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Indicators of School Crime and Safety: 2014

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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 seventeenth in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; ED*Facts*, sponsored by NCES; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education. The most recent data collection for each indicator varied by survey, from 2009 to 2013. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

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

Key Findings

Preliminary data show that there were 45 school-associated violent deaths[1] from July 1, 2011, through June 30, 2012. (*Indicator 1*). In 2013, among students ages 12–18, there were about 1,420,900 nonfatal victimizations at school,[2] which included 454,900 theft victimizations[3] and 966,000 violent victimizations[4] (simple assault and serious violent victimizations[5]). (*Indicator 2*). Out of 791 total hate crimes[6] reported on college campuses in 2012, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (412 incidents), followed by intimidation (261 incidents), simple assault (79 incidents), aggravated assault (14 incidents), larceny (11 incidents), robbery (5 incidents), burglary (5 incidents), and forcible sex offenses (4 incidents; *Indicator 23*).

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

Violent Deaths

» Of the 45 student, staff, and nonstudent school-associated violent deaths occurring between July 1, 2011, and June 30, 2012, there were 26 homicides, 14 suicides, and 5 legal intervention deaths.[7] Of these 45 deaths, there were 15 homicides, 5 suicides, and 0 legal intervention deaths of school-age youth (ages 5–18) at school. (*Indicator 1*).

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

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

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

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

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

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

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

» During the 2011–12 school year, 15 of the 1,199 homicides among school-age youth ages 5–18 occurred at school.[8] During the 2011 calendar year, 5 of the 1,568 suicides of school-age youth ages 5–18 occurred at school. (*Indicator 1*).

Nonfatal Student and Teacher Victimization

» In 2013, among students ages 12–18, there were about 1,420,900 nonfatal victimizations at school,[9] which included 454,900 theft victimizations[10] and 966,000 violent victimizations[11] (simple assault and serious violent victimizations[12]). (*Indicator 2*).

» In 2013, students ages 12–18 experienced higher rates of nonfatal victimizations at school than away from school. That year, they experienced 55 victimizations per 1,000 students at school and 30 per 1,000 students away from school. (*Indicator 2*).

» In 2013, the rate of violent victimization at school (37 per 1,000 students) was greater than the rate of violent victimization away from school (15 per 1,000 students). This difference was driven primarily by higher rates of simple assault at school (33 per 1,000 students) than away from school that year (9 per 1,000; *Indicator 2*).

» In 2013, students experienced about 5 serious violent victimizations per 1,000 students at school and 6 victimizations per 1,000 students away from school. (*Indicator 2*).

» In 2013, the total victimization rate at school was greater for students ages 12–14 (67 per 1,000 students) compared with students ages 15–18 (44 per 1,000 students; *Indicator 2*).

» Between 1992 and 2013, the total victimization rates for students ages 12–18 generally declined both at and away from school. (*Indicator 2*).

» In 2013, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Two percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization. (*Indicator 3*).

» Between 1995 and 2013, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent), as did the percentages of students who reported theft (from 7 to 2 percent), violent victimization (from 3 to 1 percent), and serious violent victimization (from 1 percent to less than one-half of 1 percent; *Indicator 3*).

» About 7 percent of students in grades 9–12 reported being threatened or injured with a weapon such as a gun, knife, or club on school property[13] in 2013. The percentage of students who reported being threatened or injured with a weapon on school property has decreased over the last decade, from 9 percent in 2003 to 7 percent in 2013. (*Indicator 4*).

» In each survey year from 1993 to 2013, a higher percentage of males than of females in grades 9–12 reported being threatened or injured with a weapon on school property. In 2013, approximately 8 percent of males and 6 percent of females reported being threatened or injured with a weapon on school property. The percentage of males who reported being threatened or injured with a weapon on school property was lower in 2013 than in 2011 (8 vs. 10 percent); however, the percentages for females were not measurably different between these two years. (*Indicator 4*).

» In 2013, a higher percentage of students in grades 9–12 reported being threatened or injured with a weapon on school property 1 time (3 percent) than reported being threatened or injured with a weapon on school property 2 or 3 times (2 percent), 4 to 11 times (1 percent), or 12 or more times (1 percent; *Indicator 4*).

» During the 2011–12 school year, a higher percentage of public than private school teachers reported being threatened with injury (10 vs. 3 percent) or being physically attacked (6 vs. 3 percent) by a student from their school. (*Indicator 5*).

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

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

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

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

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

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

- Ten percent of elementary teachers and 9 percent of secondary teachers reported being threatened by a student from their school in 2011–12. The percentage of elementary teachers who reported being physically attacked by a student was higher than the percentage of secondary teachers (8 vs. 3 percent; *Indicator 5).*

School Environment

- During the 2009–10 school year, 85 percent of public schools recorded that one or more crime incidents had taken place at school,[14] amounting to an estimated 1.9 million crimes. This translates to a rate of 40 crimes per 1,000 public school students enrolled in 2009–10. During the same year, 60 percent of public schools reported a crime incident that occurred at school to the police, amounting to 689,000 crimes—or 15 crimes per 1,000 public school students enrolled. (*Indicator 6*).

- In 2009–10, about 74 percent of public schools recorded one or more violent incidents of crime, 16 percent recorded one or more serious violent incidents, 44 percent recorded one or more thefts, and 68 percent recorded one or more other incidents.[15] Forty percent of public schools reported at least one violent incident to police, 10 percent reported at least one serious violent incident to police, 25 percent reported at least one theft to police, and 46 percent reported one or more other incidents to police. (*Indicator 6*).

- During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 3 percent reported widespread disorder in classrooms on a daily or weekly basis. (*Indicator 7*).

- Sixteen percent of public schools reported that gang activities had occurred during the 2009–10 school year, and 2 percent reported that cult or extremist activities had occurred during this period. The percentages of public schools that reported gang activity at all at their schools during the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10. (*Indicator 7*).

- Nine percent of public schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2009–10, lower than the 11 percent in 2007–08. (*Indicator 7*).

- The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013. A higher percentage of students from urban areas (18 percent) reported a gang presence than students from suburban (11 percent) and rural areas (7 percent) in 2013. *(Indicator 8).*

- A higher percentage of students attending public schools (13 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2013. (*Indicator 8*).

- In 2013, higher percentages of Hispanic (20 percent) and Black (19 percent) students reported the presence of gangs at their school than White (7 percent) and Asian (9 percent) students. (*Indicator 8*).

- The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property increased from 1993 to 1995 (from 24 to 32 percent), but then decreased to 22 percent in 2013. (*Indicator 9*).

- In 2013, lower percentages of Black students (19 percent) and White students (20 percent) than of Hispanic students (27 percent) and students of Two or more races (26 percent) reported that illegal drugs were made available to them on school property. (*Indicator 9*).

- A lower percentage of 12th-graders than of 9th-, 10th-, or 11th-graders reported that illegal drugs were made available to them on school property in 2013; that year, 19 percent of 12th-graders reported that illegal drugs were made available to them on school property, compared with 22 percent of 9th-graders and 23 percent each of 10th- and 11th-graders. (*Indicator 9).*

- The percentage of students ages 12–18 who reported being the target of hate-related words decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2013. The percentage of students who reported being the target of hate-related words in 2013 was lower than the percentage in 2011 (9 percent; *Indicator 10*).

- The percentage of students ages 12–18 who reported seeing hate-related graffiti at school decreased from 36 percent in 1999 (the first year of data collection for this item) to 25 percent in

[14] "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.

[15] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

2013. The percentage of students who reported seeing hate-related graffiti in 2013 was lower than the percentage in 2011 (28 percent; *Indicator 10*).

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

» In 2013, about 22 percent of students ages 12–18 reported being bullied at school during the school year. Higher percentages of females than of males reported that they were made fun of, called names, or insulted (15 vs. 13 percent); were the subject of rumors (17 vs. 10 percent); and were excluded from activities on purpose (5 vs. 4 percent). In contrast, a higher percentage of males (7 percent) than of females (5 percent) reported being pushed, shoved, tripped, or spit on. (*Indicator 11*).

» In 2013, approximately 7 percent of students ages 12–18 reported being cyber-bullied anywhere during the school year. A higher percentage of female students than of male students reported being victims of cyber-bullying overall (9 vs. 5 percent; *Indicator 11*).

» In 2013, about 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year, and about 27 percent of students who reported being cyber-bullied anywhere indicated that they were cyber-bullied at least once or twice a month. A higher percentage of students reported notifying an adult after being bullied at school than after being cyber-bullied anywhere (39 vs. 23 percent; *Indicator 11*).

» The percentage of students who reported being bullied was lower in 2013 (22 percent) than in every prior survey year (28 percent each in 2005, 2009, and 2011 and 32 percent in 2007). The same pattern was observed across many of the student and school characteristics examined. (*Indicator 11*).

» In 2011–12, about 38 percent of teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 35 percent reported that student tardiness and class cutting interfered with their teaching. Sixty-nine percent of teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent reported that the principal enforced the school rules. (*Indicator 12*).

» The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 25 to 35 percent). Between 1993–94 and 2011–12, the percentage of teachers who reported that school rules were enforced by other teachers fluctuated between 64 and 73 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 82 and 89 percent. (*Indicator 12*).

» A higher percentage of public school teachers (41 percent) than of private school teachers (22 percent) reported that student misbehavior interfered with their teaching in 2011–12. In addition, 38 percent of public school teachers reported that student tardiness and class cutting interfered with their teaching, compared with 19 percent of private school teachers. During the same year, lower percentages of public school teachers than of private school teachers agreed that school rules were enforced by other teachers (68 vs. 77 percent) and by the principal in their school (84 vs. 89 percent; *Indicator 12*).

Fights, Weapons, and Illegal Substances

» In 2013, about 25 percent of students in grades 9–12 reported that they had been in a physical fight anywhere during the previous 12 months, and 8 percent reported that they had been in a physical fight on school property during this time period. (*Indicator 13*).

» The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2013 (from 42 to 25 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; *Indicator 13*).

» In 2013, a lower percentage of 12th-graders than of 9th-, 10th-, and 11th-graders reported being in a physical fight, either anywhere or on school property during the previous 12 months. Higher percentages of Black students than of students of Two or more races, Hispanic students, Pacific Islander students, White students, and Asian students reported being in a physical fight anywhere or on school property during this time period. (*Indicator 13*).

- In 2013, about 19 percent of students in grades 9–12 reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2 percent reported being in a physical fight anywhere 12 or more times during the previous 12 months. About 7 percent of students in these grades reported being in a physical fight on school property 1 to 3 times, 1 percent reported being in a physical fight on school property 4 to 11 times, and less than 1 percent reported being in a physical fight on school property 12 or more times during the 12-month period. (*Indicator 13*).

- The percentage of students who reported carrying a weapon on school property in the previous 30 days declined from 12 percent in 1993 to 5 percent in 2013. The percentage of students carrying weapons anywhere was lower in 2013 (18 percent) than in 1993 (22 percent; *Indicator 14*).

- In 2013, a higher percentage of White students (21 percent) than of Hispanic students (16 percent), Pacific Islander and Black students (13 percent each), and Asian students (9 percent) reported carrying a weapon anywhere in the previous 30 days. Also, a higher percentage of White students (6 percent) than of Black students (4 percent) reported carrying a weapon on school property during the previous 30 days. (*Indicator 14*).

- The percentage of students ages 12–18 who reported that they had access to a loaded gun without adult permission, either at school or away from school, during the current school year decreased from 7 percent in 2007 to 4 percent in 2013. (*Indicator 14*).

- Between 1993 and 2013, the percentage of students in grades 9–12 who reported having at least one drink of alcohol during the previous 30 days decreased from 48 to 35 percent. (*Indicator 15*).

- In 2013, about 47 percent of 12th-graders reported consuming alcohol on at least 1 day during the previous 30 days. This percentage was higher than the percentages for 9th-graders (24 percent), 10th-graders (31 percent), and 11th-graders (39 percent; *Indicator 15*).

- In 2011, some 5 percent of students in grades 9–12 reported having at least one drink of alcohol on school property, which was not measurably different from the percentage in 1993. (*Indicator 15*).

- In 2013, some 23 percent of students in grades 9–12 reported using marijuana at least one time in the previous 30 days, which was a higher percentage than that reported in 1993 (18 percent) but not measurably different from that reported in 2011. (*Indicator 16*).

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

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

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

Fear and Avoidance

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

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

» In 2013, about 5 percent of students reported that they avoided at least one school activity or class[16] or one or more places in school[17] during the previous school year because they feared being attacked or harmed.[18] Specifically, 2 percent of students reported avoiding at least one school activity or class, and 4 percent reported avoiding one or more places in school. (*Indicator 18*).

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

Discipline, Safety, and Security Measures

» During the 2009–10 school year, 39 percent of public schools (about 32,300 schools) took at least one serious disciplinary action against a student for specific offenses. Of the 433,800 serious disciplinary actions taken during the 2009–10 school year, 74 percent were suspensions for 5 days or more, 20 percent were transfers to specialized schools, and 6 percent were removals with no services for the remainder of the school year. (*Indicator 19*).

» Between the 2003–04 and 2011–12 school years, the percentage of public schools reporting that they required that students wear uniforms increased from 13 to 19 percent. Also, the percentages of public schools reporting the following security measures were higher in 2011–12 than in 2003–04: using security cameras to monitor the school; controlling access to buildings during school hours; and controlling access to grounds during school hours. (*Indicator 20*).

» During the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours, and 64 percent reported that they used security cameras to monitor the school. (*Indicator 20*).

» During the 2009–10 school year, 43 percent of public schools reported the presence of one or more security staff at their school at least once a week during the school year. Twenty-nine percent of schools reported having at least one full-time employed security staff member who was present at least once a week, and 14 percent of schools reported having only part-time staff. Twenty-eight percent of all schools reported the presence of security staff routinely carrying a firearm at school. (*Indicator 20*).

» In 2013, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools. Most students ages 12–18 reported that their schools had a written code of student conduct and a requirement that visitors sign in (96 percent each). Approximately 90 percent of students reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway, 77 percent reported the presence of one or more security cameras to monitor the school, and 76 percent reported locked entrance or exit doors during the day. Eleven percent of students reported the use of metal detectors at their schools, representing the least observed of the selected safety and security measures. (*Indicator 21*).

» About 76 percent of students ages 12–18 reported observing locked entrance or exit doors during the day in 2013, representing an increase from 65 percent in 2011 as well as an overall increase from 38 percent in 1999. (*Indicator 21*).

Postsecondary Campus Safety and Security

» In 2012, there were 29,500 criminal incidents at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 4 percent decrease from 2011 (30,700). There was also a decrease in the number of on-campus crimes per 10,000 full-time-equivalent (FTE) students, from 20.0 in 2011 to 19.4 in 2012. (*Indicator 22*).

» The number of disciplinary referrals for drug law violations reported by public and private 2-year and 4-year postsecondary institutions increased from 20.5 per 10,000 students in 2001 to 35.6 per 10,000 students in 2012. Also, the number of referrals for liquor law violations per 10,000 students was higher in 2012 (127.4) than in 2001 (111.3). In contrast, the number of referrals per 10,000 students for illegal weapons

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

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

[18] 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.

possession was lower in 2012 (0.9) than in 2001 (1.1; *Indicator 22*).

- The number of arrests for weapons possession reported by public and private 2-year and 4-year postsecondary institutions was 4 percent lower in 2012 than in 2001 (1,000 vs. 1,100). Arrests for drug law violations increased by 76 percent during this period, reaching 20,800, and arrests for liquor law violations rose by 8 percent, reaching 29,500. (*Indicator 22*).

- Out of the 791 total hate crimes reported on college campuses in 2012, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (412 incidents), followed by intimidation (261 incidents), simple assault (79 incidents), aggravated assault (14 incidents), larceny (11 incidents), robbery (5 incidents), burglary (5 incidents), and forcible sex offenses (4 incidents; *Indicator 23*).

- Race-related hate crimes accounted for 46 percent of reported vandalisms classified as hate crimes, 45 percent of reported intimidations, and 44 percent of reported simple assaults in 2012. Additionally, one-quarter of vandalism and intimidation hate crimes and 28 percent of simple assaults were classified with sexual orientation as the motivating bias. (*Indicator 23*).

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Foreword

Indicators of School Crime and Safety: 2014 provides the most recent national indicators on school crime and safety. The information presented in this report is intended to serve 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 seventeenth 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 2014 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; ED*Facts*, sponsored by NCES; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education.

The entire report is available on the Internet (http://nces.ed.gov/programs/crimeindicators/crimeindicators2014/). The Bureau of Justice Statistics and the National Center for Education Statistics continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

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Introduction

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

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

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2014 is the seventeenth in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. Although the data presented in this report are the most recent data available at the time of publication, the data do not cover the most recent two or more school years. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2014 is organized into sections that delineate specific concerns to readers, starting with a description of the most serious violent crimes. The sections cover violent deaths; nonfatal student and teacher victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security measures, and campus safety and security. Each section contains a set of indicators that, taken together, aim to describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.[1] Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A glossary of terms and a reference section appear at the end of the report.

This edition of the report contains updated data for sixteen 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 illegal drug availability on school property (*Indicator 9*), students' reports of being called hate-related words and seeing hate-related graffiti (*Indicator 10*), bullying at school and cyber-bullying anywhere (*Indicator 11*), physical fights on school property and anywhere (*Indicator 13*), students carrying weapons on school property and anywhere and students' access to firearms (*Indicator 14*), students' use of alcohol on school property and anywhere (*Indicator 15*), students' use of marijuana on school property and anywhere (*Indicator 16*), students' perceptions of personal safety at school and away from school (*Indicator 17*), students' reports of avoiding school activities or classes or specific places in school (*Indicator 18*), students' reports of safety and security measures observed at school (*Indicator 21*), and criminal incidents at postsecondary institutions (*Indicator 22*).

In addition, this year's report introduces a new indicator on hate crime incidents at postsecondary institutions (*Indicator 23*).

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

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

Data

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

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on selected security and safety measures used in schools. *Indicator 20* uses data collected from a schools and staffing survey administered to public and private school principals about safety and security practices used in their schools for the 2011–12 school year, as well as from a survey of public school principals about safety and security practices used in their schools during the 2009–10 school year. The schools range from primary through high schools. *Indicator 21,* however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2013, but they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent victimization at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of victimization, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

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

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

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

The appearance of a "!" symbol (Interpret data with caution) in a table or figure indicates a data cell with

a high ratio of standard error to estimate so the reader should use caution when interpreting such data. These estimates are still discussed, however, when statistically significant differences are found despite large standard errors.

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

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

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2001 through 2012 annually	Calendar year	22, 23
ED*Facts*	All students in K–12 schools	2008–09 through 2012–13	Incidents during the school year	14
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992–2013 annually	Interviews conducted during the calendar year[1]	2
The School-Associated Violent Deaths Study (SAVD)	Universe	1992 through 2012 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[2]	1995, 1999, and 2001–2013 biennially	Incidents during the previous 6 months	3
			Incidents during the school year[2]	8, 10, 11, 14, 17, 18, and 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools[3]	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10	1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 school years	6, 7, 19, and 20
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94,1999–2000, 2003–04, 2007–08, and 2011–12	Incidents during the previous 12 months	5, 12, 20
Supplementary Homicide Reports (SHR)	Universe	1992 through 2012 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal (WISQARS Fatal)	Universe	1992 through 2011 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993–2013 biennially	Incidents during the previous 12 months	4, 9, 11, and 13
			Incidents during the previous 30 days	14, 15, and 16

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

Violent Deaths

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Indicator 1

Violent Deaths at School and Away From School

Over all available survey years, the percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Indicator 1 presents data on school-associated violent deaths that were collected through the School-Associated Violent Deaths (SAVD) Surveillance Study. The most recent data released for the SAVD Surveillance Study cover the period from July 1, 2011, through June 30, 2012.

More recent information gathered from media reports can provide a glimpse of SAVD cases occurring since June 2012. For example, the Sandy Hook Elementary School shooting incident on December 14, 2012, in Newtown, Connecticut resulted in 20 child homicides, 6 adult homicides, and 1 adult suicide.[2]

The SAVD Surveillance Study defines a school-associated violent death as "a homicide, suicide, or legal intervention[3] (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths include not only students and staff members, but also others who are not students or staff members, such as parents.

Between July 1, 2011 and June 30, 2012, there were a total of 45 school-associated violent deaths in elementary and secondary schools in the United States (figure 1.1 and table 1.1). Of the 45 student, staff, and nonstudent school-associated violent deaths occurring during this time span, there were 26 homicides, 14 suicides, and 5 legal interventions. Data for school-associated violent deaths for the 2011–12 school year are preliminary until interviews with law enforcement personnel have been completed.

Data on violent deaths occurring away from school were included in order to compare them to data on violent deaths occurring at school. The most recent data available for total suicides of school-age youth (ages 5–18; referred to as youth in the remainder of the indicator) are for the 2011 calendar year; the most recent data available for total homicides of youth are for the 2011–12 school year.[4] During the 2011–12 school year, there were 1,199 homicides of youth (figure 1.2 and table 1.1). During the 2011 calendar year, there were 1,568 suicides of youth. During the 2011–12 school year, there were 15 homicides and 5 suicides of school-age youth at school (figure 1.1 and table 1.1). When instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 homicide or suicide for each 2.7 million students enrolled.[5]

The percentage of youth homicides occurring at school remained at less than 2 percent of the total number of youth homicides over all available survey years, even though the absolute number of homicides of school-age youth at school varied to some degree across the years (figure 1.1 and table 1.1). Between 1992–93 and 2011–12, from 1 to 10 school-age youth committed suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

[2] http://cspsandyhookreport.ct.gov.

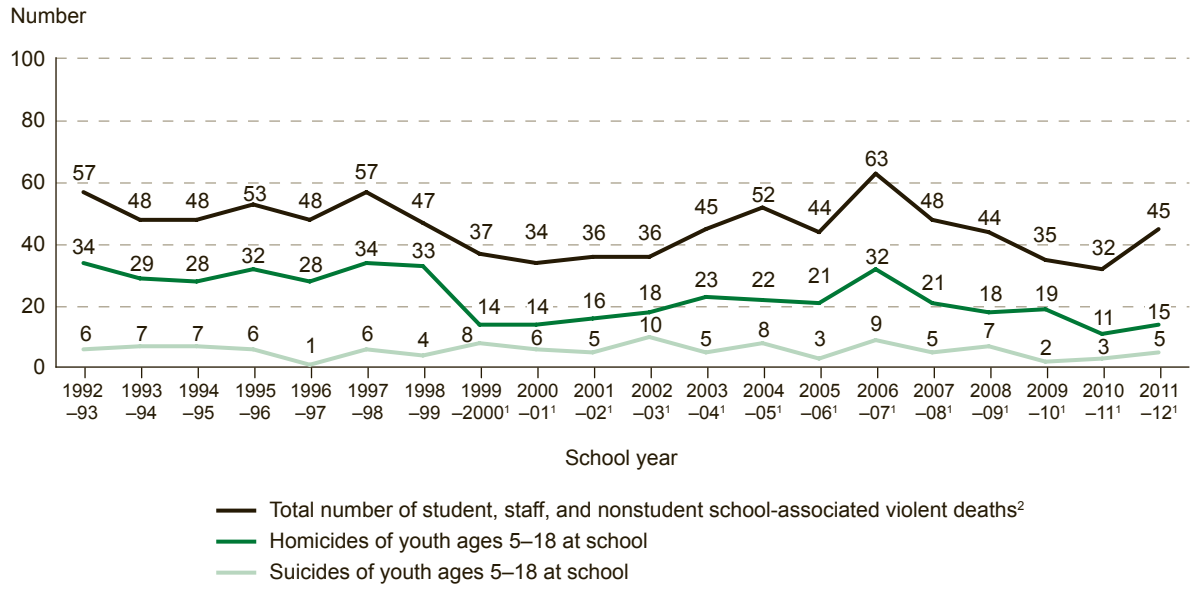
[3] A legal intervention death is defined as a death caused by police and other persons with legal authority to use deadly force, excluding legal executions.

[4] Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and data on total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing violent deaths at school to total violent deaths.

[5] The total number of students enrolled in prekindergarten through 12th grade during the 2011–12 school year was 54,789,757 (Snyder and Dillow 2015).

This indicator has been updated to include 2011–12 data for total homicides and total legal intervention deaths, and 2011 data for total suicides. For more information: Table 1.1, and Centers for Disease Control and Prevention (2008), (http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5702a1.htm).

Figure 1.1. Number of student, staff, and nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2011–12



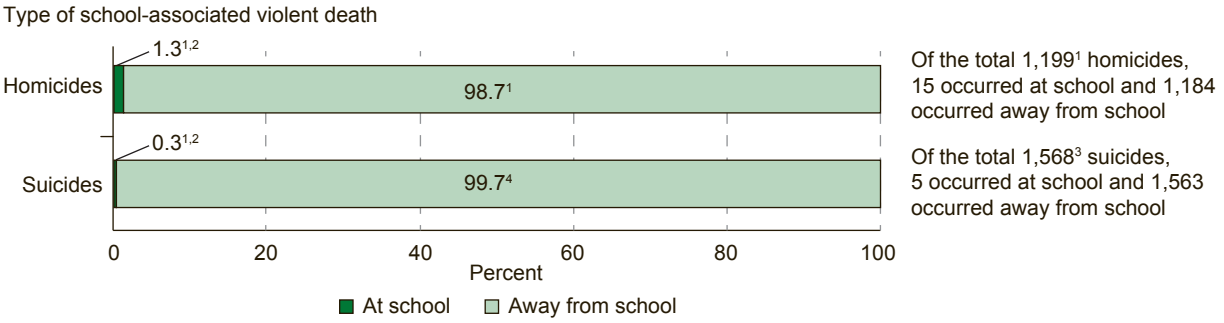
[1] Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

[2] A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students, from July 1, 1992 through June 30, 2012.

NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 1992–2012 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (February 2015).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2011–12



[1] Youth ages 5–18 from July 1, 2011, through June 30, 2012.

[2] Data from the School-Associated Violent Deaths Surveillance Study (SAVD) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

[3] Youth ages 5–18 in the 2011 calendar year.

[4] This number approximates the number of suicides away from school. Use caution when interpreting this number due to timeline differences.

NOTE: "At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Estimates were revised and may differ from previously published data.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school and total school-associated violent deaths are from the Centers for Disease Control and Prevention (CDC), 2012 School-Associated Violent Deaths Surveillance Study (SAVD), partially funded by the U.S. Department of Education, Office of Safe and Healthy Students, previously unpublished tabulation (February 2015); data on total suicides of youth ages 5–18 are from the CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 2011, retrieved September 2014 from http://www.cdc.gov/injury/wisqars/index.html; and data on total homicides of youth ages 5–18 for the 2011–12 school year are from the Supplementary Homicide Reports (SHR) collected by the Federal Bureau of Investigation and tabulated by the Bureau of Justice Statistics, preliminary data (June 2014).

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Nonfatal Student and Teacher Victimization

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Indicator 2

Incidence of Victimization at School and Away From School[6]

For students ages 12–18, the rate of violent victimization in 2013 was higher at school than away from school. The 2013 violent victimization rates were 37 per 1,000 students at school and 15 per 1,000 students away from school. This difference was driven primarily by higher rates of simple assault at school.

In 2013, data from the National Crime Victimization Survey showed that students ages 12–18 experienced more victimizations at school than away from school.[7] Students ages 12–18 experienced about 1,420,900 nonfatal victimizations (theft[8] and violent victimization[9]) at school, compared with about 778,500 nonfatal victimizations away from school (table 2.1). These figures represent total crime victimization rates of 55 victimizations per 1,000 students at school and 30 per 1,000 students away from school.

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

At school, the rate of theft was lower in 2013 (18 thefts per 1,000 students) than in 2012 (24 thefts per 1,000 students). The rate of theft away from school was not measurably different between 2012 and 2013. In 2013, the rate of theft away from school was 16 per 1,000 students.

Between 1992 and 2000, the rate of violent victimization per 1,000 students at school was either lower than the rate away from school or not measurably different than the rate away from school. Since 2001, the rate of violent victimization per 1,000 students at school has generally been higher than the rate away from school or not measurably different than the rate away from school. In 2013, the rate of violent victimization at school (37 per 1,000 students) was greater than the rate of violent victimization away from school (15 per 1,000 students). This difference was driven primarily by higher rates of simple assault[10] at school (33 per 1,000 students) than away from school that year (9 per 1,000).

The rate of serious violent victimization[11] against students ages 12–18 was generally lower at school than away from school in most survey years between 1992 and 2008. There were no measurable differences in the rates at school and away from school between 2009 and 2013.

At school, there was no measurable difference between the rates of serious violent victimization for students ages 12–18 in 2012 and in 2013. There was also no measurable difference between 2012 and 2013 in the rates of serious violent victimizations away from school for students ages 12–18. In 2013, students experienced about 5 serious violent victimizations per 1,000 students at school and 6 victimizations per 1,000 students away from school.

Between 1992 and 2013, the total victimization rates for students ages 12–18 generally declined both at and away from school (figure 2.1). The total victimization rate against students ages 12–18 at school declined 70 percent from 181 victimizations per 1,000 students in 1992 to 55 victimizations per 1,000 students in 2013. Away from school, the rate of total victimization declined 83 percent from 173 victimizations per 1,000 students to 30 victimizations per 1,000.

Indicator 2 continued on page 11.

[6] Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). For more information on these two surveys, please see appendix A.

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

[8] "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.

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

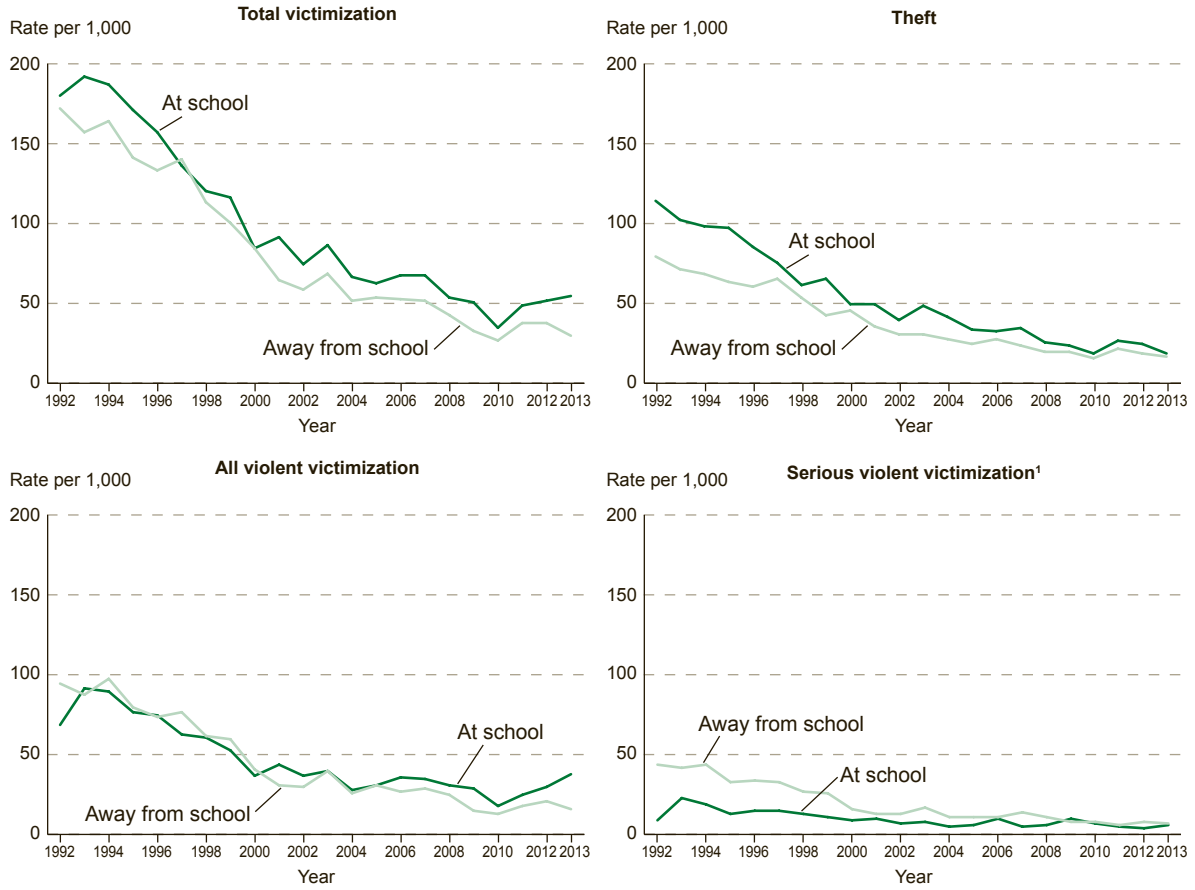
[10] "Simple assault" is the difference between total violence and serious violence. It includes threats and attacks without a weapon or serious injury.

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

This indicator has been updated to include 2013 data. For more information: Tables 2.1 and 2.2.

This pattern also held for thefts, violent victimizations, and serious violent victimizations between 1992 and 2013. Thefts at school declined from a rate of 114 per 1,000 students to 18 per 1,000, and the rate of theft away from school decreased from 79 thefts per 1,000 students to 16 per 1,000. The rate of violent victimization at school declined overall from 68 victimizations per 1,000 students in 1992 to 37 per 1,000 in 2013; however, this rate increased between 2010 and 2013 (from 17 to 37 per 1,000 students). Away from school, the rate of violent victimization declined from 94 victimizations per 1,000 students in 1992 to 15 victimizations per 1,000 students in 2013. Serious violent victimizations at school declined from 8 per 1,000 students in 1992 to 5 per 1,000 in 2013. The rate of serious violent victimization away from school declined from 43 victimizations per 1,000 students in 1992 to 6 per 1,000 in 2013.

Figure 2.1. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992 through 2013



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

NOTE: Due to methodological changes, use caution when comparing 2006 estimates to other years. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A. The population size for students ages 12–18 was 25,856,300 in 2013. Detail may not sum to totals due to rounding. Estimates may vary from previously published reports.

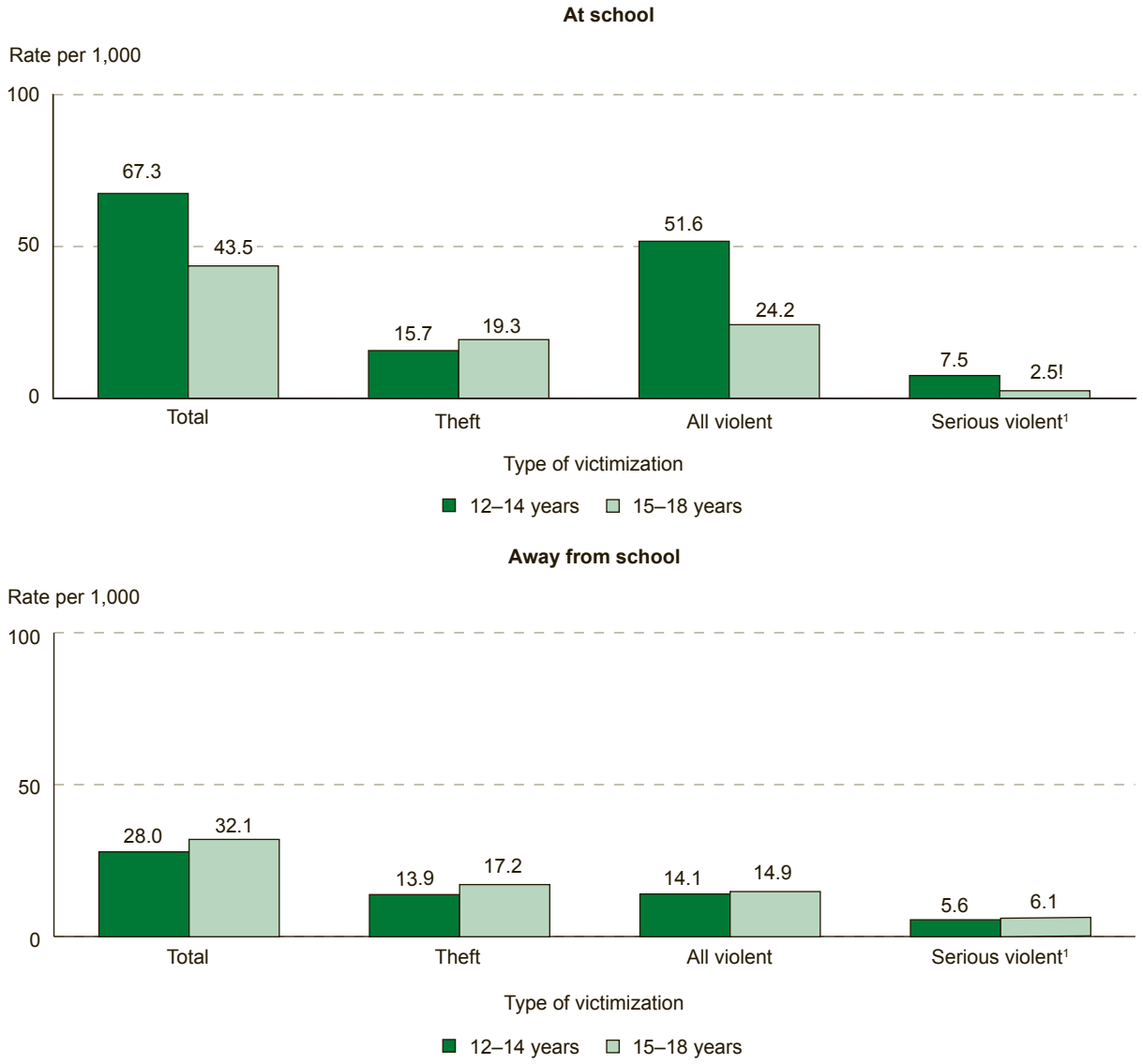
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2013.

The victimization rates for students in 2013 varied according to student characteristics. The total victimization rate at school was greater for students ages 12–14 (67 per 1,000 students) than for students ages 15–18 (44 per 1,000 students; table 2.2 and figure 2.2). This difference was due primarily to the higher rate of violent victimization at school for younger students (52 per 1,000 students ages 12–14) compared with older students (24 per 1,000 students ages 15–18). No measurable differences were detected between age groups in the rates of theft victimization at school or in the rates of total victimization, theft, and violent victimization away from school in 2013.

In 2013, there were no measurable differences between the rates of total victimization, theft, and violence at school for males and females. There were also no measurable differences between the rates of total victimization, theft, and violence away from school for males and females in 2013. In 2013, the rate of nonfatal victimization for males was 62 victimizations per 1,000 students at school and the nonfatal victimization rate for females was 47 victimizations per 1,000 students at school (figure 2.3). Away from school, the nonfatal victimization rate for males was 29 victimizations per 1,000 students, and the nonfatal victimization rate for females was 31 victimizations per 1,000 students. The rate of violent victimization for males at school was 43 victimizations per 1,000 students, and the violent victimization rate for females at school was 31 victimizations per 1,000 students. Away from school, the violent victimization rate for males was 13 victimizations per 1,000 students, and the violent victimization rate for females was 16 victimizations per 1,000 students.

Students residing in rural areas had lower rates of nonfatal victimization at school than students residing in urban and suburban areas. Nonfatal victimization rates at school were 32 per 1,000 students in rural areas, compared with 57 per 1,000 students in urban areas and 60 per 1,000 students in suburban areas. Students residing in rural areas also had a lower rate of theft victimization away from school (11 per 1,000 students) compared to students residing in urban areas (20 per 1,000 students). There were no measurable differences by urbanicity in the violent victimization rates at or away from school for students living in urban, suburban, or rural areas.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2013



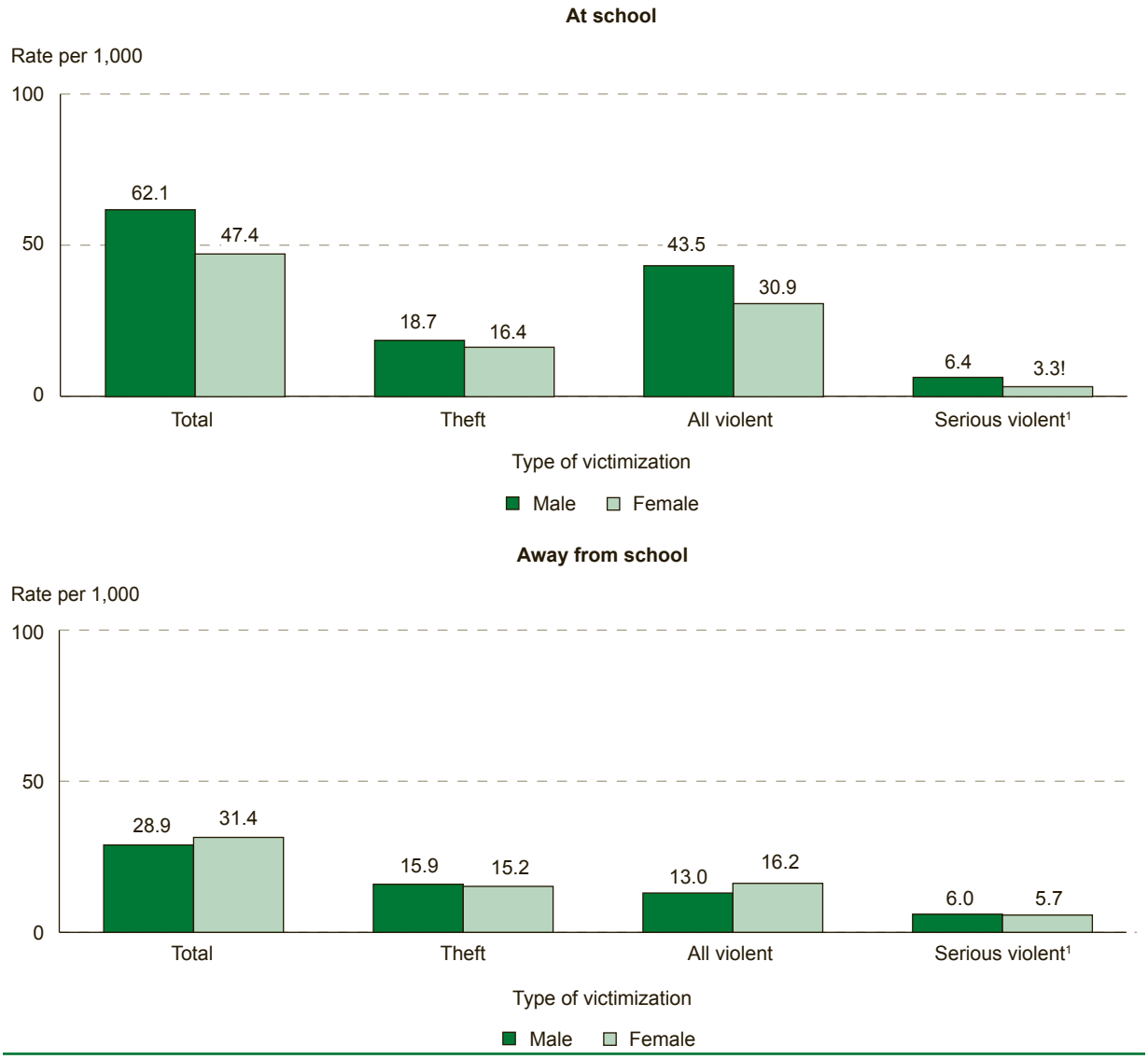
! Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation is greater than 50 percent.

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

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. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A. The population size for students ages 12–18 was 25,856,300 in 2013. 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), 2013.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2013



! 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.

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 thefts and violent crimes. "At school" includes inside the school building, on school property, or on the way to or from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A. The population size for students ages 12–18 was 25,856,300 in 2013. 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), 2013.

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Indicator 3

Prevalence of Victimization at School

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

The School Crime Supplement[12] collects data on the percentage of students ages 12–18 who reported criminal victimization at school[13] during the previous 6 months. In addition to the total percentage reported by students, victimization is reported by type, namely theft,[14] violent victimization,[15] and serious violent victimization.[16] Results from the most recent data collection show that in 2013 approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. Two percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization (figure 3.1 and table 3.1).

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

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

Indicator 3 continued on page 18.

[12] Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A.

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

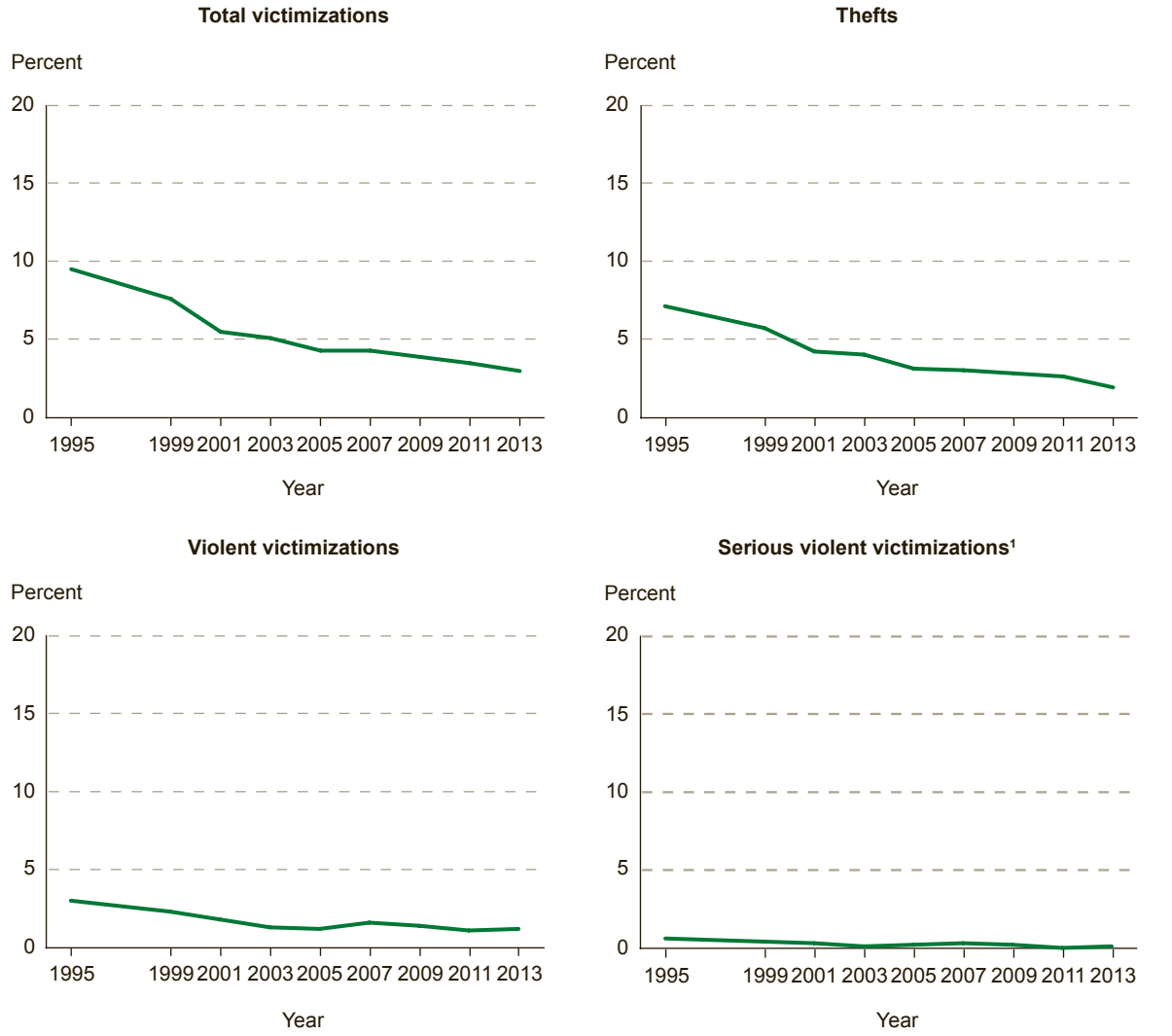
[14] "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

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

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

This indicator has been updated to include 2013 data. For more information: Table 3.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

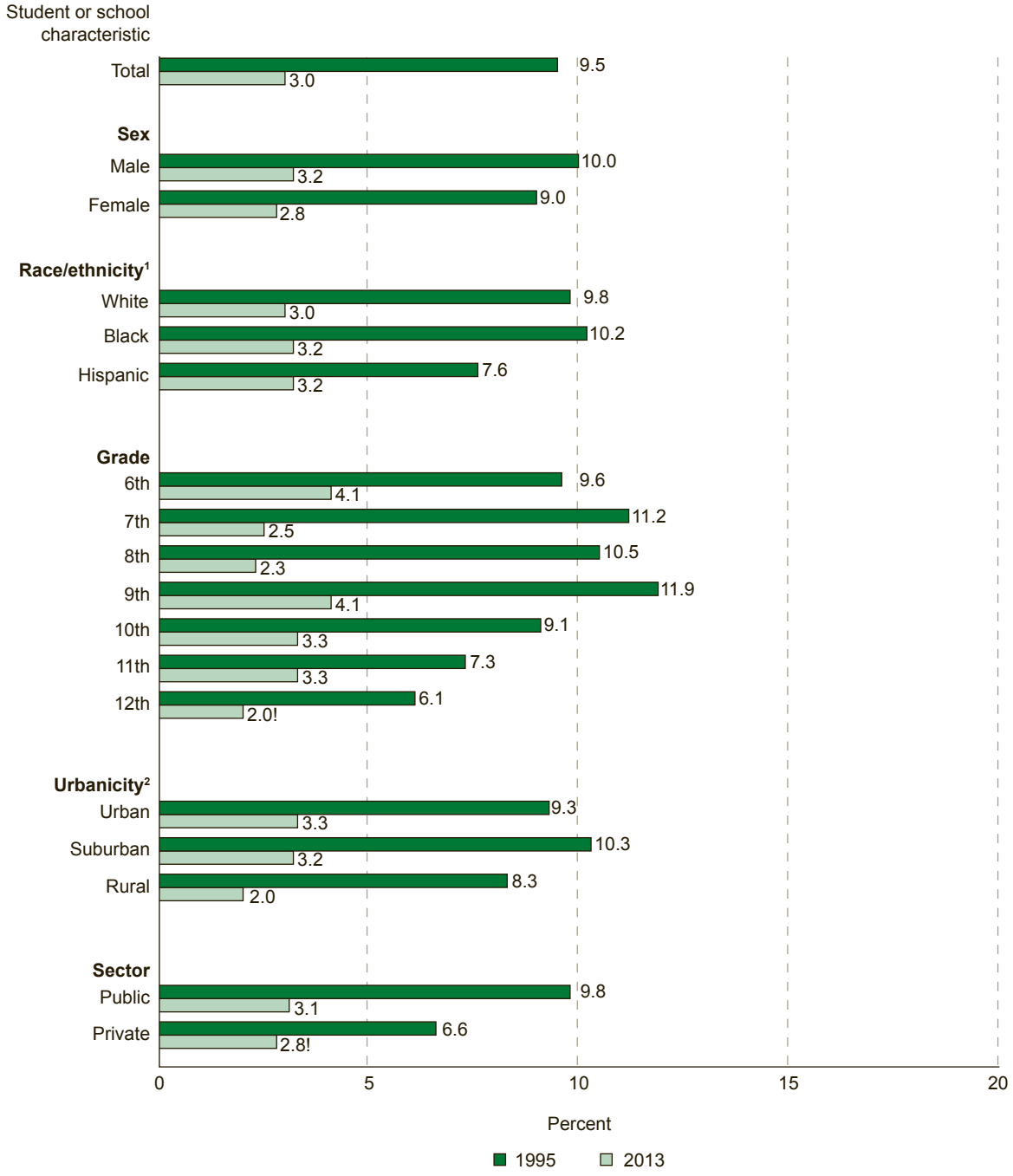
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Detail may not sum to totals because of rounding and because students who reported both theft and violent victimization are counted only once in total victimization. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A.

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

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

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

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



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

[1] Race categories exclude persons of Hispanic ethnicity. Separate data for Asians were not collected in 1995; therefore, data for this group are not shown.

[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "Total victimization" includes theft and violent victimization. "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although Indicators 2 and 3 present information on similar topics, the survey sources for these two indicators differ with respect to time coverage and administration. Indicator 3 is based on data from the School Crime Supplement. For more information on these two surveys, please see appendix A.

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

Indicator 4

Threats and Injuries With Weapons on School Property

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

In the Youth Risk Behavior Survey, students in grades 9–12 were asked whether they had been threatened or injured with a weapon such as a gun, knife, or club on school property[17] during the 12 months preceding the survey. In 2013, about 7 percent of students reported they were threatened or injured with a weapon on school property (table 4.1). This percentage was not measurably different from the percentages reported in 2011 and in 1993 (the first year of data collection for this item), but it decreased over the last decade, from a high of 9 percent in 2003 to 7 percent in 2013.

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

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

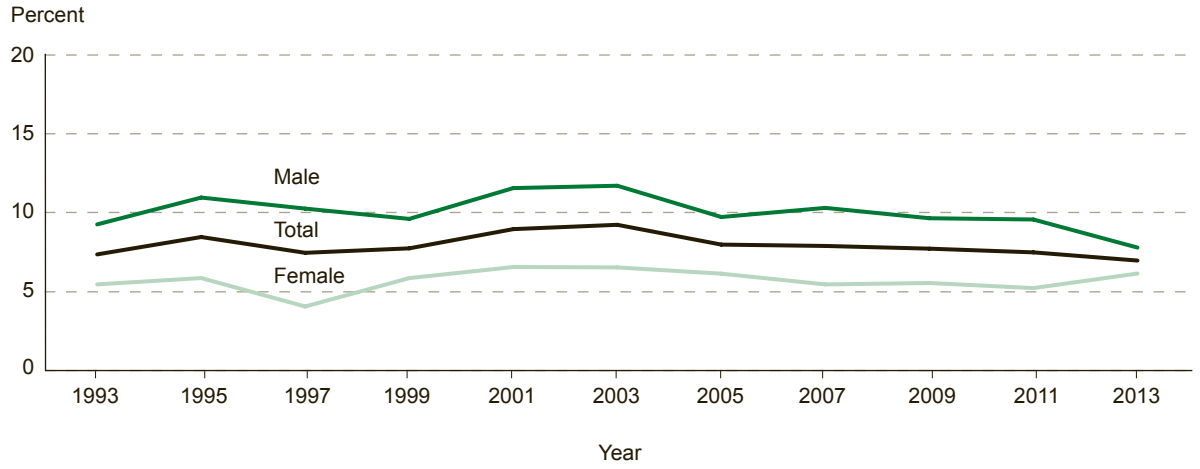
As part of the survey students were also asked how many times they had been threatened or injured with a weapon on school property during the previous 12 months. In 2013, 93 percent of students reported that they had not been threatened or injured with a weapon on school property. A higher percentage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

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

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

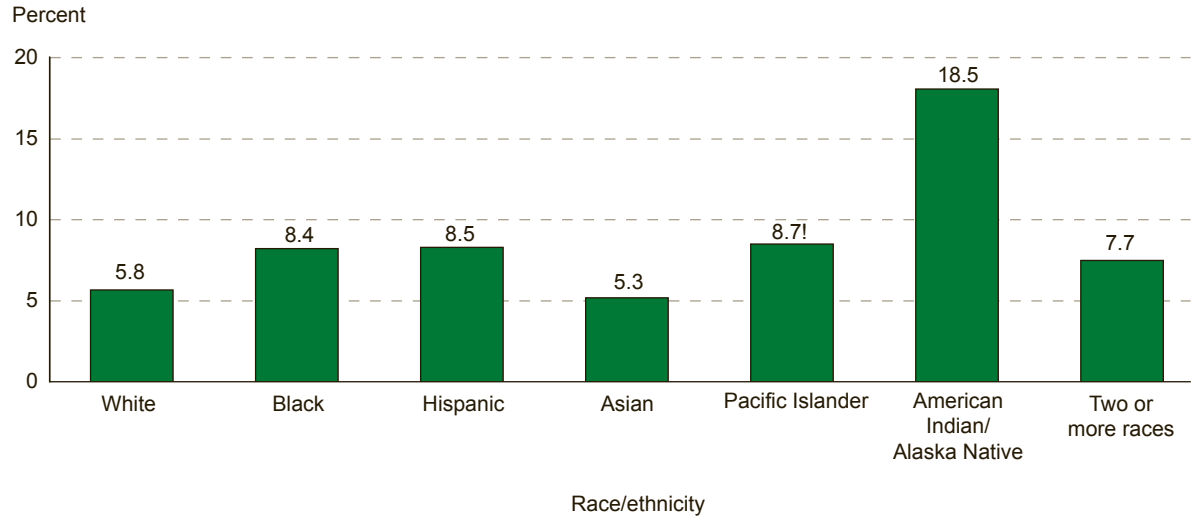
This indicator has been updated to include 2013 data. For more information: Tables 4.1 and 4.2, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

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



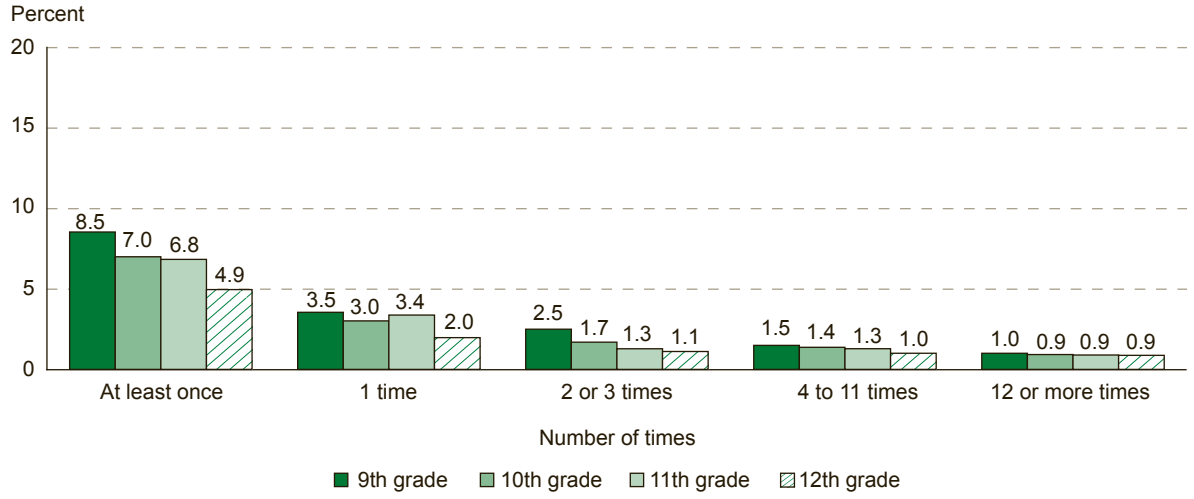
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior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

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



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

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



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

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Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

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

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

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

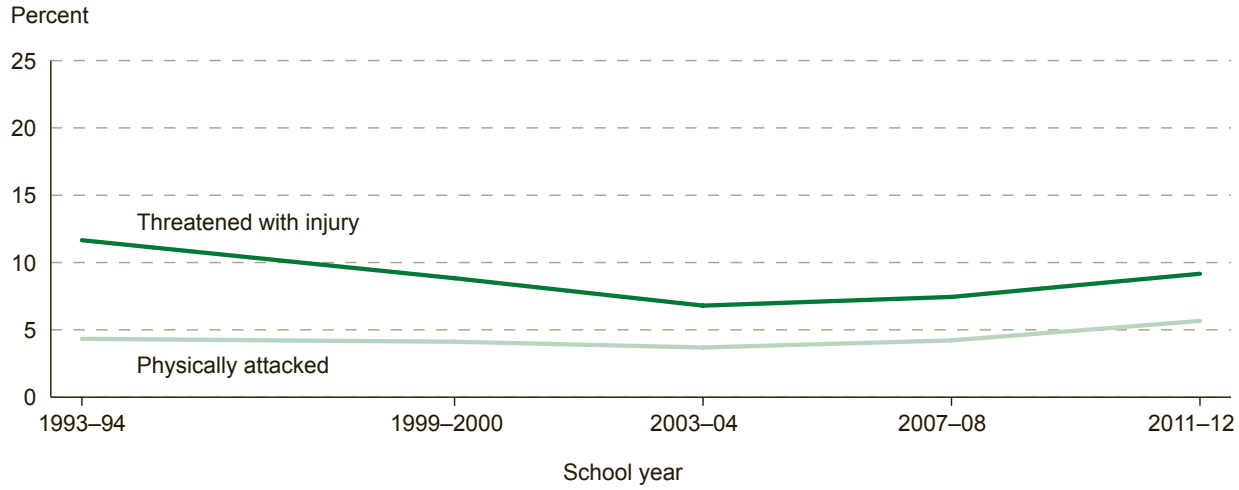
There were some differences in the percentages of teachers who reported being threatened by a student and being physically attacked by the race/ethnicity of the teacher. In the 2011–12 school year, a higher percentage of Black teachers (14 percent) than White teachers and teachers of other racial/ethnic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

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

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

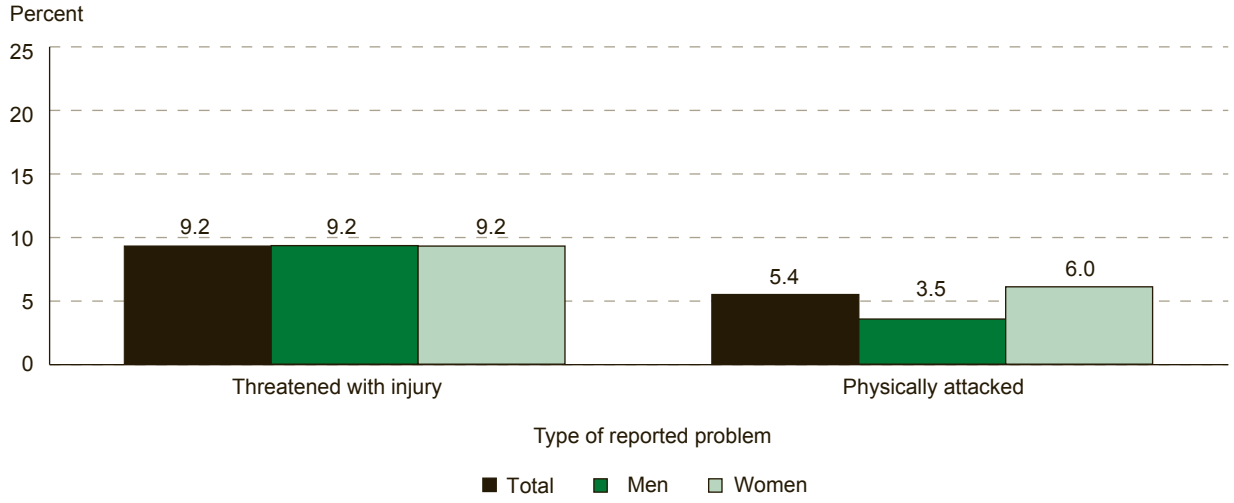
This indicator repeats information from the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 5.1 and 5.2, and appendix B for definitions of instructional levels.

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



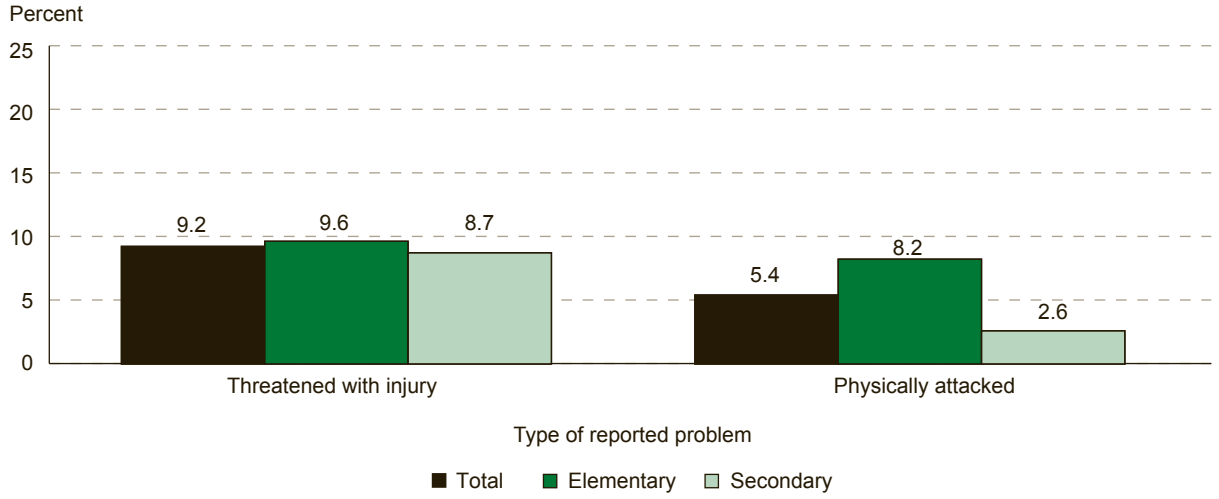
NOTE: Teachers who taught only prekindergarten students are excluded. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," and "Private School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

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



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

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



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

School Environment

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Indicator 6

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

In 2009–10, about 74 percent of public schools recorded one or more violent incidents, 16 percent recorded one or more serious violent incidents, and 44 percent recorded one or more thefts.

In the School Survey on Crime and Safety, public school principals were asked to provide the number of violent incidents,[18] serious violent incidents,[19] thefts of items valued at $10 or greater without personal confrontation, and other incidents[20] that occurred at their school.[21] Public school principals were also asked to provide the number of incidents they reported to the police. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of these crimes recorded, and the rate of crimes per 1,000 students. These data are also presented for crimes that were reported to the police.

In all survey years the percentage of public schools that recorded incidents of crime was between 85 and 86 percent, with the exception of school year 2003–04. In 2003–04, the percentage of public schools that recorded incidents of crime was 89 percent. Similarly, the percentage of public schools that reported incidents of crime to the police was between 60 and 62 percent in all survey years with the exception of 2003–04, when 65 percent of public schools reported one or more incidents to the police.

For the majority of types of crime, the percentages of public schools recording incidents of crime or reporting incidents of crime to the police in 2009–10 were not measurably different from the percentages of schools doing so in 2007–08. However, the percentage of schools that recorded vandalism decreased from 49 percent in 2007–08 to 46 percent in 2009–10.

During the 2009–10 school year, 85 percent of public schools recorded that one or more of these incidents of violence, theft, or other crimes had taken place, amounting to an estimated 1.9 million crimes (figure 6.1 and table 6.1). This figure translates to a rate of approximately 40 crimes per 1,000 students enrolled in 2009–10. During the same year, 60 percent of schools reported one of the specified crimes to the police, amounting to about 689,000 crimes—or 15 crimes per 1,000 students enrolled.

In 2009–10, a greater percentage of schools recorded an incident of crime than reported an incident of crime to the police. This pattern held true for violent crimes, serious violent crimes, thefts, and other crimes. Seventy-four percent of schools recorded one or more violent incidents of crime (a rate of 25 crimes per 1,000 students enrolled), 16 percent recorded one or more serious violent incidents (a rate of 1 crime per 1,000 students enrolled), 44 percent recorded one or more thefts (a rate of 5 crimes per 1,000 students enrolled), and 68 percent recorded one or more other incidents (a rate of 9 crimes per 1,000 students enrolled). In comparison, 40 percent of public schools reported at least one violent incident to police (a rate of 6 reported crimes per 1,000 students), 10 percent reported at least one serious violent incident to police (a rate of less than 1 percent reported crimes per 1,000 students), 25 percent reported at least one theft to police (a rate of 3 reported crimes per 1,000 students), and 46 percent reported one or more other incidents to police (a rate of 6 reported crimes per 1,000 students).

Indicator 6 continued on page 30.

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

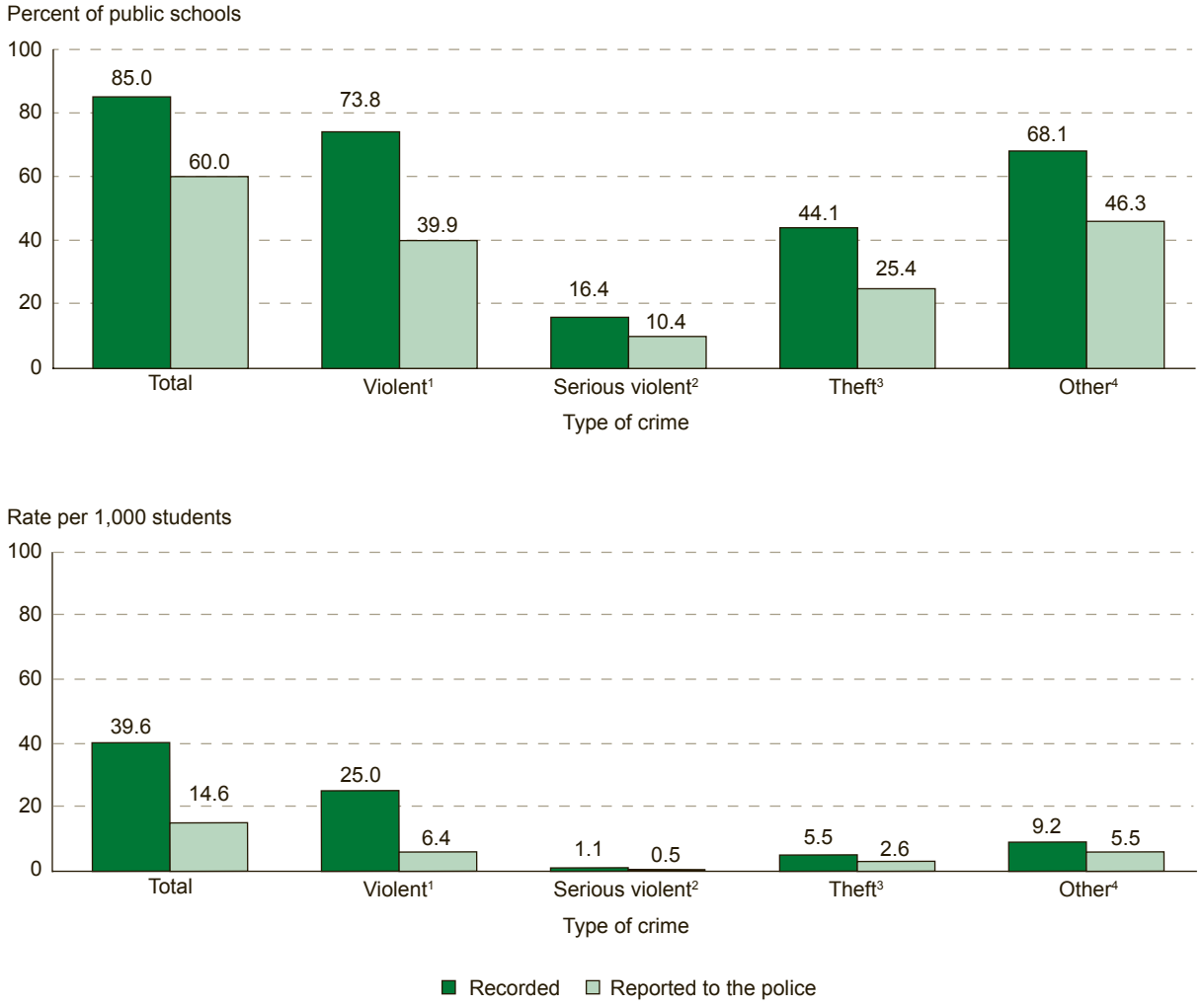
[19] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

[20] "Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

[21] "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.

This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 6.1, 6.2, 6.3, 6.4, and 6.5, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 6.1. Percentage of public schools recording and reporting to police incidents of crime at school, and the rate of crimes per 1,000 students, by type of crime: School year 2009–10



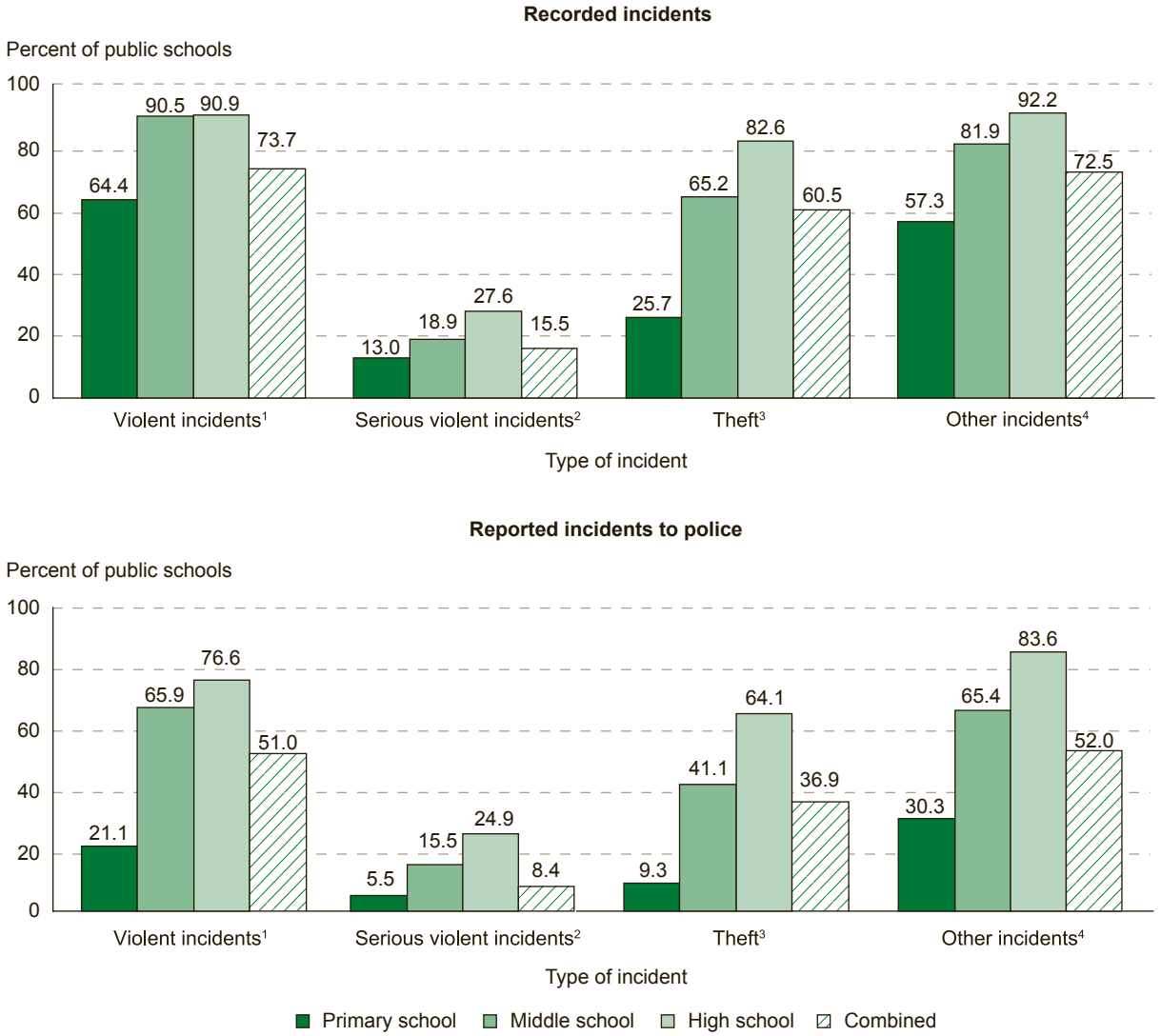
[1] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[2] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] "Theft 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; vandalism; and inappropriate distribution, possession, or use of prescription drugs.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

The percentage of schools that recorded incidents of violent crime, serious violent crime, theft, and other incidents varied by school characteristics. For example, by school level, primary schools recorded lower percentages of these types of crimes than middle schools and high schools: 64 percent of primary schools recorded violent incidents of crime compared with 91 percent each of middle schools and high schools (figure 6.2 and table 6.2). A lower percentage of primary schools recorded serious violent incidents of crime (13 percent) than middle or high schools (19 and 28 percent, respectively), a lower percentage of primary schools recorded incidents of theft (26 percent) than middle or high schools (65 and 83 percent, respectively), and a lower percentage of primary schools recorded other incidents (57 percent) than middle or high schools (82 and 92 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 for middle schools and high schools (figure 6.2 and table 6.3).

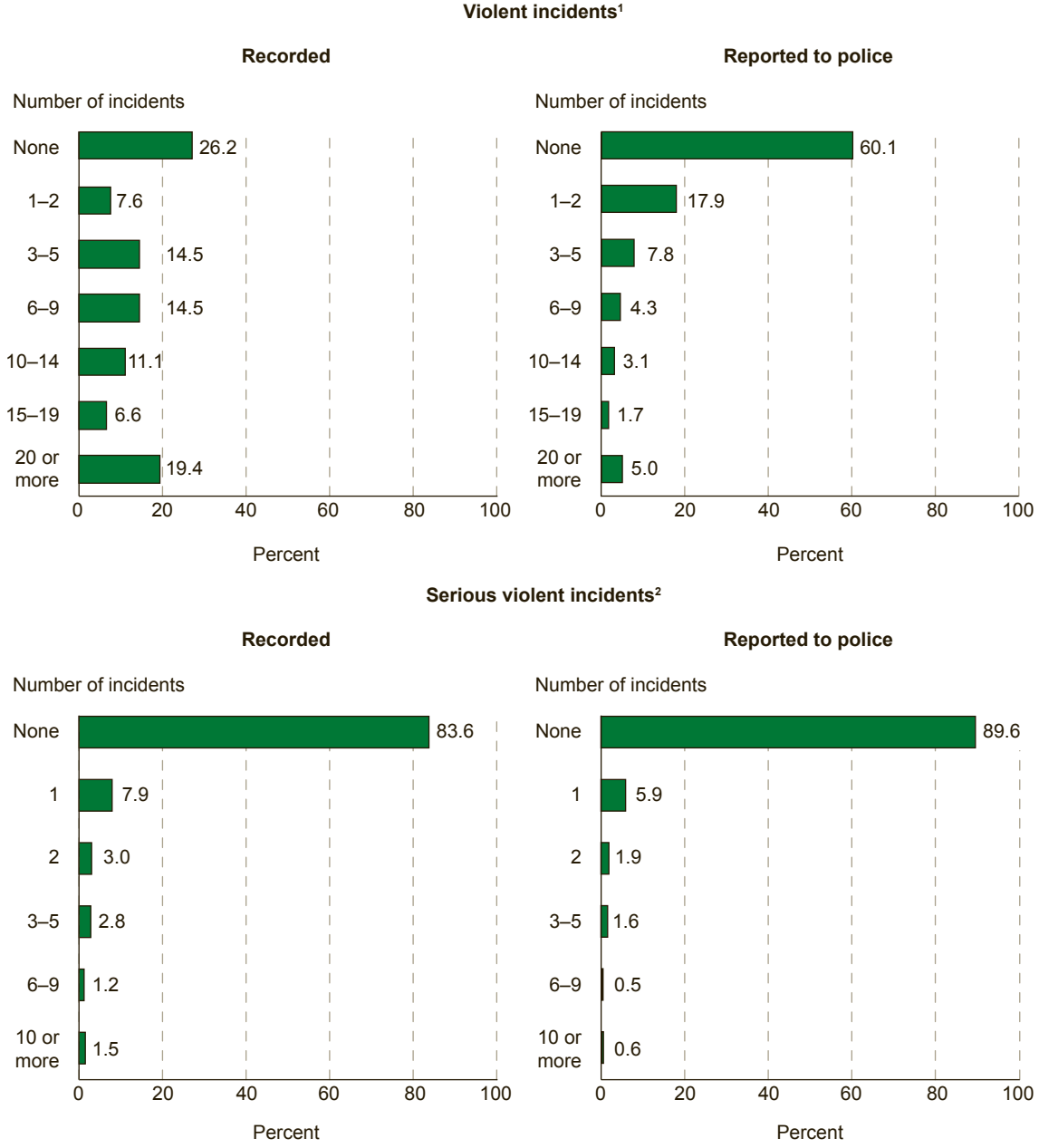
Data on the number of crimes recorded and reported by schools in 2009–10 were categorized by frequency range as well. For example, 26 percent of schools recorded zero violent crimes, and 19 percent of schools recorded 20 or more violent crimes (figure 6.3 and table 6.4). Sixty percent of schools did not report a violent crime to the police, while 5 percent of schools reported 20 or more violent crimes to the police. With regard to serious violent crimes, 84 percent of schools did not record a serious violent crime, and 2 percent of schools recorded 10 or more such crimes. Ninety percent of schools did not report a serious violent crime to the police, and 1 percent of schools reported 10 or more serious violent crimes to the police (table 6.5). The number of crimes recorded by schools by frequency range varied by school characteristics. A larger percentage of city schools recorded 20 or more violent incidents in 2009–10 than suburban schools or rural schools (table 6.4). In 2009–10, this amounts to about 25 percent of city schools recording 20 or more violent incidents, compared with 19 percent of suburban schools and 14 percent of rural schools.

Figure 6.2. Percentage of public schools recording and reporting to police incidents of crime at school, by type of incident and school level: School year 2009–10



[1] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[2] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3] "Theft 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; vandalism; and inappropriate distribution, possession, or use of prescription drugs.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined 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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Figure 6.3. Percentage of public schools recording and reporting to police violent and serious violent incidents of crime at school, by the number of incidents: School year 2009–10



[1] "Violent incidents" include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.
[2] "Serious violent incidents" include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
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.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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Indicator 7

Discipline Problems Reported by Public Schools

During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, 9 percent reported student acts of disrespect for teachers other than verbal abuse on a daily or weekly basis, and 5 percent reported that student verbal abuse of teachers occurred on a daily or weekly basis. Sixteen percent reported gang activities during the school year.

In the School Survey on Crime and Safety, public school principals were asked how often certain disciplinary problems happened in their schools.[22] This indicator examines the daily or weekly occurrence of student racial/ethnic tensions, bullying, sexual harassment of other students, sexual harassment of other students based on sexual orientation or gender identity, verbal abuse of teachers, acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. It also looks at occurrences of gang and cult or extremist group activities during the school year. In the 2009–10 survey administration, schools were also asked to report selected types of cyber-bullying problems at school or away from school that occurred daily or weekly.

During the 2009–10 school year, 23 percent of public schools reported that bullying occurred among students on a daily or weekly basis, and 9 percent reported student acts of disrespect for teachers other than verbal abuse on a daily or weekly basis (table 7.1). With regard to other discipline problems reported as occurring at least once a week, 5 percent of schools reported student verbal abuse of teachers, and 3 percent each reported student racial/ethnic tensions, student sexual harassment of other students, sexual harassment of other students based on sexual orientation or gender identity, and widespread disorder in classrooms. Sixteen percent of public schools reported that gang activities had happened at all during the 2009–10 school year and 2 percent reported that cult or extremist activities had happened at all during this period.

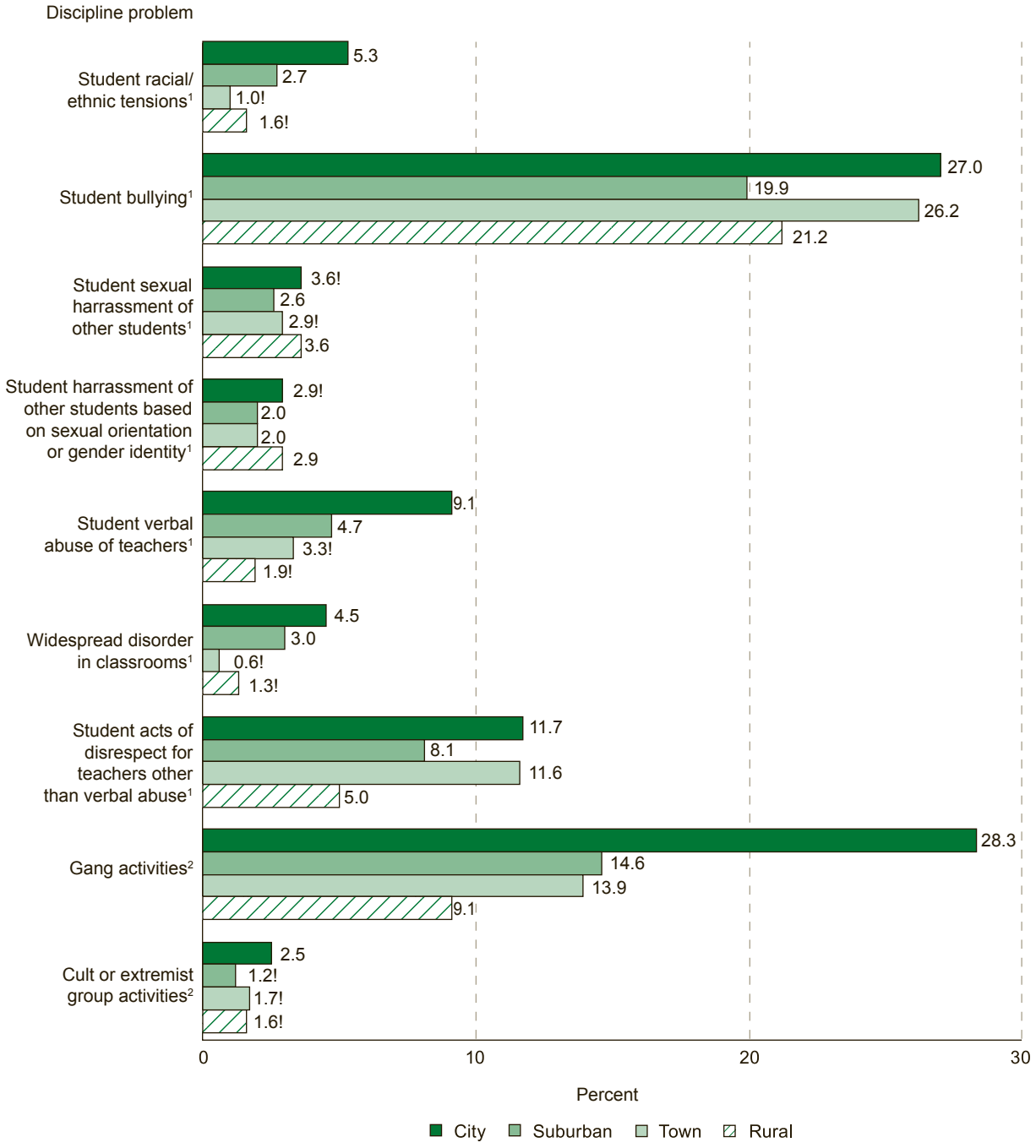
Discipline problems reported by public schools varied by school characteristics. In 2009–10, a higher percentage of city schools than rural schools and suburban schools reported various types of discipline problems (figure 7.1 and table 7.1). For example, 27 percent of city schools, compared with 21 percent of rural schools and 20 percent of suburban schools, reported that student bullying occurred at least once a week.

Indicator 7 continued on page 36.

[22] "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.

This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 7.1 and 7.2, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by locale: School year 2009–10



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

[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.

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.

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

In 2009–10, the percentage of middle schools reporting student racial and ethnic tension (5 percent) was higher than the percentage of high schools (3 percent) and primary schools (2 percent) that reported student racial and ethnic tension (table 7.1). Schools with an enrollment size of 1,000 or more reported higher percentages of student racial and ethnic tension (6 percent) than schools with an enrollment size of 500–999 or 300–499 (3 percent each).

In addition, 10 percent of schools where 76 percent or more of the students were eligible for free or reduced-price lunch reported the daily or weekly occurrence of student verbal abuse of teachers, compared to 1 percent of schools where 25 percent or less of the students were eligible.[23]

The percentages of public schools that reported the occurrence of student bullying, student verbal abuse of teachers, and student acts of disrespect for teachers other than verbal abuse were greater in 1999–2000 than in 2009–10. For example, in 1999–2000, approximately 29 percent of public schools reported student bullying, compared with 23 percent of public schools that reported student bullying in 2009–10.

Eleven percent of schools reported that student acts of disrespect for teachers other than verbal abuse occurred at least once a week in 2007–08, higher than the 9 percent in 2009–10 (table 7.1). The percentage of public schools that reported widespread disorder in the classrooms decreased from 4 percent in 2007–08 to 3 percent in 2009–10. The percentages of public schools that reported gang activity at all at their schools during the school year decreased from 20 percent in 2007–08 to 16 percent in 2009–10 (table 7.1).

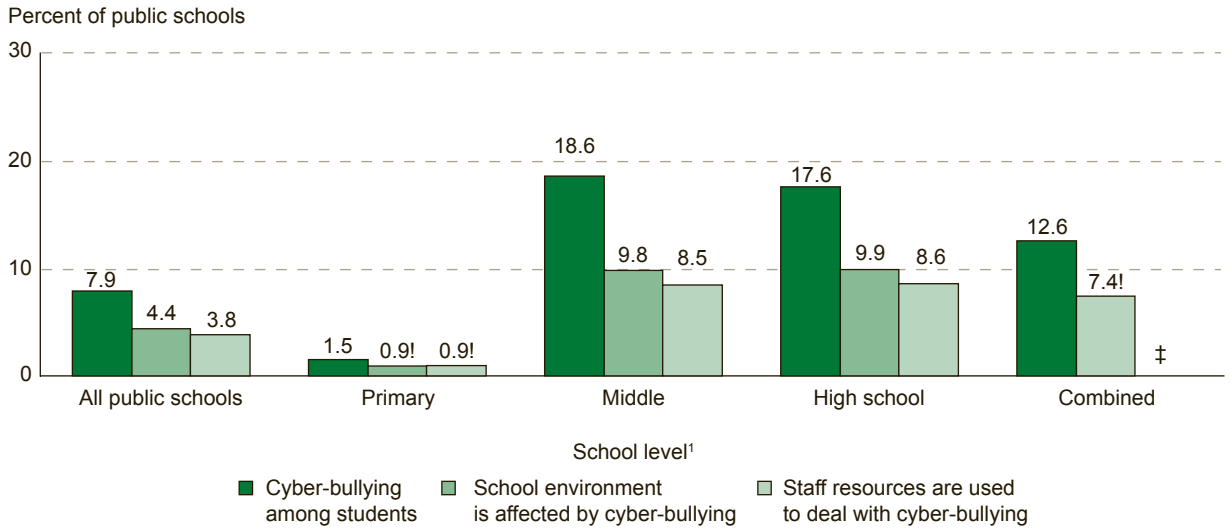
In 2009–10, the School Survey on Crime and Safety included a questionnaire item on cyber-bullying in which public schools were asked to report the occurrence of cyber-bullying among students at school and away from school.[24] Eight percent of public schools reported that cyber-bullying had occurred among students daily or at least once a week at school or away from school. Four percent each of public schools also reported that the school environment was affected by cyber-bullying and that staff resources were used to deal with cyber-bullying (table 7.2 and figure 7.2).

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

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

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

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



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

‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the CV is 50 percent or greater.

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

NOTE: "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "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.

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

Indicator 8

Students' Reports of Gangs at School

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

In order to assess gang activity in and around the vicinity of schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school[25] during the school year. The percentage of students ages 12–18 who reported that gangs were present at their school decreased from 18 percent in 2011 to 12 percent in 2013 (figure 8.1 and table 8.1). The percentage of students who reported a gang presence has decreased every year since 2005, when it was 24 percent.

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

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

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

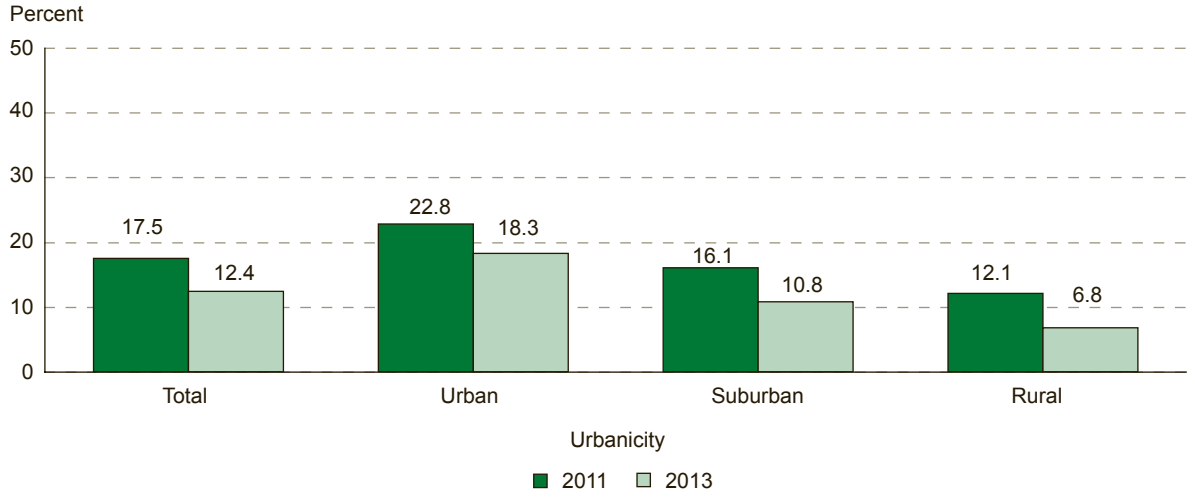
Higher percentages of Hispanic (20 percent) and Black (19 percent) students reported the presence of gangs at their school than White (7 percent) and Asian (9 percent) students (figure 8.2 and table 8.1). The percentage of White students who reported a gang presence decreased from 11 percent in 2011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

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

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

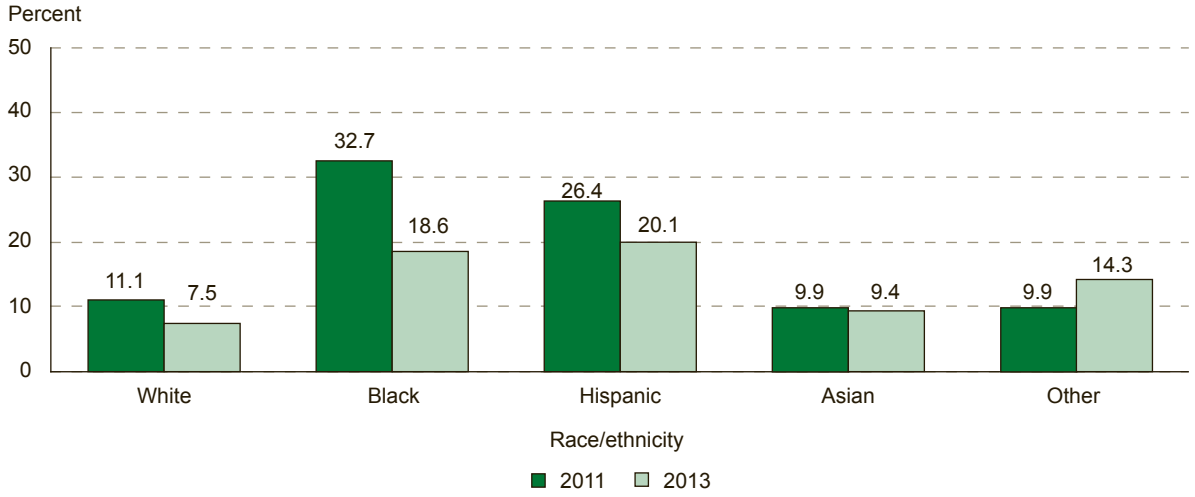
This indicator has been updated to include 2013 data. For more information: Table 8.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

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



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

Indicator 9

Students' Reports of Illegal Drug Availability on School Property

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

In the Youth Risk Behavior Survey, 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.[26] From 1993 to 1995 the percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property increased (from 24 to 32 percent), but then decreased to 22 percent in 2013 (table 9.1). There was no measurable difference between the percentages reported in 1993 and 2013. However, the percentage of students who reported that drugs were made available to them on school property was lower in 2013 (22 percent) than in 2011 (26 percent; figure 9.1 and table 9.1).

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

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

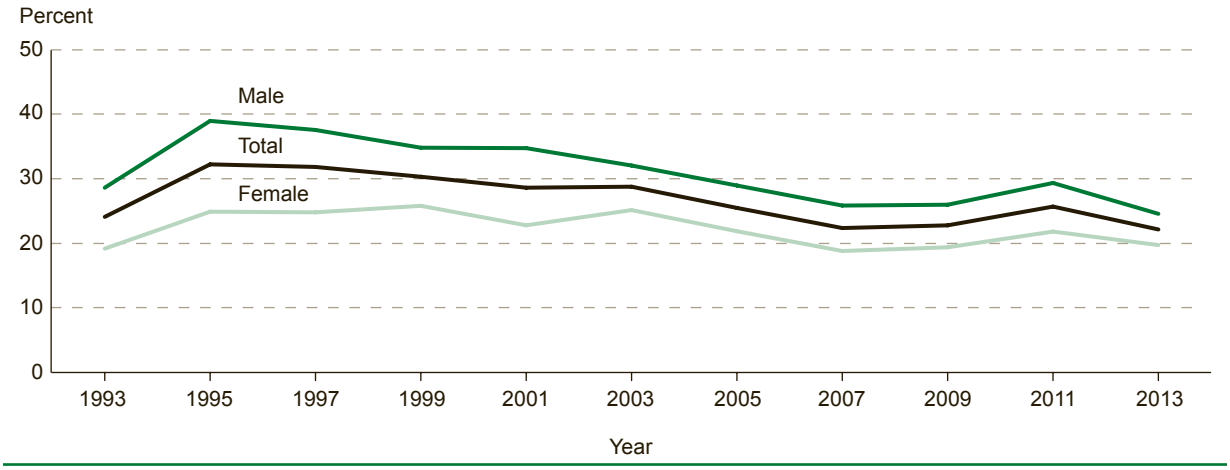
A lower percentage of 12th-graders than of 9th-, 10th-, or 11th-graders reported that illegal drugs were made available to them on school property in 2013 (table 9.1). Nineteen percent of 12th-graders reported that illegal drugs were made available to them on school property that year, compared with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

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

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

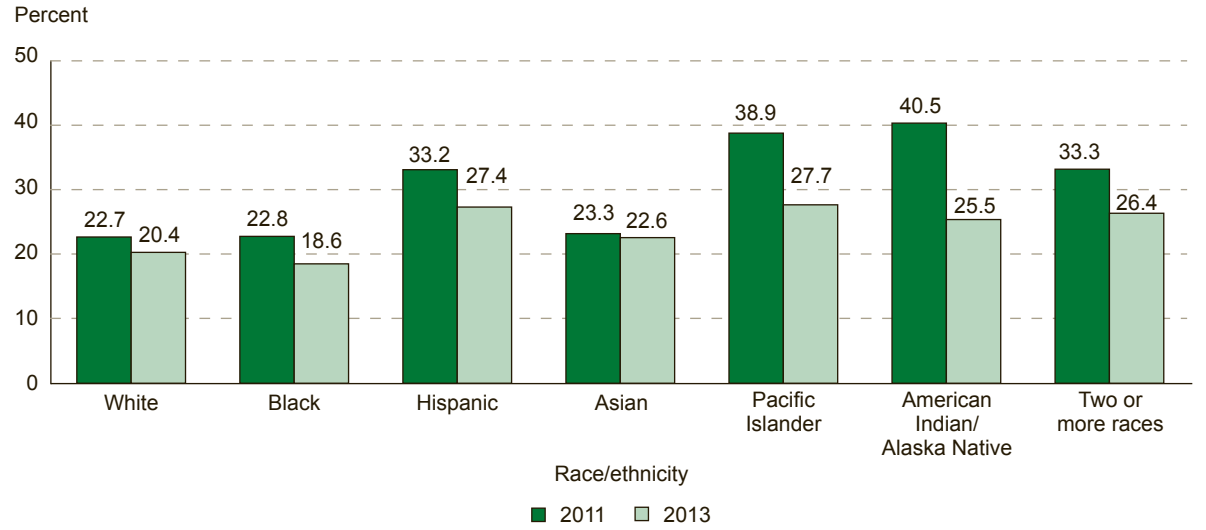
This indicator has been updated to include 2013 data. For more information: Tables 9.1 and 9.2, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

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



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

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



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 and 2013.

Indicator 10

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

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

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being the target of hate-related[27] words and seeing hate-related graffiti at school.[28] Specifically, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Additionally, students were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building.

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

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

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

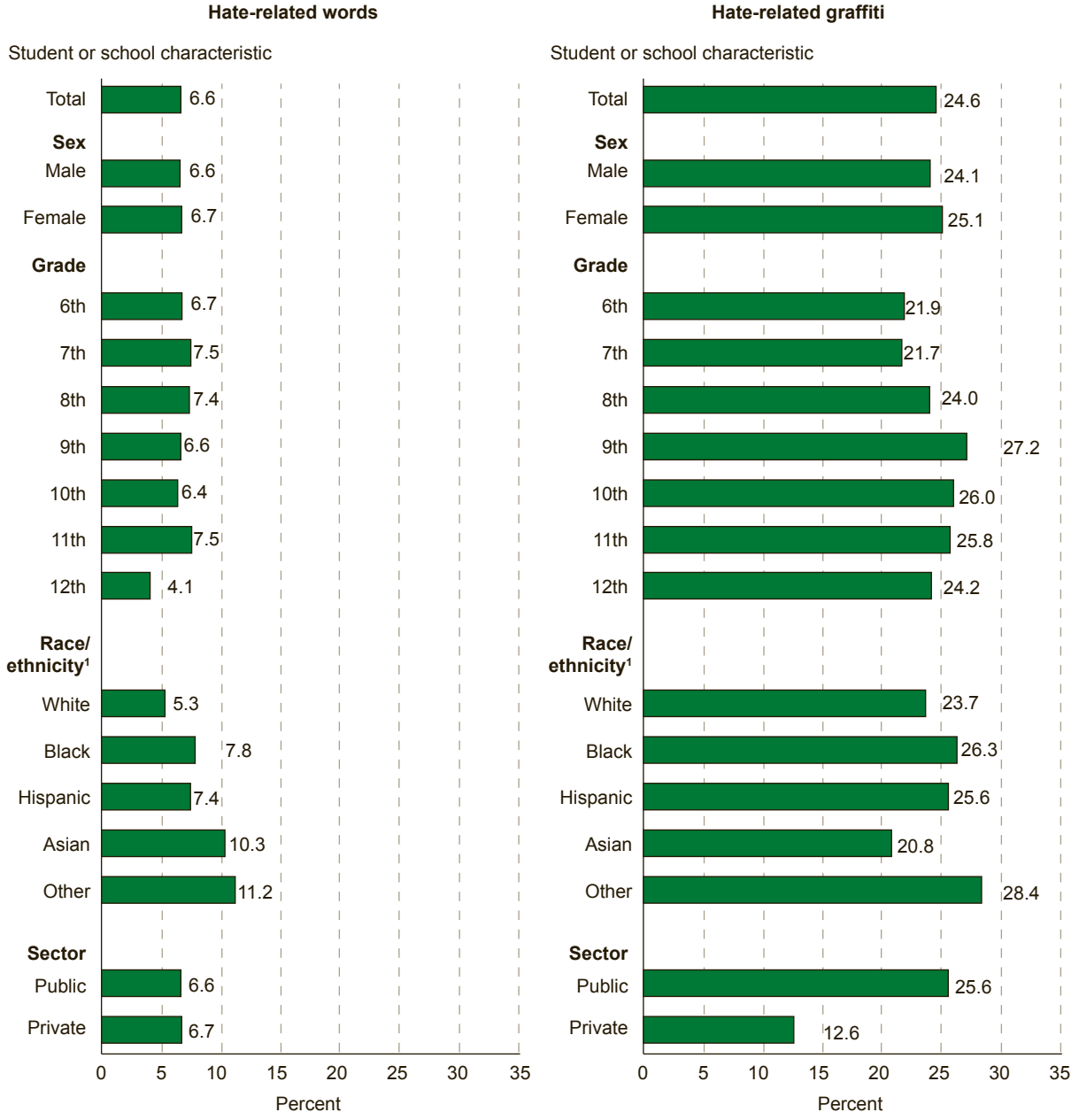
In 2013, a lower percentage of White students than students of any other race/ethnicity reported being called a hate-related word during the school year. About 5 percent of White students reported being called a hate-related word, compared with 7 percent of Hispanic students, 8 percent of Black students,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

Indicator 10 continued on page 44.

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

This indicator has been updated to include 2013 data. For more information: Tables 10.1 and 10.2, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

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

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

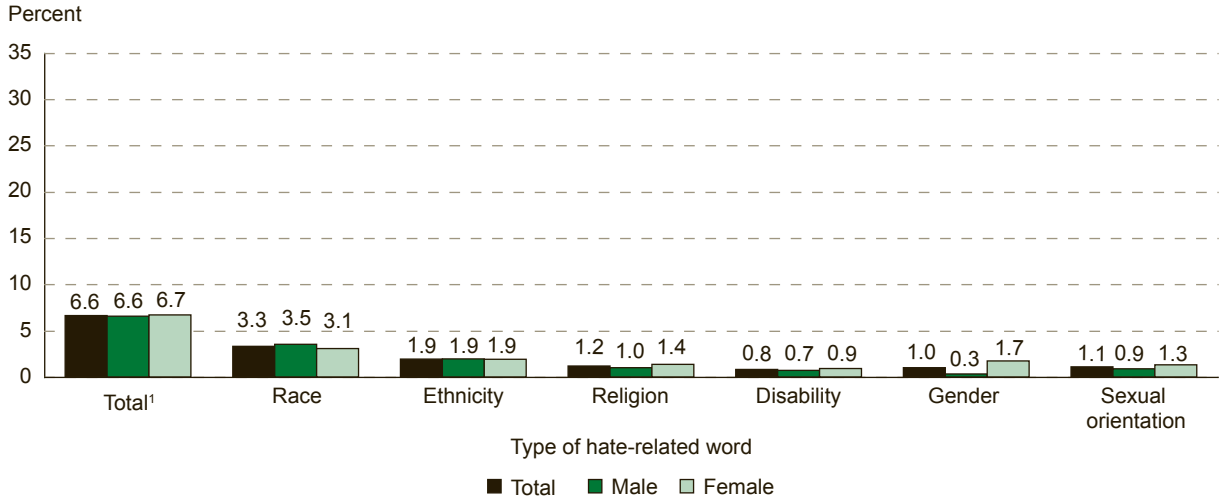
Some measurable differences were observed across grades in students' reports of being called a hate-related word and seeing hate-related graffiti at school in 2013 (figure 10.1 and table 10.1). In 2013, a lower percentage of 12th-graders (4 percent) than of 7th-, 8th-, and 9th-graders (7 percent each),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

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

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

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

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



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

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

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

Indicator 11

Bullying at School and Cyber-Bullying Anywhere

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

The School Crime Supplement (SCS) to the National Crime Victimization Survey collects data on bullying[29] and cyber-bullying[30] by asking students ages 12–18 if they had been bullied at school[31] and cyber-bullied anywhere during the school year. Students were also asked about the types and frequencies of bullying and cyber-bullying they had been subjected to, as well as whether an adult at school[32] had been notified of the incidents. Cyber-bullying is distinct from bullying at school; however, bullying at school might be a pertinent context to understand cyber-bullying anywhere. In the SCS, survey items on cyber-bullying anywhere were asked separately from survey items on bullying at school. In a different survey, the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked if they had been bullied on school property[33] or electronically bullied during the previous 12 months. In addition to collecting data at the national level, the YRBS also collects data at the state level. Readers should take note of the differing data sources and terminology.

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

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

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

Indicator 11 continued on page 48.

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

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

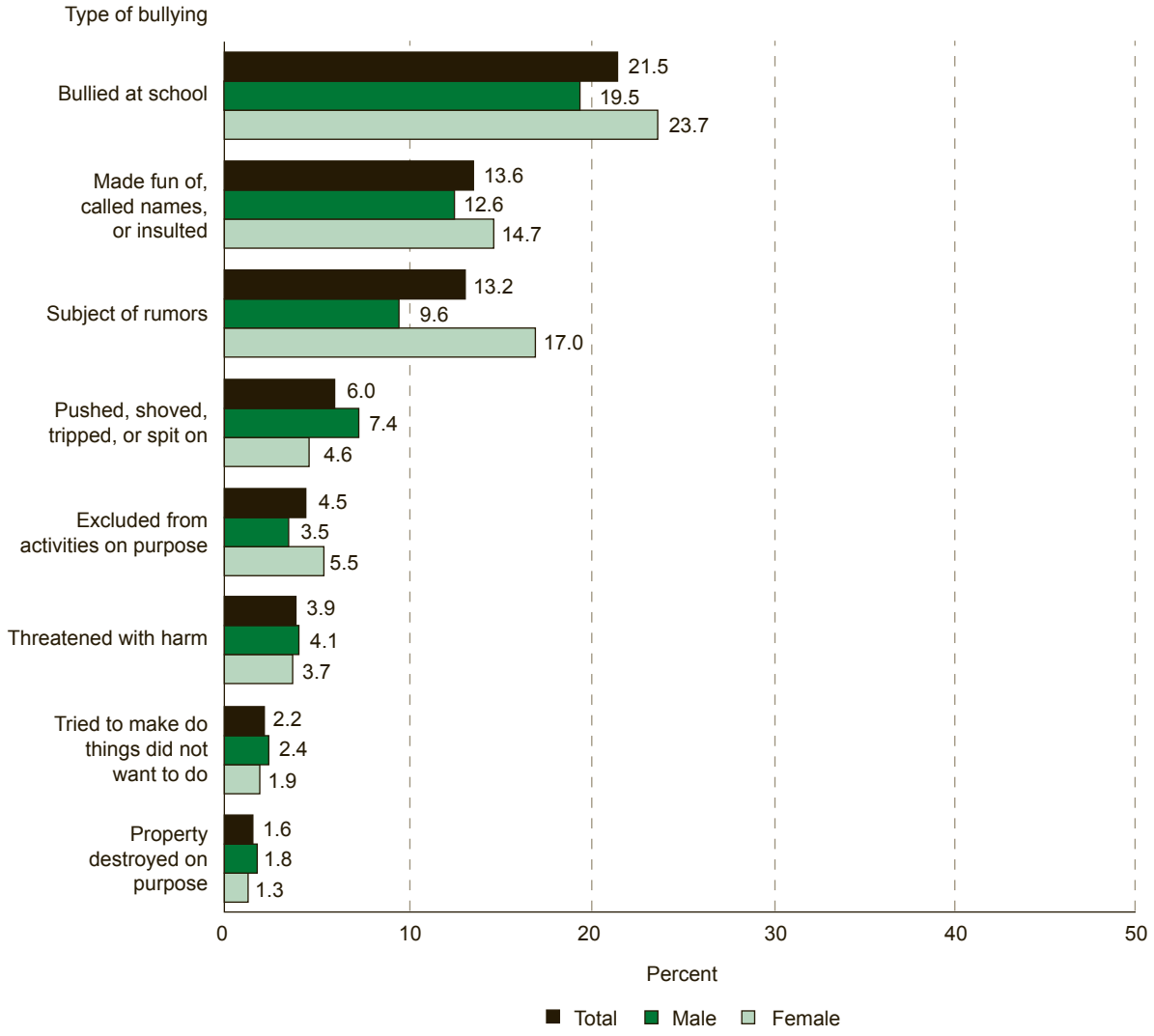
[31] "At school" includes the school building, on school property, on a school bus, or going to and from school.

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

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

This indicator has been updated to include 2013 data. For more information: Tables 11.1, 11.2, 11.3, 11.4, 11.5, and 11.6, Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf), and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

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

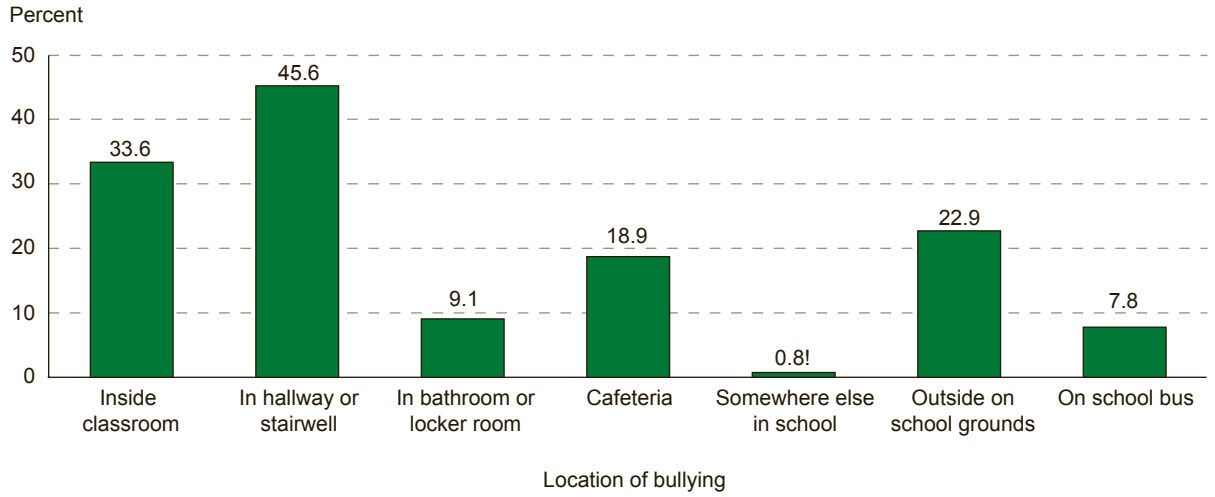
The SCS also asked students ages 12–18 who reported being bullied at school to indicate the location where they had been victimized. In 2013, of students who reported being bullied during the school year, about 46 percent of students reported that the bullying occurred in the hallway or stairwell at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

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

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

Indicator 11 continued on page 50.

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



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

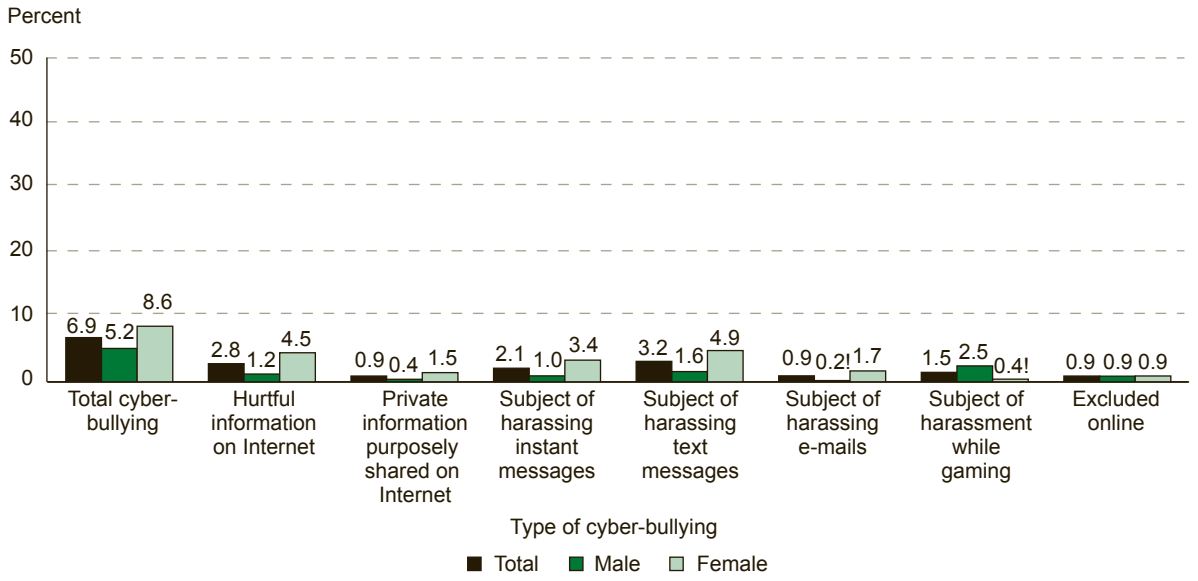
The percentage of students who reported being cyber-bullied anywhere during the school year in 2013 was higher for White students (8 percent) than for Black students (5 percent). There were no measurable differences by grade level, urbanicity, or school sector in the prevalence of students reporting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

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

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

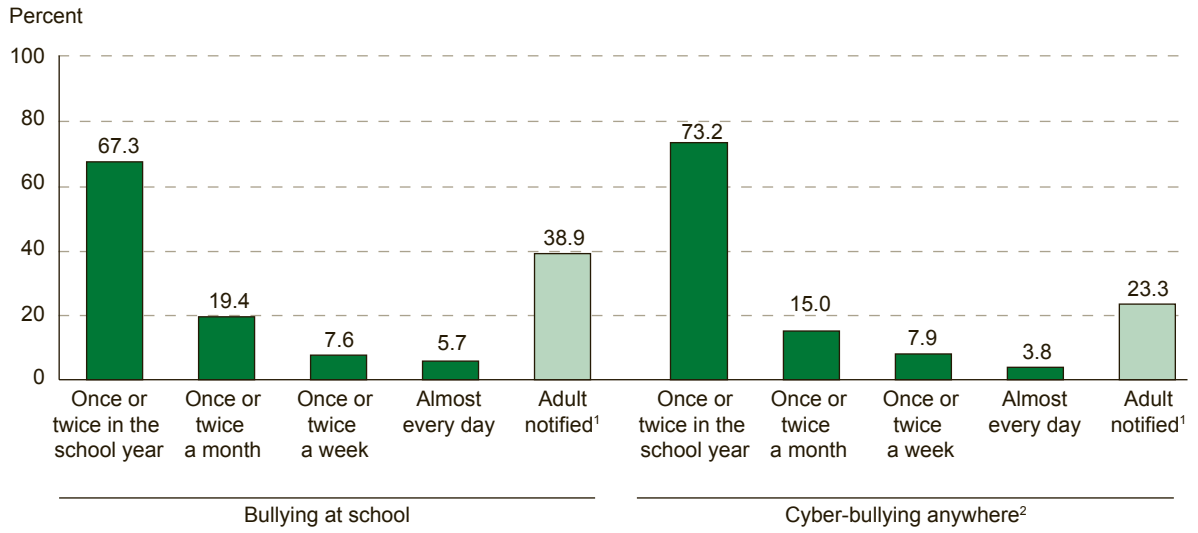
Indicator 11 continued on page 52.

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



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

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

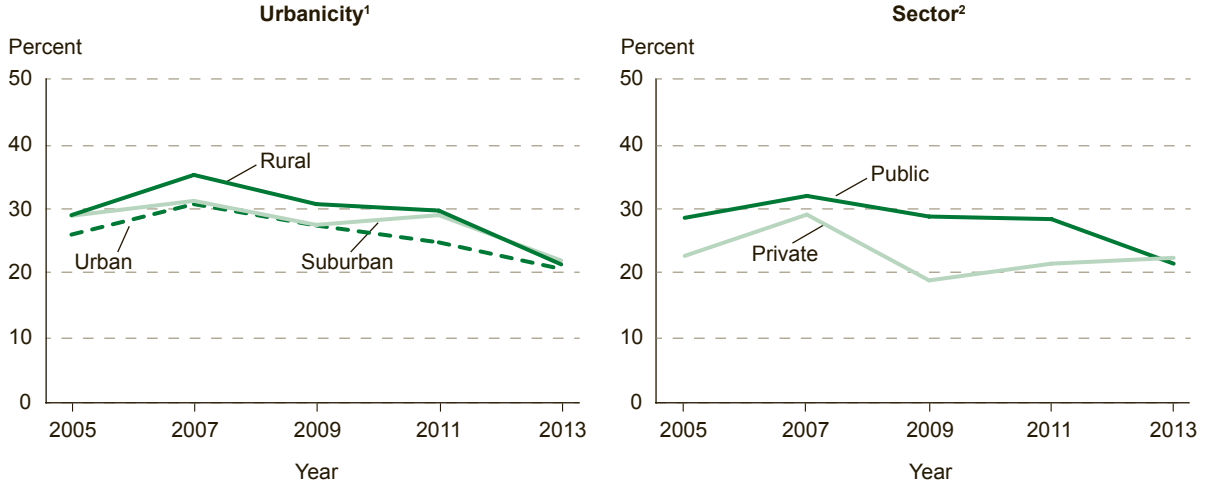


[1] Teacher or other adult at school notified.
[2] Students who reported being cyber-bullied are those who responded that another student had done one or more of the following: posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened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

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

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

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



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

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

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

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

Indicator 12

Teachers' Reports on School Conditions

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

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

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

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

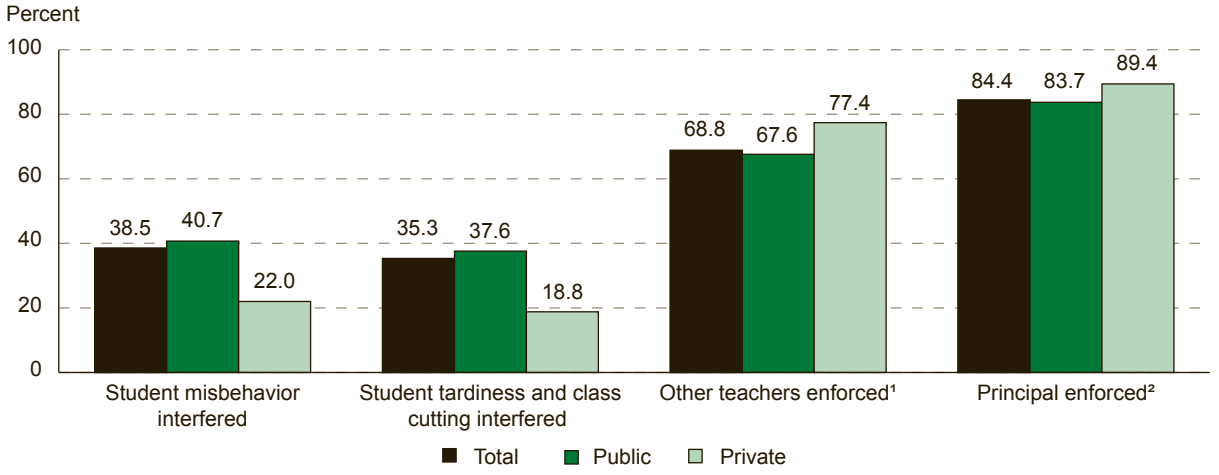
The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2011–12; however, the percentage was higher in 2011–12 (38 percent) than in the previous survey year (34 percent in 2007–08; figure 12.2). The percentage of teachers reporting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

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

Indicator 12 continued on page 56.

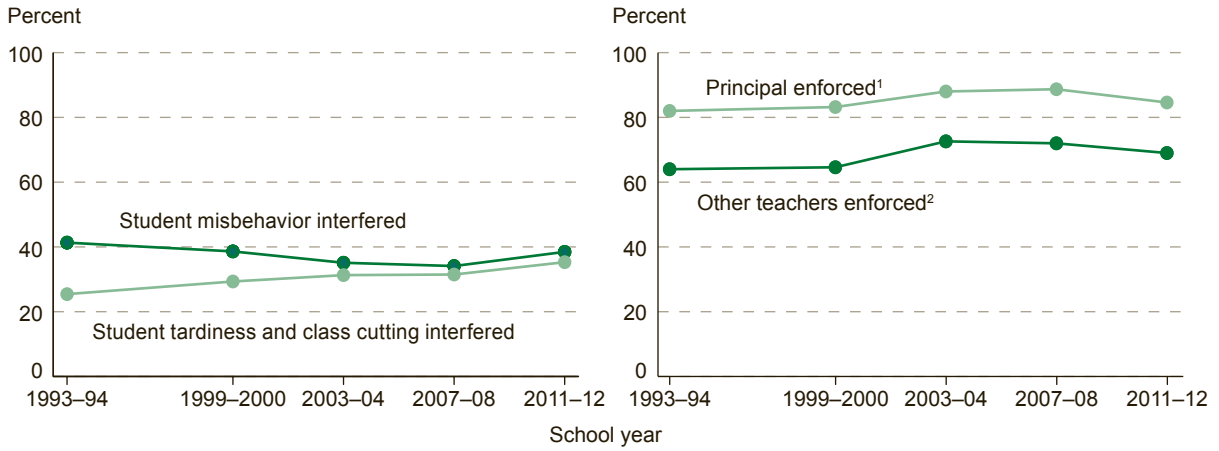
This indicator repeats information from the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 12.1, 12.2, and 12.3; appendix B for definitions of school levels; and Coopersmith (2009), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009324).

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



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

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



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

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

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

Fights, Weapons, and Illegal Substances

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Indicator 13

Physical Fights on School Property and Anywhere

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

In the Youth Risk Behavior Survey, students in grades 9–12 were asked about their involvement in physical fights in general (referred to as "anywhere" in this indicator),[34] as well as about their involvement in physical fights on school property, during the 12 months preceding the survey.[35] In this indicator, percentages of students reporting involvement in fights occurring anywhere are used as a point of comparison with percentages of students reporting involvement in fights occurring on school property.

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

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

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

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

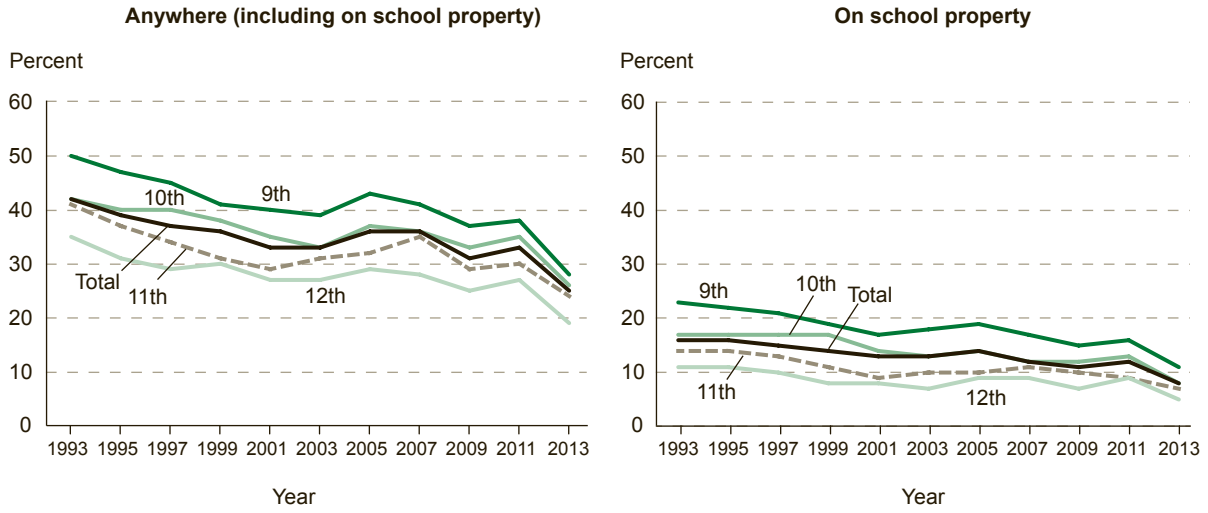
Indicator 13 continued on page 60.

[34] "Anywhere" includes on school property.

[35] 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.

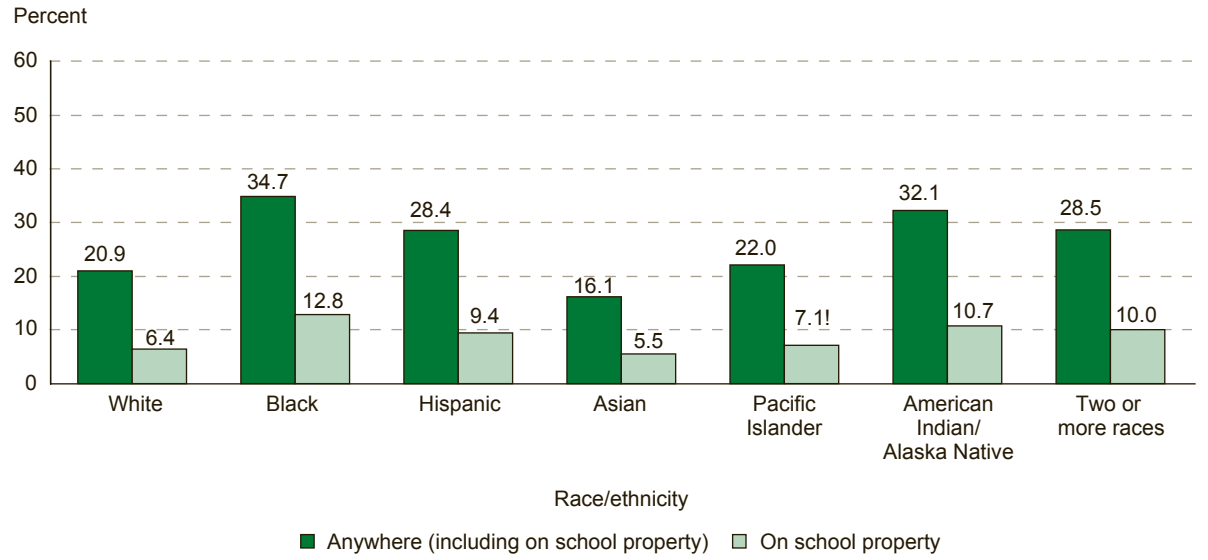
This indicator has been updated to include 2013 data. For more information: Table 13.1, 13.2, and 13.3 and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and grade: Selected years, 1993 through 2013



NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013.

Figure 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2013



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

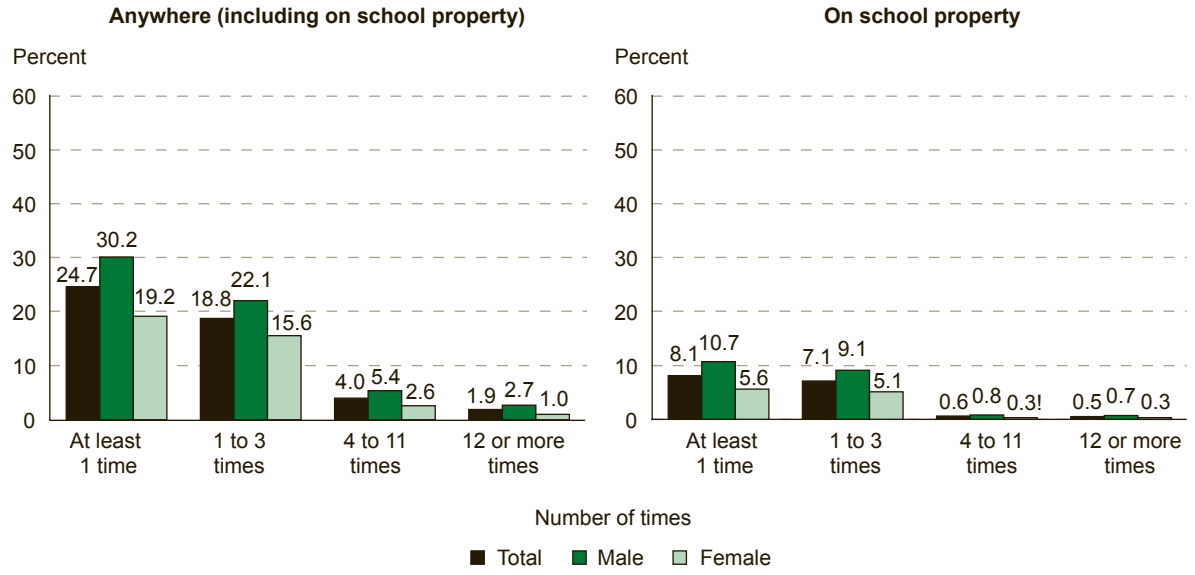
Students in grades 9–12 were also asked how often they had been in physical fights during the previous 12 months. In 2013, about 19 percent of students in these grades reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2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

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

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

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

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, "on school property" was not defined for survey respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013.

Indicator 14

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

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

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

In the YRBS, students were asked if they had carried a weapon such as a gun, knife, or club anywhere in the previous 30 days and if they had carried such a weapon on school property during the same time period.[36] In this indicator, the percentage of students carrying a weapon "anywhere"[37] is included as a point of comparison with the percentage of students carrying a weapon on school property.

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

The percentage of students who reported carrying a weapon on school property in the previous 30 days declined from 12 percent in 1993 to 5 percent in 2013 (figure 14.1 and table 14.1). The percentage of students who reported carrying weapons anywhere was lower in 2013 (18 percent) than in 1993 (22 percent) or 1995 (20 percent). There were no measurable differences between the 2011 and 2013 percentages of students who reported carrying a weapon either anywhere or on school property during the previous 30 days.

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

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

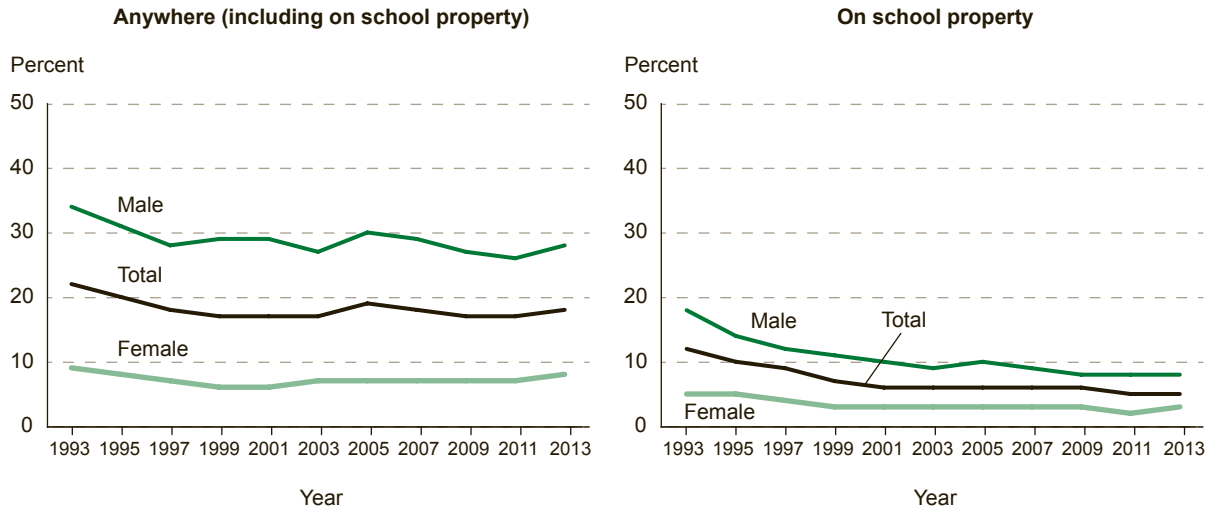
Indicator 14 continued on page 64.

[36] 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.

[37] "Anywhere" includes on school property.

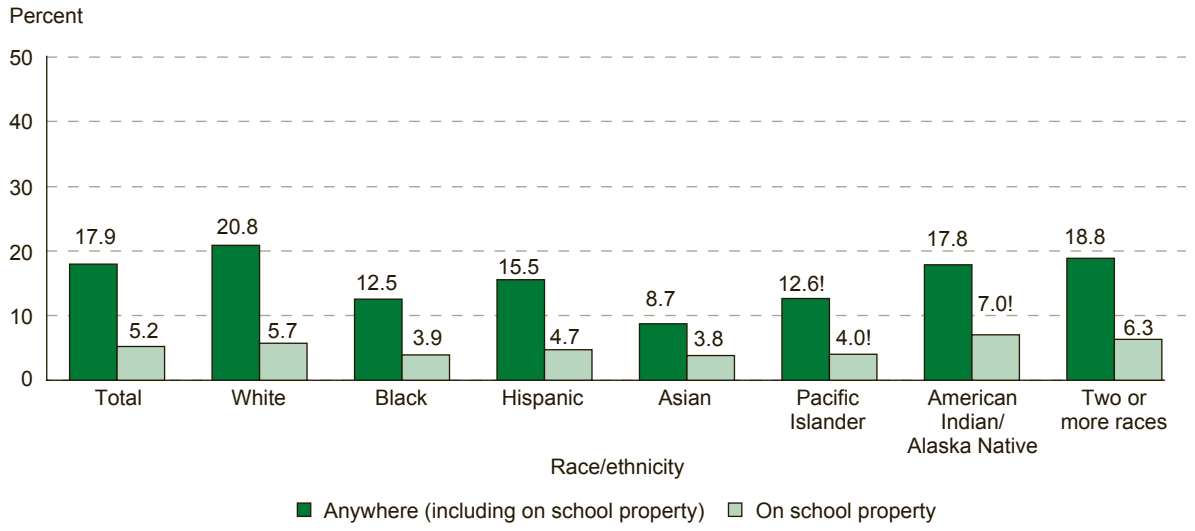
This indicator has been updated to include 2013 data. For more information: Tables 14.1, 14.2, 14.3, 14.4, and 14.5, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf), and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

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



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

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

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

Reported incidents involving students who brought or possessed firearms at school are also important to examine. As part of the ED*Facts* data collection, state education agencies report the number of incidents involving students who brought or possessed firearms at school. State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2012–13 school year, there were 1,556 reported firearm possession incidents at school in the United States (table 14.5). The total number of incidents varied widely across states, due in large part to the differing populations at the state level. Therefore, the ratio of firearm possession incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across states. During the 2012–13 school year, the ratio of firearm possession incidents per 100,000 students in the United States was 3.1.

The majority of states had ratios between 1.0 and 10.0 firearm possession incidents per 100,000 students from 2008–09 to 2012–13. During the 2012–13 school year, eight states and the District of Columbia had ratios of firearm possession incidents per 100,000 students that were at or below 1.0. The eight states were: Hawaii, Illinois, Iowa, Massachusetts, New Jersey, North Carolina, Rhode Island, and West Virginia. All of these states, with the exception of West Virginia, had ratios of firearm incidents per 100,000 students that were at or below 1.0 in the 2011–12 school year as well. During the 2012–13 school year, three states had ratios above 10.0: Arkansas, Missouri, and Wyoming. However, only one of these states, Arkansas, also had a ratio above 10.0 during the 2011–12 school year. During 2011–12, Utah was the only other state with a ratio above 10.0 firearm possession incidents per 100,000 students.

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

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

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

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

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

Indicator 15

Students' Use of Alcohol on School Property and Anywhere

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

In the 2013 Youth Risk Behavior Survey, students in grades 9–12 were asked if they had consumed alcohol on at least 1 day during the previous 30 days. Prior to 2013, students were also asked if they had consumed alcohol on school property[38] during the previous 30 days. Due to this change in the questionnaire, this indicator differs from previous editions: it first discusses results on alcohol consumption anywhere using data up to 2013 and then discusses students' reports of alcohol consumption on school property using data up to 2011.

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

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

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

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

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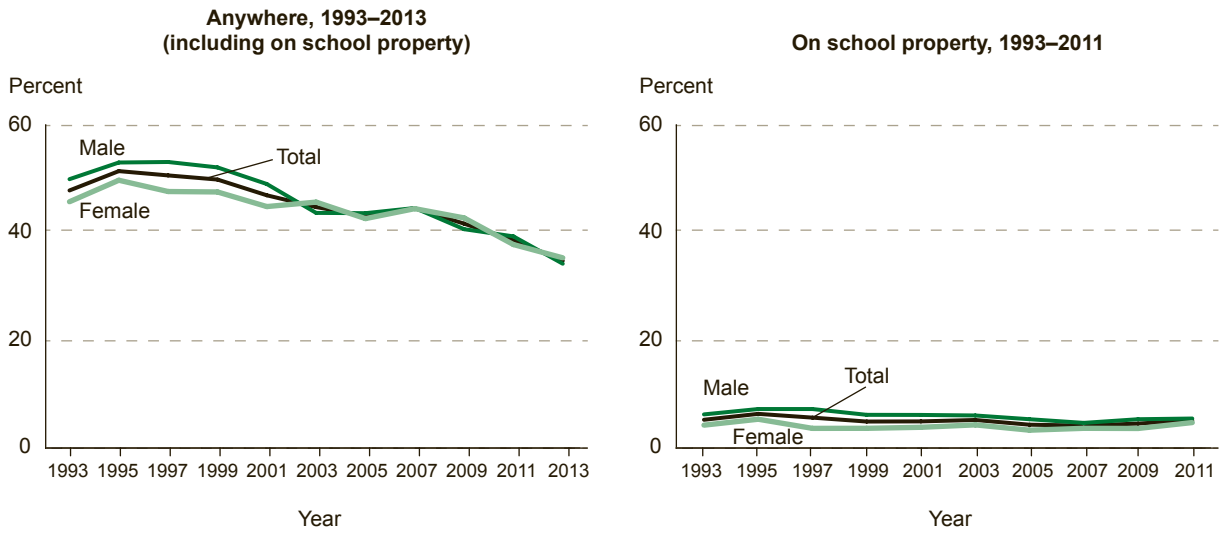
[38] In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. The term "anywhere" was not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink of alcohol.

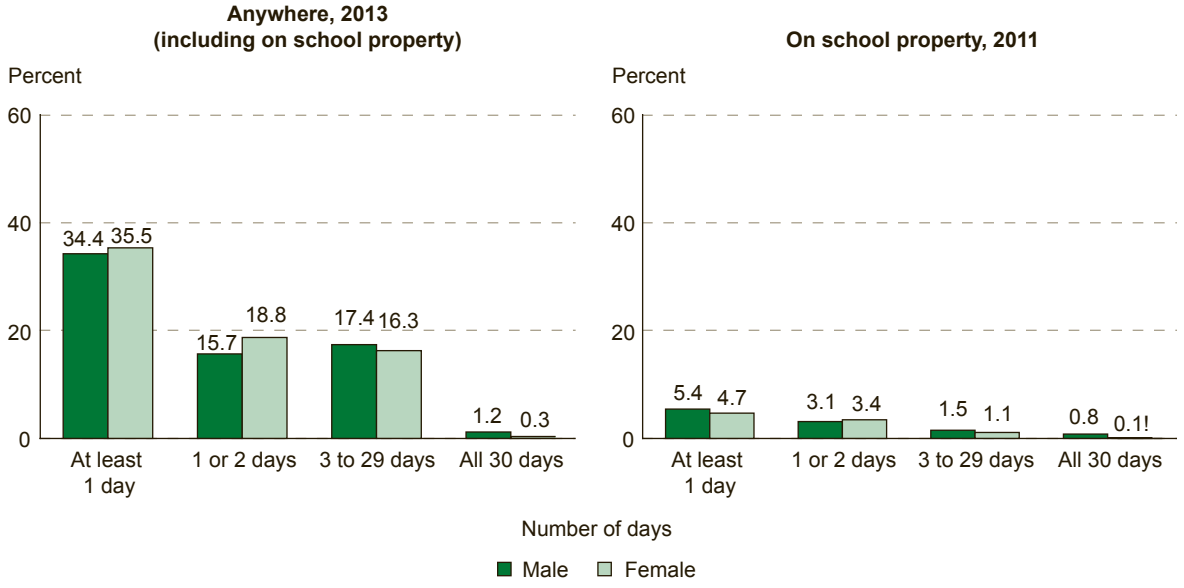
This indicator has been updated to include 2013 data. For more information: Tables 15.1, 15.2, and 15.3, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

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



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

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



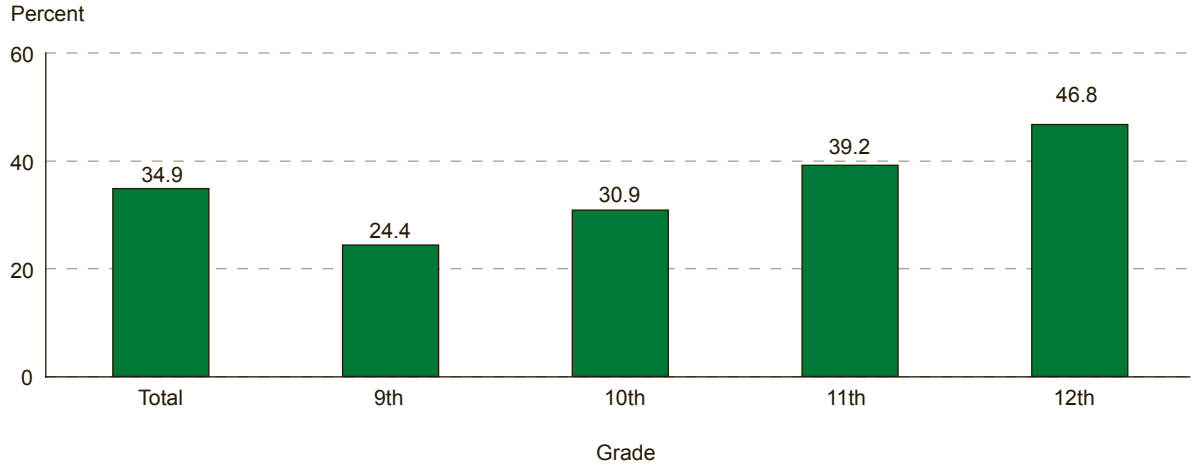
! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
NOTE: The term "anywhere" was not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days during the previous 30 days they had at least one drink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

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

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

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

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



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

Indicator 16

Students' Use of Marijuana on School Property and Anywhere

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

The 2013 Youth Risk Behavior Survey asked students in grades 9–12 whether they had used marijuana in the previous 30 days. Prior to 2013, students were also asked whether they had used marijuana on school property[39] in the previous 30 days. Due to this change in the questionnaire, this indicator differs from previous editions; it first discusses students' reports of marijuana use anywhere using data up to 2013, and then discusses students' reports of marijuana use on school property using data up to 2011.

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

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

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

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

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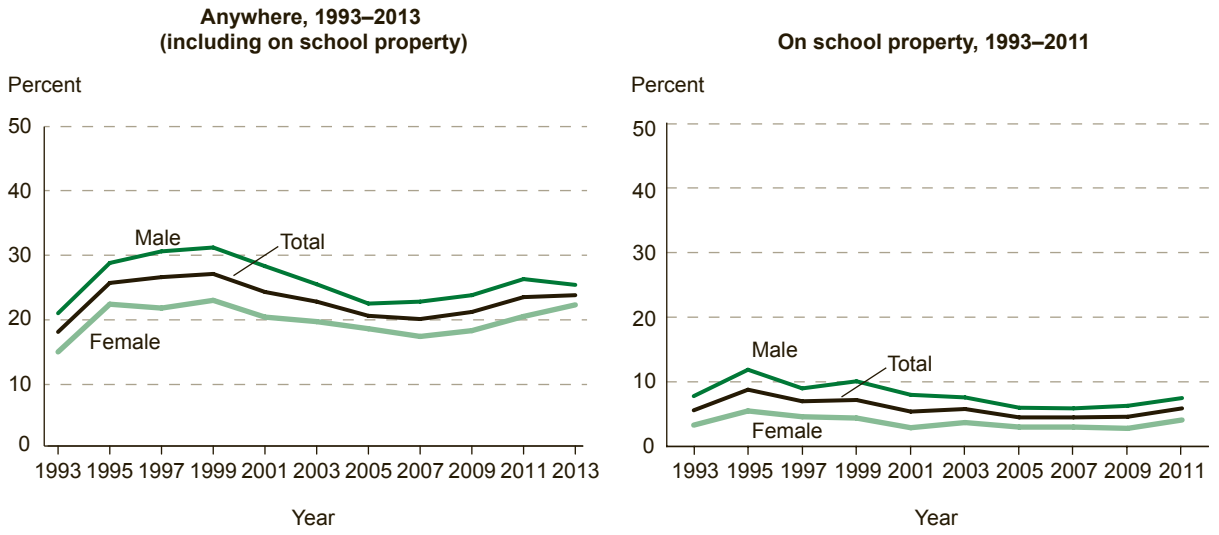
[39] In the question about using marijuana at school, "on school property" was not defined for survey respondents. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times during the previous 30 days they had used marijuana.

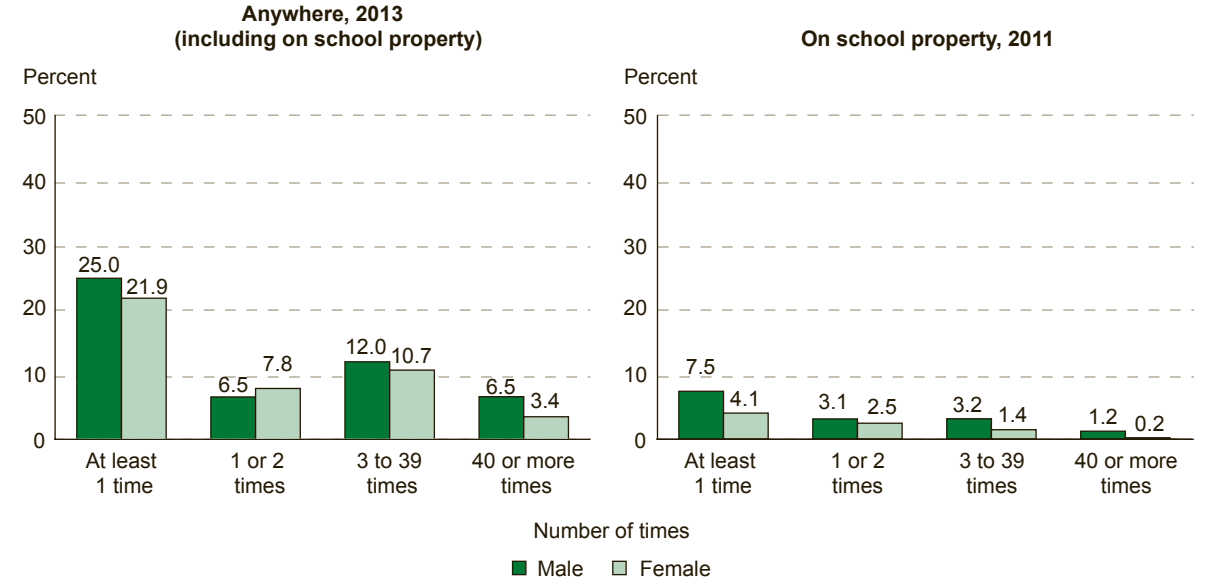
This indicator has been updated to include 2013 data. For more information: Tables 16.1, 16.2, and 16.3, and Centers for Disease Control and Prevention (2014), (http://www.cdc.gov/mmwr/PDF/ss/ss6304.pdf).

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



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

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



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

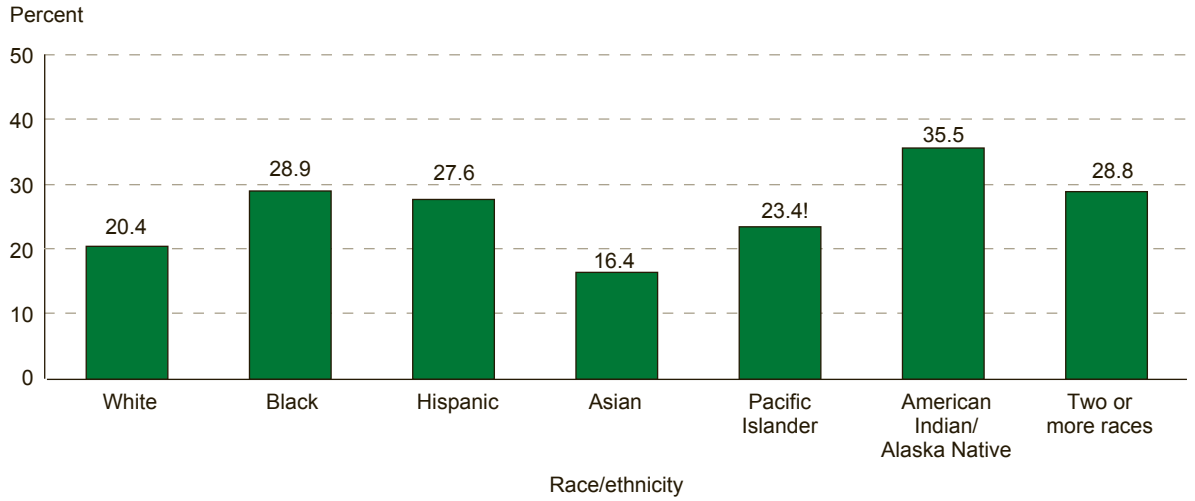
Prior to 2013, data were also collected on students' marijuana use on school property during the previous 30 days. Some 6 percent of students reported using marijuana at least one time on school property in 2011; this was not measurably different from the percentage reported in 1993 but was higher than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

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

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

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

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



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

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Fear and Avoidance

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Indicator 17

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

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

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often[40] they had been afraid of attack or harm "at school or on the way to and from school" as well as "away from school."[41] In 2013, about 3 percent of students ages 12–18 reported that they were afraid of attack or harm at school or on the way to and from school during the school year (figure 17.1 and table 17.1). Similarly, 3 percent of students ages 12–18 reported that they were afraid of attack or harm away from school during the school year.

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

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

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

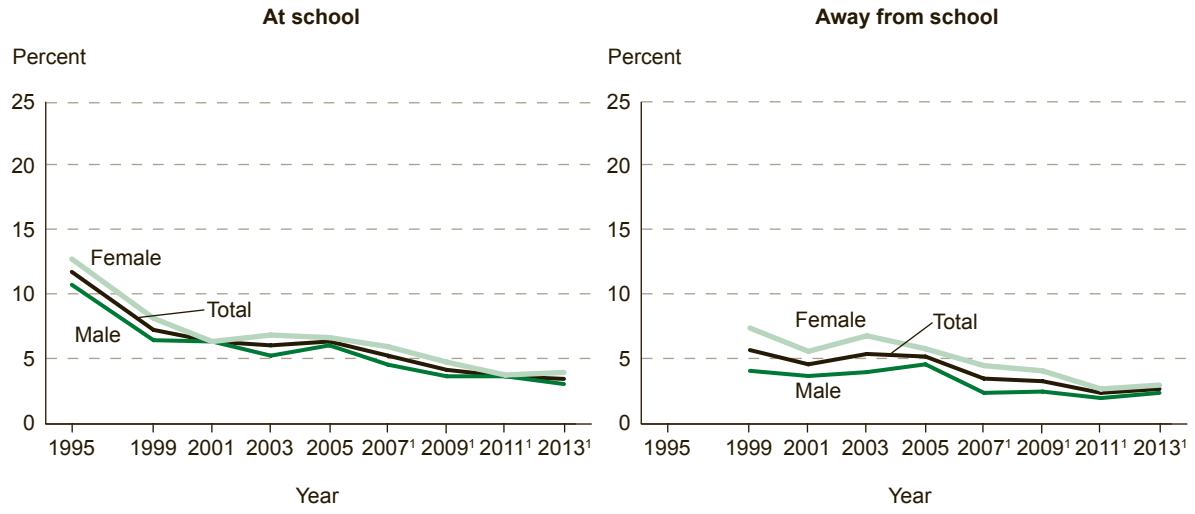
In 2013, higher percentages of students in urban areas than of students in suburban areas reported being afraid of attack or harm both at school and away from school (figure 17.2). Specifically, 4 percent of students in urban areas reported being afraid of attack or harm at school, compared with 3 percent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

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

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

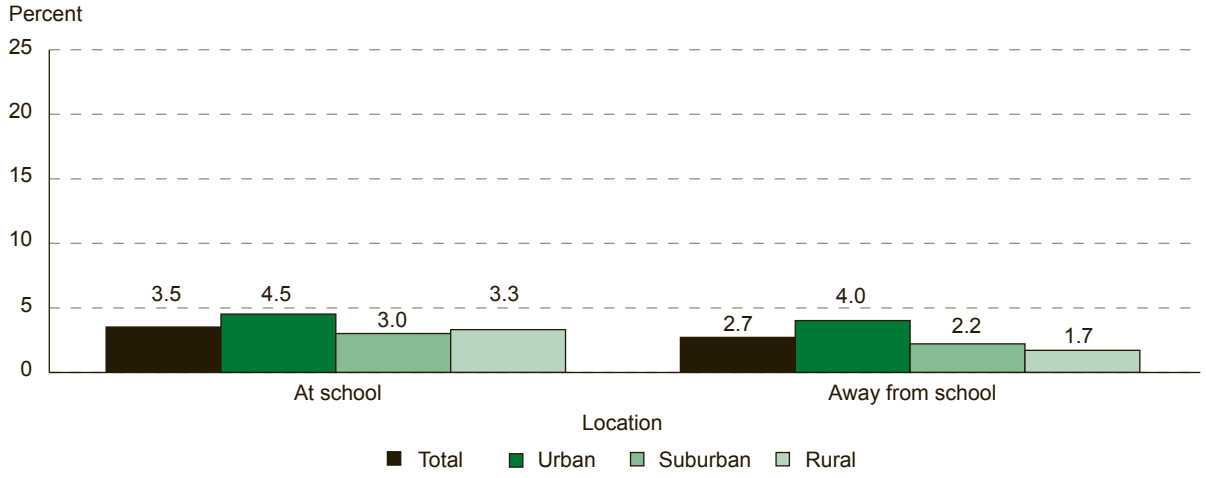
This indicator has been updated to include 2013 data. For more information: Table 17.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



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

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



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

Indicator 18

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

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

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes[42] or one or more places in school[43] because they were fearful that someone might attack or harm them.[44] In 2013, about 5 percent of students reported that they avoided at least one school activity or class or one or more places in school during the previous school year because they feared being attacked or harmed. Specifically, 2 percent of students reported avoiding at least one school activity or class, and about 4 percent reported avoiding one or more places in school (figure 18.1 and table 18.1).

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

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

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

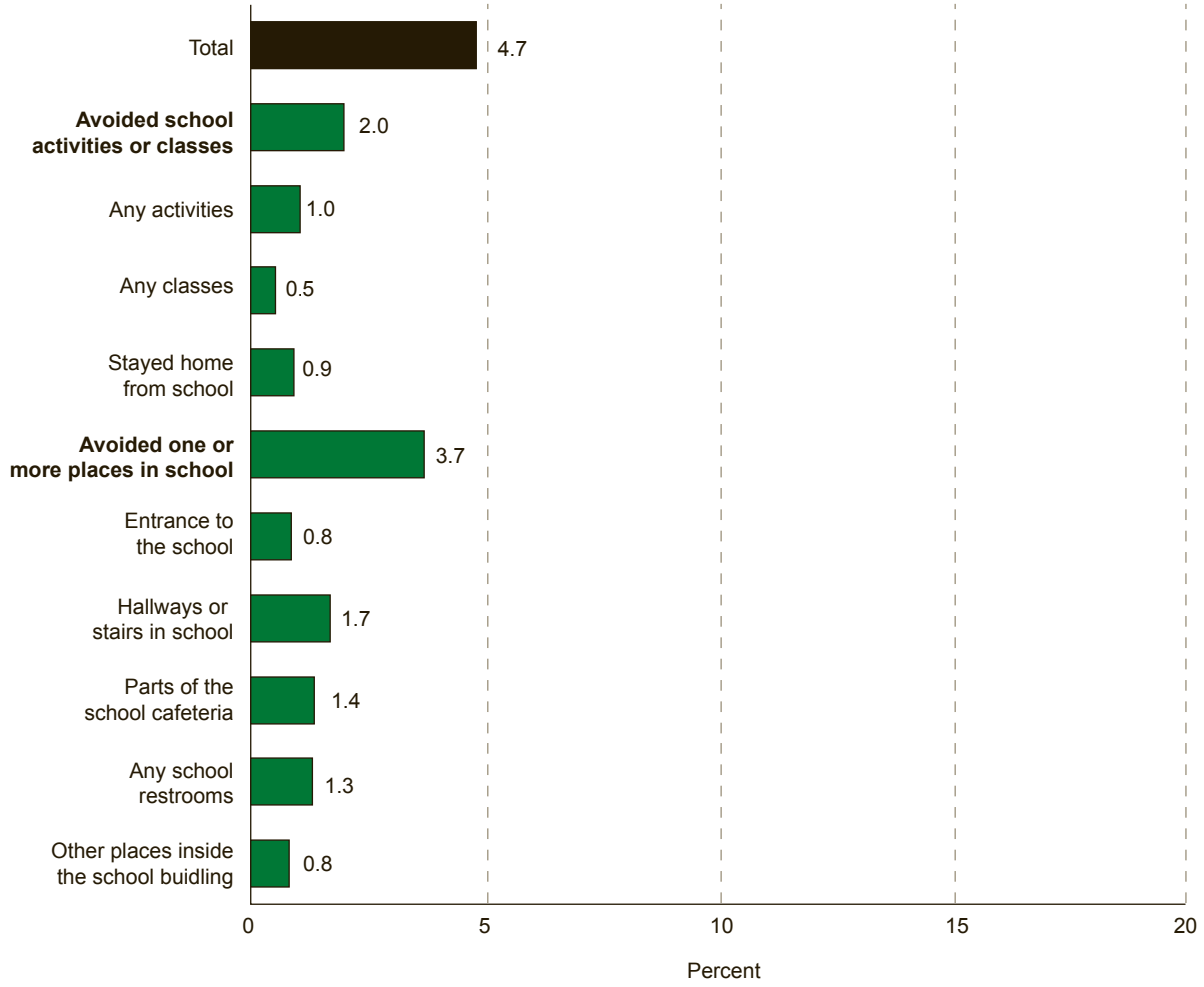
[42] "Avoided school activities or classes" includes student reports of three activities: avoiding any (extracurricular) activities, avoiding any classes, or staying home from school. Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey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

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

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

This indicator has been updated to include 2013 data. For more information: Table 18.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

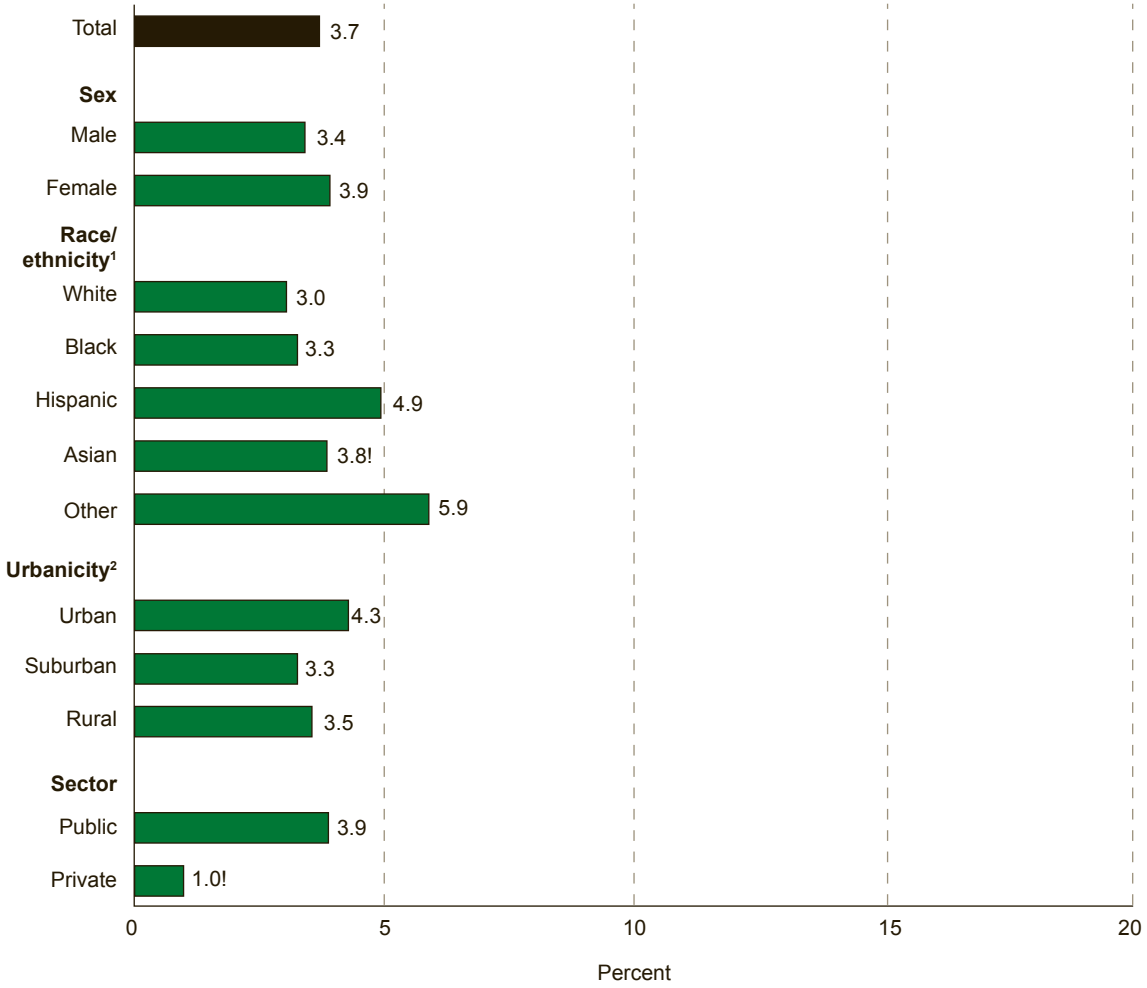
Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2013



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

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

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



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

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

[2] Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: Places include the entrance, any hallways or stairs, parts of the cafeteria, restrooms, and other places inside the school building. Detail may not sum to totals due to rounding.

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

Discipline, Safety, and Security Measures

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Indicator 19

Serious Disciplinary Actions Taken by Public Schools

During the 2009–10 school year, 39 percent of public schools took at least one serious disciplinary action against a student for specific offenses. A total of 433,800 serious disciplinary actions were taken by public schools during this period.

In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions their schools had taken against students for specific offenses. The student offenses 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 2009–10 school year, 39 percent of public schools (32,300 schools) took at least one serious disciplinary action—including suspensions lasting 5 days or more, removals with no services for the remainder of the school year (i.e., expulsions), and transfers to specialized schools—for specific offenses (table 19.1).

Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (29 percent) to respond with at least one serious disciplinary action (figure 19.1 and table 19.1). In response to other offenses by students, 20 percent of schools reported that they took disciplinary action for the distribution, possession, or use of illegal drugs; 13 percent took action for the use or possession of a weapon other than a firearm or explosive device; 9 percent did so for the distribution, possession, or use of alcohol; and 3 percent did so for the use or possession of a firearm or explosive device.

No linear trends were detected in the percentages of schools that took at least one serious disciplinary action for any of the reported offenses over time between 2003–04 and 2009–10, although the percentage of schools taking at least one serious disciplinary action for physical attacks or fights declined between 1999–2000 (35 percent) and 2009–10 (29 percent).

During the 2009–10 school year, the percentage of public schools that took serious disciplinary actions increased with school level. A higher percentage of high schools (83 percent) took at least one serious disciplinary action than did middle schools (67 percent) and primary schools (18 percent). Combined schools (schools that provide instruction at both elementary and secondary grades) took at least one serious disciplinary action at a higher percentage (49 percent) than primary schools, but at a lower percentage than either middle schools or high schools. This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 66 percent of high schools took serious disciplinary actions in response to distribution, possession, or use of illegal drugs, compared with 37 percent of middle schools, 23 percent of combined schools, and 2 percent of primary schools.

A total of 433,800 serious disciplinary actions were taken by public schools during the 2009–10 school year for specific offenses. Most of these reported disciplinary actions were taken in response to physical attacks or fights (265,100 actions). The number of disciplinary actions taken in response to the use or possession of a firearm or explosive device (5,800 actions) was smaller than for other offenses reported. Of the serious disciplinary actions taken during the 2009–10 school year, 74 percent were suspensions for 5 days or more, 20 percent were transfers to specialized schools, and 6 percent were removals with no services for the remainder of the school year.

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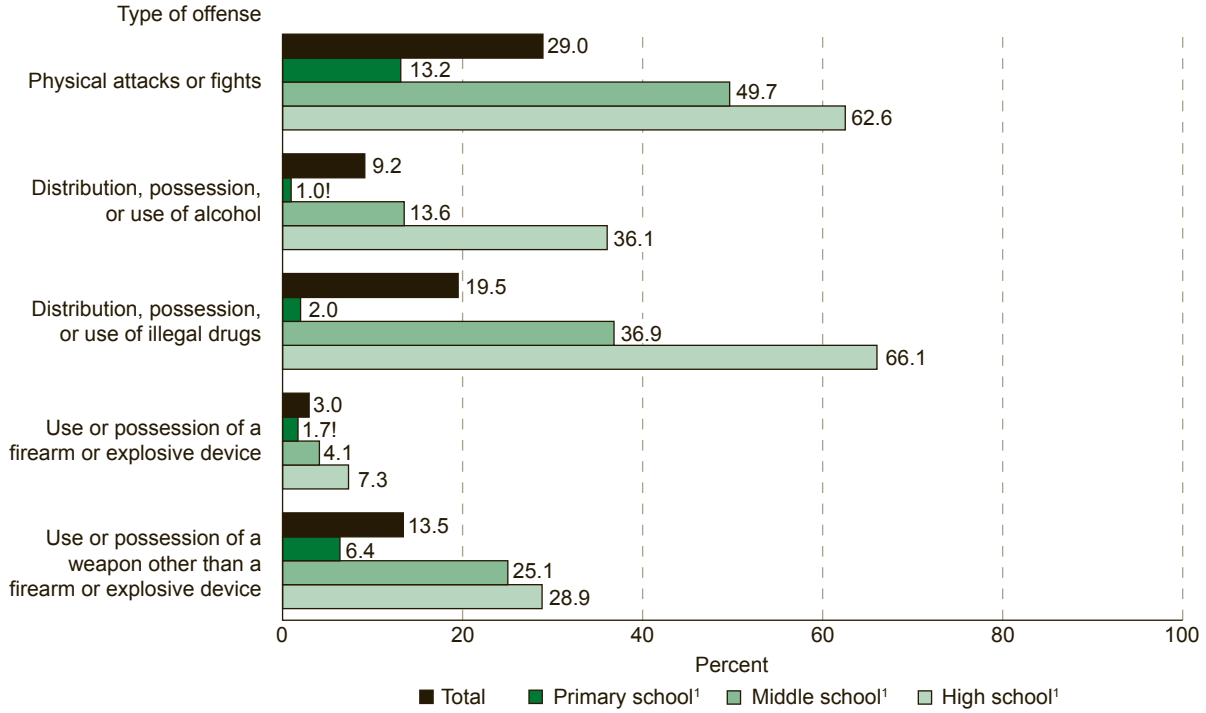
This indicator repeats information first reported in the *Indicators of School Crime and Safety: 2011* report. For more information: Tables 19.1 and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 19.1. Percentage of public schools that took a serious disciplinary action, by type of offense and school level: School year 2009–10



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

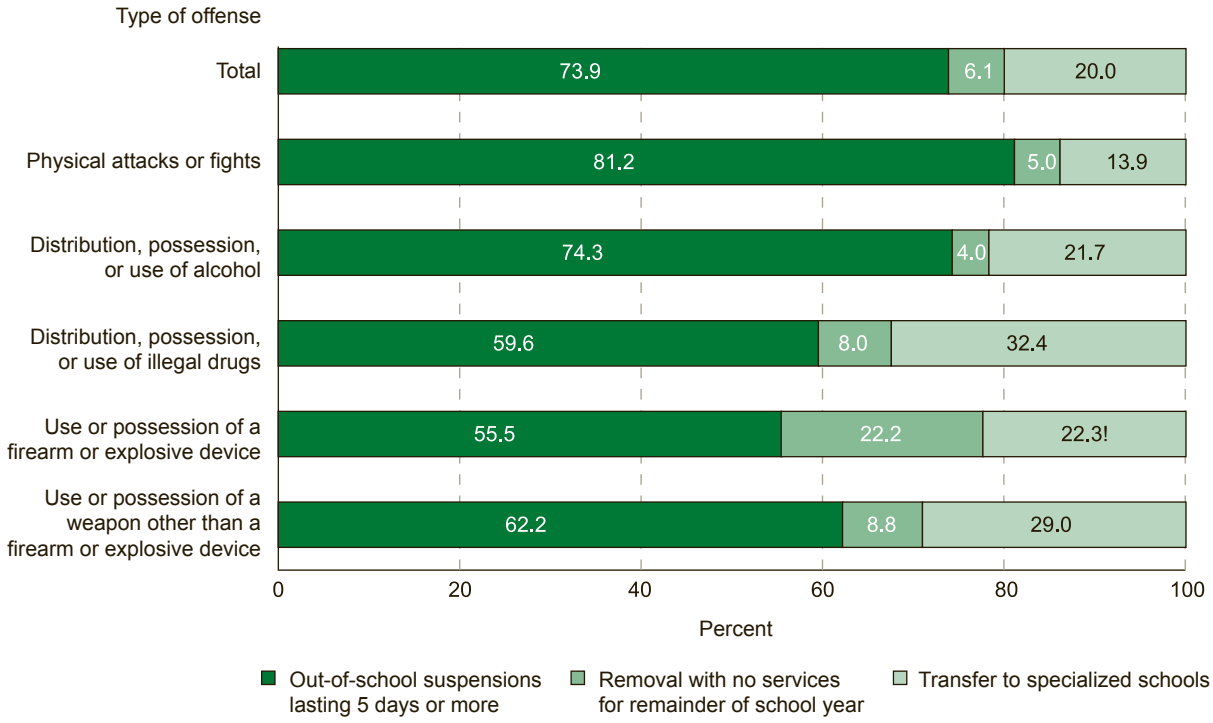
[1] Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Greater percentages of out-of-school suspensions lasting 5 days or more were imposed upon students in response to physical attacks or fights (81 percent) and the distribution, possession, or use of alcohol (74 percent) than were imposed in response to the other offenses covered in the survey (ranging from 55 to 62 percent; figure 19.2). Greater percentages of removals with no services for the remainder of the school year were imposed upon students in response to the use or possession of a firearm or explosive device (22 percent) than were imposed in response to other offenses reported (ranging from 4 to 9 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of illegal drugs (32 percent) and the use or possession of a weapon other than a firearm or explosive device (29 percent) than were imposed in response to the distribution, possession, or use of alcohol (22 percent) and physical attacks or fights (14 percent).

Figure 19.2. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2009–10



! 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. Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. 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. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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Indicator 20

Safety and Security Measures Taken by Schools

During the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours, and 64 percent reported that they used security cameras to monitor the school. In the 2009–10 school year, 43 percent of schools reported the presence of one or more security staff at their school at least once a week during the school year.

Schools use a variety of practices and procedures to promote the safety of students and staff. In the Schools and Staffing Survey, principals of public and private schools were asked about their schools' use of safety and security measures and procedures. Certain practices, such as locking or monitoring doors or 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. Another measure of safety and security, collected in the School Survey on Crime and Safety, is the presence of full-time and part-time security staff in public schools during the school year.

In the 2011–12 school year, 88 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 20.1). Other safety and security measures frequently reported by public schools included the use of security cameras to monitor the school (64 percent) and the enforcement of a strict dress code (49 percent; figure 20.1). In addition, 44 percent of public schools reported that they controlled access to school grounds by locking or monitoring gates during school hours, 24 percent reported the use of random dog sniffs to check for drugs, and 19 percent required that students wear uniforms.

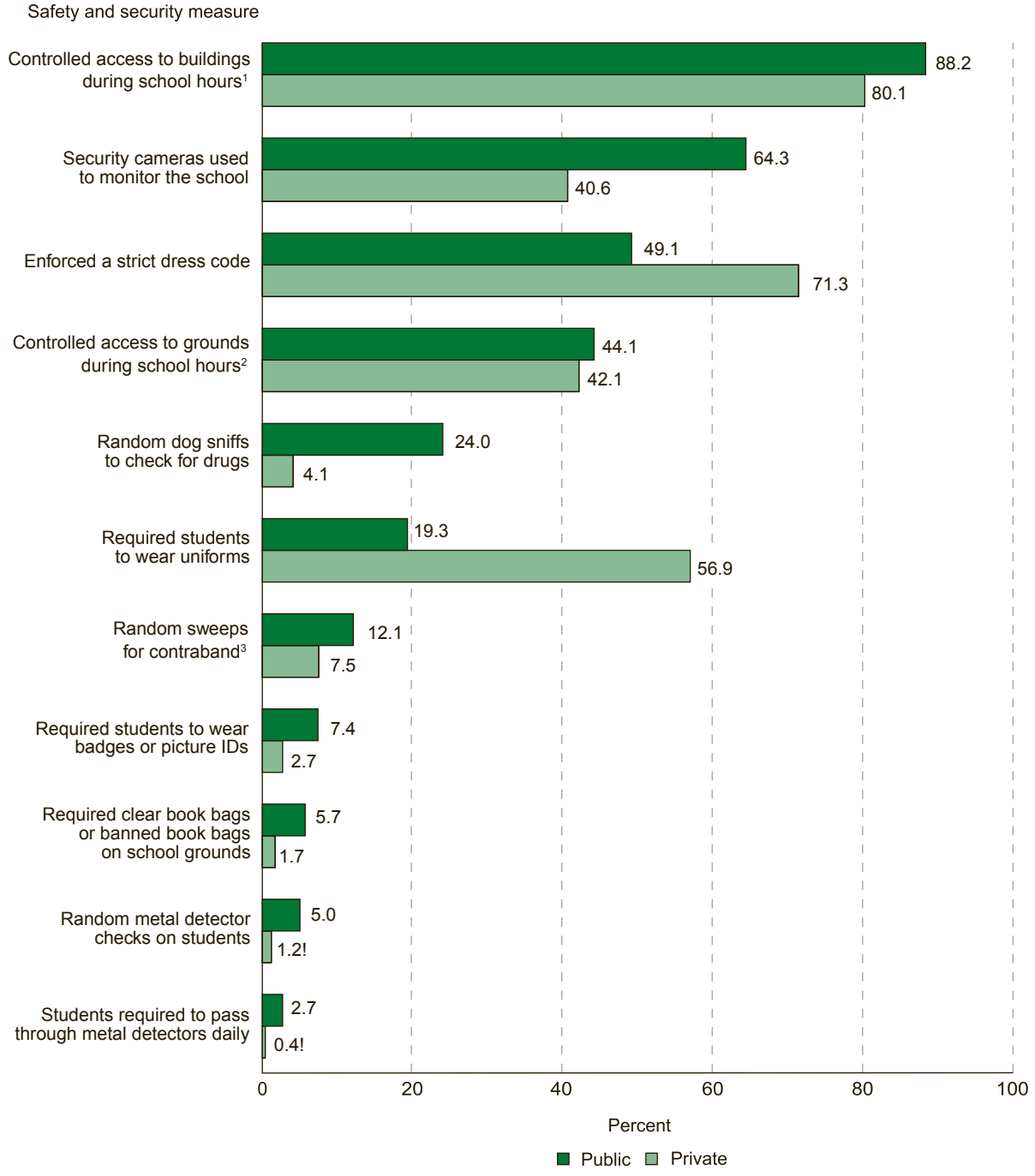
In general, higher percentages of public than of private schools reported the use of various safety and security measures in the 2011–12 school year (table 20.1). For example, higher percentages of public than of private schools reported the use of security cameras (64 vs. 41 percent) and random dog sniffs to check for drugs (24 vs. 4 percent). Higher percentages of public than of private schools also reported the following measures: controlling access to school buildings during school hours; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); and conducting random sweeps for contraband.[45] However, higher percentages of private than of public schools enforced a strict dress code (71 vs. 49 percent) and required that students wear uniforms (57 vs. 19 percent).

Indicator 20 continued on page 88.

[45] For example, drugs or weapons. Does not include dog sniffs.

This indicator repeats information from the *Indicators of School Crime and Safety: 2013* report. For more information: Tables 20.1, 20.2, and 20.3, and Neiman (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011320).

Figure 20.1. Percentage of public and private schools that used selected safety and security measures: School year 2011–12



! 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.

[2] For example, locked or monitored gates.

[3] For example, drugs or weapons. Does not include dog sniffs.

NOTE: Responses were provided by the principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–12.

In the 2011–12 school year, higher percentages of public secondary schools or combined schools than of elementary schools reported using the following safety and security measures: enforcing a strict dress code; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); using random dog sniffs to check for drugs; conducting random sweeps for contraband;[46] and using security cameras to monitor the school (table 20.2). For example, among public schools, 81 percent of secondary schools, 72 percent of combined schools, and 58 percent of elementary schools reported the use of security cameras to monitor the school (table 20.1). In addition, the percentage of public secondary schools who reported using random dog sniffs for drugs (57 percent) was higher than the percentages of combined schools (41 percent) and elementary schools (11 percent) with such a procedure in place. However, lower percentages of public secondary schools (84 percent) and combined schools (83 percent) than of elementary schools (90 percent) reported controlling access to buildings during school hours. Also, the percentage of public secondary schools who reported requiring that students wear uniforms (12 percent) was lower than the percentages of elementary schools (20 percent) and combined schools (30 percent) with such a requirement.

The use of safety and security measures in the 2011–12 school year also varied by public school locale (table 20.2). Higher percentages of public city schools than of public schools in suburban, town, and rural areas reported the following measures: controlling access to school grounds during school hours; requiring that students wear uniforms; enforcing a strict dress code; requiring that students wear badges or picture IDs; and conducting metal detector checks on students (including both random and daily checks). For example, 55 percent of public city schools reported controlling access to school grounds, compared with 46 percent of suburban schools and 37 percent each of public schools in towns and rural areas. However, public city schools had the lowest reported percentage of schools with security cameras (59 percent of city schools vs. between 65 and 67 percent of rural, suburban, and town schools). In addition, higher percentages of public town and rural schools than of city and suburban schools reported the use of random dog sniffs for drugs and random sweeps for contraband.

Many safety and security measures tended to be more prevalent in high-poverty public schools (where 76 percent or more of students are eligible for free or reduced-price lunch) than in low-poverty schools (where 25 percent or less of students are eligible for free or reduced-price lunch) during the 2011–12 school year (table 20.2). Higher percentages of high-poverty public schools than of low-poverty schools reported controlling access to school grounds during school hours; requiring that students wear uniforms; enforcing a strict dress code; requiring that students wear badges or picture IDs; requiring that book bags be clear or banning them from school; conducting metal detector checks on students (including both random and daily checks); and conducting sweeps for contraband.[46] For instance, 64 percent of high-poverty public schools reported enforcing a strict dress code, compared with 38 percent of low-poverty schools. Also, 47 percent of high-poverty public schools reported requiring school uniforms, compared to 6 percent of low-poverty public schools.

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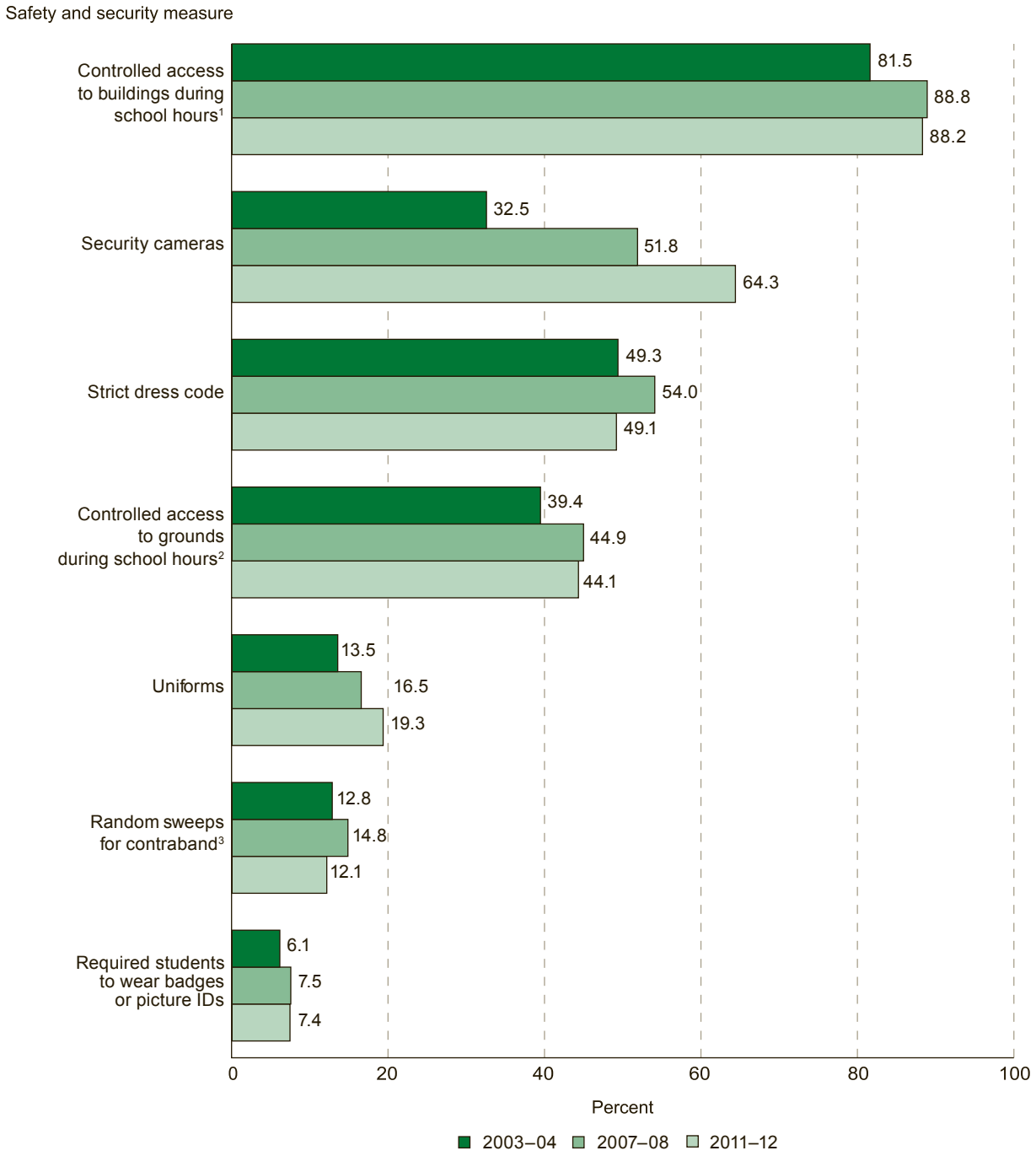
[46] For example, drugs or weapons. Does not include dog sniffs.

Figure 20.2. Percentage of public schools that used selected safety and security measures: Selected school years, 2003–04 through 2011–12



[1] For example, locked or monitored doors.
[2] For example, locked or monitored gates.
[3] For example, drugs or weapons. Does not include dog sniffs.
NOTE: Responses were provided by the principal.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

The percentages of public schools reporting the use of various safety and security measures in 2011–12 tended to be higher or not measurably different from the percentages reported in 2003–04 (figure 20.2 and table 20.1). For example, the percentage of public schools reporting that they required that students wear uniforms increased from 13 to 19 percent between the 2003–04 and 2011–12 school years. Public schools' reported use of security cameras to monitor the school increased from 2003–04 (32 percent) to 2011–12 (64 percent). Also, the percentage of public schools reporting that they controlled access to buildings during school hours was higher in 2011–12 than in 2003–04 (88 vs. 82 percent). A similar pattern was observed for controlled access to grounds during school hours (44 percent in 2011–12 vs. 39 percent in 2003–04).

In the 2009–10 school year, 43 percent of public schools reported the presence of one or more security guards, security personnel, School Resource Officers, or sworn law enforcement officers at their school at least once a week during the school year (table 20.3).[47] The percentage of public schools reporting the presence of security staff did not measurably differ between 2005–06 (42 percent) and 2009–10 (43 percent); however, the percentage of public schools reporting the presence of security staff was higher in 2007–08 (46 percent) than in either 2005–06 or 2009–10. Twenty-nine percent of public schools reported having at least one full-time employed security staff who was present at least once a week, and 14 percent of public schools reported having only part-time staff. A lower percentage of public schools reported full-time security staff at their school in 2005–06 (27 percent) than in 2007–08 (30 percent), while there were no measurable differences between each of these percentages and the percentage reported in 2009–10 (29 percent). No measurable differences were found across years for the percentages of public schools reporting part-time only security staff.

About 28 percent of public primary schools reported the presence of one or more security staff at their school at least once a week in 2009–10. The percentage of public primary schools reporting security staff was lower than the percentages of middle schools and high schools reporting the presence of security staff (66 and 76 percent, respectively) but was not measurably different from the percentage of combined schools reporting the presence of security staff. A higher percentage of public high schools (62 percent) than of primary (16 percent), combined (24 percent), or middle schools (46 percent) reported having full-time security staff (table 20.3).

Differences in the presence of security staff were also found by other school characteristics. For example, the percentage of public city schools that reported the presence of one or more security staff at least once a week during the 2009–10 school year (51 percent) was higher than the percentages of town schools (39 percent) and rural schools (35 percent). The percentage of public suburban schools reporting the presence of security staff (45 percent) was also higher than the percentage of rural schools.

Public schools were also asked to report whether any of their security staff routinely carried a firearm at school.[48] In 2009–10, some 28 percent of all public schools reported the presence of security staff routinely carrying a firearm (table 20.3). The percentage of public schools reporting security staff routinely carrying firearms was higher in 2007–08 (34 percent) than in either 2005–06 (31 percent) or 2009–10 (28 percent); there was no measurable difference between 2005–06 and 2009–10. Twelve percent of public primary schools, 25 percent of combined schools, 51 percent of middle schools, and 63 percent of high schools reported the presence of one or more security staff at their schools routinely carrying firearms during the 2009–10 school year.

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

[48] The survey item about carrying firearms did not include the term "School Resource Officer" in the question text.

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Indicator 21

Students' Reports of Safety and Security Measures Observed at School

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

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain security measures.[49] Security measures include metal detectors, locker checks, security cameras, security guards or assigned police officers, adults supervising hallways, badges or picture identification for students, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2013, nearly all students ages 12–18 reported that they observed the use of at least one of the selected security measures at their schools (figure 21.1 and table 21.1).

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

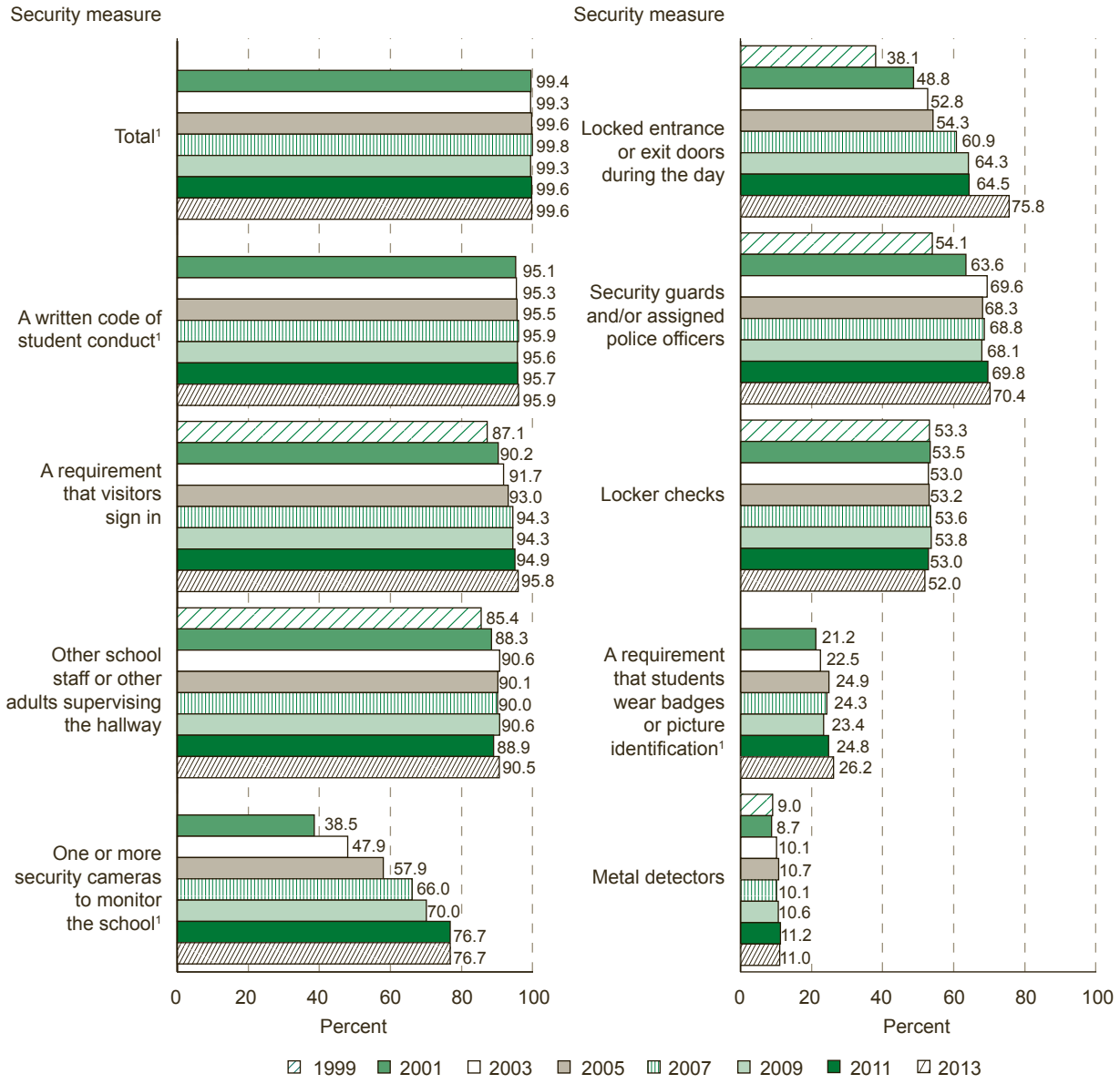
The percentage of students who reported locked entrance or exit doors during the day increased between the two most recent survey years, as well as over the past 14 years. Specifically, 76 percent of students reported observing locked entrance or exit doors during the day in 2013, representing an increase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

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

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

This indicator has been updated to include 2013 data. For more information: Table 21.1, and DeVoe and Bauer (2011), (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012314).

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



[1] Data for 1999 are not available.

NOTE: "At school" includes the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2013.

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Postsecondary Campus Safety and Security

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Indicator 22

Criminal Incidents at Postsecondary Institutions

In 2012, there were 29,500 criminal incidents on campus at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 4 percent decrease from 2011 (30,700). There was also a decrease in the number of on-campus crimes reported per 10,000 full-time-equivalent students, from 20.0 in 2011 to 19.4 in 2012.

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

In 2012, there were 29,500 criminal incidents against persons and property on campus at public and private 2-year and 4-year postsecondary institutions that were reported to police and security agencies, representing a 4 percent decrease from 2011 (30,700; table 22.1). There was also a decrease in the number of on-campus crimes per 10,000 full-time-equivalent (FTE) students, from 20.0 in 2011 to 19.4 in 2012 (table 22.2).

Among the various types of on-campus crimes reported in 2012, there were 18,100 burglaries, constituting 61 percent of all criminal incidents (table 22.1 and figure 22.1). Other commonly reported crimes included forcible sex offenses (3,900 incidents, or 13 percent of crimes) and motor vehicle theft (3,000 incidents, or 10 percent of crimes). In addition, 2,400 aggravated assaults and 1,400 robberies were reported. These estimates translate to 11.9 burglaries, 2.6 forcible sex offenses, 2.0 motor vehicle thefts, 1.6 aggravated assaults, and 0.9 robberies per 10,000 FTE students (table 22.2). Eleven murders occurred on college campuses in 2012, fewer than the 16 that occurred in 2011.

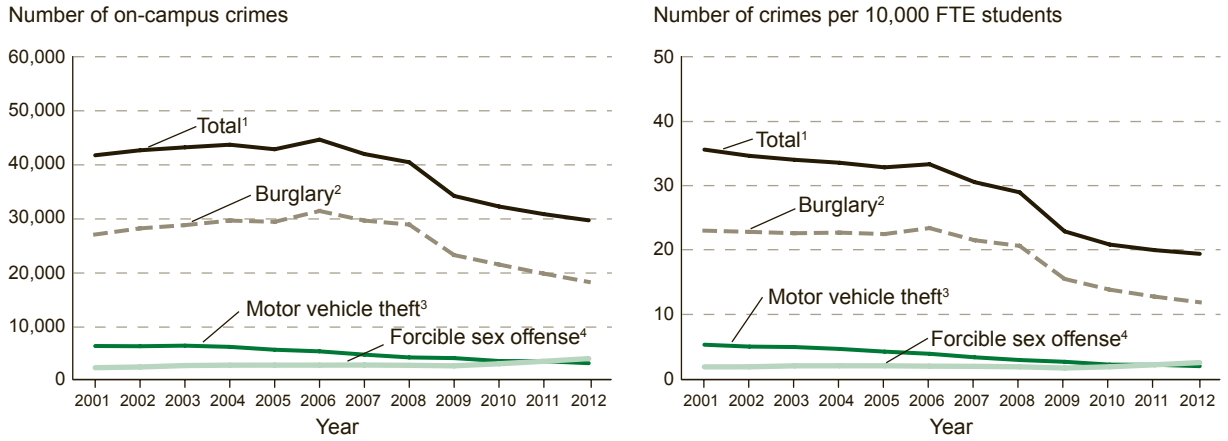
Looking at on-campus crime patterns over a longer period, the overall number of crimes reported between 2001 and 2012 decreased by 29 percent (table 22.1). Although the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), the number of crimes decreased by 34 percent (to 29,500) between 2006 and 2012. The number of on-campus crimes reported in 2012 was lower than in 2001 for every category except forcible sex offenses. The number of reported forcible sex crimes on campus increased from 2,200 in 2001 to 3,900 in 2012 (a 77 percent increase). More recently, the number of reported forcible sex crimes increased from 3,400 in 2011 to 3,900 in 2012 (a 15 percent increase).

Increases in FTE college enrollment between 2001 and 2012 as well as changes in the number of crimes affected the number of on-campus crimes per 10,000 FTE students (see *Digest of Education Statistics 2014* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students was lower in 2012 (19.4 per 10,000) than in 2001 (35.6 per 10,000; table 22.2). Between 2001 and 2006, enrollment increased by a larger percentage than the number of crimes, which resulted in the number of on-campus crimes per 10,000 students in 2006 (33.3) actually being lower than in 2001 (35.6). Between 2006 and 2012, the number of reported on-campus crimes decreased, enrollment increased, and the number of on-campus crimes per 10,000 students decreased from 33.3 to 19.4. The rates per 10,000 students for all types of reported on-campus crimes other than forcible sex offenses were lower in 2012 than in 2001. In the case of forcible sex offenses, the rate was higher in 2012 (2.6 per 10,000 students) than in 2001 (1.9 per 10,000 students).

Indicator 22 continued on page 98.

This indicator has been updated to include 2012 data. For more information: *Digest of Education Statistics 2014,* tables 22.1 and 22.2, and http://ope.ed.gov/security/.

Figure 22.1. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2012



[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. Detail may not sum to total 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 2012; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013, Enrollment component.

In 2012, the number of crimes committed on college campuses differed by type of institution, though to some extent this reflects the enrollment size of the sectors and the presence of student residence halls. For example, more crimes were committed at institutions with residence halls than at institutions without residence halls (table 22.2). 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. At public 4-year institutions in 2012, some 50 percent of the 14,200 on-campus crimes occurred in residence halls; at nonprofit 4-year institutions, 61 percent of the 10,700 on-campus crimes occurred in residence halls (table 22.1). Burglaries constituted the majority of the reported crimes at both types of institutions.

Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the numbers of on-campus crimes at most types of institutions between 2006 and 2012. At public 4-year institutions, the number of on-campus crimes decreased from a high of 20,600 in 2006 to 14,200 in 2012. Also, the number of on-campus crimes per 10,000 students decreased from 35.5 to 21.1 during this period (table 22.2). Similarly, at nonprofit 4-year institutions, the number of crimes decreased from 16,900 in 2006 to 10,700 in 2012, and the number of crimes per 10,000 students decreased from 57.7 to 32.5. At public 2-year institutions, which generally do not have residence halls, the number of crimes decreased from 5,700 to 3,800 between 2006 and 2012, and the number of crimes per 10,000 students decreased from 15.4 to 9.4.

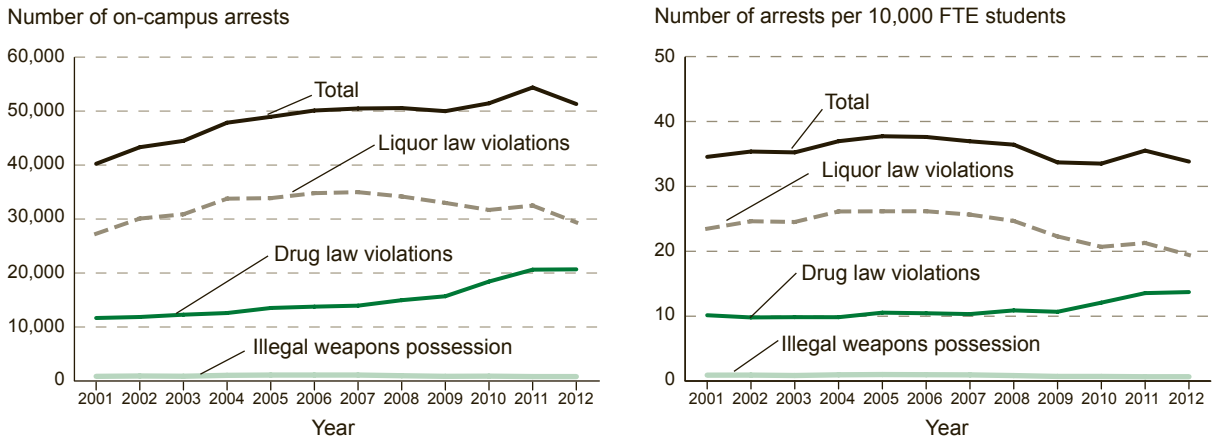
As part of the *Clery Act*, institutions are required to report the number of arrests made for illegal weapons possession and drug and liquor law violations on college campuses. In contrast to the decreases in reported on-campus crimes, the total number of arrests for illegal weapons possession and drug and liquor law violations increased from 40,300 in 2001 to 51,400 in 2012, although the 2012 figure was down from 54,400 in 2011 (table 22.1 and figure 22.2). While the number of arrests for weapons possession was 4 percent lower in 2012 than in 2001 (1,000 vs. 1,100), there were increases over the period in the larger categories of arrests for drug and liquor law violations. Arrests for drug law violations increased by 76 percent during this period, reaching 20,800, and arrests for liquor law violations rose by 8 percent, reaching 29,500. Some of the increases in arrests may be associated with increases in student enrollment during this period. The number of arrests for drug law violations per 10,000 students increased from 10.2 to 13.7 (table 22.2); however, the number of arrests per 10,000 students for liquor law violations was lower in 2012 (19.4) than in 2001 (23.5).

There were some differences among institution types in the patterns of on-campus arrests made for illegal weapons possession and drug and liquor law violations. At public 4-year institutions, the number of on-campus arrests per 10,000 students was higher in 2012 than in 2001 (62.5 vs. 60.1). In contrast, there was a decrease in the number of on-campus arrests per 10,000 students at nonprofit 4-year institutions (from 24.5 to 16.8). The number of on-campus arrests per 10,000 students at public 2-year institutions in 2012 was 8.7, which was higher than in 2001 (7.8) but lower than in 2006 (10.9).

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 only include incidents for which there was a referral for institutional disciplinary action, but no arrest. In 2012, there were 248,900 referrals for disciplinary action for cases involving weapons, drugs, and liquor law violations, with most of the referrals (90 percent) involving violations in residence halls. The largest number of disciplinary referrals (193,500) involved liquor law violations (table 22.1).

Indicator 22 continued on page 100.

Figure 22.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2012



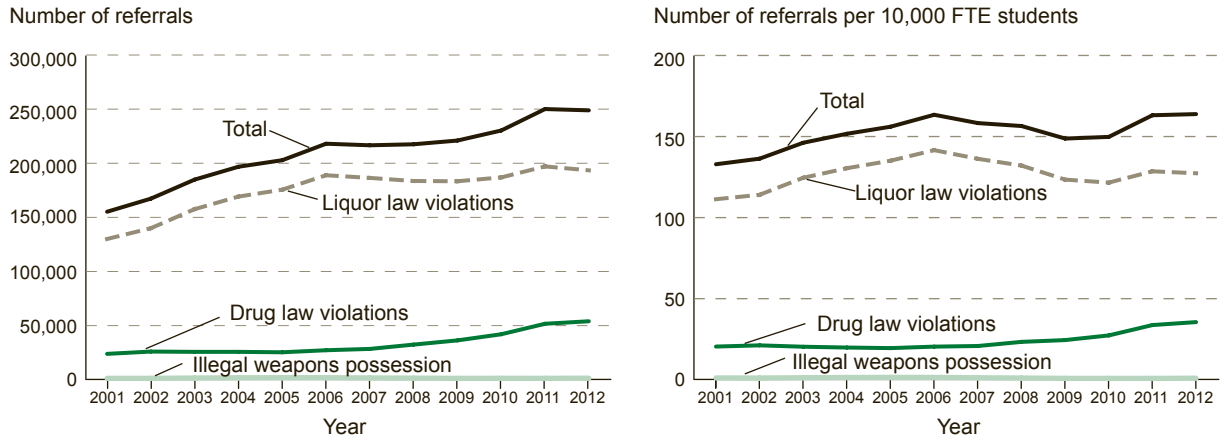
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Crimes and arrests 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. If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2012; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013, Enrollment component.

Similar to the number of on-campus arrests for drug and liquor law violations, the number of disciplinary referrals for these incidents has increased. The number of referrals for drug law violations rose by 126 percent, from 23,900 in 2001 to 54,000 in 2012 (figure 22.3). The number of referrals for liquor law violations rose by 49 percent, from 130,000 to 193,500. The number of referrals for illegal weapons possession was lower in 2012 (1,400) than in 2006 (1,900), but it was slightly higher than the number of such referrals in 2001 (1,300). Some of these increases may be associated with there being more students on college campuses; however, there were also increases in the number of disciplinary actions per 10,000 students, as the number of disciplinary actions rose faster than enrollment. The number of referrals for drug law violations increased from 20.5 per 10,000 students in 2001 to 35.6 per 10,000 students in 2012 (table 22.2). Also, the number of referrals for liquor law violations per 10,000 students was higher in 2012 (127.4) than in 2001 (111.3). In contrast, the number of referrals per 10,000 students for illegal weapons possession was lower in 2012 (0.9) than in 2001 (1.1).

Both public 4-year and nonprofit 4-year institutions had increases in disciplinary referrals between 2001 and 2012. At public 4-year institutions, the number of referrals for disciplinary action involving illegal weapons, drug law violations, and liquor law violations increased from 153.1 per 10,000 students in 2001 to 192.2 in 2012. At nonprofit 4-year institutions, the number of referrals for these types of incidents rose from 275.5 per 10,000 students to 334.3 per 10,000 students. In both 2001 and 2011, more than three-quarters of these referrals for disciplinary action at public 4-year and nonprofit 4-year institutions were for liquor law violations.

Figure 22.3. Number of referrals for disciplinary actions resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2012



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. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures. If an individual is both arrested and referred to college officials for disciplinary action for a single offense, only the arrest is counted.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2012; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013, Enrollment component.

Indicator 23

Hate Crime Incidents at Postsecondary Institutions

In 2012, out of the 791 total hate crimes reported on college campuses, the most common type of hate crime reported by institutions was destruction, damage, and vandalism (412 incidents), followed by intimidation (261 incidents), and simple assault (79 incidents). Race-related and sexual orientation-related hate crimes accounted for most of the motivating types of bias.

A 2008 amendment to the *Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act* (see Criminal Incidents at Postsecondary Institutions; Indicator 22) requires campuses to report hate crime incidents. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, or disability. In addition to reporting data on hate-related incidents for the existing 7 types of crimes, the 2008 amendments to the *Clery Act* required campuses to report hate-related incidents on four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

In 2012, there were 791 criminal incidents classified as hate crimes that occurred on the campuses of public and private 2-year and 4-year postsecondary institutions which were reported to police and security agencies (table 23.1). The most common type of hate crime reported by institutions was destruction, damage, and vandalism (412 incidents), followed by intimidation (261 incidents), simple assault (79 incidents), aggravated assault (14 incidents), larceny (11 incidents), robbery (5 incidents), burglary (5 incidents), and forcible sex offenses (4 incidents). For several other types of on-campus crimes—namely, murder, negligent manslaughter, non-forcible sex offenses, motor vehicle theft, and arson—there were no incidents classified as hate crimes.

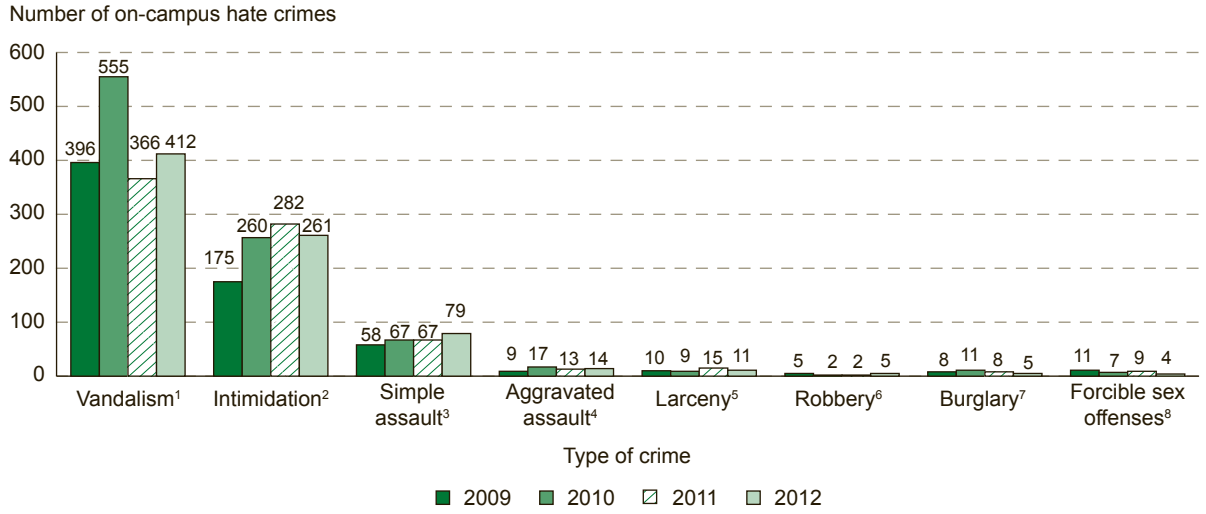
The distribution of on-campus crimes classified as hate crimes in 2012 was similar to the distributions in previous years. In 2011, there were 763 criminal incidents on campus that were classified as hate crimes. Further, the three most common types of hate crimes in 2011 were vandalism (366 incidents), intimidation (282 incidents), and simple assault (67 incidents). These were also the three most common types of hate crimes reported in 2009 and 2010. There were no reported incidents of murder, negligent manslaughter, non-forcible sex offenses, or motor vehicle theft classified as hate crimes in 2009, 2010, or 2011.

For the three most common types of hate crimes reported in 2012 (vandalism, intimidation, and simple assault), the most frequent category of bias associated with these crimes was race. Race-related hate crimes accounted for 46 percent of reported vandalisms classified as hate crimes, 45 percent of reported intimidations, and 44 percent of reported simple assaults. The second most frequent category of bias associated with all three types of crimes was sexual orientation. One-quarter of vandalism and intimidation hate crimes and 28 percent of simple assaults were classified with sexual orientation as the motivating bias. Among the other categories of bias, 18 percent of vandalism hate crimes were classified as associated with religion, 8 percent with ethnicity, and 3 percent with gender. No vandalism hate crimes were associated with disability. For intimidation hate crimes, 11 percent were classified as associated with religion, 9 percent with ethnicity, 8 percent with gender, and 2 percent with disability. Simple assault had a similar distribution across the remaining categories of bias: 11 percent were associated with religion, 6 percent with ethnicity, 6 percent with gender, and 4 percent with disability.

Indicator 23 continued on page 104.

This indicator includes newly added data. For more information: Table 23.1, and http://ope.ed.gov/security/.

Figure 23.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by type of crime: 2009 through 2012



[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

[3] A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

[4] Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

[5] The unlawful taking, carrying, leading, or riding away of property from the possession of another.

[6] Taking or attempting to take anything of value using actual or threatened force or violence.

[7] Unlawful entry of a structure to commit a felony or theft.

[8] 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. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.

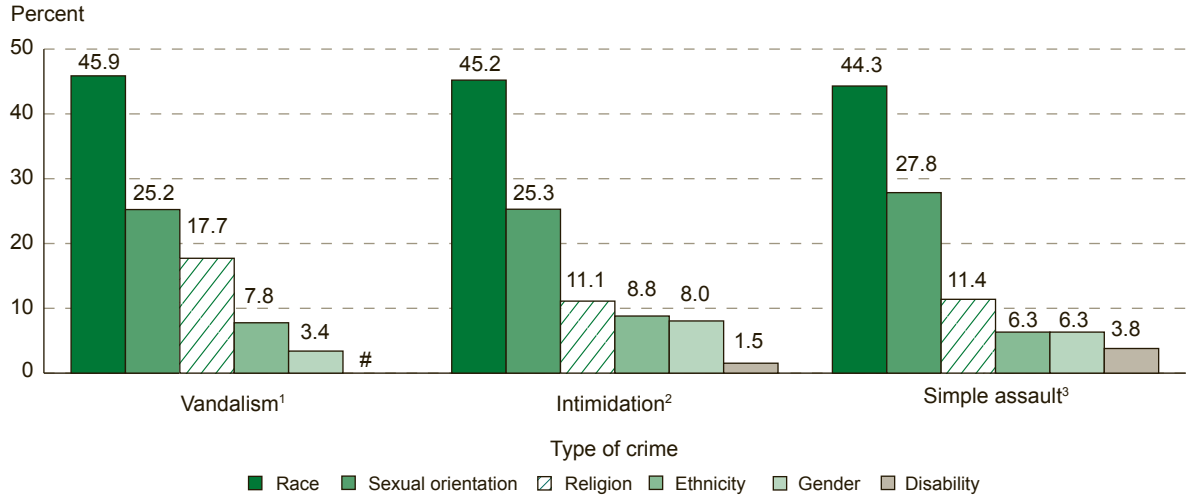
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2012.

Similar frequencies of bias were associated with vandalism, intimidation, and simple assault in 2011. Race was the category of bias most frequently associated with the three most common hate crimes: 46 percent of vandalisms, 39 percent of intimidations, and 33 percent of simple assaults. Also similar to 2012, sexual orientation was the second most frequently reported category of bias for these three types of hate crimes in 2011: 28 percent of vandalisms, 32 percent of intimidations, and 24 percent of simple assaults.

Aggravated assault was the fourth most commonly reported hate crime in both 2011 and 2012. In 2012, out of the 14 total aggravated assaults reported, most crimes were associated with race (6 incidents; 43 percent), followed by sexual orientation (5 incidents; 36 percent) and religion, gender, and disability (1 incident each; 7 percent each).

While the number of hate crimes reported in 2012 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (334 and 300 total incidents, respectively), these institutions also enroll the largest numbers of students. Public 2-year institutions, which also enroll a large number of students, had the third highest number of reported hate crimes (137 incidents). The frequency of crimes and the most commonly reported categories of bias were similar across all types of postsecondary institutions.

Figure 23.2. Percentage distribution of the categories of bias motivating hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2012



Rounds to zero.

[1] Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.

[2] Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.

[3] A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery 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, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2012.

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Supplemental Tables

Table 1.1 School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 to 2011–12

Year	School-associated violent deaths[1] of all persons (includes students, staff, and other nonstudents)					Homicides of youth ages 5–18		Suicides of youth ages 5–18	
	Total	Homicides	Suicides	Legal interventions	Unintentional firearm-related deaths	Homicides at school[2]	Total homicides	Suicides at school[2]	Total suicides[3]
1	2	3	4	5	6	7	8	9	10
1992–93	57	47	10	0	0	34	2,721	6	1,680
1993–94	48	38	10	0	0	29	2,932	7	1,723
1994–95	48	39	8	0	1	28	2,696	7	1,767
1995–96	53	46	6	1	0	32	2,545	6	1,725
1996–97	48	45	2	1	0	28	2,221	1	1,633
1997–98	57	47	9	1	0	34	2,100	6	1,626
1998–99	47	38	6	2	1	33	1,777	4	1,597
1999–2000	37 [4]	26 [4]	11 [4]	0 [4]	0 [4]	14 [4]	1,567	8 [4]	1,415
2000–01	34 [4]	26 [4]	7 [4]	1 [4]	0 [4]	14 [4]	1,509	6 [4]	1,493
2001–02	36 [4]	27 [4]	8 [4]	1 [4]	0 [4]	16 [4]	1,498	5 [4]	1,400
2002–03	36 [4]	25 [4]	11 [4]	0 [4]	0 [4]	18 [4]	1,553	10 [4]	1,331
2003–04	45 [4]	37 [4]	7 [4]	1 [4]	0 [4]	23 [4]	1,474	5 [4]	1,285
2004–05	52 [4]	40 [4]	10 [4]	2 [4]	0 [4]	22 [4]	1,554	8 [4]	1,471
2005–06	44 [4]	37 [4]	6 [4]	1 [4]	0 [4]	21 [4]	1,697	3 [4]	1,408
2006–07	63 [4]	48 [4]	13 [4]	2 [4]	0 [4]	32 [4]	1,801	9 [4]	1,296
2007–08	48 [4]	39 [4]	7 [4]	2 [4]	0 [4]	21 [4]	1,744	5 [4]	1,231
2008–09	44 [4]	29 [4]	15 [4]	0 [4]	0 [4]	18 [4]	1,605	7 [4]	1,344
2009–10	35 [4]	27 [4]	5 [4]	3 [4]	0 [4]	19 [4]	1,410	2 [4]	1,467
2010–11	32 [4]	26 [4]	6 [4]	0 [4]	0 [4]	11 [4]	1,339	3 [4]	1,456
2011–12	45 [4]	26 [4]	14 [4]	5 [4]	0 [4]	15 [4]	1,199	5 [4]	1,568

[1]A school-associated violent death is defined as "a homicide, suicide, or legal intervention (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States," while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event.
[2]"At school" includes on school property, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.
[3]Total youth suicides are reported for calendar years 1992 through 2011 (instead of school years 1992–93 through 2011–12).
[4]Data from 1999–2000 onward are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case.

NOTE: Unless otherwise noted, data are reported for the school year, defined as July 1 through June 30. Some data have been revised from previously published figures.
SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2012 School-Associated Violent Deaths Surveillance Study (SAVD) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (February 2015); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1999–2010, retrieved September 2014 from http://www.cdc.gov/injury/wisqars/index.html; and Federal Bureau of Investigation and Bureau of Justice Statistics, Supplementary Homicide Reports (SHR), preliminary data (June 2014). (This table was prepared February 2015.)

Table 2.1 Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization, location, and year: 1992 through 2013

[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)
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)

[1]Serious violent victimization is also included in all violent victimization.
[2]"At school" includes inside the school building, on school property, or on the way to and from school.
[3]Due to methodological differences, use caution when comparing 2006 estimates to other years.
NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2013. (This table was prepared August 2014).

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: 2013

[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	**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)**
Sex																
Male	824,500	(119,890)	247,900	(30,710)	576,600	(93,080)	84,300	(24,480)	62.1	(8.14)	18.7	(2.27)	43.5	(6.46)	6.4	(1.80)
Female	596,400	(95,330)	207,000	(27,750)	389,400	(70,570)	41,200 !	(15,150)	47.4	(6.93)	16.4	(2.17)	30.9	(5.24)	3.3 !	(1.19)
Age																
12–14	834,900	(120,960)	194,900	(26,830)	640,000	(100,210)	92,500	(26,070)	67.3	(8.73)	15.7	(2.13)	51.6	(7.36)	7.5	(2.05)
15–18	586,000	(94,160)	260,100	(31,550)	326,000	(62,290)	33,000 !	(13,100)	43.5	(6.44)	19.3	(2.30)	24.2	(4.37)	2.5 !	(0.96)
Race/ethnicity[3]																
White	822,200	(119,650)	199,600	(27,190)	622,500	(98,270)	71,600 !	(21,910)	58.5	(7.71)	14.2	(1.91)	44.3	(6.44)	5.1 !	(1.53)
Black	161,900	(38,260)	107,900	(19,350)	54,000	(18,140)	15,600 !	(8,110)	40.7	(8.87)	27.1	(4.75)	13.6	(4.39)	3.9 !	(2.01)
Hispanic	367,500	(67,760)	111,200	(19,670)	256,300	(52,650)	28,800 !	(11,990)	63.4	(10.48)	19.2	(3.33)	44.2	(8.33)	5.0 !	(2.03)
Other	69,400	(21,460)	36,200	(10,750)	33,100 !	(13,140)	9,500 !	(5,930)	33.9	(9.78)	17.7	(5.17)	16.2 !	(6.16)	4.6 !	(2.85)
Urbanicity[4]																
Urban	432,000	(75,920)	192,100	(26,610)	239,900	(50,270)	38,800 !	(14,580)	57.0	(9.05)	25.3	(3.42)	31.6	(6.19)	5.1 !	(1.88)
Suburban	860,700	(123,600)	240,700	(30,200)	620,100	(97,990)	76,600	(22,940)	60.4	(7.83)	16.9	(2.08)	43.5	(6.33)	5.4	(1.57)
Rural	128,200	(32,580)	22,200 !	(8,290)	106,100	(28,620)	10,100 !	(6,150)	31.9	(7.57)	5.5 !	(2.05)	26.4	(6.70)	2.5 !	(1.51)
Household income																
Less than $15,000	327,500	(62,500)	21,100 !	(8,080)	306,400	(59,650)	50,400 !	(17,320)	161.6	(24.97)	10.4 !	(3.95)	151.2	(24.08)	24.9 !	(8.08)
$15,000–29,999	154,200	(37,010)	52,400	(13,080)	101,900	(27,840)	23,900 !	(10,620)	49.6	(10.85)	16.8	(4.14)	32.8	(8.35)	7.7 !	(3.33)
$30,000–49,999	223,500	(47,860)	72,500	(15,580)	151,000	(36,470)	22,600 !	(10,250)	48.4	(9.46)	15.7	(3.32)	32.7	(7.36)	4.9 !	(2.18)
$50,000–74,999	167,300	(39,140)	46,700	(12,300)	120,600	(31,250)	9,900 !	(6,090)	50.5	(10.76)	14.1	(3.67)	36.4	(8.76)	3.0 !	(1.82)
$75,000 or more	348,800	(65,320)	200,900	(27,290)	147,900	(35,940)	10,200 !	(6,190)	47.5	(8.13)	27.4	(3.62)	20.2	(4.65)	1.4 !	(0.84)
Not reported	199,500	(44,220)	61,300	(14,240)	138,200	(34,300)	8,600 !	(5,580)	36.5	(7.50)	11.2	(2.58)	25.3	(5.92)	1.6 !	(1.01)
Away from school																
Total	**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)**
Sex																
Male	383,200	(69,790)	211,100	(28,060)	172,100	(39,910)	79,200	(23,450)	28.9	(4.93)	15.9	(2.08)	13.0	(2.89)	6.0	(1.73)
Female	395,300	(71,320)	191,800	(26,590)	203,400	(44,820)	72,000	(22,000)	31.4	(5.29)	15.2	(2.08)	16.2	(3.41)	5.7	(1.71)
Age																
12–14	346,700	(65,050)	171,800	(25,010)	174,900	(40,370)	69,000	(21,370)	28.0	(4.93)	13.9	(1.99)	14.1	(3.13)	5.6	(1.69)
15–18	431,800	(75,900)	231,200	(29,520)	200,600	(44,390)	82,200	(24,060)	32.1	(5.27)	17.2	(2.15)	14.9	(3.16)	6.1	(1.75)
Race/ethnicity[3]																
White	400,300	(71,960)	204,000	(27,530)	196,200	(43,710)	84,500	(24,520)	28.5	(4.81)	14.5	(1.93)	14.0	(2.99)	6.0	(1.71)
Black	193,600	(43,310)	91,200	(17,650)	102,400	(27,940)	31,500 !	(12,700)	48.7	(9.94)	23.0	(4.35)	25.8	(6.62)	7.9 !	(3.11)
Hispanic	150,300	(36,340)	94,100	(17,960)	56,100	(18,620)	35,200 !	(13,660)	25.9	(5.90)	16.2	(3.05)	9.7	(3.11)	6.1 !	(2.31)
Other	34,300	(13,440)	13,600 !	(6,420)	20,700 !	(9,690)	‡	(†)	16.8	(6.29)	6.6 !	(3.12)	10.1 !	(4.60)	—	(†)
Urbanicity[4]																
Urban	265,400	(53,940)	151,300	(23,300)	114,100	(30,080)	64,700	(20,480)	35.0	(6.61)	20.0	(3.01)	15.1	(3.80)	8.5	(2.62)
Suburban	413,800	(73,660)	208,600	(27,870)	205,200	(45,090)	62,600	(20,030)	29.0	(4.85)	14.6	(1.92)	14.4	(3.04)	4.4	(1.38)
Rural	99,300	(27,360)	43,100	(11,790)	56,200	(18,630)	23,800 !	(10,610)	24.7	(6.43)	10.7	(2.90)	14.0	(4.46)	5.9 !	(2.58)
Household income																
Less than $15,000	170,100	(39,600)	67,800	(15,030)	102,300	(27,920)	35,500 !	(13,750)	83.9	(17.13)	33.5	(7.21)	50.5	(12.56)	17.5 !	(6.50)
$15,000–29,999	123,300	(31,720)	51,300	(12,930)	72,000	(22,000)	35,400 !	(13,720)	39.7	(9.42)	16.5	(4.10)	23.2	(6.70)	11.4 !	(4.27)
$30,000–49,999	131,000	(33,070)	77,000	(16,100)	54,000	(18,130)	19,100 !	(9,200)	28.4	(6.72)	16.7	(3.43)	11.7	(3.79)	4.1 !	(1.96)
$50,000–74,999	56,100	(18,600)	25,900 !	(9,000)	30,200 !	(12,350)	13,000 !	(7,210)	16.9	(5.38)	7.8 !	(2.70)	9.1 !	(3.63)	3.9 !	(2.14)
$75,000 or more	151,100	(36,480)	98,100	(18,370)	53,000	(17,910)	23,700 !	(10,570)	20.6	(4.72)	13.4	(2.47)	7.2	(2.38)	3.2 !	(1.42)
Not reported	146,900	(35,780)	82,800	(16,740)	64,100	(20,360)	24,400 !	(10,770)	26.9	(6.16)	15.2	(3.02)	11.7	(3.60)	4.5 !	(1.94)

—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.
‡Reporting standards not met. There are too few cases for a reliable estimate.
[1]Serious violent victimization is also included in all violent victimization.
[2]"At school" includes inside the school building, on school property, or on the way to and from school.
[3]Race categories exclude persons of Hispanic ethnicity. "Other" includes Asians, Pacific Islanders, American Indians/Alaska Natives, and persons of Two or more races.
[4]Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS) and are reported in accordance with Bureau of Justice Statistics standards. 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 and missing data on student characteristics. The population size for students ages 12–18 was 25,856,300 in 2013.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2013. (This table was prepared August 2014.)

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

[Standard errors appear in parentheses]

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

See notes at end of table.

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity.

[2]Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Detail may not sum to totals because of rounding.
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2013. (This table was prepared June 2014.)

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

[1]Teachers were classified as elementary or secondary on the basis of the grades they taught, rather than on the level of the school in which they taught. In general, elementary teachers include those teaching prekindergarten through grade 5 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

[2]Includes American Indians/Alaska Natives, Asians, and Pacific Islanders; for 2003–04 and later years, also includes persons of two or more races.

[3]Includes traditional public and public charter schools.

NOTE: Teachers who taught only prekindergarten students are excluded. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see the glossary for a more detailed definition. Race categories exclude persons of Hispanic ethnicity. Please see the glossary for a more detailed definition. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File" and "Private School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; and "Charter School Teacher Data File," 1999–2000. (This table was prepared October 2013.)

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

[Standard errors appear in parentheses]

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

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

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

Table 6.1 Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools								2009–10					
	1999–2000		2003–04		2005–06		2007–08		Percent of schools		Number of incidents		Rate per 1,000 students	
1	2		3		4		5		6		7		8	
Recorded incidents														
Total	**86.4**	**(1.23)**	**88.5**	**(0.85)**	**85.7**	**(1.07)**	**85.5**	**(0.87)**	**85.0**	**(1.07)**	**1,876,900**	**(50,900)**	**39.6**	**(1.04)**
Violent incidents	**71.4**	**(1.37)**	**81.4**	**(1.05)**	**77.7**	**(1.11)**	**75.5**	**(1.09)**	**73.8**	**(1.07)**	**1,183,700**	**(44,390)**	**25.0**	**(0.91)**
Serious violent incidents	19.7	(0.98)	18.3	(0.99)	17.1	(0.91)	17.2	(1.06)	16.4	(0.94)	52,500	(5,510)	1.1	(0.12)
Rape or attempted rape	0.7	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	600	(120)	#	(†)
Sexual battery other than rape	2.5	(0.33)	3.0	(0.32)	2.8	(0.24)	2.5	(0.33)	2.3	(0.34)	3,600	(640)	0.1	(0.01)
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)	14,300	(3,560)	0.3	(0.08)
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)	19,200	(2,910)	0.4	(0.06)
Robbery with a weapon	0.5 !	(0.15)	0.6	(0.15)	0.4	(0.12)	0.4 !	(0.14)	0.2	(0.05)	400 !	(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)	14,300	(1,930)	0.3	(0.04)
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)	725,300	(27,810)	15.3	(0.58)
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)	405,900	(22,990)	8.6	(0.47)
Theft[1]	**45.6**	**(1.37)**	**46.0**	**(1.29)**	**46.0**	**(1.07)**	**47.3**	**(1.29)**	**44.1**	**(1.31)**	**258,500**	**(8,570)**	**5.5**	**(0.18)**
Other incidents[2]	**72.7**	**(1.30)**	**64.0**	**(1.27)**	**68.2**	**(1.07)**	**67.4**	**(1.13)**	**68.1**	**(1.12)**	**434,700**	**(11,100)**	**9.2**	**(0.23)**
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)	5,000	(550)	0.1	(0.01)
Possession of a knife or sharp object	42.6	(1.28)	—	(†)	42.8	(1.23)	40.6	(1.10)	39.7	(1.06)	72,300	(2,560)	1.5	(0.05)
Distribution of illegal drugs[3]	12.3	(0.50)	12.9	(0.55)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[3]	26.6	(0.72)	29.3	(0.87)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[4]	—	(†)	—	(†)	25.9	(0.68)	23.2	(0.68)	24.6	(0.57)	115,900	(4,690)	2.4	(0.10)
Inappropriate distribution, possession, or use of prescription drugs[5]	—	(†)	—	(†)	—	(†)	—	(†)	12.1	(0.47)	29,300	(1,880)	0.6	(0.04)
Distribution, possession, or use of alcohol[4]	—	(†)	—	(†)	16.2	(0.68)	14.9	(0.57)	14.1	(0.50)	40,700	(1,790)	0.9	(0.04)
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)	171,500	(7,260)	3.6	(0.15)
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)**	**689,100**	**(19,240)**	**14.6**	**(0.41)**
Violent incidents	**36.0**	**(1.26)**	**43.6**	**(1.15)**	**37.7**	**(1.09)**	**37.8**	**(1.16)**	**39.9**	**(1.13)**	**303,900**	**(13,310)**	**6.4**	**(0.28)**
Serious violent incidents	14.8	(0.82)	13.3	(0.88)	12.6	(0.70)	12.6	(0.86)	10.4	(0.62)	23,500	(2,320)	0.5	(0.05)
Rape or attempted rape	0.6	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)	500	(120)	#	(†)
Sexual battery other than rape	2.3	(0.34)	2.6	(0.28)	2.6	(0.26)	2.1	(0.29)	1.4	(0.20)	2,200	(360)	#	(†)
Physical attack or fight with a weapon	3.9	(0.50)	2.8	(0.38)	2.2	(0.27)	2.1	(0.27)	2.2	(0.32)	4,400	(1,140)	0.1	(0.02)
Threat of physical attack with a weapon	8.5	(0.59)	6.0	(0.55)	5.9	(0.49)	5.7	(0.59)	4.5	(0.43)	7,400	(960)	0.2	(0.02)
Robbery with a weapon	0.3 !	(0.09)	0.6	(0.15)	0.4	(0.12)	0.4 !	(0.14)	0.2	(0.05)	400 !	(160)	#	(†)
Robbery without a weapon	3.4	(0.41)	4.2	(0.51)	4.9	(0.48)	4.1	(0.42)	3.5	(0.40)	8,500	(1,190)	0.2	(0.03)
Physical attack or fight without a weapon	25.8	(0.91)	35.6	(0.98)	29.2	(1.00)	28.2	(0.90)	34.3	(0.90)	194,200	(11,810)	4.1	(0.25)
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)	86,200	(4,940)	1.8	(0.11)
Theft[1]	**28.5**	**(1.04)**	**30.5**	**(1.17)**	**27.9**	**(0.97)**	**31.0**	**(1.12)**	**25.4**	**(1.01)**	**122,800**	**(4,180)**	**2.6**	**(0.09)**
Other incidents[2]	**52.0**	**(1.14)**	**50.0**	**(1.18)**	**50.6**	**(1.00)**	**48.7**	**(1.17)**	**46.3**	**(1.23)**	**262,400**	**(8,260)**	**5.5**	**(0.17)**
Possession of a firearm/explosive device	4.5	(0.41)	4.9	(0.44)	5.5	(0.51)	3.6	(0.32)	3.1	(0.39)	3,400	(470)	0.1	(0.01)
Possession of a knife or sharp object	23.0	(0.84)	—	(†)	25.0	(1.00)	23.3	(0.69)	20.0	(0.88)	37,400	(2,020)	0.8	(0.04)
Distribution of illegal drugs[3]	11.4	(0.48)	12.4	(0.57)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Possession or use of alcohol or illegal drugs[3]	22.2	(0.67)	26.0	(0.76)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs[4]	—	(†)	—	(†)	22.8	(0.62)	20.7	(0.60)	21.4	(0.57)	94,200	(3,520)	2.0	(0.07)
Inappropriate distribution, possession, or use of prescription drugs[5]	—	(†)	—	(†)	—	(†)	—	(†)	9.6	(0.42)	24,900	(1,860)	0.5	(0.04)
Distribution, possession, or use of alcohol[4]	—	(†)	—	(†)	11.6	(0.61)	10.6	(0.55)	10.0	(0.41)	28,000	(1,460)	0.6	(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)	74,500	(4,310)	1.6	(0.09)

—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.
[1]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.
[2]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 3, 4, and 5.
[3]The survey items "Distribution of illegal drugs" and "Possession or use of alcohol or illegal drugs" appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the questionnaires for later years.
[4]The survey items "Distribution, possession, or use of illegal drugs" and "Distribution, possession, or use of alcohol" appear only on the questionnaires for 2005–06 and later years.
[5]The 2009–10 questionnaire was the first to include the survey item "Inappropriate distribution, possession, or use of prescription drugs."
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

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: 2009–10

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents: All violent[1] Percent of schools	Number of incidents	Rate per 1,000 students	Serious violent[2] Percent of schools	Number of incidents	Rate per 1,000 students	Theft[3] Percent of schools	Number of incidents	Rate per 1,000 students	Other incidents[4] Percent of schools	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	**82,800 (460)**	**73.8 (1.07)**	**1,183,700 (44,390)**	**25.0 (0.91)**	**16.4 (0.94)**	**52,500 (5,510)**	**1.1 (0.12)**	**44.1 (1.31)**	**258,500 (8,570)**	**5.5 (0.18)**	**68.1 (1.12)**	**434,700 (11,100)**	**9.2 (0.23)**
School level[5]													
Primary	48,900 (340)	64.4 (1.63)	482,100 (37,320)	21.3 (1.64)	13.0 (1.42)	21,900 (3,780)	1.0 (0.17)	25.7 (1.82)	41,700 (5,680)	1.8 (0.25)	57.3 (1.72)	101,900 (6,420)	4.5 (0.28)
Middle	15,300 (100)	90.5 (1.10)	375,200 (19,310)	40.0 (2.04)	18.9 (1.46)	13,600 (2,360)	1.5 (0.25)	65.2 (1.48)	69,000 (4,760)	7.4 (0.51)	81.9 (1.25)	104,000 (4,400)	11.1 (0.47)
High school	12,200 (70)	90.9 (1.21)	264,400 (12,910)	21.4 (1.05)	27.6 (1.35)	13,500 (1,690)	1.1 (0.14)	82.6 (1.35)	125,000 (5,090)	10.1 (0.43)	92.2 (1.10)	200,000 (7,680)	16.2 (0.61)
Combined	6,400 (200)	73.7 (5.33)	62,000 (7,570)	20.8 (2.21)	15.5 (3.72)	‡ (†)	‡ (†)	60.5 (5.79)	22,700 (2,940)	7.6 (1.00)	72.5 (4.65)	28,800 (3,670)	9.7 (1.22)
Enrollment size													
Less than 300	18,900 (400)	62.8 (3.25)	111,300 (17,230)	27.2 (4.08)	10.4 (2.11)	6,100 ! (2,100)	1.5 ! (0.51)	30.7 (3.35)	21,400 (3,230)	5.2 (0.73)	55.3 (2.97)	36,600 (3,280)	8.9 (0.87)
300–499	25,200 (180)	71.3 (2.34)	274,400 (25,110)	26.5 (2.44)	15.7 (2.14)	14,200 (3,560)	1.4 (0.35)	36.4 (2.52)	40,900 (6,320)	3.9 (0.62)	63.3 (2.47)	71,100 (5,340)	6.9 (0.53)
500–999	29,800 (100)	76.4 (1.75)	487,900 (35,630)	25.0 (1.78)	15.9 (1.42)	16,400 (2,420)	0.8 (0.12)	46.7 (1.74)	81,800 (5,460)	4.2 (0.29)	72.5 (1.80)	134,600 (6,650)	6.9 (0.34)
1,000 or more	8,900 (60)	95.4 (1.22)	310,100 (16,110)	23.2 (1.19)	32.8 (1.61)	15,700 (2,080)	1.2 (0.15)	84.9 (1.80)	114,500 (4,400)	8.6 (0.36)	94.3 (1.32)	192,500 (8,590)	14.4 (0.67)
Locale													
City	21,500 (190)	74.9 (2.12)	396,300 (27,430)	28.8 (2.11)	21.7 (2.12)	17,400 (2,830)	1.3 (0.21)	47.6 (2.70)	85,400 (7,030)	6.2 (0.53)	73.5 (2.39)	160,200 (9,170)	11.7 (0.63)
Suburban	23,800 (240)	73.5 (2.21)	371,000 (33,010)	22.4 (1.92)	15.5 (1.80)	16,200 (3,070)	1.0 (0.18)	43.1 (1.97)	81,000 (3,980)	4.9 (0.22)	66.1 (2.23)	133,200 (6,380)	8.0 (0.32)
Town	12,100 (110)	80.3 (3.14)	166,300 (21,190)	28.2 (3.36)	15.6 (2.33)	6,300 (1,390)	1.1 (0.23)	46.2 (3.22)	33,400 (3,310)	5.7 (0.52)	74.1 (2.97)	55,100 (3,990)	9.3 (0.66)
Rural	25,300 (300)	70.2 (1.91)	250,100 (15,910)	22.5 (1.49)	13.2 (1.51)	12,600 (2,920)	1.1 (0.26)	41.1 (2.51)	58,700 (4,560)	5.3 (0.41)	62.6 (2.62)	86,200 (4,490)	7.8 (0.42)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	11,700 (980)	69.6 (3.33)	108,500 (20,340)	23.3 (3.62)	12.6 (2.52)	5,400 ! (2,090)	1.2 ! (0.44)	40.8 (3.33)	22,700 (2,450)	4.9 (0.42)	59.0 (3.65)	34,200 (3,820)	7.4 (0.56)
5 percent to less than 20 percent	20,900 (1,080)	67.9 (2.82)	192,800 (15,450)	17.2 (1.19)	9.9 (1.29)	6,500 (1,490)	0.6 (0.13)	38.3 (2.37)	53,300 (4,310)	4.8 (0.36)	61.2 (2.19)	79,800 (5,010)	7.1 (0.37)
20 percent to less than 50 percent	20,000 (650)	75.9 (2.14)	293,600 (20,960)	23.1 (1.76)	18.6 (1.58)	15,100 (3,000)	1.2 (0.23)	46.2 (2.45)	74,400 (5,450)	5.8 (0.42)	69.7 (2.23)	113,000 (5,600)	8.9 (0.42)
50 percent or more	30,100 (1,270)	78.2 (1.75)	588,800 (43,670)	31.4 (1.96)	21.1 (1.82)	25,400 (4,360)	1.4 (0.23)	48.0 (2.35)	108,100 (8,080)	5.8 (0.41)	75.5 (2.33)	207,700 (10,130)	11.1 (0.52)
Percent of students eligible for free or reduced-price lunch													
0–25	17,100 (690)	62.6 (3.07)	141,700 (11,440)	11.9 (0.82)	10.5 (1.22)	6,700 (1,400)	0.6 (0.11)	40.3 (2.20)	56,900 (3,680)	4.8 (0.29)	56.2 (3.03)	80,600 (5,190)	6.8 (0.38)
26–50	22,700 (1,050)	76.0 (2.13)	290,500 (20,440)	22.1 (1.48)	16.2 (1.89)	12,500 (1,970)	1.0 (0.16)	48.8 (2.90)	80,400 (5,420)	6.1 (0.43)	68.2 (2.49)	120,900 (7,020)	9.2 (0.45)
51–75	23,800 (1,020)	73.8 (2.49)	334,400 (24,050)	27.3 (1.82)	15.8 (1.67)	13,100 (2,840)	1.1 (0.24)	41.2 (2.53)	75,400 (6,580)	6.2 (0.52)	73.5 (2.12)	128,100 (8,700)	10.5 (0.66)
76–100	19,100 (940)	81.4 (2.49)	417,200 (42,360)	41.3 (3.73)	22.9 (2.60)	20,100 (4,550)	2.0 (0.45)	45.5 (2.73)	45,800 (4,420)	4.5 (0.40)	72.1 (2.82)	105,100 (7,720)	10.4 (0.71)
Student/teacher ratio[6]													
Less than 12	12,300 (960)	69.7 (3.05)	118,000 (14,700)	28.1 (3.10)	13.2 (2.24)	5,200 (1,210)	1.2 (0.28)	45.2 (3.81)	24,500 (2,290)	5.8 (0.58)	66.2 (3.54)	41,700 (4,250)	10.0 (0.90)
12–16	32,600 (960)	75.3 (1.89)	470,600 (34,260)	27.0 (1.76)	16.0 (1.44)	19,600 (3,670)	1.1 (0.21)	43.5 (2.11)	90,200 (6,070)	5.2 (0.33)	67.7 (2.15)	145,300 (9,220)	8.3 (0.48)
More than 16	37,900 (1,000)	73.9 (1.35)	595,000 (41,560)	23.2 (1.47)	17.9 (1.35)	27,600 (4,380)	1.1 (0.16)	44.2 (1.90)	143,800 (6,680)	5.6 (0.27)	69.2 (1.56)	247,700 (9,810)	9.6 (0.36)

†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]All violent incidents include serious violent incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.
[2]Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.
[3]Theft/larceny (taking things worth over $10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.
[4]"Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.
[5]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[6]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

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

[Standard errors appear in parentheses]

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

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

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

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

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

[4]"Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

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

Table 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: 2009–10

[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	**26.2 (1.07)**	**7.6 (0.64)**	**14.5 (0.82)**	**14.5 (0.94)**	**11.1 (0.67)**	**6.6 (0.54)**	**19.4 (0.79)**	**60.1 (1.13)**	**17.9 (1.08)**	**7.8 (0.54)**	**4.3 (0.39)**	**3.1 (0.26)**	**1.7 (0.23)**	**5.0 (0.27)**
School level[1]														
Primary	35.6 (1.63)	7.6 (1.09)	15.6 (1.40)	15.9 (1.46)	9.0 (1.03)	4.7 (0.75)	11.4 (1.11)	78.9 (1.60)	16.9 (1.63)	1.9 ! (0.58)	1.3 (0.38)	‡ (†)	‡ (†)	0.7 ! (0.25)
Middle	9.5 (1.10)	6.0 (0.86)	12.2 (1.18)	13.7 (1.09)	15.6 (1.03)	8.8 (0.96)	34.3 (1.36)	34.1 (1.53)	22.1 (1.44)	17.1 (1.20)	8.8 (1.09)	5.9 (0.59)	3.1 (0.58)	9.0 (0.70)
High school	9.1 (1.21)	8.4 (1.01)	12.1 (1.30)	10.6 (1.07)	14.0 (1.26)	11.0 (1.17)	34.8 (1.47)	23.4 (1.61)	17.8 (1.39)	15.6 (1.14)	9.4 (1.04)	9.8 (0.81)	5.7 (0.83)	18.3 (1.05)
Combined	26.3 (5.33)	10.3 ! (3.69)	15.4 (3.74)	13.6 (3.50)	11.0 ! (3.51)	7.6 ! (3.19)	15.8 (3.49)	49.0 (5.72)	16.2 (4.12)	16.6 (3.20)	7.2 ! (2.68)	6.9 ! (2.75)	‡ (†)	2.5 ! (1.22)
Enrollment size														
Less than 300	37.2 (3.25)	12.7 (2.05)	19.9 (2.84)	12.4 (2.17)	7.7 (1.72)	2.9 ! (1.00)	7.3 (1.72)	77.4 (2.54)	13.7 (2.18)	4.8 (1.06)	1.8 ! (0.72)	2.0 ! (0.94)	‡ (†)	‡ (†)
300–499	28.7 (2.34)	8.2 (1.55)	13.2 (1.83)	15.9 (2.03)	11.5 (1.35)	6.4 (1.11)	16.0 (1.80)	68.6 (2.29)	18.2 (2.09)	7.2 (1.09)	2.7 (0.63)	1.2 ! (0.41)	0.9 ! (0.36)	1.2 ! (0.38)
500–999	23.6 (1.75)	5.2 (1.01)	15.1 (1.52)	15.6 (1.39)	12.7 (1.16)	8.1 (0.88)	19.8 (1.21)	54.4 (1.79)	22.8 (1.47)	9.4 (0.79)	5.3 (0.73)	2.8 (0.34)	1.4 (0.37)	3.8 (0.44)
1,000 or more	4.6 (1.22)	3.6 (0.91)	4.2 (0.81)	11.3 (1.76)	12.3 (1.34)	10.3 (1.07)	53.7 (2.49)	18.9 (1.67)	9.7 (1.05)	10.7 (1.12)	11.2 (1.36)	12.1 (1.28)	8.1 (1.15)	29.5 (1.92)
Locale														
City	25.1 (2.12)	4.5 (1.11)	13.4 (2.08)	14.4 (1.65)	10.5 (1.39)	7.2 (1.27)	25.0 (1.84)	57.5 (2.01)	19.3 (1.65)	6.2 (0.81)	4.5 (0.74)	3.4 (0.54)	2.1 (0.54)	7.1 (0.61)
Suburban	26.5 (2.21)	6.3 (1.10)	15.5 (1.61)	14.1 (1.60)	11.8 (1.42)	6.5 (1.00)	19.3 (1.43)	60.1 (1.80)	17.1 (1.63)	8.7 (1.14)	4.0 (0.56)	2.7 (0.37)	1.3 (0.23)	6.1 (0.61)
Town	19.7 (3.14)	8.1 (1.92)	14.8 (2.51)	16.5 (2.87)	12.2 (1.77)	8.0 (1.68)	20.8 (2.50)	56.9 (3.06)	17.9 (2.47)	10.4 (1.48)	4.7 (1.03)	3.9 (0.64)	2.4 ! (0.76)	4.0 (0.70)
Rural	29.8 (1.91)	11.4 (1.58)	14.2 (1.55)	14.1 (1.38)	10.5 (1.57)	5.8 (1.07)	14.2 (1.47)	64.0 (1.93)	17.6 (1.93)	7.2 (0.87)	4.3 (0.83)	2.9 (0.74)	1.4 (0.39)	2.6 (0.42)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students														
Less than 5 percent	30.4 (3.33)	15.1 (2.68)	12.1 (2.01)	13.8 (2.08)	11.7 (2.26)	4.5 ! (1.53)	12.4 (2.47)	63.5 (3.00)	18.8 (2.45)	10.5 (1.68)	3.2 ! (1.08)	1.7 ! (0.52)	0.9 ! (0.42)	1.5 (0.35)
5 percent to less than 20 percent	32.1 (2.82)	7.0 (1.44)	16.5 (1.91)	14.3 (1.81)	9.3 (1.20)	7.3 (1.28)	13.5 (1.38)	64.2 (1.72)	16.3 (1.42)	8.2 (1.09)	4.5 (0.79)	2.8 (0.36)	1.4 (0.42)	2.5 (0.34)
20 percent to less than 50 percent	24.1 (2.14)	8.4 (1.33)	14.7 (2.07)	15.1 (1.87)	9.5 (1.26)	6.6 (1.06)	21.6 (1.83)	58.3 (2.20)	19.8 (1.98)	7.2 (0.81)	3.8 (0.72)	3.8 (0.62)	1.9 (0.34)	5.3 (0.57)
50 percent or more	21.8 (1.75)	4.7 (1.04)	13.8 (1.59)	14.6 (1.55)	13.2 (1.31)	7.0 (1.05)	24.9 (1.65)	57.2 (2.36)	17.4 (1.99)	6.9 (0.87)	5.0 (0.59)	3.5 (0.64)	2.0 (0.46)	7.9 (0.70)
Percent of students eligible for free or reduced-price lunch														
0–25	37.4 (3.07)	7.4 (1.32)	14.9 (2.01)	13.1 (1.64)	10.0 (1.43)	5.1 (0.96)	12.1 (1.38)	66.2 (1.98)	14.4 (1.52)	7.9 (0.93)	3.4 (0.53)	3.8 (0.54)	1.4 (0.32)	3.0 (0.36)
26–50	24.0 (2.13)	9.0 (1.60)	16.2 (1.99)	14.3 (1.88)	10.9 (1.37)	6.7 (1.06)	18.9 (1.39)	57.3 (1.92)	19.6 (1.88)	9.7 (1.18)	4.0 (0.55)	2.9 (0.41)	1.8 (0.32)	4.7 (0.46)
51–75	26.2 (2.49)	7.9 (1.40)	13.2 (1.58)	14.2 (1.87)	10.0 (1.20)	7.5 (1.17)	21.0 (1.69)	59.7 (2.50)	18.0 (2.04)	7.1 (0.97)	4.9 (0.81)	3.3 (0.70)	2.1 (0.51)	5.1 (0.60)
76–100	18.6 (2.49)	5.9 (1.50)	13.5 (2.18)	16.5 (2.21)	13.8 (2.01)	6.9 (1.28)	24.7 (2.30)	58.6 (2.91)	19.0 (3.03)	6.5 (1.12)	4.9 (0.82)	2.7 (0.52)	1.4 ! (0.51)	6.9 (0.91)
Student/teacher ratio[2]														
Less than 12	30.3 (3.05)	11.1 (2.42)	15.7 (2.01)	16.7 (2.54)	8.1 (2.03)	5.9 (1.64)	12.3 (2.14)	63.2 (3.46)	19.4 (2.97)	6.5 (1.13)	3.9 ! (1.25)	2.4 ! (0.96)	1.7 ! (0.61)	2.8 (0.54)
12–16	24.7 (1.89)	7.9 (1.14)	15.2 (1.49)	14.0 (1.31)	12.0 (1.13)	6.1 (0.79)	20.0 (1.33)	58.5 (1.96)	18.2 (1.33)	9.2 (0.92)	4.6 (0.63)	3.2 (0.37)	1.9 (0.44)	4.4 (0.43)
More than 16	26.1 (1.35)	6.3 (0.96)	13.4 (1.28)	14.3 (1.44)	11.3 (1.10)	7.3 (0.81)	21.3 (1.29)	60.6 (1.76)	17.2 (1.56)	7.1 (0.79)	4.2 (0.54)	3.4 (0.47)	1.5 (0.22)	6.1 (0.52)

†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table was prepared September 2013.)

Table 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: 2009–10

[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	**83.6**	**(0.94)**	**7.9**	**(0.70)**	**3.0**	**(0.38)**	**2.8**	**(0.40)**	**1.2**	**(0.27)**	**1.5**	**(0.31)**	**89.6**	**(0.62)**	**5.9**	**(0.57)**	**1.9**	**(0.26)**	**1.6**	**(0.23)**	**0.5**	**(0.07)**	**0.6**	**(0.16)**
School level[1]																								
Primary	87.0	(1.42)	6.8	(1.06)	1.8 !	(0.55)	2.2	(0.62)	1.3 !	(0.44)	0.9 !	(0.30)	94.5	(0.84)	3.8	(0.75)	0.7 !	(0.29)	0.6 !	(0.25)	#	(†)	‡	(†)
Middle	81.1	(1.46)	8.6	(0.97)	4.5	(0.89)	2.9	(0.65)	1.0 !	(0.29)	1.9	(0.41)	84.5	(1.25)	8.3	(0.94)	4.0	(0.62)	1.7	(0.48)	0.8 !	(0.27)	0.6 !	(0.22)
High school	72.4	(1.35)	11.2	(1.01)	5.2	(0.66)	6.4	(0.83)	2.0	(0.43)	2.9	(0.56)	75.1	(1.16)	10.8	(1.04)	4.5	(0.72)	5.9	(0.83)	2.1	(0.42)	1.6	(0.43)
Combined	84.5	(3.72)	8.6 !	(2.89)	3.9 !	(1.85)	‡	(†)	#	(†)	‡	(†)	91.6	(2.41)	6.3 !	(2.27)	‡	(†)	‡	(†)	#	(†)	‡	(†)
Enrollment size																								
Less than 300	89.6	(2.11)	5.7	(1.60)	‡	(†)	1.8 !	(0.90)	‡	(†)	‡	(†)	95.3	(1.44)	3.9 !	(1.45)	‡	(†)	0.6 !	(0.28)	‡	(†)	#	(†)
300–499	84.3	(2.14)	8.4	(1.69)	3.2	(0.96)	1.9 !	(0.73)	1.4 !	(0.60)	‡	(†)	92.9	(1.32)	4.7	(1.14)	1.4 !	(0.55)	0.7 !	(0.35)	‡	(†)	‡	(†)
500–999	84.1	(1.42)	7.8	(1.13)	2.9	(0.58)	2.8	(0.57)	1.1 !	(0.39)	1.4 !	(0.43)	89.4	(1.04)	6.3	(0.93)	2.1	(0.40)	1.3	(0.38)	0.3 !	(0.11)	0.6 !	(0.30)
1,000 or more	67.2	(1.61)	11.7	(1.02)	6.3	(0.70)	7.5	(1.05)	2.2	(0.49)	5.2	(1.01)	68.9	(1.67)	11.9	(1.11)	6.2	(0.83)	7.3	(1.02)	2.4	(0.41)	3.2	(0.87)
Locale																								
City	78.3	(2.12)	10.4	(1.43)	4.0	(0.80)	4.5	(0.93)	1.1 !	(0.41)	1.7	(0.45)	86.0	(1.45)	7.5	(1.11)	2.7	(0.59)	2.2	(0.41)	0.6	(0.14)	0.9 !	(0.30)
Suburban	84.5	(1.80)	6.5	(0.92)	3.4	(0.96)	2.7	(0.73)	1.0 !	(0.43)	2.0 !	(0.76)	90.0	(1.11)	4.7	(0.63)	2.3	(0.57)	1.5	(0.38)	0.7	(0.16)	0.8 !	(0.34)
Town	84.4	(2.33)	9.3	(2.05)	1.3	(0.39)	1.1	(0.33)	3.0 !	(1.20)	0.9 !	(0.36)	90.1	(1.91)	7.0	(1.85)	1.4 !	(0.41)	1.0 !	(0.31)	‡	(†)	‡	(†)
Rural	86.8	(1.51)	6.4	(1.30)	2.5	(0.57)	2.3 !	(0.69)	‡	(†)	1.3 !	(0.48)	91.9	(1.22)	5.0	(1.19)	1.1	(0.28)	1.5	(0.44)	‡	(†)	‡	(†)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																								
Less than 5 percent	87.4	(2.52)	6.7	(1.64)	1.0 !	(0.47)	2.9 !	(1.33)	#	(†)	‡	(†)	92.9	(1.64)	5.5	(1.45)	‡	(†)	‡	(†)	‡	(†)	#	(†)
5 percent to less than 20 percent	90.1	(1.29)	5.0	(0.84)	2.3	(0.59)	1.0 !	(0.31)	‡	(†)	0.4 !	(0.14)	93.5	(0.80)	3.6	(0.66)	1.6 !	(0.49)	0.7	(0.21)	0.3 !	(0.13)	0.2 !	(0.11)
20 percent to less than 50 percent	81.4	(1.58)	9.5	(1.48)	2.3	(0.43)	3.5	(0.99)	1.1 !	(0.49)	2.2	(0.64)	89.7	(1.16)	6.3	(1.12)	2.0	(0.45)	1.2	(0.32)	0.3 !	(0.12)	0.5 !	(0.26)
50 percent or more	78.9	(1.82)	9.3	(1.35)	4.6	(0.82)	3.6	(0.55)	1.9	(0.53)	1.6	(0.48)	85.5	(1.27)	7.3	(0.93)	2.6	(0.54)	2.7	(0.48)	0.8	(0.20)	1.1 !	(0.40)
Percent of students eligible for free or reduced-price lunch																								
0–25	89.5	(1.22)	5.2	(0.93)	2.0	(0.47)	1.3	(0.39)	0.4 !	(0.16)	1.5 !	(0.47)	92.6	(0.76)	4.1	(0.55)	1.2	(0.30)	1.3	(0.36)	0.5 !	(0.20)	0.4 !	(0.14)
26–50	83.8	(1.89)	8.1	(1.43)	3.2	(0.69)	2.6 !	(0.82)	‡	(†)	1.0	(0.24)	89.3	(1.31)	6.5	(1.28)	2.5	(0.50)	1.1	(0.25)	0.5	(0.14)	‡	(†)
51–75	84.2	(1.67)	7.7	(1.24)	2.7	(0.78)	3.2	(0.67)	1.2 !	(0.51)	1.0 !	(0.44)	91.2	(1.01)	4.8	(0.90)	1.7	(0.45)	1.6	(0.41)	0.2 !	(0.09)	‡	(†)
76–100	77.1	(2.60)	10.3	(1.90)	3.9	(0.89)	3.9	(0.97)	2.1 !	(0.74)	2.7 !	(1.13)	85.3	(1.92)	7.9	(1.55)	2.1	(0.58)	2.7	(0.67)	0.7 !	(0.26)	1.4 !	(0.57)
Student/teacher ratio[2]																								
Less than 12	86.8	(2.24)	7.8	(1.94)	1.4 !	(0.55)	1.7 !	(0.65)	‡	(†)	‡	(†)	91.3	(1.85)	5.5	(1.61)	1.7 !	(0.72)	0.8 !	(0.32)	‡	(†)	‡	(†)
12–16	84.0	(1.44)	8.0	(1.13)	2.7	(0.56)	2.6	(0.54)	1.2 !	(0.50)	1.5 !	(0.56)	90.0	(1.10)	6.0	(1.04)	1.5	(0.25)	1.8	(0.38)	0.3 !	(0.12)	0.5 !	(0.16)
More than 16	82.1	(1.35)	7.8	(0.89)	3.8	(0.72)	3.4	(0.62)	1.1 !	(0.39)	1.8	(0.45)	88.7	(0.83)	5.9	(0.64)	2.3	(0.50)	1.8	(0.37)	0.6	(0.11)	0.8 !	(0.32)

†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]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[2]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
NOTE: Serious violent incidents include rape, sexual battery other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010. (This table prepared September 2013.)

Table 7.1 Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week[1]												Happens at all[2]			
	Student racial/ethnic tensions[3]		Student bullying		Student sexual harassment of other students		Student harassment of other students based on sexual orientation or gender identity		Student verbal abuse of teachers		Widespread disorder in classrooms		Student acts of disrespect for teachers other than verbal abuse		Gang activities		Cult or extremist group activities	
1	2		3		4		5		6		7		8		9		10	
All schools																		
1999–2000	3.4	(0.41)	29.3	(1.21)	—	(†)	—	(†)	12.5	(0.69)	3.1	(0.44)	—	(†)	18.7	(0.85)	6.7	(0.46)
2003–04	2.1	(0.28)	26.8	(1.09)	4.0	(0.40)	—	(†)	10.7	(0.80)	2.8	(0.39)	—	(†)	16.7	(0.78)	3.4	(0.35)
2005–06	2.8	(0.31)	24.5	(1.14)	3.5	(0.40)	—	(†)	9.5	(0.61)	2.3	(0.24)	—	(†)	16.9	(0.76)	3.7	(0.41)
2007–08	3.7	(0.49)	25.3	(1.11)	3.0	(0.39)	—	(†)	6.0	(0.48)	4.0	(0.45)	10.5	(0.71)	19.8	(0.88)	2.6	(0.36)
2009–10																		
All schools	**2.8**	**(0.39)**	**23.1**	**(1.12)**	**3.2**	**(0.55)**	**2.5**	**(0.41)**	**4.8**	**(0.49)**	**2.5**	**(0.37)**	**8.6**	**(0.67)**	**16.4**	**(0.84)**	**1.7**	**(0.31)**
School level[4]																		
Primary	2.1	(0.62)	19.6	(1.75)	1.8 !	(0.70)	0.8 !	(0.35)	3.4	(0.67)	1.9 !	(0.60)	6.1	(0.92)	7.5	(1.11)	1.4 !	(0.48)
Middle	5.4	(0.81)	38.6	(1.60)	6.1	(0.89)	6.2	(0.92)	6.8	(0.83)	4.1	(0.67)	13.7	(1.15)	29.2	(1.48)	1.4	(0.36)
High school	3.3	(0.56)	19.8	(1.41)	3.2	(0.58)	3.1	(0.55)	8.6	(1.00)	4.4	(0.80)	14.3	(1.27)	38.4	(1.50)	3.9	(0.48)
Combined	‡	(†)	18.6	(4.38)	7.5 !	(2.92)	6.0 !	(2.74)	‡	(†)	#	(†)	4.4 !	(2.05)	11.1	(2.89)	‡	(†)
Enrollment size																		
Less than 300	‡	(†)	16.5	(2.48)	4.5 !	(1.38)	4.3 !	(1.33)	‡	(†)	‡	(†)	3.3 !	(1.09)	6.5	(1.34)	‡	(†)
300–499	2.5	(0.72)	24.0	(2.19)	2.4 !	(0.75)	1.0	(0.28)	5.2	(1.03)	2.4	(0.70)	9.5	(1.57)	11.9	(1.49)	‡	(†)
500–999	3.0	(0.54)	25.3	(1.55)	2.6	(0.55)	2.4	(0.48)	4.3	(0.64)	2.6	(0.60)	8.3	(1.00)	16.4	(1.24)	1.3 !	(0.44)
1,000 or more	5.5	(1.10)	27.0	(2.12)	4.7	(1.01)	3.8	(0.82)	11.2	(1.37)	4.3	(0.96)	18.2	(1.64)	49.8	(1.72)	5.6	(0.95)
Locale																		
City	5.3	(1.14)	27.0	(2.08)	3.6 !	(1.16)	2.9 !	(1.06)	9.1	(1.38)	4.5	(0.85)	11.7	(1.46)	28.3	(2.10)	2.5	(0.72)
Suburban	2.7	(0.61)	19.9	(1.96)	2.6	(0.69)	2.0	(0.42)	4.7	(0.92)	3.0	(0.77)	8.1	(1.10)	14.6	(1.16)	1.2 !	(0.41)
Town	1.0 !	(0.36)	26.2	(2.71)	2.9 !	(0.99)	2.0	(0.56)	3.3 !	(1.24)	0.6 !	(0.26)	11.6	(2.16)	13.9	(1.56)	1.7 !	(0.75)
Rural	1.6 !	(0.63)	21.2	(2.11)	3.6	(1.01)	2.9	(0.69)	1.9 !	(0.58)	1.3 !	(0.62)	5.0	(0.93)	9.1	(1.13)	1.6 !	(0.70)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																		
Less than 5 percent	‡	(†)	22.0	(3.36)	4.5 !	(1.91)	2.7 !	(1.19)	‡	(†)	‡	(†)	3.6 !	(1.18)	1.5	(0.39)	0.4 !	(0.19)
5 percent to less than 20 percent	1.5	(0.33)	21.3	(1.66)	1.8 !	(0.58)	1.9	(0.46)	1.8	(0.48)	0.5 !	(0.16)	6.1	(1.22)	5.8	(0.80)	1.8 !	(0.75)
20 percent to less than 50 percent	3.2	(0.96)	22.3	(1.70)	2.6	(0.45)	2.6	(0.47)	4.5	(1.08)	1.1 !	(0.48)	9.6	(1.12)	16.9	(1.40)	1.4	(0.23)
50 percent or more	4.3	(0.95)	25.2	(2.35)	4.1 !	(1.25)	2.9 !	(0.87)	8.5	(1.17)	5.7	(0.94)	11.7	(1.22)	29.1	(1.88)	2.4	(0.64)
Percent of students eligible for free or reduced–price lunch																		
0–25	1.9	(0.40)	19.7	(1.99)	2.6	(0.74)	2.1	(0.55)	1.5	(0.28)	0.7 !	(0.21)	3.6	(0.60)	7.9	(0.91)	1.4	(0.39)
26–50	2.6 !	(0.85)	21.9	(1.58)	3.2	(0.80)	3.0	(0.67)	2.3	(0.52)	1.3 !	(0.43)	6.9	(0.91)	13.2	(1.33)	1.9 !	(0.68)
51–75	2.4 !	(0.83)	24.1	(2.24)	3.2 !	(0.98)	2.7 !	(0.86)	5.6	(0.95)	1.0 !	(0.37)	10.7	(1.42)	17.4	(1.46)	1.3 !	(0.57)
76–100	4.3	(1.16)	26.1	(3.07)	3.9 !	(1.47)	2.1 !	(0.87)	9.6	(1.64)	7.5	(1.38)	12.5	(1.49)	26.5	(2.19)	2.3 !	(0.87)
Student/teacher ratio[5]																		
Less than 12	1.6 !	(0.69)	19.6	(2.85)	4.2 !	(1.46)	3.6 !	(1.38)	4.3	(1.23)	2.5 !	(0.82)	7.0	(1.42)	12.3	(1.77)	‡	(†)
12–16	3.1	(0.81)	21.8	(1.73)	2.4	(0.66)	2.2	(0.52)	4.8	(0.73)	3.0	(0.74)	9.0	(1.27)	16.0	(1.54)	2.1 !	(0.70)
More than 16	2.9	(0.61)	25.3	(1.57)	3.6	(0.87)	2.5	(0.60)	4.9	(0.83)	2.1	(0.54)	8.8	(0.91)	18.1	(1.08)	2.0	(0.40)
Prevalence of violent incidents[6]																		
No violent incidents	‡	(†)	7.6	(1.53)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	0.8 !	(0.39)	1.7 !	(0.67)	‡	(†)
Any violent incidents	3.5	(0.50)	28.5	(1.36)	4.1	(0.68)	3.2	(0.52)	6.4	(0.63)	3.0	(0.46)	11.4	(0.87)	21.6	(1.04)	2.1	(0.39)

—Not available.
†Not applicable.
#Rounds to zero.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Includes schools that reported the activity happens either at least once a week or daily.
[2]Includes schools that reported the activity happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified "undesirable" gang activities and "undesirable" cult or extremist group activities.
[3]Prior to the 2007–08 survey administration, the questionnaire wording was "student racial tensions."
[4]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
[5]Student/teacher ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.
[6]"Violent incidents" include rape or attempted rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon.
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, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

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

[Standard errors appear in parentheses]

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

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

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

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

—Not available.
†Not applicable.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
[1]Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Asians (prior to 2005), Pacific Islanders, and, from 2003 onward, persons of Two or more races. Due to changes in racial/ethnic categories, comparisons of race/ethnicity across years should be made with caution.

[2]Starting in 2007, the reference period was the school year, whereas in prior survey years the reference period was the previous 6 months. Cognitive testing showed that estimates from 2007 onward are comparable to previous years.
NOTE: Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined in 2000 by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2001 through 2013. (This table was prepared August 2014.)

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

See notes at end of table.

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

Table 13.1 Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2013

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

—Not available.
†Not applicable.
[1]The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days.
[2]In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
[3]Data for the U.S. total include both public and private schools and were collected through a national survey representing the entire country.

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

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

[Standard errors appear in parentheses]

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

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

Table 14.5 Number of incidents of students bringing firearms to or possessing firearms at a public school and ratio of incidents per 100,000 students, by state: 2008–09 through 2012–13

State	Number of firearm incidents					Ratio of firearm incidents per 100,000 students				
	2008–09	2009–10	2010–11	2011–12	2012–13	2008–09	2009–10	2010–11	2011–12	2012–13
1	2	3	4	5	6	7	8	9	10	11
United States	**1,608**	**1,749**	**1,685**	**1,333**	**1,556**	**3.3**	**3.5**	**3.4**	**2.7**	**3.1**
Alabama	23	23	15	5	46	3.1	3.1	2.0	0.7	6.2
Alaska	8	7	3	5	5	6.1	5.3	2.3	3.8	3.8
Arizona	32	18	7	22	18	2.9	1.7	0.7	2.0	1.7
Arkansas	57 [1]	32	45	50	65	11.9 [1]	6.7	9.3	10.3	13.4
California	138	267	220	79	129	2.2	4.3	3.5	1.3	2.0
Colorado	21	23	19	17	23	2.6	2.8	2.3	2.0	2.7
Connecticut	30	29	12	21	19	5.3	5.1	2.1	3.8	3.4
Delaware	4	7	2	1	2	3.2	5.5	1.5	0.8	1.6
District of Columbia	—	2	2	2	0	—	2.9	2.8	2.7	0.0
Florida	60	66	63	51	62	2.3	2.5	2.4	1.9	2.3
Georgia	125	132	154	104	118	7.5	7.9	9.2	6.2	6.9
Hawaii	2	1	2	1	0	1.1	0.6	1.1	0.5	0.0
Idaho	22	12	—	10	5	8.0	4.3	—	3.6	1.8
Illinois	46 [1]	21	5	5	9	2.2 [1]	1.0	0.2	0.2	0.4
Indiana	39	42	28	26	27	3.7	4.0	2.7	2.5	2.6
Iowa	10	5	2	2	3	2.1	1.0	0.4	0.4	0.6
Kansas	21	32	20	9	28	4.5	6.7	4.1	1.9	5.7
Kentucky	20	12	15	23	20	3.0	1.8	2.2	3.4	2.9
Louisiana	60	50	49	43	66	8.8	7.2	7.0	6.1	9.3
Maine	2	2	2	4	2	1.0	1.1	1.1	2.1	1.1
Maryland	16	8	8	10	11	1.9	0.9	0.9	1.2	1.3
Massachusetts	13	11	12	7	10	1.4	1.1	1.3	0.7	1.0
Michigan	35	37	80	60	70	2.1	2.2	5.0	3.8	4.5
Minnesota	19	21	23	10	19	2.3	2.5	2.7	1.2	2.2
Mississippi	21	42	32	32	38	4.3	8.5	6.5	6.5	7.7
Missouri	119	104	120	81	110	13.0	11.3	13.1	8.8	12.0
Montana	18	14	11	9	8	12.7	9.9	7.8	6.3	5.6
Nebraska	7	8	13	10	16	2.4	2.7	4.4	3.3	5.3
Nevada	—	18	14	14	8	—	4.2	3.2	3.2	1.8
New Hampshire	3	2	5	6	4	1.5	1.0	2.6	3.1	2.1
New Jersey	4	5	5	6	5	0.3	0.4	0.4	0.4	0.4
New Mexico	24	18	25	18	13	7.3	5.4	7.4	5.3	3.8
New York	36 [2]	17 [2]	18 [2]	46	28	1.3 [2]	0.6 [2]	0.7 [2]	1.7	1.0
North Carolina	23	23	9	9	11	1.5	1.6	0.6	0.6	0.7
North Dakota	1	2	11	2	5	1.1	2.1	11.4	2.0	4.9
Ohio	88	103	91	76	71	4.8	5.8	5.2	4.4	4.1
Oklahoma	47	37	22	27	39	7.3	5.7	3.3	4.1	5.8
Oregon	18	14	17	19	16	3.1	2.4	3.0	3.3	2.7
Pennsylvania	25	27	24	23	34	1.4	1.5	1.3	1.3	1.9
Rhode Island	2	3	7	1	0	1.4	2.1	4.9	0.7	0.0
South Carolina	31	32	8	26	49	4.3	4.4	1.1	3.6	6.7
South Dakota	9	8	2	10	9	7.1	6.5	1.6	7.8	6.9
Tennessee	85	79	43	82	64	8.7	8.1	4.4	8.2	6.4
Texas	95	103	93	85	100	2.0	2.1	1.9	1.7	2.0
Utah	19	5	76	99 [1]	49	3.4	0.9	13.0	16.5 [1]	8.0
Vermont	4	1	3	1	2	4.3	1.1	3.1	1.1	2.2
Virginia	48	34	30	32	31	3.9	2.7	2.4	2.5	2.4
Washington	44	162	173	26	33	4.2	15.6	16.6	2.5	3.1
West Virginia	7	4	3	14	1	2.5	1.4	1.1	4.9	0.4
Wisconsin	16	19	33	8	37	1.8	2.2	3.8	0.9	4.2
Wyoming	11	5	9	4	18	12.6	5.7	10.1	4.4	19.7

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED*Facts* file 094, Data Group 601, extracted December 9, 2014, from the ED*Facts* Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2008–09 through 2012–13. (This table was prepared December 2014.)

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

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

[Standard errors appear in parentheses]

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

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

Table 19.1 Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number of serious actions taken, and percentage distribution of actions, by type of offense, school level, and type of action: Selected years, 1999–2000 through 2009–10

[Standard errors appear in parentheses]

Year, school level, and type of serious disciplinary action	Total		Physical attacks or fights		Insubordination		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]	
1	2		3		4		5		6		7		8	
Number of schools taking at least one action														
2009–10	32,300	(940)	24,000	(770)	—	(†)	7,600	(320)	16,100	(400)	2,500	(340)	11,200	(650)
Percent of schools taking at least one action														
1999–2000[2]	—	(†)	35.4	(1.02)	18.3	(0.79)	—	(†)	—	(†)	—	(†)	—	(†)
2003–04	45.7	(1.15)	32.0	(0.94)	21.6	(0.85)	9.2	(0.50)	21.2	(0.58)	3.9	(0.40)	16.8	(0.84)
2005–06	48.0	(1.18)	31.5	(1.02)	21.2	(0.85)	10.2	(0.47)	20.8	(0.61)	4.5	(0.35)	19.3	(0.91)
2007–08	46.4	(1.16)	31.5	(0.89)	21.4	(0.95)	9.8	(0.48)	19.3	(0.53)	2.8	(0.26)	15.3	(0.77)
2009–10[3]	39.1	(1.14)	29.0	(0.94)	—	(†)	9.2	(0.39)	19.5	(0.48)	3.0	(0.41)	13.5	(0.78)
Primary school[4]	18.1	(1.51)	13.2	(1.26)	—	(†)	1.0 !	(0.33)	2.0	(0.47)	1.7 !	(0.57)	6.4	(0.93)
Middle school[4]	67.0	(1.68)	49.7	(1.87)	—	(†)	13.6	(1.17)	36.9	(1.19)	4.1	(0.65)	25.1	(1.70)
High school[4]	82.7	(1.57)	62.6	(1.63)	—	(†)	36.1	(1.47)	66.1	(1.39)	7.3	(1.05)	28.9	(1.39)
Combined school[4]	49.2	(5.31)	35.6	(4.26)	—	(†)	9.9	(2.54)	22.7	(3.57)	‡	(†)	10.9	(2.72)
Number of actions taken														
1999–2000[2]	—	(†)	332,500	(27,420)	253,500	(27,720)	—	(†)	—	(†)	—	(†)	—	(†)
2003–04	655,700	(29,160)	273,500	(14,450)	220,400	(16,990)	25,500	(1,600)	91,100	(3,410)	9,900 !	(4,300)	35,400	(1,470)
2005–06	830,700	(45,710)	323,900	(16,690)	309,000	(33,840)	30,100	(1,880)	106,800	(4,950)	14,300	(2,690)	46,600	(2,040)
2007–08	767,900	(44,010)	271,800	(15,180)	327,100	(38,470)	28,400	(1,470)	98,700	(5,780)	5,200	(910)	36,800	(2,630)
2009–10[3]	433,800	(22,880)	265,100	(22,170)	—	(†)	28,700	(1,920)	105,400	(4,070)	5,800	(1,360)	28,800	(1,580)
Percentage distribution of actions, 2009–10	100.0	(†)	100.0	(†)	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	73.9	(1.79)	81.2	(2.18)	—	(†)	74.3	(2.23)	59.6	(1.70)	55.5	(9.64)	62.2	(2.44)
Removal with no services for remainder of school year	6.1	(0.86)	5.0	(1.22)	—	(†)	4.0	(0.92)	8.0	(0.94)	22.2	(4.96)	8.8	(1.31)
Transfer to specialized schools	20.0	(1.36)	13.9	(1.57)	—	(†)	21.7	(2.27)	32.4	(1.57)	22.3 !	(7.91)	29.0	(2.32)

—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]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").
[2]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.
[3]Totals for 2009–10 are not comparable to totals for other years, because the 2009–10 questionnaire did not include an item on insubordination.
[4]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
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. 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. 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, and 2009–10 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, and 2010. (This table was prepared September 2013.)

Table 20.1 Percentage of public and private schools with various safety and security measures, by school level: 2003–04, 2007–08, and 2011–12

[Standard errors appear in parentheses]

School control and school safety and security measure	Total[1]						Elementary schools[2]						Secondary schools[3]					
	2003–04		2007–08		2011–12		2003–04		2007–08		2011–12		2003–04		2007–08		2011–12	
1	2		3		4		5		6		7		8		9		10	
Public schools																		
Controlled access during school hours																		
Buildings (e.g., locked or monitored doors)	81.5	(0.60)	88.8	(0.63)	88.2	(0.56)	84.7	(0.65)	92.1	(0.71)	90.4	(0.67)	75.0	(1.33)	82.1	(1.42)	83.9	(1.04)
Grounds (e.g., locked or monitored gates)	39.4	(0.83)	44.9	(1.12)	44.1	(0.72)	39.0	(1.03)	45.7	(1.61)	45.4	(0.94)	41.4	(1.38)	43.3	(1.53)	39.6	(1.13)
Student dress, IDs, and school supplies																		
Required students to wear uniforms	13.5	(0.53)	16.5	(0.83)	19.3	(0.54)	14.7	(0.67)	17.5	(1.05)	20.3	(0.76)	8.8	(1.11)	12.1	(1.19)	12.2	(0.69)
Enforced a strict dress code	49.3	(0.70)	54.0	(0.99)	49.1	(0.68)	45.2	(0.94)	50.0	(1.38)	44.6	(0.94)	59.7	(1.33)	64.4	(1.87)	58.3	(1.02)
Required students to wear badges or picture IDs	6.1	(0.31)	7.5	(0.53)	7.4	(0.33)	3.5	(0.35)	4.1	(0.57)	4.6	(0.32)	14.1	(0.74)	16.8	(1.15)	14.3	(1.02)
Required clear book bags or banned book bags on school grounds	6.0	(0.31)	6.8	(0.43)	5.7	(0.28)	3.3	(0.32)	4.7	(0.54)	3.2	(0.28)	11.3	(0.74)	10.5	(1.07)	9.3	(0.72)
Metal detectors, dogs, sweeps, and cameras																		
Random metal detector checks on students	5.7	(0.32)	5.9	(0.45)	5.0	(0.32)	3.4	(0.33)	3.0	(0.48)	2.6	(0.28)	10.2	(0.64)	11.9	(1.05)	7.9	(0.63)
Students required to pass through metal detectors daily	2.0	(0.21)	2.3	(0.31)	2.7	(0.33)	0.8 !	(0.23)	0.3 !	(0.14)	0.8	(0.16)	3.7	(0.38)	5.2	(1.03)	4.6	(0.65)
Random dog sniffs to check for drugs	23.6	(0.59)	25.0	(0.68)	24.0	(0.40)	10.8	(0.62)	13.2	(0.83)	10.6	(0.39)	56.5	(1.59)	54.6	(1.59)	57.3	(1.28)
Random sweeps[4] for contraband (e.g., drugs or weapons)	12.8	(0.48)	14.8	(0.76)	12.1	(0.44)	5.6	(0.44)	7.6	(0.84)	5.0	(0.39)	28.2	(1.33)	30.5	(1.59)	26.1	(1.16)
Security cameras used to monitor the school	32.5	(0.68)	51.8	(0.94)	64.3	(0.75)	26.3	(0.77)	46.1	(1.29)	57.7	(0.97)	51.1	(1.55)	68.7	(1.77)	81.2	(1.07)
Daily presence of police or security personnel	24.8	(0.59)	27.2	(0.99)	28.1	(0.51)	15.5	(0.62)	16.2	(1.14)	17.1	(0.57)	53.9	(1.61)	58.3	(1.93)	57.6	(1.44)
Private schools																		
Controlled access during school hours																		
Buildings (e.g., locked or monitored doors)	73.5	(1.02)	81.5	(1.15)	80.1	(1.50)	79.5	(1.19)	84.1	(1.35)	82.0	(2.22)	62.9	(3.65)	76.9	(2.83)	71.5	(3.50)
Grounds (e.g., locked or monitored gates)	40.2	(1.08)	42.4	(1.22)	42.1	(1.43)	44.9	(1.32)	45.6	(1.50)	44.0	(1.99)	32.2	(3.80)	34.7	(3.37)	34.0	(4.67)
Student dress, IDs, and school supplies																		
Required students to wear uniforms	55.5	(1.06)	55.4	(1.19)	56.9	(1.77)	60.6	(1.27)	62.2	(1.68)	60.0	(2.21)	44.9	(3.53)	42.8	(3.22)	49.2	(4.55)
Enforced a strict dress code	73.7	(1.00)	76.3	(1.08)	71.3	(1.49)	74.1	(1.32)	75.9	(1.48)	71.2	(2.12)	70.0	(3.78)	75.3	(3.36)	70.8	(3.13)
Required students to wear badges or picture IDs	2.2	(0.30)	2.9	(0.42)	2.7	(0.48)	1.0	(0.27)	1.6	(0.38)	1.4	(0.40)	9.8	(2.10)	6.2	(1.27)	8.2	(1.91)
Required clear book bags or banned book bags on school grounds	2.3	(0.35)	3.2	(0.43)	1.7	(0.33)	1.0	(0.30)	1.7	(0.46)	0.9 !	(0.30)	9.4	(2.59)	7.5	(2.11)	5.2	(1.47)
Metal detectors, dogs, sweeps, and cameras																		
Random metal detector checks on students	0.7	(0.20)	1.1	(0.24)	1.2 !	(0.42)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Students required to pass through metal detectors daily	0.8	(0.21)	0.6 !	(0.19)	0.4 !	(0.16)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Random dog sniffs to check for drugs	3.4	(0.35)	3.9	(0.43)	4.1	(0.45)	‡	(†)	0.4 !	(0.20)	‡	(†)	15.0	(2.04)	17.0	(2.32)	16.3	(2.36)
Random sweeps[4] for contraband (e.g., drugs or weapons)	7.7	(0.61)	8.8	(0.69)	7.5	(0.93)	2.4	(0.52)	2.1	(0.42)	1.5 !	(0.68)	23.3	(3.75)	26.0	(3.64)	20.4	(2.95)
Security cameras used to monitor the school	19.4	(0.79)	32.9	(1.21)	40.6	(1.51)	19.9	(0.97)	31.4	(1.65)	39.8	(2.18)	24.3	(3.11)	43.1	(3.64)	52.0	(5.46)
Daily presence of police or security personnel	5.9	(0.50)	6.4	(0.54)	7.2	(0.77)	3.1	(0.50)	4.3	(0.61)	3.9	(0.80)	16.2	(2.99)	11.8	(2.46)	19.2	(4.77)

†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 combined elementary/secondary schools not separately shown.
[2]Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12.
[3]Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6.
[4]Does not include random dog sniffs.
NOTE: Responses were provided by the principal.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2003–04, 2007–08, and 2011–12. (This table was prepared August 2013.)

Table 20.2 Percentage of public and private schools with various safety and security measures, by school control and selected characteristics: 2011–12

[Standard errors appear in parentheses]

School control and selected characteristic	Total schools: Number	Total schools: Percentage distribution	Percent of schools with safety and security measures: Controlled access: School buildings[1]	Controlled access: School grounds[2]	Student dress, IDs, and school supplies: School uniforms required	Student dress, IDs, and school supplies: Strict dress code enforced	Student dress, IDs, and school supplies: Badges or picture IDs required	Student dress, IDs, and school supplies: Bookbags must be clear or are banned	Metal detectors, dogs, sweeps, and cameras: Random metal detector checks	Metal detectors, dogs, sweeps, and cameras: Daily metal detector checks[3]	Metal detectors, dogs, sweeps, and cameras: Random dog sniffs for drugs	Metal detectors, dogs, sweeps, and cameras: Random sweeps for contraband[4]	Metal detectors, dogs, sweeps, and cameras: Security cameras	Daily presence of police or security
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public total	**89,800 (410)**	**100.0 (†)**	**88.2 (0.56)**	**44.1 (0.72)**	**19.3 (0.54)**	**49.1 (0.68)**	**7.4 (0.33)**	**5.7 (0.28)**	**5.0 (0.32)**	**2.7 (0.33)**	**24.0 (0.40)**	**12.1 (0.44)**	**64.3 (0.75)**	**28.1 (0.51)**
School enrollment														
Under 100	6,600 (400)	7.3 (0.44)	80.8 (1.98)	43.2 (3.20)	21.8 (2.54)	44.3 (3.15)	4.8 (1.38)	15.2 (2.11)	14.5 (2.22)	14.1 (2.22)	22.6 (2.46)	28.6 (2.45)	52.5 (3.13)	29.0 (2.92)
100 to 299	16,600 (560)	18.5 (0.60)	85.5 (1.57)	32.7 (1.92)	18.5 (1.66)	43.6 (2.21)	6.0 (1.00)	4.7 (0.68)	4.3 (0.77)	2.8 (0.57)	25.0 (1.36)	12.8 (1.06)	55.6 (2.56)	17.8 (1.54)
300 to 499	27,000 (630)	30.1 (0.68)	89.1 (0.98)	42.5 (1.49)	19.8 (1.08)	43.8 (1.45)	5.4 (0.64)	4.2 (0.43)	3.8 (0.58)	1.6 ! (0.56)	16.7 (0.73)	8.4 (0.66)	64.6 (1.59)	15.1 (0.99)
500 to 999	30,500 (600)	34.0 (0.69)	91.1 (0.81)	48.9 (1.41)	20.0 (1.04)	54.3 (1.15)	7.0 (0.59)	5.0 (0.54)	3.7 (0.45)	1.4 ! (0.43)	22.2 (0.80)	9.5 (0.56)	65.5 (1.19)	30.0 (1.05)
1,000 to 1,499	5,300 (240)	5.9 (0.27)	87.1 (1.63)	52.5 (2.35)	19.0 (2.47)	62.1 (2.24)	15.8 (1.72)	7.6 (1.18)	5.4 (0.94)	1.4 ! (0.49)	48.4 (2.64)	16.2 (1.60)	81.8 (2.40)	70.5 (2.37)
1,500 or more	3,700 (220)	4.2 (0.25)	85.4 (1.87)	57.9 (2.40)	9.9 (1.64)	60.0 (2.67)	24.9 (2.18)	7.8 (1.53)	11.4 (1.50)	2.6 ! (0.81)	55.1 (2.62)	22.4 (2.58)	87.2 (1.90)	90.4 (1.61)
Percent of students approved for free or reduced-price school lunch														
School does not participate	3,100 (260)	3.4 (0.29)	76.1 (4.70)	40.6 (5.40)	27.6 (4.48)	47.9 (5.64)	11.0 (2.19)	12.5 (3.41)	12.2 (3.48)	10.6 ! (3.56)	21.8 (2.92)	29.3 (5.28)	56.2 (5.44)	30.3 (4.42)
0 to 25 percent	18,600 (560)	20.7 (0.62)	89.0 (1.18)	38.3 (1.61)	6.5 (0.98)	37.8 (1.54)	4.0 (0.55)	3.6 (0.46)	1.9 (0.45)	1.1 ! (0.36)	25.2 (1.19)	9.6 (0.92)	65.2 (1.66)	26.3 (1.39)
26 to 50 percent	23,600 (710)	26.3 (0.77)	86.8 (1.04)	38.2 (1.71)	6.5 (0.68)	42.9 (1.50)	4.9 (0.66)	4.7 (0.57)	2.2 (0.40)	0.6 ! (0.24)	29.3 (1.02)	9.7 (0.66)	64.6 (1.63)	24.1 (0.99)
51 to 75 percent	22,700 (540)	25.2 (0.62)	90.4 (0.93)	43.4 (1.67)	15.8 (1.33)	50.4 (1.37)	8.5 (0.74)	5.4 (0.52)	5.3 (0.65)	2.4 (0.42)	24.8 (1.05)	11.5 (0.81)	66.4 (1.52)	25.8 (1.21)
76 to 100 percent	21,800 (640)	24.3 (0.70)	88.7 (1.10)	56.8 (1.75)	46.6 (1.63)	64.3 (1.61)	11.4 (0.96)	7.9 (0.62)	9.5 (0.88)	5.4 (1.16)	16.9 (1.00)	15.1 (1.10)	62.3 (1.86)	36.2 (1.52)
School locale														
City	23,400 (270)	26.1 (0.28)	88.5 (1.22)	54.9 (1.79)	39.9 (1.67)	56.5 (1.81)	11.8 (0.87)	6.0 (0.55)	8.3 (0.90)	5.2 (1.12)	13.4 (0.65)	11.0 (0.93)	59.2 (1.74)	38.8 (1.53)
Suburban	24,500 (360)	27.3 (0.36)	90.5 (0.90)	46.4 (1.33)	16.1 (0.95)	48.0 (1.57)	7.7 (0.75)	4.3 (0.55)	3.8 (0.55)	1.8 (0.31)	17.8 (0.79)	8.6 (0.62)	66.7 (1.34)	29.3 (1.17)
Town	12,300 (340)	13.7 (0.40)	87.4 (1.32)	36.9 (1.88)	12.1 (1.41)	45.9 (1.83)	4.6 (0.59)	6.5 (0.70)	5.1 (1.01)	1.6 (0.38)	32.4 (1.32)	14.3 (1.13)	67.0 (1.86)	22.5 (1.33)
Rural	29,500 (430)	32.9 (0.43)	86.6 (0.80)	36.8 (1.32)	8.6 (0.66)	45.6 (1.26)	4.9 (0.55)	6.3 (0.54)	3.4 (0.45)	1.8 (0.43)	34.1 (0.83)	15.0 (0.71)	65.3 (1.14)	21.0 (0.79)
School level[5]														
Elementary	61,200 (440)	68.2 (0.38)	90.4 (0.67)	45.4 (0.94)	20.3 (0.76)	44.6 (0.94)	4.6 (0.32)	3.2 (0.28)	2.6 (0.28)	0.8 (0.16)	10.6 (0.39)	5.0 (0.39)	57.7 (0.97)	17.1 (0.57)
Secondary	20,500 (540)	22.8 (0.56)	83.9 (1.04)	39.6 (1.13)	12.2 (0.69)	58.3 (1.02)	14.3 (1.02)	9.3 (0.72)	7.9 (0.63)	4.6 (0.65)	57.3 (1.28)	26.1 (1.16)	81.2 (1.07)	57.6 (1.44)
Combined	8,100 (660)	9.0 (0.74)	83.1 (2.43)	46.1 (2.62)	30.0 (2.51)	60.5 (2.35)	11.2 (1.55)	15.3 (1.96)	16.4 (1.68)	12.3 (2.32)	41.5 (2.58)	30.8 (2.90)	71.9 (2.53)	37.1 (2.25)
Private total	**25,700 (610)**	**100.0 (†)**	**80.1 (1.50)**	**42.1 (1.43)**	**56.9 (1.77)**	**71.3 (1.49)**	**2.7 (0.48)**	**1.7 (0.33)**	**1.2 ! (0.42)**	**0.4 ! (0.16)**	**4.1 (0.45)**	**7.5 (0.93)**	**40.6 (1.51)**	**7.2 (0.77)**
School enrollment														
Under 100	12,700 (580)	49.5 (1.32)	72.7 (2.57)	38.2 (2.45)	43.8 (2.66)	59.3 (2.67)	2.2 (0.64)	2.4 (0.61)	1.8 ! (0.83)	‡ (†)	1.6 ! (0.58)	10.2 (1.50)	24.7 (2.23)	3.7 (0.85)
100 to 299	8,400 (300)	32.8 (1.13)	89.2 (1.43)	46.1 (2.15)	69.0 (2.21)	81.2 (1.74)	1.7 ! (0.68)	1.0 ! (0.46)	‡ (†)	‡ (†)	2.7 (0.58)	3.1 (0.75)	50.4 (2.34)	4.7 ! (1.63)
300 to 499	2,800 (190)	10.8 (0.83)	84.2 (2.56)	48.1 (3.84)	71.6 (3.77)	88.7 (2.35)	3.8 ! (1.20)	‡ (†)	‡ (†)	‡ (†)	11.1 (2.49)	10.4 (2.33)	56.7 (3.98)	15.1 (2.74)
500 to 999	1,500 (120)	5.7 (0.51)	83.6 (2.87)	39.4 (3.84)	72.6 (4.36)	86.3 (3.17)	9.0 (2.41)	‡ (†)	‡ (†)	‡ (†)	18.9 (3.26)	5.0 ! (1.92)	80.8 (3.86)	24.2 (3.56)
1,000 or more	300 (60)	1.2 (0.24)	81.6 (7.85)	52.8 (11.06)	55.0 (10.35)	70.6 (9.34)	12.1 ! (4.88)	‡ (†)	‡ (†)	‡ (†)	13.5 ! (6.51)	‡ (†)	92.2 (4.54)	66.4 (9.60)
Percent of students approved for free or reduced-price school lunch														
School does not participate	18,900 (590)	73.6 (1.15)	76.6 (1.81)	41.3 (1.76)	52.3 (2.23)	69.5 (1.94)	2.3 (0.53)	1.1 (0.25)	‡ (†)	‡ (†)	4.4 (0.58)	7.5 (1.01)	36.4 (1.73)	7.7 (0.94)
0 to 25 percent	3,400 (240)	13.2 (0.89)	91.2 (2.67)	36.5 (4.08)	75.1 (3.38)	80.2 (2.71)	2.6 ! (0.83)	‡ (†)	‡ (†)	‡ (†)	3.9 (0.87)	1.5 ! (0.63)	56.1 (3.33)	2.7 ! (0.99)
26 to 100 percent	3,400 (230)	13.2 (0.94)	88.5 (3.55)	51.7 (3.79)	64.4 (3.67)	72.9 (3.69)	5.2 ! (1.91)	4.9 ! (1.52)	6.1 ! (2.85)	2.5 ! (1.13)	2.5 ! (0.80)	13.4 (3.59)	48.8 (3.71)	9.1 (2.32)
School level[5]														
Elementary	14,500 (500)	56.4 (0.90)	82.0 (2.22)	44.0 (1.99)	60.0 (2.21)	71.2 (2.12)	1.4 (0.40)	0.9 ! (0.30)	‡ (†)	‡ (†)	‡ (†)	1.5 ! (0.68)	39.8 (2.18)	3.9 (0.80)
Secondary	2,700 (140)	10.3 (0.57)	71.5 (3.50)	34.0 (4.67)	49.2 (4.55)	70.8 (3.13)	8.2 (1.91)	5.2 (1.47)	‡ (†)	‡ (†)	16.3 (2.36)	20.4 (2.95)	52.0 (5.46)	19.2 (4.77)
Combined	8,600 (210)	33.3 (0.71)	79.6 (2.19)	41.3 (2.49)	53.9 (2.73)	71.7 (2.22)	3.3 (0.97)	2.1 ! (0.70)	3.0 ! (1.20)	‡ (†)	7.1 (1.16)	13.7 (2.14)	38.4 (2.61)	9.1 (1.41)

†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]Elementary schools have grade 6 or below, with no grade higher than 8; secondary schools have no grade lower than 7; and combined schools have grades lower than 7 and higher than 8.
NOTE: Responses were provided by the principal. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–12. (This table was prepared October 2013.)

Table 20.3 Percentage of public schools with one or more full-time or part-time security staff present at least once a week, and percentage of schools with security staff routinely carrying a firearm, by selected school characteristics: 2005–06, 2007–08, and 2009–10

[Standard errors appear in parentheses]

School characteristic	Percent with one or more security guards, security personnel, School Resource Officers (SROs), or sworn law enforcement officers who are not SROs[1]																		Percent with security guards, security personnel, or sworn law enforcement officers routinely carrying a firearm[2]					
	Total						Full-time						Part-time only											
	2005–06		2007–08		2009–10		2005–06		2007–08		2009–10		2005–06		2007–08		2009–10		2005–06		2007–08		2009–10	
1	2		3		4		5		6		7		8		9		10		11		12		13	
All public schools	**41.7**	**(1.28)**	**46.3**	**(1.29)**	**42.8**	**(1.07)**	**27.0**	**(0.88)**	**30.4**	**(0.98)**	**28.7**	**(0.97)**	**14.6**	**(1.06)**	**15.9**	**(0.89)**	**14.1**	**(0.66)**	**30.7**	**(1.10)**	**34.1**	**(1.11)**	**28.0**	**(0.97)**
School level[3]																								
Primary school	26.2	(1.87)	33.1	(2.04)	27.7	(1.50)	12.5	(1.32)	17.8	(1.37)	15.7	(1.43)	13.7	(1.59)	15.3	(1.31)	12.1	(0.89)	15.7	(1.55)	20.1	(1.68)	12.5	(1.25)
Middle school	63.7	(1.30)	65.5	(1.59)	66.4	(1.45)	44.5	(1.17)	44.9	(1.55)	45.8	(1.39)	19.2	(1.18)	20.7	(1.17)	20.6	(1.32)	51.8	(1.32)	54.2	(1.92)	51.0	(1.84)
High school	75.2	(1.66)	79.6	(1.47)	76.4	(1.45)	64.0	(1.53)	66.1	(1.48)	62.0	(1.56)	11.2	(1.14)	13.5	(1.42)	14.5	(1.50)	64.0	(1.71)	67.5	(1.51)	63.3	(1.75)
Combined school	43.5	(5.25)	39.9	(5.59)	36.6	(4.89)	26.8	(4.44)	26.2	(4.79)	24.0	(4.49)	16.7	(4.13)	13.6 !	(4.15)	12.7	(3.56)	32.4	(4.50)	32.1	(4.89)	24.6	(4.26)
Enrollment size																								
Less than 300	22.7	(2.65)	27.6	(2.55)	25.6	(2.91)	10.8	(1.58)	15.1	(2.09)	15.1	(2.29)	11.9	(2.07)	12.5	(2.07)	10.5	(2.20)	16.2	(2.17)	16.1	(2.39)	13.5	(2.16)
300–499	29.8	(2.29)	36.1	(2.66)	33.5	(2.26)	16.7	(1.93)	19.4	(1.84)	18.0	(1.96)	13.0	(1.64)	16.8	(2.05)	15.5	(1.76)	20.5	(1.83)	26.7	(2.37)	19.8	(1.84)
500–999	50.5	(1.90)	52.7	(1.99)	47.3	(1.60)	31.0	(1.27)	34.0	(1.52)	31.2	(1.34)	19.5	(1.62)	18.8	(1.53)	16.1	(1.08)	36.9	(1.67)	39.5	(1.98)	30.3	(1.42)
1,000 or more	86.9	(1.39)	90.6	(1.59)	90.0	(1.37)	77.3	(1.61)	79.5	(1.65)	79.3	(1.82)	9.7	(1.40)	11.1	(1.83)	10.7	(1.50)	70.3	(1.67)	73.5	(1.62)	74.6	(1.75)
Locale																								
City	49.1	(2.57)	57.3	(3.05)	50.9	(2.51)	37.7	(2.04)	45.3	(2.24)	39.7	(2.19)	11.4	(1.59)	12.0	(1.97)	11.2	(1.69)	30.5	(1.73)	33.1	(2.32)	27.6	(1.98)
Suburb	42.7	(1.67)	45.4	(2.08)	45.4	(1.90)	27.1	(1.41)	30.0	(1.64)	31.3	(1.58)	15.6	(1.44)	15.4	(1.59)	14.1	(1.50)	32.2	(1.51)	33.7	(1.94)	29.6	(1.45)
Town	44.4	(3.86)	51.1	(3.50)	39.0	(3.11)	26.3	(2.88)	26.9	(2.32)	21.2	(2.15)	18.1	(2.90)	24.2	(2.75)	17.8	(2.39)	38.1	(3.62)	45.0	(3.54)	31.6	(2.81)
Rural	33.8	(1.87)	36.0	(1.98)	35.2	(2.20)	18.6	(1.39)	20.2	(1.67)	20.5	(1.83)	15.2	(1.87)	15.7	(1.70)	14.7	(1.51)	27.1	(1.84)	30.5	(2.05)	25.3	(1.78)
Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native students																								
Less than 5 percent	28.3	(1.96)	35.6	(3.23)	30.4	(2.69)	12.4	(1.60)	16.9	(2.70)	13.6	(2.41)	16.0	(1.81)	18.7	(2.56)	16.8	(2.51)	22.9	(2.07)	27.1	(2.95)	21.9	(2.25)
5 percent to less than 20 percent	38.9	(2.54)	42.9	(2.19)	36.5	(2.91)	23.9	(1.73)	23.1	(1.63)	19.9	(2.26)	15.0	(1.98)	19.9	(1.93)	16.6	(1.71)	30.2	(2.07)	37.7	(2.29)	27.6	(2.08)
20 percent to less than 50 percent	41.6	(2.32)	44.7	(2.76)	41.9	(1.93)	28.3	(1.94)	29.1	(2.21)	27.8	(1.69)	13.3	(1.75)	15.5	(1.93)	14.1	(1.50)	35.3	(1.97)	38.4	(2.65)	30.5	(1.89)
50 percent or more	51.3	(2.46)	55.4	(2.71)	52.5	(2.04)	37.3	(1.91)	43.8	(2.16)	41.3	(2.09)	14.0	(1.81)	11.6	(1.68)	11.2	(1.33)	31.3	(1.84)	31.8	(2.07)	29.1	(1.53)
Percent of students eligible for free or reduced-price lunch																								
0–25 percent	37.9	(2.14)	46.5	(2.33)	39.2	(2.44)	24.9	(1.70)	29.7	(2.01)	27.9	(2.17)	13.0	(1.33)	16.8	(1.52)	11.3	(1.21)	30.3	(1.95)	34.8	(2.12)	27.2	(1.93)
26–50 percent	42.1	(2.08)	40.8	(2.52)	40.0	(1.68)	26.4	(1.63)	24.2	(2.01)	21.5	(1.52)	15.7	(2.01)	16.6	(1.65)	18.5	(1.37)	33.8	(1.78)	35.2	(2.02)	30.3	(1.59)
51–75 percent	39.3	(2.21)	46.1	(2.83)	42.3	(2.60)	25.7	(1.85)	29.7	(2.34)	29.0	(2.04)	13.7	(1.90)	16.4	(2.34)	13.3	(1.45)	31.8	(2.05)	35.8	(2.77)	27.4	(2.07)
76–100 percent	49.8	(2.73)	55.0	(3.68)	49.8	(2.76)	33.0	(2.49)	42.1	(3.17)	37.6	(2.66)	16.8	(2.07)	12.9	(2.17)	12.2	(1.84)	25.6	(2.17)	29.7	(2.68)	26.8	(2.32)

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

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

[2]The survey item about carrying firearms did not include the term "School Resource Officer" in the question text.

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

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, 2005–06, 2007–08, and 2009–10 School Survey on Crime and Safety (SSOCS), 2006, 2008, and 2010. (This table was prepared September 2013.)

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

[Standard errors appear in parentheses]

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

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

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

Table 22.1 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2012

Control and level of institution and type of incident	Number of incidents													
	Total, in residence halls and at other locations											2012		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
All institutions														
Selected crimes against persons and property	41,596	42,521	43,064	43,555	42,710	44,492	41,829	40,296	34,054	32,097	30,678	29,527	14,589	14,938
Murder[1]	17	20	9	15	11	8	44	12	16	15	16	11	5	6
Negligent manslaughter[2]	2	0	1	0	2	0	3	3	0	1	1	1	1	0
Sex offenses—forcible[3]	2,201	2,327	2,595	2,667	2,674	2,670	2,694	2,639	2,544	2,927	3,387	3,885	2,792	1,093
Sex offenses—nonforcible[4]	461	261	60	27	42	43	40	35	65	33	47	44	19	25
Robbery[5]	1,663	1,802	1,625	1,550	1,551	1,547	1,561	1,576	1,409	1,392	1,304	1,362	232	1,130
Aggravated assault[6]	2,947	2,804	2,832	2,721	2,656	2,817	2,604	2,495	2,327	2,221	2,270	2,403	803	1,600
Burglary[7]	26,904	28,038	28,639	29,480	29,256	31,260	29,488	28,737	23,083	21,335	19,610	18,099	10,288	7,811
Motor vehicle theft[8]	6,221	6,181	6,285	6,062	5,531	5,231	4,619	4,104	3,977	3,441	3,402	3,033	10	3,023
Arson[9]	1,180	1,088	1,018	1,033	987	916	776	695	633	732	641	689	439	250
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	40,348	43,407	44,581	47,939	49,024	50,187	50,558	50,639	50,066	51,519	54,439	51,387	25,762	25,625
Illegal weapons possession	1,073	1,142	1,094	1,263	1,316	1,316	1,318	1,190	1,077	1,112	1,033	1,031	268	763
Drug law violations	11,854	12,041	12,467	12,775	13,707	13,952	14,135	15,146	15,871	18,589	20,788	20,842	10,792	10,050
Liquor law violations	27,421	30,224	31,020	33,901	34,001	34,919	35,105	34,303	33,118	31,818	32,618	29,514	14,702	14,812
Referrals for disciplinary action[10]	155,201	167,319	184,915	196,775	202,816	218,040	216,600	217,526	220,987	230,269	250,079	248,882	223,334	25,548
Illegal weapons possession	1,277	1,287	1,566	1,799	1,882	1,871	1,658	1,455	1,275	1,314	1,298	1,405	919	486
Drug law violations	23,900	26,038	25,753	25,762	25,356	27,251	28,476	32,469	36,344	42,022	51,706	54,009	45,467	8,542
Liquor law violations	130,024	139,994	157,596	169,214	175,578	188,918	186,466	183,602	183,368	186,933	197,075	193,468	176,948	16,520
Public 4-year														
Selected crimes against persons and property	18,710	19,563	19,789	19,984	19,582	20,648	19,579	18,695	15,975	15,503	14,725	14,206	7,066	7,140
Murder[1]	9	9	5	8	4	5	42	9	8	9	10	6	5	1
Negligent manslaughter[2]	2	0	1	0	1	0	2	1	0	0	1	1	1	0
Sex offenses—forcible[3]	1,245	1,278	1,358	1,482	1,398	1,400	1,425	1,317	1,214	1,461	1,645	1,877	1,313	564
Sex offenses—nonforcible[4]	207	113	28	16	25	15	23	12	40	15	17	16	9	7
Robbery[5]	584	659	669	612	696	680	722	750	647	662	616	652	156	496
Aggravated assault[6]	1,434	1,320	1,381	1,269	1,280	1,338	1,258	1,182	1,134	1,076	1,083	1,184	437	747
Burglary[7]	11,520	12,523	12,634	13,026	12,935	14,027	13,371	12,970	10,708	10,219	9,386	8,659	4,864	3,795
Motor vehicle theft[8]	3,072	3,092	3,116	2,964	2,667	2,662	2,266	2,027	1,824	1,604	1,610	1,399	10	1,389
Arson[9]	637	569	597	607	576	521	470	427	400	457	357	412	271	141
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	31,077	33,831	34,657	36,746	38,051	39,900	39,570	40,607	40,780	41,992	44,999	42,116	21,176	20,940
Illegal weapons possession	692	745	697	811	878	859	825	759	659	669	633	630	192	438
Drug law violations	9,125	9,238	9,389	9,620	10,606	10,850	10,693	11,714	12,186	14,362	16,362	16,398	8,701	7,697
Liquor law violations	21,260	23,848	24,571	26,315	26,567	28,191	28,052	28,134	27,935	26,961	28,004	25,088	12,283	12,805
Referrals for disciplinary action[10]	79,152	84,636	94,365	100,588	100,211	107,289	106,148	104,585	108,756	116,029	129,718	129,585	117,419	12,166
Illegal weapons possession	678	675	847	1,001	1,097	972	867	792	669	664	615	650	457	193
Drug law violations	13,179	13,943	13,811	13,658	13,020	13,798	14,458	16,656	18,260	21,451	27,356	28,869	24,523	4,346
Liquor law violations	65,295	70,018	79,707	85,929	86,094	92,519	90,823	87,137	89,827	93,914	101,747	100,066	92,439	7,627
Nonprofit 4-year														
Selected crimes against persons and property	14,844	14,859	15,179	15,523	15,574	16,864	15,452	14,892	11,964	11,202	10,751	10,738	6,565	4,173
Murder[1]	5	9	2	4	5	3	2	1	6	5	3	2	0	2
Negligent manslaughter[2]	0	0	0	0	1	0	1	0	0	0	0	0	0	0
Sex offenses—forcible[3]	820	914	1,048	1,026	1,088	1,080	1,065	1,083	1,102	1,225	1,432	1,710	1,389	321
Sex offenses—nonforcible[4]	113	81	14	5	6	10	8	16	11	8	13	10	8	2
Robbery[5]	649	735	538	577	500	502	460	437	366	319	324	366	50	316
Aggravated assault[6]	882	900	773	838	744	834	768	754	661	641	631	647	269	378
Burglary[7]	10,471	10,561	11,066	11,426	11,657	13,051	11,941	11,551	8,810	8,138	7,426	7,071	4,688	2,383
Motor vehicle theft[8]	1,471	1,273	1,385	1,316	1,248	1,077	984	859	834	641	705	704	0	704
Arson[9]	433	386	353	331	325	307	223	191	174	225	217	228	161	67
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	6,329	6,548	6,856	7,722	7,406	6,134	6,732	6,112	5,777	5,459	5,452	5,559	3,121	2,438
Illegal weapons possession	167	162	166	184	150	146	178	158	148	137	131	126	48	78
Drug law violations	1,628	1,723	1,869	1,751	1,691	1,650	1,804	1,883	2,080	2,248	2,428	2,436	1,554	882
Liquor law violations	4,534	4,663	4,821	5,787	5,565	4,338	4,750	4,071	3,549	3,074	2,893	2,997	1,519	1,478
Referrals for disciplinary action[10]	71,293	77,641	85,184	90,749	96,646	103,484	103,254	105,289	103,457	104,939	110,647	110,448	98,671	11,777
Illegal weapons possession	443	424	537	608	590	622	545	457	358	393	421	494	356	138
Drug law violations	9,688	11,100	10,885	10,903	11,208	12,114	12,685	14,157	15,845	17,841	21,244	22,198	18,957	3,241
Liquor law violations	61,162	66,117	73,762	79,238	84,848	90,748	90,024	90,675	87,254	86,705	88,982	87,756	79,358	8,398
For-profit 4-year														
Selected crimes against persons and property	505	592	720	718	829	641	612	574	525	561	511	439	107	332
Murder[1]	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible[3]	4	4	8	5	4	12	12	9	9	22	30	21	13	8
Sex offenses—nonforcible[4]	13	1	2	0	1	0	2	0	1	1	0	3	0	3
Robbery[5]	64	71	43	46	43	25	31	38	86	70	81	69	1	68
Aggravated assault[6]	23	45	41	38	59	31	31	63	43	51	48	54	17	37
Burglary[7]	347	376	542	524	607	489	446	385	299	350	272	220	75	145
Motor vehicle theft[8]	52	94	80	100	110	78	89	79	85	65	77	71	0	71
Arson[9]	2	1	4	5	5	6	1	0	2	2	2	1	1	0
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	11	17	11	41	28	52	28	40	54	165	173	131	72	59
Illegal weapons possession	2	3	2	5	2	5	3	8	6	13	12	12	2	10
Drug law violations	4	9	4	12	16	14	16	14	22	66	46	54	23	31
Liquor law violations	5	5	5	24	10	33	9	18	26	86	115	65	47	18
Referrals for disciplinary action[10]	316	399	465	298	529	513	519	566	882	760	988	861	760	101
Illegal weapons possession	11	25	24	11	42	13	11	13	23	9	23	33	21	12
Drug law violations	92	133	130	99	128	138	132	159	231	221	349	314	261	53
Liquor law violations	213	241	311	188	359	362	376	394	628	530	616	514	478	36

See notes at end of table.

Table 22.1 On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: 2001 through 2012—Continued

Control and level of institution and type of incident	Number of incidents													
	Total, in residence halls and at other locations											2012		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total	In residence halls	At other locations
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public 2-year														
Selected crimes against persons and property	6,817	6,860	6,637	6,637	5,981	5,669	5,381	5,464	4,984	4,396	4,270	3,786	806	2,980
Murder[1]	2	1	2	3	2	0	0	2	2	1	2	3	0	3
Negligent manslaughter[2]	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Sex offenses—forcible[3]	118	118	160	142	175	167	181	210	205	210	262	258	72	186
Sex offenses—nonforcible[4]	119	61	14	6	10	16	7	7	12	8	17	14	2	12
Robbery[5]	245	234	230	213	248	284	279	285	251	298	264	245	23	222
Aggravated assault[6]	545	503	589	497	501	546	462	401	431	409	417	441	77	364
Burglary[7]	4,132	4,158	3,973	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,327	1,995	626	1,369
Motor vehicle theft[8]	1,552	1,661	1,607	1,620	1,428	1,319	1,174	1,059	1,109	1,028	921	782	0	782
Arson[9]	104	124	62	88	76	76	76	70	54	43	60	48	6	42
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	2,660	2,844	2,950	3,270	3,416	3,993	4,124	3,764	3,335	3,811	3,740	3,505	1,347	2,158
Illegal weapons possession	198	221	220	255	278	300	304	258	256	282	251	251	21	230
Drug law violations	989	996	1,141	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,904	1,910	490	1,420
Liquor law violations	1,473	1,627	1,589	1,703	1,812	2,315	2,257	2,016	1,572	1,663	1,585	1,344	836	508
Referrals for disciplinary action[10]	3,529	3,744	4,036	4,371	4,688	5,897	5,987	6,425	7,241	8,017	8,198	7,520	6,094	1,426
Illegal weapons possession	127	146	145	167	133	238	218	183	210	242	228	217	82	135
Drug law violations	761	692	679	858	819	908	1,006	1,302	1,745	2,336	2,580	2,441	1,588	853
Liquor law violations	2,641	2,906	3,212	3,346	3,736	4,751	4,763	4,940	5,286	5,439	5,390	4,862	4,424	438
Nonprofit 2-year														
Selected crimes against persons and property	248	230	189	166	314	250	258	272	147	120	148	108	43	65
Murder[1]	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Sex offenses—forcible[3]	2	7	6	3	8	3	9	16	8	7	11	8	4	4
Sex offenses—nonforcible[4]	2	2	0	0	0	1	0	0	0	0	0	0	0	0
Robbery[5]	54	56	64	22	9	7	2	13	9	5	1	2	1	1
Aggravated assault[6]	23	17	12	17	22	35	52	66	5	9	53	46	3	43
Burglary[7]	142	123	83	111	266	187	178	160	120	95	74	48	35	13
Motor vehicle theft[8]	23	21	23	13	7	14	14	9	4	2	7	4	0	4
Arson[9]	1	4	1	0	2	3	3	7	1	2	2	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	108	39	23	48	76	67	59	93	58	49	52	52	35	17
Illegal weapons possession	1	2	3	2	5	3	4	3	4	6	5	5	1	4
Drug law violations	21	10	16	16	32	34	27	33	35	18	34	31	20	11
Liquor law violations	86	27	4	30	39	30	28	57	19	25	13	16	14	2
Referrals for disciplinary action[10]	624	569	552	447	514	537	519	413	348	377	360	300	277	23
Illegal weapons possession	2	3	6	5	12	19	10	6	7	4	1	6	3	3
Drug law violations	91	65	52	58	47	74	73	85	100	105	109	103	92	11
Liquor law violations	531	501	494	384	455	444	436	322	241	268	250	191	182	9
For-profit 2-year														
Selected crimes against persons and property	472	417	550	527	430	420	547	399	459	315	273	250	2	248
Murder[1]	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[2]	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Sex offenses—forcible[3]	12	6	15	9	1	8	2	4	6	2	7	11	1	10
Sex offenses—nonforcible[4]	7	3	2	0	0	1	0	0	1	1	0	1	0	1
Robbery[5]	67	47	81	80	55	49	67	53	50	38	18	28	1	27
Aggravated assault[6]	40	19	36	62	50	33	33	29	53	35	38	31	0	31
Burglary[7]	292	297	341	325	250	245	350	241	226	135	125	106	0	106
Motor vehicle theft[8]	51	40	74	49	71	81	92	71	121	101	82	73	0	73
Arson[9]	3	4	1	2	3	3	3	0	2	3	3	0	0	0
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[10]	163	128	84	112	47	41	45	23	62	43	23	24	11	13
Illegal weapons possession	13	9	6	6	3	3	4	4	4	5	1	7	4	3
Drug law violations	87	65	48	64	36	26	32	12	41	29	14	13	4	9
Liquor law violations	63	54	30	42	8	12	9	7	17	9	8	4	3	1
Referrals for disciplinary action[10]	287	330	313	322	228	320	173	248	303	147	168	168	113	55
Illegal weapons possession	16	14	7	7	8	7	7	4	8	2	10	5	0	5
Drug law violations	89	105	196	186	134	219	122	110	163	68	68	84	46	38
Liquor law violations	182	211	110	129	86	94	44	134	132	77	90	79	67	12

[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 2012; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013, Enrollment component. (This table was prepared September 2014.)

Table 22.2 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2012

Control and level of institution and type of incident	Number of incidents per 10,000 full-time-equivalent (FTE) students[1]													
	Total, institutions with and without residence halls											2012		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
All institutions														
Selected crimes against persons and property	35.619	34.649	34.040	33.580	32.864	33.347	30.568	28.987	22.922	20.877	20.011	19.437	25.605	7.121
Murder[2]	0.015	0.016	0.007	0.012	0.008	0.006	0.032	0.009	0.011	0.010	0.010	0.007	0.010	0.002
Negligent manslaughter[3]	0.002	0.000	0.001	0.000	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.001	0.000
Sex offenses—forcible[4]	1.885	1.896	2.051	2.056	2.058	2.001	1.969	1.898	1.712	1.904	2.209	2.557	3.632	0.412
Sex offenses—nonforcible[5]	0.395	0.213	0.047	0.021	0.032	0.032	0.029	0.025	0.044	0.021	0.031	0.029	0.031	0.026
Robbery[6]	1.424	1.468	1.284	1.195	1.193	1.159	1.141	1.134	0.948	0.905	0.851	0.897	1.002	0.686
Aggravated assault[7]	2.524	2.285	2.239	2.098	2.044	2.111	1.903	1.795	1.566	1.445	1.481	1.582	1.940	0.866
Burglary[8]	23.038	22.847	22.638	22.728	22.511	23.429	21.549	20.672	15.538	13.877	12.792	11.914	16.298	3.162
Motor vehicle theft[9]	5.327	5.037	4.968	4.674	4.256	3.921	3.375	2.952	2.677	2.238	2.219	1.997	2.049	1.892
Arson[10]	1.010	0.887	0.805	0.796	0.759	0.687	0.567	0.500	0.426	0.476	0.418	0.454	0.643	0.075
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	34.550	35.371	35.239	36.960	37.722	37.615	36.947	36.428	33.700	33.509	35.511	33.826	48.928	3.675
Illegal weapons possession	0.919	0.931	0.865	0.974	1.013	0.986	0.963	0.856	0.725	0.723	0.674	0.679	0.814	0.408
Drug law violations	10.151	9.812	9.854	9.849	10.547	10.457	10.330	10.895	10.683	12.091	13.560	13.720	19.340	2.497
Liquor law violations	23.481	24.629	24.520	26.137	26.163	26.172	25.654	24.676	22.292	20.695	21.277	19.428	28.774	0.769
Referrals for disciplinary action[11]	132.899	136.344	146.165	151.708	156.060	163.421	158.288	156.479	148.751	149.773	163.128	163.830	244.325	3.120
Illegal weapons possession	1.093	1.049	1.238	1.387	1.448	1.402	1.212	1.047	0.858	0.855	0.847	0.925	1.273	0.231
Drug law violations	20.466	21.218	20.356	19.862	19.511	20.425	20.810	23.357	24.464	27.332	33.728	35.552	52.652	1.412
Liquor law violations	111.340	114.077	124.571	130.459	135.101	141.594	136.267	132.076	123.429	121.586	128.553	127.353	190.400	1.477
Public 4-year														
Selected crimes against persons and property	36.191	36.334	35.725	35.522	34.295	35.532	32.837	30.531	24.898	23.446	21.924	21.071	22.480	6.789
Murder[2]	0.017	0.017	0.009	0.014	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.009	0.010	0.000
Negligent manslaughter[3]	0.004	0.000	0.002	0.000	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.002	0.000
Sex offenses—forcible[4]	2.408	2.374	2.452	2.634	2.448	2.409	2.390	2.151	1.892	2.210	2.449	2.784	3.025	0.347
Sex offenses—nonforcible[5]	0.400	0.210	0.051	0.028	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.024	0.026	0.000
Robbery[6]	1.130	1.224	1.208	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.917	0.967	1.005	0.578
Aggravated assault[7]	2.774	2.452	2.493	2.256	2.242	2.302	2.110	1.930	1.767	1.627	1.612	1.756	1.869	0.611
Burglary[8]	22.283	23.259	22.808	23.154	22.654	24.138	22.425	21.181	16.689	15.455	13.975	12.844	13.754	3.618
Motor vehicle theft[9]	5.942	5.743	5.625	5.269	4.671	4.581	3.800	3.310	2.843	2.426	2.397	2.075	2.122	1.602
Arson[10]	1.232	1.057	1.078	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.532	0.611	0.668	0.033
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	60.113	62.833	62.566	65.318	66.641	68.662	66.366	66.315	63.558	63.508	66.999	62.469	68.237	3.998
Illegal weapons possession	1.339	1.384	1.258	1.442	1.538	1.478	1.384	1.240	1.027	1.012	0.942	0.934	0.999	0.281
Drug law violations	17.651	17.158	16.950	17.100	18.575	18.671	17.934	19.130	18.993	21.721	24.362	24.322	26.502	2.230
Liquor law violations	41.123	44.292	44.358	46.776	46.529	48.513	47.048	45.945	43.539	40.775	41.695	37.212	40.736	1.487
Referrals for disciplinary action[11]	153.104	157.192	170.355	178.800	175.506	184.628	178.029	170.797	169.504	175.480	193.138	192.208	210.926	2.461
Illegal weapons possession	1.311	1.254	1.529	1.779	1.921	1.673	1.454	1.293	1.043	1.004	0.916	0.964	1.045	0.149
Drug law violations	25.492	25.896	24.933	24.278	22.803	23.744	24.249	27.201	28.459	32.442	40.731	42.820	46.930	1.156
Liquor law violations	126.301	130.043	143.893	152.743	150.782	159.211	152.326	142.303	140.001	142.034	151.492	148.424	162.951	1.156
Nonprofit 4-year														
Selected crimes against persons and property	57.358	55.445	54.891	54.728	54.165	57.681	52.039	49.315	38.658	35.185	33.136	32.503	34.919	7.026
Murder[2]	0.019	0.034	0.007	0.014	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.007	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	3.169	3.410	3.790	3.617	3.784	3.694	3.587	3.586	3.561	3.848	4.414	5.176	5.644	0.245
Sex offenses—nonforcible[5]	0.437	0.302	0.051	0.018	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.030	0.030	0.035
Robbery[6]	2.508	2.743	1.946	2.034	1.739	1.717	1.549	1.447	1.183	1.002	0.999	1.108	1.104	1.154
Aggravated assault[7]	3.408	3.358	2.795	2.954	2.588	2.853	2.586	2.497	2.136	2.013	1.945	1.958	2.101	0.454
Burglary[8]	40.460	39.407	40.017	40.284	40.542	44.639	40.214	38.251	28.467	25.561	22.888	21.404	23.062	3.915
Motor vehicle theft[9]	5.684	4.750	5.008	4.640	4.340	3.684	3.314	2.845	2.695	2.013	2.173	2.131	2.230	1.084
Arson[10]	1.673	1.440	1.277	1.167	1.130	1.050	0.751	0.632	0.562	0.707	0.669	0.690	0.742	0.140
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	24.456	24.433	24.793	27.225	25.758	20.981	22.672	20.240	18.667	17.146	16.804	16.827	18.160	2.761
Illegal weapons possession	0.645	0.604	0.600	0.649	0.522	0.499	0.599	0.523	0.478	0.430	0.404	0.381	0.411	0.070
Drug law violations	6.291	6.429	6.759	6.173	5.881	5.644	6.075	6.236	6.721	7.061	7.483	7.374	7.894	1.888
Liquor law violations	17.520	17.399	17.434	20.403	19.355	14.838	15.997	13.481	11.467	9.655	8.917	9.072	9.856	0.804
Referrals for disciplinary action[11]	275.480	289.709	308.044	319.945	336.127	353.954	347.734	348.663	334.288	329.608	341.027	334.320	364.229	18.841
Illegal weapons possession	1.712	1.582	1.942	2.144	2.052	2.127	1.835	1.513	1.157	1.234	1.298	1.495	1.624	0.140
Drug law violations	37.435	41.418	39.363	38.440	38.981	41.434	42.720	46.881	51.198	56.038	65.477	67.192	73.373	1.992
Liquor law violations	236.333	246.708	266.740	279.362	295.095	310.392	303.179	300.269	281.934	272.336	274.253	265.633	289.231	16.709
For-profit 4-year														
Selected crimes against persons and property	19.109	17.840	17.605	13.650	17.049	9.552	8.095	10.320	7.288	6.545	6.253	5.574	10.085	4.445
Murder[2]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.012	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
Sex offenses—forcible[4]	0.151	0.121	0.196	0.095	0.082	0.179	0.159	0.162	0.125	0.257	0.367	0.267	0.888	0.111
Sex offenses—nonforcible[5]	0.492	0.030	0.049	0.000	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.038	0.000	0.048
Robbery[6]	2.422	2.140	1.051	0.875	0.884	0.373	0.410	0.683	1.194	0.817	0.991	0.876	0.444	0.984
Aggravated assault[7]	0.870	1.356	1.003	0.722	1.213	0.462	0.410	1.133	0.597	0.595	0.587	0.686	1.586	0.460
Burglary[8]	13.130	11.331	13.253	9.962	12.484	7.287	5.899	6.922	4.151	4.083	3.328	2.793	6.596	1.842
Motor vehicle theft[9]	1.968	2.833	1.956	1.901	2.262	1.162	1.177	1.420	1.180	0.758	0.942	0.902	0.507	1.000
Arson[10]	0.076	0.030	0.098	0.095	0.103	0.089	0.013	0.000	0.028	0.023	0.024	0.013	0.063	0.000
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	0.416	0.512	0.269	0.779	0.576	0.775	0.370	0.719	0.750	1.925	2.117	1.663	5.582	0.683
Illegal weapons possession	0.076	0.090	0.049	0.095	0.041	0.075	0.040	0.144	0.083	0.152	0.147	0.152	0.317	0.111
Drug law violations	0.151	0.271	0.098	0.228	0.329	0.209	0.212	0.252	0.305	0.770	0.563	0.686	1.839	0.397
Liquor law violations	0.189	0.151	0.122	0.456	0.206	0.492	0.119	0.324	0.361	1.003	1.407	0.825	3.425	0.175
Referrals for disciplinary action[11]	11.957	12.024	11.370	5.665	10.880	7.645	6.865	10.177	12.244	8.866	12.090	10.933	52.138	0.619
Illegal weapons possession	0.416	0.753	0.587	0.209	0.864	0.194	0.145	0.234	0.319	0.105	0.281	0.419	1.522	0.143
Drug law violations	3.481	4.008	3.179	1.882	2.632	2.057	1.746	2.859	3.207	2.578	4.271	3.987	18.775	0.286
Liquor law violations	8.060	7.263	7.605	3.574	7.383	5.395	4.973	7.084	8.718	6.183	7.538	6.527	31.841	0.191

See notes at end of table.

Table 22.2 On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: 2001 through 2012—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 full-time-equivalent (FTE) students[1]													
	Total, institutions with and without residence halls											2012		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public 2-year														
Selected crimes against persons and property	19.867	18.834	18.044	17.903	16.389	15.423	14.388	13.991	11.735	10.190	10.261	9.427	17.299	7.496
Murder[2]	0.006	0.003	0.005	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.007	0.025	0.003
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.344	0.324	0.435	0.383	0.480	0.454	0.484	0.538	0.483	0.487	0.630	0.642	1.239	0.496
Sex offenses—nonforcible[5]	0.347	0.167	0.038	0.016	0.027	0.044	0.019	0.018	0.028	0.019	0.041	0.035	0.076	0.025
Robbery[6]	0.714	0.642	0.625	0.575	0.680	0.773	0.746	0.730	0.591	0.691	0.634	0.610	0.670	0.595
Aggravated assault[7]	1.588	1.381	1.601	1.341	1.373	1.485	1.235	1.027	1.015	0.948	1.002	1.098	1.922	0.896
Burglary[8]	12.042	11.416	10.801	10.974	9.703	8.872	8.561	8.783	6.875	5.559	5.592	4.967	12.051	3.230
Motor vehicle theft[9]	4.523	4.560	4.369	4.370	3.913	3.588	3.139	2.712	2.611	2.383	2.213	1.947	1.113	2.152
Arson[10]	0.303	0.340	0.169	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.144	0.120	0.202	0.099
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	7.752	7.808	8.020	8.821	9.360	10.863	11.027	9.638	7.852	8.834	8.987	8.727	25.671	4.573
Illegal weapons possession	0.577	0.607	0.598	0.688	0.762	0.816	0.813	0.661	0.603	0.654	0.603	0.625	0.923	0.552
Drug law violations	2.882	2.735	3.102	3.539	3.633	3.749	4.179	3.815	3.548	4.326	4.575	4.756	11.090	3.203
Liquor law violations	4.293	4.467	4.320	4.594	4.965	6.298	6.035	5.162	3.701	3.855	3.809	3.346	13.657	0.818
Referrals for disciplinary action[11]	10.284	10.279	10.973	11.791	12.846	16.043	16.008	16.451	17.049	18.584	19.699	18.724	84.953	2.486
Illegal weapons possession	0.370	0.401	0.394	0.450	0.364	0.648	0.583	0.469	0.494	0.561	0.548	0.540	1.606	0.279
Drug law violations	2.218	1.900	1.846	2.314	2.244	2.470	2.690	3.334	4.109	5.415	6.200	6.078	24.090	1.662
Liquor law violations	7.697	7.978	8.732	9.026	10.237	12.926	12.735	12.649	12.446	12.608	12.952	12.106	59.257	0.546
Nonprofit 2-year														
Selected crimes against persons and property	63.955	58.903	51.594	48.535	91.263	81.948	103.819	99.299	55.894	48.495	44.912	34.597	61.512	24.863
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
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.365	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.516	1.793	1.638	0.877	2.325	0.983	3.622	5.841	3.042	2.829	3.338	2.563	4.825	1.745
Sex offenses—nonforcible[5]	0.516	0.512	0.000	0.000	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Robbery[6]	13.926	14.342	17.471	6.432	2.616	2.295	0.805	4.746	3.422	2.021	0.303	0.641	1.206	0.436
Aggravated assault[7]	5.931	4.354	3.276	4.970	6.394	11.473	20.925	24.095	1.901	3.637	16.084	14.736	7.237	17.447
Burglary[8]	36.620	31.500	22.658	32.454	77.312	61.297	71.627	58.411	45.627	38.392	22.456	15.376	45.833	4.362
Motor vehicle theft[9]	5.931	5.378	6.279	3.801	2.035	4.589	5.634	3.286	1.521	0.808	2.124	1.281	2.412	0.872
Arson[10]	0.258	1.024	0.273	0.000	0.581	0.983	1.207	2.555	0.380	0.808	0.607	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	27.852	9.988	6.279	14.034	22.089	21.962	23.741	33.952	22.053	19.802	15.780	16.658	48.245	5.234
Illegal weapons possession	0.258	0.512	0.819	0.585	1.453	0.983	1.610	1.095	1.521	2.425	1.517	1.602	4.825	0.436
Drug law violations	5.416	2.561	4.368	4.678	9.301	11.145	10.865	12.047	13.308	7.274	10.318	9.930	25.329	4.362
Liquor law violations	22.178	6.915	1.092	8.771	11.335	9.834	11.267	20.809	7.224	10.103	3.945	5.125	18.092	0.436
Referrals for disciplinary action[11]	160.920	145.722	150.688	130.694	149.393	176.025	208.845	150.774	132.319	152.354	109.247	96.101	360.632	0.436
Illegal weapons possession	0.516	0.768	1.638	1.462	3.488	6.228	4.024	2.190	2.662	1.616	0.303	1.922	7.237	0.000
Drug law violations	23.468	16.647	14.195	16.958	13.660	24.257	29.375	31.031	38.023	42.433	33.077	32.995	124.231	0.000
Liquor law violations	136.937	128.307	134.855	112.274	132.244	145.540	175.446	117.553	91.635	108.305	75.866	61.185	229.164	0.436
For-profit 2-year														
Selected crimes against persons and property	25.385	21.447	24.700	21.845	17.851	18.237	23.658	14.826	13.060	8.225	7.634	8.043	6.418	8.102
Murder[2]	0.000	0.051	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter[3]	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.037	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible[4]	0.645	0.309	0.674	0.373	0.042	0.347	0.087	0.149	0.171	0.052	0.196	0.354	0.917	0.333
Sex offenses—nonforcible[5]	0.376	0.154	0.090	0.000	0.000	0.043	0.000	0.000	0.028	0.026	0.000	0.032	0.000	0.033
Robbery[6]	3.603	2.417	3.638	3.316	2.283	2.128	2.898	1.969	1.423	0.992	0.503	0.901	2.751	0.834
Aggravated assault[7]	2.151	0.977	1.617	2.570	2.076	1.433	1.427	1.078	1.508	0.914	1.063	0.997	0.000	1.034
Burglary[8]	15.704	15.275	15.314	13.472	10.378	10.638	15.138	8.955	6.430	3.525	3.495	3.410	1.834	3.468
Motor vehicle theft[9]	2.743	2.057	3.323	2.031	2.947	3.517	3.979	2.638	3.443	2.637	2.293	2.349	0.917	2.401
Arson[10]	0.161	0.206	0.045	0.083	0.125	0.130	0.130	0.000	0.057	0.078	0.084	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals														
Arrests[11]	8.766	6.583	3.772	4.643	1.951	1.780	1.946	0.855	1.764	1.123	0.643	0.772	11.002	0.400
Illegal weapons possession	0.699	0.463	0.269	0.249	0.125	0.130	0.173	0.149	0.114	0.131	0.028	0.225	4.584	0.067
Drug law violations	4.679	3.343	2.156	2.653	1.495	1.129	1.384	0.446	1.167	0.757	0.391	0.418	3.667	0.300
Liquor law violations	3.388	2.777	1.347	1.741	0.332	0.521	0.389	0.260	0.484	0.235	0.224	0.129	2.751	0.033
Referrals for disciplinary action[11]	15.435	16.972	14.057	13.348	9.465	13.895	7.482	9.215	8.621	3.839	4.698	5.405	106.354	1.734
Illegal weapons possession	0.861	0.720	0.314	0.290	0.332	0.304	0.303	0.149	0.228	0.052	0.280	0.161	0.000	0.167
Drug law violations	4.787	5.400	8.802	7.710	5.563	9.509	5.277	4.087	4.638	1.776	1.901	2.703	44.925	1.167
Liquor law violations	9.788	10.852	4.940	5.347	3.570	4.082	1.903	4.979	3.756	2.011	2.517	2.542	61.428	0.400

[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 2012; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2013, Enrollment component. (This table was prepared September 2014.)

Table 23.1 On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: 2009 through 2012

Type of crime and category of bias motivating the crime[1]	Total, 2009	Total, 2010	2011							2012						
				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
All on-campus hate crimes	**672**	**928**	**763**	**332**	**290**	**9**	**130**	**2**	**0**	**791**	**334**	**300**	**14**	**137**	**2**	**4**
Murder[2]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter[3]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses–forcible[4]	11	7	9	1	7	0	1	0	0	4	1	1	0	2	0	0
Race	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	0	4	1	0	1	0	0	0	0	2	1	0	0	1	0	0
Gender	3	3	6	0	5	0	1	0	0	1	0	1	0	0	0	0
Disability	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses–nonforcible[5]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery[6]	5	2	2	0	1	0	1	0	0	5	2	0	0	3	0	0
Race	3	1	1	0	1	0	0	0	0	4	2	0	0	2	0	0
Ethnicity	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Aggravated assault[7]	9	17	13	8	3	0	2	0	0	14	6	4	1	3	0	0
Race	3	6	5	4	1	0	0	0	0	6	3	1	0	2	0	0
Ethnicity	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	1	2	0	2	0	0	0	0	1	1	0	0	0	0	0
Sexual orientation	4	9	6	4	0	0	2	0	0	5	2	2	1	0	0	0
Gender	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0
Disability	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
Burglary[8]	8	11	8	4	2	0	2	0	0	5	0	0	0	4	0	1
Race	4	7	4	3	0	0	1	0	0	0	0	0	0	0	0	0
Ethnicity	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	0	1	0	1	0	0	1	0	0	0	0	0	1
Sexual orientation	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Gender	1	1	1	0	1	0	0	0	0	4	0	0	0	4	0	0
Disability	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft[9]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson[10]	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Sexual orientation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Simple assault[11]	58	67	67	35	15	1	16	0	0	79	42	20	2	12	1	2
Race	23	25	22	12	5	1	4	0	0	35	19	11	1	2	0	2
Ethnicity	5	5	10	5	3	0	2	0	0	5	2	1	0	2	0	0
Religion	1	4	8	4	1	0	3	0	0	9	6	2	0	1	0	0
Sexual orientation	18	23	16	10	4	0	2	0	0	22	13	5	1	3	0	0
Gender	7	9	8	3	1	0	4	0	0	5	2	1	0	1	1	0
Disability	4	1	3	1	1	0	1	0	0	3	0	0	0	3	0	0
Larceny[12]	10	9	15	2	7	1	4	1	0	11	2	4	1	2	1	1
Race	0	1	2	0	2	0	0	0	0	2	0	1	0	1	0	0
Ethnicity	3	3	3	0	2	0	1	0	0	2	0	1	0	0	1	0
Religion	1	1	2	2	0	0	0	0	0	3	2	0	0	0	0	1
Sexual orientation	2	1	3	0	3	0	0	0	0	3	0	2	0	1	0	0
Gender	4	3	3	0	0	0	2	1	0	1	0	0	1	0	0	0
Disability	0	0	2	0	0	1	1	0	0	0	0	0	0	0	0	0
Intimidation[13]	175	260	282	121	110	4	46	1	0	261	91	117	7	46	0	0
Race	58	79	111	54	37	1	19	0	0	118	44	47	2	25	0	0
Ethnicity	23	17	22	9	10	1	2	0	0	23	6	13	2	2	0	0
Religion	20	38	24	17	5	1	1	0	0	29	12	14	1	2	0	0
Sexual orientation	57	87	91	35	42	1	13	0	0	66	25	27	0	14	0	0
Gender	13	37	31	6	15	0	9	1	0	21	1	15	2	3	0	0
Disability	4	2	3	0	1	0	2	0	0	4	3	1	0	0	0	0
Destruction, damage, and vandalism[14]	396	555	366	161	145	3	57	0	0	412	190	154	3	65	0	0
Race	174	257	168	80	52	2	34	0	0	189	93	56	1	39	0	0
Ethnicity	28	43	30	16	11	0	3	0	0	32	20	7	1	4	0	0
Religion	72	103	57	23	22	0	12	0	0	73	21	43	1	8	0	0
Sexual orientation	109	135	104	40	57	0	7	0	0	104	47	46	0	11	0	0
Gender	13	17	7	2	3	1	1	0	0	14	9	2	0	3	0	0
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[1]Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, or disability).
[2]Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).
[3]Killing of another person through gross negligence (excludes traffic fatalities).
[4]Any sexual act directed against another person forcibly and/or against that person's will.
[5]Includes only statutory rape or incest.
[6]Taking or attempting to take anything of value using actual or threatened force or violence.
[7]Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
[8]Unlawful entry of a structure to commit a felony or theft.
[9]Theft or attempted theft of a motor vehicle.
[10]Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
[11]A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
[12]The unlawful taking, carrying, leading, or riding away of property from the possession of another.
[13]Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
[14]Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data–specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia–are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2012. (This table was prepared November 2014.)

Appendix A: Technical Notes

General Information

The indicators in this report are based on information drawn from a variety of independent data sources, including national surveys of students, teachers, principals, and postsecondary institutions, and data collection from federal departments and agencies, including the Bureau of Justice Statistics, the National Center for Education Statistics, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, and the Office of Postsecondary Education. 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).

All comparisons described in this report are statistically significant at the .05 level. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Estimates displayed in the text, figures, and tables are rounded from original estimates, not from a series of rounding.

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

Sources of Data

This section briefly describes each of the datasets used in this report: the School-Associated Violent Deaths Study, the Supplementary Homicide Reports, the Web-based Injury Statistics Query and Reporting System Fatal, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance System, the Schools and Staffing Survey, the School Survey on Crime and Safety, the Campus Safety and Security Survey, and ED*Facts*. Directions for obtaining more information are provided at the end of each description.

School-Associated Violent Deaths Study (SAVD)

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

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

One hundred and five school-associated violent deaths were identified from July 1, 1992, to June 30, 1994

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

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Supplementary Homicide Reports (SHR)

Supplementary Homicide Reports (SHR) are a part of the Uniform Crime Reporting (UCR) program of the Federal Bureau of Investigation (FBI). These reports provide incident-level information on criminal homicides, including situation type (e.g., number of victims, number of offenders, and whether offenders are known); the age, sex, and race of victims and offenders; weapon used; circumstances of the incident; and the relationship of the victim to the offender. The data are provided monthly to the FBI by local law enforcement agencies participating in the UCR program. The data include murders and nonnegligent manslaughters in the United States from January 1980 to December 2012; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 625,919 murders (including nonnegligent manslaughters) were committed from 1980 to 2011. Agencies provided detailed information on 590,954 of these homicide victims. SHR estimates in this report have been revised from those in previously published reports.

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

Each year the FBI's annual *Crime in the United States* report presents a national estimate of murder victims in the United States and estimates of the number of murder victims in each of the 50 states and the District of Columbia. The first-stage weight uses the FBI's annual estimates of murder victims in each state and the number of murder victims from that state found in the annual SHR database.

Specifically, the first-stage weight for victims in state S in year Y is

$$\frac{\text{FBI's estimate of murder victims in state } S_{(\text{year } Y)}}{\text{Number of murder victims in the SHR file from state } S_{(\text{year } Y)}}$$

For complete reporting states, this first-stage weight is equal to 1. For partial reporting states, this weight is greater than 1. For states with a first-stage weight greater than 2—that is, the state reported SHR data for less than half of the FBI's estimated number of murder victims in the state—the first-stage weight is set to 1.

The second-stage weight uses the FBI's annual national estimates of murder victims in the United States and the sum of the first-stage weights for each state. The second-stage weight for victims in all states in year Y is

$$\frac{\text{FBI estimate of murder victims in the United States}_{(\text{year } Y)}}{\text{Sum of the first-stage weights of all states}_{(\text{year } Y)}}$$

The third step in the process is to calculate the final annual victim-level SHR weight. The weight used to develop national estimates of the attributes of murder victims is

$$\text{SHR weight}_{(\text{year } Y)} = (\text{First-stage weight}_{(\text{year } Y)})*\text{Second-stage weight}_{(\text{year } Y)})$$

Conceptually, the first-stage weight uses a state's own reported SHR records to represent all murder victims in that state, as long as at least 50 percent of the estimated number of murder victims in that state have a record in the SHR. The sum of the first-stage weights then equals the sum of the total number of all murder victims in states with at least 50 percent SHR coverage and the simple count of those victims from the other reporting states. The second-stage weight is used to inflate the first-stage weights so that the weight derived from the product of the first- and second-stage weights represents all murder victims in that year in the United States. The difference between the sum of the first-stage weights and the FBI's annual national estimate of murder victims is the unreported murder victims in states with less than 50 percent SHR coverage and the murder victims in states that report no data to the SHR in that year. The second-stage weight compensates for this difference by assuming that the attributes of the nonreported victims are similar to the attributes of weighted murder victims in that year's SHR database.

The weighting procedure outlined above assumes that the characteristics of unreported homicide incidents are similar to the characteristics of reported incidents. There is no comprehensive way to assess the validity of this assumption. There is one exception to this weighting process. Some states did not report any data in some years. For example, Florida reported no incidents to the SHR program for the years 1988 through 2012. The annual national weights, however, attempt to compensate for those few instances in which entire states did not report any data. For additional information about the SHR program, contact:

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Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)

WISQARS Fatal provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data include causes of death reported by attending physicians, medical examiners, and coroners and demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies, and prepares these data for release to the public. The data provide information about unintentional injuries, homicide, and suicide as leading causes of death, how common they are, and whom they affect. These data are intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 U.S. population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS Fatal, contact:

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National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics (BJS) by the U.S. Census Bureau, is the nation's primary source of information on crime and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and American households each year. The survey measures both crimes reported to police and crimes not reported to the police.

NCVS estimates reported in *Indicators of School Crime and Safety: 2013* and beyond may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, are six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization. Including series victimizations results in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at a maximum of 10. This strategy for counting series victimizations balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High Frequency Repeat Victimizations in the National Crime Victimization Survey* at http://bjs.ojp.usdoj.gov/content/pub/pdf/mchfrv.pdf.

Readers should note that in 2003, in accordance with changes to the U.S. Office of Management and Budget's standards for the classification of 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.

There were changes in the sample design and survey methodology in the 2006 National Crime Victimization Survey (NCVS) that may have affected survey estimates. Caution should be used when comparing 2006 estimates to estimates of other years. Data from 2007 onward are comparable to earlier years. Analyses of the 2007 estimates indicate that the program changes made in 2006 had relatively small effects on NCVS estimates. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv06.pdf, the technical notes at http://www.bjs.gov/content/pub/pdf/cv06tn.pdf, and *Criminal Victimization, 2007* at http://bjs.ojp.usdoj.gov/content/pub/pdf/cv07.pdf.

The number of NCVS-eligible households in the sample in 2013 was about 107,400. 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 interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. About 80,000 persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2013, the household response rate was about 84 percent, and the completion rate for persons within households was about 88 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, and 2013 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

The SCS survey was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the NCVS sampling design and changes to the race/ethnicity variable beginning in 2003). Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, were enrolled in grades 6–12, and were not home schooled. In 2007, the questionnaire was changed and household members who attended school sometime during the school year of the interview were included. The age range of students covered in this report is 12–18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview. It should be noted that the first or unbounded NCVS interview has always been included in analysis of the SCS data and may result in the reporting of events outside of the requested reference period.

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

In 2001, the SCS survey instrument was modified from previous collections. First, in 1995 and 1999, "at school" was defined for respondents as in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the NCVS and was also used as the definition in subsequent SCS collections. Cognitive interviews conducted by the U.S. Census Bureau on the 1999 SCS suggested that modifications to the definition of "at school" would not have a substantial impact on the estimates.

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, and 5,700 in 2013. In the 2013 SCS, the household completion rate was 86 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, and 86 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, and 60 percent respectively. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, and 51 percent in 2013.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted

response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, and 2013, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents.

In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has four key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, race/ethnicity, household income, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

In 2005, the analysis of unit nonresponse bias found evidence of bias for the race, household income, and urbanicity variables. White (non-Hispanic) and Other (non-Hispanic) respondents had higher response rates than Black (non-Hispanic) and Hispanic respondents. Respondents from households with an income of $35,000–$49,999 and $50,000 or more had higher response rates than those from households with incomes of less than $7,500, $7,500–$14,999, $15,000–$24,999 and $25,000–$34,999. Respondents who live in urban areas had lower response rates than those who live in rural or suburban areas. Although the extent of nonresponse bias cannot be determined, weighting adjustments, which corrected for differential response rates, should have reduced the problem.

In 2007, the analysis of unit nonresponse bias found evidence of bias by the race/ethnicity and household income variables. Hispanic respondents had lower response rates than other races/ethnicities. Respondents from households with an income of $25,000 or more had higher response rates than those from households with incomes of less than $25,000. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2009, the analysis of unit nonresponse bias found evidence of potential bias for the race/ethnicity and urbanicity variables. White students and students of other races/ethnicities had higher response rates than did Black and Hispanic respondents. Respondents from households located in rural areas had higher response rates than those from households located in urban areas. However, when responding students are compared to the eligible NCVS sample, there were no measurable differences between the responding students and the eligible students, suggesting that the nonresponse bias has little impact on the overall estimates.

In 2011, the analysis of unit nonresponse bias found evidence of potential bias for the age variable. Respondents 12 to 17 years old had higher response rates than did 18-year-old respondents in the NCVS and SCS interviews. Weighting the data adjusts for unequal selection probabilities and for the effects of nonresponse. The weighting adjustments that correct for differential response rates are created by region, age, race, and sex, and should have reduced the effect of nonresponse.

In 2013, the analysis of unit nonresponse bias found evidence of potential bias for the age, region, and Hispanic origin variable in the NCVS interview response. Within the SCS portion of the data, only the age and region variables showed significant unit nonresponse bias. Further analysis indicated only the age 14 and the west region categories showed positive response biases that were significantly different from some of the other categories within the age and region variables. Based on the analysis, nonresponse bias seems to have little impact on the SCS results.

Response rates for most SCS survey items in all survey years were high—typically over 97 percent of all eligible respondents, meaning there is little potential for item nonresponse bias for most items in the survey. Weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, and 2013 YRBSS data.

The national YRBS uses a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9–12 in the United States. The target population consisted of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of Black and Hispanic students in the PSU. These PSUs are either counties; subareas of large counties; or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size.

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of combined Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native enrollment. In 2013, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 students participated in the 1995 survey, 16,300 students participated in the 1997 survey, 15,300 students participated in the 1999 survey, 13,600 students participated in the 2001 survey, 15,200 students participated in the 2003 survey, 13,900 students participated in the 2005 survey, 14,000 students participated in the 2007 survey, 16,400 students participated in the 2009 survey, 15,400 participated in the 2011 survey, and 13,600 participated in the 2013 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, and 68 percent for the 2013 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

State-level data were downloaded from the Youth Online: Comprehensive Results web page (http://nccd.cdc.gov/YouthOnline/). Each state and district school-based YRBS employs a two-stage, cluster sample design to produce representative samples of students in grades 9–12 in their jurisdiction. All except a few state samples, and all district samples, include only public schools, and each district sample includes only schools in the funded school district (e.g., San Diego Unified School District) rather than in the entire city (e.g., greater San Diego area).

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools,

might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2013, a total of 42 states and 21 districts had weighted data. Not all of the districts were contained in the 42 states. For example, California was not one of the 42 states that obtained weighted data but it contained several districts that did. For more information on the location of the districts, please see http://www.cdc.gov/healthyyouth/yrbs/participation.htm. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,107 to 53,785. School response rates ranged from 70 to 100 percent, student response rates ranged from 60 to 94 percent, and overall response rates ranged from 60 to 87 percent.

Readers should note that reports of these data published by the CDC and in this report do not include percentages where the denominator includes less than 100 unweighted cases.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?

a. White—not Hispanic
b. Black—not Hispanic
c. Hispanic or Latino
d. Asian or Pacific Islander
e. American Indian or Alaskan Native
f. Other

The version used in 1999, 2001, 2003, and in the 2005, 2007, and 2009 state and local district surveys was:

How do you describe yourself? (Select one or more responses.)

a. American Indian or Alaska Native
b. Asian
c. Black or African American
d. Hispanic or Latino
e. Native Hawaiian or Other Pacific Islander
f. White

In the 2005 national survey and in all 2007, 2009, 2011, and 2013 surveys, race/ethnicity was computed from two questions: (1) "Are you Hispanic or Latino?" (response options were "yes" and "no"), and (2) "What is your race?" (response options were "American Indian or Alaska Native," "Asian," "Black or African American," "Native Hawaiian or Other Pacific Islander," or "White"). For the second question, students could select more than one response option. For this report, students were classified as "Hispanic" if they answered "yes" to the first question, regardless of how they answered the second question. Students who answered "no" to the first question and selected more than one race/ethnicity in the second category were classified as "More than one race." Students who answered "no" to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered "no" to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to a single race/ethnicity question on the YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton, Brener, Kann, and Pittman (2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used. For additional information about the YRBSS, contact:

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Schools and Staffing Survey (SASS)

The Schools and Staffing Survey (SASS) is a set of related questionnaires that collect descriptive data on the context of public and private elementary and secondary education. Data reported by districts, schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policy makers and the general public. The SASS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers' and principals' perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

SASS data are collected through a mail questionnaire with telephone and in-person field follow-up. SASS has been conducted by the Census Bureau for NCES since the first administration of the survey, which was conducted during the 1987–88 school year. Subsequent SASS administrations were conducted in 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

SASS is designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation estimates for schools, principals, and teachers.

From its inception, SASS has had four core components: school questionnaires, teacher questionnaires, principal questionnaires, and school district (prior to 1999–2000, "teacher demand and shortage") questionnaires. A fifth component, school library media center questionnaires, was introduced in the 1993–94 administration and has been included in every subsequent administration of SASS. School library data were also collected in the 1990–91 administration of the survey through the school and principal questionnaires.

School questionnaires used in SASS include the Public and Private School Questionnaires; teacher questionnaires include the Public and Private School Teacher Questionnaires; principal questionnaires include the Public and Private School Principal (or School Administrator) Questionnaires, and school district questionnaires include the School District (or Teacher Demand and Shortage) Questionnaires.

Although the four core questionnaires and the school library media questionnaires have remained relatively stable over the various administrations of SASS, the survey has changed to accommodate emerging issues in elementary and secondary education. Some items have been added, some have been deleted, and some questionnaire items have been reworded.

During the 1990–91 SASS cycle, NCES worked with the Office of Indian Education to add an Indian School Questionnaire to SASS, and it remained a part of SASS through 2007–08. The Indian School Questionnaire explores the same school-level issues that the Public and Private School Questionnaires explore, allowing comparisons among the three types of schools. The 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08 administrations of SASS obtained data on Bureau of Indian Education (BIE) schools (schools funded or operated by the BIE), but the 2011–12 administration did not obtain BIE data. SASS estimates for all survey years presented in this report exclude BIE schools, and as a result, estimates in this report may differ from those in previously published reports.

School library media center questionnaires were administered in public, private, and BIE schools as part of the 1993–94 and 1999–2000 SASS. During the 2003–04 administration of SASS, only library media centers in public schools were surveyed, and in 2007–08 library media centers in public schools and BIE and BIE-funded schools were surveyed. The 2011–12 survey collected data only on school library media centers in traditional public schools and in public charter schools. School library questions focused on facilities, services and policies, staffing, technology, information literacy, collections and expenditures, and media equipment. New or revised topics included access to online licensed databases, resource availability, and additional elements on information literacy. The Student Records and Library Media Specialist/Librarian Questionnaires were administered only in 1993–94.

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, charter schools were included in the public school sample as opposed to being sent a separate questionnaire. Another change in the 2003–04 administration of SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/

ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data (CCD), a database of all the nation's public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

Additional resources available regarding SASS include the methodology report *Quality Profile for SASS, Rounds 1–3: 1987–1995, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (NCES 2000-308), as well as these reports: *Documentation for the 2011–12 Schools and Staffing Survey* (Cox et al. forthcoming) and *User's Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6* (Goldring et al. 2013) (NCES 2013-330 through 2013-335). For additional information about the SASS program, contact:

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School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. SSOCS collects extensive crime and safety data from principals and school administrators of U.S. public schools. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10.

SSOCS was developed by NCES and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2009–10 SSOCS (SSOCS: 2010) was conducted by the U.S. Census Bureau. Data collection began on February 24, 2010, when questionnaire packets were mailed to sampled schools, and continued through June 11, 2010. A total of 2,648 public schools submitted usable

questionnaires: 684 primary schools, 909 middle schools, 948 high schools, and 107 combined schools.

The sampling frame for SSOCS: 2010 was constructed from the 2007–08 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in the United States and the District of Columbia (including charter schools).

A total of 3,476 schools were selected for the 2010 study. In February 2010, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. A total of 2,648 schools completed the survey. The weighted overall response rate was 80.8 percent.[1] A nonresponse bias analysis was conducted on the 3 items with weighted item nonresponse rates below 85 percent. The detected bias was not deemed problematic enough to suppress any items from the data file. A nonresponse bias analysis was conducted to evaluate the extent of bias for any survey stage with a base-weighted unit response rate less than 85 percent. Responding and nonresponding schools were compared across the characteristics available for both groups: school level, enrollment size, locale, percent White enrollment, region, number of full-time equivalent (FTE) teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch. This analysis indicated that there were no measurable differences between the responding schools and the full sample of schools, suggesting that nonresponse bias is not an issue for SSOCS: 2010. Weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 2009–10 school year. For information on the 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10 iterations, see Neiman (2011). For more information about the SSOCS, contact:

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

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; non-police 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 non-campus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident. The two other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested

and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later, or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally the reader should be mindful that these figures represent alleged criminal offenses reported to campus security and/or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime. More information on the reporting of campus crime and safety data may be obtained from: *The Handbook for Campus Safety and Security Reporting* http://www2.ed.gov/admins/lead/safety/campus.html#handbook.

Policy Coordination, Development, and Accreditation Service
Office of Postsecondary Education
U.S. Department of Education
Internet: http://ope.ed.gov/security/index.aspx

EDFacts

ED*Facts* is a centralized data collection through which state education agencies submit K–12 education data to the U.S. Department of Education (ED). All data in ED*Facts* are organized into "data groups" and reported to ED using defined file specifications. Depending on the data group, state education agencies may submit aggregate counts for the state as a whole or detailed counts for individual schools or school districts. ED*Facts* does not collect student-level records. The entities that are required to report ED*Facts* data vary by data group but may include the 50 states, the District of Columbia, the Department of Defense (DoD) dependents schools, the Bureau of Indian Education, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands. More information about ED*Facts* file specifications and data groups can be found at http://www.ed.gov/ED*Facts*.

ED*Facts* is a universe collection and is not subject to sampling error, but nonsampling errors such as nonresponse and inaccurate reporting may occur. The U.S. Department of Education attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of ED*Facts* data across states and across time. To build ED*Facts* files, state education agencies rely on data that were reported by their schools and school districts. The systems used to collect these data are evolving rapidly and differ from state to state. For example, there is a large shift in California's firearm incident data between 2010–11 and 2011–12. California cited a new student data system that more accurately collects firearm incident data as the reason for the magnitude of the difference.

In some cases, ED*Facts* data may not align with data reported on state education agency websites. States may update their websites on different schedules than those they use to report to ED. Further, ED may use methods to protect the privacy of individuals represented within the data that could be different from the methods used by an individual state.

ED*Facts* firearm incidents data are collected in data group 601 within file 094. ED*Facts* collects this data group on behalf of the Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. The definition for this data group is "The number of incidents involving students who brought or possessed firearms at school." The reporting period

is the entire school year. Data group 601 collects separate counts for incidents involving handguns, rifles/shotguns, other firearms, and multiple weapon types. The counts reported here exclude the "other firearms" category. For more information about this data group, please see file specification 094 for the relevant school year, available at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

For more information about ED*Facts*, contact:

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Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the "true" responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. The features of complex sampling require different techniques to calculate standard errors than are used for data collected using a simple random sampling. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report.

Standard error calculation for data from the School Crime Supplement was based on the Taylor series approximation method using PSU and strata variables available from each dataset. For statistics based on all years of NCVS data, standard errors were derived from a formula developed by the U.S. Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.

The coefficient of variation (C_V) represents the ratio of the standard error to the mean. As an attribute of a distribution, the C_V is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2,* the C_V was calculated for all estimates in this report, and in cases where the C_V was between 30 and 50 percent the estimates were noted with a ! symbol (interpret data with caution). In *Indicator 2*, the "!" symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases. With the exception of *Indicator 2*, in cases where the C_V was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. 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:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

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:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 - (2 * r * se_1 * se_2)}} \quad (2)$$

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

General Terms

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

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

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School An education institution consisting of one or more of grades K through 12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

Specific Terms Used in Various Surveys

School-Associated Violent Deaths Study (SAVD)

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

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

Suicide An act of taking one's own life voluntarily and intentionally.

National Crime Victimization Survey (NCVS)

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

At school (students) Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

Metropolitan Statistical Areas (MSAs) Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

Rape Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Serious violent victimization Rape, sexual assault, robbery, or aggravated assault.

Sexual assault A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Theft Completed or attempted theft of property or cash without personal contact.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate A measure of the occurrence of victimizations among a specific population group. For personal crimes, the number of victimizations is equal to the number of victims involved. Each victimization that is reported by the respondents is counted, so there may be one incident with two victims, which would be counted as two victimizations. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Violent victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

School Crime Supplement (SCS)

At school In the school building, on school property, on a school bus, or going to or from school.

Bullied Students were asked if any student had bullied them at school in one or more ways during the school year. Specifically, students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose.

Cyber-bullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

Gang Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Hate-related graffiti Hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

Hate-related words Students were asked if anyone called them an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, gender, or sexual orientation.

Serious violent victimization Rape, sexual assault, robbery, or aggravated assault.

Total victimization Combination of violent victimization and theft. If a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "total victimization."

Violent victimization Includes serious violent victimization, rape, sexual assault, robbery, aggravated assault, or simple assault.

Youth Risk Behavior Survey (YRBS)

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

Rural school A school located outside a Metropolitan Statistical Area (MSA).

Suburban school A school located inside an MSA, but outside the "central city."

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

Weapon Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Schools and Staffing Survey (SASS)

City A territory inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) and inside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core).

Elementary 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.

Instructional level Teachers are divided into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/Pre-k or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades Pre-k–5; report an Early childhood/Pre-k, Elementary, Self-contained special education, or Elementary enrichment main assignment; or the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades.

Rural A territory outside any urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas) or urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

Secondary 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.

Suburban A territory outside a principal city (defined as a city that contains the primary population and economic center of a metropolitan statistical area, which, in turn, is defined as one or more contiguous counties that have a "core" area with a large population nucleus and adjacent communities that are highly integrated economically or socially with the core) and inside an urbanized area (defined as densely settled "cores" with populations of 50,000 or more of Census-defined blocks with adjacent densely settled surrounding areas).

Town A territory inside an urban cluster (defined as densely settled "cores" with populations between 25,000 and 50,000 of Census-defined blocks with adjacent densely settled surrounding areas).

School Survey on Crime and Safety (SSOCS)

At school/at your school Includes activities that happened in school buildings, on school grounds, on school buses, and at places that held school-sponsored events or activities. Unless otherwise specified, respondents were instructed to report on activities that occurred during normal school hours or when school activities/events were in session.

City As collected by the Common Core of Data and appended to the SSOCS data file, city includes territories inside an urbanized area and inside a principal city and includes large cities (populations of 250,000 or more), midsize cities (population less than 250,000 and greater than or equal to 100,000) and small cities (population less than 100,000).

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Intimidation To frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment. (Intimidation was not defined in the front of the questionnaire in 2005–06.)

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

Rape Forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

Robbery The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Rural As collected by the Common Core of Data and appended to the SSOCS data file, rural includes fringe rural areas (Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster); distant rural areas (Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than 10 miles from an urban cluster); and remote rural areas (Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster).

Serious violent incidents Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual battery An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

Sexual harassment Unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

Specialized school A school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as the respondent's school.

Suburban As collected by the Common Core of Data and appended to the SSOCS data file, suburban includes territories outside a principal city and inside an urbanized area and includes large suburbs (populations of 250,000 or more), midsize suburbs (population less than 250,000 and greater than or equal to 100,000) and small suburbs (population less than 100,000).

Theft/larceny Taking things valued at over $10 without personal confrontation. Specifically, the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Town As collected by the Common Core of Data and appended to the SSOCS data file, town includes fringe towns (territories inside an urban cluster that is less than or equal to 10 miles from an urbanized area), distant towns (territories inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area), and remote towns (territories which are inside an urban cluster that is more than 35 miles from an urbanized area).

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Violent incidents Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

Weapon Any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

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