)
Private	16.0	(2.39)	46.2	(7.26)	45.3	(7.02)	24.8	(6.34)	25.6	(6.10)	‡	(†)	21.2!	(7.07)	8.4!	(4.17)	14.0!	(5.16)

†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]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]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 the school building, on school property, on a school bus, and going to and from school. 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. Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Frequency of bullying										Adult at school was notified[2]	
	1 day in the school year				2 days in the school year		3 to 10 days in the school year		More than 10 days in the school year			
	Total[1]		Once in the day		Two to ten times in the day							
1	2		3		4		5		6		7		8	
Total	**31.0**	**(1.85)**	**23.4**	**(1.70)**	**4.1**	**(0.64)**	**18.6**	**(1.34)**	**30.0**	**(1.64)**	**20.4**	**(1.36)**	**46.3**	**(1.42)**
Sex														
Male	35.7	(2.82)	27.2	(2.61)	4.0	(0.98)	18.0	(2.08)	29.6	(2.67)	16.7	(1.67)	43.1	(2.46)
Female	27.5	(2.02)	20.6	(1.81)	4.1	(0.82)	19.1	(1.78)	30.3	(1.90)	23.1	(2.07)	48.7	(2.06)
Race/ethnicity														
White	28.5	(2.08)	22.2	(1.85)	3.1	(0.68)	17.6	(1.58)	29.6	(1.97)	24.3	(1.88)	47.6	(1.83)
Black	32.6	(5.77)	23.4	(5.51)	4.1!	(1.71)	24.9	(4.31)	29.1	(4.52)	13.5	(3.09)	50.5	(4.70)
Hispanic	35.7	(3.54)	26.5	(3.25)	5.2!	(1.60)	16.6	(2.72)	33.2	(3.56)	14.4	(2.19)	42.5	(3.38)
Asian/Pacific Islander	38.7	(10.02)	23.4!	(8.32)	‡	(†)	25.3!	(8.86)	20.9!	(8.13)	‡	(†)	50.6	(10.81)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	32.0	(9.16)	24.6!	(7.42)	‡	(†)	20.1!	(6.79)	33.1	(7.43)	14.8!	(5.27)	20.9!	(7.40)
Grade														
6th	20.8	(3.99)	17.5	(3.74)	‡	(†)	19.2	(3.96)	36.1	(4.63)	23.9	(4.09)	57.2	(5.37)
7th	24.3	(3.04)	17.6	(2.89)	4.0!	(1.36)	21.3	(3.12)	32.6	(3.76)	21.8	(2.80)	57.5	(3.53)
8th	40.1	(4.00)	30.2	(3.95)	4.7!	(1.54)	17.5	(2.78)	28.0	(3.41)	14.4	(2.60)	47.0	(4.07)
9th	29.7	(4.77)	24.8	(4.33)	‡	(†)	13.2	(2.92)	38.3	(4.38)	18.7	(3.45)	38.7	(4.09)
10th	41.3	(4.05)	29.7	(4.02)	6.7!	(2.09)	16.6	(3.46)	20.4	(3.62)	21.7	(4.08)	38.1	(4.40)
11th	18.9	(4.21)	13.5	(3.82)	‡	(†)	19.2	(3.97)	29.7	(4.56)	32.2	(4.78)	45.3	(5.57)
12th	37.6	(5.13)	27.3	(4.72)	5.0!	(2.06)	26.4	(5.11)	22.6	(4.48)	13.4	(3.48)	32.9	(5.27)
Urbanicity[3]														
Urban	33.6	(2.91)	24.2	(2.72)	4.6	(1.18)	13.7	(2.32)	33.0	(3.22)	19.7	(2.67)	49.3	(3.07)
Suburban	29.9	(2.42)	22.9	(2.19)	3.8	(0.82)	20.9	(1.91)	29.1	(2.08)	20.1	(1.81)	45.8	(2.27)
Rural	30.1	(4.03)	23.5	(3.36)	4.0!	(1.86)	19.4	(3.44)	28.0	(3.58)	22.5	(3.39)	43.5	(2.76)
Control of school														
Public	31.7	(1.85)	23.9	(1.73)	4.1	(0.66)	18.8	(1.39)	29.6	(1.72)	19.9	(1.42)	45.9	(1.38)
Private	18.1!	(5.89)	13.9!	(5.51)	‡	(†)	15.5!	(4.72)	38.4	(6.66)	28.0	(6.81)	52.9	(8.40)
Total indicating adult at school notified,[2] by frequency of bullying	**31.0**	**(2.61)**	**31.7**	**(3.05)**	**34.3**	**(6.62)**	**46.4**	**(3.75)**	**50.4**	**(2.84)**	**63.9**	**(3.47)**	**†**	**(†)**
Males indicating adult notified	30.1	(3.78)	31.6	(4.43)	‡	(†)	37.8	(5.71)	52.9	(4.81)	59.0	(5.97)	†	(†)
Females indicating adult notified	32.0	(4.03)	31.8	(4.76)	33.2	(7.63)	52.4	(5.59)	48.7	(3.67)	66.4	(4.54)	†	(†)

†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 students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.
[2]Teacher or other adult at school notified.
[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 the in school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. 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, 2017. (This table was prepared October 2018.)

Table 10.5. 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: 2017

[Standard errors appear in parentheses]

Degree of negative effect and student or school characteristic	Schoolwork		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	59.2	(1.62)	67.7	(1.62)	60.5	(1.66)	77.8	(1.32)
Not very much	21.4	(1.36)	13.6	(1.13)	12.7	(1.15)	8.4	(0.79)
Somewhat	14.9	(1.30)	14.3	(1.38)	17.2	(1.16)	10.6	(1.11)
A lot	4.5	(0.67)	4.3	(0.72)	9.5	(1.03)	3.1	(0.57)
Percent of bullied students reporting a somewhat negative effect or a lot of negative effect								
Total	**19.4**	**(1.41)**	**18.6**	**(1.52)**	**26.8**	**(1.55)**	**13.7**	**(1.18)**
Sex								
Male	18.2	(1.90)	12.7	(1.61)	21.0	(2.17)	9.7	(1.65)
Female	20.3	(1.74)	22.9	(2.26)	30.9	(1.97)	16.7	(1.71)
Race/ethnicity								
White	18.1	(1.63)	20.3	(1.86)	29.2	(2.12)	15.1	(1.49)
Black	20.3	(4.53)	14.8	(3.32)	23.9	(4.15)	14.5	(3.43)
Asian/Pacific Islander	21.5	(2.92)	15.2	(2.89)	20.7	(2.44)	8.6	(1.84)
Asian	26.2!	(8.99)	34.9	(10.15)	40.9	(10.42)	23.3!	(9.03)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	13.5!	(5.64)	13.8!	(5.39)	20.7	(5.68)	10.3!	(4.63)
Grade								
6th	25.4	(4.73)	19.5	(3.73)	23.8	(4.40)	21.3	(4.82)
7th	20.1	(3.05)	16.8	(3.56)	24.4	(3.11)	13.9	(3.23)
8th	14.7	(2.56)	17.6	(3.13)	30.1	(3.37)	11.7	(2.02)
9th	20.0	(3.54)	18.2	(3.57)	27.6	(4.30)	14.7	(3.35)
10th	18.8	(3.55)	20.8	(3.75)	22.2	(3.21)	17.0	(3.33)
11th	22.9	(4.41)	19.3	(4.12)	35.2	(5.19)	7.6!	(2.32)
12th	16.5	(3.94)	20.0	(4.83)	23.6	(4.70)	7.6!	(2.74)
Urbanicity[1]								
Urban	24.9	(3.03)	19.7	(2.72)	26.9	(2.73)	15.6	(2.48)
Suburban	18.0	(1.74)	17.2	(1.77)	26.7	(1.99)	12.7	(1.39)
Rural	15.5	(3.07)	21.4	(3.97)	26.8	(3.94)	13.8	(3.39)
Control of school								
Public	19.4	(1.45)	19.2	(1.59)	26.2	(1.53)	13.5	(1.18)
Private	21.1	(6.24)	10.3!	(4.09)	36.1	(7.84)	16.4!	(5.54)

†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]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. Race categories exclude persons of Hispanic ethnicity. 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, 2017. (This table was prepared October 2018.)

Table 10.6. 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: 2017

[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		Race		Ethnicity		Religion		Disability		Gender		Sexual orientation		Physical appearance	
1	2		3		4		5		6		7		8		9		10		11	
Total	**100.0**	**(†)**	**57.5**	**1.8**	**42.5**	**1.8**	**9.5**	**(1.05)**	**7.3**	**(0.83)**	**4.5**	**(0.79)**	**7.3**	**(0.90)**	**7.5**	**(0.86)**	**3.6**	**(0.60)**	**29.7**	**(1.41)**
Sex																				
Male	100.0	(†)	59.9	(2.79)	40.1	(2.79)	11.1	(1.73)	8.8	(1.43)	6.0	(1.23)	7.4	(1.17)	2.6!	(0.85)	2.7	(0.78)	26.2	(2.01)
Female	100.0	(†)	55.8	(2.17)	44.2	(2.17)	8.3	(1.25)	6.2	(1.03)	3.4	(0.74)	7.2	(1.29)	11.1	(1.37)	4.3	(0.91)	32.1	(2.08)
Race/ethnicity																				
White	100.0	(†)	60.2	(2.17)	39.8	(2.17)	5.5	(0.94)	3.2	(0.78)	4.4	(1.01)	8.0	(1.22)	8.2	(1.23)	4.1	(0.83)	28.9	(1.94)
Black	100.0	(†)	55.1	(5.64)	44.9	(5.64)	11.6	(3.31)	6.3!	(2.36)	‡	(†)	10.2	(3.01)	7.5!	(2.63)	3.8!	(1.74)	32.3	(4.70)
Hispanic	100.0	(†)	52.3	(3.34)	47.7	(3.34)	17.1	(2.83)	15.9	(2.51)	4.3!	(1.41)	3.0!	(1.16)	6.6!	(1.97)	‡	(†)	30.8	(2.99)
Asian/Pacific Islander	100.0	(†)	37.6	(9.47)	62.4	(9.47)	‡	(†)	39.8	(10.62)	24.0!	(9.22)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	100.0	(†)	59.6	(6.93)	40.4	(6.93)	20.7!	(6.98)	16.6	(4.86)	‡	(†)	9.9!	(4.75)	‡	(†)	‡	(†)	33.1	(6.06)
Grade																				
6th	100.0	(†)	55.2	(5.44)	44.8	(5.44)	8.6!	(2.91)	5.4!	(2.30)	2.2!	(1.00)	10.4	(2.98)	7.3!	(2.83)	‡	(†)	32.5	(5.25)
7th	100.0	(†)	60.3	(3.17)	39.7	(3.17)	11.4	(2.41)	7.7	(1.95)	6.3!	(2.32)	7.4	(1.77)	5.5!	(1.65)	2.9!	(1.24)	28.3	(2.80)
8th	100.0	(†)	61.9	(3.28)	38.1	(3.28)	7.8	(1.93)	4.7!	(1.45)	6.4	(1.80)	5.2	(1.34)	5.3	(1.59)	2.3!	(0.91)	22.7	(2.84)
9th	100.0	(†)	53.3	(4.58)	46.7	(4.58)	11.9	(2.72)	8.7	(2.55)	4.2!	(1.95)	7.2!	(2.51)	9.1	(2.64)	4.4!	(1.77)	30.7	(4.01)
10th	100.0	(†)	52.9	(4.16)	47.1	(4.16)	7.4	(2.00)	9.8	(2.38)	4.6!	(1.71)	6.3	(1.73)	11.5	(2.87)	4.9!	(1.91)	34.2	(4.11)
11th	100.0	(†)	53.9	(5.11)	46.1	(5.11)	9.8!	(3.13)	6.0!	(1.89)	‡	(†)	10.9!	(3.33)	7.6!	(3.18)	5.7!	(2.38)	35.6	(4.83)
12th	100.0	(†)	63.8	(5.64)	36.2	(5.64)	10.0!	(3.16)	10.3!	(3.44)	‡	(†)	5.0!	(1.88)	8.1!	(2.87)	‡	(†)	28.3	(5.61)
Urbanicity[2]																				
Urban	100.0	(†)	51.6	(3.61)	48.4	(3.61)	11.3	(1.76)	11.3	(1.93)	6.1	(1.70)	7.6	(1.85)	8.8	(1.99)	5.2	(1.44)	33.7	(3.12)
Suburban	100.0	(†)	57.2	(2.35)	42.8	(2.35)	9.5	(1.47)	7.2	(1.27)	4.8	(1.05)	7.9	(1.23)	7.1	(1.18)	2.8	(0.65)	29.9	(1.85)
Rural	100.0	(†)	67.2	(3.43)	32.8	(3.43)	7.1!	(2.32)	1.5!	(0.70)	1.5!	(0.66)	5.1!	(1.94)	6.7	(1.91)	3.8!	(1.57)	22.9	(2.93)
Control of school																				
Public	100.0	(†)	58.0	(1.75)	42.0	(1.75)	9.8	(1.11)	7.5	(0.88)	4.7	(0.82)	7.4	(0.92)	7.9	(0.91)	3.8	(0.63)	28.9	(1.42)
Private	100.0	(†)	49.8	(6.89)	50.2	(6.89)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	41.9	(6.91)

†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." Students could select "Yes" for multiple characteristics. 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]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. Race categories exclude persons of Hispanic ethnicity. 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, 2017. (This table was prepared October 2018.)

Table 10.7. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Student characteristic	2011		2013		2015		2017	
1	2		3		4		5	
Total	**16.2**	**(0.45)**	**14.8**	**(0.54)**	**15.5**	**(0.53)**	**14.9**	**(0.61)**
Sex								
Male	10.8	(0.60)	8.5	(0.45)	9.7	(0.68)	9.9	(0.37)
Female	22.1	(0.60)	21.0	(0.91)	21.7	(0.82)	19.7	(1.20)
Race/ethnicity								
White	18.6	(0.73)	16.9	(0.84)	18.4	(0.78)	17.3	(0.88)
Black	8.9	(0.68)	8.7	(0.78)	8.6	(0.97)	10.9	(1.01)
Hispanic	13.6	(0.80)	12.8	(0.98)	12.4	(0.97)	12.3	(0.40)
Asian	14.4	(2.45)	12.9	(1.70)	13.9	(2.42)	10.0	(1.49)
Pacific Islander	19.6	(5.25)	15.7	(3.46)	11.8!	(4.27)	15.0	(2.75)
American Indian/Alaska Native	16.2	(1.56)	18.0	(4.38)	18.7	(3.67)	13.2	(3.79)
Two or more races	21.0	(2.16)	18.9	(1.94)	20.4	(2.43)	16.0	(2.21)
Sexual orientation[1]								
Heterosexual	—	(†)	—	(†)	14.2	(0.56)	13.3	(0.49)
Gay, lesbian, or bisexual	—	(†)	—	(†)	28.0	(2.06)	27.1	(2.04)
Not sure	—	(†)	—	(†)	22.5	(2.36)	22.0	(2.73)
Grade								
9th	15.5	(0.78)	16.1	(1.00)	16.5	(1.00)	16.7	(0.67)
10th	18.1	(0.90)	14.5	(1.00)	16.6	(0.96)	14.8	(0.75)
11th	16.0	(1.19)	14.9	(0.98)	14.7	(1.17)	14.2	(1.20)
12th	15.0	(0.89)	13.5	(0.67)	14.3	(0.85)	13.5	(1.10)

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[1]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Electronic bullying includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 10.8. 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 or jurisdiction: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Bullied on school property[1]										Electronically bullied[2]									
	2009		2011		2013		2015		2017		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11	
United States[3]	**19.9**	**(0.58)**	**20.1**	**(0.68)**	**19.6**	**(0.55)**	**20.2**	**(0.70)**	**19.0**	**(0.71)**	**—**	**(†)**	**16.2**	**(0.45)**	**14.8**	**(0.54)**	**15.5**	**(0.53)**	**14.9**	**(0.61)**
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)	23.3	(1.44)	—	(†)	15.3	(1.04)	14.7	(1.10)	17.7	(1.05)	19.8	(1.38)
Arizona	—	(†)	—	(†)	—	(†)	—	(†)	19.2	(1.40)	—	(†)	—	(†)	—	(†)	—	(†)	15.2	(1.25)
Arkansas	—	(†)	21.9	(1.74)	25.0	(1.51)	22.9	(1.38)	26.7	(1.57)	—	(†)	16.7	(1.48)	17.6	(1.05)	18.2	(1.29)	19.7	(1.02)
California	—	(†)	—	(†)	—	(†)	18.5	(1.61)	17.9	(1.39)	—	(†)	—	(†)	—	(†)	13.5	(1.87)	13.6	(0.96)
Colorado	18.8	(1.60)	19.3	(1.33)	—	(†)	—	(†)	18.0	(1.02)	—	(†)	14.4	(1.09)	—	(†)	—	(†)	14.5	(0.89)
Connecticut	—	(†)	21.6	(1.09)	21.9	(0.96)	18.6	(0.86)	18.9	(1.08)	—	(†)	16.3	(0.81)	17.5	(1.23)	13.9	(0.78)	15.8	(1.02)
Delaware	15.9	(1.11)	16.5	(1.03)	18.5	(0.96)	16.4	(0.99)	14.1	(0.80)	—	(†)	—	(†)	13.4	(0.78)	11.7	(0.69)	10.1	(0.82)
District of Columbia	—	(†)	—	(†)	10.9	(0.35)	12.1	(0.34)	11.5	(0.40)	—	(†)	—	(†)	7.9	(0.29)	7.9	(0.27)	8.9	(0.34)
Florida	13.4	(0.51)	14.0	(0.54)	15.7	(0.50)	15.0	(0.49)	14.3	(0.53)	—	(†)	12.4	(0.53)	12.3	(0.54)	11.6	(0.35)	11.6	(0.48)
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)	18.4	(0.69)	—	(†)	14.9	(0.80)	15.6	(0.98)	14.7	(0.73)	14.6	(0.48)
Idaho	22.3	(1.03)	22.8	(1.76)	25.4	(1.12)	26.0	(1.05)	25.8	(1.19)	—	(†)	17.0	(1.18)	18.8	(1.18)	21.1	(1.18)	20.3	(1.16)
Illinois	19.6	(1.46)	19.3	(1.31)	22.2	(1.00)	19.6	(1.06)	21.4	(1.29)	—	(†)	16.0	(1.38)	16.9	(0.77)	15.3	(1.05)	17.3	(1.04)
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)	—	(†)	—	(†)	23.3	(1.25)	—	(†)	16.8	(0.97)	—	(†)	—	(†)	18.0	(1.61)
Kansas	18.5	(1.21)	20.5	(1.31)	22.1	(1.57)	—	(†)	19.8	(1.25)	—	(†)	15.5	(0.88)	16.9	(0.97)	—	(†)	15.8	(0.77)
Kentucky	20.8	(1.30)	18.9	(1.24)	21.4	(1.41)	22.1	(1.40)	21.2	(1.17)	—	(†)	17.4	(1.14)	13.2	(1.06)	17.0	(1.35)	18.2	(1.16)
Louisiana	15.9	(1.88)	19.2	(1.40)	24.2	(1.64)	—	(†)	23.8	(1.75)	—	(†)	18.0	(1.53)	16.9	(1.91)	—	(†)	21.3	(1.66)
Maine	22.4	(0.49)	22.4	(0.43)	24.2	(0.66)	23.2	(0.64)	21.8	(0.88)	—	(†)	19.7	(0.55)	20.6	(0.61)	18.9	(0.59)	17.8	(0.52)
Maryland	20.9	(0.96)	21.2	(1.28)	19.6	(0.25)	17.7	(0.23)	18.2	(0.26)	—	(†)	14.2	(0.78)	14.0	(0.22)	13.8	(0.18)	14.1	(0.20)
Massachusetts	19.4	(0.89)	18.1	(1.04)	16.6	(0.98)	15.6	(0.84)	14.6	(0.92)	—	(†)	—	(†)	13.8	(0.79)	13.0	(0.76)	13.6	(0.77)
Michigan	24.0	(1.77)	22.7	(1.40)	25.3	(1.47)	25.6	(1.45)	22.8	(1.62)	—	(†)	18.0	(0.91)	18.8	(1.20)	18.9	(1.14)	19.6	(1.20)
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)	23.3	(1.90)	—	(†)	—	(†)	—	(†)	16.6	(1.18)	19.4	(1.29)
Montana	23.1	(1.32)	26.0	(1.06)	26.3	(0.68)	25.3	(1.00)	21.6	(0.90)	—	(†)	19.2	(0.92)	18.1	(0.62)	18.5	(0.67)	17.6	(0.67)
Nebraska	—	(†)	22.9	(0.85)	20.8	(1.10)	26.3	(1.28)	22.4	(1.64)	—	(†)	15.8	(0.81)	15.7	(0.91)	18.9	(1.27)	17.5	(1.48)
Nevada	—	(†)	—	(†)	19.7	(1.09)	18.6	(0.95)	16.1	(0.82)	—	(†)	—	(†)	15.0	(1.28)	14.6	(0.87)	13.0	(0.89)
New Hampshire	22.1	(1.53)	25.3	(1.21)	22.8	(1.05)	22.1	(0.46)	21.4	(0.53)	—	(†)	21.6	(1.27)	18.1	(1.02)	18.6	(0.43)	19.0	(0.46)
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)	18.7	(0.66)	—	(†)	13.2	(0.66)	13.1	(0.67)	13.7	(0.54)	14.0	(0.56)
New York	18.2	(1.01)	17.7	(0.66)	19.7	(1.43)	20.6	(0.81)	21.7	(1.08)	—	(†)	16.2	(0.68)	15.3	(0.89)	15.7	(0.75)	17.6	(0.71)
North Carolina	16.6	(1.00)	20.5	(1.34)	19.2	(0.94)	15.6	(1.65)	18.7	(1.13)	—	(†)	15.7	(0.83)	12.5	(1.11)	12.1	(1.46)	13.9	(1.05)
North Dakota	21.1	(1.29)	24.9	(1.24)	25.4	(1.28)	24.0	(1.11)	24.3	(1.25)	—	(†)	17.4	(1.15)	17.1	(0.82)	15.9	(0.78)	18.8	(0.92)
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)	21.3	(1.51)	—	(†)	15.6	(1.21)	14.3	(1.33)	14.5	(1.14)	16.1	(1.23)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	19.2	(1.18)	—	(†)	—	(†)	19.9	(1.08)	21.7	(1.24)	—	(†)	—	(†)	—	(†)	14.3	(0.97)	17.3	(0.86)
Rhode Island	16.3	(0.85)	19.1	(1.74)	18.1	(1.00)	15.5	(0.91)	17.3	(2.60)	—	(†)	15.3	(1.14)	14.3	(1.11)	12.4	(1.03)	14.2	(1.51)
South Carolina	15.1	(1.53)	18.3	(1.36)	20.2	(1.33)	19.8	(1.23)	21.5	(1.13)	—	(†)	15.6	(1.44)	13.8	(1.00)	14.1	(1.33)	13.6	(0.99)
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)	20.3	(1.11)	—	(†)	13.9	(0.69)	15.5	(0.94)	15.3	(0.54)	15.6	(1.18)
Texas	18.7	(1.06)	16.5	(0.73)	19.1	(1.06)	—	(†)	18.9	(0.98)	—	(†)	13.0	(0.66)	13.8	(1.04)	—	(†)	14.7	(1.07)
Utah	18.8	(1.05)	21.7	(0.97)	21.8	(0.99)	—	(†)	19.4	(1.18)	—	(†)	16.6	(1.12)	16.9	(0.87)	—	(†)	18.0	(1.52)
Vermont[6]	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	15.2	(0.54)	18.0	(0.32)	16.5	(0.26)	15.9	(0.25)
Virginia	—	(†)	20.3	(1.37)	21.9	(0.87)	19.5	(1.00)	15.7	(0.81)	—	(†)	14.8	(1.49)	14.5	(0.61)	13.8	(0.67)	12.6	(0.70)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	23.5	(1.33)	18.6	(1.71)	22.1	(1.72)	24.4	(1.18)	23.7	(1.66)	—	(†)	15.5	(1.18)	17.2	(0.89)	20.2	(1.62)	19.3	(1.53)
Wisconsin	22.5	(1.28)	24.0	(1.35)	22.7	(1.23)	—	(†)	24.3	(1.39)	—	(†)	16.6	(0.74)	17.6	(0.86)	—	(†)	18.3	(1.10)
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)	—	(†)
Puerto Rico	—	(†)	12.7	(1.10)	10.6	(0.72)	10.0	(1.05)	17.1	(3.00)	—	(†)	8.0	(0.79)	6.7	(0.80)	6.7	(0.97)	13.2	(3.01)

—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" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Data on electronic bullying were not collected in 2009.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2009 through 2013 include both public and private schools.
[5]South Dakota data for 2009 through 2015 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 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 2017. (This table was prepared July 2018.)

Table 11.1. Percentage of public 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 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12		2015–16	
1	2		3		4		5		6		7		8		9	
Student misbehavior[1] in school interfered with teaching																
Total	**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)**	**42.8**	**(0.38)**
Years of teaching experience																
3 or fewer	45.0	(0.99)	38.0	(0.98)	48.2	(1.26)	43.8	(0.90)	41.6	(1.92)	39.0	(1.15)	45.7	(1.28)	47.3	(0.74)
4 to 9	42.9	(0.72)	36.2	(0.77)	45.8	(0.68)	43.0	(0.75)	38.2	(0.80)	36.8	(1.11)	42.1	(1.22)	43.4	(0.59)
10 to 19	41.4	(0.44)	34.7	(0.57)	43.8	(0.65)	38.9	(0.74)	36.3	(0.88)	35.8	(0.89)	40.1	(0.96)	42.0	(0.58)
20 or more	42.3	(0.75)	35.7	(0.77)	42.0	(0.59)	39.3	(0.60)	34.7	(0.74)	33.7	(0.94)	37.9	(1.06)	40.8	(0.64)
School level[2]																
Elementary	40.8	(0.57)	35.5	(0.49)	42.9	(0.59)	40.7	(0.61)	35.1	(0.82)	33.7	(0.80)	40.1	(0.96)	43.6	(0.49)
Secondary	44.6	(0.42)	36.1	(0.47)	45.5	(0.37)	40.8	(0.44)	41.5	(0.59)	40.2	(0.79)	41.9	(0.82)	42.1	(0.66)
School enrollment																
Under 200	34.1	(1.07)	27.0	(1.18)	35.0	(1.09)	36.8	(1.36)	33.9	(1.71)	36.1	(1.91)	42.3	(1.84)	40.2	(1.42)
200 to 499	38.5	(0.64)	32.5	(0.65)	39.6	(0.83)	39.0	(0.67)	32.7	(0.93)	35.0	(0.97)	40.1	(0.94)	42.9	(0.72)
500 to 749	42.6	(0.63)	35.9	(0.67)	43.4	(0.79)	41.7	(0.92)	35.0	(1.00)	35.8	(1.36)	38.6	(1.43)	42.6	(0.74)
750 to 999	45.9	(1.17)	40.6	(1.09)	49.6	(0.91)	42.6	(1.48)	38.9	(1.50)	33.6	(1.38)	43.5	(1.93)	45.2	(1.12)
1,000 or more	47.8	(0.74)	39.5	(0.76)	49.0	(0.71)	42.5	(0.71)	44.9	(0.85)	38.9	(1.05)	41.8	(0.98)	42.0	(0.84)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	45.8	(1.17)	44.0	(1.31)	48.5	(1.63)	49.6	(0.69)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	34.3	(0.84)	33.4	(0.92)	37.4	(1.06)	39.9	(0.62)
Town	—	(†)	—	(†)	—	(†)	—	(†)	36.2	(1.32)	35.5	(1.54)	40.5	(1.23)	44.2	(0.91)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	31.8	(0.87)	31.9	(0.97)	36.7	(0.93)	37.1	(0.73)
Student tardiness and class cutting interfered with teaching																
Total	**34.7**	**(0.29)**	**—**	**(†)**	**27.9**	**(0.32)**	**31.5**	**(0.35)**	**33.4**	**(0.45)**	**33.4**	**(0.64)**	**37.6**	**(0.51)**	**37.5**	**(0.45)**
Years of teaching experience																
3 or fewer	37.9	(1.03)	—	(†)	31.8	(0.87)	35.1	(0.84)	37.0	(0.97)	36.7	(1.22)	41.4	(1.46)	41.8	(0.81)
4 to 9	33.7	(0.55)	—	(†)	28.8	(0.71)	32.4	(0.63)	34.0	(0.75)	34.4	(1.08)	38.5	(1.06)	38.5	(0.73)
10 to 19	33.5	(0.39)	—	(†)	26.8	(0.55)	29.1	(0.64)	32.9	(0.80)	32.6	(1.16)	37.4	(1.01)	36.7	(0.57)
20 or more	36.1	(0.61)	—	(†)	27.0	(0.40)	30.9	(0.56)	31.4	(0.71)	31.2	(1.00)	35.0	(1.02)	35.3	(0.64)
School level[2]																
Elementary	23.7	(0.37)	—	(†)	18.4	(0.47)	25.5	(0.48)	27.7	(0.60)	26.4	(0.85)	32.3	(0.76)	32.2	(0.52)
Secondary	51.5	(0.44)	—	(†)	45.3	(0.40)	43.4	(0.47)	45.7	(0.64)	47.2	(0.86)	47.1	(0.69)	47.6	(0.74)
School enrollment																
Under 200	27.5	(1.03)	—	(†)	18.7	(0.80)	26.6	(1.06)	29.5	(1.38)	31.4	(1.76)	36.9	(1.69)	37.9	(1.77)
200 to 499	25.3	(0.46)	—	(†)	18.7	(0.63)	27.5	(0.72)	28.2	(0.82)	29.2	(1.03)	34.5	(1.03)	33.9	(0.66)
500 to 749	29.6	(0.66)	—	(†)	22.1	(0.70)	28.2	(0.72)	29.0	(0.89)	29.3	(1.32)	33.6	(1.08)	34.9	(0.77)
750 to 999	36.8	(1.10)	—	(†)	31.5	(1.25)	28.7	(1.23)	32.1	(1.21)	30.7	(1.25)	37.8	(1.94)	35.3	(1.01)
1,000 or more	55.4	(0.67)	—	(†)	48.0	(0.73)	42.2	(0.79)	46.0	(0.97)	44.5	(1.16)	45.4	(0.94)	45.7	(0.94)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	41.1	(1.01)	42.8	(1.14)	44.8	(1.18)	44.5	(0.84)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	30.5	(0.82)	30.5	(0.97)	34.0	(0.85)	33.6	(0.64)
Town	—	(†)	—	(†)	—	(†)	—	(†)	33.0	(1.20)	33.8	(1.66)	38.6	(1.32)	39.4	(0.93)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	28.6	(0.85)	27.7	(0.97)	33.7	(0.91)	33.3	(0.65)

—Not available.
†Not applicable.
[1]The questionnaire provided the following examples of student misbehavior: noise, horseplay, or fighting in the halls, cafeteria, or student lounge.
[2]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.
[3]Locale data prior to 2003–04 are not comparable to data based on current definitions. Interpret 2015–16 data on city teachers with caution. After nonresponse adjustments, the nonresponse bias for this category is greater than for other characteristics.

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. Includes teachers in both traditional public schools and public charter schools. 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," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

Table 11.2. Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88		1990–91		1993–94		1999–2000		2003–04		2007–08		2011–12		2015–16	
1	2		3		4		5		6		7		8		9	
Other teachers enforced school rules[1]																
Total	**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)**	**67.0**	**(0.43)**
Years of teaching experience																
3 or fewer	66.5	(1.00)	74.6	(1.06)	66.4	(1.14)	67.7	(0.88)	75.0	(1.30)	71.8	(1.25)	69.0	(1.40)	69.6	(0.79)
4 to 9	63.3	(0.75)	70.4	(0.81)	60.2	(0.90)	59.3	(0.70)	69.5	(0.77)	68.3	(0.98)	65.3	(0.90)	65.7	(0.66)
10 to 19	63.2	(0.50)	71.6	(0.50)	61.0	(0.63)	62.8	(0.69)	70.0	(0.77)	70.0	(0.81)	67.2	(0.93)	65.5	(0.63)
20 or more	64.0	(0.61)	72.4	(0.61)	61.8	(0.63)	62.4	(0.64)	71.6	(0.71)	72.9	(0.90)	70.1	(0.91)	68.7	(0.65)
School level[2]																
Elementary	73.3	(0.43)	79.7	(0.56)	70.9	(0.54)	71.2	(0.54)	78.8	(0.60)	78.8	(0.67)	75.2	(0.76)	74.7	(0.40)
Secondary	49.3	(0.59)	59.3	(0.45)	45.8	(0.36)	46.0	(0.49)	54.7	(0.55)	55.1	(0.66)	53.4	(0.71)	52.9	(0.65)
School enrollment																
Under 200	71.3	(1.13)	81.7	(0.83)	70.4	(1.28)	70.2	(1.28)	81.5	(1.17)	77.5	(1.71)	74.0	(1.60)	74.2	(1.34)
200 to 499	72.0	(0.48)	78.6	(0.63)	70.1	(0.74)	71.0	(0.68)	78.6	(0.70)	78.2	(0.83)	74.2	(1.08)	74.0	(0.54)
500 to 749	66.7	(0.78)	75.5	(0.78)	66.4	(0.84)	67.1	(0.74)	76.0	(0.71)	74.2	(1.09)	72.0	(1.07)	71.4	(0.57)
750 to 999	60.0	(1.03)	68.0	(1.03)	57.7	(1.15)	61.8	(1.16)	69.0	(1.36)	71.5	(1.58)	65.9	(1.37)	65.9	(1.06)
1,000 or more	47.6	(0.86)	57.0	(0.69)	45.3	(0.80)	46.8	(0.79)	55.8	(0.87)	56.4	(1.23)	54.5	(1.03)	53.4	(0.80)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	67.8	(0.96)	67.3	(1.17)	66.7	(1.29)	64.6	(0.82)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	72.1	(0.79)	71.2	(0.84)	67.3	(0.83)	66.8	(0.68)
Town	—	(†)	—	(†)	—	(†)	—	(†)	71.6	(1.05)	72.2	(1.42)	68.0	(1.19)	68.3	(0.97)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	73.5	(0.64)	72.5	(0.82)	68.6	(0.92)	70.5	(0.69)
Principal enforced school rules[4]																
Total	**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)**	**84.0**	**(0.30)**
Years of teaching experience																
3 or fewer	84.4	(0.56)	87.3	(0.58)	84.3	(0.74)	84.0	(0.62)	88.0	(0.81)	89.2	(0.74)	85.8	(1.20)	85.4	(0.63)
4 to 9	83.2	(0.46)	86.3	(0.63)	79.2	(0.73)	81.8	(0.59)	86.2	(0.61)	87.8	(0.69)	84.0	(0.76)	84.0	(0.49)
10 to 19	83.2	(0.37)	87.0	(0.46)	81.6	(0.49)	82.1	(0.56)	87.1	(0.58)	86.6	(0.70)	81.7	(0.79)	83.3	(0.42)
20 or more	82.3	(0.53)	86.5	(0.43)	79.8	(0.41)	81.8	(0.43)	87.8	(0.47)	88.9	(0.62)	85.1	(0.92)	84.1	(0.44)
School level[2]																
Elementary	84.7	(0.39)	87.7	(0.44)	82.0	(0.51)	83.7	(0.46)	87.9	(0.51)	89.2	(0.48)	84.5	(0.64)	85.4	(0.34)
Secondary	81.1	(0.37)	85.5	(0.37)	78.6	(0.33)	79.5	(0.42)	85.8	(0.44)	85.9	(0.51)	82.2	(0.59)	81.6	(0.49)
School enrollment																
Under 200	83.6	(0.79)	87.7	(0.72)	82.2	(0.90)	84.8	(0.89)	89.5	(0.84)	89.1	(1.08)	85.5	(1.26)	86.0	(1.20)
200 to 499	84.2	(0.41)	87.5	(0.49)	82.7	(0.53)	83.6	(0.56)	88.8	(0.53)	89.0	(0.67)	84.4	(0.90)	84.6	(0.48)
500 to 749	84.2	(0.58)	88.4	(0.54)	81.7	(0.80)	83.2	(0.59)	87.4	(0.69)	88.4	(0.72)	85.0	(0.79)	85.2	(0.55)
750 to 999	82.8	(0.85)	85.4	(0.83)	79.1	(0.93)	81.7	(0.94)	85.5	(1.19)	88.2	(0.93)	82.4	(1.33)	84.2	(0.69)
1,000 or more	80.5	(0.65)	84.6	(0.66)	77.8	(0.60)	79.6	(0.60)	85.6	(0.63)	86.3	(0.76)	81.8	(0.82)	81.4	(0.59)
Locale[3]																
City	—	(†)	—	(†)	—	(†)	—	(†)	84.3	(0.69)	85.1	(0.89)	81.5	(1.07)	81.7	(0.54)
Suburban	—	(†)	—	(†)	—	(†)	—	(†)	88.3	(0.55)	89.0	(0.62)	84.0	(0.78)	84.2	(0.46)
Town	—	(†)	—	(†)	—	(†)	—	(†)	88.7	(0.75)	88.9	(1.14)	85.1	(0.97)	85.2	(0.62)
Rural	—	(†)	—	(†)	—	(†)	—	(†)	88.3	(0.61)	89.3	(0.62)	85.0	(0.76)	86.4	(0.52)

—Not available.
†Not applicable.
[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]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.
[3]Locale data prior to 2003–04 are not comparable to data based on current definitions. Interpret 2015–16 data on city teachers with caution. After nonresponse adjustments, the nonresponse bias for this category is greater than for other characteristics.
[4]Respondents were asked whether "my 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 both teachers who "strongly" agreed and those who "somewhat" agreed that rules were enforced by other teachers and the principal. Includes teachers in both traditional public schools and public charter schools. 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," 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

Table 11.3. 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 12.1. 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 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	**41.8**	**(0.99)**	**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)**	**23.6**	**(0.97)**
Sex																								
Male	51.2	(1.05)	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)	30.0	(1.14)
Female	31.7	(1.19)	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)	17.2	(1.01)
Race/ethnicity																								
White	40.3	(1.13)	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)	20.8	(0.82)
Black	49.5	(1.82)	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)	33.2	(2.49)
Hispanic	43.2	(1.58)	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)	25.7	(1.85)
Asian[2]	—	(†)	—	(†)	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)	11.0	(1.61)
Pacific Islander[2]	—	(†)	—	(†)	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)	22.6	(2.47)
American Indian/Alaska Native	49.8	(4.79)	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)	34.7	(6.36)
Two or more races[2]	—	(†)	—	(†)	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)	25.5	(2.30)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	21.7	(0.78)	23.2	(0.95)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	28.4	(2.34)	27.9	(1.66)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	34.5	(4.44)	19.8	(2.83)
Grade																								
9th	50.4	(1.54)	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)	28.3	(1.53)
10th	42.2	(1.45)	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)	26.2	(1.14)
11th	40.5	(1.52)	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)	20.4	(0.91)
12th	34.8	(1.56)	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)	17.8	(1.52)
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)**	**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)**	**8.5**	**(0.53)**
Sex																								
Male	23.5	(0.71)	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)	11.6	(0.62)
Female	8.6	(0.73)	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)	5.6	(0.54)
Race/ethnicity																								
White	15.0	(0.68)	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)	6.5	(0.64)
Black	22.0	(1.39)	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)	15.3	(1.45)
Hispanic	17.9	(1.75)	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)	9.4	(0.90)
Asian[2]	—	(†)	—	(†)	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)	3.7	(1.00)
Pacific Islander[2]	—	(†)	—	(†)	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)	14.2	(3.58)
American Indian/Alaska Native	18.6	(2.74)	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)	8.6!	(3.74)
Two or more races[2]	—	(†)	—	(†)	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)	9.2	(1.36)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	7.1	(0.51)	8.3	(0.56)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	11.2	(1.22)	9.6	(1.16)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	14.6	(2.38)	11.8	(2.25)
Grade																								
9th	23.1	(1.55)	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)	12.3	(1.05)
10th	17.2	(1.07)	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)	9.6	(0.74)
11th	13.8	(1.27)	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)	6.0	(0.66)
12th	11.4	(0.66)	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)	5.0	(0.61)
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]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 and 1997 with data from later years.
[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[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.
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), 1993 through 2017. (This table was prepared July 2018.)

Table 12.2. 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: 2017

[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	**76.4**	**(0.97)**	**18.1**	**(0.68)**	**3.9**	**(0.36)**	**1.6**	**(0.17)**	**91.5**	**(0.53)**	**7.5**	**(0.48)**	**0.5**	**(0.08)**	**0.5**	**(0.07)**
Sex																
Male	70.0	(1.14)	22.4	(1.01)	5.4	(0.44)	2.3	(0.27)	88.4	(0.62)	9.9	(0.58)	0.9	(0.16)	0.8	(0.13)
Female	82.8	(1.01)	14.1	(0.76)	2.4	(0.31)	0.8	(0.12)	94.4	(0.54)	5.2	(0.55)	0.2	(0.04)	0.2	(0.04)
Race/ethnicity																
White	79.2	(0.82)	16.7	(0.72)	3.0	(0.27)	1.1	(0.16)	93.5	(0.64)	5.9	(0.61)	0.3!	(0.10)	0.3	(0.08)
Black	66.8	(2.49)	23.7	(1.72)	7.0	(1.01)	2.4	(0.70)	84.7	(1.45)	13.7	(1.33)	1.1	(0.30)	0.5!	(0.16)
Hispanic	74.3	(1.85)	19.6	(1.11)	4.2	(0.81)	1.9	(0.21)	90.6	(0.90)	8.0	(0.88)	0.5	(0.15)	0.8	(0.15)
Asian	89.0	(1.61)	7.8	(1.55)	2.2	(0.54)	‡	(†)	96.3	(1.00)	2.2!	(0.73)	‡	(†)	‡	(†)
Pacific Islander	77.4	(2.47)	11.8!	(3.56)	‡	(†)	‡	(†)	85.8	(3.58)	13.0	(3.32)	‡	(†)	‡	(†)
American Indian/Alaska Native	65.3	(6.36)	26.0	(5.07)	‡	(†)	‡	(†)	91.4	(3.74)	‡	(†)	‡	(†)	‡	(†)
Two or more races	74.5	(2.30)	20.3	(2.41)	3.7	(0.86)	1.6!	(0.72)	90.8	(1.36)	8.1	(1.42)	‡	(†)	‡	(†)
Sexual orientation[3]																
Heterosexual	76.8	(0.95)	17.9	(0.67)	4.0	(0.35)	1.3	(0.20)	91.7	(0.56)	7.5	(0.51)	0.5	(0.10)	0.3	(0.07)
Gay, lesbian, or bisexual	72.1	(1.66)	22.0	(1.50)	4.1	(0.66)	1.8	(0.38)	90.4	(1.16)	7.9	(1.08)	0.9	(0.23)	0.8!	(0.25)
Not sure	80.2	(2.83)	11.4	(2.25)	4.4	(1.04)	3.9!	(1.25)	88.2	(2.25)	7.4	(1.98)	1.3!	(0.41)	3.1!	(1.07)
Grade																
9th	71.7	(1.53)	21.6	(1.14)	5.0	(0.81)	1.7	(0.29)	87.7	(1.05)	11.1	(0.94)	0.8	(0.21)	0.4!	(0.15)
10th	73.8	(1.14)	20.0	(0.79)	4.2	(0.52)	1.9	(0.45)	90.4	(0.74)	8.6	(0.72)	0.7	(0.19)	0.3!	(0.12)
11th	79.6	(0.91)	16.4	(0.87)	2.9	(0.36)	1.0	(0.20)	94.0	(0.66)	5.4	(0.73)	0.2!	(0.06)	0.4!	(0.16)
12th	82.2	(1.52)	13.7	(1.28)	3.0	(0.38)	1.1	(0.24)	95.0	(0.61)	4.0	(0.57)	0.4	(0.10)	0.5!	(0.18)

†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]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. 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), 2017. (This table was prepared July 2018.)

Table 12.3. 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 or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]													On school property[2]											
	2005		2007		2009		2011		2013		2015		2017	2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8	9		10		11		12		13		14		15	
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)**	**23.6**	**(0.97)**	**13.6**	**(0.56)**	**12.4**	**(0.48)**	**11.1**	**(0.54)**	**12.0**	**(0.39)**	**8.1**	**(0.35)**	**7.8**	**(0.54)**	**8.5**	**(0.53)**
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)	21.2	(1.26)	—	(†)	10.4	(1.17)	9.8	(1.04)	7.7	(0.90)	—	(†)	5.8	(0.66)	6.8	(0.69)
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)	21.2	(1.53)	11.7	(0.87)	11.3	(0.72)	12.0	(0.82)	10.8	(0.78)	8.8	(0.94)	7.2	(0.94)	6.2	(0.81)
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)	26.6	(1.63)	13.9	(1.33)	13.0	(1.03)	14.8	(1.30)	11.0	(1.36)	11.4	(0.89)	11.2	(0.72)	8.8	(0.74)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	16.3	(1.55)	17.4	(1.48)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	6.6	(0.53)	5.7	(1.07)
Colorado	32.2	(1.54)	—	(†)	32.0	(1.51)	24.9	(1.69)	—	(†)	—	(†)	18.8	(1.01)	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)	17.3	(1.17)	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)	20.0	(1.10)	9.8	(0.82)	10.5	(0.72)	8.6	(0.72)	8.8	(1.02)	9.3	(0.82)	8.1	(0.77)	8.4	(0.82)
District of Columbia	36.3	(1.26)	43.0	(1.45)	—	(†)	37.9	(1.71)	37.7	(0.63)	32.4	(0.48)	31.0	(0.57)	16.4	(0.88)	19.8	(1.21)	—	(†)	15.8	(1.55)	15.3	(0.47)	13.8	(0.37)	15.5	(0.46)
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)	21.1	(0.70)	11.5	(0.77)	12.5	(0.84)	10.5	(0.47)	10.2	(0.44)	8.1	(0.52)	7.6	(0.53)	7.9	(0.46)
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)	16.8	(0.76)	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)	22.7	(1.21)	12.1	(1.14)	12.3	(0.98)	10.2	(0.79)	9.4	(0.81)	7.3	(0.75)	6.0	(0.59)	7.8	(0.80)
Illinois	—	(†)	33.9	(1.91)	33.0	(1.38)	29.5	(1.41)	24.6	(1.67)	22.7	(1.51)	20.3	(1.22)	—	(†)	11.3	(1.11)	11.5	(0.82)	9.8	(0.69)	8.2	(0.66)	7.7	(0.94)	7.3	(0.60)
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)	—	(†)	—	(†)	19.7	(1.95)	11.3	(1.12)	9.1	(0.96)	—	(†)	9.6	(0.89)	—	(†)	—	(†)	7.4	(1.54)
Kansas	27.9	(1.51)	30.3	(1.62)	27.8	(1.37)	22.4	(1.40)	20.4	(1.21)	—	(†)	16.2	(1.11)	10.1	(0.92)	10.6	(1.04)	9.0	(0.81)	7.8	(0.84)	7.2	(0.72)	—	(†)	4.6	(0.67)
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)	21.4	(1.59)	12.7	(0.81)	10.6	(0.65)	9.5	(0.93)	11.4	(0.93)	6.0	(0.94)	7.8	(0.76)	7.7	(0.81)
Louisiana	—	(†)	—	(†)	36.1	(1.60)	36.0	(2.72)	30.8	(2.59)	—	(†)	30.6	(2.22)	—	(†)	—	(†)	13.7	(1.28)	15.8	(2.17)	12.0	(1.68)	—	(†)	12.3	(2.04)
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)	15.3	(0.46)	10.0	(1.03)	10.1	(1.09)	9.1	(0.33)	7.9	(0.27)	5.7	(0.29)	4.9	(0.31)	5.2	(0.30)
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)	12.2	(0.27)
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)	17.8	(0.86)	10.2	(0.67)	9.1	(0.81)	8.7	(0.68)	7.1	(0.65)	4.6	(0.49)	5.6	(0.60)	5.8	(0.56)
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)	24.4	(1.46)	11.4	(1.11)	11.4	(0.89)	11.3	(1.02)	9.1	(0.68)	6.9	(0.55)	7.5	(0.94)	7.9	(0.81)
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)	—	(†)	—	(†)	—	(†)	19.7	(1.67)	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)	20.1	(0.77)	10.9	(0.67)	12.0	(0.75)	10.8	(1.33)	9.1	(0.51)	7.3	(0.37)	7.6	(0.53)	6.3	(0.44)
Nebraska	28.5	(1.02)	—	(†)	—	(†)	26.7	(1.09)	20.1	(1.22)	19.7	(1.08)	19.2	(1.55)	9.3	(0.60)	—	(†)	—	(†)	7.4	(0.68)	5.7	(0.70)	5.5	(0.62)	6.0	(0.81)
Nevada	34.5	(1.78)	31.6	(1.53)	35.0	(1.45)	—	(†)	23.6	(1.93)	20.1	(1.18)	19.4	(0.85)	14.2	(1.32)	11.3	(1.10)	10.0	(0.82)	—	(†)	6.8	(1.12)	6.8	(0.83)	5.9	(0.79)
New Hampshire	26.4	(1.84)	27.0	(1.40)	25.9	(1.59)	23.8	(1.27)	—	(†)	—	(†)	19.2	(0.51)	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)	26.5	(0.94)	15.6	(1.19)	16.9	(0.70)	15.0	(0.85)	11.3	(0.78)	9.7	(0.61)	8.5	(0.51)	9.5	(0.61)
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)	20.8	(1.10)	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)	22.1	(1.28)	11.6	(0.85)	10.4	(0.84)	9.4	(0.43)	10.6	(1.01)	7.6	(0.94)	6.9	(0.70)	7.6	(0.51)
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)	7.2	(0.74)
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)	22.5	(1.33)	12.1	(1.13)	10.6	(0.81)	12.8	(1.43)	9.4	(1.25)	7.2	(1.05)	7.1	(1.03)	6.8	(1.04)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	29.6	(1.76)	—	(†)	—	(†)	21.7	(1.43)	22.9	(1.23)	—	(†)	—	(†)	9.9	(1.01)	—	(†)	—	(†)	6.8	(0.84)	7.4	(0.71)
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)	10.5	(1.64)

See notes at end of table.

Table 12.3. 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 or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]														On school property[2]											
	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
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)	23.9	(1.59)	12.7	(1.18)	10.8	(0.86)	12.1	(1.43)	12.2	(1.48)	9.6	(1.17)	9.1	(1.36)	8.7	(0.95)
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)	—	(†)	22.4	(1.60)	10.9	(1.00)	12.4	(1.13)	11.3	(0.96)	10.5	(0.83)	10.4	(1.02)	10.8	(0.74)	7.4	(0.92)
Texas	34.2	(1.57)	34.9	(1.17)	33.3	(1.05)	34.1	(0.92)	25.4	(1.33)	—	(†)	20.9	(1.02)	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)	—	(†)	20.1	(1.43)	10.4	(1.57)	11.6	(1.36)	10.6	(0.84)	8.1	(1.18)	6.9	(0.65)	—	(†)	6.8	(0.76)
Vermont[6]	24.3	(1.36)	26.0	(1.44)	25.6	(0.71)	23.1	(1.42)	—	(†)	18.4	(0.27)	17.0	(0.26)	12.2	(0.98)	11.5	(0.88)	11.0	(0.36)	8.8	(0.72)	9.4	(0.50)	7.4	(0.18)	6.6	(0.17)
Virginia	—	(†)	—	(†)	—	(†)	24.9	(1.71)	23.5	(0.90)	20.6	(1.02)	19.8	(1.18)	—	(†)	—	(†)	—	(†)	7.9	(0.93)	—	(†)	7.7	(0.63)	6.5	(0.69)
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)	19.3	(1.44)	12.1	(1.41)	12.9	(1.70)	11.3	(1.07)	10.3	(1.02)	9.1	(1.08)	7.3	(1.17)	6.3	(0.63)
Wisconsin	32.6	(1.51)	31.2	(1.46)	25.8	(1.52)	25.3	(1.72)	22.4	(1.46)	—	(†)	20.0	(1.60)	12.2	(1.03)	11.4	(0.97)	9.6	(0.87)	9.1	(0.95)	6.8	(0.69)	—	(†)	7.3	(0.86)
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)	—	(†)
Puerto Rico	26.0	(1.40)	—	(†)	—	(†)	24.6	(1.38)	21.1	(1.54)	16.7	(1.08)	21.2	(2.64)	13.4	(0.99)	—	(†)	—	(†)	11.6	(1.08)	9.3	(0.96)	—	(†)	13.1	(2.85)

—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]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for 2005 through 2015 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 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 2017. (This table was prepared July 2018.)

Table 13.1. 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 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	**22.1**	**(1.18)**	**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)**	**15.7**	**(1.26)**
Sex																								
Male	34.3	(1.68)	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)	24.2	(1.67)
Female	9.2	(0.85)	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)	7.4	(0.85)
Race/ethnicity																								
White	20.6	(1.43)	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)	18.1	(1.78)
Black	28.5	(1.24)	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)	10.8	(1.13)
Hispanic	24.4	(1.35)	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)	12.7	(1.09)
Asian[2]	—	(†)	—	(†)	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)	5.6	(1.10)
Pacific Islander[2]	—	(†)	—	(†)	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)	18.2	(5.25)
American Indian/Alaska Native	34.2	(8.08)	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)	21.3	(4.50)
Two or more races[2]	—	(†)	—	(†)	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)	16.1	(2.95)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	16.0	(0.96)	15.6	(1.13)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	18.9	(2.07)	16.2	(1.49)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	14.7	(3.00)	17.4	(3.25)
Grade																								
9th	25.5	(1.42)	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)	15.3	(1.66)
10th	21.4	(1.11)	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)	15.3	(1.14)
11th	21.5	(1.66)	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)	16.8	(1.56)
12th	19.9	(1.46)	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)	14.6	(1.32)
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)**	**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)**	**3.8**	**(0.45)**
Sex																								
Male	17.9	(0.96)	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)	5.6	(0.64)
Female	5.1	(0.65)	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)	1.9	(0.29)
Race/ethnicity																								
White	10.9	(0.86)	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)	3.8	(0.63)
Black	15.0	(0.85)	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)	3.6	(0.72)
Hispanic	13.3	(1.09)	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)	3.5	(0.39)
Asian[2]	—	(†)	—	(†)	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)	2.2!	(0.89)
Pacific Islander[2]	—	(†)	—	(†)	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)	2.7!	(1.36)
American Indian/Alaska Native	17.6!	(5.70)	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)	6.3!	(2.66)
Two or more races[2]	—	(†)	—	(†)	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)	4.1	(1.11)

See notes at end of table.

Table 13.1. 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 2017—Continued

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	3.7	(0.31)	3.4	(0.37)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	6.2	(1.18)	5.9	(1.38)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	7.1	(1.88)	4.9	(1.09)
Grade																								
9th	12.6	(0.73)	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)	2.5	(0.46)
10th	11.5	(0.97)	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)	3.2	(0.56)
11th	11.9	(1.41)	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)	5.0	(0.59)
12th	10.8	(0.83)	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)	4.2	(0.59)
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]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 and 1997 with data from later years.
[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[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." 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), 1993 through 2017. (This table was prepared August 2018.)

Table 13.2. 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: 2017

[Standard errors appear in parentheses]

	Anywhere (including on school property)[1]								On school property[2]							
Student characteristic	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	**84.3**	**(1.26)**	**3.2**	**(0.22)**	**5.1**	**(0.46)**	**7.3**	**(0.71)**	**96.2**	**(0.45)**	**0.9**	**(0.15)**	**1.0**	**(0.12)**	**1.9**	**(0.26)**
Sex																
Male	75.8	(1.67)	4.3	(0.33)	7.8	(0.60)	12.1	(1.02)	94.4	(0.64)	1.2	(0.24)	1.4	(0.21)	3.0	(0.37)
Female	92.6	(0.85)	2.3	(0.26)	2.5	(0.38)	2.6	(0.47)	98.1	(0.29)	0.5	(0.12)	0.5	(0.10)	0.8	(0.19)
Race/ethnicity[3]																
White	81.9	(1.78)	3.2	(0.41)	5.9	(0.63)	9.0	(0.93)	96.2	(0.63)	0.8	(0.16)	0.9	(0.18)	2.1	(0.41)
Black	89.2	(1.13)	3.1	(0.53)	4.1	(0.79)	3.6	(0.54)	96.4	(0.72)	1.3!	(0.43)	1.0	(0.24)	1.3!	(0.47)
Hispanic	87.3	(1.09)	3.1	(0.48)	4.1	(0.42)	5.5	(0.68)	96.5	(0.39)	0.8	(0.24)	0.9	(0.20)	1.8	(0.21)
Asian	94.4	(1.10)	0.9!	(0.43)	1.2!	(0.45)	3.4!	(1.08)	97.8	(0.89)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	81.8	(5.25)	9.4!	(3.67)	‡	(†)	‡	(†)	97.3	(1.36)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	78.7	(4.50)	‡	(†)	8.4!	(3.47)	11.2!	(4.55)	93.7	(2.66)	1.8!	(0.88)	‡	(†)	‡	(†)
Two or more races	83.9	(2.95)	4.0	(0.82)	4.4	(1.29)	7.7	(1.60)	95.9	(1.11)	1.0!	(0.34)	0.7!	(0.31)	2.4!	(0.76)
Sexual orientation[3]																
Heterosexual	84.4	(1.13)	2.9	(0.17)	5.0	(0.40)	7.6	(0.75)	96.6	(0.37)	0.7	(0.13)	0.9	(0.12)	1.8	(0.22)
Gay, lesbian, or bisexual	83.8	(1.49)	4.7	(0.83)	5.6	(1.02)	5.9	(0.90)	94.1	(1.38)	2.0!	(0.71)	1.8!	(0.55)	2.1	(0.59)
Not sure	82.6	(3.25)	4.8!	(1.64)	6.2	(1.65)	6.4	(1.55)	95.1	(1.09)	1.3!	(0.49)	‡	(†)	2.5!	(0.90)
Grade																
9th	84.7	(1.66)	4.1	(0.36)	5.1	(0.72)	6.2	(0.90)	97.5	(0.46)	1.1	(0.27)	0.4	(0.13)	0.9	(0.25)
10th	84.7	(1.14)	3.3	(0.36)	5.4	(0.61)	6.6	(0.80)	96.8	(0.56)	1.0	(0.24)	0.8	(0.21)	1.3	(0.32)
11th	83.2	(1.56)	3.3	(0.51)	5.8	(0.66)	7.7	(0.82)	95.0	(0.59)	0.9	(0.24)	1.5	(0.30)	2.6	(0.38)
12th	85.4	(1.32)	2.2	(0.49)	4.0	(0.40)	8.4	(1.01)	95.8	(0.59)	0.3!	(0.10)	1.2	(0.20)	2.7	(0.55)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]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]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity. 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), 2017. (This table was prepared August 2018.)

Table 13.3. 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 or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]														On school property[2]													
	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
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)**	**15.7**	**(1.26)**	**6.5**	**(0.46)**	**5.9**	**(0.37)**	**5.6**	**(0.32)**	**5.4**	**(0.35)**	**5.2**	**(0.44)**	**4.1**	**(0.29)**	**3.8**	**(0.45)**
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)	10.2	(1.01)
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)	15.6	(1.83)	7.4	(0.53)	7.0	(0.75)	6.5	(0.64)	5.7	(0.59)	4.8	(0.86)	4.5	(0.93)	3.5	(0.54)
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)	22.2	(2.57)	10.5	(1.10)	6.8	(0.85)	8.4	(1.02)	6.5	(0.95)	9.1	(1.10)	5.4	(0.90)	6.3	(0.77)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	8.9	(1.25)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	2.8	(0.50)	4.7	(0.87)
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)	—	(†)	—	(†)	4.9	(0.62)
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)	5.4	(0.55)
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)	13.5	(0.97)	5.7	(0.54)	5.4	(0.55)	5.1	(0.59)	5.2	(0.57)	3.1	(0.34)	4.0	(0.54)	3.1	(0.42)
District of Columbia	17.2	(1.11)	21.3	(1.45)	—	(†)	18.9	(1.34)	20.0	(0.47)	18.1	(0.40)	18.8	(0.48)	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)	14.2	(0.64)	4.7	(0.41)	5.6	(0.41)	4.7	(0.35)	—	(†)	—	(†)	—	(†)	3.2	(0.26)
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)	11.9	(0.79)	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)	29.6	(1.36)	—	(†)	8.9	(0.96)	6.7	(0.59)	6.3	(0.78)	6.5	(0.92)	6.8	(1.02)	9.8	(1.31)
Illinois	—	(†)	14.3	(1.01)	16.0	(1.04)	12.6	(0.91)	15.8	(1.22)	15.4	(1.41)	14.0	(1.04)	—	(†)	3.7	(0.67)	4.8	(0.59)	3.9	(0.53)	4.7	(0.57)	4.3	(0.51)	3.7	(0.68)
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)	—	(†)	—	(†)	18.1	(2.15)	4.3	(0.70)	4.4	(0.61)	—	(†)	4.5	(0.76)	—	(†)	—	(†)	4.2	(0.62)
Kansas	16.2	(1.37)	18.4	(1.19)	16.0	(1.26)	—	(†)	16.1	(0.87)	—	(†)	16.9	(1.12)	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)	20.5	(1.68)	6.8	(0.72)	8.0	(0.59)	6.5	(0.77)	7.4	(1.25)	6.4	(0.73)	6.5	(1.03)	4.9	(0.87)
Louisiana	—	(†)	—	(†)	19.6	(1.73)	22.2	(0.98)	22.8	(2.78)	—	(†)	22.8	(2.05)	—	(†)	—	(†)	5.8	(1.12)	4.2	(1.01)	7.0	(1.37)	—	(†)	5.7	(0.83)
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)	5.3	(0.39)
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)	7.4	(0.21)
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)	11.1	(0.75)	5.8	(0.59)	5.0	(0.48)	4.4	(0.58)	3.7	(0.46)	3.1	(0.50)	3.2	(0.38)	2.7	(0.24)
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)	17.5	(1.21)	4.7	(0.54)	5.0	(0.66)	5.4	(0.33)	3.5	(0.37)	3.8	(0.35)	3.6	(0.60)	4.1	(0.86)
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)	19.8	(1.65)	7.3	(0.99)	4.6	(0.83)	5.3	(1.02)	—	(†)	—	(†)	5.9	(0.68)	4.2	(0.92)
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)	25.2	(0.82)	10.2	(0.89)	9.7	(0.57)	7.9	(0.67)	9.3	(0.69)	9.9	(0.58)	10.6	(0.80)	8.5	(0.62)
Nebraska	17.9	(0.89)	—	(†)	—	(†)	18.6	(0.90)	—	(†)	—	(†)	—	(†)	4.8	(0.48)	—	(†)	—	(†)	3.8	(0.45)	—	(†)	8.1	(0.95)	5.4	(1.00)
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)	4.8	(0.61)
New Hampshire	16.2	(1.26)	18.1	(1.46)	—	(†)	14.5	(1.04)	—	(†)	—	(†)	16.0	(0.46)	6.5	(0.93)	5.8	(0.61)	8.8	(1.00)	—	(†)	—	(†)	—	(†)	3.6	(0.21)
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)	24.2	(0.96)	8.0	(0.29)	9.3	(0.66)	8.1	(0.59)	6.5	(0.51)	5.4	(0.42)	4.6	(0.33)	5.8	(0.52)
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)	11.6	(0.84)	5.2	(0.42)	4.7	(0.41)	4.8	(0.64)	4.2	(0.32)	4.0	(0.38)	4.5	(0.51)	3.4	(0.39)
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)	18.4	(1.27)	6.4	(0.77)	6.8	(0.94)	4.7	(0.57)	6.1	(0.64)	4.5	(0.67)	3.9	(0.54)	3.4	(0.44)
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)	5.9	(0.75)
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)	20.4	(1.55)	7.0	(0.77)	9.0	(1.43)	5.6	(0.79)	6.1	(1.14)	6.0	(0.77)	4.8	(0.80)	6.4	(0.79)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	14.8	(1.28)	—	(†)	—	(†)	17.4	(1.27)	17.4	(1.14)	—	(†)	—	(†)	3.3	(0.47)	—	(†)	—	(†)	2.0	(0.44)	2.2	(0.30)
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)	5.1	(1.01)

See notes at end of table.

Table 13.3. 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 or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]													On school property[2]													
	2005		2007		2009		2011		2013		2015		2017	2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8	9		10		11		12		13		14		15	
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)	18.3	(1.32)	6.7	(0.82)	4.8	(0.79)	4.6	(0.67)	6.3	(0.89)	3.7	(0.48)	2.9	(0.46)	3.9	(0.65)
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)	—	(†)	18.5	(1.45)	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)	—	(†)	16.5	(1.23)	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)	—	(†)	24.0	(1.86)	7.0	(1.03)	7.5	(1.00)	4.6	(0.63)	5.9	(1.01)	5.0	(0.57)	—	(†)	7.1	(0.70)
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)	6.9	(0.18)
Virginia	—	(†)	—	(†)	—	(†)	20.4	(1.26)	15.8	(0.69)	15.0	(0.75)	—	(†)	—	(†)	—	(†)	—	(†)	5.7	(0.64)	—	(†)	2.6	(0.44)	3.8	(0.38)
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)	23.9	(1.63)	8.5	(1.00)	6.9	(0.89)	6.5	(0.72)	5.5	(0.75)	5.5	(0.99)	6.5	(0.87)	4.8	(0.79)
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)	—	(†)	5.2	(0.74)
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)	—	(†)
Puerto Rico	8.9	(0.80)	—	(†)	—	(†)	10.0	(1.19)	8.9	(0.62)	7.1	(0.90)	9.4	(2.18)	3.7	(0.49)	—	(†)	—	(†)	4.4	(0.58)	2.8	(0.44)	2.8	(0.42)	5.5 !	(1.80)

—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]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for 2005 through 2015 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 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 2017. (This table was prepared July 2018.)

Table 13.4. Total number of public school students who brought firearms to or possessed firearms at school and number of students who did this per 100,000 students enrolled, by state or jurisdiction: 2009–10 through 2016–17

State or jurisdiction	Total number of students who brought firearms to or possessed firearms at school								Number of students who did this per 100,000 students enrolled							
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	**2,660**	**2,534**	**2,687**	**2,936**	**3,048**	**2,888**	**3,186**	**3,272**	**5.4**	**5.1**	**5.4**	**5.9**	**6.1**	**5.7**	**6.3**	**6.5**
Alabama	52	39	12	91	97	67	100	70	6.9	5.2	1.6	12.2	13.0	9.0	13.4	9.4
Alaska	8	3	6	5	4	4	7	7	6.1	2.3	4.6	3.8	3.1	3.0	5.3	5.3
Arizona	33	33	43	39	34	36	29	79	3.1	3.1	4.0	3.6	3.1	3.2	2.6	7.0
Arkansas	97	114	105	115	113	123	112	142	20.2	23.6	21.7	23.7	23.1	25.1	22.8	28.8
California	375	238	157	323	316	321	380	346	6.0	3.8	2.5	5.1	5.0	5.1	6.0	5.5
Colorado	47	65	67	42	45	22	27	30	5.6	7.7	7.8	4.9	5.1	2.5	3.0	3.3
Connecticut	35	40	42	45	24	36	41	40	6.2	7.1	7.6	8.2	4.4	6.6	7.6	7.5
Delaware	8	6	2	3	7	3	7	3	6.3	4.6	1.6	2.3	5.3	2.2	5.2	2.2
District of Columbia	7	6	49	0	72	19	13	11	10.1	8.4	66.3	0.0	92.1	23.5	15.5	12.1
Florida	104	113	105	96	120	134	146	131	3.9	4.3	3.9	3.6	4.4	4.9	5.2	4.7
Georgia	169	180	141	179	134	122	185	204	10.1	10.7	8.4	10.5	7.8	7.0	10.5	11.6
Hawaii	8	2	1	1	0	0	34	25	4.4	1.1	0.5	0.5	0.0	0.0	18.7	13.8
Idaho	25	0	17	5	7	6	9	8	9.0	0.0	6.1	1.8	2.4	2.1	3.1	2.7
Illinois	22	7	7	5	5	184	177	189	1.0	0.3	0.3	0.2	0.2	9.0	8.7	9.3
Indiana	50	33	48	49	51	56	81	67	4.8	3.2	4.6	4.7	4.9	5.4	7.7	6.4
Iowa	5	2	3	4	3	3	1	36	1.0	0.4	0.6	0.8	0.6	0.6	0.2	7.1
Kansas	89	40	30	48	40	35	35	51	18.8	8.3	6.2	9.8	8.1	7.0	7.1	10.3
Kentucky	22	19	23	36	45	50	52	58	3.2	2.8	3.4	5.3	6.6	7.3	7.6	8.5
Louisiana	198	188	162	194	214	143	178	170	28.7	27.0	23.0	27.3	30.1	19.9	24.8	23.7
Maine	2	2	4	2	0	1	0	3	1.1	1.1	2.1	1.1	0.0	0.5	0.0	1.7
Maryland	9	12	12	11	7	8	9	14	1.1	1.4	1.4	1.3	0.8	0.9	1.0	1.6
Massachusetts	77	93	67	108	91	96	60	25	8.0	9.7	7.0	11.3	9.5	10.0	6.2	2.6
Michigan	48	110	110	114	70	50	58	44	2.9	6.9	7.0	7.3	4.5	3.3	3.8	2.9
Minnesota	25	29	14	21	32	26	30	28	3.0	3.5	1.7	2.5	3.8	3.0	3.5	3.2
Mississippi	71	32	32	39	49	18	24	38	14.4	6.5	6.5	7.9	9.9	3.7	4.9	7.9
Missouri	12	9	4	8	5	9	8	9	1.3	1.0	0.4	0.9	0.5	1.0	0.9	1.0
Montana	23	17	32	15	16	13	16	9	16.2	12.0	22.5	10.5	11.1	9.0	11.0	6.1
Nebraska	8	14	11	17	16	17	10	12	2.7	4.7	3.7	5.6	5.2	5.4	3.2	3.8
Nevada	19	20	23	25	26	12	9	28	4.4	4.6	5.2	5.6	5.8	2.6	1.9	5.9
New Hampshire	4	10	19	17	22	13	9	8	2.0	5.1	9.9	9.0	11.8	7.0	4.9	4.4
New Jersey	6	5	6	9	5	7	3	7	0.4	0.4	0.4	0.7	0.4	0.5	0.2	0.5
New Mexico	82	65	53	52	59	25	78	70	24.5	19.2	15.7	15.4	17.4	7.3	23.2	20.8
New York	73[1]	103[1]	253	180	238	247	184	137	2.6[1]	3.8[1]	9.4	6.6	8.7	9.0	6.8	5.0
North Carolina	40	72	67	75	98	84	115	100	2.7	4.8	4.4	4.9	6.4	5.4	7.4	6.5
North Dakota	5	15	14	8	15	4	11	4	5.3	15.6	14.3	7.9	14.4	3.8	10.1	3.6
Ohio	103	91	75	71	102	88	83	81	5.8	5.2	4.3	4.1	5.9	5.1	4.8	4.7
Oklahoma	49	17	25	32	23	29	38	29	7.5	2.6	3.8	4.8	3.4	4.2	5.5	4.2
Oregon	43	43	59	47	37	42	30	38	7.4	7.5	10.4	8.0	6.2	7.0	4.9	6.6
Pennsylvania	52	24	22	34	24	46	18	24	2.9	1.3	1.2	1.9	1.4	2.6	1.0	1.4
Rhode Island	3	8	2	0	2	0	5	9	2.1	5.6	1.4	0.0	1.4	0.0	3.5	6.3
South Carolina	35	10	38	74	108	76	91	102	4.8	1.4	5.2	10.1	14.5	10.0	11.9	13.2
South Dakota	12	6	10	13	5	1	10	9	9.7	4.8	7.8	10.0	3.8	0.8	7.4	6.6
Tennessee	115	42[2]	75[2]	64[2]	57[2]	57[2]	121	127	11.8	4.3[2]	7.5[2]	6.4[2]	5.7[2]	5.7[2]	12.1	12.7
Texas	108	397	397	397	95	104	107	146	2.2	8.0	7.9	7.8	1.8	2.0	2.0	2.7
Utah	35	‡	‡	‡	101	—	—	—	6.1	‡	‡	‡	16.1	—	—	—
Vermont	2	9	4	3	11	4	5	5	2.2	9.3	4.4	3.3	12.4	4.6	5.7	5.6
Virginia	59	57	52	50	45	54	53	65	4.7	4.6	4.1	4.0	3.5	4.2	4.1	5.1
Washington	134	33	127	100	91	97	42	125	12.9	3.2	12.1	9.5	8.6	9.0	3.9	11.3
West Virginia	9	7	12	1	211	220	281	229	3.2	2.5	4.2	0.4	75.1	78.5	101.3	83.6
Wisconsin	31	40	39	47	43	63	51	57	3.6	4.6	4.5	5.4	4.9	7.2	5.9	6.6
Wyoming	12	14	9	22	13	13	13	23	13.6	15.7	10.0	24.0	14.0	13.8	13.7	24.4
Jurisdiction																
Bureau of Indian Education	0	—	—	—	—	—	—	1	0.0	—	—	—	—	—	—	2.2
DoDEA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Other jurisdictions																
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Guam	—	—	—	—	0	0	0	0	—	—	—	—	0.0	0.0	0.0	0.0
Northern Marianas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Puerto Rico	7	24	16	10	4	0	2	12	1.4	5.1	3.5	2.3	0.9	0.0	0.5	3.3
U.S. Virgin Islands	0	—	—	—	—	—	0	0	0.0	—	—	—	—	—	0.0	0.0

—Not available.
‡Reporting standards not met (suppressed due to data quality concerns).
[1]Data for New York City Public Schools were not reported.
[2]Due to data quality concerns, totals exclude students reported under the "other" firearm type category.
NOTE: Unless otherwise noted, data represent the sum of student counts for all firearm type categories (handguns, rifles/shotguns, other firearms, and multiple types of firearms). DoDEA = Department of Defense Education Activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 086, Data Group 596, extracted August 20, 2018, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2016–17. (This table was prepared September 2018.)

Table 13.5. 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 2017

[Standard errors appear in parentheses]

Student or school characteristic	2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7	
Total	**6.7**	**(0.40)**	**5.5**	**(0.47)**	**4.7**	**(0.43)**	**3.7**	**(0.38)**	**4.2**	**(0.48)**	**3.4**	**(0.29)**
Sex												
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)	5.3	(0.63)	4.0	(0.43)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)	3.1	(0.50)	2.7	(0.33)
Race/ethnicity												
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)	5.2	(0.67)	4.2	(0.41)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)	3.3	(0.79)	4.1	(0.82)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)	2.8	(0.65)	1.7	(0.40)
Asian/Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	9.6!	(4.35)
Two or more races	9.7	(2.67)	5.2!	(2.44)	‡	(†)	4.5!	(2.03)	5.9!	(2.27)	3.4!	(1.69)
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)	1.1!	(0.33)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)	2.6	(0.58)	2.2	(0.49)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)	3.3	(0.72)	3.5	(0.81)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)	4.7	(1.07)	4.0	(0.81)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)	6.4	(1.10)	4.8	(0.82)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)	7.3	(1.08)	5.8	(0.88)
Urbanicity[1]												
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)	3.4	(0.73)	2.2	(0.39)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)	4.4	(0.60)	3.2	(0.34)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)	5.0	(1.20)	6.7	(1.27)
Control of school												
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)	4.4	(0.52)	3.5	(0.30)
Private	4.5	(0.88)	2.3!	(0.83)	3.2!	(0.98)	3.6	(1.01)	2.0!	(0.76)	2.2!	(0.73)

†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]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: Race categories exclude persons of Hispanic ethnicity.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017. (This table was prepared September 2018.)

Table 14.1. 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 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	**48.0**	**(1.06)**	**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)**	**29.8**	**(1.27)**
Sex																								
Male	50.1	(1.23)	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)	27.6	(1.24)
Female	45.9	(1.32)	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)	31.8	(1.57)
Race/ethnicity																								
White	49.9	(1.26)	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)	32.4	(1.73)
Black	42.5	(1.82)	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)	20.8	(2.27)
Hispanic	50.8	(2.82)	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)	31.3	(1.53)
Asian[2]	—	(†)	—	(†)	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)	12.2	(1.74)
Pacific Islander[2]	—	(†)	—	(†)	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)	18.7	(3.17)
American Indian/Alaska Native	45.3	(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)	31.8	(8.15)
Two or more races[2]	—	(†)	—	(†)	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)	32.7	(2.50)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	32.1	(1.30)	29.7	(1.02)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	40.5	(2.07)	37.4	(2.39)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	34.6	(2.81)	21.5	(2.77)
Grade																								
9th	40.5	(1.79)	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)	18.8	(1.23)
10th	44.0	(2.00)	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)	27.0	(1.60)
11th	49.7	(1.73)	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)	34.4	(1.68)
12th	56.4	(1.35)	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)	40.8	(1.92)
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)**	**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	(0.66)	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)	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																								
White	4.6	(0.44)	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)	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)	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[2]	—	(†)	—	(†)	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[2]	—	(†)	—	(†)	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)	8.6!	(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[2]	—	(†)	—	(†)	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)	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)	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)	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)	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]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 and 1997 with data from later years.
[3]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[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 from 2013 onward.
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), 1993 through 2017. (This table was prepared July 2018.)

Table 14.2. 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, 2011 through 2017

[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	
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																
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[3]																
Total	**65.1**	**(1.08)**	**17.3**	**(0.56)**	**16.9**	**(0.78)**	**0.8**	**(0.12)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	65.6	(1.30)	15.7	(0.75)	17.4	(0.90)	1.2	(0.19)	—	(†)	—	(†)	—	(†)	—	(†)
Female	64.5	(1.39)	18.8	(0.98)	16.3	(0.88)	0.3	(0.09)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
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[3]																
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																
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)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	67.9	(1.30)	17.5	(0.74)	13.9	(0.99)	0.6	(0.11)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	59.5	(2.07)	21.7	(1.84)	18.1	(1.54)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	65.4	(2.81)	14.6	(2.03)	16.6	(2.32)	3.4!	(1.16)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 14.2. 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, 2011 through 2017—Continued

[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	
2017[3]																
Total	**70.2**	**(1.27)**	**16.4**	**(0.66)**	**12.8**	**(0.74)**	**0.6**	**(0.10)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	72.4	(1.24)	14.6	(0.73)	12.0	(0.77)	0.9	(0.17)	—	(†)	—	(†)	—	(†)	—	(†)
Female	68.2	(1.57)	18.1	(0.94)	13.5	(0.94)	0.3	(0.08)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
White	67.6	(1.73)	16.9	(0.90)	15.0	(0.96)	0.5!	(0.17)	—	(†)	—	(†)	—	(†)	—	(†)
Black	79.2	(2.27)	13.8	(1.45)	6.5	(0.94)	0.6!	(0.21)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	68.7	(1.53)	17.5	(0.85)	13.2	(1.09)	0.6	(0.18)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	87.8	(1.74)	8.2	(1.44)	2.9!	(0.97)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	81.3	(3.17)	9.5	(2.45)	9.0!	(3.20)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	68.2	(8.15)	14.6	(3.29)	‡	(†)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	67.3	(2.50)	20.5	(2.37)	11.5	(1.66)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	70.3	(1.02)	16.6	(0.58)	12.7	(0.64)	0.4	(0.09)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	62.6	(2.39)	18.9	(1.63)	17.6	(1.49)	0.8!	(0.25)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	78.5	(2.77)	11.7	(1.64)	6.5	(1.15)	3.4!	(1.59)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	81.2	(1.23)	11.6	(0.69)	7.0	(0.83)	0.1!	(0.06)	—	(†)	—	(†)	—	(†)	—	(†)
10th	73.0	(1.60)	15.2	(0.92)	11.3	(0.93)	0.6!	(0.26)	—	(†)	—	(†)	—	(†)	—	(†)
11th	65.6	(1.68)	18.5	(1.07)	15.4	(1.15)	0.5!	(0.20)	—	(†)	—	(†)	—	(†)	—	(†)
12th	59.2	(1.92)	21.3	(1.15)	18.5	(1.35)	1.1!	(0.33)	—	(†)	—	(†)	—	(†)	—	(†)

—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]Data on alcohol use at school were not collected from 2013 onward.
[4]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 14.3. 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 or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]													On school property[2]											
	2005		2007		2009		2011		2013		2015		2017	2005		2007		2009		2011		2013		2015		2017
1	2		3		4		5		6		7		8	9		10		11		12		13		14		15
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)**	**29.8**	**(1.27)**	**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)	22.8	(1.90)	—	(†)	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)	33.2	(1.90)	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)	25.7	(2.69)	5.2	(0.62)	5.1	(0.65)	6.1	(0.89)	4.2	(0.68)	—	(†)	—	(†)	—	(†)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	28.9	(2.61)	30.0	(2.69)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	47.4	(4.42)	—	(†)	40.8	(2.44)	36.4	(2.29)	—	(†)	—	(†)	26.2	(1.74)	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)	30.4	(1.54)	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)	28.7	(1.39)	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)	20.5	(0.51)	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)	27.0	(0.74)	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)	24.5	(1.18)	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)	26.5	(1.83)	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)	27.4	(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)	—	(†)	—	(†)	27.6	(1.73)	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)	—	(†)	29.9	(1.42)	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)	26.6	(1.80)	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)	—	(†)	34.0	(3.00)	—	(†)	—	(†)	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)	22.0	(0.68)	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)	25.5	(0.39)	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)	31.4	(2.04)	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)	29.6	(2.54)	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)	32.0	(2.31)	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)	33.1	(1.06)	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)	24.4	(1.63)	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)	25.8	(1.37)	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)	29.6	(0.79)	—	(†)	5.1	(0.73)	4.3	(0.68)	5.6	(0.70)	—	(†)	—	(†)	—	(†)
New Jersey	46.5	(2.65)	—	(†)	45.2	(2.21)	42.9	(2.46)	39.3	(1.92)	—	(†)	—	(†)	3.7	(0.42)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
New Mexico	42.3	(1.93)	43.2	(1.07)	40.5	(1.41)	36.9	(1.40)	28.9	(1.25)	26.1	(0.89)	26.3	(1.49)	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)	27.1	(1.52)	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)	26.5	(1.54)	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)	29.1	(1.67)	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)	31.6	(1.75)	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)	31.1	(1.28)	—	(†)	—	(†)	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)	23.2	(1.50)	5.3	(0.66)	4.8	(0.54)	3.2	(0.50)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 14.3. 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 or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

	Anywhere (including on school property)[1]													On school property[2]													
State or jurisdiction	2005		2007		2009		2011		2013		2015		2017		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14		15	
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)	25.4	(2.04)	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)	—	(†)	25.9	(1.32)	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)	—	(†)	26.8	(1.36)	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)	—	(†)	10.6	(1.40)	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)	33.0	(0.34)	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)	24.5	(1.11)	—	(†)	—	(†)	—	(†)	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)	27.9	(1.41)	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)	—	(†)	30.4	(1.52)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)
Puerto Rico	39.0	(1.71)	—	(†)	—	(†)	30.4	(2.37)	25.5	(2.03)	21.2	(1.45)	23.8	(1.49)	4.4	(0.49)	—	(†)	—	(†)	3.9	(0.85)	—	(†)	—	(†)	—	(†)

—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 from 2013 onward.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for 2005 through 2015 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 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 2017. (This table was prepared June 2018.)

Table 15.1. 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 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Anywhere (including on school property)[1]																								
Total	**17.7**	**(1.22)**	**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)**	**19.8**	**(0.84)**
Sex																								
Male	20.6	(1.61)	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)	20.0	(0.89)
Female	14.6	(1.02)	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)	19.6	(1.14)
Race/ethnicity																								
White	17.3	(1.41)	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)	17.7	(1.12)
Black	18.6	(1.84)	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)	25.3	(1.24)
Hispanic	19.4	(1.33)	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)	23.4	(1.85)
Asian[2]	—	(†)	—	(†)	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)	7.3	(1.79)
Pacific Islander[2]	—	(†)	—	(†)	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)	16.1	(4.08)
American Indian/Alaska Native	17.4	(4.77)	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)	29.7	(6.30)
Two or more races[2]	—	(†)	—	(†)	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)	20.3	(2.27)
Sexual orientation[3]																								
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	20.7	(1.29)	19.1	(0.83)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	32.0	(1.64)	30.6	(1.68)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	26.0	(2.28)	18.9	(2.76)
Grade																								
9th	13.2	(1.10)	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)	13.1	(1.07)
10th	16.5	(1.79)	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)	18.7	(0.93)
11th	18.4	(1.77)	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)	22.6	(1.23)
12th	22.0	(1.40)	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)	25.7	(1.43)
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)**	**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)	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)	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																								
White	5.0	(0.72)	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)	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)	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[2]	—	(†)	—	(†)	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[2]	—	(†)	—	(†)	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	‡	(†)	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[2]	—	(†)	—	(†)	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)	8.1	(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)	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)	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)	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]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]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[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 from 2013 onward.
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), 1993 through 2017. (This table was prepared August 2018.)

Table 15.2. 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, 2011 through 2017

[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	
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																
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[3]																
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																
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[3]																
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																
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)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	79.3	(1.29)	6.7	(0.41)	10.0	(0.87)	4.0	(0.40)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	68.0	(1.64)	10.3	(1.31)	15.7	(1.28)	6.0	(1.00)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	74.0	(2.28)	6.7	(1.50)	11.4	(1.56)	7.8	(1.44)	—	(†)	—	(†)	—	(†)	—	(†)
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.										

Table 15.2. 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, 2011 through 2017—Continued

[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	
2017[3]																
Total	**80.2**	**(0.84)**	**6.7**	**(0.33)**	**9.1**	**(0.52)**	**3.9**	**(0.34)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
Sex																
Male	80.0	(0.89)	6.3	(0.45)	8.9	(0.48)	4.7	(0.45)	—	(†)	—	(†)	—	(†)	—	(†)
Female	80.4	(1.14)	7.1	(0.45)	9.3	(0.73)	3.1	(0.44)	—	(†)	—	(†)	—	(†)	—	(†)
Race/ethnicity																
White	82.3	(1.12)	6.1	(0.51)	8.1	(0.62)	3.5	(0.46)	—	(†)	—	(†)	—	(†)	—	(†)
Black	74.7	(1.24)	7.6	(0.81)	12.4	(1.04)	5.3	(0.66)	—	(†)	—	(†)	—	(†)	—	(†)
Hispanic	76.6	(1.85)	8.6	(0.42)	10.8	(1.39)	4.0	(0.51)	—	(†)	—	(†)	—	(†)	—	(†)
Asian	92.7	(1.79)	2.3	(0.68)	3.5	(0.98)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pacific Islander	83.9	(4.08)	7.1!	(2.46)	6.3!	(2.64)	‡	(†)	—	(†)	—	(†)	—	(†)	—	(†)
American Indian/Alaska Native	70.3	(6.30)	3.0!	(1.34)	12.7!	(4.28)	14.1!	(5.10)	—	(†)	—	(†)	—	(†)	—	(†)
Two or more races	79.7	(2.27)	6.9	(1.14)	8.7	(1.41)	4.7	(1.17)	—	(†)	—	(†)	—	(†)	—	(†)
Sexual orientation[4]																
Heterosexual	80.9	(0.83)	6.6	(0.36)	9.0	(0.50)	3.5	(0.35)	—	(†)	—	(†)	—	(†)	—	(†)
Gay, lesbian, or bisexual	69.4	(1.68)	9.6	(1.39)	13.8	(1.12)	7.3	(1.12)	—	(†)	—	(†)	—	(†)	—	(†)
Not sure	81.1	(2.76)	5.5	(1.37)	7.6	(1.52)	5.8!	(2.00)	—	(†)	—	(†)	—	(†)	—	(†)
Grade																
9th	86.9	(1.07)	5.2	(0.43)	5.7	(0.65)	2.1	(0.37)	—	(†)	—	(†)	—	(†)	—	(†)
10th	81.3	(0.93)	6.7	(0.50)	9.0	(0.76)	3.0	(0.41)	—	(†)	—	(†)	—	(†)	—	(†)
11th	77.4	(1.23)	7.3	(0.46)	10.9	(0.90)	4.4	(0.45)	—	(†)	—	(†)	—	(†)	—	(†)
12th	74.3	(1.43)	8.0	(0.70)	11.5	(1.03)	6.2	(0.73)	—	(†)	—	(†)	—	(†)	—	(†)

—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]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]Data on marijuana use at school were not collected from 2013 onward.
[4]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 15.3. 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 or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]													On school property[2]											
	2005		2007		2009		2011		2013		2015		2017	2005		2007		2009		2011		2013		2015		2017
1	2		3		4		5		6		7		8	9		10		11		12		13		14		15
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)**	**19.8**	**(0.84)**	**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)	21.5	(1.42)	—	(†)	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)	19.5	(2.00)	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)	14.7	(1.49)	4.1	(0.61)	2.8	(0.50)	4.5	(1.02)	3.9	(0.78)	—	(†)	—	(†)	—	(†)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	22.9	(2.19)	21.8	(1.92)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Colorado	22.7	(2.99)	—	(†)	24.8	(2.22)	22.0	(1.16)	—	(†)	—	(†)	19.6	(1.78)	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)	20.4	(1.16)	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)	26.1	(1.38)	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)	33.0	(0.58)	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)	20.2	(0.70)	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)	18.1	(1.07)	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)	16.2	(1.43)	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)	20.8	(1.90)	—	(†)	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)	—	(†)	—	(†)	13.2	(1.80)	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)	—	(†)	13.5	(0.87)	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)	15.8	(1.41)	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)	—	(†)	18.8	(2.00)	—	(†)	—	(†)	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)	18.8	(0.74)	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)	18.4	(0.34)	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)	24.1	(1.40)	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)	23.7	(2.42)	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)	19.9	(1.54)	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)	19.8	(0.95)	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)	13.4	(1.36)	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)	17.9	(1.44)	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)	23.1	(0.68)	—	(†)	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)	27.3	(1.68)	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)	18.4	(0.93)	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)	19.3	(1.53)	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)	15.5	(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)	15.9	(1.74)	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)	17.7	(1.18)	—	(†)	—	(†)	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)	23.3	(1.21)	7.2	(0.65)	6.5	(0.93)	5.1	(0.60)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 15.3. 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 or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property)[1]													On school property[2]												
	2005		2007		2009		2011		2013		2015		2017	2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8	9		10		11		12		13		14		15	
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)	18.6	(1.38)	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)	—	(†)	18.1	(0.95)	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)	—	(†)	17.0	(1.24)	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)	—	(†)	8.1	(0.89)	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)	23.5	(0.30)	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)	16.5	(0.92)	—	(†)	—	(†)	—	(†)	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)	18.5	(1.60)	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)	—	(†)	16.0	(1.60)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)
Puerto Rico	6.8	(0.66)	—	(†)	—	(†)	4.6	(0.71)	4.8	(0.55)	6.0	(0.54)	7.9	(0.84)	2.5	(0.37)	—	(†)	—	(†)	1.6	(0.36)	—	(†)	—	(†)	—	(†)

—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 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 from 2013 onward.
[3]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[4]Ohio data for 2005 through 2013 include both public and private schools.
[5]South Dakota data for 2005 through 2015 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 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 2017. (This table was prepared July 2018.)

Table 15.4. 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 2017

[Standard errors appear in parentheses]

Student characteristic	1993		1995		1997		1999		2001		2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9		10		11		12		13		14	
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)**	**19.8**	**(0.78)**
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)	20.9	(0.77)
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)	18.7	(0.98)
Race/ethnicity																										
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)	17.7	(1.04)
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)	18.9	(1.45)
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)	25.4	(1.22)
Asian[1]	—	(†)	—	(†)	—	(†)	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)	17.7	(1.63)
Pacific Islander[1]	—	(†)	—	(†)	—	(†)	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)	25.7	(4.57)
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)	17.1	(3.42)
Two or more races[1]	—	(†)	—	(†)	—	(†)	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)	19.2	(2.56)
Sexual orientation[2]																										
Heterosexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	20.8	(1.24)	18.9	(0.65)
Gay, lesbian, or bisexual	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	29.3	(2.03)	28.2	(2.00)
Not sure	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	28.4	(3.03)	19.6	(2.65)
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)	18.9	(1.18)
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)	20.3	(1.32)
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)	20.0	(1.15)
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)	19.6	(1.04)
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]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.
[2]Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.
[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. 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), 1993 through 2017. (This table was prepared June 2018.)

Table 15.5. 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 or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003		2005		2007		2009		2011		2013		2015		2017	
1	2		3		4		5		6		7		8		9	
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)**	**19.8**	**(0.78)**
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)	29.1	(1.67)
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)	30.7	(4.82)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	26.1	(1.83)	27.0	(1.48)
Colorado	—	(†)	21.2	(1.81)	—	(†)	22.7	(1.52)	17.2	(1.28)	—	(†)	—	(†)	18.0	(0.82)
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)	28.6	(1.39)
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)	16.8	(1.07)
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)	17.0	(0.67)
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)	22.2	(1.19)
Illinois	—	(†)	—	(†)	21.2	(1.18)	27.5	(1.97)	27.3	(1.46)	27.2	(1.06)	25.6	(1.55)	25.3	(1.70)
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)	—	(†)	—	(†)	22.1	(1.99)
Kansas	—	(†)	16.7	(1.27)	15.0	(1.24)	15.1	(0.78)	24.9	(1.19)	19.4	(1.06)	—	(†)	18.0	(0.99)
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)	22.4	(1.23)
Louisiana	—	(†)	—	(†)	—	(†)	22.8	(1.66)	25.1	(1.82)	—	(†)	—	(†)	28.5	(1.86)
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)	14.0	(0.68)
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)	23.6	(0.30)
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)	20.1	(0.95)
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)	26.0	(1.84)
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)	21.7	(0.72)
Nebraska	23.3	(1.04)	22.0	(0.82)	—	(†)	—	(†)	20.3	(1.01)	19.2	(1.15)	19.9	(1.57)	18.5	(1.40)
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)	29.8	(0.95)
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)	16.3	(0.43)
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)	26.2	(0.94)
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)	21.9	(1.02)
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)	12.1	(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)	22.5	(1.42)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	16.1	(1.07)	—	(†)	—	(†)	19.4	(1.04)	17.9	(0.88)
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)	26.0	(1.55)
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)	—	(†)	23.7	(1.38)
Texas	—	(†)	30.7	(1.73)	26.5	(0.83)	25.9	(1.25)	29.4	(1.34)	26.4	(1.24)	—	(†)	26.7	(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)	—	(†)	25.9	(2.89)
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)	15.2	(0.25)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	24.0	(1.67)	—	(†)	15.6	(0.75)	15.5	(0.76)
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)	24.0	(1.57)
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)	—	(†)	18.4	(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)	—	(†)
Puerto Rico	—	(†)	18.3	(0.89)	—	(†)	—	(†)	18.7	(1.65)	18.3	(1.06)	18.6	(1.32)	22.8	(2.21)

—Not available.
†Not applicable.
[1]U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.
[2]Ohio data for 2003 through 2013 include both public and private schools.
[3]South Dakota data for 2003 through 2015 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 (2003 through 2015), 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 2017. (This table was prepared June 2018.)

Table 16.1. 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 2017

[Standard errors appear in parentheses]

Student or school characteristic	1995[1]	1999[1]	2001[1]	2003[1]	2005[1]	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12
At school											
Total	**11.8 (0.40)**	**7.4 (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)**	**4.2 (0.32)**
Sex											
Male	10.9 (0.51)	6.5 (0.44)	6.4 (0.38)	5.4 (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)	3.4 (0.38)
Female	12.9 (0.58)	8.3 (0.54)	6.4 (0.43)	7.0 (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)	5.1 (0.47)
Race/ethnicity[2]											
White	8.2 (0.36)	5.0 (0.32)	4.9 (0.35)	4.2 (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)	3.6 (0.40)
Black	20.9 (1.36)	13.6 (1.30)	9.0 (0.88)	10.7 (1.23)	9.3 (1.19)	8.6 (1.18)	7.0 (1.12)	4.9 (1.03)	4.6 (0.85)	3.4 (0.76)	6.9 (1.06)
Hispanic	21.1 (1.30)	11.8 (1.20)	10.7 (1.08)	9.6 (0.75)	10.3 (1.16)	7.1 (0.88)	4.9 (0.89)	4.8 (0.59)	4.9 (0.78)	4.8 (0.72)	3.9 (0.50)
Asian/Pacific Islander	16.5 (1.88)	6.2 (0.98)	6.4 (1.22)	6.3 (1.79)	6.1! (1.99)	2.2! (1.00)	5.7! (2.16)	4.3! (1.45)	3.2! (1.04)	2.6! (1.13)	4.0! (1.36)
Asian	— (†)	— (†)	— (†)	6.4 (1.76)	6.2! (2.10)	2.3! (1.05)	5.9! (2.25)	4.2! (1.52)	3.1! (1.09)	2.7! (1.19)	3.9! (1.38)
Pacific Islander	— (†)	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/ Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	14.1 (3.88)
Two or more races	— (†)	— (†)	— (†)	‡ (†)	5.0! (2.18)	2.7! (1.28)	‡ (†)	4.3! (1.59)	3.9! (1.76)	‡ (†)	3.5! (1.63)
Grade											
6th	14.5 (1.15)	10.9 (1.39)	10.7 (1.27)	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)	4.3 (0.81)
7th	15.4 (1.03)	9.5 (0.79)	9.3 (0.96)	8.2 (0.87)	9.1 (1.04)	6.7 (0.86)	6.2 (1.06)	4.5 (0.69)	4.3 (0.69)	4.2 (0.74)	4.9 (0.84)
8th	13.1 (0.84)	8.2 (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)	4.4 (0.76)
9th	11.7 (0.82)	7.1 (0.75)	5.6 (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)	5.6 (0.89)
10th	11.0 (0.83)	7.1 (0.77)	5.1 (0.72)	4.5 (0.68)	5.5 (0.89)	5.2 (0.87)	4.6 (0.79)	3.9 (0.63)	4.4 (0.75)	2.1 (0.56)	5.1 (0.92)
11th	8.9 (0.81)	4.9 (0.68)	4.8 (0.65)	4.8 (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)	3.2 (0.68)
12th	7.9 (0.95)	4.8 (0.89)	2.9 (0.55)	3.7 (0.54)	3.3 (0.69)	3.1 (0.65)	1.9! (0.57)	2.2 (0.57)	2.0 (0.56)	2.0! (0.61)	1.9 (0.48)
Urbanicity[3]											
Urban	18.6 (0.84)	11.7 (0.82)	9.8 (0.59)	9.5 (0.69)	10.5 (0.92)	7.1 (0.81)	6.9 (0.84)	5.2 (0.60)	4.5 (0.60)	4.0 (0.61)	5.5 (0.63)
Suburban	9.9 (0.50)	6.2 (0.42)	4.9 (0.34)	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)	3.7 (0.35)
Rural	8.7 (0.80)	4.8 (0.70)	6.0 (0.98)	4.8 (0.94)	5.1 (0.97)	4.9 (0.59)	3.9 (0.63)	3.0 (0.63)	3.3 (0.62)	3.0 (0.62)	3.8 (0.78)
Control of school											
Public	12.3 (0.43)	7.8 (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)	4.5 (0.34)
Private	7.4 (1.01)	3.6 (0.81)	4.6 (0.93)	3.0 (0.75)	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)**	**4.7 (0.29)**	**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)**	**2.7 (0.26)**
Sex											
Male	— (†)	4.1 (0.34)	3.7 (0.32)	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)	2.1 (0.33)
Female	— (†)	7.4 (0.50)	5.7 (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)	3.4 (0.42)
Race/ethnicity[2]											
White	— (†)	4.3 (0.32)	3.7 (0.30)	3.8 (0.32)	4.2 (0.40)	2.5 (0.28)	2.2 (0.28)	1.6 (0.24)	1.6 (0.30)	1.7 (0.30)	2.3 (0.32)
Black	— (†)	8.8 (1.02)	6.4 (0.89)	10.1 (1.14)	7.3 (0.96)	4.9 (0.73)	5.7 (1.10)	3.5 (0.86)	3.6 (0.78)	2.7! (0.82)	4.1 (1.04)
Hispanic	— (†)	9.0 (1.04)	6.6 (0.76)	7.5 (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)	2.8 (0.45)
Asian/Pacific Islander	— (†)	5.5 (1.12)	6.6 (1.46)	4.9 (1.28)	7.4! (2.66)	‡ (†)	7.4! (2.44)	3.9! (1.23)	2.6! (0.94)	‡ (†)	2.1! (1.04)
Asian	— (†)	‡ (†)	‡ (†)	4.9 (1.31)	(2.86)	‡ (†)	7.1! (2.50)	3.2! (1.15)	2.9! (1.03)	‡ (†)	2.1! (1.06)
Pacific Islander	— (†)	‡ (†)	‡ (†)	‡ (†)	(†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/ Alaska Native	— (†)	‡ (†)	7.7! (3.67)	‡ (†)	(†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	‡ (†)	‡ (†)	‡ (†)	3.1! (†)	‡ (†)	‡ (†)	‡ (†)	4.4! (1.96)	‡ (†)	4.5! (1.75)
Grade											
6th	— (†)	7.9 (1.12)	6.4 (1.16)	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)	2.3 (0.69)
7th	— (†)	6.1 (0.73)	5.5 (0.80)	6.7 (0.81)	7.5 (0.89)	3.0 (0.55)	4.0 (0.78)	2.7 (0.58)	2.2 (0.54)	2.2 (0.54)	3.0 (0.73)
8th	— (†)	5.6 (0.67)	4.5 (0.61)	5.4 (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)	2.7 (0.57)
9th	— (†)	4.6 (0.63)	4.5 (0.63)	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)	3.1 (0.63)
10th	— (†)	4.8 (0.63)	4.2 (0.64)	5.4 (0.68)	4.7 (0.66)	3.0 (0.60)	5.5 (0.96)	1.7 (0.46)	4.4 (0.83)	1.2! (0.41)	2.9 (0.71)
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)	3.6 (0.79)
12th	— (†)	6.1 (0.87)	3.3 (0.63)	5.0 (0.73)	5.4 (0.98)	3.2 (0.61)	2.1 (0.63)	1.0! (0.37)	1.3! (0.46)	2.1 (0.63)	1.1! (0.35)
Urbanicity[3]											
Urban	— (†)	9.2 (0.83)	7.5 (0.69)	8.2 (0.61)	6.7 (0.61)	5.3 (0.67)	5.8 (0.87)	3.4 (0.42)	4.0 (0.54)	2.8 (0.54)	3.3 (0.56)
Suburban	— (†)	5.1 (0.32)	3.9 (0.33)	4.4 (0.35)	4.6 (0.43)	2.7 (0.36)	2.5 (0.33)	2.2 (0.30)	2.2 (0.42)	2.3 (0.39)	2.4 (0.28)
Rural	— (†)	3.0 (0.71)	3.0 (0.59)	4.1 (0.70)	4.7 (0.98)	2.8 (0.54)	1.9 (0.48)	1.0! (0.35)	1.7 (0.49)	1.1! (0.36)	2.6 (0.70)
Control of school											
Public	— (†)	5.8 (0.33)	4.6 (0.30)	5.5 (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)	2.7 (0.26)
Private	— (†)	5.0 (0.93)	5.2 (1.09)	4.8 (0.92)	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. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[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 who responded "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." Some data have been revised from previously reported figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 17.1. Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student and school characteristics: Selected years, 1995 through 2017

[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		2017	
1	2		3		4		5		6		7		8		9		10		11		12	
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)**	**6.1**	**(0.39)**
Avoided one or more places in school[3]																						
Total	8.7	(0.30)	4.7	(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)	4.9	(0.34)
Entrance to the school	2.1	(0.15)	1.1	(0.14)	1.3	(0.11)	1.2	(0.12)	1.0	(0.14)	1.5	(0.15)	0.9	(0.15)	0.9	(0.13)	0.8	(0.14)	0.9	(0.14)	0.9	(0.13)
Hallways or stairs in school	4.3	(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)	2.2	(0.24)
Parts of the school cafeteria	2.5	(0.19)	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)	2.3	(0.27)
Any school restrooms	4.5	(0.22)	2.2	(0.19)	2.2	(0.19)	2.1	(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)	2.2	(0.25)
Other places inside the school building	2.5	(0.18)	1.4	(0.17)	1.4	(0.14)	1.3	(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)	1.1	(0.18)
Sex																						
Male	8.9	(0.43)	4.7	(0.35)	4.8	(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)	4.1	(0.40)
Female	8.6	(0.46)	4.6	(0.40)	4.7	(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)	5.7	(0.51)
Race/ethnicity[4]																						
White	7.1	(0.33)	3.8	(0.29)	3.9	(0.29)	3.1	(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)	4.5	(0.49)
Black	12.2	(1.04)	6.8	(0.92)	6.6	(0.74)	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)	6.5	(1.10)
Hispanic	13.0	(0.98)	6.2	(0.73)	5.6	(0.72)	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)	5.0	(0.72)
Asian/Pacific Islander	12.8	(1.87)	4.7	(0.92)	7.0	(1.35)	4.6	(1.14)	3.2!	(1.06)	1.8!	(0.88)	3.5!	(1.47)	2.5!	(0.99)	4.0!	(1.25)	3.7!	(1.28)	3.5!	(1.28)
Asian	—	(†)	—	(†)	—	(†)	3.9	(1.04)	2.5!	(0.88)	‡	(†)	3.7!	(1.53)	2.7!	(1.06)	3.8!	(1.26)	3.7!	(1.33)	3.6!	(1.30)
Pacific Islander	—	(†)	—	(†)	—	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	10.0!	(4.47)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	12.2!	(4.95)	‡	(†)	‡	(†)
Two or more races	—	(†)	—	(†)	—	(†)	5.7!	(2.52)	‡	(†)	4.7!	(1.65)	‡	(†)	3.7!	(1.31)	4.5!	(1.87)	‡	(†)	6.6!	(2.08)
Grade																						
6th	11.8	(1.01)	6.0	(0.93)	6.9	(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)	7.0	(1.29)
7th	11.9	(0.90)	6.1	(0.72)	6.3	(0.80)	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)	6.6	(0.93)
8th	8.9	(0.77)	5.6	(0.71)	5.2	(0.63)	4.7	(0.64)	4.5	(0.67)	5.9	(0.84)	4.8	(0.93)	5.2	(0.75)	2.7	(0.62)	4.0	(0.80)	3.6	(0.65)
9th	9.6	(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)	6.8	(1.04)
10th	7.8	(0.76)	4.8	(0.61)	4.3	(0.64)	3.1	(0.55)	4.2	(0.65)	5.5	(0.80)	4.2	(0.88)	5.4	(0.72)	4.0	(0.72)	2.8	(0.53)	4.3	(0.84)
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)	4.3	(0.83)
12th	4.1	(0.74)	2.4	(0.51)	3.0	(0.65)	1.2!	(0.42)	1.3!	(0.41)	3.2	(0.71)	1.6!	(0.50)	3.7	(0.71)	2.3	(0.62)	3.3	(0.81)	2.6	(0.59)
Urbanicity[5]																						
Urban	11.8	(0.74)	5.8	(0.48)	6.0	(0.53)	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)	5.9	(0.77)
Suburban	8.0	(0.40)	4.7	(0.38)	4.4	(0.38)	3.5	(0.31)	3.8	(0.36)	5.2	(0.38)	3.1	(0.38)	4.6	(0.36)	3.3	(0.33)	4.0	(0.42)	4.7	(0.39)
Rural	7.1	(0.65)	3.0	(0.57)	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)	3.7	(0.67)
School control																						
Public	9.4	(0.33)	5.0	(0.31)	5.0	(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)	5.1	(0.36)
Private	2.2	(0.47)	1.6	(0.45)	2.0!	(0.70)	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)	2.6!	(0.98)
Avoided school activities or classes[6]																						
Total	—	(†)	3.2	(0.22)	2.3	(0.19)	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)	2.4	(0.24)
Any activities[7]	1.7	(0.15)	0.9	(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)	1.3	(0.17)
Any classes	—	(†)	0.6	(0.09)	0.6	(0.09)	0.6	(0.11)	0.7	(0.13)	0.7	(0.12)	0.6	(0.13)	0.7	(0.10)	0.5	(0.10)	0.6	(0.11)	0.8	(0.12)
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)	1.2	(0.16)

—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]In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.
[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. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.
[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." Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000[1]		2003–04		2005–06		2007–08		2009–10[2]		2015–16[2]	
1	2		3		4		5		6		7	
Number of schools taking at least one action												
Total, in response to any listed offense[3]	—	(†)	36,800	(960)	40,000	(990)	38,500	(1,010)	32,300	(940)	31,100	(900)
Physical fights or attacks	29,000	(840)	25,800	(780)	26,300	(880)	26,100	(740)	24,000	(770)	22,500	(900)
Insubordination	15,000	(640)	17,400	(690)	17,700	(700)	17,800	(800)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	7,400	(400)	8,500	(380)	8,100	(400)	7,600	(320)	6,700	(340)
Distribution, possession, or use of illegal drugs	—	(†)	17,000	(470)	17,400	(490)	16,000	(470)	16,100	(400)	15,600	(500)
Use or possession of firearm or explosive device	—	(†)	3,200	(320)	3,800	(290)	2,300	(220)	2,500	(340)	1,700	(240)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	13,500	(690)	16,100	(760)	12,700	(650)	11,200	(650)	8,700	(510)
Percent of schools taking at least one action												
Total, in response to any listed offense[3]	—	(†)	45.7	(1.15)	48.1	(1.17)	46.4	(1.16)	39.1	(1.14)	37.2	(1.06)
Physical fights or attacks	35.4	(1.02)	32.0	(0.94)	31.6	(1.00)	31.5	(0.89)	29.0	(0.94)	26.9	(1.06)
Insubordination	18.3	(0.79)	21.6	(0.85)	21.2	(0.84)	21.4	(0.95)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	9.2	(0.50)	10.2	(0.47)	9.8	(0.48)	9.2	(0.39)	8.1	(0.40)
Distribution, possession, or use of illegal drugs	—	(†)	21.2	(0.58)	20.8	(0.61)	19.3	(0.53)	19.5	(0.48)	18.6	(0.59)
Use or possession of firearm or explosive device	—	(†)	3.9	(0.40)	4.5	(0.35)	2.8	(0.26)	3.0	(0.41)	2.0	(0.29)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	16.8	(0.84)	19.4	(0.91)	15.3	(0.77)	13.5	(0.78)	10.4	(0.61)
Number of actions taken in response to offenses												
Total, in response to any listed offense	—	(†)	655,700	(29,160)	842,400	(46,080)	767,900	(44,010)	433,800	(22,880)	305,700	(11,500)
Physical fights or attacks	332,500	(27,420)	273,500	(14,450)	328,900	(16,880)	271,800	(15,180)	265,100	(22,170)	178,000	(10,890)
Insubordination	253,500	(27,720)	220,400	(16,990)	312,900	(34,200)	327,100	(38,470)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	25,500	(1,600)	30,500	(1,910)	28,400	(1,470)	28,700	(1,920)	18,400	(1,180)
Distribution, possession, or use of illegal drugs	—	(†)	91,100	(3,410)	108,300	(4,930)	98,700	(5,780)	105,400	(4,070)	83,800	(3,670)
Use or possession of firearm or explosive device	—	(†)	9,900!	(4,300)	14,500	(2,740)	5,200	(910)	5,800	(1,360)	4,100!	(1,240)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	35,400	(1,470)	47,300	(2,100)	36,800	(2,630)	28,800	(1,580)	21,300	(1,430)
Percentage distribution of actions taken												
Total, in response to any listed offense	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	74.2	(1.60)	74.2	(1.98)	76.0	(1.63)	73.9	(1.79)	71.7	(1.32)
Removal with no services for remainder of school year	—	(†)	4.8	(0.72)	5.4	(0.77)	5.4	(1.06)	6.1	(0.86)	4.3	(0.49)
Transfer to specialized schools	—	(†)	21.0	(1.49)	20.4	(1.77)	18.7	(1.38)	20.0	(1.36)	23.9	(1.18)
Physical fights or attacks	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	85.1	(1.78)	80.8	(1.67)	80.8	(1.58)	78.7	(1.40)	81.2	(2.18)	79.4	(1.60)
Removal with no services for remainder of school year	9.0	(1.64)	3.6	(0.76)	4.1	(0.71)	4.4	(0.72)	5.0	(1.22)	2.9	(0.53)
Transfer to specialized schools	5.9	(0.59)	15.5	(1.59)	15.1	(1.40)	16.9	(1.19)	13.9	(1.57)	17.7	(1.50)
Insubordination	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	—	(†)	—	(†)
Out-of-school suspensions lasting 5 days or more	81.6	(3.27)	78.1	(2.54)	76.0	(4.24)	82.2	(3.14)	—	(†)	—	(†)
Removal with no services for remainder of school year	15.0	(3.16)	3.1!	(1.53)	4.1!	(1.57)	‡	(†)	—	(†)	—	(†)
Transfer to specialized schools	3.4	(0.76)	18.8	(2.41)	19.9	(3.62)	13.1	(2.29)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	70.8	(2.91)	77.0	(2.07)	73.9	(2.56)	74.3	(2.23)	67.7	(2.94)
Removal with no services for remainder of school year	—	(†)	5.5	(1.56)	4.5	(0.80)	4.5	(1.00)	4.0	(0.92)	3.7	(0.89)
Transfer to specialized schools	—	(†)	23.7	(2.82)	18.5	(2.01)	21.6	(1.97)	21.7	(2.27)	28.6	(3.00)
Distribution, possession, or use of illegal drugs	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	53.4	(2.27)	55.6	(1.96)	55.4	(2.05)	59.6	(1.70)	58.8	(2.07)
Removal with no services for remainder of school year	—	(†)	10.1	(0.91)	10.2	(0.90)	9.1	(1.10)	8.0	(0.94)	6.9	(0.96)
Transfer to specialized schools	—	(†)	36.4	(2.23)	34.2	(2.02)	35.5	(1.84)	32.4	(1.57)	34.3	(2.08)

See notes at end of table.

Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000[1]		2003–04		2005–06		2007–08		2009–10[2]		2015–16[2]	
1	2		3		4		5		6		7	
Use or possession of firearm or explosive device	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	66.6!	(25.42)	67.9	(7.07)	52.9	(5.94)	55.5	(9.64)	66.3	(14.94)
Removal with no services for remainder of school year	—	(†)	‡	(†)	10.9	(2.89)	18.3	(5.18)	22.2	(4.96)	8.3!	(3.69)
Transfer to specialized schools	—	(†)	‡	(†)	21.2	(5.59)	28.8	(3.96)	22.3!	(7.91)	25.3!	(12.63)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	57.2	(2.20)	60.0	(1.89)	60.3	(2.24)	62.2	(2.44)	63.0	(2.47)
Removal with no services for remainder	—	(†)	7.7	(0.81)	10.8	(1.09)	7.8	(1.29)	8.8	(1.31)	6.2	(1.46)
Transfer to specialized schools	—	(†)	35.1	(2.04)	29.2	(1.83)	31.9	(1.75)	29.0	(2.32)	30.9	(2.56)
Number of students involved in offenses[5]												
Total, all listed offenses	—	(†)	3,912,500	(162,670)	3,919,500	(129,350)	4,783,700	(324,130)	1,057,200	(31,810)	826,300	(37,980)
Physical fights or attacks	766,900	(50,410)	1,108,600	(46,250)	1,026,100	(35,050)	987,900	(42,620)	820,100	(27,890)	633,300	(37,820)
Insubordination	1,104,200	(69,490)	2,558,500	(131,830)	2,606,700	(107,660)	3,589,300	(319,390)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	44,100	(2,290)	49,900	(2,750)	38,700	(1,690)	42,200	(2,450)	30,200	(1,670)
Distribution, possession, or use of illegal drugs	—	(†)	118,900	(4,590)	119,400	(4,350)	106,300	(4,240)	125,700	(5,540)	119,200	(6,310)
Use or possession of firearm or explosive device	—	(†)	‡	(†)	55,700	(16,540)	13,400!	(4,270)	27,100!	(11,180)	9,900!	(3,090)
Use or possession of weapon other than firearm or explosive device[4]	—	(†)	57,500	(4,260)	61,700	(2,540)	48,100	(3,430)	42,100	(2,220)	33,800	(2,420)

—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]In the 1999–2000 questionnaire, only two items are the same as in questionnaires for later years: the item on physical attacks or fights and the item on insubordination. There are no comparable 1999–2000 data for serious disciplinary actions taken in response to the other specific offenses listed in this table, nor for total actions taken in response to all the listed offenses.
[2]Totals for 2009–10 and 2015–16 are not comparable to totals for other years, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination.
[3]Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.
[4]Prior to 2005–06, the questionnaire wording was simply "a weapon other than a firearm" (instead of "a weapon other than a firearm or explosive device").
[5]Includes all students involved in committing the listed offenses regardless of the disciplinary action taken. If more than one student was involved in a single incident, each student was counted separately. If one student was involved in multiple incidents, that student was counted more than once; for example, a student involved in two separate incidents would be counted twice.
NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. 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 and because schools that reported serious disciplinary actions in response to more than one type of offense were counted only once in the total number or percentage of schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016. (This table was prepared September 2017.)

Table 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total, at least one action[1]		Type of offense: Physical attacks or fights		Distribution, possession, or use of alcohol		Distribution, possession, or use of illegal drugs		Use or possession of a firearm or explosive device		Use or possession of a weapon other than a firearm or explosive device	
1	2		3		4		5		6		7	
Total	**37.2**	**(1.06)**	**26.9**	**(1.06)**	**8.1**	**(0.40)**	**18.6**	**(0.59)**	**2.0**	**(0.29)**	**10.4**	**(0.61)**
School level[2]												
Primary	17.5	(1.81)	13.1	(1.79)	‡	(†)	2.2	(0.66)	0.8!	(0.39)	3.8	(0.71)
Middle	60.9	(1.43)	43.9	(1.57)	10.4	(1.06)	30.9	(1.46)	2.6	(0.65)	19.3	(1.31)
High school	77.6	(1.80)	56.6	(1.92)	31.8	(1.32)	61.8	(1.84)	6.0	(1.06)	22.5	(1.52)
Combined	50.3	(5.06)	32.4	(4.66)	14.9	(3.70)	28.5	(4.52)	‡	(†)	14.6	(3.39)
Enrollment size												
Less than 300	25.1	(2.80)	16.9	(2.28)	2.9	(0.82)	8.4	(1.98)	‡	(†)	2.8!	(0.87)
300 to 499	25.7	(1.89)	17.2	(1.79)	4.2	(0.75)	11.6	(1.01)	1.4!	(0.50)	5.9	(1.19)
500 to 999	41.8	(1.96)	31.0	(1.74)	7.5	(0.75)	18.2	(0.98)	1.6	(0.45)	11.9	(1.00)
1,000 or more	79.0	(1.97)	60.7	(1.93)	31.8	(2.00)	61.9	(2.03)	6.4	(1.37)	33.3	(2.54)
Locale												
City	40.0	(2.69)	30.7	(2.48)	6.1	(0.61)	19.2	(1.48)	2.1	(0.59)	11.0	(1.33)
Suburban	35.7	(1.93)	26.0	(1.82)	7.7	(0.67)	18.2	(0.87)	2.1	(0.58)	12.4	(1.36)
Town	50.0	(3.58)	33.0	(3.08)	10.1	(1.35)	26.5	(2.48)	2.7!	(1.19)	11.5	(2.76)
Rural	30.0	(1.96)	21.1	(1.62)	9.4	(1.01)	14.6	(1.03)	1.6!	(0.53)	6.6	(0.90)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/ Alaska Native students, and students of Two or more races												
Less than 5 percent	30.7	(5.08)	15.7	(3.02)	10.3	(2.78)	16.9	(3.60)	‡	(†)	8.9!	(2.77)
5 percent to less than 20 percent	31.9	(2.55)	22.3	(2.08)	8.9	(1.05)	17.0	(1.48)	1.5!	(0.65)	7.5	(1.01)
20 percent to less than 50 percent	36.5	(2.49)	26.1	(2.00)	8.3	(0.74)	19.2	(2.05)	1.8!	(0.60)	9.5	(1.26)
50 percent or more	41.9	(2.01)	31.8	(1.80)	7.1	(0.76)	19.4	(1.10)	2.4	(0.52)	12.8	(1.29)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	24.6	(2.20)	17.2	(2.05)	8.6	(1.09)	14.3	(1.44)	0.5!	(0.25)	6.2	(0.84)
26 to 50 percent	34.4	(1.82)	22.7	(1.41)	8.6	(0.74)	20.0	(1.40)	0.8!	(0.26)	9.2	(1.05)
51 to 75 percent	41.3	(2.39)	31.1	(2.22)	9.2	(1.11)	19.1	(1.34)	3.7	(0.91)	12.3	(1.32)
76 to 100 percent	43.5	(2.54)	32.7	(2.48)	6.1	(0.95)	19.4	(1.73)	2.6	(0.67)	12.1	(1.61)
Student/teacher ratio[3]												
Less than 12	31.6	(3.19)	21.4	(3.01)	6.9	(1.63)	7.0	(1.42)	2.8!	(1.22)	9.3	(2.03)
12 to 16	38.6	(2.02)	27.1	(1.75)	7.9	(0.81)	21.4	(1.62)	1.3!	(0.48)	9.7	(1.08)
More than 16	37.7	(1.85)	28.2	(1.79)	8.5	(0.55)	19.8	(1.04)	2.3	(0.41)	11.0	(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]Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.
[2]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.
[3]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), 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: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. Percentages of schools taking such actions are based on all public schools, rather than only those at which offenses occurred. 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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 19.1. Percentage of public schools with various safety and security measures: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

School safety and security measures	1999–2000		2003–04		2005–06		2007–08		2009–10		2013–14[1]		2015–16	
1	2		3		4		5		6		7		8	
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)	94.1	(0.64)
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)	49.9	(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)	93.5	(0.69)
Classrooms equipped with locks so that doors can be locked from inside	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	66.7	(1.34)
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)	21.5	(1.36)
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)	53.1	(1.22)
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)	7.0	(0.53)
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)	67.9	(1.36)
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)	3.9	(0.44)
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)	50.4	(1.24)
Drug testing														
Athletes	—	(†)	4.2	(0.44)	5.0	(0.46)	6.4	(0.48)	6.0	(0.52)	6.6	(0.59)	7.2	(0.55)
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)	6.0	(0.53)
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)	4.5	(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)	1.8	(0.32)
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)	24.6	(0.85)
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)	11.9	(0.78)
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)	79.3	(1.14)
Provided electronic notification system for schoolwide emergency	—	(†)	—	(†)	—	(†)	43.2	(1.26)	63.1	(1.40)	81.6	(1.12)	73.0	(1.35)
Provided structured anonymous threat reporting system[3]	—	(†)	—	(†)	—	(†)	31.2	(1.22)	35.9	(1.19)	46.5	(1.63)	43.9	(1.58)
Had silent alarms directly connected to law enforcement	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	27.1	(1.23)
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)	80.6	(0.96)
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)	73.3	(1.22)
Limited access to social networking sites from school computers	—	(†)	—	(†)	—	(†)	—	(†)	93.4	(0.59)	91.9	(0.80)	89.1	(0.88)
Prohibited use of cell phones and text messaging devices	—	(†)	—	(†)	—	(†)	—	(†)	90.9	(0.67)	75.9	(1.07)	65.8	(1.36)

—Not available.
†Not applicable.
[1]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS 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 difference in survey administration may have impacted the 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, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014. (This table was prepared September 2017.)

Table 19.2. Percentage of public schools with various safety and security measures, by selected school characteristics: 2015–16

[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 uniforms required		Strict dress code enforced		Student badges or picture IDs required		Faculty/staff badges or picture IDs required		Book bags 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		6		7		8		9		10		11		12		13		14		15	
Total	**83,600**	**(210)**	**100.0**	**(†)**	**94.1**	**(0.64)**	**49.9**	**(1.53)**	**21.5**	**(1.36)**	**53.1**	**(1.22)**	**7.0**	**(0.53)**	**67.9**	**(1.36)**	**3.9**	**(0.44)**	**4.5**	**(0.48)**	**1.8**	**(0.32)**	**24.6**	**(0.85)**	**11.9**	**(0.78)**	**80.6**	**(0.96)**
School level[5]																												
Primary	49,100	(180)	58.7	(0.14)	95.6	(0.87)	55.4	(2.23)	25.4	(2.07)	46.5	(2.03)	2.9	(0.75)	73.2	(2.05)	2.0!	(0.61)	2.0!	(0.65)	‡	(†)	5.9	(0.99)	3.1!	(0.97)	73.2	(1.43)
Middle	15,600	(30)	18.7	(0.06)	94.4	(0.87)	45.3	(2.12)	19.5	(1.55)	70.0	(1.84)	13.0	(1.09)	68.4	(1.87)	8.2	(1.09)	7.1	(1.06)	2.7	(0.74)	41.5	(1.95)	16.3	(1.12)	88.6	(1.30)
High school	12,800	(50)	15.3	(0.06)	89.6	(1.21)	45.3	(1.87)	12.0	(1.27)	55.0	(1.42)	16.2	(1.28)	60.6	(2.22)	6.5	(1.04)	10.6	(1.10)	5.9	(1.11)	62.3	(2.07)	32.6	(1.92)	94.2	(1.28)
Combined	6,200	(120)	7.4	(0.13)	90.2	(4.10)	26.7	(4.72)	14.7	(3.60)	59.1	(5.82)	4.9!	(2.26)	38.9	(5.50)	‡	(†)	4.7!	(2.15)	‡	(†)	51.9	(6.43)	28.1	(4.87)	91.3	(3.78)
Enrollment size																												
Less than 300	18,200	(190)	21.7	(0.18)	89.9	(2.24)	38.6	(3.71)	15.9	(2.51)	46.6	(3.28)	3.3!	(1.32)	45.9	(3.95)	2.8	(0.82)	2.0!	(0.72)	2.0!	(0.69)	21.9	(2.22)	12.9	(2.16)	73.8	(3.06)
300 to 499	25,000	(110)	29.9	(0.12)	95.5	(1.10)	48.0	(2.97)	22.8	(2.34)	49.3	(2.64)	3.5	(0.85)	70.5	(2.74)	4.3	(1.06)	2.9!	(0.98)	1.5!	(0.71)	18.9	(1.53)	8.9	(1.66)	81.2	(2.32)
500 to 999	31,700	(90)	38.0	(0.12)	96.0	(0.66)	55.9	(2.49)	25.0	(2.15)	58.3	(2.20)	8.1	(1.10)	76.2	(1.57)	3.4	(0.53)	4.7	(0.72)	1.6!	(0.50)	22.7	(1.09)	10.5	(1.05)	81.3	(1.64)
1,000 or more	8,700	(10)	10.4	(0.03)	91.8	(0.95)	57.1	(2.40)	16.5	(1.71)	58.4	(2.18)	20.4	(1.64)	75.9	(2.14)	6.8	(1.25)	13.3	(1.32)	3.3	(0.63)	53.4	(2.13)	23.3	(1.93)	90.9	(1.34)
Locale																												
City	22,800	(110)	27.2	(0.11)	95.7	(0.94)	60.2	(2.71)	41.6	(3.40)	61.4	(3.32)	11.7	(1.52)	64.5	(3.31)	4.7	(0.87)	8.8	(1.36)	5.6	(1.13)	14.9	(1.34)	10.8	(1.48)	80.7	(2.25)
Suburban	27,400	(90)	32.7	(0.11)	95.5	(0.97)	51.7	(2.32)	18.1	(1.90)	46.0	(2.36)	7.3	(0.75)	81.0	(1.74)	2.5	(0.56)	3.8	(0.67)	0.4!	(0.15)	19.5	(1.23)	8.2	(0.81)	78.0	(1.92)
Town	11,000	(80)	13.1	(0.09)	92.8	(1.94)	46.0	(4.35)	16.0	(3.26)	52.4	(4.20)	4.6	(1.19)	65.8	(3.89)	5.7!	(1.84)	3.1!	(1.07)	‡	(†)	31.4	(1.74)	14.9	(1.47)	81.0	(3.05)
Rural	22,500	(150)	26.9	(0.15)	91.4	(1.85)	39.1	(3.33)	7.9	(1.71)	53.7	(2.68)	2.9!	(0.92)	56.3	(2.60)	3.9	(0.92)	1.5	(0.44)	0.6!	(0.23)	37.1	(2.74)	16.0	(2.01)	83.6	(2.10)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races																												
Less than 5 percent	5,300	(550)	6.3	(0.65)	97.3	(2.70)	35.0	(6.56)	‡	(†)	50.6	(6.21)	‡	(†)	53.2	(5.76)	‡	(†)	‡	(†)	‡	(†)	37.0	(6.28)	22.6	(5.38)	82.5	(6.01)
5 percent to less than 20 percent	21,300	(900)	25.5	(1.09)	93.2	(1.49)	34.5	(2.94)	3.4	(1.00)	40.2	(2.85)	4.1	(1.07)	71.5	(2.63)	2.9	(0.67)	1.1!	(0.50)	‡	(†)	32.6	(2.69)	11.4	(1.57)	82.7	(2.17)
20 percent to less than 50 percent	21,900	(800)	26.2	(0.94)	93.3	(1.30)	45.4	(3.11)	7.9	(1.35)	44.2	(2.87)	4.7	(0.62)	73.8	(2.19)	2.7	(0.56)	2.7	(0.71)	‡	(†)	23.6	(1.95)	9.4	(1.26)	84.0	(2.10)
50 percent or more	35,100	(1,110)	42.0	(1.32)	94.7	(0.88)	64.3	(2.09)	43.6	(2.48)	66.8	(2.08)	11.1	(1.14)	64.2	(2.55)	5.3	(0.77)	8.3	(0.99)	4.1	(0.71)	18.4	(1.34)	12.1	(1.17)	76.9	(1.81)
Percent of students eligible for free or reduced-price lunch																												
0 to 25 percent	13,900	(920)	16.6	(1.10)	94.3	(1.69)	43.6	(2.95)	8.4	(2.14)	36.5	(3.45)	7.2	(1.41)	77.9	(3.12)	2.0!	(0.77)	1.1!	(0.56)	‡	(†)	18.1	(1.93)	5.5	(0.88)	78.2	(3.35)
26 to 50 percent	23,400	(1,070)	28.0	(1.28)	93.5	(1.14)	40.6	(3.00)	6.2	(1.32)	42.8	(2.87)	4.0	(0.54)	69.8	(2.57)	2.5	(0.52)	1.6!	(0.47)	‡	(†)	30.3	(1.91)	12.0	(1.38)	83.0	(1.97)
51 to 75 percent	23,000	(1,100)	27.6	(1.30)	92.9	(1.66)	50.8	(3.17)	17.8	(2.31)	57.6	(2.35)	8.5	(1.12)	65.8	(3.02)	3.2	(0.70)	3.8	(0.54)	1.0!	(0.38)	30.3	(2.23)	14.1	(1.63)	83.3	(2.52)
76 to 100 percent	23,300	(1,120)	27.9	(1.34)	95.7	(0.89)	62.0	(2.67)	48.3	(3.05)	68.7	(2.91)	8.2	(1.23)	61.9	(3.29)	7.1	(1.13)	10.0	(1.46)	5.4	(1.04)	16.9	(1.60)	13.4	(1.52)	77.1	(2.49)

†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.
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, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios																							
	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Percent that have drilled students during the current school year on the use of selected emergency procedures[1] Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
2003–04[9,10]																								
All public schools	**78.5**	**(1.17)**	**96.0**	**(0.52)**	**73.5**	**(1.12)**	**94.0**	**(0.71)**	**69.2**	**(1.15)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
School level[11]																								
Primary	75.5	(1.87)	96.9	(0.73)	73.0	(1.62)	94.5	(0.95)	70.6	(1.73)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Middle	86.1	(1.20)	96.9	(0.53)	77.6	(1.25)	95.6	(0.66)	70.3	(1.49)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
High school	85.7	(1.29)	95.4	(0.82)	78.9	(1.60)	96.1	(0.84)	72.5	(1.60)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Combined	72.0	(4.69)	88.5	(3.62)	58.3	(4.58)	82.6	(4.39)	51.2	(4.88)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 499	79.7	(2.25)	97.3	(0.78)	74.7	(2.23)	94.1	(1.20)	72.4	(2.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 999	81.5	(1.46)	97.5	(0.59)	76.6	(1.58)	96.8	(0.67)	72.3	(1.68)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
1,000 or more	85.3	(1.67)	96.8	(0.77)	81.4	(1.85)	96.7	(0.98)	73.8	(2.03)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Locale																								
City	74.0	(2.71)	95.8	(0.96)	67.4	(2.92)	92.9	(1.43)	70.7	(2.62)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	80.9	(1.65)	97.1	(0.95)	78.5	(1.74)	96.7	(0.73)	74.3	(1.86)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Town	80.5	(2.85)	96.6	(1.39)	75.4	(3.36)	95.3	(1.28)	65.1	(3.10)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Rural	78.8	(2.15)	94.8	(1.10)	72.2	(2.36)	91.3	(1.57)	64.2	(2.63)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
50 percent or more	75.7	(2.44)	94.3	(1.05)	68.2	(2.57)	92.7	(1.67)	69.4	(2.35)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	80.9	(1.77)	96.7	(0.85)	76.5	(1.69)	95.2	(1.13)	72.9	(1.95)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	81.5	(1.98)	96.9	(0.76)	78.4	(1.75)	95.4	(0.98)	71.4	(2.05)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	77.4	(2.45)	95.9	(1.23)	69.7	(2.84)	93.8	(1.48)	66.2	(3.17)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	71.7	(3.38)	93.8	(1.61)	65.9	(3.38)	90.2	(2.45)	63.8	(3.23)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2005–06[9,10]																								
All public schools	**79.3**	**(1.31)**	**95.0**	**(0.65)**	**73.1**	**(1.12)**	**94.5**	**(0.65)**	**70.5**	**(1.04)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
School level[11]																								
Primary	74.5	(2.16)	94.6	(1.09)	71.1	(1.98)	93.5	(1.02)	68.9	(1.73)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Middle	84.2	(1.27)	96.6	(0.61)	75.4	(1.53)	96.7	(0.55)	73.9	(1.68)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
High school	86.9	(1.39)	95.5	(0.76)	77.2	(1.44)	96.6	(0.88)	71.8	(1.40)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Combined	88.4	(3.53)	93.4	(2.32)	75.0	(3.28)	92.9	(2.31)	71.9	(3.58)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures[1]		
	Shootings[2]	Natural disasters[3]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[4]	Suicide threat or incident	Severe risk of terrorist attack[5]	Pandemic flu	Post-crisis reunification of students with their families	Evacuation[6]	Lockdown[7]	Shelter-in-place[8]
1	2	3	4	5	6	7	8	9	10	11	12	13
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)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
300 to 499	77.8 (2.05)	96.9 (0.81)	76.0 (2.13)	96.0 (0.99)	69.5 (2.48)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
500 to 999	82.0 (1.42)	97.1 (0.52)	72.9 (1.85)	96.4 (0.69)	72.5 (1.77)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
1,000 or more	86.3 (1.67)	95.6 (0.95)	78.3 (1.77)	97.0 (0.95)	72.6 (2.09)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Locale												
City	76.3 (2.34)	93.9 (1.24)	66.3 (2.12)	94.4 (1.13)	68.7 (2.24)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	81.2 (1.63)	96.5 (0.82)	77.3 (1.58)	97.1 (0.73)	75.7 (1.70)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Town	81.4 (3.39)	95.0 (2.05)	69.1 (3.58)	95.8 (1.83)	64.6 (4.11)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	79.1 (2.31)	94.2 (1.22)	75.4 (2.14)	91.5 (1.70)	68.4 (2.09)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
50 percent or more	75.5 (1.96)	94.4 (1.16)	65.0 (1.82)	93.1 (1.10)	65.9 (2.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	82.1 (1.87)	96.2 (0.89)	76.3 (1.50)	95.3 (1.20)	75.5 (1.66)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	80.6 (2.06)	95.7 (1.02)	75.8 (2.20)	96.7 (1.03)	72.7 (2.21)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	81.8 (2.23)	95.1 (1.43)	73.7 (2.25)	94.3 (1.29)	71.3 (2.55)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	69.8 (2.68)	91.8 (2.07)	63.5 (2.67)	90.2 (1.95)	58.7 (3.25)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
2007–08[10]												
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)**	**— (†)**	**— (†)**	**— (†)**	**— (†)**
School level[11]												
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
300 to 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)	— (†)	— (†)	— (†)	— (†)
500 to 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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
Suburban	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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)
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)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios														Percent that have drilled students during the current school year on the use of selected emergency procedures[1]					
	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
2009–10[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)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
School level[11]																								
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 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)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)

See notes at end of table.

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures[1]							
	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
2013–14[10,12]																								
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)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**	**—**	**(†)**
School level[11]																								
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
300 to 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)	—	(†)	—	(†)	—	(†)	—	(†)
500 to 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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
Suburban	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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
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)	—	(†)	—	(†)	—	(†)	—	(†)
Percent of students eligible for free or reduced-price lunch[13]																								
0 to 25 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
26 to 50 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
51 to 75 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
76 to 100 percent	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)	—	(†)	—	(†)	—	(†)	—	(†)
2015–16																								
All public schools	**92.4**	**(0.78)**	**96.1**	**(0.57)**	**60.5**	**(1.30)**	**94.1**	**(0.87)**	**73.1**	**(1.26)**	**84.6**	**(1.11)**	**—**	**(†)**	**51.0**	**(1.49)**	**86.3**	**(1.09)**	**91.5**	**(1.02)**	**94.6**	**(0.78)**	**75.9**	**(1.12)**
School level[11]																								
Primary	91.2	(1.22)	96.4	(0.86)	57.1	(2.07)	92.5	(1.36)	71.4	(1.84)	80.7	(1.76)	—	(†)	50.9	(2.26)	87.2	(1.39)	91.2	(1.60)	95.5	(0.95)	75.2	(1.56)
Middle	94.0	(0.94)	96.3	(0.79)	62.6	(1.73)	96.5	(0.87)	75.2	(1.78)	89.4	(1.06)	—	(†)	49.5	(1.91)	84.1	(1.49)	93.2	(0.96)	95.5	(0.86)	79.0	(1.91)
High school	95.3	(1.07)	95.5	(0.79)	67.3	(1.79)	97.3	(0.76)	77.2	(1.74)	91.3	(1.03)	—	(†)	50.9	(1.96)	87.2	(1.49)	91.5	(1.23)	94.1	(1.05)	80.8	(1.57)
Combined	91.6	(3.24)	93.5	(2.99)	68.4	(5.96)	94.5	(2.76)	73.1	(5.24)	89.8	(3.57)	—	(†)	55.2	(6.23)	82.6	(4.49)	89.8	(3.33)	86.2	(5.17)	63.0	(6.55)
Enrollment size																								
Less than 300	89.0	(2.48)	93.1	(1.82)	58.7	(3.55)	88.9	(2.74)	70.4	(2.97)	79.2	(2.94)	—	(†)	43.8	(3.73)	81.7	(2.76)	87.7	(2.93)	89.9	(2.47)	68.2	(3.47)
300 to 499	94.3	(1.28)	96.5	(1.01)	59.7	(2.97)	94.8	(1.31)	72.3	(3.05)	85.1	(2.16)	—	(†)	52.4	(3.44)	85.9	(2.14)	90.2	(2.13)	94.9	(1.51)	77.1	(2.23)
500 to 999	91.5	(1.39)	97.6	(0.74)	60.5	(2.18)	95.3	(1.06)	73.6	(1.90)	84.8	(1.54)	—	(†)	53.5	(2.05)	87.9	(1.57)	94.5	(1.04)	96.6	(0.78)	78.1	(1.70)
1,000 or more	96.9	(0.76)	95.3	(0.99)	67.1	(2.40)	98.9	(0.37)	79.6	(1.95)	93.8	(0.88)	—	(†)	52.7	(2.40)	90.7	(1.44)	92.3	(1.30)	96.8	(0.78)	80.2	(1.92)
Locale																								
City	91.3	(1.76)	96.6	(1.03)	63.3	(2.93)	93.6	(1.83)	74.9	(2.27)	85.4	(2.72)	—	(†)	50.5	(2.68)	90.0	(1.82)	94.0	(1.37)	95.9	(1.26)	80.5	(2.27)
Suburban	92.3	(1.25)	95.5	(1.00)	57.3	(2.56)	94.9	(1.29)	71.2	(2.22)	85.8	(1.53)	—	(†)	52.0	(2.42)	85.1	(1.82)	91.0	(1.46)	96.7	(0.89)	79.1	(1.72)
Town	94.4	(1.92)	96.6	(1.48)	54.5	(3.87)	96.2	(1.55)	75.2	(3.43)	82.0	(3.47)	—	(†)	48.0	(3.94)	84.2	(3.11)	91.7	(2.20)	97.6	(0.83)	66.8	(3.71)
Rural	92.6	(1.71)	95.9	(1.23)	64.7	(2.84)	92.8	(1.79)	72.7	(2.45)	83.6	(2.38)	—	(†)	51.6	(2.87)	84.9	(2.17)	89.5	(1.60)	89.5	(1.85)	71.7	(2.63)

See notes at end of table.

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios																		Percent that have drilled students during the current school year on the use of selected emergency procedures[1]					
	Shootings[2]		Natural disasters[3]		Hostages		Bomb threats or incidents		Chemical, biological, or radiological threats or incidents[4]		Suicide threat or incident		Severe risk of terrorist attack[5]		Pandemic flu		Post-crisis reunification of students with their families		Evacuation[6]		Lockdown[7]		Shelter-in-place[8]	
1	2		3		4		5		6		7		8		9		10		11		12		13	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races[14]																								
Less than 5 percent	95.3	(2.17)	95.1	(3.13)	67.8	(5.63)	97.7	(2.09)	67.7	(5.45)	77.1	(5.38)	—	(†)	55.8	(5.85)	86.5	(4.18)	92.2	(3.02)	84.3	(5.41)	64.2	(6.69)
5 percent to less than 20 percent	92.9	(1.45)	96.6	(0.98)	58.1	(2.97)	93.7	(1.73)	72.4	(2.49)	89.0	(1.92)	—	(†)	53.4	(2.66)	84.2	(2.38)	87.9	(1.96)	94.3	(1.37)	76.7	(2.77)
20 percent to less than 50 percent	93.8	(1.40)	96.2	(1.27)	56.3	(2.74)	92.8	(1.75)	72.4	(2.51)	82.1	(2.54)	—	(†)	50.4	(2.79)	86.5	(1.91)	91.7	(2.04)	98.2	(0.47)	78.3	(2.15)
50 percent or more	90.7	(1.53)	95.8	(0.80)	63.6	(2.57)	94.7	(1.08)	74.8	(2.22)	84.7	(2.07)	—	(†)	49.1	(2.40)	87.3	(1.74)	93.5	(1.15)	94.2	(1.11)	75.7	(2.05)
Percent of students eligible for free or reduced-price lunch																								
0 to 25 percent	96.1	(1.30)	96.0	(1.38)	53.0	(3.49)	95.0	(1.60)	70.6	(3.64)	87.4	(2.37)	—	(†)	52.9	(4.16)	85.0	(2.91)	91.5	(1.96)	95.8	(1.97)	79.4	(2.60)
26 to 50 percent	93.4	(1.45)	96.2	(1.04)	63.8	(2.73)	93.8	(1.80)	76.4	(2.37)	86.6	(2.26)	—	(†)	56.8	(2.82)	87.3	(1.92)	89.5	(1.95)	95.3	(1.17)	77.5	(2.48)
51 to 75 percent	92.2	(1.49)	95.8	(1.16)	60.8	(2.56)	94.4	(1.33)	71.4	(2.18)	80.8	(2.06)	—	(†)	48.2	(2.27)	86.5	(1.69)	92.0	(1.72)	94.6	(1.31)	74.5	(2.67)
76 to 100 percent	89.3	(2.04)	96.2	(1.02)	61.5	(3.07)	93.7	(1.47)	73.1	(2.81)	84.9	(2.59)	—	(†)	46.7	(3.35)	85.8	(2.35)	93.1	(1.50)	93.4	(1.48)	73.6	(2.36)

—Not available.
†Not applicable.
[1]In 2015–16, this question was significantly revised. Comparisons with earlier years are not possible. Readers should refer to previous versions of the report for time series data on schools drilling students on the use of a plan in selected crises.
[2]On the 2015–16 questionnaire, the wording was changed from "Shootings" to "Active shooter."
[3]For example, earthquakes or tornadoes.
[4]For example, release of mustard gas, anthrax, smallpox, or radioactive materials.
[5]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. Data on severe risk of terrorist attack were not collected in 2015–16.
[6]Defined for respondents as "a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes 'reverse evacuation,' a procedure for schools to return students to the building quickly if an incident occurs while students are outside."
[7]Defined for respondents as "a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms."
[8]Defined for respondents as "a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building."
[9]Data on suicide threat or incident, severe risk of terrorist attack, and pandemic flu were not collected in 2003–04 and 2005–06.
[10]Data on postcrisis reunification of students with their families were not collected in years prior to 2015–16.
[11]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.
[12]Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS 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 difference in survey administration may have impacted the 2013–14 results.
[13]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.
[14]Separate data for students of Two or more races were reported only for 2015–16.
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, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, 2010, and 2016; 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 2017.)

Table 20.1. Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Year	Total, at least one of the listed security measures		Metal detectors		Locker checks		One or more security cameras to monitor the school		Security guards and/or assigned police officers		Other school staff or other adults supervising the hallway		A requirement that students wear badges or picture identification		A written code of student conduct		Locked entrance or exit doors during the day		A requirement that visitors sign in and wear visitor badges or stickers[1]	
1	2		3		4		5		6		7		8		9		10		11	
1999	—	(†)	9.1	(0.51)	54.6	(0.84)	—	(†)	54.4	(1.37)	85.8	(0.54)	—	(†)	—	(†)	38.9	(1.00)	—	(†)
2001	99.7	(0.07)	8.8	(0.61)	54.0	(0.93)	39.1	(1.14)	63.8	(1.25)	88.6	(0.45)	21.2	(0.99)	95.5	(0.33)	49.1	(1.13)	—	(†)
2003	99.5	(0.10)	10.2	(0.84)	53.3	(0.92)	48.1	(1.17)	69.8	(0.91)	90.8	(0.39)	22.6	(1.11)	95.6	(0.35)	53.0	(1.16)	—	(†)
2005	99.6	(0.10)	10.7	(0.74)	53.2	(0.90)	57.9	(1.35)	68.3	(1.13)	90.1	(0.42)	24.9	(1.20)	95.5	(0.36)	54.3	(1.06)	—	(†)
2007	99.8	(0.06)	10.1	(0.51)	53.6	(0.95)	66.0	(0.99)	68.8	(0.98)	90.0	(0.50)	24.3	(1.00)	95.9	(0.29)	60.9	(1.07)	—	(†)
2009	99.3	(0.10)	10.6	(0.76)	53.8	(1.17)	70.0	(1.05)	68.1	(1.05)	90.6	(0.46)	23.4	(1.14)	95.6	(0.39)	64.3	(1.27)	—	(†)
2011	99.6	(0.08)	11.2	(0.64)	53.0	(0.99)	76.7	(0.83)	69.8	(1.01)	88.9	(0.46)	24.8	(1.02)	95.7	(0.30)	64.5	(1.02)	—	(†)
2013	99.6	(0.07)	11.0	(0.72)	52.0	(1.13)	76.7	(1.06)	70.4	(1.04)	90.5	(0.51)	26.2	(1.02)	95.9	(0.30)	75.8	(1.10)	—	(†)
2015	99.8	(0.06)	12.3	(0.74)	52.9	(1.25)	82.5	(0.85)	69.5	(1.07)	89.5	(0.55)	23.9	(1.06)	95.7	(0.38)	78.2	(0.97)	90.2	(0.62)
2017	99.4	(0.10)	10.4	(0.57)	47.8	(1.03)	83.8	(0.76)	70.9	(1.06)	88.2	(0.58)	24.4	(0.99)	94.7	(0.40)	78.8	(0.85)	90.4	(0.53)

—Not available.
†Not applicable.
[1]Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for years prior to 2015 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared September 2018.)

Table 21.1. 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: Selected years, 2001 through 2016

Control and level of institution and type of incident	Number of incidents															
	Total, in residence halls and at other locations													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	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	43,555	42,710	44,492	41,829	40,296	34,054	32,097	30,407	29,766	27,236	26,818	27,638	28,406	14,606	13,800
Murder[1]	17	15	11	8	44	12	16	15	16	12	23	11	28	15	3	12
Negligent manslaughter[2]	2	0	2	0	3	3	0	1	1	1	0	2	2	2	0	2
Sex offenses—forcible[3]	2,201	2,667	2,674	2,670	2,694	2,639	2,544	2,927	3,375	4,015	4,977	6,751	8,031	8,906	6,588	2,318
Rape	—	—	—	—	—	—	—	—	—	—	—	4,431	5,125	5,824	4,884	940
Fondling	—	—	—	—	—	—	—	—	—	—	—	2,320	2,906	3,082	1,704	1,378
Sex offenses—nonforcible[4]	461	27	42	43	40	35	65	33	46	46	45	53	63	60	27	33
Robbery[5]	1,663	1,550	1,551	1,547	1,561	1,576	1,409	1,392	1,285	1,368	1,317	1,041	1,048	1,106	208	898
Aggravated assault[6]	2,947	2,721	2,656	2,817	2,604	2,495	2,327	2,221	2,239	2,423	2,044	2,048	2,265	2,205	726	1,479
Burglary[7]	26,904	29,480	29,256	31,260	29,488	28,737	23,083	21,335	19,472	18,183	15,232	13,419	12,386	12,015	6,716	5,299
Motor vehicle theft[8]	6,221	6,062	5,531	5,231	4,619	4,104	3,977	3,441	3,334	3,013	2,971	2,890	3,236	3,499	9	3,490
Arson[9]	1,180	1,033	987	916	776	695	633	732	639	705	627	603	579	598	329	269
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	40,348	47,939	49,024	50,187	50,558	50,639	50,066	51,519	54,285	52,325	46,975	44,531	40,348	39,049	19,321	19,728
Illegal weapons possession	1,073	1,263	1,316	1,316	1,318	1,190	1,077	1,112	1,023	1,023	1,018	990	1,186	1,211	311	900
Drug law violations	11,854	12,775	13,707	13,952	14,135	15,146	15,871	18,589	20,729	21,212	19,799	19,172	19,466	19,266	9,421	9,845
Liquor law violations	27,421	33,901	34,001	34,919	35,105	34,303	33,118	31,818	32,533	30,090	26,158	24,369	19,696	18,572	9,589	8,983
Referrals for disciplinary action[10]	155,201	196,775	202,816	218,040	216,600	217,526	220,987	230,269	249,694	251,402	244,985	253,315	242,185	231,568	212,497	19,071
Illegal weapons possession	1,277	1,799	1,882	1,871	1,658	1,455	1,275	1,314	1,282	1,404	1,410	1,425	1,434	1,426	971	455
Drug law violations	23,900	25,762	25,356	27,251	28,476	32,469	36,344	42,022	51,562	53,959	53,439	56,575	56,125	56,481	48,888	7,593
Liquor law violations	130,024	169,214	175,578	188,918	186,466	183,602	183,368	186,933	196,850	196,039	190,136	195,315	184,626	173,661	162,638	11,023
Public 4-year																
Selected crimes against persons and property	18,710	19,984	19,582	20,648	19,579	18,695	15,975	15,503	14,675	14,510	13,127	13,346	13,614	14,169	6,865	7,304
Murder[1]	9	8	4	5	42	9	8	9	10	7	10	3	13	8	2	6
Negligent manslaughter[2]	2	0	1	0	2	1	0	0	1	1	0	1	1	2	0	2
Sex offenses—forcible[3]	1,245	1,482	1,398	1,400	1,425	1,317	1,214	1,461	1,638	1,973	2,264	3,211	3,964	4,406	3,204	1,202
Rape	—	—	—	—	—	—	—	—	—	—	—	2,118	2,544	2,933	2,429	504
Fondling	—	—	—	—	—	—	—	—	—	—	—	1,093	1,420	1,473	775	698
Sex offenses—nonforcible[4]	207	16	25	15	23	12	40	15	17	17	18	28	37	30	17	13
Robbery[5]	584	612	696	680	722	750	647	662	612	657	635	550	581	594	111	483
Aggravated assault[6]	1,434	1,269	1,280	1,338	1,258	1,182	1,134	1,076	1,076	1,200	1,000	1,016	1,148	1,158	386	772
Burglary[7]	11,520	13,026	12,935	14,027	13,371	12,970	10,708	10,219	9,373	8,821	7,258	6,678	5,789	5,611	2,946	2,665
Motor vehicle theft[8]	3,072	2,964	2,667	2,662	2,266	2,027	1,824	1,604	1,592	1,406	1,537	1,500	1,774	2,022	2	2,020
Arson[9]	637	607	576	521	470	427	400	457	356	428	405	359	307	338	197	141
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	31,077	36,746	38,051	39,900	39,570	40,607	40,780	41,992	44,891	43,155	38,073	36,249	32,729	31,596	15,449	16,147
Illegal weapons possession	692	811	878	859	825	759	659	669	629	621	637	619	721	760	215	545
Drug law violations	9,125	9,620	10,606	10,850	10,693	11,714	12,186	14,362	16,323	16,792	15,571	15,119	15,521	15,546	7,677	7,869
Liquor law violations	21,260	26,315	26,567	28,191	28,052	28,134	27,935	26,961	27,939	25,742	21,865	20,511	16,487	15,290	7,557	7,733
Referrals for disciplinary action[10]	79,152	100,588	100,211	107,289	106,148	104,585	108,756	116,029	129,667	132,363	127,155	134,310	127,369	120,467	109,989	10,478
Illegal weapons possession	678	1,001	1,097	972	867	792	669	664	610	644	604	646	571	598	416	182
Drug law violations	13,179	13,658	13,020	13,798	14,458	16,656	18,260	21,451	27,339	28,880	28,259	30,376	30,582	30,164	25,635	4,529
Liquor law violations	65,295	85,929	86,094	92,519	90,823	87,137	89,827	93,914	101,718	102,839	98,292	103,288	96,216	89,705	83,938	5,767
Nonprofit 4-year																
Selected crimes against persons and property	14,844	15,523	15,574	16,864	15,452	14,892	11,964	11,202	10,740	10,790	10,290	9,995	10,514	11,089	6,948	4,141
Murder[1]	5	4	5	3	2	1	6	5	3	2	5	5	2	4	1	3
Negligent manslaughter[2]	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0
Sex offenses—forcible[3]	820	1,026	1,088	1,080	1,065	1,083	1,102	1,225	1,431	1,741	2,379	3,105	3,518	3,951	3,177	774
Rape	—	—	—	—	—	—	—	—	—	—	—	2,152	2,370	2,689	2,323	366
Fondling	—	—	—	—	—	—	—	—	—	—	—	953	1,148	1,262	854	408
Sex offenses—nonforcible[4]	113	5	6	10	8	16	11	8	13	10	12	7	15	11	6	5
Robbery[5]	649	577	500	502	460	437	366	319	320	386	373	263	281	327	77	250
Aggravated assault[6]	882	838	744	834	768	754	661	641	631	667	681	655	729	683	262	421
Burglary[7]	10,471	11,426	11,657	13,051	11,941	11,551	8,810	8,138	7,421	7,046	5,999	5,020	4,936	5,067	3,290	1,777
Motor vehicle theft[8]	1,471	1,316	1,248	1,077	984	859	834	641	704	711	667	754	822	834	6	828
Arson[9]	433	331	325	307	223	191	174	225	217	227	174	186	210	212	129	83
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	6,329	7,722	7,406	6,134	6,732	6,112	5,777	5,459	5,444	5,477	5,642	4,950	4,600	4,511	2,635	1,876
Illegal weapons possession	167	184	150	146	178	158	148	137	129	127	131	129	170	194	68	126
Drug law violations	1,628	1,751	1,691	1,650	1,804	1,883	2,080	2,248	2,425	2,415	2,503	2,258	2,245	2,204	1,297	907
Liquor law violations	4,534	5,787	5,565	4,338	4,750	4,071	3,549	3,074	2,890	2,935	3,008	2,563	2,185	2,113	1,270	843
Referrals for disciplinary action[10]	71,293	90,749	96,646	103,484	103,254	105,289	103,457	104,939	110,607	110,268	109,298	110,150	105,914	102,815	95,708	7,107
Illegal weapons possession	443	608	590	622	545	457	358	393	417	498	535	481	572	576	465	111
Drug law violations	9,688	10,903	11,208	12,114	12,685	14,157	15,845	17,841	21,240	22,168	22,116	23,000	22,237	23,133	20,919	2,214
Liquor law violations	61,162	79,238	84,848	90,748	90,024	90,675	87,254	86,705	88,950	87,602	86,647	86,669	83,105	79,106	74,324	4,782

See notes at end of table.

Table 21.1. 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: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	Number of incidents															
	Total, in residence halls and at other locations													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	In residence halls	At other locations
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	505	718	829	641	612	574	525	561	446	364	511	442	317	293	120	173
Murder[1]	0	0	0	0	0	0	0	0	1	0	1	0	0	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	5	4	12	12	9	9	22	26	18	18	43	36	35	24	11
Rape	—	—	—	—	—	—	—	—	—	—	—	26	11	18	13	5
Fondling	—	—	—	—	—	—	—	—	—	—	—	17	25	17	11	6
Sex offenses—nonforcible[4]	13	0	1	0	2	0	1	1	0	3	2	2	0	1	1	0
Robbery[5]	64	46	43	25	31	38	86	70	74	51	86	52	25	29	3	26
Aggravated assault[6]	23	38	59	31	31	63	43	51	36	43	58	33	29	40	18	22
Burglary[7]	347	524	607	489	446	385	299	350	249	195	276	251	171	133	73	60
Motor vehicle theft[8]	52	100	110	78	89	79	85	65	58	53	68	59	55	52	1	51
Arson[9]	2	5	5	6	1	0	2	2	2	1	2	2	1	3	0	3
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	11	41	28	52	28	40	54	165	152	126	74	117	108	110	57	53
Illegal weapons possession	2	5	2	5	3	8	6	13	11	10	12	9	15	11	1	10
Drug law violations	4	12	16	14	16	14	22	66	41	49	48	68	83	80	46	34
Liquor law violations	5	24	10	33	9	18	26	86	100	67	14	40	10	19	10	9
Referrals for disciplinary action[10]	316	298	529	513	519	566	882	760	718	668	1,161	935	885	867	776	91
Illegal weapons possession	11	11	42	13	11	13	23	9	16	23	18	16	15	15	12	3
Drug law violations	92	99	128	138	132	159	231	221	233	254	537	403	371	386	335	51
Liquor law violations	213	188	359	362	376	394	628	530	469	391	606	516	499	466	429	37
Public 2-year																
Selected crimes against persons and property	6,817	6,637	5,981	5,669	5,381	5,464	4,984	4,396	4,141	3,749	3,075	2,845	3,018	2,648	627	2,021
Murder[1]	2	3	2	0	0	2	2	1	2	3	7	3	13	3	0	3
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0
Sex offenses—forcible[3]	118	142	175	167	181	210	205	210	262	263	303	385	495	490	167	323
Rape	—	—	—	—	—	—	—	—	—	—	—	132	197	175	112	63
Fondling	—	—	—	—	—	—	—	—	—	—	—	253	298	315	55	260
Sex offenses—nonforcible[4]	119	6	10	16	7	7	12	8	16	13	11	16	11	18	3	15
Robbery[5]	245	213	248	284	279	285	251	298	262	244	197	148	150	138	16	122
Aggravated assault[6]	545	497	501	546	462	401	431	409	406	437	278	305	334	285	56	229
Burglary[7]	4,132	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,964	1,583	1,383	1,414	1,124	383	741
Motor vehicle theft[8]	1,552	1,620	1,428	1,319	1,174	1,059	1,109	1,028	899	776	651	548	542	546	0	546
Arson[9]	104	88	76	76	76	70	54	43	59	49	45	56	59	44	2	42
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	2,660	3,270	3,416	3,993	4,124	3,764	3,335	3,811	3,723	3,464	3,060	3,121	2,842	2,720	1,138	1,582
Illegal weapons possession	198	255	278	300	304	258	256	282	248	253	230	220	268	222	27	195
Drug law violations	989	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,885	1,588	1,671	1,568	1,377	386	991
Liquor law violations	1,473	1,703	1,812	2,315	2,257	2,016	1,572	1,663	1,583	1,326	1,242	1,230	1,006	1,121	725	396
Referrals for disciplinary action[10]	3,529	4,371	4,688	5,897	5,987	6,425	7,241	8,017	8,174	7,586	6,845	7,240	7,292	6,884	5,524	1,360
Illegal weapons possession	127	167	133	238	218	183	210	242	228	224	243	269	271	229	75	154
Drug law violations	761	858	819	908	1,006	1,302	1,745	2,336	2,573	2,468	2,304	2,548	2,626	2,582	1,809	773
Liquor law violations	2,641	3,346	3,736	4,751	4,763	4,940	5,286	5,439	5,373	4,894	4,298	4,423	4,395	4,073	3,640	433
Nonprofit 2-year																
Selected crimes against persons and property	248	166	314	250	258	272	147	120	148	107	66	64	63	92	37	55
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	1	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	2	3	8	3	9	16	8	7	11	8	4	3	12	15	14	1
Rape	—	—	—	—	—	—	—	—	—	—	—	2	1	7	6	1
Fondling	—	—	—	—	—	—	—	—	—	—	—	1	11	8	8	0
Sex offenses—nonforcible[4]	2	0	0	1	0	0	0	0	0	0	2	0	0	0	0	0
Robbery[5]	54	22	9	7	2	13	9	5	1	2	3	0	2	8	1	7
Aggravated assault[6]	23	17	22	35	52	66	5	9	53	46	13	27	7	12	2	10
Burglary[7]	142	111	266	187	178	160	120	95	74	47	41	29	32	38	19	19
Motor vehicle theft[8]	23	13	7	14	14	9	4	2	7	4	3	5	8	18	0	18
Arson[9]	1	0	2	3	3	7	1	2	2	0	0	0	2	1	1	0
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	108	48	76	67	59	93	58	49	52	52	66	39	44	79	34	45
Illegal weapons possession	1	2	5	3	4	3	4	6	5	5	5	5	9	16	0	16
Drug law violations	21	16	32	34	27	33	35	18	34	31	49	28	30	40	12	28
Liquor law violations	86	30	39	30	28	57	19	25	13	16	12	6	5	23	22	1
Referrals for disciplinary action[10]	624	447	514	537	519	413	348	377	360	300	320	448	562	435	414	21
Illegal weapons possession	2	5	12	19	10	6	7	4	1	6	7	11	2	4	2	2
Drug law violations	91	58	47	74	73	85	100	105	109	103	129	155	221	174	159	15
Liquor law violations	531	384	455	444	436	322	241	268	250	191	184	282	339	257	253	4

See notes at end of table.

Table 21.1. 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: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	Number of incidents															
	Total, in residence halls and at other locations													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	Total	In residence halls	At other locations
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	472	527	430	420	547	399	459	315	257	246	167	126	112	115	9	106
Murder[1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	12	9	1	8	2	4	6	2	7	12	9	4	6	9	2	7
Rape	—	—	—	—	—	—	—	—	—	—	—	1	2	2	1	1
Fondling	—	—	—	—	—	—	—	—	—	—	—	3	4	7	1	6
Sex offenses—nonforcible[4]	7	0	0	1	0	0	1	1	0	3	0	0	0	0	0	0
Robbery[5]	67	80	55	49	67	53	50	38	16	28	23	28	9	10	0	10
Aggravated assault[6]	40	62	50	33	33	29	53	35	37	30	14	12	18	27	2	25
Burglary[7]	292	325	250	245	350	241	226	135	120	110	75	58	44	42	5	37
Motor vehicle theft[8]	51	49	71	81	92	71	121	101	74	63	45	24	35	27	0	27
Arson[9]	3	2	3	3	3	0	2	3	3	0	1	0	0	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[10]	163	112	47	41	45	23	62	43	23	51	60	55	25	33	8	25
Illegal weapons possession	13	6	3	3	4	4	4	5	1	7	3	8	3	8	0	8
Drug law violations	87	64	36	26	32	12	41	29	14	40	40	28	19	19	3	16
Liquor law violations	63	42	8	12	9	7	17	9	8	4	17	19	3	6	5	1
Referrals for disciplinary action[10]	287	322	228	320	173	248	303	147	168	217	206	232	163	100	86	14
Illegal weapons possession	16	7	8	7	7	4	8	2	10	9	3	2	3	4	1	3
Drug law violations	89	186	134	219	122	110	163	68	68	86	94	93	88	42	31	11
Liquor law violations	182	129	86	94	44	134	132	77	90	122	109	137	72	54	54	0

—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 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2016, Institutional Characteristics component. (This table was prepared September 2018.)

Table 21.2. 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: Selected years, 2001 through 2016

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students[1]															
	Total, institutions with and without residence halls													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	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	33.580	32.864	33.350	30.559	28.993	22.955	20.869	20.027	19.983	18.461	18.069	18.683	19.203	24.843	5.897
Murder[2]	0.015	0.012	0.008	0.006	0.032	0.009	0.011	0.010	0.011	0.008	0.016	0.007	0.019	0.010	0.013	0.005
Negligent manslaughter[3]	0.002	0.000	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.000	0.001	0.001	0.001	0.002	0.000
Sex offenses—forcible[4]	1.885	2.056	2.058	2.001	1.968	1.899	1.715	1.903	2.223	2.695	3.374	4.549	5.429	6.020	8.216	0.842
Rape	—	—	—	—	—	—	—	—	—	—	—	2.985	3.464	3.937	5.540	0.157
Fondling	—	—	—	—	—	—	—	—	—	—	—	1.563	1.964	2.083	2.676	0.686
Sex offenses—nonforcible[5]	0.395	0.021	0.032	0.032	0.029	0.025	0.044	0.021	0.030	0.031	0.031	0.036	0.043	0.041	0.044	0.032
Robbery[6]	1.424	1.195	1.193	1.160	1.140	1.134	0.950	0.905	0.846	0.918	0.893	0.701	0.708	0.748	0.899	0.391
Aggravated assault[7]	2.524	2.098	2.044	2.112	1.902	1.795	1.569	1.444	1.475	1.627	1.385	1.380	1.531	1.491	1.786	0.795
Burglary[8]	23.038	22.728	22.511	23.432	21.543	20.676	15.559	13.872	12.825	12.207	10.325	9.041	8.373	8.122	10.666	2.121
Motor vehicle theft[9]	5.327	4.674	4.256	3.921	3.375	2.953	2.681	2.237	2.196	2.023	2.014	1.947	2.187	2.365	2.693	1.592
Arson[10]	1.010	0.796	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.473	0.425	0.406	0.391	0.404	0.525	0.120
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	34.550	36.960	37.722	37.619	36.936	36.435	33.748	33.497	35.755	35.127	31.841	30.004	27.274	26.397	36.155	3.381
Illegal weapons possession	0.919	0.974	1.013	0.986	0.963	0.856	0.726	0.723	0.674	0.687	0.690	0.667	0.802	0.819	0.948	0.513
Drug law violations	10.151	9.849	10.547	10.458	10.327	10.898	10.698	12.086	13.653	14.240	13.420	12.917	13.159	13.024	17.573	2.293
Liquor law violations	23.481	26.137	26.163	26.175	25.647	24.681	22.324	20.687	21.428	20.200	17.730	16.419	13.314	12.555	17.634	0.574
Referrals for disciplinary action[11]	132.899	151.708	156.060	163.438	158.241	156.511	148.959	149.716	164.460	168.772	166.056	170.675	163.711	156.541	221.432	3.474
Illegal weapons possession	1.093	1.387	1.448	1.402	1.211	1.047	0.859	0.854	0.844	0.943	0.956	0.960	0.969	0.964	1.251	0.286
Drug law violations	20.466	19.862	19.511	20.427	20.804	23.362	24.498	27.322	33.961	36.224	36.222	38.118	37.939	38.181	53.711	1.549
Liquor law violations	111.340	130.459	135.101	141.609	136.226	132.103	123.602	121.540	129.654	131.606	128.878	131.597	124.802	117.396	166.469	1.639
Public 4-year																
Selected crimes against persons and property	36.191	35.522	34.295	35.531	32.846	30.535	24.898	23.448	21.958	21.669	19.553	19.545	19.646	19.750	21.295	6.404
Murder[2]	0.017	0.014	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.010	0.015	0.004	0.019	0.011	0.012	0.000
Negligent manslaughter[3]	0.004	0.000	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.000	0.001	0.001	0.003	0.003	0.000
Sex offenses—forcible[4]	2.408	2.634	2.448	2.409	2.391	2.151	1.892	2.210	2.451	2.946	3.372	4.702	5.720	6.141	6.736	1.007
Rape	—	—	—	—	—	—	—	—	—	—	—	3.102	3.671	4.088	4.543	0.161
Fondling	—	—	—	—	—	—	—	—	—	—	—	1.601	2.049	2.053	2.193	0.846
Sex offenses—nonforcible[5]	0.400	0.028	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.025	0.027	0.041	0.053	0.042	0.047	0.000
Robbery[6]	1.130	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.981	0.946	0.805	0.838	0.828	0.871	0.456
Aggravated assault[7]	2.774	2.256	2.242	2.302	2.110	1.931	1.767	1.627	1.610	1.792	1.490	1.488	1.657	1.614	1.688	0.980
Burglary[8]	22.283	23.154	22.654	24.138	22.432	21.184	16.689	15.456	14.025	13.173	10.811	9.780	8.354	7.821	8.484	2.094
Motor vehicle theft[9]	5.942	5.269	4.671	4.581	3.802	3.311	2.843	2.426	2.382	2.100	2.289	2.197	2.560	2.818	2.949	1.692
Arson[10]	1.232	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.639	0.603	0.526	0.443	0.471	0.505	0.175
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	60.113	65.318	66.641	68.660	66.384	66.324	63.558	63.512	67.169	64.447	56.711	53.086	47.230	44.040	48.651	4.243
Illegal weapons possession	1.339	1.442	1.538	1.478	1.384	1.240	1.027	1.012	0.941	0.927	0.949	0.907	1.040	1.059	1.131	0.443
Drug law violations	17.651	17.100	18.575	18.671	17.939	19.133	18.993	21.722	24.424	25.077	23.194	22.142	22.398	21.669	23.790	3.357
Liquor law violations	41.123	46.776	46.529	48.511	47.061	45.952	43.539	40.778	41.804	38.443	32.569	30.038	23.792	21.312	23.730	0.443
Referrals for disciplinary action[11]	153.104	178.800	175.506	184.622	178.077	170.820	169.503	175.490	194.017	197.669	189.403	196.696	183.801	167.913	187.154	1.826
Illegal weapons possession	1.311	1.779	1.921	1.673	1.455	1.294	1.043	1.004	0.913	0.962	0.900	0.946	0.824	0.834	0.901	0.255
Drug law violations	25.492	24.278	22.803	23.744	24.255	27.204	28.459	32.444	40.907	43.129	42.093	44.485	44.132	42.044	46.795	1.034
Liquor law violations	126.301	152.743	150.782	159.206	152.367	142.322	140.001	142.042	152.198	153.578	146.410	151.264	138.845	125.036	139.458	0.537
Nonprofit 4-year																
Selected crimes against persons and property	57.358	54.728	54.165	57.679	52.036	49.337	38.613	35.193	33.154	33.198	31.205	30.156	31.209	32.654	35.151	7.780
Murder[2]	0.019	0.014	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.015	0.015	0.006	0.012	0.013	0.000
Negligent manslaughter[3]	0.000	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000
Sex offenses—forcible[4]	3.169	3.617	3.784	3.694	3.586	3.588	3.557	3.848	4.417	5.357	7.214	9.368	10.443	11.635	12.721	0.807
Rape	—	—	—	—	—	—	—	—	—	—	—	6.493	7.035	7.918	8.687	0.258
Fondling	—	—	—	—	—	—	—	—	—	—	—	2.875	3.408	3.716	4.034	0.549
Sex offenses—nonforcible[5]	0.437	0.018	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.031	0.036	0.021	0.045	0.032	0.036	0.000
Robbery[6]	2.508	2.034	1.739	1.717	1.549	1.448	1.181	1.002	0.988	1.188	1.131	0.793	0.834	0.963	1.017	0.420
Aggravated assault[7]	3.408	2.954	2.588	2.853	2.586	2.498	2.133	2.014	1.948	2.052	2.065	1.976	2.164	2.011	2.048	1.646
Burglary[8]	40.460	40.284	40.542	44.638	40.212	38.269	28.434	25.567	22.908	21.679	18.192	15.146	14.652	14.921	16.114	3.035
Motor vehicle theft[9]	5.684	4.640	4.340	3.684	3.314	2.846	2.692	2.014	2.173	2.188	2.023	2.275	2.440	2.456	2.521	1.808
Arson[10]	1.673	1.167	1.130	1.050	0.751	0.633	0.562	0.707	0.670	0.698	0.528	0.561	0.623	0.624	0.680	0.065

See notes at end of table.

Table 21.2. 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: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students[1]															
	Total, institutions with and without residence halls													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	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
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	24.456	27.225	25.758	20.980	22.670	20.249	18.645	17.150	16.805	16.851	17.110	14.935	13.654	13.284	14.442	1.743
Illegal weapons possession	0.645	0.649	0.522	0.499	0.599	0.523	0.478	0.430	0.398	0.391	0.397	0.389	0.505	0.571	0.603	0.258
Drug law violations	6.291	6.173	5.881	5.643	6.075	6.238	6.713	7.062	7.486	7.430	7.590	6.813	6.664	6.490	7.048	0.936
Liquor law violations	17.520	20.403	19.355	14.837	15.996	13.487	11.454	9.657	8.921	9.030	9.122	7.733	6.486	6.222	6.792	0.549
Referrals for disciplinary action[11]	275.480	319.945	336.127	353.943	347.714	348.824	333.904	329.679	341.437	339.263	331.451	332.331	314.388	302.763	331.140	20.047
Illegal weapons possession	1.712	2.144	2.052	2.127	1.835	1.514	1.155	1.235	1.287	1.532	1.622	1.451	1.698	1.696	1.847	0.194
Drug law violations	37.435	38.440	38.981	41.433	42.718	46.902	51.139	56.050	65.567	68.205	67.068	69.393	66.007	68.120	74.553	4.035
Liquor law violations	236.333	279.362	295.095	310.383	303.161	300.408	281.609	272.395	274.583	269.526	262.761	261.487	246.683	232.946	254.740	15.818
For-profit 4-year																
Selected crimes against persons and property	19.109	13.650	17.049	9.552	8.092	10.334	7.513	6.499	6.003	5.531	8.553	5.763	4.581	4.414	13.423	1.907
Murder[2]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.013	0.000	0.017	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	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.151	0.095	0.082	0.179	0.159	0.162	0.129	0.255	0.350	0.274	0.301	0.561	0.520	0.527	2.145	0.077
Rape	—	—	—	—	—	—	—	—	—	—	—	0.339	0.159	0.271	1.245	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.222	0.361	0.256	0.899	0.077
Sex offenses—nonforcible[5]	0.492	0.000	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.046	0.033	0.026	0.000	0.015	0.069	0.000
Robbery[6]	2.422	0.875	0.884	0.373	0.410	0.684	1.231	0.811	0.996	0.775	1.440	0.678	0.361	0.437	0.830	0.327
Aggravated assault[7]	0.870	0.722	1.213	0.462	0.410	1.134	0.615	0.591	0.485	0.653	0.971	0.430	0.419	0.603	1.868	0.250
Burglary[8]	13.130	9.962	12.484	7.287	5.897	6.931	4.279	4.055	3.351	2.963	4.620	3.273	2.471	2.004	7.058	0.597
Motor vehicle theft[9]	1.968	1.901	2.262	1.162	1.177	1.422	1.216	0.753	0.781	0.805	1.138	0.769	0.795	0.783	1.315	0.636
Arson[10]	0.076	0.095	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.015	0.033	0.026	0.014	0.045	0.138	0.019
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	0.416	0.779	0.576	0.775	0.370	0.720	0.773	1.911	2.046	1.915	1.239	1.526	1.561	1.657	6.573	0.289
Illegal weapons possession	0.076	0.095	0.041	0.075	0.040	0.144	0.086	0.151	0.148	0.152	0.201	0.117	0.217	0.166	0.554	0.058
Drug law violations	0.151	0.228	0.329	0.209	0.212	0.252	0.315	0.765	0.552	0.745	0.803	0.887	1.199	1.205	5.189	0.096
Liquor law violations	0.189	0.456	0.206	0.492	0.119	0.324	0.372	0.996	1.346	1.018	0.234	0.522	0.145	0.286	0.830	0.135
Referrals for disciplinary action[11]	11.957	5.665	10.880	7.645	6.862	10.190	12.623	8.804	9.663	10.150	19.433	12.191	12.789	13.062	58.882	0.308
Illegal weapons possession	0.416	0.209	0.864	0.194	0.145	0.234	0.329	0.104	0.215	0.349	0.301	0.209	0.217	0.226	0.830	0.058
Drug law violations	3.481	1.882	2.632	2.056	1.745	2.863	3.306	2.560	3.136	3.860	8.989	5.255	5.361	5.816	26.085	0.173
Liquor law violations	8.060	3.574	7.383	5.394	4.971	7.093	8.988	6.140	6.312	5.941	10.143	6.728	7.211	7.021	31.966	0.077
Public 2-year																
Selected crimes against persons and property	19.867	17.903	16.389	15.430	14.365	13.990	11.745	10.195	9.998	9.379	7.912	7.682	8.417	7.928	14.251	6.227
Murder[2]	0.006	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.008	0.018	0.008	0.036	0.009	0.014	0.008
Negligent manslaughter[3]	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	0.000	0.000	0.000
Sex offenses—forcible[4]	0.344	0.383	0.480	0.455	0.483	0.538	0.483	0.487	0.633	0.658	0.780	1.040	1.381	1.467	3.249	0.988
Rape	—	—	—	—	—	—	—	—	—	—	—	0.356	0.549	0.524	1.794	0.182
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.683	0.831	0.943	1.455	0.805
Sex offenses—nonforcible[5]	0.347	0.016	0.027	0.044	0.019	0.018	0.028	0.019	0.039	0.033	0.028	0.043	0.031	0.054	0.056	0.053
Robbery[6]	0.714	0.575	0.680	0.773	0.745	0.730	0.591	0.691	0.633	0.610	0.507	0.400	0.418	0.413	0.650	0.350
Aggravated assault[7]	1.588	1.341	1.373	1.486	1.233	1.027	1.016	0.949	0.980	1.093	0.715	0.824	0.932	0.853	1.427	0.699
Burglary[8]	12.042	10.974	9.703	8.876	8.548	8.782	6.881	5.561	5.396	4.914	4.073	3.734	3.944	3.365	7.359	2.291
Motor vehicle theft[9]	4.523	4.370	3.913	3.590	3.134	2.712	2.613	2.384	2.171	1.941	1.675	1.480	1.512	1.635	1.398	1.698
Arson[10]	0.303	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.123	0.116	0.151	0.165	0.132	0.099	0.141
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	7.752	8.821	9.360	10.868	11.009	9.638	7.859	8.838	8.989	8.666	7.874	8.427	7.926	8.143	23.658	3.970
Illegal weapons possession	0.577	0.688	0.762	0.817	0.812	0.661	0.603	0.654	0.599	0.633	0.592	0.594	0.747	0.665	0.847	0.615
Drug law violations	2.882	3.539	3.633	3.751	4.172	3.815	3.551	4.328	4.568	4.716	4.086	4.512	4.373	4.123	9.732	2.614
Liquor law violations	4.293	4.594	4.965	6.301	6.025	5.162	3.704	3.857	3.822	3.317	3.196	3.321	2.806	3.356	13.079	0.741
Referrals for disciplinary action[11]	10.284	11.791	12.846	16.051	15.983	16.451	17.063	18.592	19.735	18.979	17.613	19.549	20.337	20.610	86.738	2.823
Illegal weapons possession	0.370	0.450	0.364	0.648	0.582	0.469	0.495	0.561	0.550	0.560	0.625	0.726	0.756	0.686	1.879	0.365
Drug law violations	2.218	2.314	2.244	2.471	2.686	3.334	4.112	5.417	6.212	6.174	5.928	6.880	7.324	7.730	29.972	1.748
Liquor law violations	7.697	9.026	10.237	12.932	12.715	12.649	12.456	12.614	12.972	12.244	11.059	11.942	12.258	12.194	54.887	0.710

See notes at end of table.

Table 21.2. 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: Selected years, 2001 through 2016—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students[1]															
	Total, institutions with and without residence halls													2016		
	2001	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	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
Nonprofit 2-year																
Selected crimes against persons and property	63.955	48.535	91.263	81.948	103.794	99.274	55.883	48.448	45.531	35.148	26.993	27.354	16.158	21.663	48.941	12.562
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	0.365	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.516	0.877	2.325	0.983	3.621	5.840	3.041	2.826	3.384	2.628	1.636	1.282	3.078	3.532	14.118	0.000
Rape	—	—	—	—	—	—	—	—	—	—	—	0.855	0.256	1.648	6.588	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.427	2.821	1.884	7.529	0.000
Sex offenses—nonforcible[5]	0.516	0.000	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.818	0.000	0.000	0.000	0.000	0.000
Robbery[6]	13.926	6.432	2.616	2.295	0.805	4.745	3.421	2.019	0.308	0.657	1.227	0.000	0.513	1.884	1.882	1.884
Aggravated assault[7]	5.931	4.970	6.394	11.473	20.920	24.088	1.901	3.634	16.305	15.110	5.317	11.540	1.795	2.826	7.529	1.256
Burglary[8]	36.620	32.454	77.312	61.297	71.610	58.396	45.619	38.354	22.766	15.439	16.768	12.395	8.207	8.948	22.588	4.397
Motor vehicle theft[9]	5.931	3.801	2.035	4.589	5.632	3.285	1.521	0.807	2.154	1.314	1.227	2.137	2.052	4.238	1.882	5.025
Arson[10]	0.258	0.000	0.581	0.983	1.207	2.555	0.380	0.807	0.615	0.000	0.000	0.000	0.513	0.235	0.941	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	27.852	14.034	22.089	21.962	23.736	33.943	22.049	19.783	15.998	17.081	26.993	16.669	11.285	18.602	42.353	10.677
Illegal weapons possession	0.258	0.585	1.453	0.983	1.609	1.095	1.521	2.422	1.538	1.642	2.045	2.137	2.308	3.768	3.765	3.768
Drug law violations	5.416	4.678	9.301	11.145	10.862	12.044	13.305	7.267	10.460	10.183	20.040	11.967	7.694	9.419	16.941	6.909
Liquor law violations	22.178	8.771	11.335	9.834	11.264	20.804	7.223	10.093	3.999	5.256	4.908	2.564	1.282	5.416	21.647	0.000
Referrals for disciplinary action[11]	160.920	130.694	149.393	176.025	208.794	150.735	132.294	152.206	110.752	98.545	130.874	191.478	144.140	102.430	405.647	1.256
Illegal weapons possession	0.516	1.462	3.488	6.228	4.023	2.190	2.661	1.615	0.308	1.971	2.863	4.701	0.513	0.942	3.765	0.000
Drug law violations	23.468	16.958	13.660	24.257	29.368	31.023	38.016	42.392	33.533	33.834	52.759	66.248	56.681	40.972	160.941	0.942
Liquor law violations	136.937	112.274	132.244	145.540	175.403	117.523	91.618	108.200	76.911	62.740	75.253	120.528	86.945	60.516	240.941	0.314
For-profit 2-year																
Selected crimes against persons and property	25.385	21.845	17.851	18.237	23.731	14.825	13.033	8.167	7.503	9.325	7.141	6.140	6.280	6.526	14.219	6.071
Murder[2]	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
Negligent manslaughter[3]	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	0.000	0.000
Sex offenses—forcible[4]	0.645	0.373	0.042	0.347	0.087	0.149	0.170	0.052	0.204	0.455	0.385	0.195	0.336	0.511	2.031	0.421
Rape	—	—	—	—	—	—	—	—	—	—	—	0.049	0.112	0.113	1.016	0.060
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.146	0.224	0.397	1.016	0.361
Sex offenses—nonforcible[5]	0.376	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	0.000	0.000
Robbery[6]	3.603	3.316	2.283	2.128	2.907	1.969	1.420	0.985	0.467	1.061	0.983	1.364	0.505	0.567	0.000	0.601
Aggravated assault[7]	2.151	2.570	2.076	1.433	1.432	1.078	1.505	0.907	1.080	1.137	0.599	0.585	1.009	1.532	2.031	1.503
Burglary[8]	15.704	13.472	10.378	10.638	15.185	8.954	6.417	3.500	3.503	4.170	3.207	2.826	2.467	2.383	6.094	2.164
Motor vehicle theft[9]	2.743	2.031	2.947	3.517	3.991	2.638	3.436	2.619	2.160	2.388	1.924	1.170	1.962	1.532	4.063	1.382
Arson[10]	0.161	0.083	0.125	0.130	0.130	0.000	0.057	0.078	0.088	0.000	0.043	0.000	0.000	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests[11]	8.766	4.643	1.951	1.780	1.952	0.855	1.760	1.115	0.671	1.933	2.565	2.680	1.402	1.873	8.125	1.503
Illegal weapons possession	0.699	0.249	0.125	0.130	0.174	0.149	0.114	0.130	0.029	0.265	0.128	0.390	0.168	0.454	0.000	0.481
Drug law violations	4.679	2.653	1.495	1.129	1.388	0.446	1.164	0.752	0.409	1.516	1.710	1.364	1.065	1.078	3.047	0.962
Liquor law violations	3.388	1.741	0.332	0.521	0.390	0.260	0.483	0.233	0.234	0.152	0.727	0.926	0.168	0.340	5.078	0.060
Referrals for disciplinary action[11]	15.435	13.348	9.465	13.894	7.506	9.215	8.603	3.811	4.905	8.225	8.808	11.305	9.140	5.675	91.408	0.601
Illegal weapons possession	0.861	0.290	0.332	0.304	0.304	0.149	0.227	0.052	0.292	0.341	0.128	0.097	0.168	0.227	2.031	0.120
Drug law violations	4.787	7.710	5.563	9.509	5.293	4.087	4.628	1.763	1.985	3.260	4.019	4.532	4.934	2.383	34.532	0.481
Liquor law violations	9.788	5.347	3.570	4.082	1.909	4.979	3.748	1.996	2.627	4.624	4.661	6.676	4.037	3.064	54.845	0.000

—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 2016; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2017, Fall Enrollment component. (This table was prepared September 2018.)

Table 22.1. 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: 2010 through 2016

Type of crime and category of bias motivating the crime[1]	Total, 2010	Total, 2011	Total, 2012	Total, 2013	Total, 2014	2015							2016						
							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	20
All on-campus hate crimes	**928**	**761**	**784**	**778**	**794**	**864**	**354**	**350**	**11**	**143**	**0**	**6**	**1,070**	**483**	**395**	**9**	**178**	**0**	**5**
Murder[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	7	9	4	7	4	7	3	3	0	1	0	0	8	1	1	0	6	0	0
Race	0	0	1	2	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	4	1	2	1	1	3	2	1	0	0	0	0	1	0	1	0	0	0	0
Gender	3	6	1	4	2	1	0	0	0	1	0	0	5	0	0	0	5	0	0
Gender identity	—	—	—	—	0	2	0	2	0	0	0	0	1	0	0	0	1	0	0
Disability	0	0	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	0
Robbery[5]	2	2	5	1	2	3	3	0	0	0	0	0	2	1	0	0	1	0	0
Aggravated assault[6]	17	13	14	7	18	19	10	2	2	5	0	0	34	25	2	0	7	0	0
Race	6	5	6	5	5	5	1	1	0	3	0	0	8	5	0	0	3	0	0
Ethnicity	1	0	0	1	4	4	3	0	1	0	0	0	15	14	0	0	1	0	0
Religion	1	2	1	0	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0
Sexual orientation	9	6	5	1	7	7	4	0	1	2	0	0	7	5	1	0	1	0	0
Gender	0	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0
Gender identity	—	—	—	—	0	1	1	0	0	0	0	0	2	0	1	0	1	0	0
Disability	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary[7]	11	8	5	4	28	4	4	0	0	0	0	0	6	0	4	0	2	0	0
Race	7	4	0	1	24	0	0	0	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	0
Religion	0	2	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	2	1	0	0	1	0	0	0	0	0	0	0	2	0	2	0	0	0	0
Gender	1	1	4	2	0	0	0	0	0	0	0	0	3	0	1	0	2	0	0
Gender identity	—	—	—	—	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0
Disability	1	0	0	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	2	0	1	0	0	0	1	0	0	0	0	0	0	0
Arson[9]	0	1	0	0	1	2	1	1	0	0	0	0	2	2	0	0	0	0	0
Simple assault[10]	67	67	79	91	63	81	28	40	0	12	0	1	99	66	25	0	7	0	1
Race	25	22	36	36	14	39	8	25	0	6	0	0	42	28	12	0	2	0	0
Ethnicity	5	10	5	5	11	8	5	3	0	0	0	0	14	10	2	0	2	0	0
Religion	4	8	9	6	2	8	5	2	0	1	0	0	12	9	2	0	1	0	0
Sexual orientation	23	16	21	27	23	18	9	8	0	1	0	0	17	10	5	0	2	0	0
Gender	9	8	5	17	9	2	0	0	0	1	0	1	11	8	2	0	0	0	1
Gender identity	—	—	—	—	3	5	1	2	0	2	0	0	2	1	1	0	0	0	0
Disability	1	3	3	0	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0
Larceny[11]	9	15	9	15	17	25	3	21	0	1	0	0	34	3	15	4	11	0	1
Race	1	2	2	5	5	1	0	1	0	0	0	0	12	1	5	3	2	0	1
Ethnicity	3	3	2	2	1	0	0	0	0	0	0	0	4	0	0	0	4	0	0
Religion	1	2	2	3	3	19	1	18	0	0	0	0	5	2	3	0	0	0	0
Sexual orientation	1	3	3	3	1	1	0	1	0	0	0	0	5	0	4	0	1	0	0
Gender	3	3	0	2	7	3	1	1	0	1	0	0	4	0	0	1	3	0	0
Gender identity	—	—	—	—	0	1	1	0	0	0	0	0	3	0	2	0	1	0	0
Disability	0	2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Intimidation[12]	260	282	265	296	339	356	142	145	7	58	0	4	421	184	169	1	65	0	2
Race	79	111	120	111	111	141	55	58	1	25	0	2	167	80	60	0	27	0	0
Ethnicity	17	22	22	49	32	38	18	10	0	10	0	0	49	20	22	0	7	0	0
Religion	38	24	28	25	35	47	24	17	1	5	0	0	66	35	22	0	9	0	0
Sexual orientation	87	91	70	68	78	76	30	31	3	12	0	0	84	34	36	1	12	0	1
Gender	37	31	21	37	63	34	9	21	1	1	0	2	27	8	17	0	2	0	0
Gender identity	—	—	—	—	13	12	5	5	0	2	0	0	20	4	11	0	4	0	1
Disability	2	3	4	6	7	8	1	3	1	3	0	0	8	3	1	0	4	0	0
Destruction, damage, and vandalism[13]	555	364	403	357	322	365	160	137	2	66	0	0	464	201	179	4	79	0	1
Race	257	166	186	147	116	151	66	55	0	30	0	0	174	80	56	1	36	0	1
Ethnicity	43	30	34	38	29	25	10	7	1	7	0	0	31	18	11	0	2	0	0
Religion	103	57	70	48	67	109	47	45	0	17	0	0	136	54	53	0	29	0	0
Sexual orientation	135	104	104	108	89	61	27	22	0	12	0	0	66	32	27	2	5	0	0
Gender	17	7	9	14	13	10	7	2	1	0	0	0	36	14	15	1	6	0	0
Gender identity	—	—	—	—	6	8	2	6	0	0	0	0	21	3	17	0	1	0	0
Disability	0	0	0	2	2	1	1	0	0	0	0	0	0	0	0	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. 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, 2010 through 2016. (This table was prepared September 2018.)

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Appendix A: Technical Notes

General Information

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, and the National Institute on Drug Abuse of the U.S. Department of Health and Human Services. 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 National Vital Statistics System, 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 National Teacher and Principal Survey, the School Survey on Crime and Safety, the Fast Response Survey System survey of school safety and discipline, ED*Facts*, the Monitoring the Future Survey, and the Studies of Active Shooter Incidents. 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) was developed by the Centers for Disease Control and Prevention (CDC) in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including homicides, suicides, and legal intervention deaths where 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 students, as well as nonstudents (e.g., students' parents, community residents, and school staff). The SAVD-SS includes data on the school, event, victim(s), and offender(s). These data are used 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 CDC has collected SAVD-SS data from July 1, 1992, through the present.

The SAVD-SS uses a three-step process to identify and collect data on school-associated violent deaths. First, cases are identified through a systematic search of the LexisNexis newspaper and media database. Second, law enforcement officials from the office that investigated the death(s) are contacted to confirm the details of the case and to determine if the event meets the case definition. Third, once a case is confirmed, a copy of the full law enforcement report is requested for each case. Finally, in previous data years when possible, interviews were conducted with law enforcement and/or school officials familiar with cases to obtain contextual information about the incidents. However, interviews are no longer conducted as a part of SAVD-SS protocol. Information regarding the fatal incident is abstracted from law enforcement reports and includes the location of injury, context of injury (while classes were being held, during break, etc.),

motives for injury, method of injury, and relationship, school, and community circumstances that may have been related to the incident (e.g., relationship problems with family members, school disciplinary issues, gang-related activity in the community). Information obtained on victim(s) and offender(s) includes demographics, contextual information about 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. For specific SAVD studies, school-level data for schools where incidents occur are obtained through the National Center for Education Statistics Common Core of Data and include school demographics, locale (e.g., urban, suburban, rural), grade levels comprising the school, Title I eligibility, and percentage of students eligible for free/reduced-price lunch among other variables.

All data years are flagged as "preliminary." For some recent cases, the law enforcement reports have not yet been received. The details learned during data abstraction from law enforcement reports can occasionally change the classification of a case. New cases may be identified, because of the expansion of the scope of media files used for case identification. However, cases not identified during earlier data years may be discovered at a later date as a result of newly published media articles describing the incident. Occasionally, cases may be identified during law enforcement confirmation processes to verify known cases.

For additional information about SAVD, contact:

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National Vital Statistics System (NVSS)

The National Vital Statistics System (NVSS) is the system through which data on vital events—births, deaths, marriages, divorces, and fetal deaths—are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). Detailed mortality data from NVSS are accessed through CDC's Wide-ranging Online Data for Epidemiologic Research (WONDER), providing the counts of homicides among youth ages 5–18 and suicides among youth ages 10–18 by school year (i.e., from July 1 through June 30).[1] These counts are used to estimate the proportion of all youth homicides and suicides that are school-associated in a given school year. For more information on the NCHS and the NVSS, see http://www.cdc.gov/nchs/nvss.htm.

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 on the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization, which results in more accurate estimates of victimization. BJS now includes 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

[1] For the purposes of this report, self-inflicted deaths among 5- to 9-year-olds are not counted because determining suicidal intent in younger children can be difficult.

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 https://www.bjs.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.

Every 10 years, the NCVS sample is redesigned to reflect changes in the population. In the 2006 NCVS, changes in the sample design and survey methodology affected the survey's estimates. Caution should be used when comparing 2006 estimates to estimates of other years. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* (Rand and Catalano 2007) at https://bjs.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 https://www.bjs. gov/content/pub/pdf/cv07.pdf. Due to a sample increase and redesign in 2016, victimization estimates among youth were not comparable to estimates for other years and are not available in this report. For more information on the redesign, see https://www.bjs.gov/content/pub/pdf/cv16re.pdf.

The number of NCVS-eligible households in the 2017 sample was approximately 192,111. 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 2017, the household response rate was about 76 percent, and the completion rate for persons within households was about 84 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, 2015, and 2017 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, 2015, and 2017 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, 5,500 in 2015, and 7,100 in 2017. In the 2017 SCS, the household completion rate was 76 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, 82 percent, and 76 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, 58 percent, and 52 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, 48 percent in 2015, and 40 percent in 2017.

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, 2015, and 2017, 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 several 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.

In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates. Response rates for key SCS items were about 98 percent or higher, meaning there was 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, 2015, and 2017 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, 2015, and 2017, 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, 15,600 participated in the 2015 survey, and 14,800 participated in the 2017 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, 60 percent for the 2015 survey, and 60 percent for the 2017 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 2017 survey. This analysis found some evidence of potential bias by school type and school poverty level, 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 2017, a total of 39 states and 21 districts had weighted data. Not all of the districts were contained in the 39 states. For example, Texas was not one of the 39 states that obtained weighted data, but it contained two districts that did. For more information on the location of the districts, see https://www.cdc.gov/healthyyouth/data/yrbs/participation.htm. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 805 to 51,807. School response rates ranged from 68 to 100 percent, student response rates ranged from 67 to 90 percent, and overall response rates ranged from 60 to 89 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, 2015, and 2017 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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National Teacher and Principal Survey (NTPS)

The National Teacher and Principal Survey is a set of related questionnaires that collect descriptive data on the context of elementary and secondary education. Data reported by schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The NTPS 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.

The NTPS was first conducted during the 2015–16 school year. The survey is a redesign of the Schools and Staffing Survey (SASS), which was conducted from the 1987–88 school year to the 2011–12 school year. Although the NTPS maintains the SASS survey's focus on schools, teachers, and administrators, the NTPS has a different structure and sample than SASS. In addition, whereas SASS operated on a 4-year survey cycle, the NTPS operates on a 2-year survey cycle.

The school sample for the 2015–16 NTPS was based on an adjusted public school universe file from the 2013–14 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The NTPS definition of a school is the same as the SASS definition of a school—an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home.

The 2015–16 NTPS universe of schools is confined to the 50 states plus the District of Columbia. It excludes the Department of Defense dependents schools overseas, schools in U.S. territories overseas, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. Bureau of Indian Education schools are included in the NTPS universe, but these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS includes three key components: school questionnaires, principal questionnaires, and teacher questionnaires. NTPS data are collected by the U.S. Census Bureau through a mail questionnaire with telephone and in-person field follow-up. The school and principal questionnaires were sent to sampled schools, and the teacher questionnaire was sent to a sample of teachers working at sampled schools. The NTPS school sample consisted of about 8,300 public schools; the principal sample consisted of about 8,300 public school principals; and the teacher sample consisted of about 40,000 public school teachers.

The school questionnaire asks knowledgeable school staff members about grades offered, student attendance and enrollment, staffing patterns, teaching vacancies, programs and services offered, curriculum, and community service requirements. In addition, basic information is collected about the school year, including the beginning time of students' school days and the length of the school year. The weighted unit response rate for the 2015–16 school survey was 72.5 percent.

The principal questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, goals for the school, and judgments about school working conditions and climate. Information is also obtained on professional development opportunities for teachers and principals, teacher performance, barriers to dismissal of underperforming teachers, school climate and safety, parent/guardian participation in school events, and attitudes about educational goals and school governance. The weighted unit response rate for the 2015–16 principal survey was 71.8 percent.

The teacher questionnaire collects data from teachers about their current teaching assignment, workload, education history, and perceptions and attitudes about teaching. Questions are also asked about teacher preparation, induction, organization of classes, computers, and professional development. The weighted response rate for the 2015–16 teacher survey was 67.8 percent.

Further information about the NTPS is available in *User's Manual for the 2015–16 National Teacher and Principal Survey, Volumes 1–4* (Goldring et al. 2017) (NCES 2017-131 through NCES 2017-134).

For additional information about the NTPS program, please contact:

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Sample Surveys Division
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
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http://nces.ed.gov/surveys/ntps

School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is the only recurring federal survey that collects detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indicators of school safety from the schools' perspective. SSOCS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education and collected by the U.S. Census Bureau. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary, middle, high, 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, 2009–10, and 2015–16.

The sampling frame for SSOCS:2016 was constructed from the 2013–14 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 (including charter schools) in the United States and the District of Columbia. Other types of schools from the CCD Public Elementary/Secondary School Universe file were excluded from the SSOCS sampling frame. For instance, schools in Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands, as well as Department of Defense dependents schools and Bureau of Indian Education schools, were excluded. Also excluded were special education, alternative, vocational, virtual, newly closed, ungraded, and home schools, and schools with the highest grade of kindergarten or lower.

The SSOCS:2016 universe totaled 83,600 schools. From this total, 3,553 schools were selected for participation in the survey. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell. The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum.

Data collection began in February 2016 and ended in early July 2016. Questionnaire packets were mailed to the principals of the sampled schools, who were asked to complete the survey or have it completed by the person at the school who is most knowledgeable about school crime and policies for providing a safe school environment. A total of 2,092 public schools submitted usable questionnaires, resulting in an overall weighted unit response rate of 62.9 percent.

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 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.

For more information about the FRSS, contact:

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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

Campus Safety and Security Help Desk
(800) 435-5985
CampusSafetyHelp@westat.com

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. ED 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 596 within file 086. 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 unduplicated number of students who were involved in an incident involving a firearm." The reporting period is the entire school year. For more information about this data group, see file specification 086 for the relevant school year, available at https://www2.ed.gov/about/inits/ed/edfacts/sy-16-17-nonxml.html.

For more information about ED*Facts*, contact:

ED*Facts*
Administrative Data Division
Elementary/Secondary Branch
National Center for Education Statistics
550 12th Street SW
Washington, DC 20202
ED*Facts*@ed.gov
http://www2.ed.gov/about/inits/ed/edfacts/index.html

Monitoring the Future Survey

The National Institute on Drug Abuse of the U.S. Department of Health and Human Services is the primary supporter of the long-term study titled "Monitoring the Future: A Continuing Study of American Youth," conducted by the University of Michigan Institute for Social Research. One component of the study deals with student drug abuse. Results of the national sample survey have been published annually since 1975. With the exception of 1975, when about 9,400 students participated in the survey, the annual samples comprise roughly 16,000 students in 150 public and private schools. Students complete self-administered questionnaires given to them in their classrooms by University of Michigan personnel. Each year, 8th-, 10th-, and 12th-graders are surveyed (12th-graders since 1975, and 8th- and 10th-graders since 1991). The 8th- and 10th-grade surveys are anonymous, while the 12th-grade survey is confidential. The 10th-grade samples involve about 17,000 students in 140 schools each year, while the 8th-grade samples have approximately 18,000 students in about 150 schools. In all, approximately 50,000 students from about 420 public and private secondary schools are surveyed annually. Approximately 90 percent of 8th-grade students, 88 percent of 10th-grade students, and 80 percent of 12th-grade students surveyed participated in the study in 2016. Beginning with the class of 1976, a randomly selected sample from each senior class has been followed in the years after high school on a continuing basis.

Understandably, there is some reluctance to admit illegal activities. Also, students who are out of school on the day of the survey are nonrespondents, and the survey does not include high school dropouts. The inclusion of absentees and dropouts would tend to increase the proportion of individuals who had used drugs. A 1983 study found that the inclusion of absentees could increase some of the drug usage estimates by as much as 2.7 percentage points. (Details on that study and its methodology were published in *Drug Use Among American High School Students, College Students, and Other Young Adults*, by L.D. Johnston, P.M. O'Malley, and J.G. Bachman, available from the National Clearinghouse on Drug Abuse Information, 5600 Fishers Lane, Rockville, MD 20857.)

The 2017 Monitoring the Future survey involved about 43,700 8th-, 10th-, and 12th-grade students in 360 secondary schools nationwide. The first published

results were presented in *Monitoring the Future, National Results on Drug Use, 1975–2017: Overview, Key Findings on Adolescent Drug Use*, at http://www.monitoringthefuture.org.

Further information on the Monitoring the Future drug abuse survey may be obtained from:

National Institute on Drug Abuse
Division of Epidemiology, Services and Prevention Research
6001 Executive Boulevard
Bethesda, MD 20892
mtfinformation@umich.edu
http://www.monitoringthefuture.org

Studies of Active Shooter Incidents

The Investigative Assistance for Violent Crimes Act of 2012, which was signed into law in 2013, authorizes the attorney general, upon the request of an appropriate state or local law enforcement official, to "assist in the investigation of violent acts and shootings occurring in a place of public use and in the investigation of mass killings and attempted mass killings." The attorney general delegated this responsibility to the Federal Bureau of Investigation (FBI).

In 2014, the FBI initiated studies of active shooter incidents in order to advance the understanding of these incidents and provide law enforcement agencies with data that can inform efforts toward preventing, preparing for, responding to, and recovering from them.

Data on active shooter incidents at educational institutions come from the FBI reports *A Study of Active Shooter Incidents in the United States Between 2000 and 2013, Active Shooter Incidents in the United States in 2014 and 2015,* and *Active Shooter Incidents in the United States in 2016 and 2017*, which can be accessed at https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources.

Further information about FBI resources on active shooter incidents may be obtained from:

Active Shooter Resources
Office of Partner Engagement
Federal Bureau of Investigation
U.S. Department of Justice
935 Pennsylvania Avenue NW
Washington, DC 20535
https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources

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 Balanced Repeated Replication (BRR) 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 an "!" 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 or the CV was greater than 50 percent. 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

Active shooter An individual actively engaged in killing or attempting to kill people in a confined and populated area.

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/Geographic/LocaleBoundaries.

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).

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.

Cyberbullied 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.

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.

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.

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.

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/Geographic/LocaleBoundaries.

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.

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/Geographic/LocaleBoundaries.

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/Geographic/LocaleBoundaries.

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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