

Indicators of School Crime and Safety: 2017



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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 20th in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; the Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and *EDFacts*, all sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Program for International Student Assessment, sponsored by the Organization for Economic Cooperation and Development. The most recent data collection for each indicator varied by survey, from 2013 to 2016. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection.

Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Additional information about methodology and the datasets analyzed in this report may be found in appendix A.

This report covers topics such as victimization, teacher injury, bullying and cyberbullying, 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 47 school-associated violent deaths¹ from July 1, 2014, through June 30, 2015 (*Indicator 1*). In 2016, among students ages 12–18, there were about 749,400 victimizations (theft² and nonfatal violent victimization³) at school⁴ and 601,300 victimizations away from school (*Indicator 2*). During the 2015–16 school year, 10 percent of public school teachers reported being threatened with injury by a student from their school and 6 percent reported being physically attacked by a student from their school (*Indicator 5*). Also in 2015–16, about 37 percent of public schools (31,100 schools) took at least one serious disciplinary action for specific offenses (*Indicator 19*).

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

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

² "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

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

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

Spotlights

- The percentage of public schools reporting the presence of security staff was higher during the 2015–16 school year than during the 2005–06 school year (57 vs. 42 percent). The percentage of schools reporting the presence of sworn law enforcement officers was also higher in 2015–16 than in 2005–06 (48 vs. 36 percent), as was the percentage of schools reporting the presence of a School Resource Officer (42 vs. 32 percent; *Spotlight 1*).
- Among secondary schools with any sworn law enforcement officer present at least once a week, a lower percentage of schools in cities reported having an officer who carried a firearm (87 percent) compared with schools in towns (97 percent) and schools in suburban and rural areas (95 percent each; *Spotlight 1*).
- Among public schools with any sworn law enforcement officers, a lower percentage of primary schools (51 percent) than of secondary schools (70 percent) reported their school or district had any formalized policies or written documents (such as a Memorandum of Use or Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers at school (*Spotlight 1*).
- During the 2015–16 school year, about 76 percent of public schools reported providing training for classroom teachers or aides on recognizing physical, social, and verbal bullying behaviors, 48 percent reported providing training on recognizing early warning signs of student violent behavior, and 30 percent reported providing training on recognizing signs of students using/abusing drugs and/or alcohol (*Spotlight 2*).
- A greater percentage of public middle schools than of high schools and primary schools reported providing training on discipline policies and practices for cyberbullying and bullying other than cyberbullying in 2015–16. Similarly, a greater percentage of middle schools than of high schools and primary schools reported providing training on recognizing physical, social, and verbal bullying behaviors (*Spotlight 2*).
- The percentage of schools that reported providing training on classroom management for classroom teachers and aides was higher in 2015–16 (84 percent) than in 2013–14 (78 percent) and 2003–04 (72 percent; *Spotlight 2*).

- In 2015, some 46 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by student truancy. This percentage was higher than the OECD average percentage (34 percent; *Spotlight 3*).
- In 2015, about 19 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by student use of alcohol or illegal drugs, which was higher than the OECD average percentage (9 percent; *Spotlight 3*).
- In 2015, some 14 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by students intimidating or bullying other students, which was not measurably different from the OECD average percentage (11 percent; *Spotlight 3*).

Violent Deaths

- A total of 47 student, staff, and nonstudent school-associated violent deaths occurred between July 1, 2014, and June 30, 2015, which included 28 homicides, 17 suicides, and 2 legal intervention deaths⁵ (*Indicator 1*).
- Between July 1, 2014, and June 30, 2015, a total of 20 of the 1,168 homicides of school-age youth (ages 5–18) occurred at school.⁶ During the same period, there were 9 suicides of school-age youth at school, compared with 1,785 total suicides of school-age youth that occurred in calendar year 2014 (*Indicator 1*).

Nonfatal Student and Teacher Victimization

- In 2016, students ages 12–18 experienced 749,400 victimizations (theft and nonfatal violent victimization) at school and 601,300 victimizations away from school.⁷ These figures represent total crime victimization rates of 29 victimizations

⁵ A legal intervention death is defined as a death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.

⁶ This finding is drawn from the School-Associated Violent Death Surveillance System, which defines deaths “at school” as those that occur on the property of a functioning primary or secondary school, on the way to or from regular sessions at school, or while attending or traveling to or from a school-sponsored event.

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.

per 1,000 students at school and 24 per 1,000 students away from school (*Indicator 2*).

- Between 1992 and 2016, total victimization rates for students ages 12–18 declined both at school and away from school. Specific crime types— thefts, violent victimizations, and serious violent victimizations—all declined between 1992 and 2016, both at and away from school (*Indicator 2*).
- In 2016, the rate of total victimization at school was higher for males than for females. The total victimization rate for males was 38 per 1,000 male students, and the rate for females was 20 per 1,000 female students. This difference was primarily driven by a higher rate of violent victimization at school for males (25 per 1,000) than for females (10 per 1,000; *Indicator 2*).
- In 2015, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 2 percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization (*Indicator 3*).
- Between 1995 and 2015, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent). During this period, the percentage of students who reported being victimized at school also decreased for both male (from 10 to 3 percent) and female students (from 9 to 3 percent), as well as for White (from 10 to 3 percent), Black (from 10 to 2 percent), and Hispanic students (from 8 to 2 percent; *Indicator 3*).
- In 2015, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property⁸ during the previous 12 months. The percentage of students who reported being threatened or injured with a weapon on school property was lower in 2015 than in every survey year between 1993 and 2011; however, there was no measurable difference between the percentages in 2013 and 2015 (*Indicator 4*).
- In each survey year from 1993 to 2015, a lower percentage of female students than of male students in grades 9–12 reported being threatened or injured with a weapon on school property in the previous 12 months (*Indicator 4*).

⁸ “On school property” was not defined for survey respondents in the Youth Risk Behavior Survey.

- In 2015, lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students (8 percent) and Pacific Islander students (20 percent) reported being threatened or injured with a weapon on school property during the previous 12 months (*Indicator 4*).
- During the 2015–16 school year, a higher percentage of elementary public school teachers than of secondary public school teachers reported being threatened with injury (11 vs. 9 percent) or being physically attacked (9 vs. 2 percent) by a student (*Indicator 5*).
- The percentage of public school teachers reporting that they had been physically attacked by a student from their school in 2015–16 (6 percent) was higher than in all previous survey years (around 4 percent in each survey year) except in 2011–12, when the percentage was not measurably different from that in 2015–16 (*Indicator 5*).

School Environment

- During the 2015–16 school year, 79 percent of public schools recorded that one or more incidents of violence,⁹ theft, or other crimes¹⁰ had taken place, amounting to 1.4 million crimes, or a rate of 28 crimes per 1,000 students enrolled. During the same year, 47 percent of schools reported one or more crime incidents to the police, amounting to 449,000 crimes, or 9 crimes per 1,000 students enrolled (*Indicator 6*).
- The percentages of public schools recording incidents of crime and reporting incidents to the police were lower in 2015–16 than in every prior survey year (*Indicator 6*).
- In 2015–16, about 69 percent of schools recorded one or more violent incidents of crime, 15 percent recorded one or more serious violent incidents,¹¹ 39 percent recorded one or more thefts, and 59 percent recorded one or more other incidents. Thirty-three percent of public schools reported at least one violent incident to the police, 10 percent reported at least one serious violent incident to

⁹ “Violent incidents” include rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

¹⁰ “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.

¹¹ “Serious violent incidents” include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

the police, 18 percent reported at least one theft to the police, and 34 percent reported one or more other incidents to the police (*Indicator 6*).

- The percentage of public schools that reported that student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16. Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers at least once a week decreased from 13 percent in 1999–2000 to 5 percent in 2015–16 (*Indicator 7*).
- During the 2015–16 school year, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (22 percent) than for high schools (15 percent), combined schools (11 percent), and primary schools (8 percent; *Indicator 7*).
- In 2015–16, about 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school. Seven percent of public schools also reported that the school environment was affected by cyberbullying, and 6 percent of schools reported that staff resources were used to deal with cyberbullying (*Indicator 7*).
- Between 2001 and 2015, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 11 percent. The percentage who reported gangs were present at their school was also lower in 2015 than in 2013 (12 percent; *Indicator 8*).
- A higher percentage of students from urban areas (15 percent) reported a gang presence than of students from suburban (10 percent) and rural areas (4 percent) in 2015. Additionally, a higher percentage of students attending public schools (11 percent) than of students attending private schools (2 percent) reported that gangs were present at their school in 2015 (*Indicator 8*).
- In 2015, higher percentages of Black (17 percent) and Hispanic (15 percent) students reported the presence of gangs at their school than of White (7 percent) and Asian (4 percent) students (*Indicator 8*).
- The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 32 percent in 1995 to 22 percent in 2015 (*Indicator 9*).
- In 2015, lower percentages of Asian students (15 percent), White students (20 percent), and Black students (21 percent) than of Hispanic students (27 percent) reported that illegal drugs were made available to them on school property (*Indicator 9*).
- During the 2014–15 school year, the rate of illicit drug-related discipline incidents was 389 per 100,000 students in the United States. The majority of jurisdictions had rates between 100 and 1,000 illicit drug-related discipline incidents per 100,000 students during the 2014–15 school year. Three states had rates of illicit drug-related discipline incidents per 100,000 students that were below 100: Wyoming, Texas, and Michigan, while Kentucky had the only rate that was above 1,000 (*Indicator 9*).
- The percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year decreased from 12 percent in 2001 (the first year of data collection for this item) to 7 percent in 2015 (*Indicator 10*).
- The percentage of students ages 12–18 who reported seeing hate-related graffiti at school during the school year decreased from 36 percent in 1999 (the first year of data collection for this item) to 27 percent in 2015 (*Indicator 10*).
- In 2015, lower percentages of White (6 percent) and Hispanic (7 percent) students than of Black (9 percent) students and students of other racial/ethnic groups (11 percent) reported being called a hate-related word at school during the school year. Also in 2015, a lower percentage of Asian students than students of any other race/ethnicity reported seeing hate-related graffiti at school during the school year (*Indicator 10*).
- In 2015, about 21 percent of students ages 12–18 reported being bullied at school during the school year. A higher percentage of female than of male students reported being bullied at school during the school year (23 vs. 19 percent; *Indicator 11*).
- In 2015, about 33 percent of students who reported being bullied at school indicated that they were bullied at least once or twice a month during the school year. The percentage of students who reported notifying an adult after being bullied at school was higher for those who reported being bullied once or twice a week than for those who reported being bullied once or twice a year (63 vs. 37 percent; *Indicator 11*).

- Of students who reported being bullied at school during the school year in 2015, about 19 percent reported that bullying had somewhat or a lot of negative effect on how they felt about themselves, 14 percent each reported that bullying had somewhat or a lot of negative effect on their relationships with friends or family and on their school work, and 9 percent reported that bullying had somewhat or a lot of negative effect on their physical health (*Indicator 11*).
- Between 2005 and 2015, the percentage of students reporting being bullied at school during the school year decreased from 28 to 21 percent. During this period, the percentage of students who reported being bullied at school also decreased for students in suburban and rural areas as well as for those in public schools (*Indicator 11*).
- During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching. A higher percentage of secondary school teachers than of elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent; *Indicator 12*).
- During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (*Indicator 12*).
- The percentage of teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16; however, the percentage of teachers reporting that student tardiness and class cutting interfered with their teaching increased over this time period (from 28 to 38 percent; *Indicator 12*).

Fights, Weapons, and Illegal Substances

- The percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 and 2015 (from 42 to 23 percent), and the percentage who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; *Indicator 13*).
- In 2015, a higher percentage of 9th-graders than of 10th-, 11th-, and 12th-graders reported being in a physical fight, either anywhere or on school property, during the previous 12 months (*Indicator 13*).
- The percentages of students who reported being in a physical fight anywhere and on school property during the previous 30 days were higher for self-identified gay, lesbian, or bisexual students (28 and 11 percent, respectively) and students who were not sure about their sexual orientation (35 and 15 percent, respectively) than for their self-identified heterosexual peers (22 and 7 percent, respectively; *Indicator 13*).
- The percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days decreased from 22 percent in 1993 to 16 percent in 2015, and the percentage of students who reported carrying a weapon on school property during the previous 30 days decreased from 12 percent in 1993 to 4 percent in 2015 (*Indicator 14*).
- During the 2015–16 school year, there were 1,600 reported firearm possession incidents at schools in the United States, and the rate of firearm possession incidents was 3 per 100,000 students. Three states had rates above 10: Louisiana, Arkansas, and Missouri (*Indicator 14*).
- The percentage of students ages 12–18 who reported that they had access to a loaded gun without adult permission, either at school or away from school, during the current school year decreased from 7 percent in 2007 to 4 percent in 2015 (*Indicator 14*).
- The percentage of students in grades 9–12 who reported consuming alcohol on at least 1 day during the previous 30 days decreased from 48 to 33 percent between 1993 and 2015 (*Indicator 15*).
- In 2015, a higher percentage of self-identified gay, lesbian, or bisexual students than of self-identified heterosexual students reported consuming alcohol on at least 1 day during the previous 30 days (40 vs. 32 percent; *Indicator 15*).
- During the 2014–15 school year, the rate of alcohol-related discipline incidents was 45 per 100,000 students in the United States. The majority of jurisdictions had rates between 10 and 100 alcohol-related discipline incidents per 100,000 students during the 2014–15 school year. Two states had rates of alcohol-related discipline incidents per 100,000 students that were below 10: Texas and Wyoming, while six

states had rates above 100: Arkansas, Alaska, Missouri, Indiana, Kentucky, and Colorado (*Indicator 15*).

- In 2015, some 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days, which was higher than the percentage reported in 1993 (18 percent) but not measurably different from that reported in 2013 (*Indicator 16*).
- In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana at least one time during the previous 30 days; in 2013 and 2015, however, there were no measurable differences in the percentages reported by male and female students (*Indicator 16*).
- A higher percentage of self-identified gay, lesbian, or bisexual students than of self-identified heterosexual students reported using marijuana at least one time during the previous 30 days (32 vs. 21 percent; *Indicator 16*).

Fear and Avoidance

- The percentage of students who reported being afraid of attack or harm at school decreased from 12 percent in 1995 to 3 percent in 2015, and the percentage of students who reported being afraid of attack or harm away from school decreased from 6 percent in 1999 to 2 percent in 2015 (*Indicator 17*).
- In 2015, a higher percentage of female students than of male students, as well as a higher percentage of Hispanic students than of White students, reported being afraid of attack or harm at school and away from school. Additionally, higher percentages of students in urban and suburban areas than of students in rural areas reported being afraid of attack or harm away from school (*Indicator 17*).
- In 2015, about 5 percent of students ages 12–18 reported that they avoided at least one school activity or class¹² or one or more places in school¹³

¹² “Avoided school activities or classes” includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. Students who reported more than one type of avoidance of school activities or classes were counted only once in the total for avoiding activities or classes.

¹³ “Avoided one or more places in school” includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

during the previous school year because they thought someone might attack or harm them (*Indicator 18*).

- In 2015, higher percentages of students in urban (5 percent) and suburban areas (4 percent) reported avoiding one or more places in school than did students in rural areas (2 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (*Indicator 18*).

Discipline, Safety, and Security Measures

- During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (*Indicator 19*).
- Of the serious disciplinary actions taken by public schools during the 2015–16 school year, 72 percent were out-of-school suspensions for 5 days or more, 24 percent were transfers to specialized schools, and 4 percent were removals with no services for the remainder of the school year (*Indicator 19*).
- The percentage of public schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years (*Indicator 19*).
- A greater percentage of public high schools (94 percent) than of public middle schools (89 percent) reported the use of security cameras to monitor the school, and the percentages of high schools and middle schools using security cameras were both higher than the percentage of primary schools doing so (73 percent; *Indicator 20*).
- The percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period (*Indicator 20*).

- The percentage of public schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16 (*Indicator 20*).
- In 2015, nearly all students ages 12–18 (rounds to 100 percent) reported that they observed the use of at least one of the selected safety and security measures at their schools. The three most commonly observed safety and security measures were a written code of student conduct (96 percent), a requirement that visitors sign in (90 percent), and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (90 percent; *Indicator 21*).
- The percentage of students who reported locked entrance or exit doors during the day increased between 1999 and 2015 (from 38 to 78 percent), as did the percentages of students who reported the presence of metal detectors (from 9 to 12 percent) and the presence of security guards or assigned police officers (from 54 to 70 percent). From 2001 to 2015, the percentage of students who reported the use of security cameras at their schools increased from 39 to 83 percent (*Indicator 21*).

Postsecondary Campus Safety and Security

- In 2015, about 27,500 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent increase from 2014, when 26,900 criminal incidents were reported.

The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.0 in 2014 to 18.5 in 2015 (*Indicator 22*).

- The number of on-campus crimes reported in 2015 was lower than the number reported in 2001 for every category except forcible sex offenses and murder.¹⁴ The number of reported forcible sex crimes on campus increased from 2,200 in 2001 to 8,000 in 2015 (a 262 percent increase; *Indicator 22*).
- The number of on-campus arrests for illegal weapons possession, drug law violations, and liquor law violations increased between 2001 and 2011 (from 40,300 to 54,300) but has decreased since 2011. In 2015, there were 242,100 referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations, with the largest number of disciplinary referrals (184,700) for liquor law violations (*Indicator 22*).
- In 2015, out of the 860 total hate crimes reported on college campuses, the most common type of hate crime was destruction, damage, and vandalism (363 incidents), followed by intimidation (357 incidents) and simple assault (79 incidents). These were also the three most common types of hate crimes reported by institutions from 2011 to 2014 (*Indicator 23*).
- Race, religion, and sexual orientation were the categories of motivating bias most frequently associated with hate crimes in 2015 (*Indicator 23*).

¹⁴ The number of negligent manslaughter offenses was the same in 2001 and 2015 (2 incidents).

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Foreword

Indicators of School Crime and Safety: 2017 provides the most recent national indicators on school crime and safety. The information presented in this report serves as a reference for policymakers and practitioners so that they can develop effective programs and policies aimed at violence and school crime prevention. Accurate information about the nature, extent, and scope of the problem being addressed is essential for developing effective programs and policies.

This is the 20th 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 2017 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored

by BJS and NCES, respectively; the Youth Risk Behavior Survey, sponsored by the CDC; Schools and Staffing Survey, National Teacher and Principal Survey, School Survey on Crime and Safety, Fast Response Survey System, and *EDFacts*, all sponsored by NCES; the Supplementary Homicide Reports, sponsored by the Federal Bureau of Investigation; the Campus Safety and Security Survey, sponsored by the U.S. Department of Education; and the Program for International Student Assessment, sponsored by the Organization for Economic Cooperation and Development.

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

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Introduction

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

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

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2017 is the 20th in a series of reports produced since 1998 by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS) that present the most recent data available on school crime and student safety. Although the data presented in this report are the most recent available at the time of publication, the most recent two or more school years are not covered due to data processing timelines. The report is not intended to be an exhaustive compilation of school crime and safety information, nor does it attempt to explore reasons for crime and violence in schools. Rather, it is designed to provide a brief summary of information from an array of data sources and to make data on national school crime and safety

accessible to policymakers, educators, parents, and the general public.

Indicators of School Crime and Safety: 2017 is organized into sections that delineate specific concerns to readers. The sections cover violent deaths; nonfatal student and teacher victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security measures; and campus safety and security. This year's report also includes a spotlight section on topics related to security staff in K–12 public schools, teacher training on school safety and discipline, and school environment and student learning. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety. Where available, data on crimes that occur outside of school grounds are offered as a point of comparison.¹ Supplemental tables for each indicator provide more detailed breakouts and standard errors for estimates. A reference section and a glossary of terms appear at the end of the report.

This edition of the report contains updated data for ten indicators: violent deaths at school and away from school (*Indicator 1*); incidence of victimization at school and away from school (*Indicator 2*); teachers threatened with injury or physically attacked by students (*Indicator 5*); violent and other criminal incidents at public schools, and those reported to the police (*Indicator 6*); discipline problems reported by public schools (*Indicator 7*); teachers' reports on school conditions (*Indicator 12*); serious disciplinary actions taken by public schools (*Indicator 19*); safety and security measures taken by public schools (*Indicator 20*); criminal incidents at postsecondary institutions (*Indicator 22*); and hate crime incidents at postsecondary institutions (*Indicator 23*). In addition, it includes three spotlight indicators: prevalence, type, and responsibilities of security staff in K–12 public schools (*Spotlight 1*); teacher training on school safety and discipline (*Spotlight 2*); and national and international perspectives on school environment and student learning (*Spotlight 3*).

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

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 and international surveys of students, teachers, principals, and postsecondary institutions and universe data collections from federal departments and agencies and international organizations. The sources include BJS, NCES, the Federal Bureau of Investigation, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, and the Organization for Economic Cooperation and Development. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection.

The combination of multiple, independent sources of data provides a broad perspective on school crime and safety that could not be achieved through any single source of information. However, readers should be cautious when comparing data from different sources. While every effort has been made to keep key definitions consistent across indicators, differences in sampling procedures, populations, time periods, and question phrasing can all affect the comparability of results. For example, both *Indicators 20* and *21* report data on selected security and safety measures used in schools. *Indicator 20* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2015–16 school year. The schools range from primary through high schools. *Indicator 21*, however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2015; however, they may not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent victimization at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of victimization, *Indicator 3* examines the percentage

or prevalence of students who reported victimization. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

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

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

Where data from samples are reported, as is the case with most of the indicators in this report, the standard error is calculated for each estimate provided in order to determine the “margin of error” for these estimates. The standard errors of the estimates for different subpopulations in an indicator can vary considerably and should be taken into account when making comparisons. With the exception of *Indicator 2*, in this report, in cases where the standard error was between 30 and 50 percent of the associated estimate,

the estimates were noted with a “!” symbol (Interpret data with caution. The coefficient of variation [CV] for this estimate is between 30 and 50 percent). In *Indicator 2*, the “!” symbol cautions the reader that estimates marked indicate that the reported statistic was based on 10 or fewer cases or the coefficient of variation was greater than 50 percent. With the exception of *Indicator 2*, in cases where the standard error was 50 percent or greater of the associated estimate, the estimate was suppressed, with a note stating, “Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation [CV] is 50 percent or greater.” See appendix A for more information.

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

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used,

depending upon the type of data being analyzed and the nature of the comparison being tested. The primary test procedure used in this report was Student’s *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Linear trend tests were used to examine changes in percentages over a range of values such as time or age. Linear trend tests allow one to examine whether, for example, the percentage of students who reported using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables.

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

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2001 through 2015 annually	Calendar year	22, 23
EDFacts	All students in K–12 schools	2009–10 through 2015–16 annually	Incidents during the school year	9, 14, 15
Fast Response Survey System (FRSS)	Public primary, middle, and high schools ¹	2013–14	2013–14 school year	6, 7, 20, Spotlight 2
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2016 annually	Interviews conducted during the calendar year ²	2
National Teacher and Principal Survey (NTPS)	Public school K–12 teachers	2015–16	Incidents during the previous 12 months	5, 12
Program for International Student Assessment (PISA)	15-year-old students	2000, 2003, 2009, 2012, and 2015	1999–2000, 2002–03, 2008–09, 2011–12, and 2014–15 school year	Spotlight 3
The School-Associated Violent Death Surveillance System (SAVD-SS)	Universe	1992 through 2015 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year	1995, 1999, and 2001 through 2015 biennially	Incidents during the previous 6 months Incidents during the school year ³	3 8, 10, 11, 14, 17, 18, 21
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools ¹	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 school years	6, 7, 19, 20, Spotlight 1, Spotlight 2
Schools and Staffing Survey (SASS)	Public and private school K–12 teachers	1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12	Incidents during the previous 12 months	5, 12
Supplementary Homicide Reports (SHR)	Universe	1992 through 2015 continuous	July 1 through June 30	1
Web-Based Injury Statistics Query and Reporting System Fatal (WISQARS Fatal)	Universe	1992 through 2014 continuous	Calendar year	1
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993 through 2015 biennially	Incidents during the previous 12 months Incidents during the previous 30 days	4, 9, 11, 13 14, 15, 16

¹ Either school principals or the person most knowledgeable about discipline issues at school completed the questionnaire.

² Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.

³ For data collections prior to 2007, the reference period was the previous 6 months. The reference period for 2007 and beyond was the school year. Cognitive testing showed that estimates from 2007 and beyond are comparable to previous years. For more information, please see appendix A.

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Spotlight 1

Prevalence, Type, and Responsibilities of Security Staff in K–12 Public Schools

During school year 2015–16, a lower percentage of primary schools than of secondary schools reported having security staff present at school at least once a week (45 vs. 72 percent). A higher percentage of primary schools reported the presence of security staff in 2015–16 than in 2005–06 (45 vs. 26 percent). Similarly, secondary schools reported a higher percentage of security staff present at school in 2015–16 than in 2005–06 (72 vs. 63 percent).

The use of school-based security personnel not only affects the level of reported school crime, it may also affect the school environment. For example, the presence of security staff may be associated with schools' reporting of crime incidents, and with staff and students' perceptions of the school environment (Na and Gottfredson 2011; Jackson 2002). Schools employ different types of security staff, and the responsibilities of these security staff vary. Understanding the roles and responsibilities of school security staff provides important context for evaluating school crime and safety.

This spotlight uses data from the 2015–16 School Survey on Crime and Safety (SSOCS:2016) to examine the prevalence and types of security staff in K–12 public schools.² It also provides information on the specific roles and responsibilities of security staff while at school. As in previous administrations, SSOCS:2016 collected information on the number of different types of security staff present at school. However, the 2015–16 questionnaire only asked respondents to provide additional information on the roles and responsibilities of sworn law enforcement officers at school, such as whether they carry a firearm and whether they perform other specific activities like security enforcement and patrol. Sworn law enforcement officers include School Resource Officers (SROs)³ and officers who are not SROs. In this spotlight, the analysis on the roles and responsibilities

of sworn law enforcement officers is restricted to schools that reported having at least one sworn law enforcement officer present at school at least once a week. Officers' roles and responsibilities are discussed in four contexts below: (1) the times they are present at school; (2) the items they routinely wear or carry; (3) the activities they participate in; and (4) any formalized policies or written documents schools or districts have that outline their roles, responsibilities, and expectations.

The SSOCS:2016 questionnaire asked schools to report the number of SROs, sworn law enforcement officers who were not SROs, and other security staff who were present at their school at least once a week. During the 2015–16 school year, 57 percent of public schools reported having any security staff present at school and 48 percent reported having any sworn law enforcement officers present (table S1.1). Forty-two percent of public schools reported that they had an SRO present, while 11 percent reported that they had a sworn law enforcement officer who was not an SRO present. Twenty percent of public schools reported having security guards or other security personnel present. Lower percentages of primary⁴ schools than of secondary⁵ schools reported having each type of security staff present at school at least once a week.

² The School Survey on Crime and Safety (SSOCS) is a nationally representative sample of the nation's public schools designed to provide estimates of school crime, discipline, disorder, programs, and policies. SSOCS:2016 was supported by the National Institute of Justice (NIJ) as part of its Comprehensive School Safety Initiative, which was developed in response to a 2014 congressional appropriation to conduct research about school safety. At the request of NIJ, the security staff section on the 2016 questionnaire was re-designed. The revised section focuses specifically on sworn law enforcement officers (including SROs) and was expanded to collect data on emerging areas of interest, such as whether schools formally outline the responsibilities of these officers while at school.

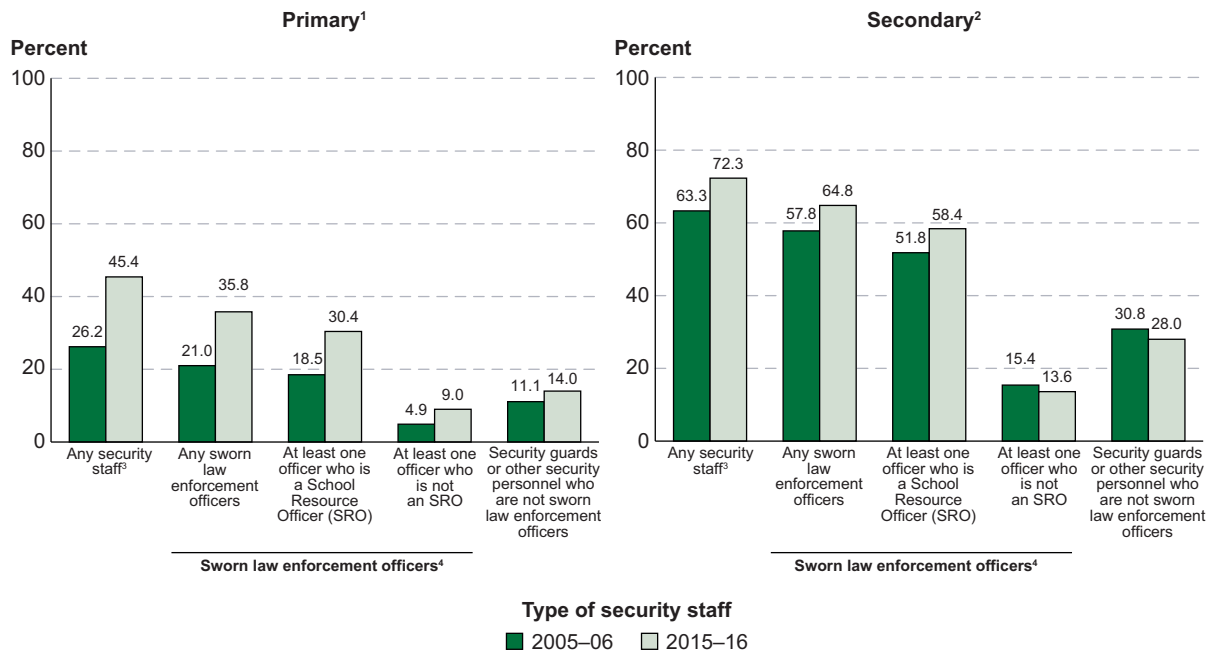
³ School Resource Officers (SROs) are career sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

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.

⁵ Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S1.1, S1.2, S1.3, S1.4, and S1.5, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

Figure S1.1. Percentage of public schools with security staff present at school at least once a week, by school level and type of security staff: School years 2005–06 and 2015–16

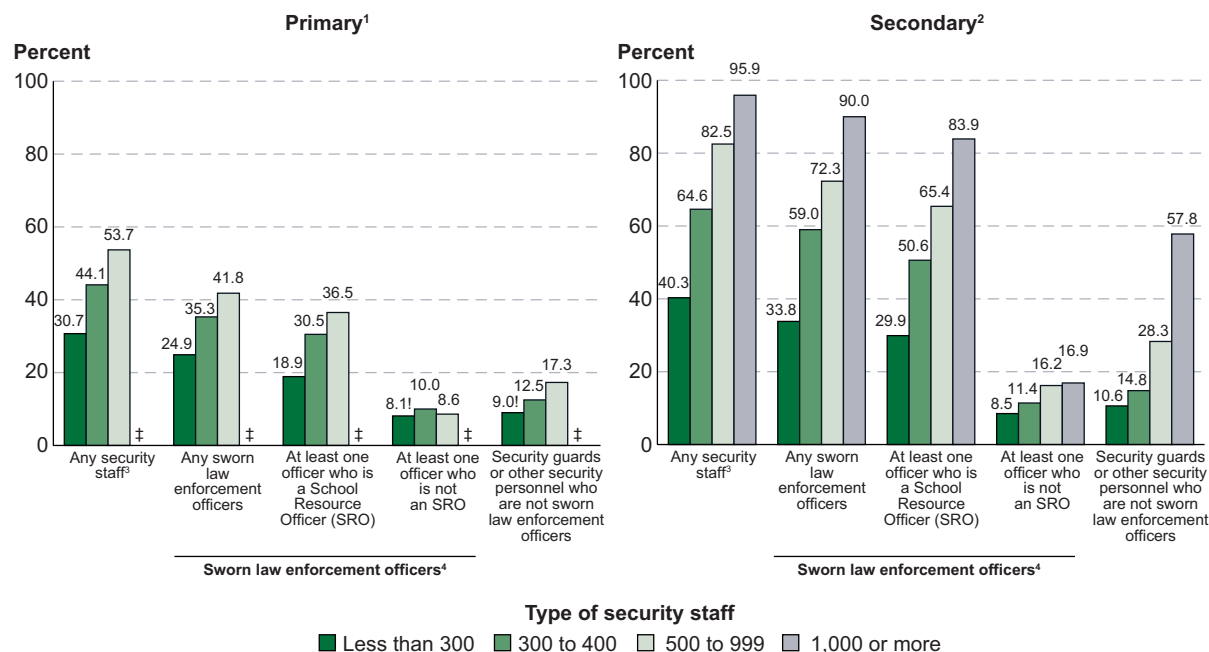


¹ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.
² Secondary schools include both middle and high schools as well as combined schools. Middle schools are defined as schools in which the lowest grade is not 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.
³ Schools with more than one type of security staff were counted only once under “Any security staff.”
⁴ School Resource Officers (SROs) include all career sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. Under “Any sworn law enforcement officers,” schools that reported having both SROs and other sworn law enforcement officers were counted only once.
 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 and 2015–16 School Survey on Crime and Safety (SSOCS), 2006 and 2016.

Earlier years of the SSOCS survey also included some questions about school security staff, allowing for an examination of change over time. The percentage of public schools reporting the presence of any security staff at least once a week was higher during the 2015–16 school year than during the 2005–06 school year (57 vs. 42 percent). The percentage of schools reporting the presence of any sworn law enforcement officers was also higher in 2015–16 than in 2005–06 (48 vs. 36 percent), as was the percentage of schools reporting the presence of an SRO (42 vs. 32 percent). Similar patterns were observed over time at both primary and secondary schools. For example, higher

percentages of primary schools reported the presence of any security staff in 2015–16 than in 2005–06 (45 vs. 26 percent; figure S1.1 and table S1.1). Primary schools also reported higher percentages in 2015–16 than in 2005–06 of any sworn law enforcement officer (36 vs. 21 percent), any officer who was an SRO (30 vs. 18 percent) and any officer who was not an SRO (9 vs. 5 percent). Similarly, secondary schools reported higher percentages in 2015–16 than in 2005–06 of any security staff (72 vs. 63 percent), any sworn law enforcement officer (65 vs. 58 percent), and any officer who was an SRO (58 vs. 52 percent).

Figure S1.2. Percentage of public schools with security staff present at school at least once a week, by school level, type of security staff, and enrollment size: School year 2015–16



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

† Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ 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.

² Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.

³ Schools with more than one type of security staff were counted only once under “Any security staff.”

⁴ School Resource Officers (SROs) include all career sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. Under “Any sworn law enforcement officers,” schools that reported having both SROs and other sworn law enforcement officers were counted only once.

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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 and 2015–16 School Survey on Crime and Safety (SSOCS), 2006 and 2016.

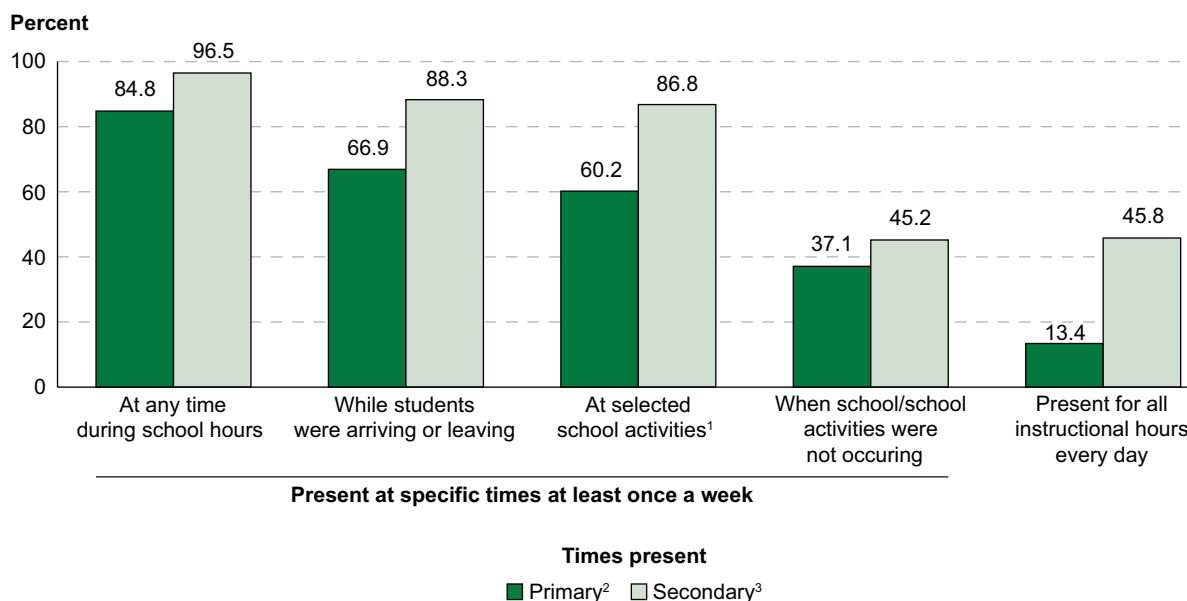
The presence of security staff in primary and secondary schools can be further examined by school characteristics. Among primary schools, few measurable differences in the percentages of the various security staff present at least once a week were seen by school characteristics during the 2015–16 school year. However, there was some variation by enrollment size (figure S1.2 and table S1.1): the percentage of primary schools with less than 300 students who reported having an SRO present was lower than the corresponding percentages for primary schools with 300 to 499 students and 500 to 999 students.

Among secondary schools, there was greater variation observed by school characteristics. During the 2015–16 school year, higher percentages of secondary schools with larger enrollments reported having security staff, any sworn law enforcement officers, and officers who were SROs present at least once a week compared with schools with smaller enrollments. For example, 84 percent of secondary schools with

1,000 or more students reported having an SRO present compared with 30 percent of schools with less than 300 students, 51 percent of schools with 300 to 499 students, and 65 percent of schools with 500 to 999 students. Additionally, higher percentages of secondary schools in suburbs and cities (82 and 86 percent, respectively) reported having any security staff present, compared with schools in rural areas and towns (55 and 69 percent, respectively). Looking at the percent combined enrollment of minority students,⁶ higher percentages of secondary schools with 20 to 50 percent minority students or more than 50 percent minority students reported the presence of any security staff at least once a week (73 and 82 percent, respectively), compared with secondary schools with less than 5 percent minority students or 5 to 20 percent minority students (58 and 63 percent, respectively).

⁶ Percent combined enrollment of minority students is defined as the combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

Figure S1.3. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with officers present at specific times and percentage with any officers present for all instructional hours every day, by times present and school level: School year 2015–16



¹ The questionnaire provided the following examples of selected school activities: athletic and social events, open houses, and science fairs.

² Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

³ Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.

NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Schools could answer "yes" to more than one question about the presence of officers at various times. Schools indicating the presence of officers at multiple times are included in each applicable category. For example, a school that indicated officers were present at any time during school hours at least once a week and also indicated officers were present for all instructional hours every day would be included in both of these categories.

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

In addition to the prevalence and type of security staff present in schools, it is also important to know at what times these officers were actually present at school. During the 2015–16 school year, primary and secondary schools reported using sworn law enforcement officers at various times during and outside of school hours. For example, among primary schools with any sworn law enforcement officer present at least once a week, the percentage of schools that reported having an officer present when school activities were not occurring (37 percent) was lower than the percentage of schools reporting that an officer was present at selected activities⁷ (60 percent) and when students were arriving or leaving (67 percent; figure S1.3 and table S1.2). The same pattern was observed for secondary schools with any sworn law enforcement officer: 45 percent of secondary schools reported that a sworn law enforcement officer was present when school activities were not occurring

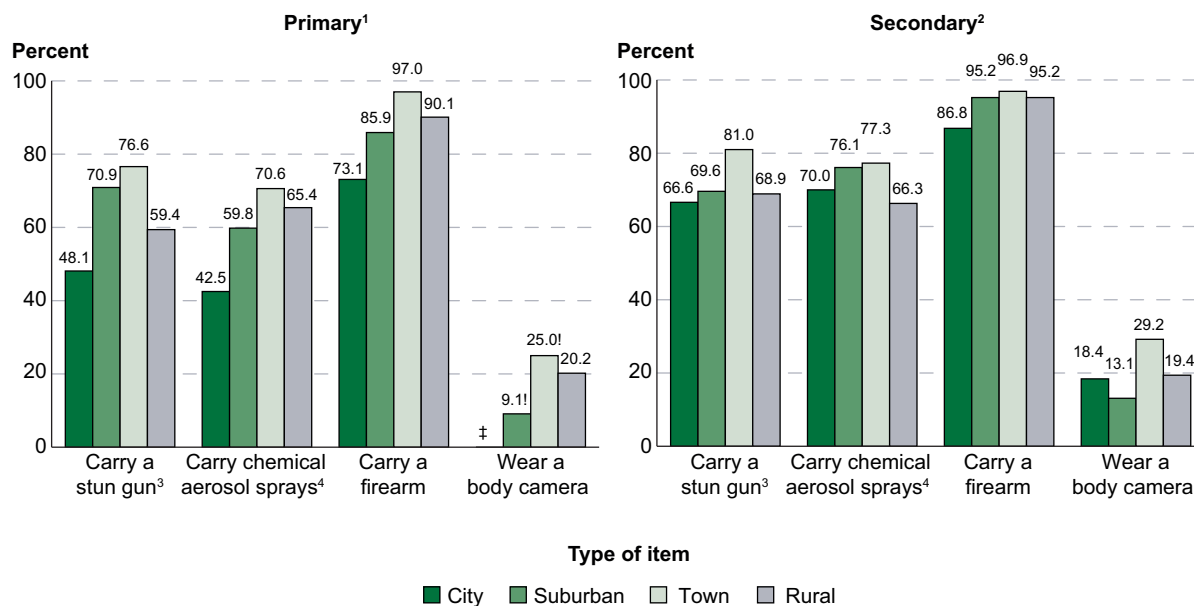
⁷ The questionnaire provided the following examples of selected school activities: athletic and social events, open houses, and science fairs.

compared with 87 percent that reported that officers were present at selected activities and 88 percent that reported that officers were present while students were arriving or leaving.

For all specific times asked about on the survey, a lower percentage of primary schools than of secondary schools reported having an officer present. Additionally, 13 percent of primary schools with any sworn law enforcement officer had an officer present for all instructional hours every day that the school was in session compared with 46 percent of secondary schools.⁸

⁸ Respondents were instructed to include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time. Respondents were instructed to check "No" if their school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.

Figure S1.4. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with any officers who routinely carry or wear specific items, by school level, type of item, and urbanicity: School year 2015–16



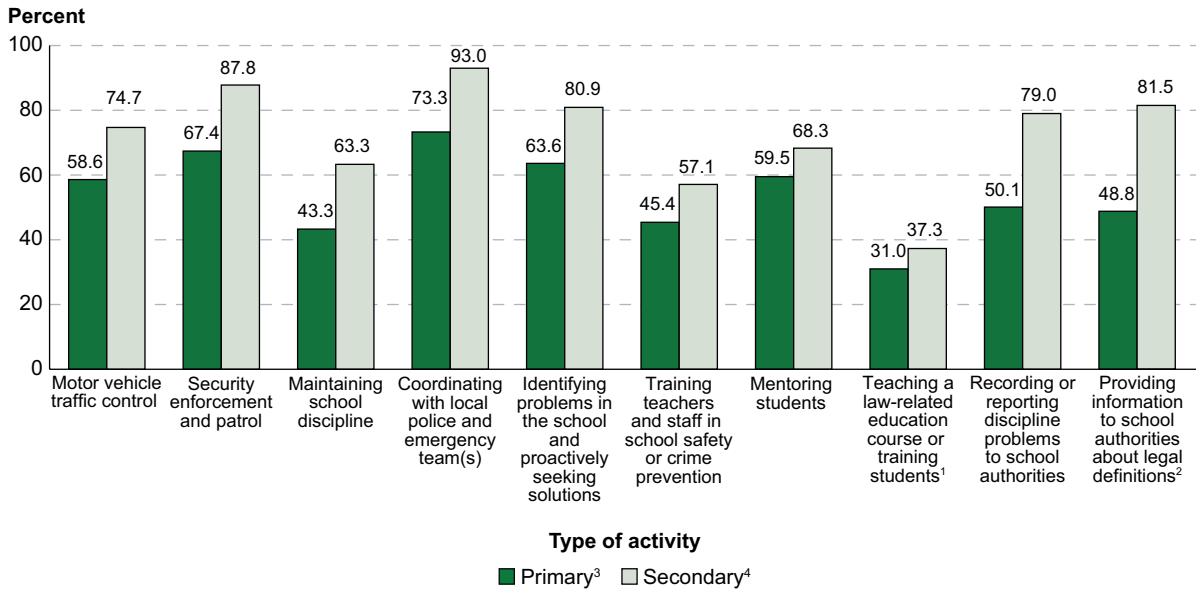
¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
[‡] Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
¹ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.
² Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.
³ The questionnaire cited a Taser gun as an example of a stun gun.
⁴ The questionnaire provided the following examples of chemical aerosol sprays: Mace and pepper spray.
 NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

The types of items routinely carried or worn by sworn law enforcement officers (e.g., stun guns, chemical aerosol sprays, firearms, body cameras) while at school during the 2015–16 school year varied by school level. Among schools with any sworn law enforcement officer present at least once a week, a lower percentage of primary schools than of secondary schools reported having an officer who routinely carried a firearm (86 vs. 93 percent) and chemical aerosol sprays (59 vs. 72 percent; figure S1.4 and table S1.3). However, among the items carried or worn by sworn law enforcement officers, a firearm was the most common item routinely carried or worn by officers at both primary and secondary schools. Conversely, the item least commonly carried or worn by officers in both primary and secondary schools was a body camera; 13 percent of primary schools and 19 percent of secondary schools with any sworn law enforcement officer had an officer who wore a body camera.

In terms of officers carrying firearms while at school, there was some variation by school characteristics for both primary and secondary schools. For example, among secondary schools with any sworn law enforcement officer present at least once a week, a lower percentage of schools in cities reported having an officer who carried a firearm (87 percent) compared with schools in towns (97 percent) and schools in suburban and rural areas (95 percent each). Additionally, a lower percentage of secondary schools where 76 percent or more of the students were eligible for free or reduced-price lunch reported having an officer who routinely carried a firearm (89 percent) than schools where 25 percent or less of the students or 26 to 50 percent of the students were eligible for free or reduced-price lunch (95 percent each).⁹

⁹ The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post “Free or reduced price lunch: A proxy for poverty?”

Figure S1.5. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with officers participating in selected activities, by type of activity and school level: School year 2015–16



¹ The questionnaire provided the following examples of courses or training: drug-related education, criminal law, or crime prevention courses.

² The questionnaire provided the following example of providing information about legal definitions for recording or reporting purposes: defining assault for school authorities.

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.

⁴ Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.

NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

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

SSOCS:2016 also asked schools with any sworn law enforcement officer present at least once a week whether sworn law enforcement officers participated in ten specific activities while at school during the 2015–16 school year. With the exception of teaching a law-related education course, a lower percentage of primary schools than of secondary schools reported having an officer who participated in each activity (figure S1.5 and table S1.4).

The most common activities that officers participated in varied by school level; however, when comparing the five most prevalent officer activities reported by primary schools and secondary schools, there were three activities common across both school levels: coordinating with local police and emergency teams, enforcing security/patrolling, and identifying problems in the school and proactively seeking solutions. Among primary schools with any sworn law enforcement officer present at least once a week, 73 percent had an officer who coordinated with local police and emergency teams; 67 percent had an officer

who enforced security/patrolled; and 64 percent had an officer who identified problems in the school and proactively sought solutions. The other two most common activities in primary schools were mentoring students and controlling motor vehicle traffic (both 59 percent). Among secondary schools with any sworn law enforcement officer, 93 percent had an officer who coordinated with local police and emergency teams; 88 percent had an officer who enforced security/patrolled; and 81 percent had an officer who provided information to school authorities about legal definitions. The other two most common activities in secondary schools were identifying problems in the school and proactively seeking solutions (81 percent) and recording or reporting discipline problems to school authorities (79 percent). Among both primary and secondary schools with any sworn law enforcement officer, the least common activity reported was having an officer who taught a law-related education course or training for students.

Schools that reported having any sworn law enforcement officers present at their school at least once a week were asked if, during the 2015–16 school year, their school or district had any formalized policies or written documents (such as a Memorandum of Use or Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers at school. Among schools with any sworn law enforcement officers, a lower percentage of primary schools (51 percent) than of secondary schools (70 percent) reported their school or district had such policies or documents (table S1.5). Of primary schools with these policies, 56 percent of schools reported that the policy defined the role of officers related to school discipline, 53 percent reported it defined the role of officers related to

reporting criminal offenses to a law enforcement agency, 48 percent reported it defined the role of officers related to making arrests on school grounds, 38 percent reported it defined the role of officers in the use of physical restraints, and 32 percent reported it defined the role of officers in the use of firearms. Among secondary schools with these policies, 71 percent reported that the policy defined the role of officers related to reporting criminal offenses to a law enforcement agency, 63 percent reported it defined the role of officers related to making arrests on school grounds, 59 percent reported it defined the role of officers related to school discipline, 49 percent reported it defined the role of officers in the use of physical restraints, and 45 percent reported it defined the role of officers in the use of firearms.

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Spotlight 2

Teacher Training on School Safety and Discipline

The percentage of schools that reported providing training on classroom management for classroom teachers and aides was higher in 2015–16 (84 percent) than in 2013–14 (78 percent) and 2003–04 (72 percent).

Classroom teachers and aides have frequent interaction with students and can play an important role in helping to ensure that students are safe and healthy. Additionally, teachers and aides need to know school policies and procedures for disciplining students in order to implement these procedures appropriately. Between 2003–04 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked principals of public schools whether their school or school district provided specific types of safety and discipline training for classroom teachers or aides. Additionally, in 2013–14, the Fast Response Survey System (FRSS) “School Safety and Discipline: 2013–14” survey, comprised of a subset of items from the full SSOCS questionnaire, collected data on safety and discipline training for classroom teachers and aides.

During the 2015–16 school year, about 93 percent of public schools reported that they provided training on safety procedures (e.g., how to handle emergencies) for classroom teachers or aides, and 84 percent of schools reported providing training on classroom management (figure S2.1 and table S2.1). Schools also reported providing training to classroom teachers and aides on schoolwide discipline policies and practices related to cyberbullying¹⁰ (67 percent), bullying other than cyberbullying¹¹ (79 percent), violence¹² (69 percent), and alcohol and/or drug use (42 percent).

Recognizing warning signs of potential safety or discipline problems for students is one way teachers and schools can lessen the impact of these problems on students who may be struggling with them. About 76 percent of public schools reported providing training for classroom teachers or aides on recognizing physical, social, and verbal bullying behaviors,

48 percent reported providing training on recognizing early warning signs of student violent behavior, and 30 percent reported providing training on recognizing signs of students using/abusing drugs and/or alcohol in 2015–16. Additionally, intervention strategies can help inform teachers on how to appropriately intervene in various safety-related scenarios involving students. About 82 percent of schools reported providing training on positive behavioral intervention strategies, 71 percent reported providing training on crisis prevention and intervention, and 53 percent reported providing training on intervention and referral strategies for students with signs of mental health disorders.¹³

There were differences in the percentages of public schools that reported providing safety and discipline training for classroom teachers and aides by school characteristics during the 2015–16 school year. For example, a greater percentage of high schools than of middle and primary schools reported providing training on discipline policies and practices related to alcohol and/or drug use as well as for recognizing student abuse of alcohol and/or drugs (figure S2.2 and table S2.1). Additionally, a greater percentage of high schools than of primary schools reported providing training on discipline policies and practices related to violence, training for recognizing early warning signs of students likely to exhibit violent behavior, and training on intervention and referral strategies for students with signs of mental health disorders.

During the 2015–16 school year, a greater percentage of public middle schools than of high schools and primary schools reported providing training on discipline policies and practices for cyberbullying and bullying other than cyberbullying. Similarly, a greater percentage of middle schools than of high

¹⁰ The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

¹¹ The questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

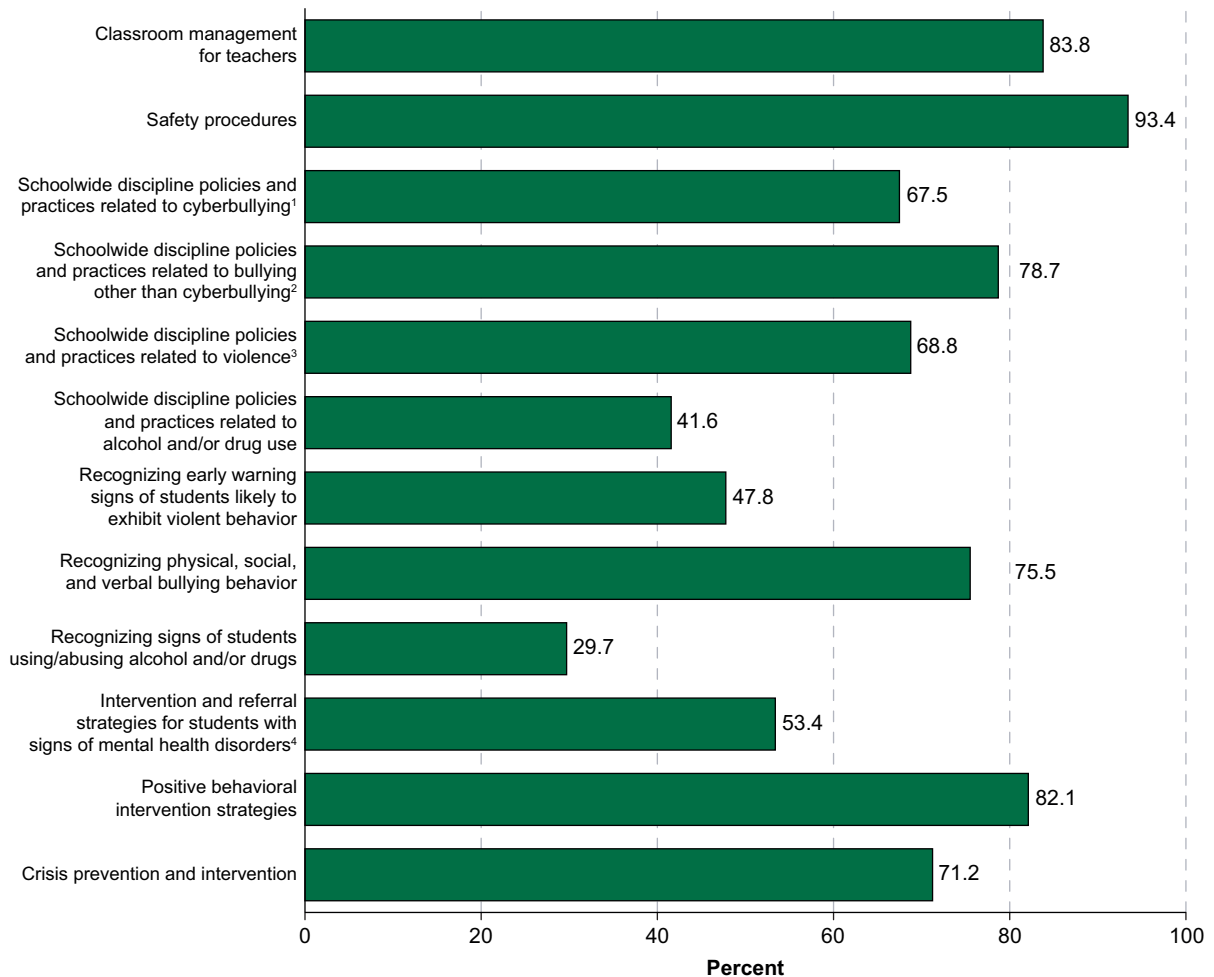
¹² The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”

¹³ This item on the questionnaire provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S2.1 and S2.2, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

Figure S2.1. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic: School year 2015–16

Safety and discipline training topic



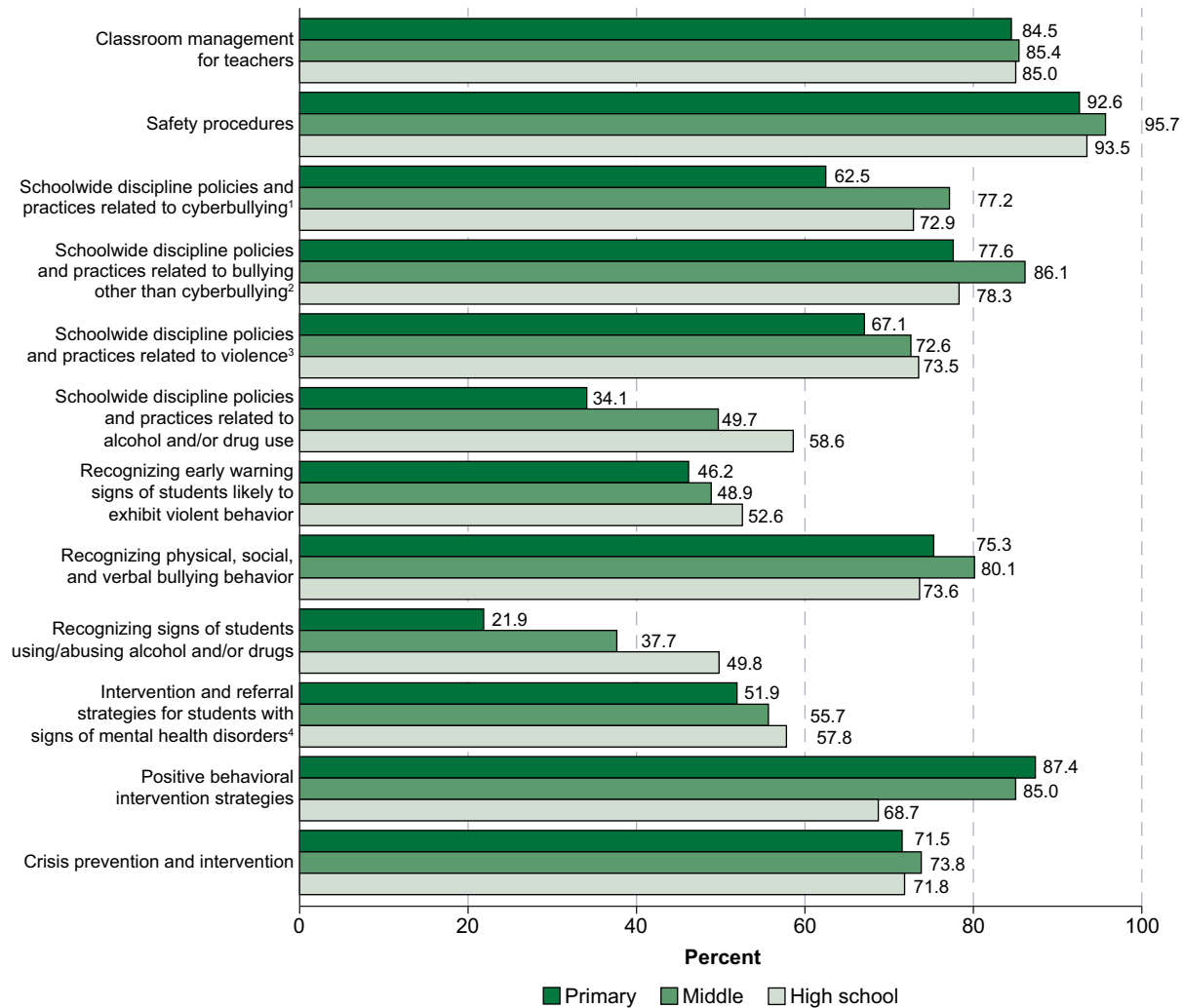
¹ The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”
² The questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”
³ The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”
⁴ This item on the questionnaire provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

schools and primary schools reported providing training on recognizing physical, social, and verbal bullying behaviors. A greater percentage of primary schools and middle schools than of high schools reported providing training on positive behavioral intervention strategies. There were no measurable differences between the percentages of primary, middle, and high schools providing training on classroom management, safety procedures, and crisis prevention and intervention.

A greater percentage of larger public schools (those with 500–999 students or 1,000 or more students) than smaller schools (those with 300–499 students or less than 300 students) reported providing training on classroom management (table S2.1). Similarly, a higher percentage of larger schools than of schools with less than 300 students reported providing training on safety procedures and discipline policies and practices for cyberbullying. A higher percentage of schools with 1,000 or more students than of schools

Figure S2.2. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic and school level: School year 2015–16

Safety and discipline training topic

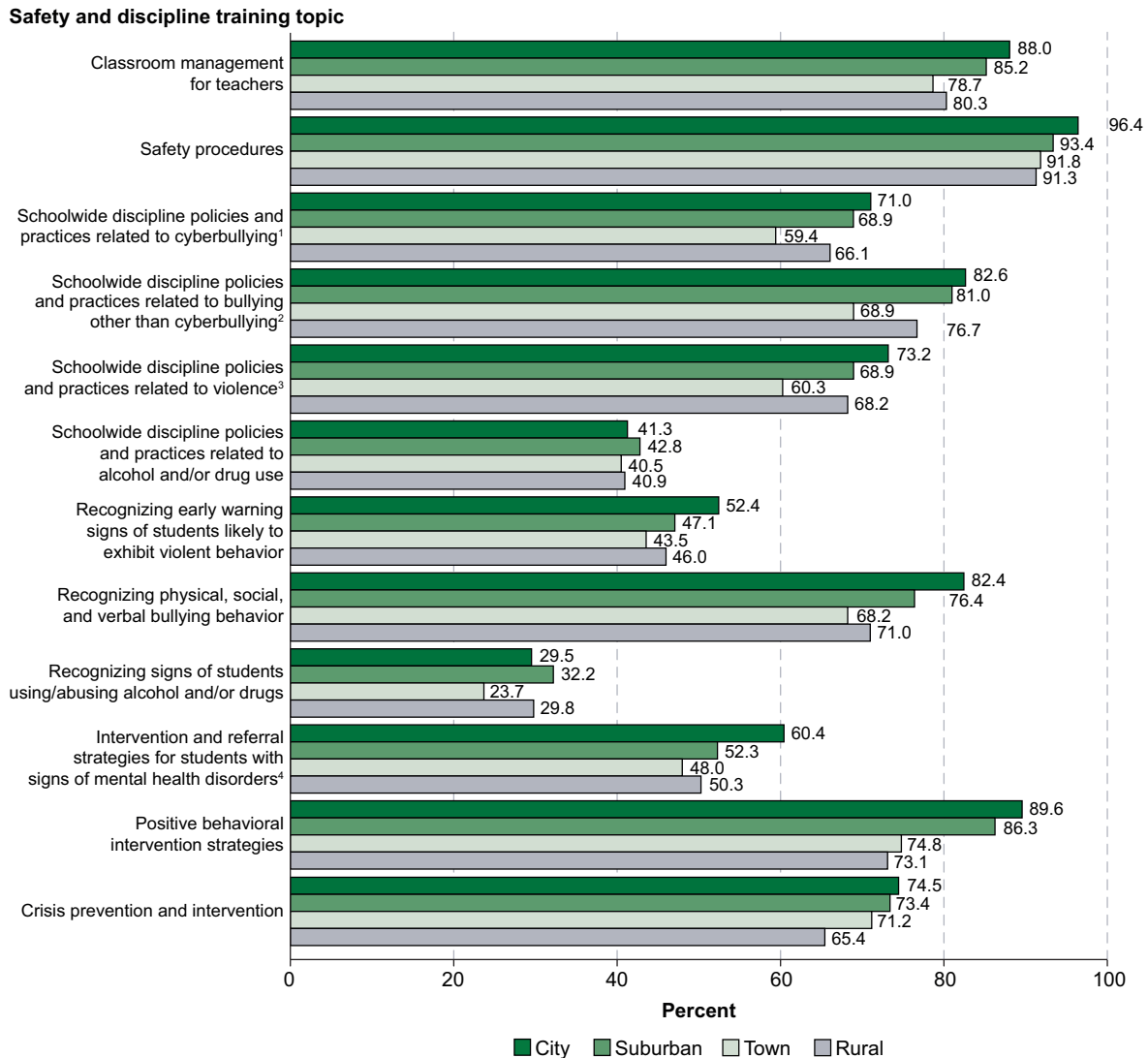


¹ The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”
² The questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”
³ The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”
⁴ This item on the questionnaire provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

with smaller enrollments reported providing training on discipline policies and practices for alcohol and/or drugs and on recognizing signs of students abusing/using alcohol and/or drugs. A higher percentage of schools with 500–999 students than of schools

with 300–499 students and schools with 1,000 or more students reported providing training on positive behavioral intervention strategies and crisis prevention and intervention.

Figure S2.3. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic and school locale: School year 2015–16



¹ The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”
² The questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”
³ The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”
⁴ This item on the questionnaire provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

There were also differences by school locale in the percentages of public schools that reported providing safety and discipline training to classroom teachers and aides. Higher percentages of schools located in cities than in towns or rural areas reported providing training on classroom management and recognizing physical, social, and verbal bullying behaviors (figure S2.3 and table S2.1). A higher percentage of schools located in cities (60 percent) than in

suburbs (52 percent), rural areas (50 percent), and towns (48 percent) reported providing training on intervention and referral strategies for students with signs of mental health disorders. The percentage of schools providing training on safety procedures and crisis prevention and intervention was higher in cities than in rural areas, and the percentage providing this training was also higher in the suburbs than in rural areas. The percentages of schools that reported

providing training for discipline policies and practices related to cyberbullying and bullying other than cyberbullying were higher for cities and suburbs than for towns. The percentage of schools that reported providing training on discipline policies and practices related to violence was higher in cities than in towns, and the percentage providing training on recognizing student use/abuse of alcohol and/or drugs was higher in suburbs than towns. Finally, the percentage of schools providing training on positive behavioral interventions was higher in cities (90 percent) and suburbs (86 percent) than in towns (75 percent) and rural areas (73 percent).

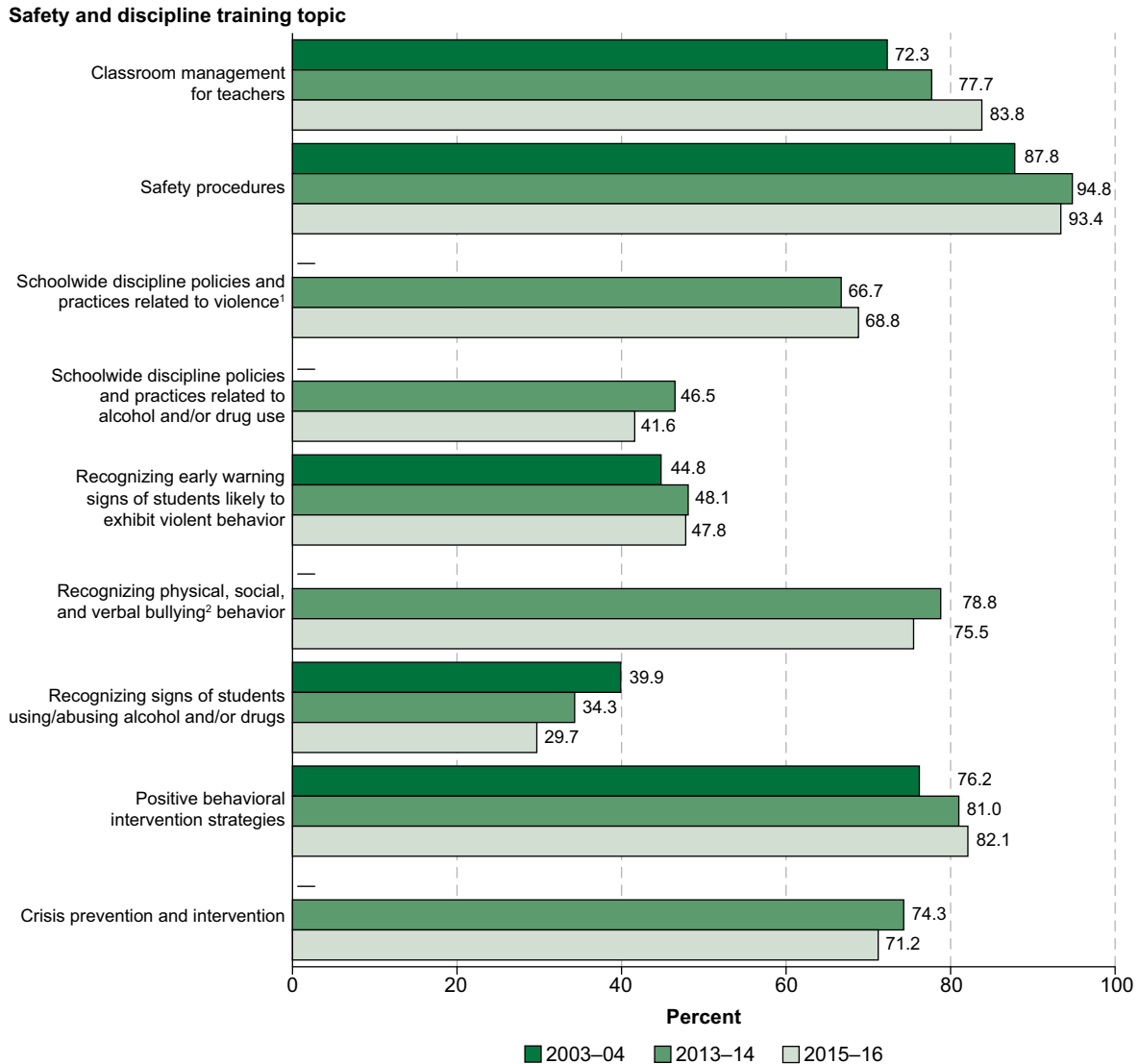
The percentage of public schools that reported providing safety and discipline training during the 2015–16 school year differed, in some cases, by the percentage of students in those schools who were eligible for free or reduced-price lunch. For instance, a higher percentage of schools with 76 percent or more of students eligible for free or reduced-price lunch than of those with 26 to 50 percent of students eligible reported that they provided training in the following areas: recognizing early warning signs of students likely to exhibit violent behavior; recognizing physical, social, and verbal bullying behaviors; intervention and referral strategies for students displaying signs of mental health disorders; positive behavioral intervention strategies; and crisis prevention and intervention strategies (table S2.1). A higher percentage of schools with 51 to 75 percent of students eligible for free or reduced-price lunch than of those with less than 25 percent or 26 to 50 percent of students eligible reported providing training on discipline policies and practices related to cyberbullying. A higher percentage of schools with 0 to 25 and 51 to 75 percent of students eligible for free or reduced-price lunch than of those with 26 to 50 percent of students eligible reported providing training on discipline policies and practices related to and bullying other than cyberbullying. In addition, the percentage of schools that reported providing training on safety procedures was higher in schools

with 26 to 50 percent of students eligible for free or reduced-price lunch than in those with 51 to 75 percent of students eligible.

Five questionnaire items on topics relating to safety and discipline training—namely, classroom management, recognizing warning signs of alcohol or drug use/abuse, safety procedures, positive behavioral intervention strategies, and recognizing warning signs of violent behavior—appeared on all administrations of SSOCS from 2003–04 to the present, as well as on the 2013–14 FRSS survey; thus, responses to the items on these topics can be compared over time. The percentage of schools that reported providing training on classroom management for classroom teachers and aides was higher in 2015–16 (84 percent) than in 2013–14 (78 percent) and 2003–04 (72 percent; figure S2.4 and table S2.2). The percentage of schools that reported providing training on safety procedures was higher in 2015–16 (93 percent) than in 2003–04 (88 percent), but not measurably different in 2015–16 than in 2013–14. This same pattern emerged for the percentage of schools that reported providing training on positive behavioral intervention strategies. The percentage of schools that reported providing training on recognizing signs of students using/abusing alcohol and/or drugs was lower in 2015–16 (30 percent) than in 2013–14 (34 percent) and 2003–04 (40 percent). There was no measurable difference between the years 2003–04, 2013–14, and 2015–16 in the percentage of schools that reported providing training on recognizing early warning signs of students likely to exhibit violent behavior.

With regard to comparisons between 2013–14 and 2015–16 data, the percentage of public schools that reported providing training for discipline policies and practices related to alcohol and/or drug use was higher in 2013–14 (47 percent) than in 2015–16 (42 percent). There was no measurable difference between the 2013–14 and 2015–16 percentages of public schools that reported providing training for discipline policies and practices related to violence.

Figure S2.4. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic: School years 2003–04, 2013–14, and 2015–16



— Not available.

¹ The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”

² In survey years prior to 2015–16, bullying was not defined for respondents. The 2015–16 questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 and 2015–16 School Survey on Crime and Safety (SSOCS), 2004 and 2016; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

Spotlight 3

National and International Perspectives on School Environment and Student Learning

The percentages of U.S. 15-year-old students who attended schools that reported that student learning was hindered by student truancy and student use of alcohol or illegal drugs were higher than the corresponding OECD average percentages in 2015. However, the percentages of U.S. students who attended schools that reported that student learning was hindered by students skipping classes, students intimidating or bullying other students, and students lacking respect for teachers were not measurably different from the corresponding OECD average percentages.

Research has found that aspects of the school environment such as levels of bullying, classmate relationships, and teacher support have an impact on students' cognitive and noncognitive outcomes, including students' social-emotional skills, attitudes about self and others, social behaviors, and academic performance (Robinson et al. 2016; Strom et al. 2013). Recognizing the importance of school environment, the United Nations Children's Fund (UNICEF) and an increasing number of countries around the world have provided funding for school environment reform efforts (UNICEF 2012). Using data from the 2015 Program for International Student Assessment (PISA) survey (the most recent administration of PISA), this spotlight presents school-reported data from across the OECD countries and in the United States on the extent to which learning is influenced by school environment. In addition, the spotlight examines the change in the extent to which learning is influenced by school environment between 2000 and 2015.¹⁴

Coordinated by the Organization for Economic Cooperation and Development (OECD), PISA has measured the performance of 15-year-old students in mathematics, science, and reading literacy every 3 years since 2000. In addition to these assessments, each administration of PISA contains student and school questionnaires, which collected information on school environment and student learning across countries. This spotlight uses PISA school questionnaires to examine two aspects of school environment: the disciplinary environment and the safety and respectfulness of the environment. The school disciplinary environment is composed of two elements: the extent to which the learning of students is hindered by (i) student truancy and (ii) student class skipping. The safety and respectfulness of the school environment is composed of three elements: the extent to which student learning is hindered by

(i) student use of alcohol or illegal drugs; (ii) students intimidating or bullying other students; and (iii) students lacking respect for teachers.¹⁵

In 2015, some 46 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by student truancy (figure S3.1 and table S3.1). This percentage was higher than the OECD average¹⁶ (34 percent). Among the 35 OECD countries reporting these data, the percentages ranged from 10 percent in the United Kingdom to 56 percent in Canada. The percentage was higher in the United States than in 21 OECD countries and lower in the United States than in 2 OECD countries.

The 2012 and 2015 percentages of U.S. 15-year-old students who attended schools that reported that student learning was hindered by student truancy were not measurably different.¹⁷ However, among 35 OECD countries that had valid school environment data in 2012 and 2015 the percentage of students who attended schools that reported that student learning was hindered by student truancy was higher in 2015 than in 2012 in 5 countries and lower in 2015 than in 2012 in 1 country.

¹⁵ The survey response options for the five items listed above were "not at all," "very little," "to some extent," and "a lot." Responses were collapsed into three categories: "Not at all," "very little," and "to some extent or a lot." All percentages of students experiencing a hindrance to learning presented in this spotlight reflect survey responses that were in the "to some extent or a lot" extent of hindrance category.

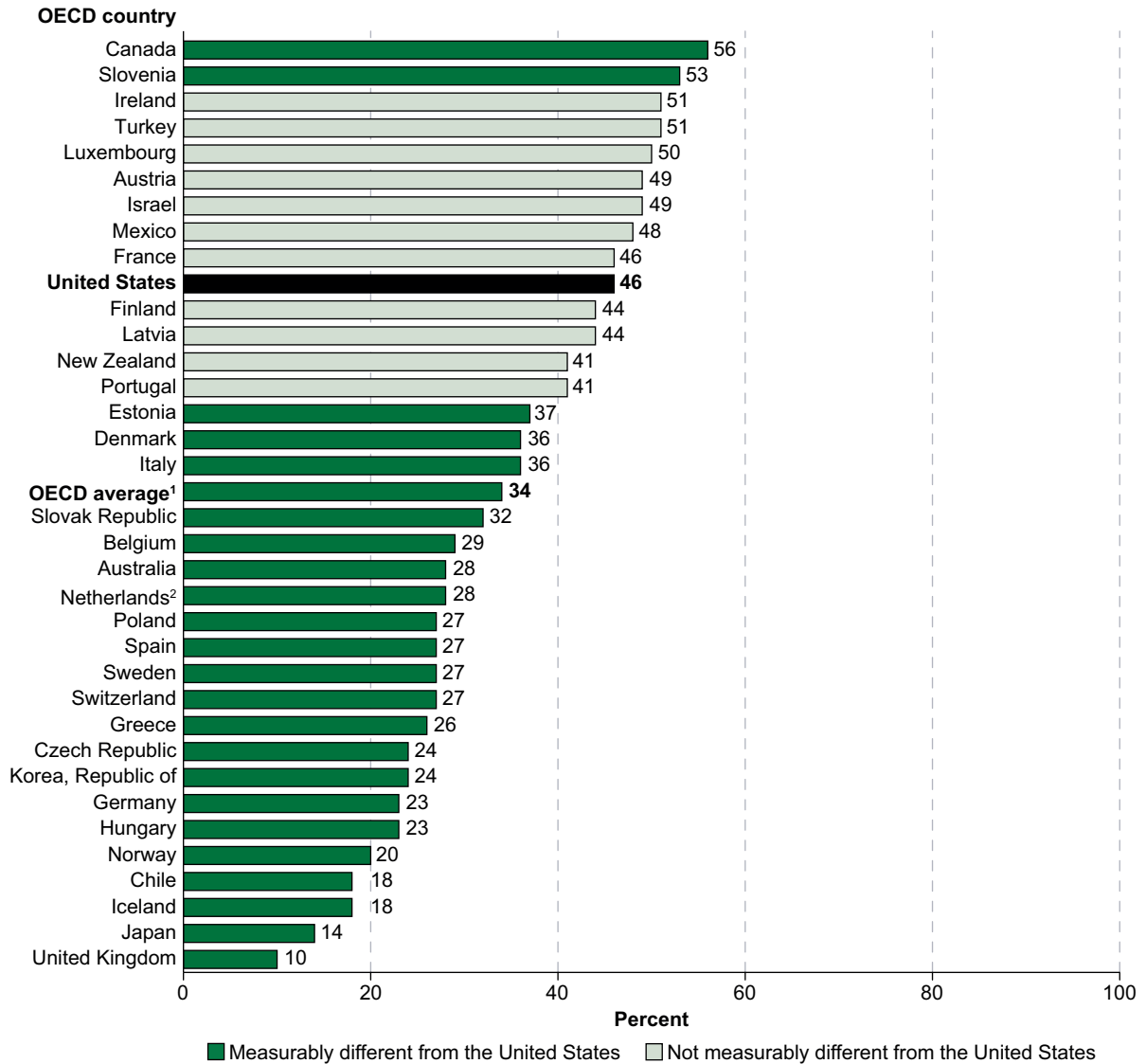
¹⁶ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. In this spotlight, the term "OECD average percentage" is used synonymously with "OECD average."

¹⁷ Since 2012, the question has been "to what extent is the learning of students hindered by student truancy?" Between 2000 and 2009, this question was "to what extent is the learning of students hindered by student absenteeism?" PISA questionnaires did not define "absenteeism" and "truancy." Due to the change in question wording, earlier results are not discussed.

¹⁴ School environment data were not collected in the 2006 administration of PISA.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S3.1, S3.2, S3.3, S3.4, and S3.5, and <https://nces.ed.gov/surveys/pisa/index.asp>.

Figure S3.1. Percentage of 15-year-old students whose schools reported that student learning is hindered to some extent or a lot by student truancy, by Organization for Economic Cooperation and Development (OECD) country: 2015



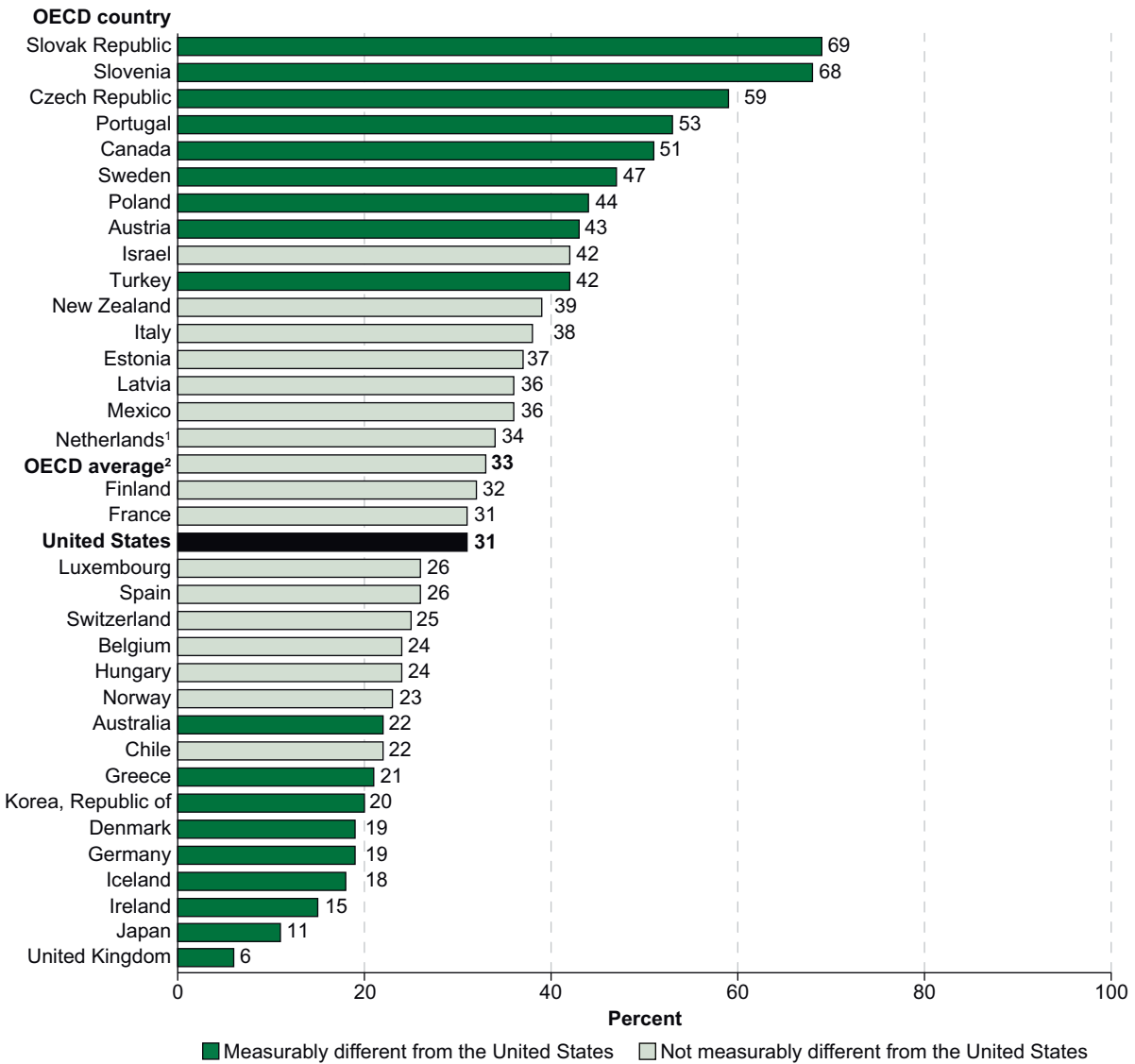
¹ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This figure includes only the OECD countries.

² The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/depisa/>).

Figure S3.2. Percentage of 15-year-old students whose schools reported that student learning is hindered to some extent or a lot by students skipping classes, by Organization for Economic Cooperation and Development (OECD) country: 2015



¹ The item response rate is below 85 percent. Missing data have not been explicitly accounted for.
² Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This figure includes only the OECD countries.
 NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal.
 SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>).

Students skipping classes¹⁸ is another important aspect of the school disciplinary environment. In 2015, some 31 percent of U.S. 15-year-olds attended schools that reported that student learning was hindered, to some extent or a lot, by students skipping class, which was not measurably different from the OECD average percentage (33 percent; figure S3.2 and table S3.2). Among the 35 OECD countries with valid data in 2015, the percentages ranged from 6 percent in the United Kingdom to 69 percent in the Slovak Republic. The percentage was higher in the United States than in 9 OECD countries and lower in the United States than in 9 OECD countries.

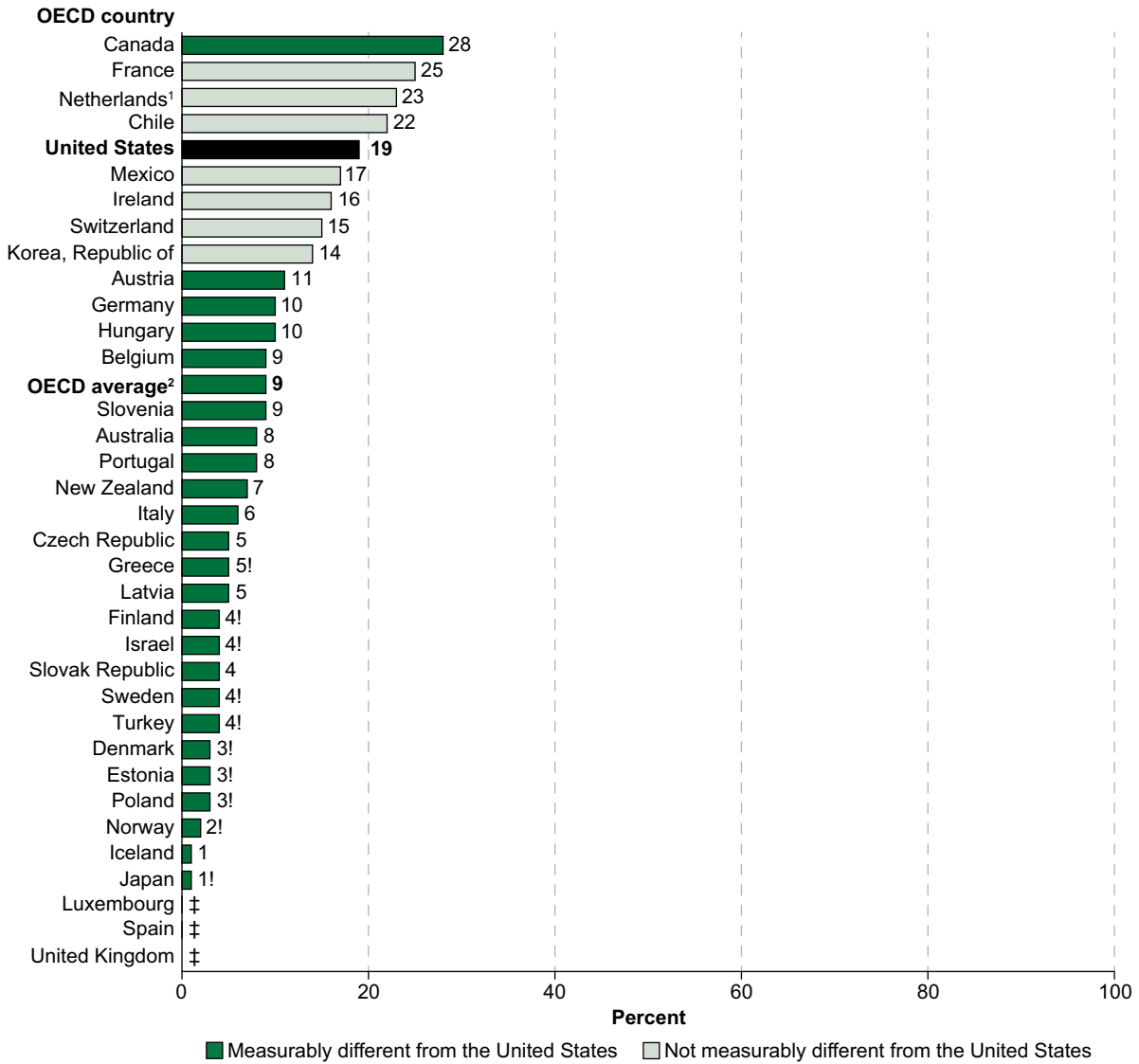
The 2000 and 2015 percentages of 15-year-old students in the United States who attended schools that reported that student learning was hindered, to some extent or a lot, by students skipping classes were not measurably different. However, among the 29 OECD countries that had valid school environment data in these two years, the percentage was higher in 2015 than in 2000 in 6 countries and lower in 2015 than in 2000 in 7 countries.

Student use of alcohol or illegal drugs can also pose a hindrance to the school learning environment. Based on school reports in 2015, some 19 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by student use of alcohol or illegal drugs, which was higher than the OECD average percentage (9 percent; figure S3.3 and table S3.3). Among the 32 OECD countries with valid data in 2015, the percentages ranged from 1 percent in Iceland and Japan to 28 percent in Canada. The percentage was higher in the United States than in 23 OECD countries and lower in the United States than in 1 OECD country.

The 2000 and 2015 percentages of 15-year-old students in the United States who attended schools that reported that student learning was hindered, to some extent or a lot, by student use of alcohol or illegal drugs were not measurably different. However, among the 23 OECD countries that had valid data in both years, 5 countries had a higher percentage in 2015 than in 2000 and 4 countries had a lower percentage in 2015 than in 2000.

¹⁸ PISA questionnaires did not define “skipping classes.” Generally speaking, skipping classes refers to students attending school but not going to class, while truancy is skipping school entirely.

Figure S3.3. Percentage of 15-year-old students whose schools reported that student learning is hindered to some extent or a lot by student use of alcohol or illegal drugs, by Organization for Economic Cooperation and Development (OECD) country: 2015



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

[‡] Reporting standards not met.

¹ The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

² Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This figure includes only the OECD countries.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>).

Students intimidating or bullying other students can hinder student learning as well. In 2015, some 14 percent of 15-year-old students in the United States attended schools that reported that student learning was hindered, to some extent or a lot, by students intimidating or bullying other students, which was not measurably different from the OECD average percentage (11 percent; figure S3.4 and table S3.4). Among the 34 OECD countries that had valid data in 2015, the percentages ranged from 2 percent in Luxembourg to 35 percent in the Netherlands.¹⁹ The percentage was higher in the United States than in 15 OECD countries and lower in the United States than in 3 OECD countries.

The 2000 and 2015 percentages of 15-year-old students in the United States who attended schools that reported that student learning was hindered, to some extent or a lot, by students intimidating or bullying other students were not measurably different. Among the 28 OECD countries that had valid data for both 2000 and 2015, the percentages in 4 OECD countries were higher in 2015 than in 2000, and the percentages in 4 other OECD countries were lower in 2015 than in 2002.

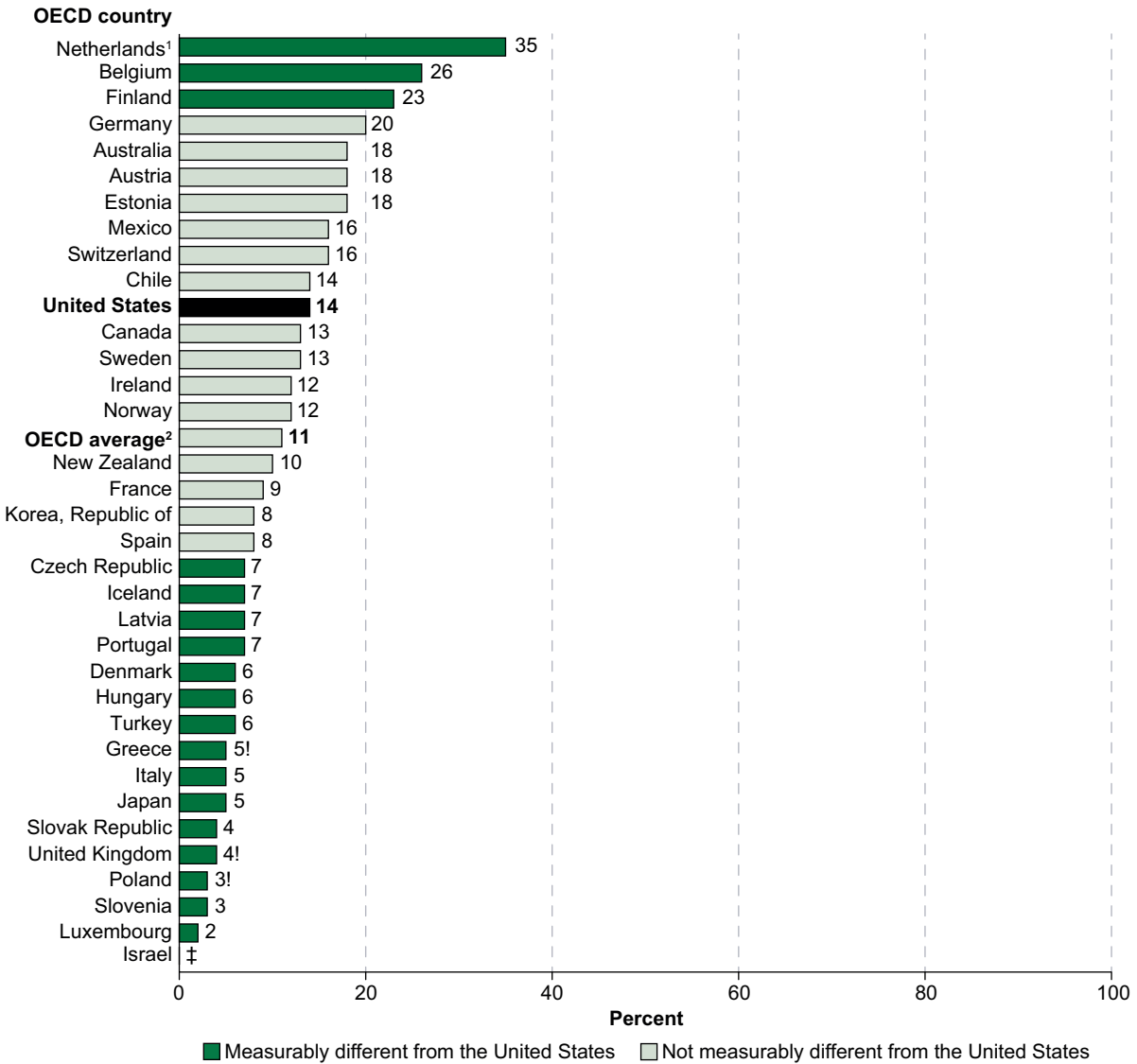
Student respect for teachers contributes to a positive school environment. In 2015, some 18 percent of 15-year-old students in the United States attended

schools that reported that student learning was hindered, to some extent or a lot, by students lacking respect for teachers, which was not measurably different from the OECD average percentage (20 percent; figure S3.5 and table S3.5). Among the 35 OECD countries with valid data in 2015, the percentages ranged from 8 percent in New Zealand to 33 percent in Finland and the Republic of Korea. The percentage of students in the United States who attended schools that reported that student learning was hindered due to students lacking respect for teachers was higher than the percentages in 2 OECD countries and lower than the percentages in 5 OECD countries.

Similar to the 2000 and 2015 percentages of 15-year-old students in the United States who attended schools that reported that student learning was hindered, to some extent or a lot, by students intimidating or bullying other students, the 2000 and 2015 percentages of U.S. 15-year-old students who attended school that reported that student learning was hindered, to some extent or a lot, by students lacking respect for teachers were not measurably different. Among the 29 OECD countries that had valid data in 2000 and 2015, the percentage was higher in 2015 than in 2000 in 5 OECD countries and lower in 2015 than in 2000 in 7 OECD countries.

¹⁹ The response rate for this item is below 85 percent in Netherlands in 2015. Missing data have not been explicitly accounted for.

Figure S3.4. Percentage of 15-year-old students whose schools reported that student learning is hindered to some extent or a lot by students intimidating or bullying other students, by Organization for Economic Cooperation and Development (OECD) country: 2015



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

[‡] Reporting standards not met.

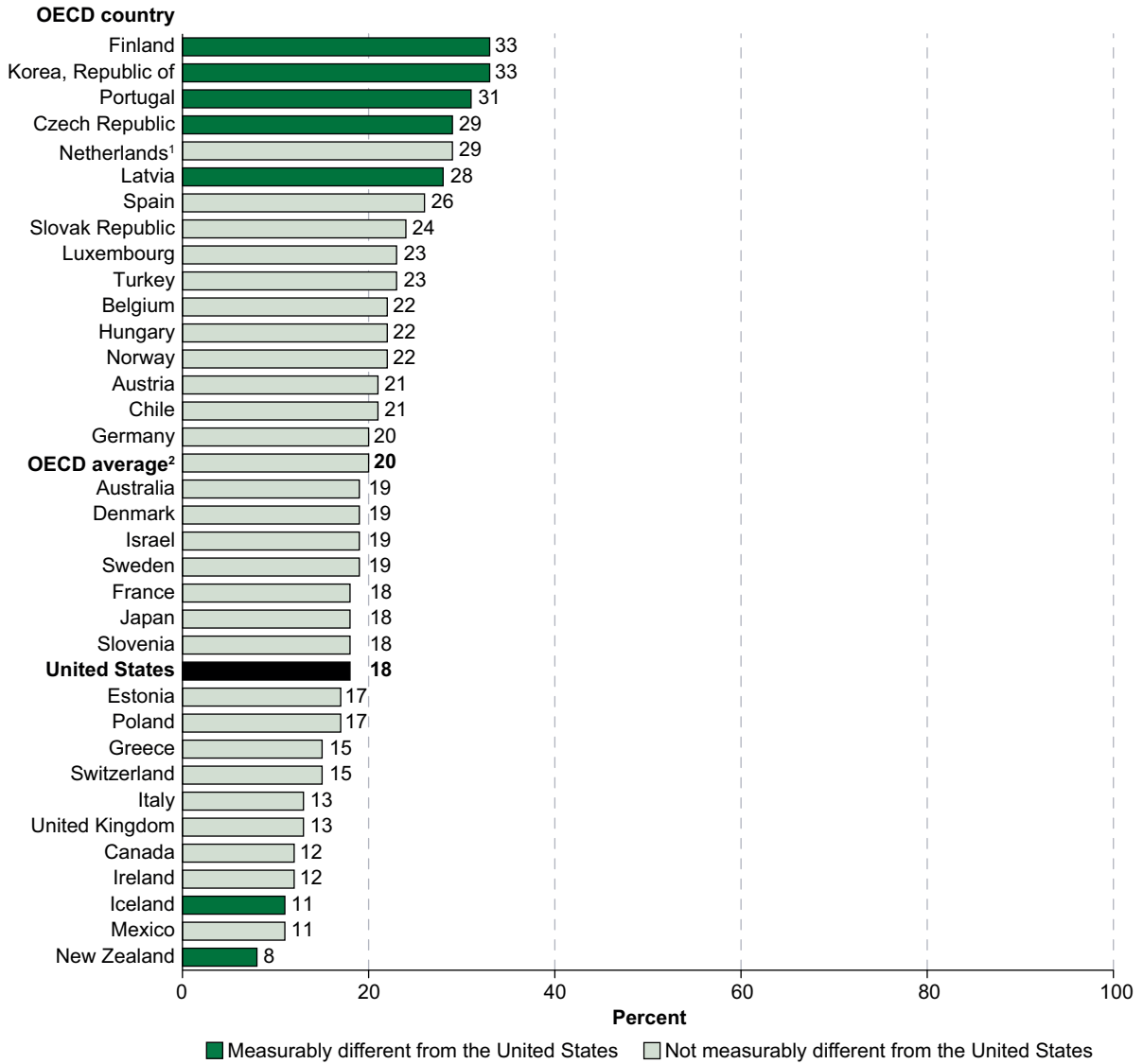
¹ The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

² Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This figure includes only the OECD countries.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>).

Figure S3.5. Percentage of 15-year-old students whose schools reported that student learning is hindered to some extent or a lot by students lacking respect for teachers, by Organization for Economic Cooperation and Development (OECD) country: 2015



¹ The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

² Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This figure includes only the OECD countries.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>).

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Violent Deaths

Indicator 1

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Indicator 1

Violent Deaths at School and Away From School

Between 1992–93 and 2014–15, the percentage of youth homicides occurring at school remained at less than 3 percent of the total number of youth homicides, and the percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides.

Violent deaths at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. This indicator presents data on school-associated violent deaths that were collected through the School-Associated Violent Death Surveillance System (SAVD-SS), as well as data on total suicides collected through the Web-based Injury Statistics Query and Reporting System Fatal and data on total homicides collected through the FBI's Uniform Crime Reporting (UCR) program Supplementary Homicide Reports (SHR). The SAVD-SS defines a school-associated violent death as "a homicide, suicide, or legal intervention death²⁰ (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States." School-associated violent deaths also include those that occurred while the victim was on the way to or returning from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths may include not only students and staff members, but also others at school,²¹ such as students' parents and community members.

The most recent data released by the SAVD-SS cover the period from July 1, 2014 through June 30, 2015. During this period, there were a total of 47 student, staff, and other nonstudent school-associated violent deaths in the United States, which included 28 homicides, 17 suicides, and 2 legal intervention deaths²² (figure 1.1 and table 1.1). Of these 47 school-associated violent deaths, 20 homicides and 9 suicides

were of school-age youth (ages 5–18; also referred to as "youth" in this indicator). When instances of homicide and suicide of school-age youth at school were combined, there was approximately 1 student homicide or suicide at school for every 1.9 million students enrolled.²³

Data on total violent deaths, consisting of those occurring at school and away from school, were included as a point of comparison for violent deaths occurring at school. The most recent data available for total suicides of school-age youth are for the 2014 calendar year; the most recent data available for total homicides of youth are for the 2014–15 school year.²⁴ During the 2014–15 school year, there were 1,168 youth homicides in the United States (figure 1.2 and table 1.1). During the 2014 calendar year, there were 1,785 youth suicides.

The percentage of youth homicides occurring at school remained at less than 3 percent of the total number of youth homicides between 1992–93 (when data collection began) and 2014–15, even though the absolute number of homicides of school-age youth at school varied across the years.²⁵ Between 1992–93 and 2014–15, a range of 1 to 10 school-age youth died by suicide at school each year, with no consistent pattern of increase or decrease in the number of suicides. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over all available survey years.

²⁰ A legal intervention death is defined as a death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.

²¹ "At school" includes on the property of a functioning primary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term "at school" is comparable in meaning to the term "school-associated."

²² Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

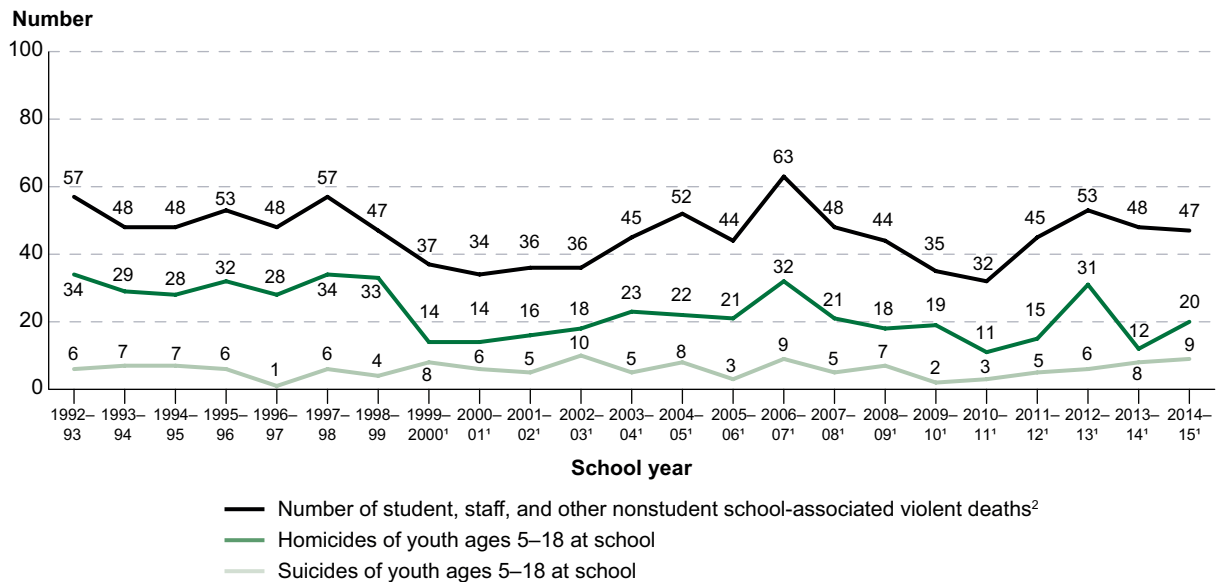
²³ The total number of students enrolled in prekindergarten through 12th grade during the 2014–15 school year was 55,635,322 (see table 105.30 in Snyder and Dillow 2018).

²⁴ Data on total suicides are from the Web-based Injury Statistics Query and Reporting System Fatal and data on total homicides are from the FBI's Uniform Crime Reporting (UCR) program Supplementary Homicide Reports (SHR). Data on total suicides are available only by calendar year, whereas data on suicides and homicides at school and data on total homicides are available by school year. Due to these differences in reference periods, please use caution when comparing total suicides to other categories.

²⁵ Single incidents occurring at school with a large number of school-age victims could result in large variations in the number of homicides of school-age youth at school between two years. Please use caution when making comparisons over time.

This indicator has been updated to include 2014–15 data for school-associated violent deaths and total homicides among youth in the United States, and 2014 data for total suicides among youth in the United States. For more information: Table 1.1, and <http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html>.

Figure 1.1. Number of student, staff, and other nonstudent school-associated violent deaths, and number of homicides and suicides of youth ages 5–18 at school: School years 1992–93 to 2014–15



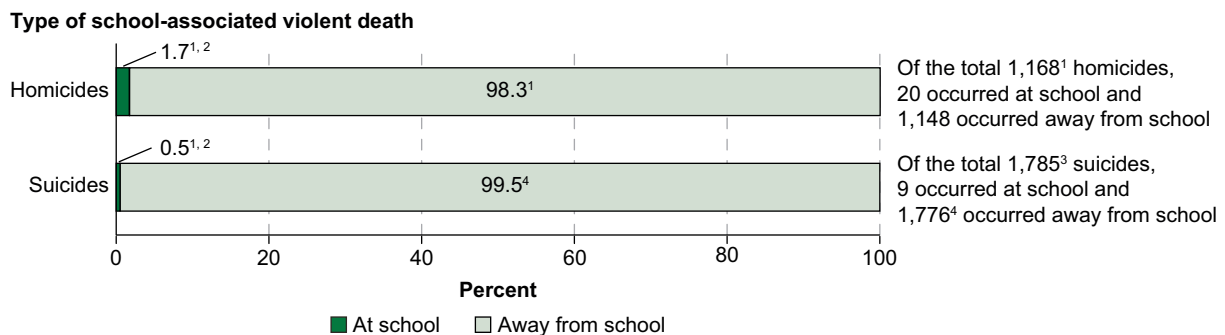
¹ Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this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

² A school-associated violent death is defined as “a homicide, suicide, or legal intervention death (involving a law enforcement officer), in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States,” while the victim was on the way to or from regular sessions at school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims include students, staff members, and others who are not students or staff members, from July 1, 1992, through June 30, 2015.

NOTE: “At school” includes on the property of a functioning primary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term “at school” is comparable in meaning to the term “school-associated.”

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2015 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (June 2017).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: 2014–15



¹ Youth ages 5–18 from July 1, 2014, through June 30, 2015.

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

³ Youth ages 5–18 in the 2014 calendar year.

⁴ Because data reported on total youth suicides are for calendar year 2014, numbers for total suicides and suicides occurring away from school during school year 2014–15 are approximate. Use caution when interpreting these numbers due to timeline differences.

NOTE: “At school” includes on the property of a functioning primary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 2015 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), unpublished tabulation (June 2017); 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), 2014, retrieved June 2017 from <http://www.cdc.gov/injury/wisqars/index.html>; and data on total homicides of youth ages 5–18 for the 2014–15 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 (September 2017).

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Nonfatal Student and Teacher Victimization

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Indicator 2

Incidence of Victimization at School and Away From School²⁶

In 2016, the total victimization rate for students ages 12–18 at school was 29 victimizations per 1,000 students, and the total victimization rate away from school was 24 victimizations per 1,000 students.

In 2016, data from the National Crime Victimization Survey showed that students ages 12–18 experienced 749,400 victimizations (theft²⁷ and nonfatal violent victimization²⁸) at school and 601,300 victimizations away from school (table 2.1).²⁹ The total victimization rates were 29 victimizations at school per 1,000 students and 24 away from school per 1,000 students. The total victimization rates at school and away from school were not measurably different in 2016.

Between 1992 and 2016, total victimization rates for students ages 12–18 declined both at school and away from school (figure 2.1). Specific crime types—thefts, violent victimizations, and serious violent victimizations³⁰—all declined between 1992 and 2016, both at and away from school.

For most of the years between 1992 and 2008 as well as in 2012, the rate of theft at school was higher than the rate of theft away from school among students ages 12–18. For every year between 2009 and 2016 (except in 2012), there were no measurable differences between the rates of theft at school and away from school. In 2016, the rate of theft at school

was 12 thefts per 1,000 students, and the rate of theft away from school was 10 thefts per 1,000 students.

Between 1992 and 2000, the rate of violent victimization per 1,000 students at school was either lower than or not measurably different from the rate away from school. From 2001 to 2016, the rate of violent victimization per 1,000 students at school has generally been higher than or not measurably different from the rate away from school. In 2016, the rate of violent victimization at school (18 per 1,000 students) was not measurably different than the rate of violent victimization away from school (14 per 1,000 students).

The rate of serious violent victimization against students ages 12–18 was lower at school than away from school in most survey years between 1992 and 2008 and in 2016. The 2016 serious violent victimization rates were 3 per 1,000 students at school and 5 per 1,000 students away from school. Between 2009 and 2015, the rate at school was not measurably different from the rate away from school.

²⁶ Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.

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

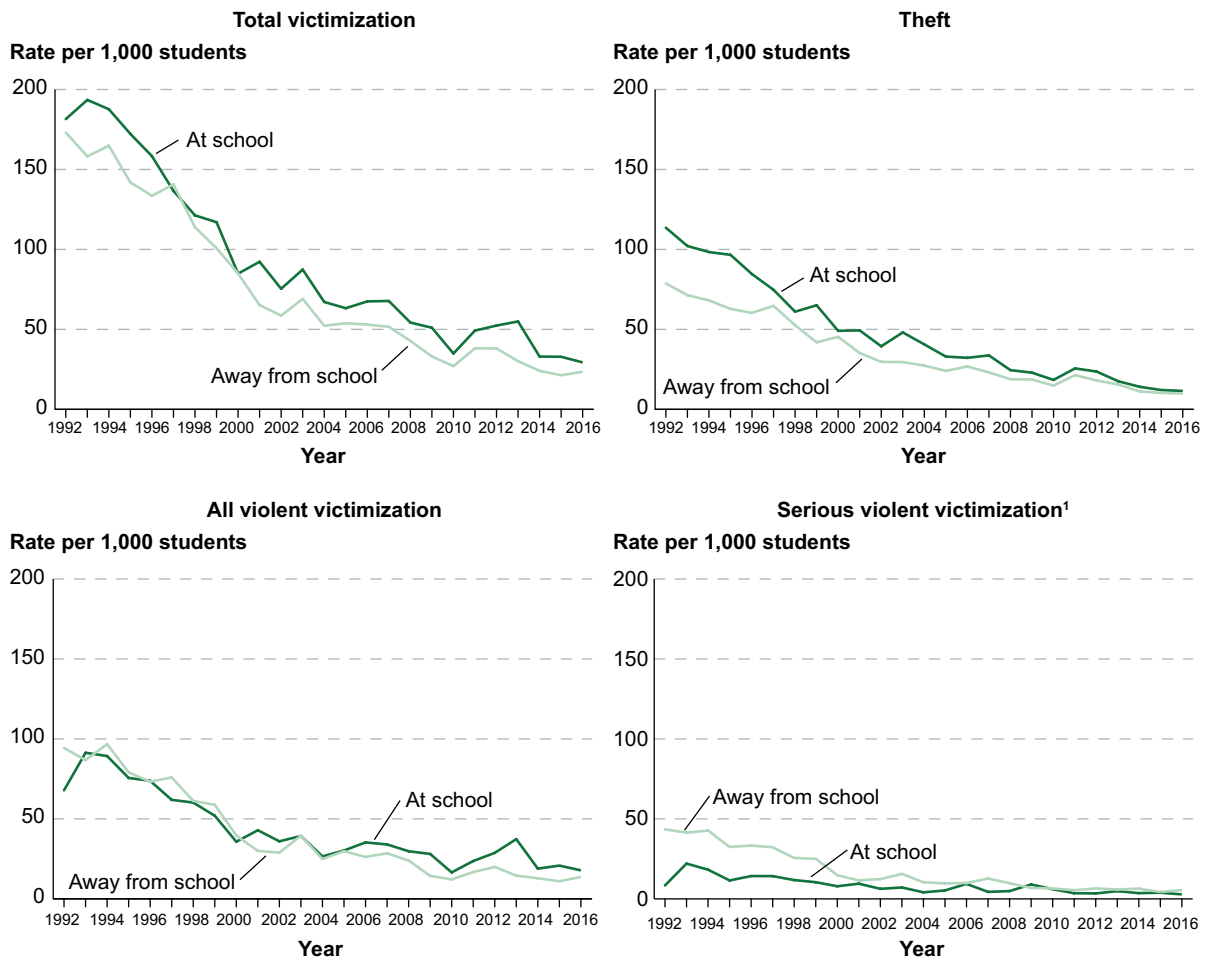
²⁸ “Violent victimization” includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) and simple assault.

²⁹ “Students” refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school. “At school” includes inside the school building, on school property, and on the way to or from school.

³⁰ “Serious violent victimization” includes the crimes of rape, sexual assault, robbery, and aggravated assault.

This indicator has been updated to include 2016 data. For more information: Tables 2.1 and 2.2.

Figure 2.1. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by type of victimization and location: 1992 through 2016

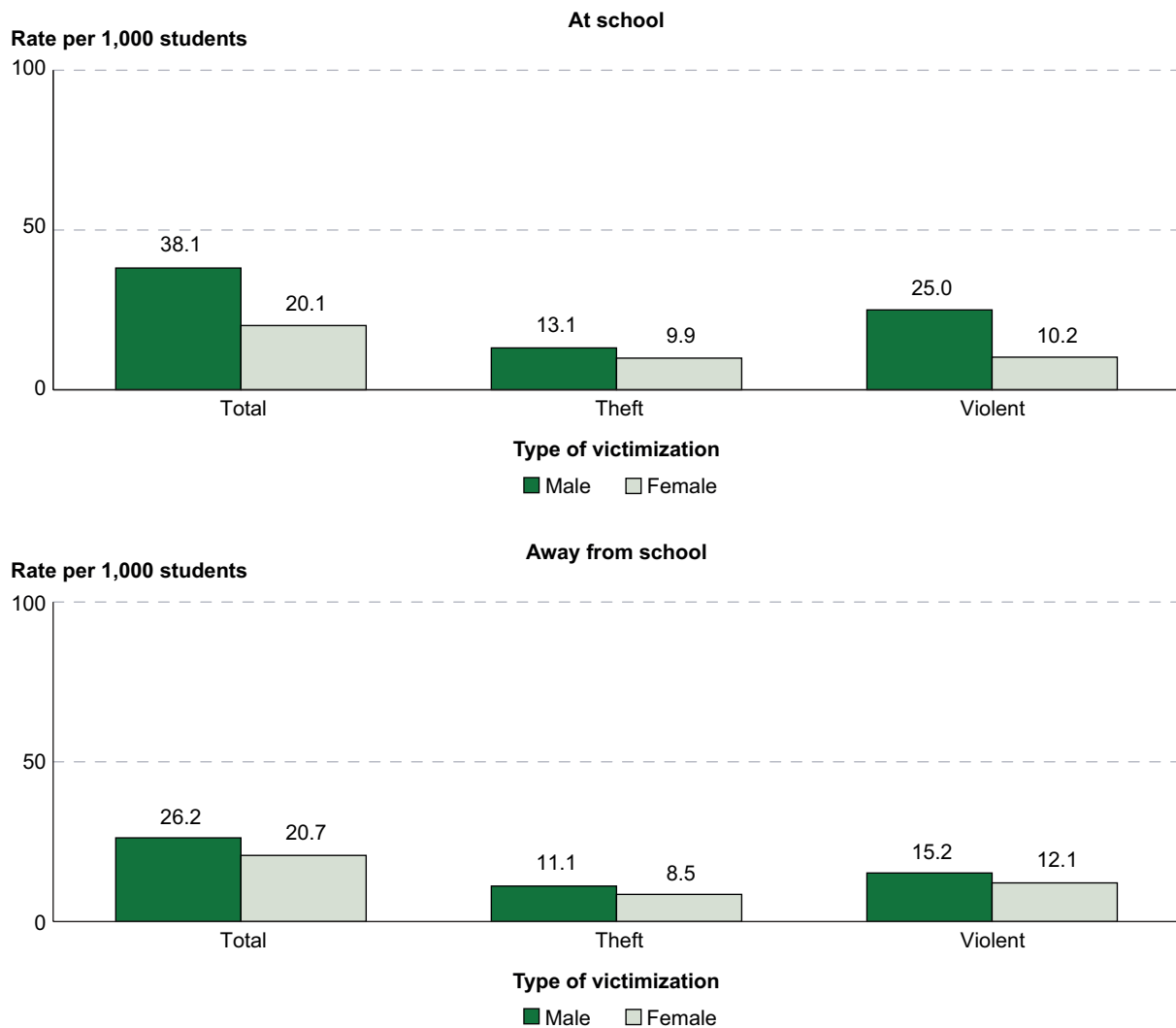


¹ Serious violent victimization is also included in all violent victimization.

NOTE: Every 10 years, the National Crime Victimization Survey (NCVS) sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years. The sample redesign also impacted the comparability of 2016 estimates to estimates for earlier years. Caution should be used when making comparisons to earlier years. For more information, see *Criminal Victimization, 2016* (available at <https://www.bjs.gov/index.cfm?ty=pbse&sid=6>). "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "All violent victimization" includes serious violent crimes as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the NCVS, whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,546,100 in 2016. 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 2016.

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2016



NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,546,100 in 2016. 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), 2016.

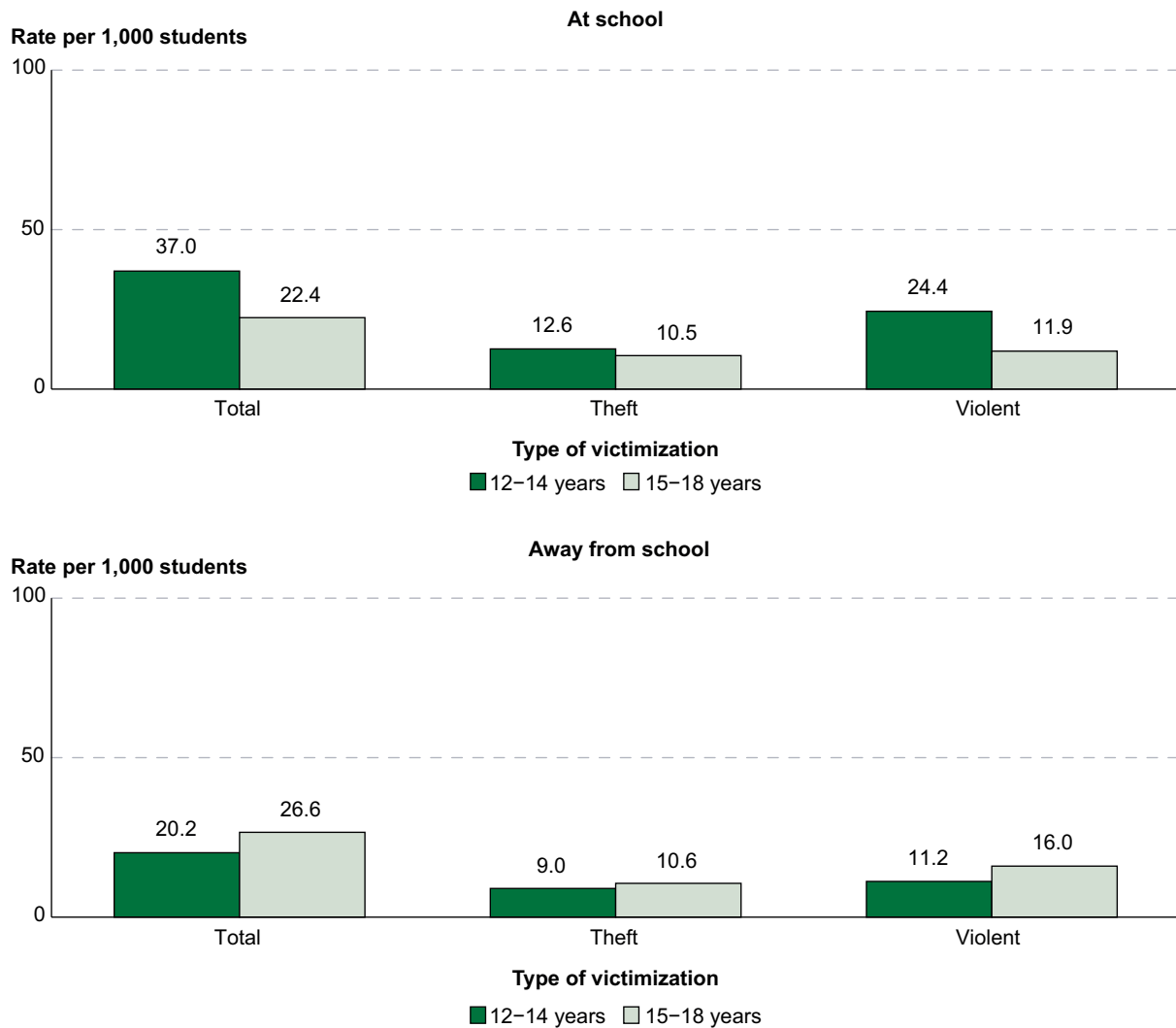
In 2016, the rate of total victimization at school was higher for males than for females (figure 2.2 and table 2.2). The total victimization rate for males was 38 per 1,000 male students, and the rate for females was 20 per 1,000 female students. This difference was primarily driven by a higher rate of violent victimization at school for males (25 per 1,000) than for females (10 per 1,000). The rate of theft at school for males did not differ measurably from the rate for females in 2016. In 2016, the rates of total victimization, theft, and violent victimization away from school for males did not differ measurably from the rates for females. The total victimization rate away from school was 26 victimizations per 1,000 students for males and 21 per 1,000 students for females.

In 2016, the rate of total victimization at school was higher for students ages 12–14 (37 victimizations per 1,000) than for students ages 15–18 (22 victimizations per 1,000; figure 2.3 and table 2.2). This difference was primarily due to a higher rate of violent victimizations at school for students ages 12–14 (24 victimizations per 1,000) than for students ages 15–18 (12 victimizations per 1,000). The rate of theft at school did not differ measurably between students ages 12–14 and students ages 15–18 in 2016. Away from school, the rates of total victimization, theft, and violent victimization for students ages 12–14 did not differ measurably from the rates for students ages 15–18 in 2016.

Differences in the rate of total victimization of students ages 12–18 at school by race/ethnicity were observed in 2016 (table 2.2). The rate of total victimization at school was higher among Black students (42 per 1,000 students) than among Hispanic students (23 victimizations per 1,000 students). The rate of violent victimization at school was higher for Black students (29 per 1,000) than for White students (14 per 1,000). The rate of theft at school was higher for White students (13 per 1,000) than for Hispanic students (6 per 1,000). In 2016, there were no measurable differences in the total victimization rate away from school by race/ethnicity.

Rates of total victimization for students ages 12–18 differed by urbanicity in 2016, both at and away from school (table 2.2). At school, students residing in suburban areas had a lower rate of total victimization (24 victimizations per 1,000 students) than students residing in urban areas (37 victimizations per 1,000 students). Away from school, the rate of total victimization was lower for students residing in suburban areas (17 victimizations per 1,000 students) than for students residing in urban areas (30 victimizations per 1,000 students) and in rural areas (38 victimizations per 1,000 students).

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2016



NOTE: "Violent victimization" includes serious violent crimes (rape, sexual assault, robbery, and aggravated assault) as well as simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes inside the school building, on school property, and on the way to or from school. Although *Indicators 2 and 3* present information on similar topics, *Indicator 2* is based solely on data collected in National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. The population size for students ages 12–18 was 25,546,100 in 2016. 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), 2016.

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Indicator 3

Prevalence of Victimization at School

In 2015, approximately 3 percent of students ages 12–18 reported being victimized at school during the previous 6 months. About 2 percent of students reported theft, 1 percent reported violent victimization, and less than one-half of 1 percent reported serious violent victimization. Between 1995 and 2015, the percentage of students ages 12–18 who reported being victimized at school decreased overall, as did the percentages of students who reported theft, violent victimization, and serious violent victimization.

The School Crime Supplement (SCS)³¹ to the National Crime Victimization Survey (NCVS) allows for the comparison of victimization rate data across student demographic characteristics (e.g., grade, sex, and race/ethnicity). Results from the most recent data collection show that in 2015 approximately 3 percent of students ages 12–18 reported being victimized at school³² during the previous 6 months (figure 3.1 and table 3.1). About 2 percent of students reported theft,³³ 1 percent reported violent victimization,³⁴ and less than one-half of 1 percent reported serious violent victimization.³⁵

In 2015, the percentage of students who reported being victimized at school during the previous 6 months was higher for 6th-, 7th-, and 9th-graders (3 percent each) as well as for 11th-graders (4 percent

than for 12th-graders (1 percent; figure 3.2 and table 3.1). Also, a higher percentage of 7th- and 11th-graders reported being victimized at school than of 10th-graders (2 percent). The percentage of students who reported theft was higher for 11th-graders (3 percent) than for 10th- and 12th-graders (1 percent each). In addition, the percentage of students who reported violent victimization was higher for 7th-graders (2 percent) than for 8th-graders (1 percent). No measurable differences were observed by sex or race/ethnicity in reports of victimization overall or in reports of specific types of victimization. Among students ages 12–18 in 2015, the percentage reporting being victimized at school during the previous 6 months was higher for students from urban and suburban areas (3 percent each) than for students from rural areas (2 percent).

³¹ Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. Thus, the calculation of estimates presented here is based on a subset of the student sample used to calculate the estimates presented in *Indicator 2*.

³² “At school” includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

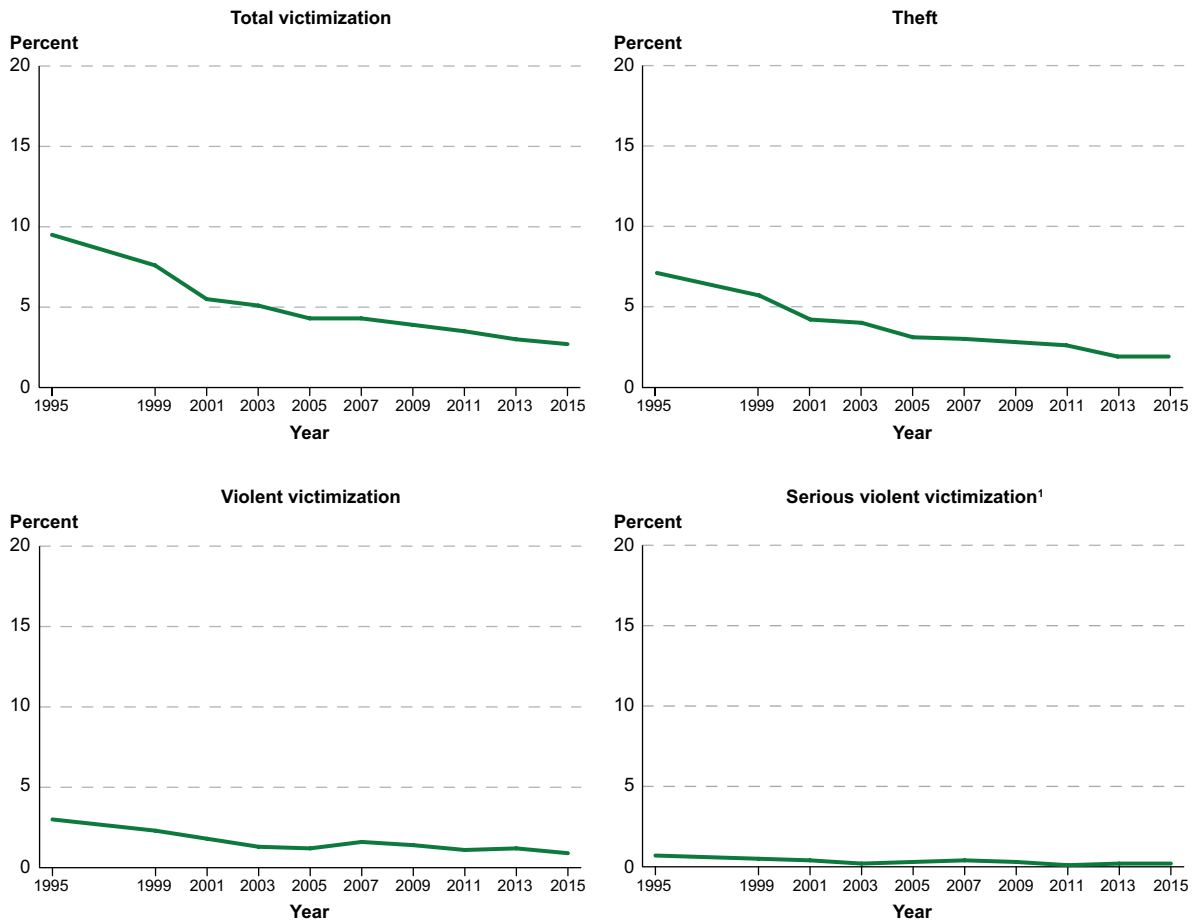
³³ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

³⁴ “Violent victimization” includes serious violent crimes and simple assault.

³⁵ “Serious violent victimization” includes rape, sexual assault, robbery, and aggravated assault.

This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Table 3.1, and <https://nces.ed.gov/programs/crime/>.

Figure 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization: Selected years, 1995 through 2015



¹ Serious violent victimization is also included in violent victimization.

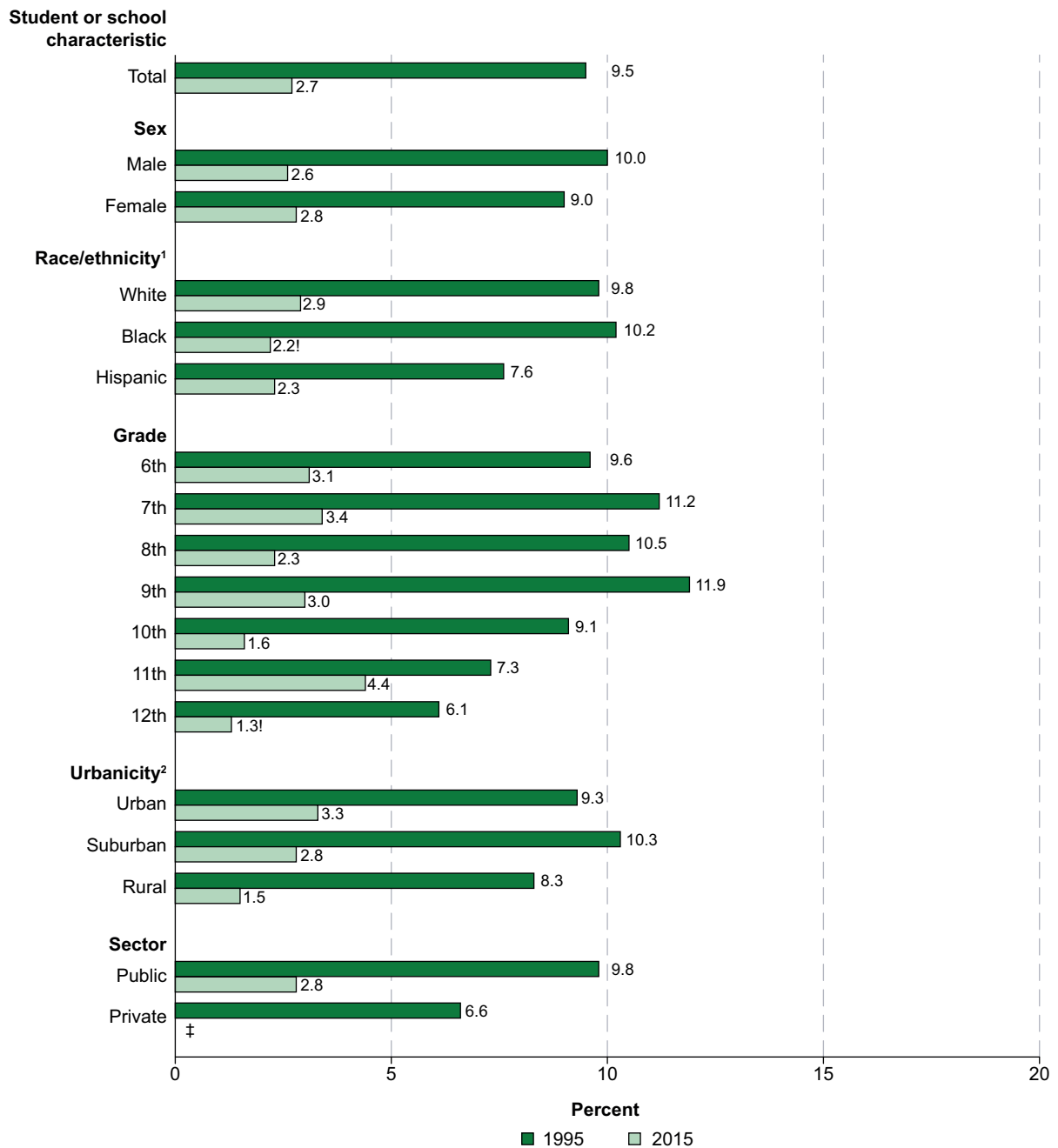
NOTE: "Total victimization" includes theft and violent victimization. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use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

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

Between 1995 and 2015, the percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased overall (from 10 to 3 percent), as did the percentages of students who reported theft (from 7 to 2 percent), violent victimization (from 3 to 1 percent), and serious violent victimization (from 1 percent to less than one-half of 1 percent). The percentage of students who reported being victimized at school decreased between 1995 and 2015 for both male (from 10 to 3 percent) and female students (from 9 to 3 percent), as well as for White (from 10 to 3 percent), Black (from 10 to 2 percent), and Hispanic students (from 8 to 2 percent). In addition, the percentages of students who reported being victimized decreased between 1995 and 2015 for all grades 6 through 12.

A decrease between 1995 and 2015 in the percentage of students reporting being victimized also occurred across school characteristics. About 9 percent of students from urban areas, 10 percent of students from suburban areas, and 8 percent of students from rural areas reported being victimized at school in 1995, compared with 3 percent each of students from urban and suburban areas and 2 percent of students from rural areas in 2015. About 10 percent of public school students reported being victimized at school in 1995; the percentage decreased to 3 percent of public school students in 2015.

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 1995 and 2015



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

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

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

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

NOTE: "Total victimization" includes theft and violent victimization. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), whereas *Indicator 3* is based on data collected in the School Crime Supplement (SCS) to the NCVS as well as demographic data collected in the NCVS. *Indicator 2* uses data from all students ages 12–18 who responded to the NCVS, while *Indicator 3* uses data from all students ages 12–18 who responded to both the NCVS and the SCS. Inclusion criteria for the NCVS and SCS differ slightly. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS.

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

Indicator 4

Threats and Injuries With Weapons on School Property

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

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked whether they had been threatened or injured with a weapon such as a gun, knife, or club on school property³⁶ during the 12 months preceding the survey. In 2015, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property (figure 4.1 and table 4.1). The percentage of students who reported being threatened or injured with a weapon on school property was lower in 2015 than in every survey year between 1993 (7 percent; the first year of data collection) and 2011 (7 percent). However, there was no measurable difference between the percentages in 2013 and 2015.

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

The percentage of students who reported being threatened or injured with a weapon on school

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

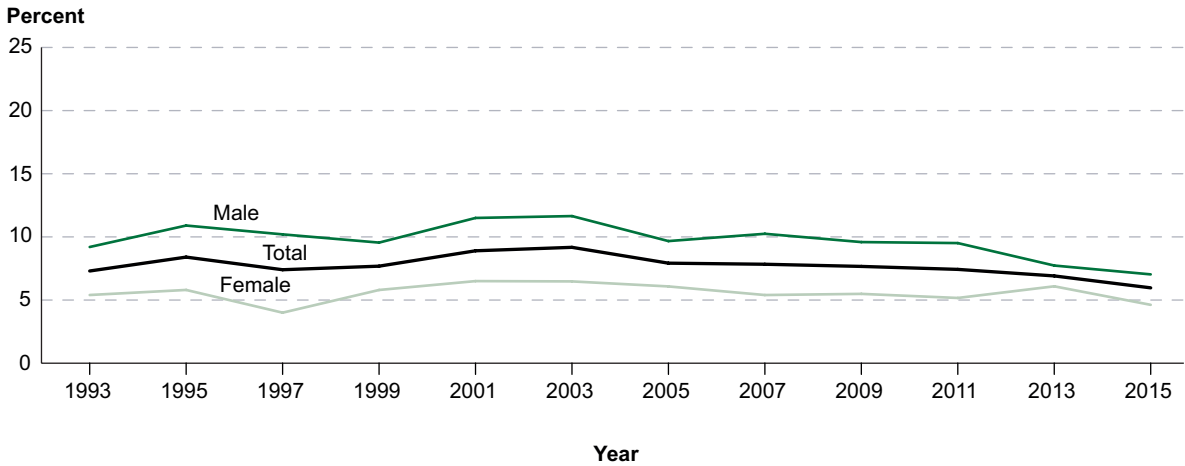
In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."³⁷ In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they were threatened or injured with a weapon on school property during the previous 12 months (10 vs. 5 percent; table 4.2). In addition, the percentage of students reporting being threatened or injured with a weapon on school property was higher for students who were not sure about their sexual orientation than for heterosexual students (13 vs. 5 percent).

³⁶ "On school property" was not defined for survey respondents.

³⁷ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

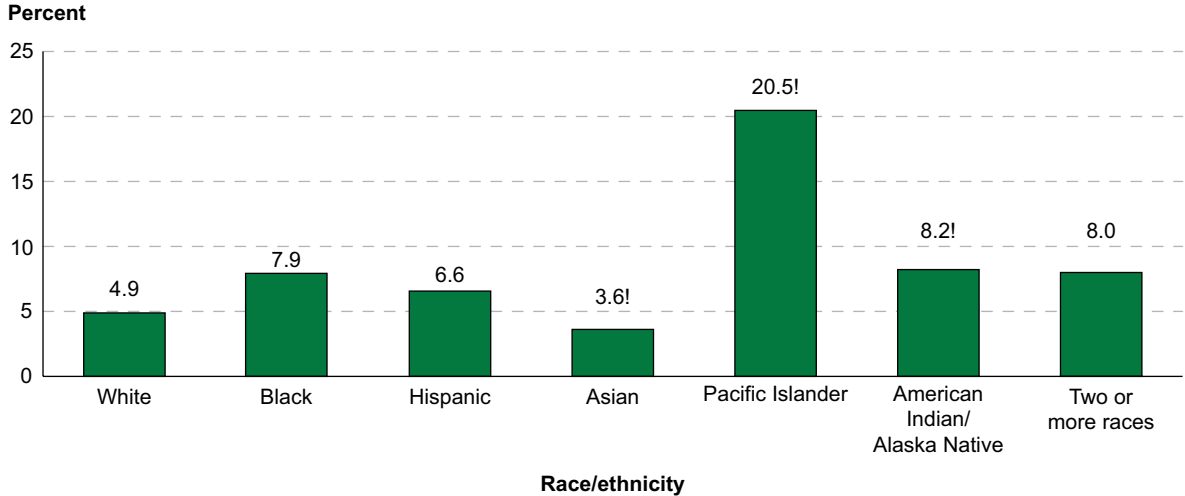
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakouts that were previously included in a Spotlight feature. For more information: Tables 4.1, 4.2, and 4.3, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), and Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>).

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by sex: Selected years, 1993 through 2015



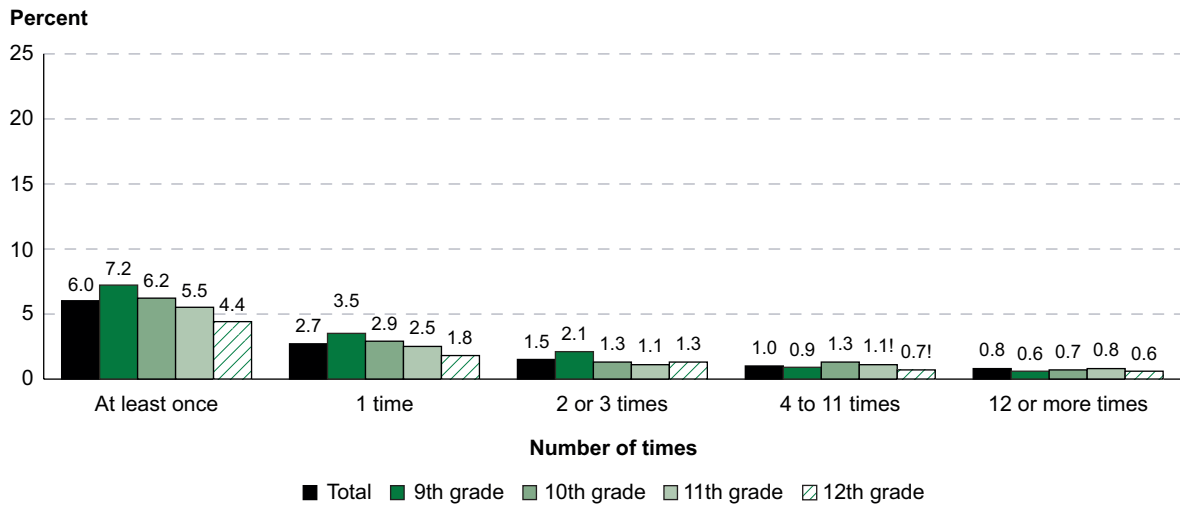
NOTE: Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior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

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by race/ethnicity: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Race categories exclude persons of Hispanic ethnicity. Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

Figure 4.3. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least once during the previous 12 months, by number of times threatened or injured and grade: 2015



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

NOTE: Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents. Detail may not sum to totals because of rounding.

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

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

In 2015, data on the percentage of public school students who reported being threatened or injured with a weapon on school property during the previous 12 months were available for 30 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being threatened or injured with a weapon on school property ranged from 4 percent in Massachusetts to 11 percent in Arkansas (table 4.3).

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Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

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

Students are not the only victims of intimidation and violence in schools. Teachers are also subject to threats and physical attacks, and students from their schools sometimes commit these offenses. In 2015–16, the National Teacher and Principal Survey (NTPS) asked public school teachers³⁸ whether they were threatened with injury or physically attacked by a student from their school in the previous 12 months. These questions were also asked in the Schools and Staffing Survey (SASS) administered between 1993–94 and 2011–12. The NTPS was designed to allow comparisons with SASS data. However, because the 2015–16 NTPS was only administered to public school teachers whereas SASS was administered to both public and private school teachers, this indicator focuses on public school teachers only.

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

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

male public school teachers reported being physically attacked by a student (6 percent vs. 4 percent).

There were some differences in the percentages of public school teachers who reported being threatened by a student or being physically attacked by the race/ethnicity of the teacher. In the 2015–16 school year, a higher percentage of Black public school teachers (12 percent) than of White (10 percent) and Hispanic (8 percent) public school teachers reported being threatened by a student. A higher percentage of public school teachers of other racial/ethnic groups³⁹ (7 percent) than of Hispanic public school teachers (5 percent) reported being physically attacked by a student.

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

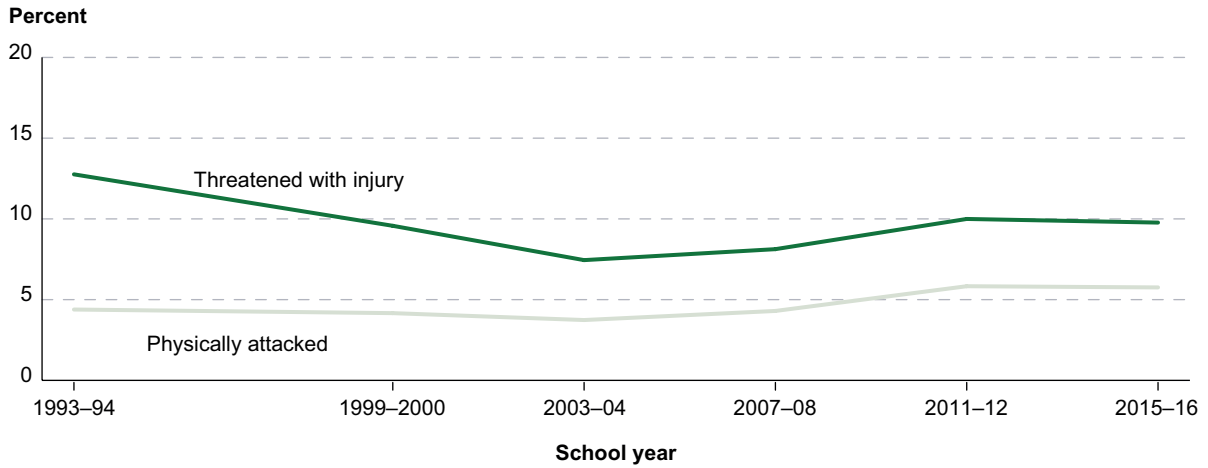
The 2011–12 school year was the most recent survey year for which state-level data on public school teachers' reports of being threatened with injury or physically attacked by a student were available. During the 2011–12 school year, the percentage of public school teachers who reported being threatened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

³⁸ Includes teachers in both traditional public schools and public charter schools.

³⁹ Includes teachers who were American Indian/Alaska Native, Asian, Pacific Islander, and of Two or more races.

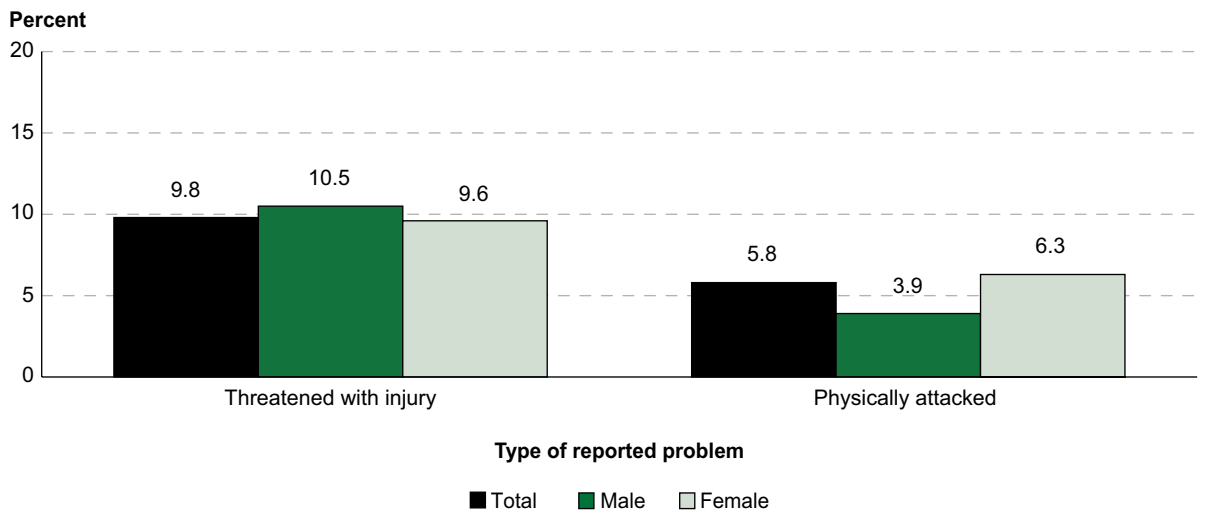
This indicator has been updated to include 2015–16 data. For more information: Tables 5.1 and 5.2, appendix B for definitions of instructional levels, and Taie and Goldring (2017), (<https://nces.ed.gov/pubs2017/2017072.pdf>).

Figure 5.1. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months: Selected school years, 1993–94 through 2015–16



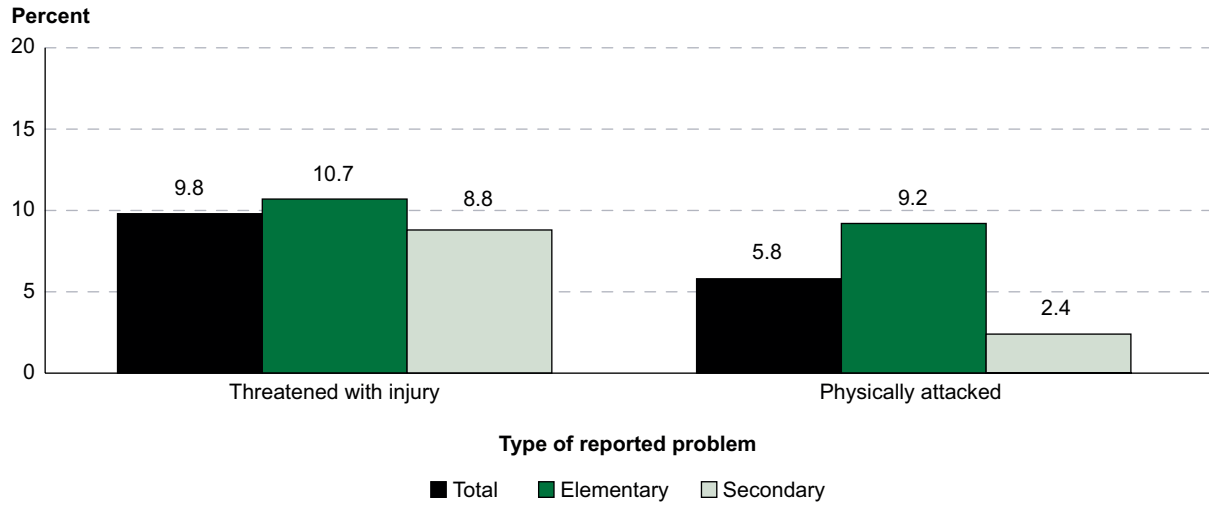
NOTE: Includes teachers in both traditional public schools and public charter schools.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School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

Figure 5.2. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by sex: School year 2015–16



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

Figure 5.3. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the previous 12 months, by instructional level: School year 2015–16



NOTE: Includes teachers in both traditional public schools and public charter schools. Instructional level divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of the teachers' class(es). Please see appendix B for a more detailed definition.

SOURCE: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16.

School Environment

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Indicator 6

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

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

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals to provide the number of violent incidents,⁴⁰ serious violent incidents,⁴¹ thefts of items valued at \$10 or greater without personal confrontation, and other incidents⁴² that occurred at their school.⁴³ Public school principals were also asked to provide the number of incidents they reported to police or other law enforcement. This indicator presents the percentage of public schools that recorded one or more of these specified crimes, the total number of incidents recorded, and the rate of incidents per 1,000 students. These data are also presented for crimes that were reported to the police.

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

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

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

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

⁴⁰ “Violent incidents” include serious violent incidents (see footnote 41) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

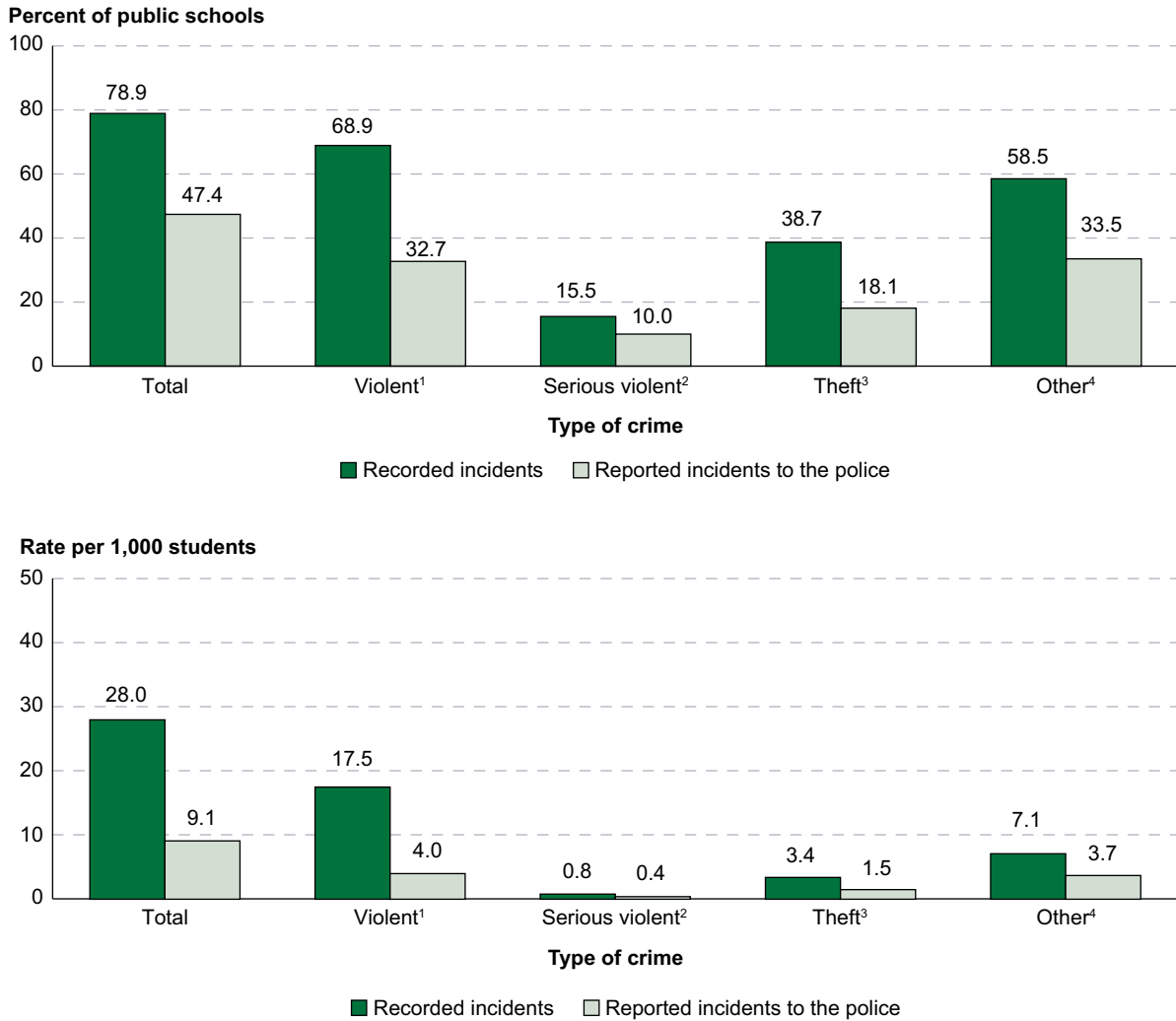
⁴¹ “Serious violent incidents” include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

⁴² “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.

⁴³ “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours, or when school activities or events were in session.

This indicator has been updated to include 2015–16 data. For more information: Tables 6.1, 6.2, 6.3, 6.4, 6.5, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

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



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

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

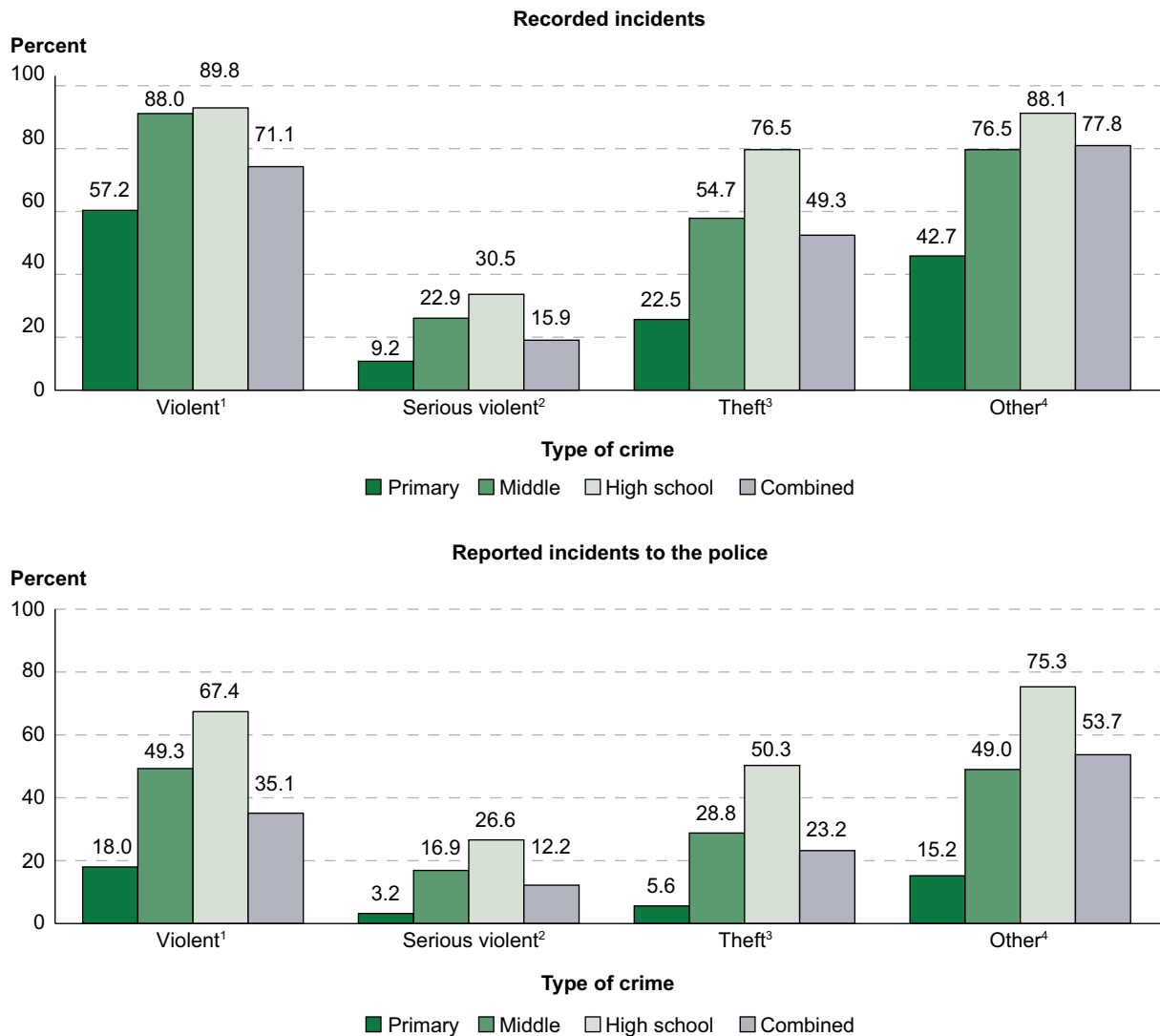
³ Theft or larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm." This includes pocket picking, stealing a purse or backpack (if left unattended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

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

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

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

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



¹ “Violent incidents” include “serious violent” incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

² “Serious violent” incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

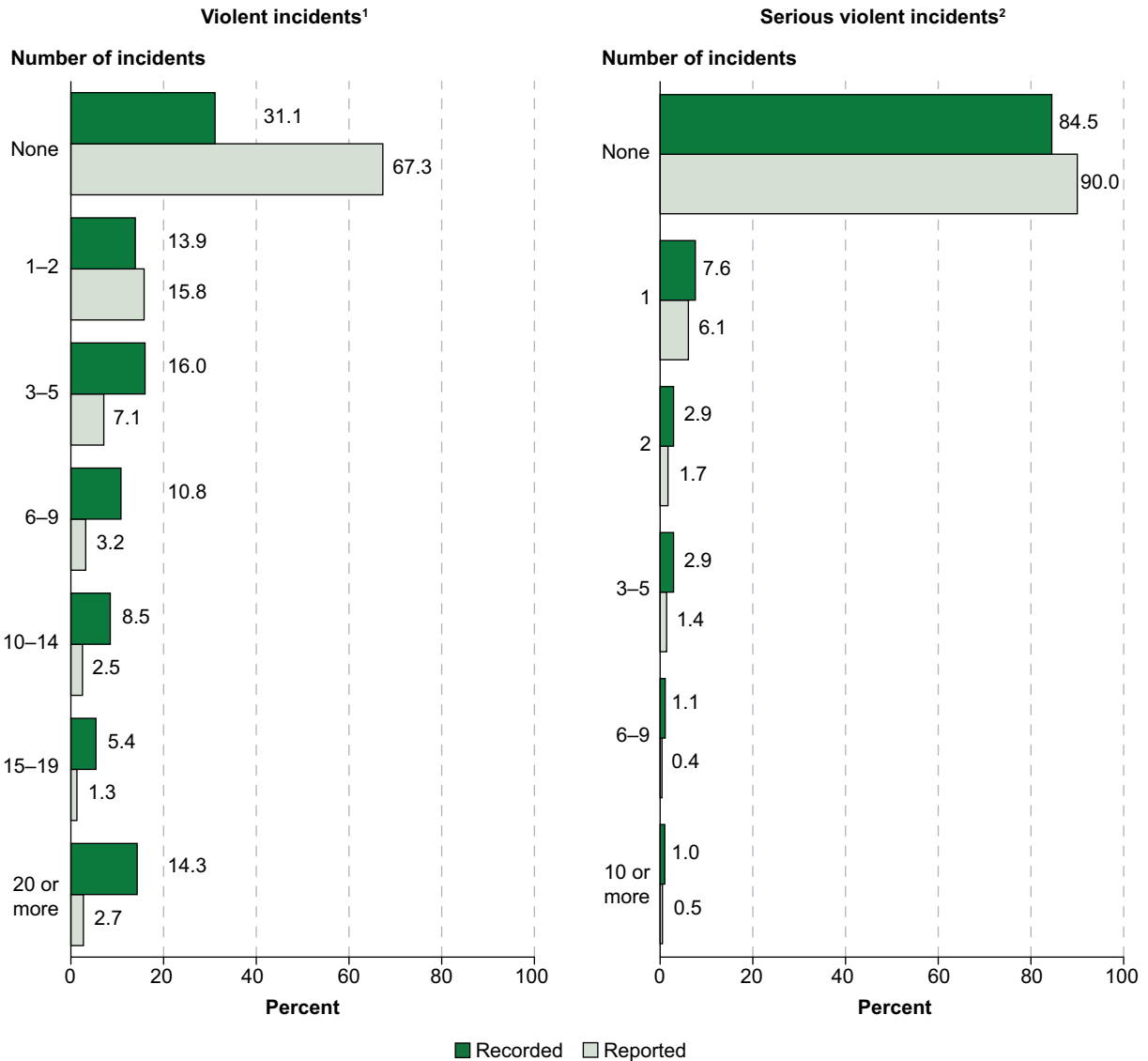
³ Theft or larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as “the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm.” This includes pocket picking, stealing a purse or backpack (if left unattended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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

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

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



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

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

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

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

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

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

Data on the number of crimes recorded and reported by public schools in 2015–16 were categorized by frequency range as well. For example, 31 percent of schools did not record a violent crime, whereas 14 percent of schools recorded 20 or more violent crimes (figure 6.3 and table 6.4). Sixty-seven percent of schools did not report a violent crime to the police,

while 3 percent of schools reported 20 or more violent crimes to the police. With regard to serious violent crimes, 85 percent of schools did not record a serious violent crime, while 1 percent of schools recorded 10 or more such crimes (figure 6.3 and table 6.5). Ninety percent of schools did not report a serious violent crime to the police; in contrast, less than 1 percent of schools reported 10 or more serious violent crimes to the police.

The number of crimes recorded and reported by schools by frequency range also varied by school characteristics. For instance, a larger percentage of city schools recorded 20 or more violent incidents in 2015–16 (21 percent) than suburban schools and rural schools (14 and 7 percent, respectively; table 6.4). With regard to violent incidents reported to the police, larger percentages of town (4 percent), city (4 percent), and suburban schools (2 percent) reported 20 or more such crimes to the police than rural schools (1 percent). The percentage of schools recording 20 or more violent incidents in 2015–16 was also higher for schools where 76 percent or more of the students were eligible for free or reduced-price lunch (23 percent) than for schools where a smaller percentage of the students were eligible for free or reduced-price lunch (ranging from 6 to 14 percent). However, the percentage of schools reporting 20 or more such incidents to the police did not differ measurably by percentage of students eligible for free or reduced-price lunch.⁴⁴

⁴⁴ The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post “[Free or reduced price lunch: A proxy for poverty?](#)”

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Indicator 7

Discipline Problems Reported by Public Schools

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16.

Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked public school principals how often certain disciplinary problems happened in their schools⁴⁵ during the school year. In 2013–14, school principals were asked to provide responses to a similar set of questions on the Fast Response Survey System (FRSS) survey of school safety and discipline.⁴⁶ Using data from both surveys, this indicator examines whether the following discipline problems were reported by public schools to have occurred at least once a week: student racial/ethnic tensions, student bullying, student sexual harassment of other students, student harassment of other students based on sexual orientation or gender identity, student verbal abuse of teachers, student acts of disrespect for teachers other than verbal abuse, and widespread disorder in the classroom. SSOCS also looked at the occurrence of gang activities during the school year; however, this item was not collected in the FRSS survey.

In 2015–16, about 12 percent of public schools reported that bullying occurred among students at least once a week (figure 7.1 and table 7.1). About 5 percent of public schools reported student verbal abuse of teachers, 10 percent reported acts of student disrespect for teachers other than verbal abuse, 2 percent each reported widespread disorder in the classroom and student racial/ethnic tensions, and 1 percent each reported sexual harassment of other

students and harassment of other students based on sexual orientation or gender identity. About 10 percent of public schools reported that gang activities had happened at all during the 2015–16 school year.

The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 12 percent in 2015–16 (figure 7.1 and table 7.1). Similarly, the percentage of schools that reported the occurrence of student verbal abuse of teachers at least once a week decreased from 13 percent in 1999–2000 to 5 percent in 2015–16. There was no measurable difference in the percentage of schools reporting student acts of disrespect for teachers other than verbal abuse in 2007–08 (the first year of data collection for this item) and 2015–16. Similarly, there was no measurable difference in the percentage of schools that reported widespread disorder in the classroom in 1999–2000 and 2015–16.

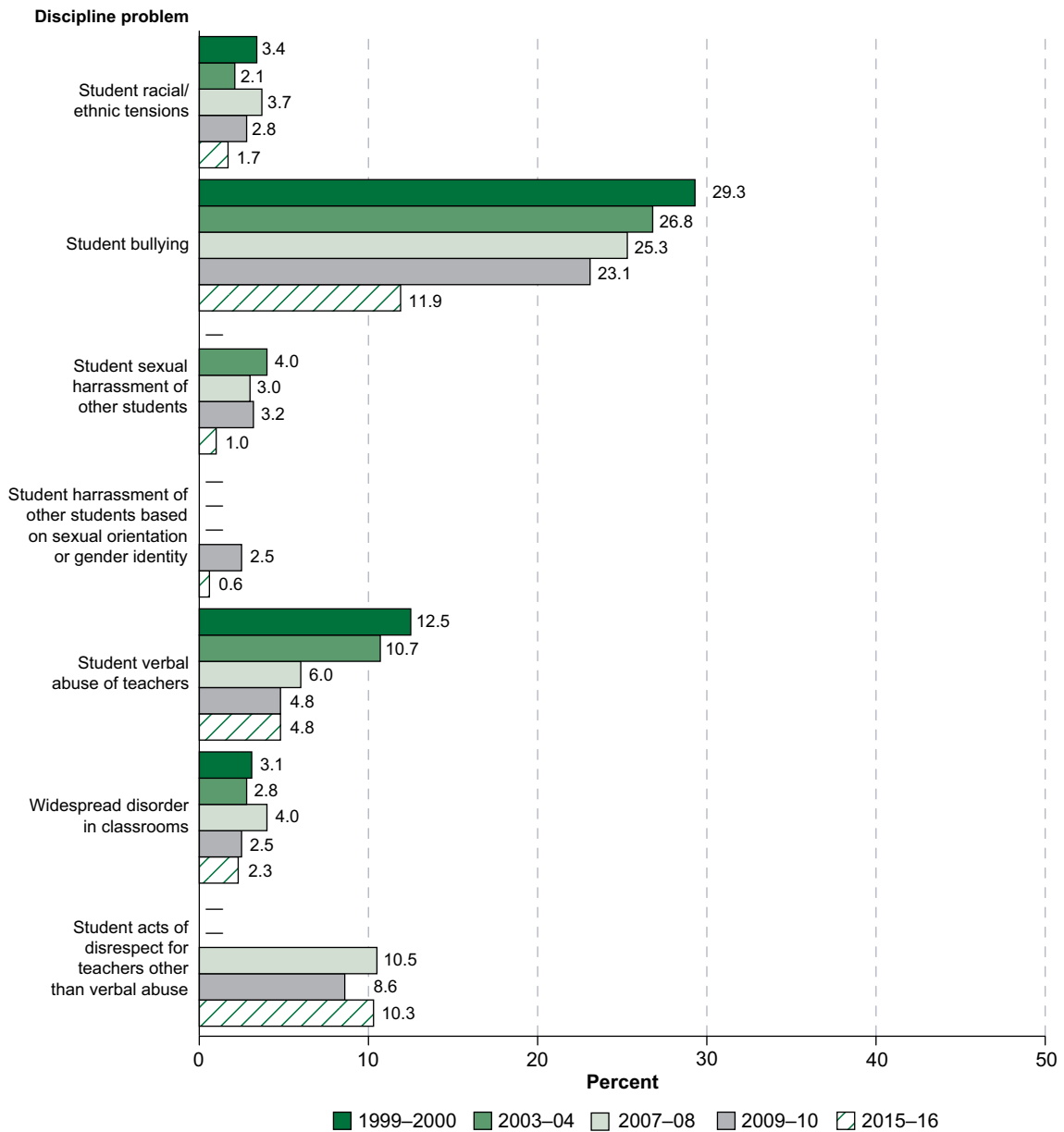
In 2015–16, the percentage of public schools that reported the occurrence of student racial/ethnic tensions at least once a week was lower than in most prior survey years. For example, 2 percent of schools in 2015–16 reported student racial/ethnic tensions, compared to 3 percent of schools in 1999–2000.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

⁴⁵ “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.

⁴⁶ The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (SSOCS) data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted 2013–14 results.

This indicator has been updated to include 2015–16 data. For more information: Tables 7.1 and 7.2, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

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

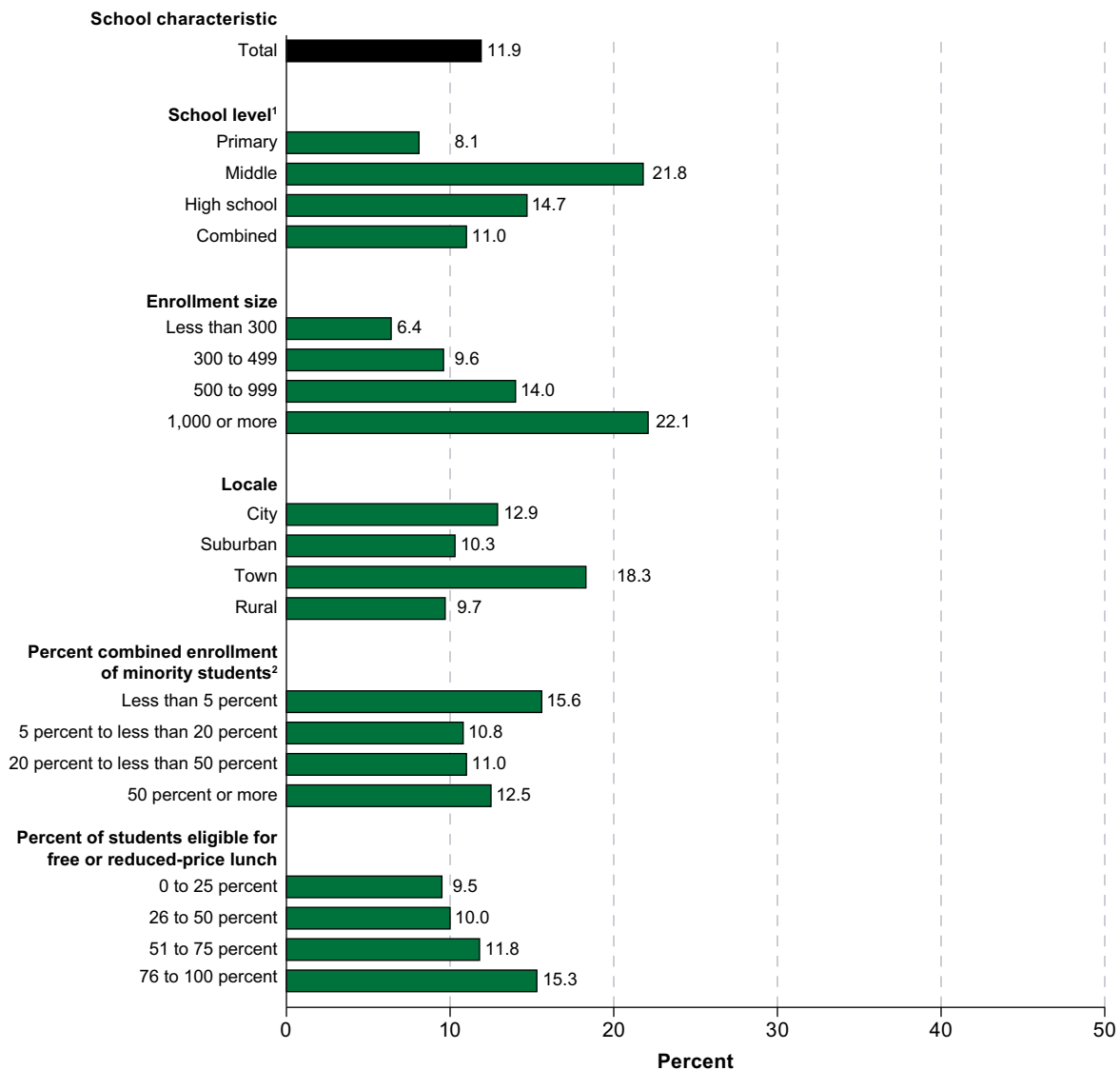


— Not available.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

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

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



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

² Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

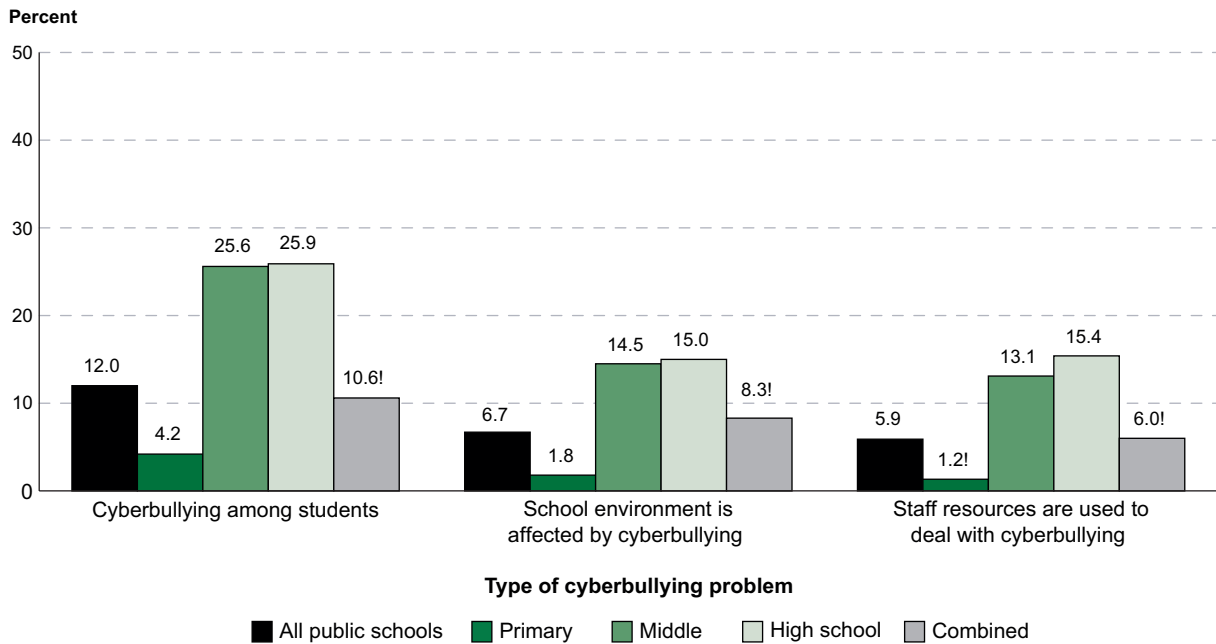
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

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

(8 percent). The percentage for high schools was also higher than the percentage for primary schools (figure 7.2 and table 7.1).

A higher percentage of schools with 1,000 or more students enrolled reported student bullying (22 percent) than schools of smaller enrollment sizes. A higher percentage of schools located in towns reported student bullying (18 percent) compared to schools

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



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

NOTE: “Cyberbullying” was defined for respondents as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.” Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyberbullying “problems that can occur anywhere (both at your school and away from school).” Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

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

located in suburbs and rural areas (10 percent each). A higher percentage of schools where 76 percent or more of the students were eligible for free or reduced-price lunch reported student bullying (15 percent) than schools where 25 percent or less of the students or 26 to 50 percent of the students were eligible for free or reduced-price lunch (10 percent each).⁴⁷

In the 2015–16 SSOCS survey administration, schools were also asked to report selected types of cyberbullying⁴⁸ problems at school or away from school that occurred at least once a week. About 12 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school in 2015–16. Seven percent of public schools also

reported that the school environment was affected by cyberbullying at least once a week, and 6 percent of schools reported that staff resources were used to deal with cyberbullying at least once a week (figure 7.3 and table 7.2).

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

⁴⁷ The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCEs blog post “[Free or reduced price lunch: A proxy for poverty?](#)”

⁴⁸ “Cyberbullying” was defined for respondents as “occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

Indicator 8

Students' Reports of Gangs at School

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

In order to assess gang activity in and around the vicinity of schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school⁴⁹ during the school year. All gangs, whether or not they are involved in violent or illegal activity, are included. Between 2001 and 2015, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 11 percent. The percentage who reported gangs were present at their school was also lower in 2015 than in 2013 (12 percent; figure 8.1 and table 8.1).

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

A higher percentage of students attending public schools (11 percent) than of students attending private

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

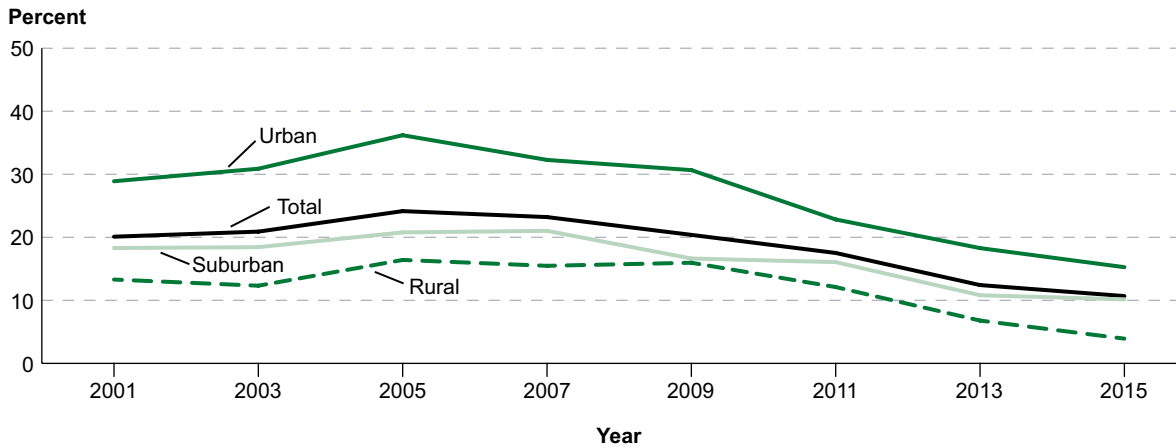
In 2015, higher percentages of Black (17 percent) and Hispanic (15 percent) students reported the presence of gangs at their school than of White (7 percent) and Asian (4 percent) students (figure 8.2 and table 8.1). In addition, a higher percentage of White students than of Asian students reported a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

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

⁴⁹ "At school" includes in the school building, on school property, on a school bus, and going to and from school.

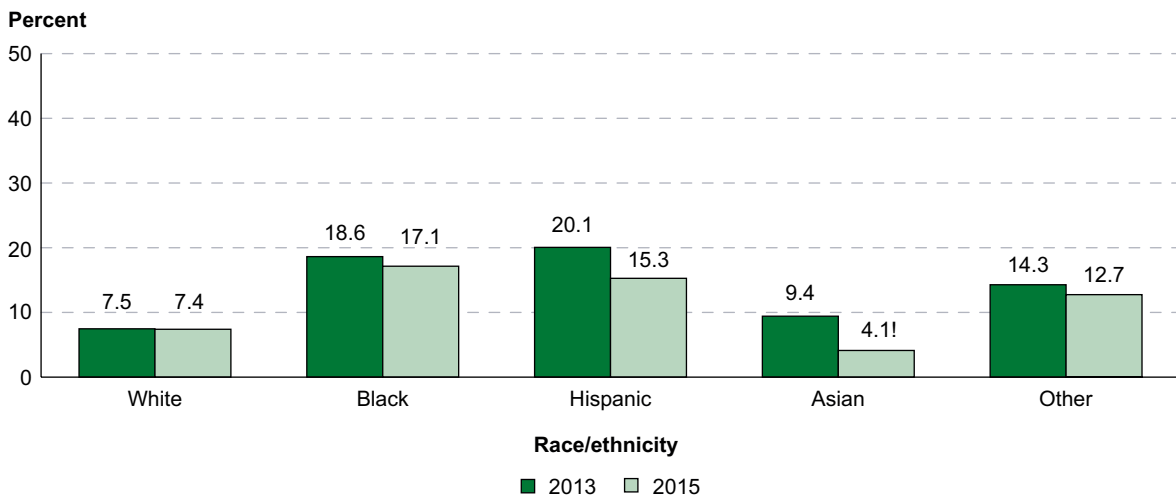
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Table 8.1, and <https://nces.ed.gov/programs/crime/>.

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



NOTE: “Urbanicity” refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).” All gangs, whether or not they are involved in violent or illegal activity, are included. “At school” includes in the school building, on school property, on a school bus, and going to and from school.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2015.

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



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Race categories exclude persons of Hispanic ethnicity. “Other” includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races. All gangs, whether or not they are involved in violent or illegal activity, are included. “At school” includes in the school building, on school property, on a school bus, and going to and from school.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013 and 2015.

Indicator 9

Illegal Drug Availability and Drug-Related Discipline Incidents

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

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

In the YRBS, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months preceding the survey.⁵⁰ The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 32 percent in 1995 to 22 percent in 2015 (figure 9.1 and table 9.1). However, no measurable differences were found between the percentages in 1993 (the first year of data collection) and 2015 and between the percentages in 2013 and 2015.

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

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

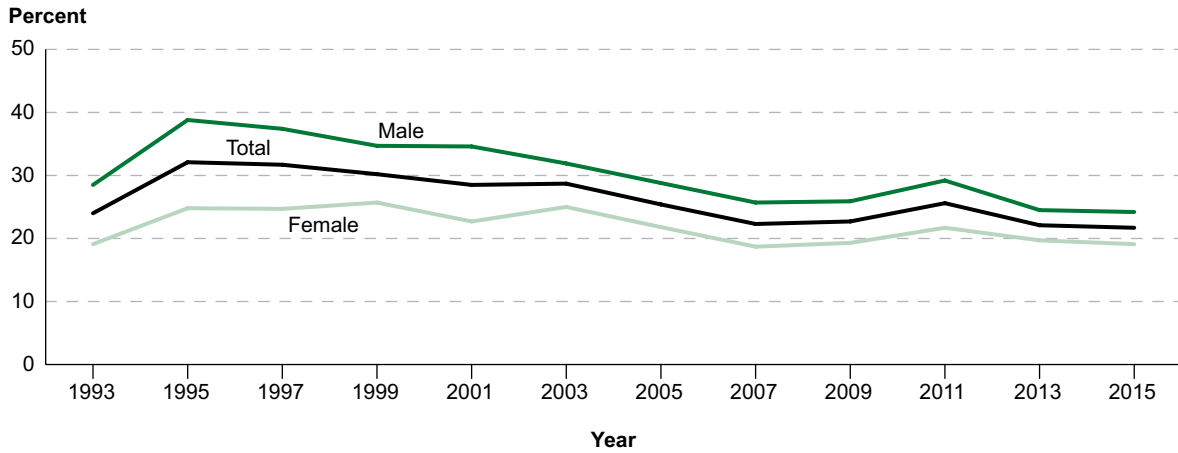
In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁵¹ In 2015, higher percentages of gay, lesbian, or bisexual students (29 percent) and students who were not sure about their sexual orientation (28 percent) reported that illegal drugs were offered, sold, or given to them on school property during the previous 12 months than of heterosexual students (21 percent; table 9.2).

⁵⁰ "On school property" was not defined for survey respondents.

⁵¹ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

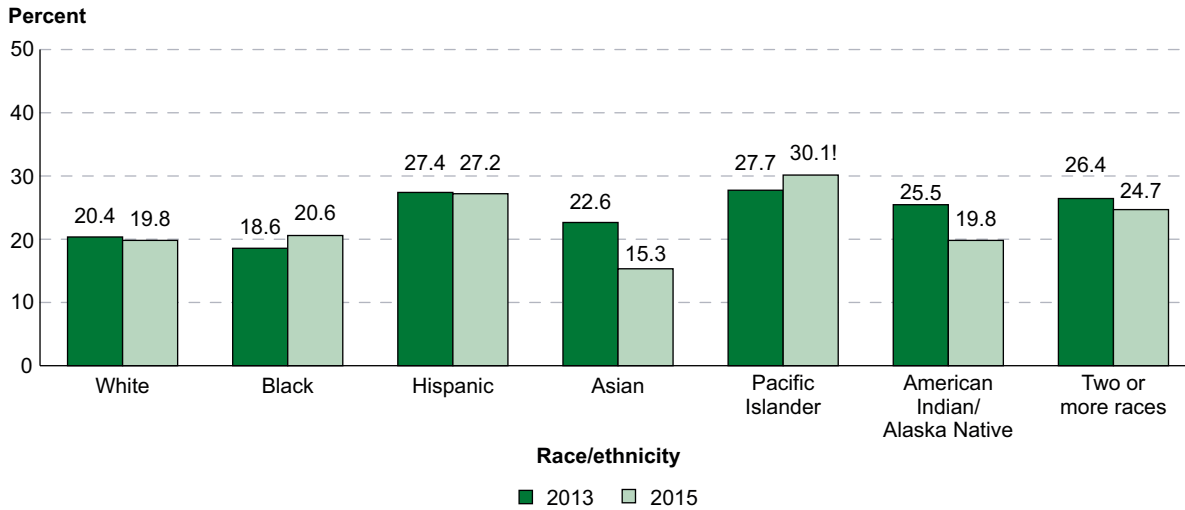
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakouts that were previously included in a Spotlight feature. For more information: Tables 9.1, 9.2, 9.3, and 9.4, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), and Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>).

Figure 9.1. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Selected years, 1993 through 2015



NOTE: “On school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 9.2. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2013 and 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: “On school property” was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2013 and 2015.

In 2015, public school students' reports of the availability of illegal drugs on school property varied across the 32 states for which data were available (table 9.3). Among these states, the percentages of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 15 percent in Maine and Oklahoma to 30 percent in Nevada.

Discipline incidents that result from illicit drug-related activities at school reflect disruptions in the educational process and provide a gauge for the scope of drug use at school. As part of the *EDFacts* data collection, state education agencies report the number of discipline incidents resulting in the removal of a student for at least an entire school day that involve students' possession or use of illicit drugs on school grounds.⁵² State education agencies compile these data based on incidents that were reported by their schools and school districts.

During the 2014–15 school year, there were 195,000 reported illicit drug-related discipline incidents in the United States (table 9.4).⁵³ The number of illicit drug-related incidents varied widely across jurisdictions, due in large part to their differing population sizes. Therefore, the rate of illicit drug-related discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across jurisdictions. During the 2014–15 school year, the rate of illicit drug-related discipline incidents was 389 per 100,000 students in the United States.

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

⁵² Includes tobacco.

⁵³ United States total includes 49 states and the District of Columbia. Data for Vermont were unavailable for the 2014–15 school year.

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Indicator 10

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

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

The School Crime Supplement to the National Crime Victimization Survey collects data on students' reports of being the target of hate-related⁵⁴ words and seeing hate-related graffiti at school.⁵⁵ Specifically, students ages 12–18 were asked whether someone at school had called them a derogatory word having to do with their race, ethnicity, religion, disability, gender, or sexual orientation. Additionally, students were asked if they had seen hate-related graffiti at their school—that is, hate-related words or symbols written in classrooms, bathrooms, or hallways or on the outside of the school building.

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

The percentage of male students who reported being called a hate-related word during the school year did not differ measurably from the percentage for female students in any survey year from 2001 to 2015. During this period, the percentage of male students who reported being called a hate-related word decreased from 13 to 8 percent and the percentage

for female students decreased from 12 to 7 percent. However, for both male and female students, there were no measurable differences in the percentage of students who reported being called a hate-related word between 2013 and 2015.

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

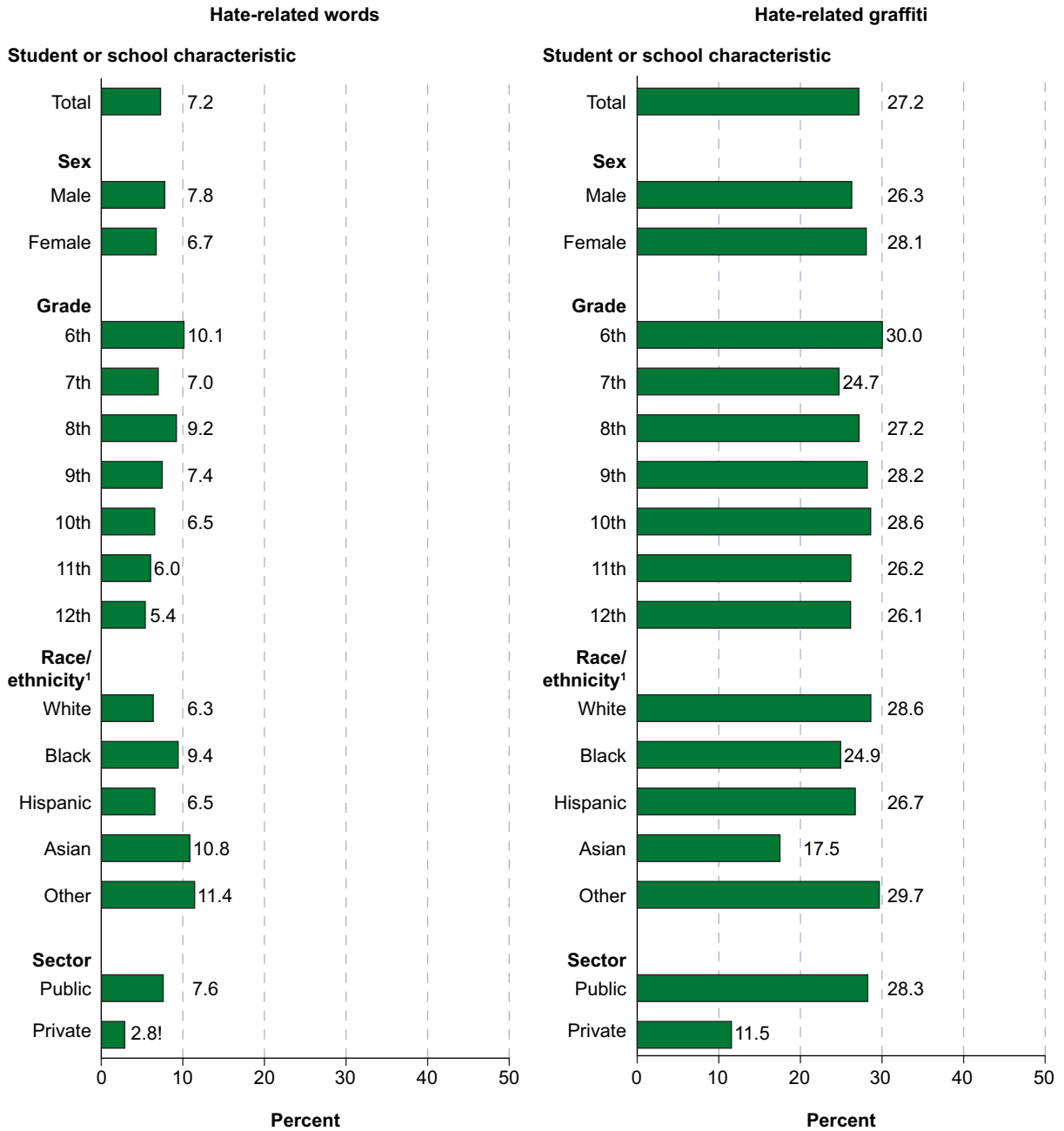
In 2015, lower percentages of White (6 percent) and Hispanic (7 percent) students than of Black (9 percent) students reported being called a hate-related word at school during the school year. Also in 2015, a lower percentage of Asian students than students of any other race/ethnicity reported seeing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

⁵⁴ "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

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

This indicator repeats information from the Indicators of *School Crime and Safety: 2016* report. For more information: Tables 10.1 and 10.2, and <https://nces.ed.gov/programs/crime/>.

Figure 10.1. Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: 2015



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

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

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

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

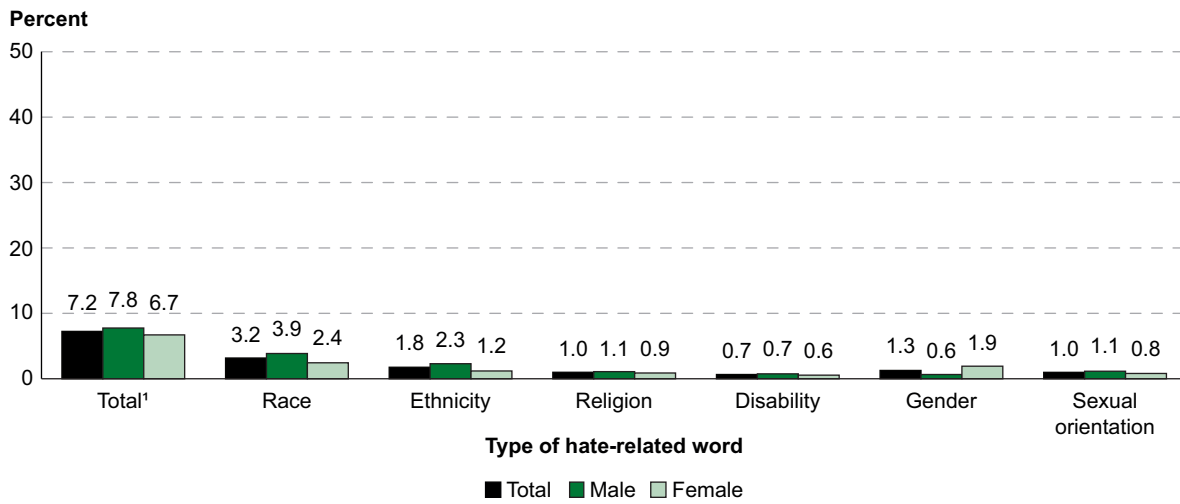
Some measurable differences were observed across grades in students' reports of being called a hate-related word at school. In 2015, lower percentages of 11th- and 12th-graders (6 and 5 percent, respectively) than of 6th- and 8th-graders (10 and 9 percent, respectively) reported being called a hate-related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

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

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

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

Figure 10.2. Percentage of students ages 12–18 who reported being the target of hate-related words at school during the school year, by type of hate-related word and sex: 2015



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

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

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

Indicator 11

Bullying at School and Cyberbullying Anywhere

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

The 2015 School Crime Supplement (SCS) to the National Crime Victimization Survey collected data on bullying⁵⁶ by asking students ages 12–18 if they had been bullied at school⁵⁷ during the school year. Students were also asked about the types and frequencies of bullying they had been subjected to, the specific characteristics related to the bullying, and whether bullying had a negative effect on various aspects of their life. Until 2013, data on cyberbullying⁵⁸ anywhere were also collected in the SCS. Due to this change in the questionnaire, this indicator primarily discusses bullying at school using SCS data up to 2015 and then briefly discusses cyberbullying data from the 2013 SCS. This indicator also uses data from the 2015 Youth Risk Behavior Survey (YRBS) to examine the percentages of students in grades 9–12 who reported being bullied on school property⁵⁹ or electronically bullied⁶⁰ during the previous 12 months by state. Readers should take note of the differing data sources and terminology.

In 2015, about 21 percent of students ages 12–18 reported being bullied at school during the school year (figure 11.1 and table 11.1). Of students ages 12–18, about 13 percent reported that they were made fun of, called names, or insulted; 12 percent reported being the subject of rumors; 5 percent reported that they were pushed, shoved, tripped, or spit on; and

5 percent reported being excluded from activities on purpose. Additionally, 4 percent of students reported being threatened with harm, 3 percent reported that others tried to make them do things they did not want to do, and 2 percent reported that their property was destroyed by others on purpose.

In 2015, a higher percentage of female than of male students ages 12–18 reported being bullied at school during the school year (23 vs. 19 percent), as well as being the subject of rumors (15 vs. 9 percent). In contrast, a higher percentage of male than of female students reported being threatened with harm (5 vs. 3 percent).

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

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

⁵⁶ “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.

⁵⁷ “At school” includes in the school building, on school property, on a school bus, and going to and from school.

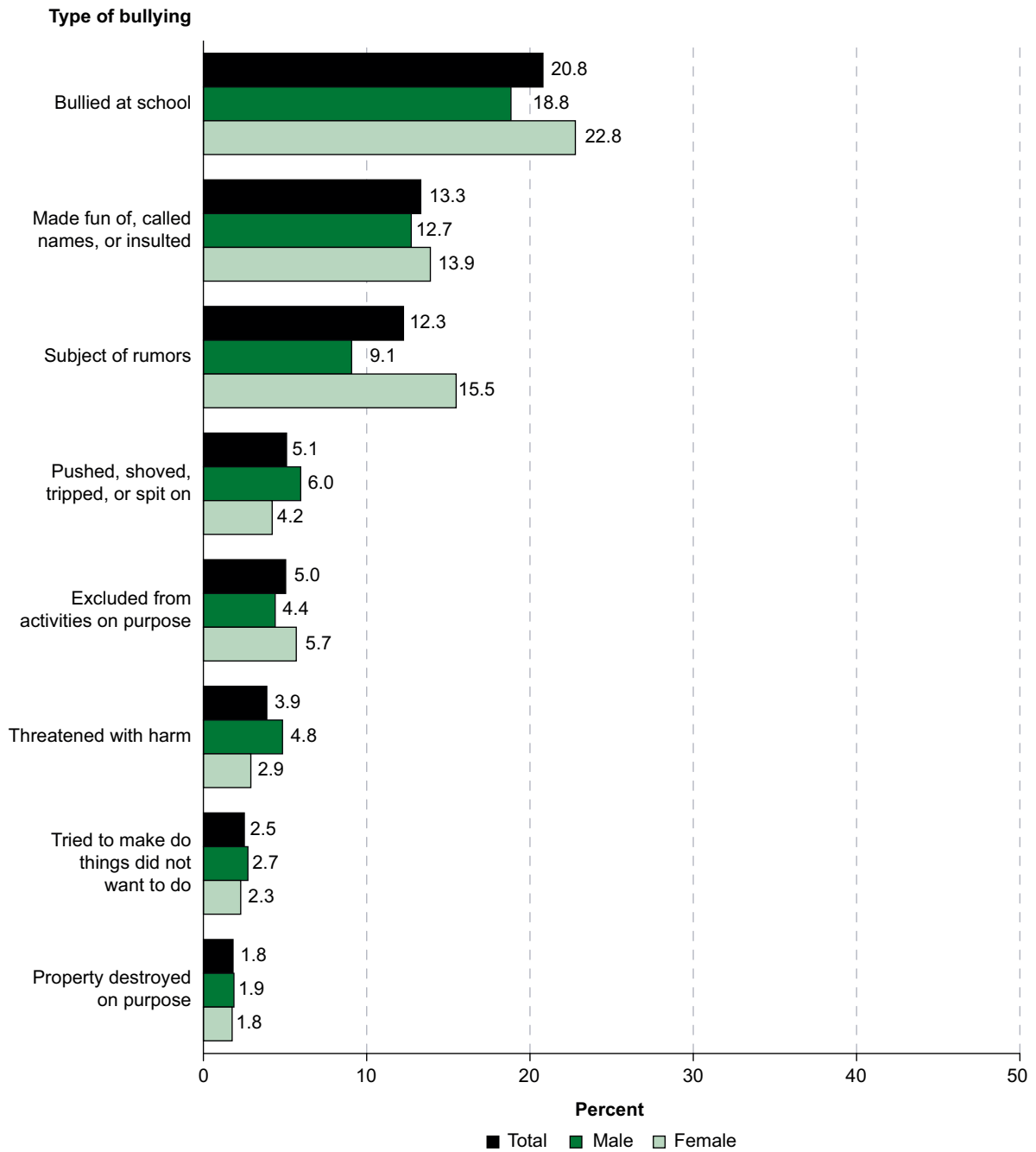
⁵⁸ “Cyberbullying” includes students who responded that another student had posted hurtful information about them on the Internet; purposely shared private information about them on the Internet; threatened or insulted them through instant messaging; threatened or insulted them through text messaging; threatened or insulted them through e-mail; threatened or insulted them while gaming; or excluded them online.

⁵⁹ 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.

⁶⁰ Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Tables 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), Lessne and Cidade (2017), (<http://nces.ed.gov/pubs2017/2017004.pdf>), and (<https://nces.ed.gov/programs/crime/>).

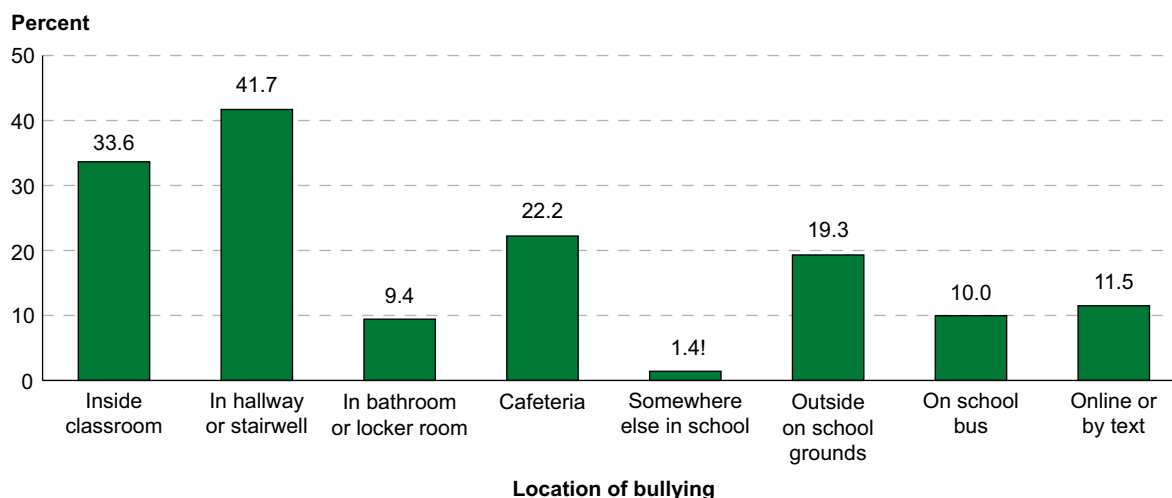
Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and sex: 2015



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.

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

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



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

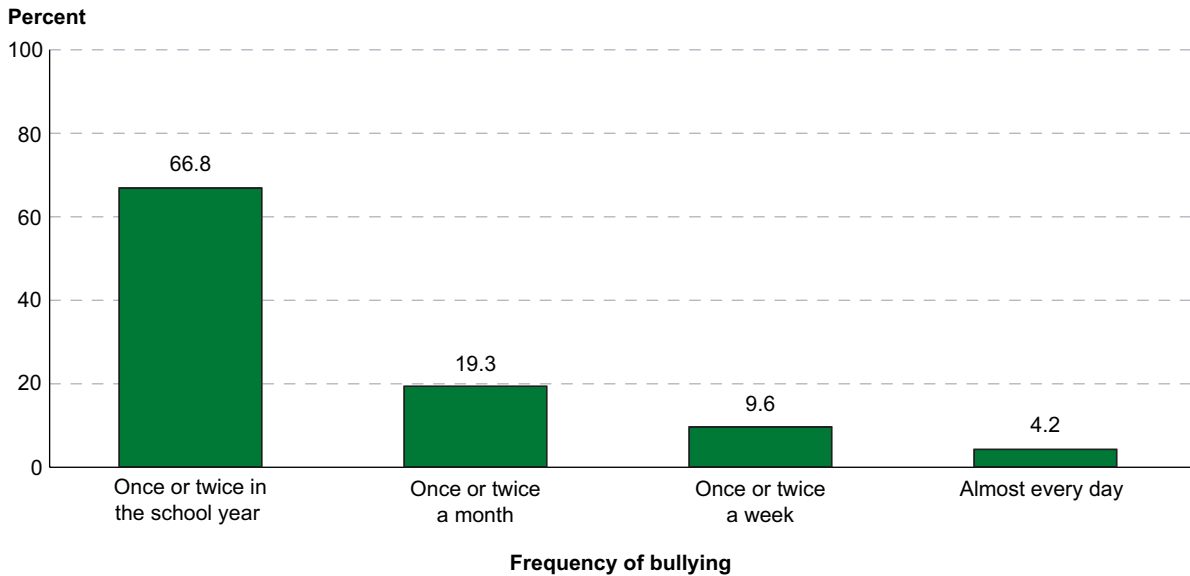
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred.

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

The SCS also asked students ages 12–18 who reported being bullied at school to indicate the location where they had been victimized. In 2015, of students who reported being bullied during the school year, 42 percent reported that the bullying occurred in the hallway or stairwell at school, 34 percent reported being bullied inside the classroom, and 22 percent reported being bullied in the cafeteria (figure 11.2

and table 11.2). About 19 percent of students who were bullied reported that the bullying occurred outside on school grounds, 11 percent reported that it occurred online or by text, 10 percent reported that it occurred on the school bus, 9 percent reported that it occurred in the bathroom or locker room, and 1 percent reported that it occurred somewhere else in school.

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



NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.

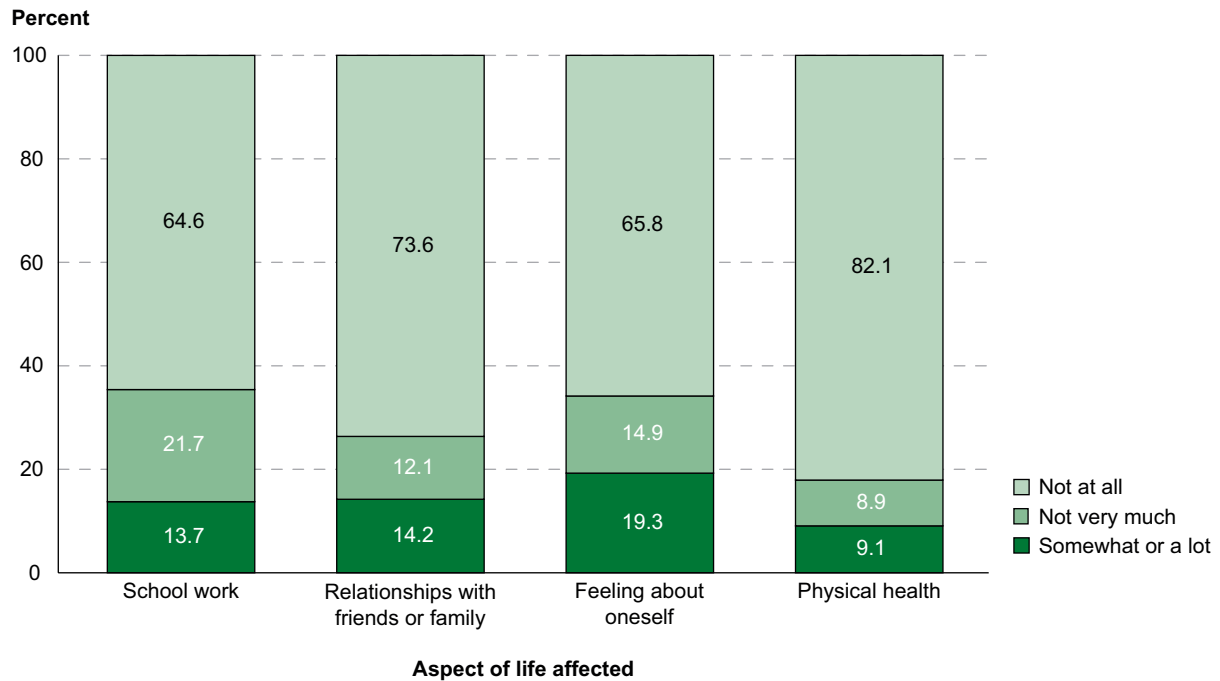
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

In 2015, about 67 percent of students who reported being bullied at school indicated that they were bullied once or twice in the school year and 33 percent indicated that they were bullied at least once or twice a month during the school year. Specifically, 19 percent reported being bullied once or twice a month, 10 percent reported being bullied once or twice a week, and 4 percent reported being bullied almost every day (figure 11.3 and table 11.3). Of all students who reported being bullied at school in 2015, about 43 percent reported notifying an adult

at school⁶¹ about the incident. Higher percentages of 6th- and 7th-graders than of 9th- through 12th-graders and a higher percentage of 8th-graders than of 10th- and 12th-graders reported notifying an adult after being bullied at school. In addition, the percentage of students who reported notifying an adult at school after being bullied was higher for those who reported being bullied once or twice a week than for those who reported being bullied once or twice a year (63 vs. 37 percent).

⁶¹ “Adult at school” refers to a teacher or other adult at school.

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

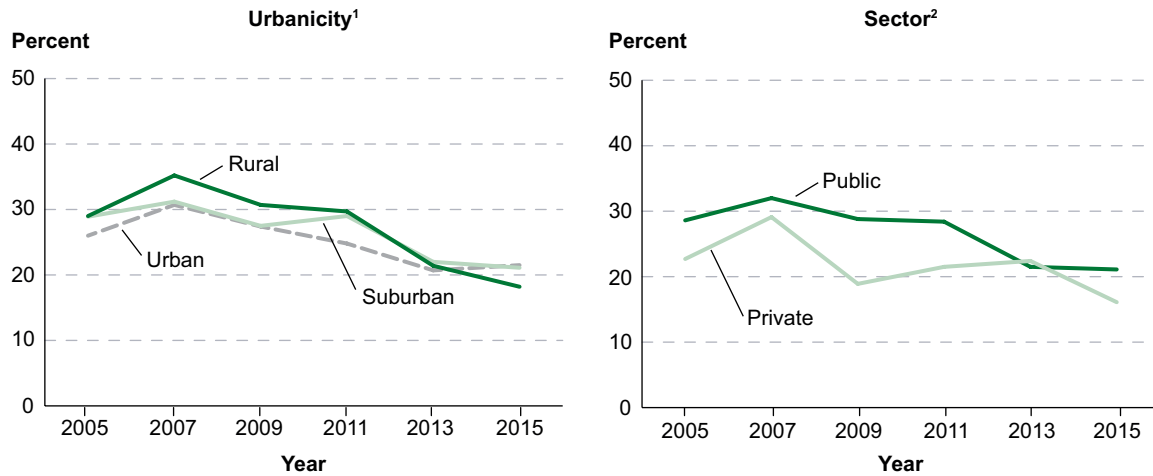


NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization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

In the 2015 SCS, students who reported being bullied at school during the school year were asked to indicate how much bullying had a negative effect on various aspects of their life. About 19 percent of students who reported being bullied at school reported that bullying had somewhat or a lot of negative effect on how they

felt about themselves, 14 percent each reported that bullying had somewhat or a lot of negative effect on their relationships with friends or family and on their school work, and 9 percent reported that bullying had somewhat or a lot of negative effect on their physical health (figure 11.4 and table 11.4).

Figure 11.5. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected school characteristics: Selected years, 2005 through 2015



¹ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)." These data by metropolitan status were based on the location of households and differ from those published in *Students Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

² Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Students Reports of Bullying: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2015.

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

Between 2005 and 2015, the percentage of students reporting being bullied at school during the school year decreased from 28 to 21 percent (table 11.1).⁶² However, there was no measurable difference between

the percentages in 2013 and 2015. A declining trend between 2005 and 2015 in the percentage of students who reported being bullied at school was also observed for some of the student and school characteristics examined. For example, the percentage of male students who reported being bullied at school decreased from 27 percent in 2005 to 19 percent in 2015. During the same period, the percentage of students who reported being bullied at school decreased for students in both suburban (from 29 to 21 percent) and rural areas (from 29 to 18 percent), as well as for students in public schools (from 29 to 21 percent; figure 11.5 and table 11.1).

⁶² Prior data are excluded from the time series due to a significant redesign of the bullying items in 2005.

Between the 2013 and 2015 SCS data collections, it was determined that cyberbullying is best classified as a means of bullying; thus, the 2015 instrument included “online or by text” in the list of locations where bullying could have occurred, as discussed earlier in this indicator. In 2013 and earlier years, the SCS included a separate series of questions on cyberbullying experiences that occurred anywhere. In 2013, approximately 7 percent of students ages 12–18 reported being cyberbullied anywhere during the school year (table 11.6). About 3 percent of students reported that another student had posted hurtful information about them on the Internet, and 3 percent reported being the subject of harassing text messages. Some 2 percent reported being the subject of harassing instant messages and 1 percent each reported having their private information purposely shared on the Internet, being the subject of harassing e-mails, being harassed while gaming, and being excluded online.

About 73 percent of students who reported being cyberbullied anywhere in 2013 indicated that they were cyberbullied once or twice in the school year and 27 percent indicated that they were cyberbullied at least once or twice a month during the school year: 15 percent reported being cyberbullied once or twice a month, 8 percent reported being cyberbullied

once or twice a week, and 4 percent reported being cyberbullied almost every day (table 11.3). Of all students who reported being cyberbullied in 2013, about 23 percent reported notifying an adult at school about the incident.

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

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Indicator 12

Teachers' Reports on School Conditions

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

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

During the 2015–16 school year, 43 percent of public school teachers agreed or strongly agreed that student misbehavior interfered with their teaching, and 38 percent agreed or strongly agreed that student tardiness and class cutting interfered with their teaching (figure 12.1 and table 12.1). These percentages varied by teacher and school characteristics. For instance, the percentage of teachers who reported that student misbehavior interfered with their teaching was higher for teachers with 3 years or fewer of teaching experience (47 percent) than for those with more years of teaching experience (ranging from 41 to 43 percent). The percentage was also higher for teachers in towns (44 percent) than for those in suburban and rural areas (40 and 37 percent, respectively). The same patterns by years of teaching experience and locale were observed for the percentage of teachers who reported that student tardiness and class cutting interfered with their teaching.

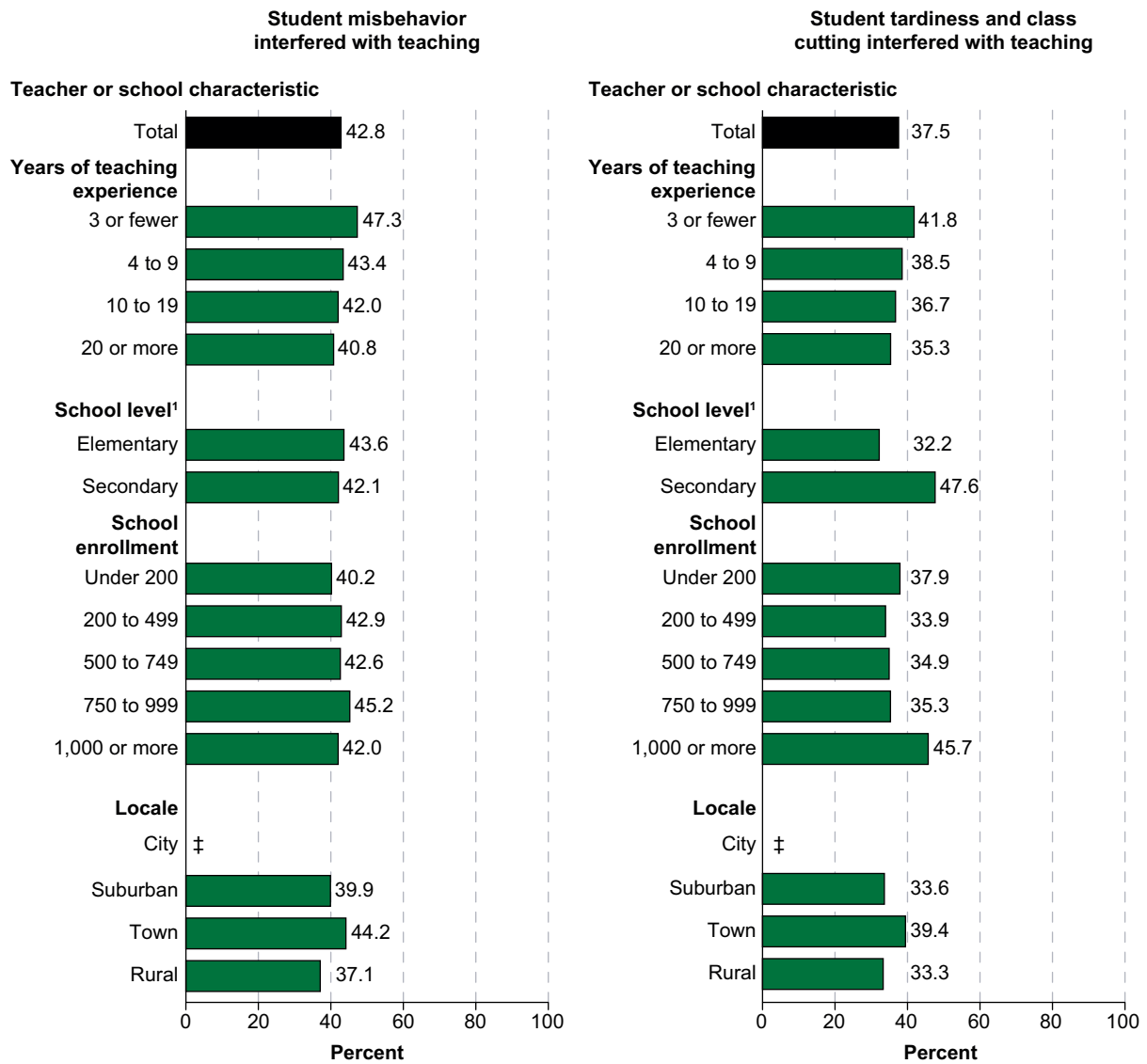
A higher percentage of public secondary school teachers than of public elementary school teachers reported that student tardiness and class cutting interfered with their teaching (48 vs. 32 percent). Additionally, a higher percentage of teachers in schools with 1,000 or more students enrolled (46 percent)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

The percentage of public school teachers who reported that student misbehavior interfered with their teaching fluctuated between 1993–94 and 2015–16. The percentage in 2015–16 (43 percent) was lower than in 1993–94 (44 percent) but higher than in the intervening survey years (ranging from 36 to 41 percent; figure 12.2 and table 12.1). The percentage of public school teachers reporting that student tardiness and class cutting interfered with their teaching increased between 1993–94 and 2015–16 (from 28 to 38 percent); however, there was no measurable difference between the two most recent survey years (2011–12 and 2015–16).

During the 2015–16 school year, 67 percent of public school teachers agreed or strongly agreed that other teachers at their school enforced the school rules, and 84 percent agreed or strongly agreed that the principal enforced the school rules (figure 12.3 and table 12.2). These percentages also varied by school characteristics. For instance, a lower percentage of secondary school teachers than of elementary school teachers reported that school rules were enforced by other teachers (53 vs. 75 percent) and by the principal (82 vs. 85 percent), and a lower percentage of teachers in suburban areas than in rural areas reported so. The percentages of public school teachers reporting that school rules were enforced by other teachers and by

This indicator has been updated to include 2015–16 data. For more information: Tables 12.1, 12.2, and 12.3, appendix B for definitions of school levels, and Taie and Goldring (2017), (<https://nces.ed.gov/pubs2017/2017072.pdf>).

Figure 12.1. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: School year 2015–16



‡ Reporting standards not met (the response rate is under 50 percent).

¹ Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.

NOTE: Includes teachers who “strongly” agreed and those who “somewhat” agreed that student misbehavior and student tardiness and class cutting interfered with their teaching.

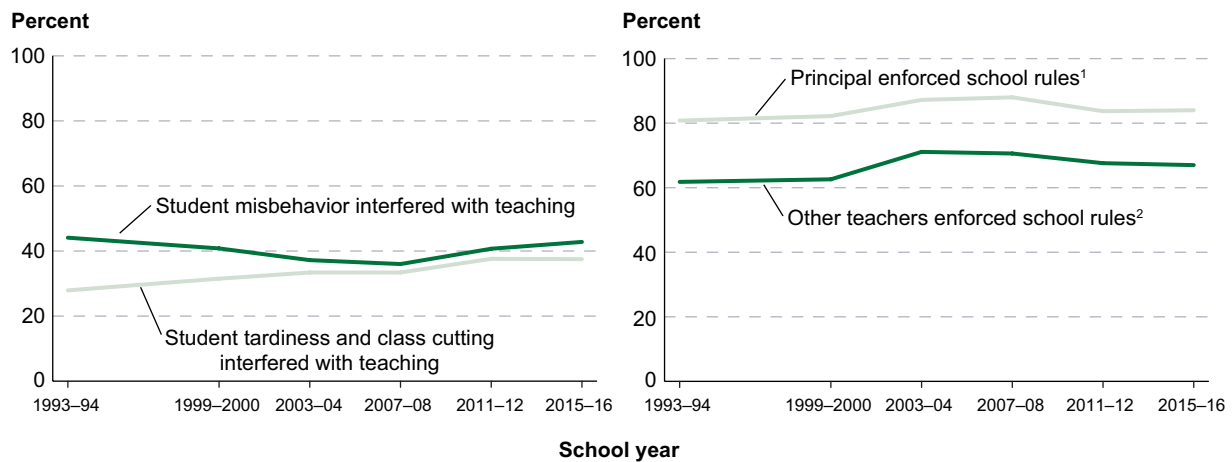
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2015–16.

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

Between 1993–94 and 2015–16, the percentage of public school teachers who reported that school rules were enforced by other teachers fluctuated between

62 and 71 percent, and the percentage who reported that rules were enforced by the principal fluctuated between 81 and 88 percent, showing no consistent trends (figure 12.2 and table 12.2). The percentages of public school teachers who reported that school rules were enforced by other teachers and by the principal were both higher in 2015–16 than in 1993–94 and

Figure 12.2. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, and percentage who agreed that other teachers and the principal enforced school rules: Selected school years, 1993–94 through 2015–16



¹ Teachers were asked whether their “principal enforces school rules for student conduct and backs me up when I need it.”

² Teachers were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

NOTE: Includes teachers who “strongly” agreed and those who “somewhat” agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, as well as teachers who “strongly” agreed and those who “somewhat” agreed that school rules were enforced by other teachers and the principal.

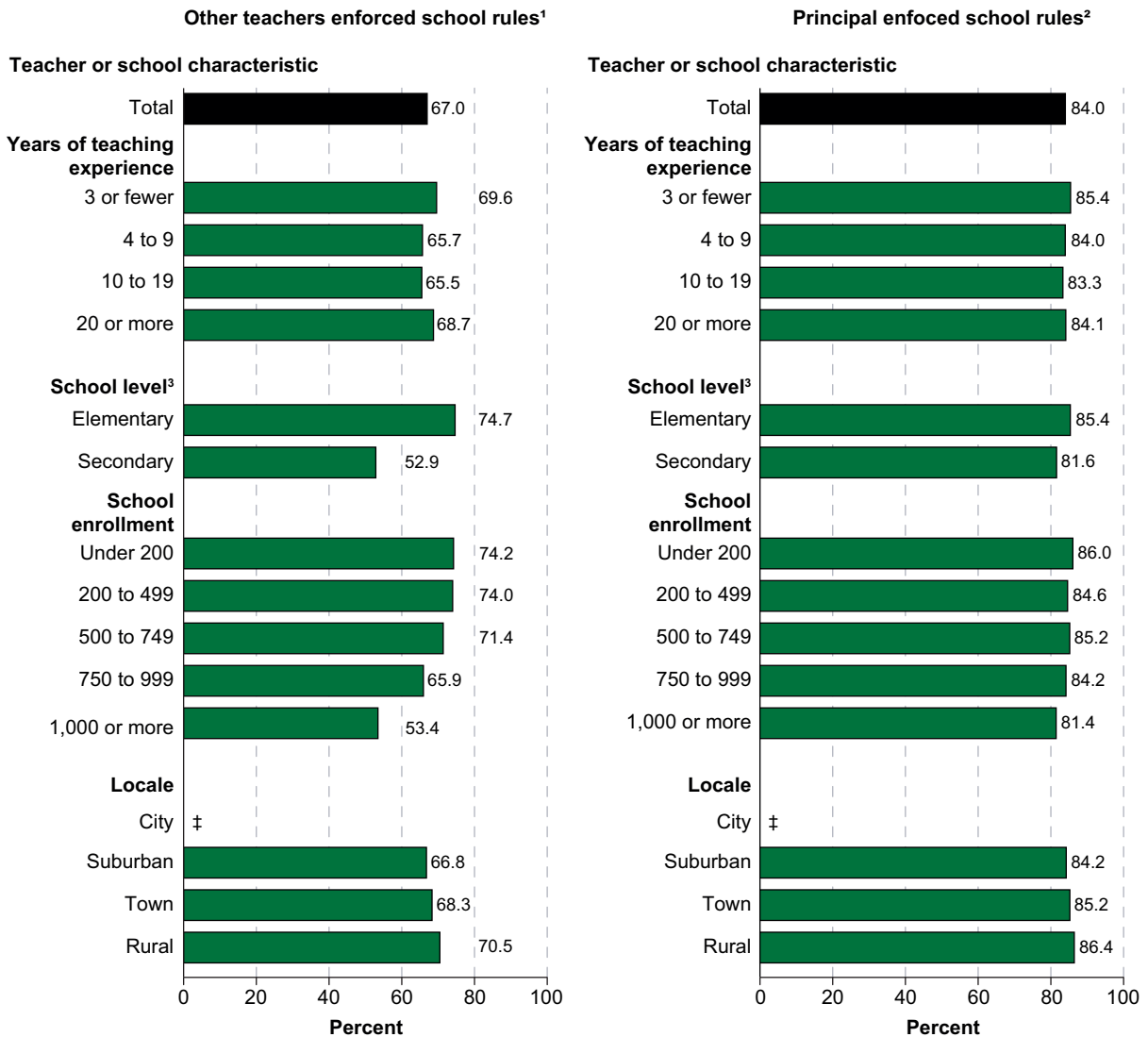
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; “Charter School Teacher Data File,” 1999–2000; and National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2015–16.

1999–2000, but lower than in 2003–04 and 2007–08. There were no measurable differences between the two most recent survey years (2011–12 and 2015–16) in either percentage.

The 2011–12 school year was the most recent survey year for which state-level data on public school teachers’ reports on various aspects of school conditions were available. In 2011–12, data were available for 45 states and the District of Columbia. Among these jurisdictions, the percentage of public school teachers who reported that student misbehavior

interfered with their teaching ranged from 31 percent in Wyoming to 55 percent in Louisiana, and the percentage who reported that student tardiness and class cutting interfered with their teaching ranged from 25 percent in Kansas to 57 percent in Alaska (table 12.3). The percentage of public school teachers who reported that school rules were enforced by other teachers ranged from 59 percent in Vermont to 77 percent in Oregon, and the percentage who reported that rules were enforced by the principal ranged from 79 percent in New Mexico and Nevada to 92 percent in Kansas.

Figure 12.3. Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: School year 2015–16



‡ Reporting standards not met (the response rate is under 50 percent).

¹ Teachers were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

² Teachers were asked whether “my principal enforces school rules for student conduct and backs me up when I need it.”

³ Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 9 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.

NOTE: Includes teachers who “strongly” agreed and those who “somewhat” agreed that school rules were enforced by other teachers and the principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2015–16.

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Fights, Weapons, and Illegal Substances

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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 2015 (from 42 to 23 percent), and the percentage who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent).

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked about their involvement in physical fights in general (referred to as “anywhere” in this indicator),⁶³ as well as their involvement in physical fights on school property, during the 12 months preceding the survey.⁶⁴ In this indicator, percentages of students reporting involvement in a physical fight occurring anywhere are used as a point of comparison with percentages of students reporting involvement in a physical fight occurring on school property.

Overall, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased between 1993 (the first year of data collection) and 2015 (from 42 to 23 percent), and the percentage of students in these grades who reported being in a physical fight on school property also decreased during this period (from 16 to 8 percent; figure 13.1 and table 13.1). However, no measurable differences were found between the two most recent survey years (2013 and 2015) in the percentage of students in grades 9–12 who reported being in a physical fight anywhere or on school property.

In 2015, the percentage of students who reported being in a physical fight anywhere during the previous 12 months was higher for 9th-graders (28 percent) than for 10th- (23 percent), 11th- (20 percent), and 12th-graders (17 percent), and the percentage was also higher for 10th-graders than for 12th-graders. Similarly, a higher percentage of 9th-graders (12 percent) than of 10th- and 11th-graders (7 percent each) reported being in a physical fight

on school property in 2015, and these percentages were all higher than the percentage of 12th-graders who reported doing so (4 percent). From 1993 to 2015, the percentage of students in grades 9–12 who reported being in a physical fight anywhere, as well as the percentage of those who reported being in a physical fight on school property, decreased for all four grade levels.

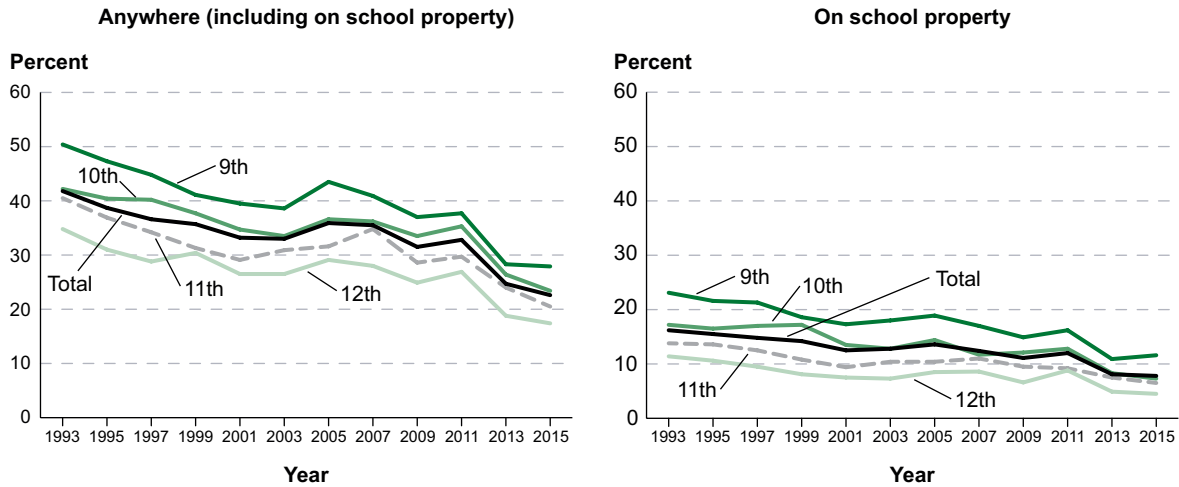
The percentages of students in grades 9–12 who reported being in a physical fight differed by race/ethnicity. For example, in 2015 a higher percentage of Black students (32 percent) reported being in a physical fight anywhere during the previous 12 months than did Hispanic students (23 percent), White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

⁶³ “Anywhere” includes on school property.

⁶⁴ The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakouts that were previously included in a Spotlight feature. For more information: Tables 13.1, 13.2, 13.3, and 13.4, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), and Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>).

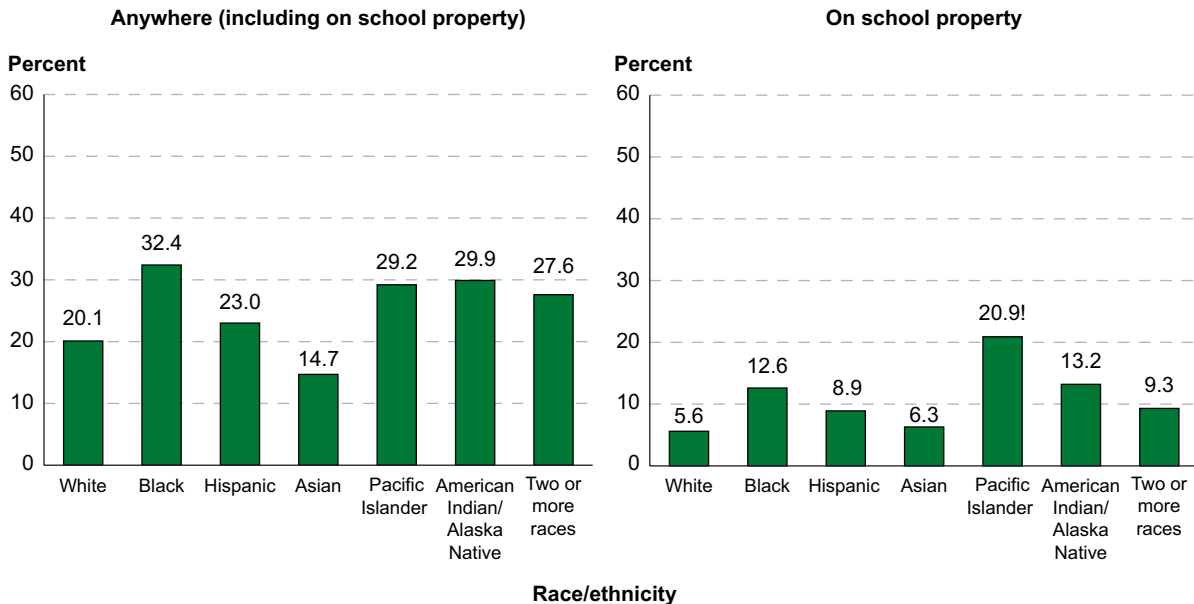
Figure 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and grade: Selected years, 1993 through 2015



NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

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

Figure 13.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and race/ethnicity: 2015



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

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

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

Between 1993 and 2015, the percentage of students in grades 9–12 who reported being in a physical fight anywhere decreased for White students (from 40 to 20 percent), Black students (from 49 to 32 percent), Hispanic students (from 43 to 23 percent), and American Indian/Alaska Native students (from 50 to 30 percent). During the same period, the percentage of students in grades 9–12 who reported being in a physical fight on school property decreased for White students (from 15 to 6 percent), Black students (from 22 to 13 percent), and Hispanic students (from 18 to 9 percent). Separate data on Asian and Pacific Islander students' involvement in a physical fight have been available since 1999. Between 1999 and 2015, the percentages of Asian students who reported being in a physical fight anywhere and on school property both decreased (from 23 to 15 percent for anywhere and from 10 to 6 percent for on school property). The percentage of Pacific Islander students who reported being in a physical fight anywhere also decreased between 1999 and 2015 (from 51 to 29 percent).

Students in grades 9–12 were asked how many times they had been in a physical fight anywhere or on school property during the previous 12 months. In 2015, about 17 percent of students in these grades reported being in a physical fight anywhere 1 to 3 times, 4 percent reported being in a physical fight anywhere 4 to 11 times, and 2 percent reported being in a physical fight anywhere 12 or more times during the previous 12 months (figure 13.3 and table 13.2). When students in these grades were asked about the incidence of physical fights on school property during the previous 12 months, 7 percent reported being in a physical fight on school property 1 to 3 times, 1 percent reported being in a physical fight on school property 4 to 11 times, and less than 1 percent reported being in a physical fight on school property 12 or more times.

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

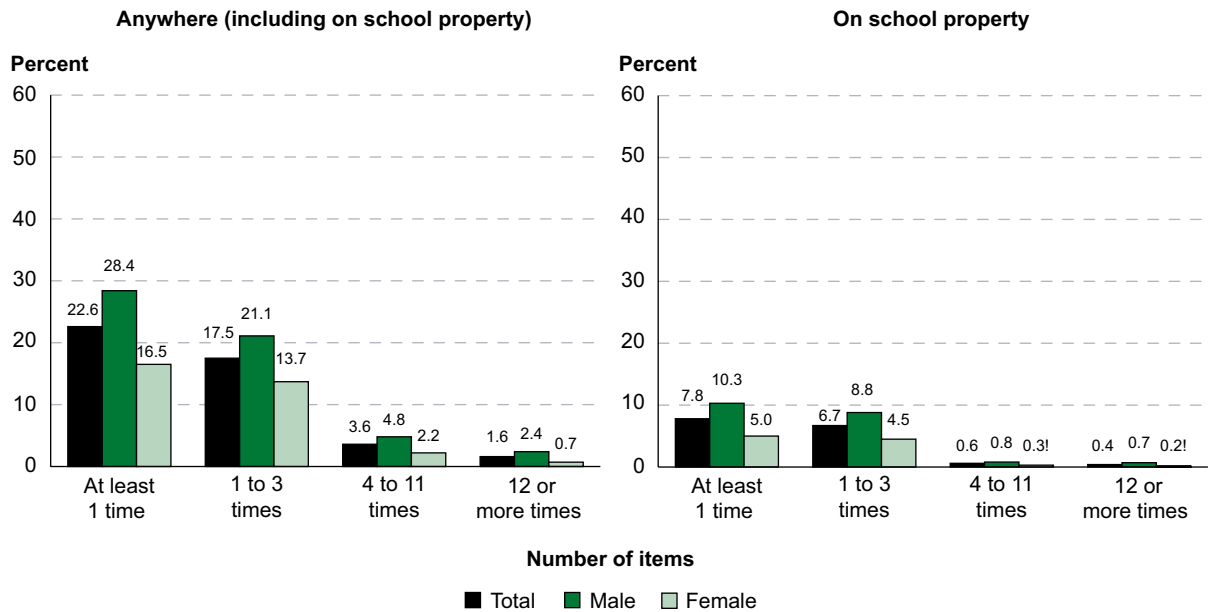
and 12 or more times (2 vs. 1 percent) during the previous 12 months. Similarly, in 2015 a higher percentage of male students than of female students in grades 9–12 reported that they had been in a physical fight on school property (10 vs. 5 percent). In addition, a higher percentage of male than of female students reported being in a physical fight on school property 1 to 3 times (9 vs. 4 percent), 4 to 11 times (1 percent vs. less than 1 percent), and 12 or more times (1 percent vs. less than 1 percent) during the previous 12 months.

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

In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁶⁵ In 2015, higher percentages of gay, lesbian, or bisexual students and students who were not sure about their sexual orientation reported being in a physical fight anywhere and on school property during the previous 30 days than did heterosexual students. About 28 percent of gay, lesbian, or bisexual students and 35 percent of students who were not sure about their sexual orientation reported being in a physical fight anywhere, compared with 22 percent of heterosexual students (table 13.3). Similarly, 11 percent of gay, lesbian, or bisexual students and 15 percent of students who were not sure about their sexual orientation reported being in

⁶⁵ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

Figure 13.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by location, number of times, and sex: 2015



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

NOTE: The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, “on school property” was not defined for survey respondents. Detail may not sum to totals because of rounding.

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

a physical fight on school property, compared with 7 percent of heterosexual students.

Data for the percentage of public school students in grades 9–12 who reported being in a physical fight anywhere in 2015 were available for 31 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being in a physical fight anywhere ranged from 15 percent in

Hawaii and Maine to 32 percent in the District of Columbia (table 13.4). In 2015, data for physical fights on school property involving these students were available for 33 states and the District of Columbia; the percentages of students who reported being in a physical fight on school property ranged from 5 percent in Maine, North Dakota, and Indiana to 14 percent in the District of Columbia.

Indicator 14

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

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

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

In the YRBS, students in grades 9–12 were asked if they had carried a weapon such as a gun, knife, or club anywhere during the previous 30 days and if they had carried such a weapon on school property during the same time period.⁶⁶ In this indicator, the percentage of students carrying a weapon “anywhere”⁶⁷ is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2015, about 16 percent of students reported that they had carried a weapon anywhere at least 1 day during the previous 30 days: 8 percent reported carrying a weapon anywhere on 6 or more days, 5 percent reported carrying a weapon on 2 to 5 days, and 3 percent reported carrying a weapon on 1 day (tables 14.1 and 14.2). Also in 2015, about 4 percent of students reported carrying a weapon on school property at least 1 day during the previous 30 days. This percentage included 2 percent of students who reported carrying a weapon on 6 or more days, 1 percent of students who reported carrying a weapon on 2 to 5 days, and 1 percent of students who reported carrying a weapon on 1 day during the previous 30 days.

⁶⁶ 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.

⁶⁷ “Anywhere” includes on school property.

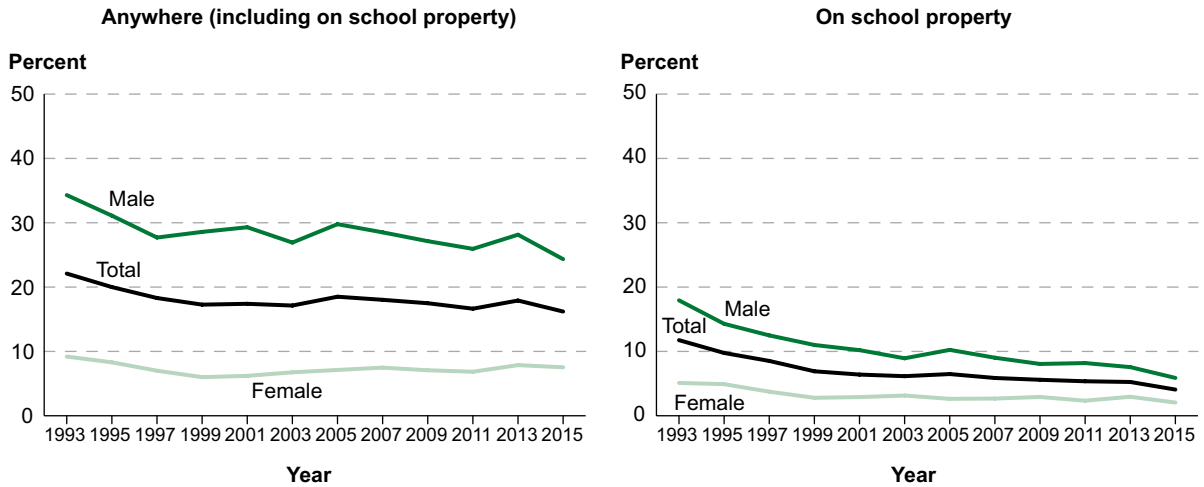
The percentage of students who reported carrying a weapon anywhere during the previous 30 days decreased from 22 percent in 1993 (the first year of YRBS data collection) to 16 percent in 2015, and the percentage of students who reported carrying a weapon on school property during the previous 30 days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

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

In 2015, higher percentages of American Indian/Alaska Native students (22 percent), students of Two or more races (21 percent), and White students (18 percent) reported carrying a weapon anywhere during the previous 30 days than did Hispanic students (14 percent), Black students (12 percent), and Asian students (7 percent; figure 14.2 and table 14.1). Additionally, the percentage of students who reported carrying a weapon anywhere was higher for Pacific Islander (26 percent), Hispanic, and Black students than for Asian students. With respect to carrying a weapon on school property, a higher percentage of American Indian/Alaska Native students (10 percent) than of Hispanic (5 percent), White (4 percent),

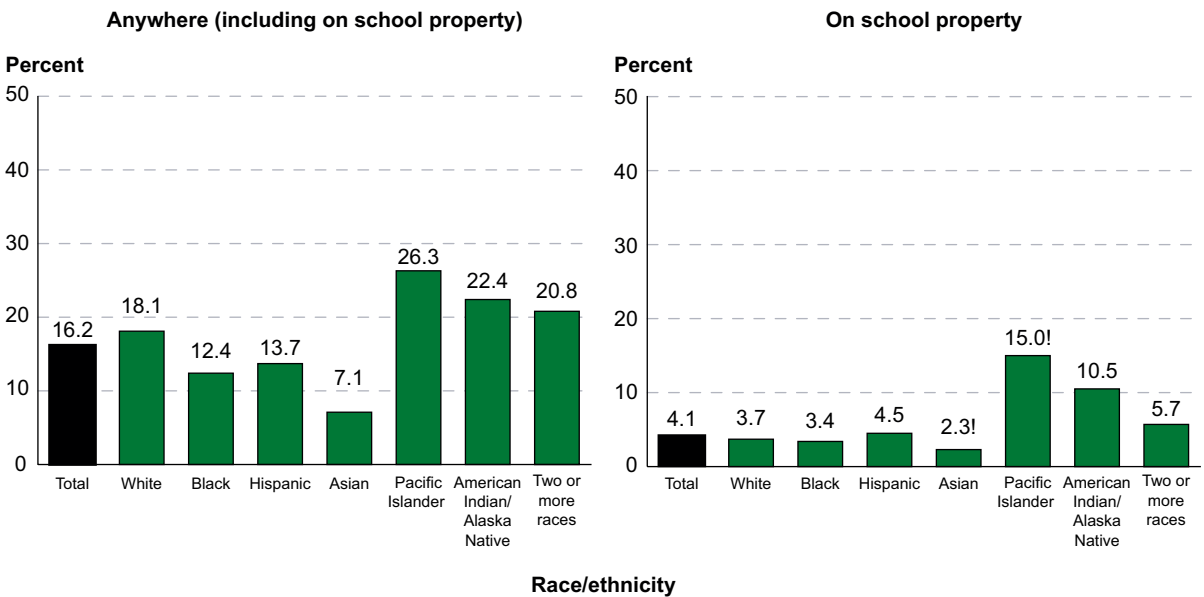
This indicator repeats student-reported information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakouts that were previously included in a Spotlight feature. This indicator has also been updated to include 2015–16 data on discipline incidents related to weapons possession. For more information: Tables 14.1, 14.2, 14.3, 14.4, 14.5, and 14.6, and Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrebs/pdf/2015/ss6506_updated.pdf), Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>), and <https://nces.ed.gov/programs/crime/>.

Figure 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 1993 through 2015



NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015.

Figure 14.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and race/ethnicity: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” Race categories exclude persons of Hispanic ethnicity. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

Black (3 percent) and Asian (2 percent) students reported that they had carried a weapon on school property during the previous 30 days. The percentage of students reporting that they carried a weapon on school property was also higher for Pacific Islander students (15 percent), students of Two or more races (6 percent), and Hispanic students than for Asian students.

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

In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁶⁸ In 2015, there were no measurable differences by sexual orientation in the percentages of students who reported carrying a weapon anywhere during the previous 30 days. However, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported that they had carried a weapon on school property during the previous 30 days (6 vs. 4 percent; table 14.3).

In 2015, data on percentages of public school students who reported carrying a weapon anywhere were available for 27 states and the District of Columbia (table 14.4). Among these jurisdictions, the percentages of students who reported carrying a weapon anywhere ranged from 9 percent in California to 30 percent in Wyoming. There were also 33 states that had 2015 data available on the percentages of students reporting that they carried a weapon on school property during the previous 30 days; the percentages ranged from 2 percent in Pennsylvania to 11 percent in Montana and Wyoming.

⁶⁸ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

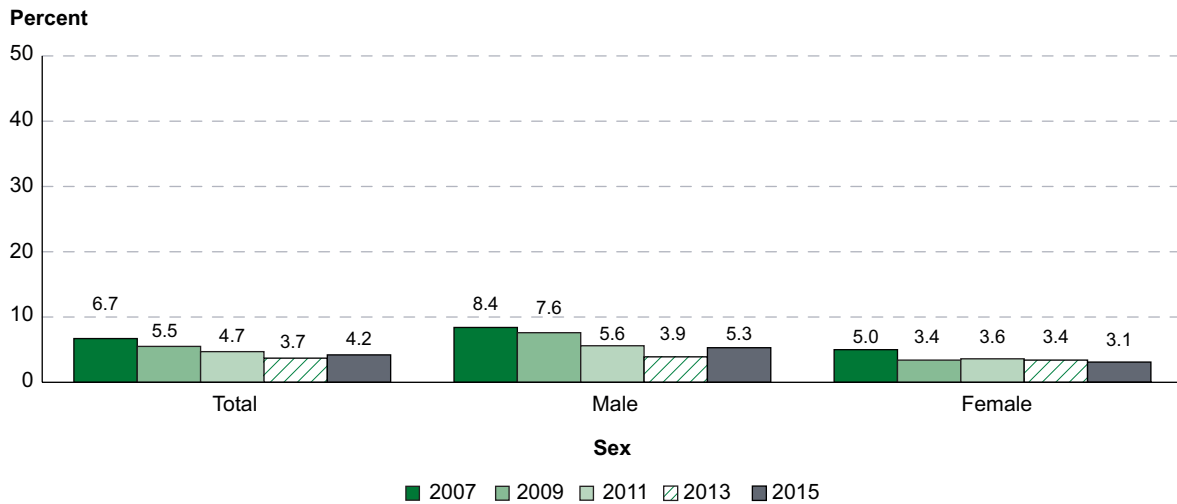
As part of the *EDFacts* data collection, state education agencies report the number of incidents involving students who brought or possessed firearms at school. State education agencies compile these data based on incidents that were reported by their schools and school districts. During the 2015–16 school year, there were 1,600 reported firearm possession incidents at schools in the United States (table 14.5).⁶⁹ The number of incidents varies widely across jurisdictions, due in large part to their differing populations. Therefore, the rate of firearm possession incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across jurisdictions. During the 2015–16 school year, the rate of firearm possession incidents was 3 per 100,000 students in the United States.

The majority of jurisdictions had rates between 1 and 10 firearm possession incidents per 100,000 students during the 2015–16 school year. Two states, Hawaii and Maine, reported no firearm incidents and therefore had a rate of 0 firearm possession incidents per 100,000 students. Five other states had rates of firearm possession incidents per 100,000 students below 1: New Jersey, Iowa, New Hampshire, Maryland, and North Dakota, while three states had rates above 10: Louisiana, Arkansas, and Missouri.

Information about students' access to firearms can put student reports of carrying a gun anywhere and on school property into context. In the SCS survey, students were asked if they could have gotten a loaded gun without adult permission, either at school or away from school, during the current school year. In 2015, about 4 percent of students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school, during the current school year (figure 14.3 and table 14.6). The percentage of students ages 12–18 who reported that they had access to a loaded gun without adult permission decreased from 7 percent in 2007 (the first year of data collection for this item) to 4 percent in 2015. However, there was no measurable difference between 2013 and 2015 in the percentage of students who reported having such access to a loaded gun.

⁶⁹ U.S. total includes 50 states and the District of Columbia.

Figure 14.3. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by sex: Selected years, 2007 through 2015



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

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

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

Indicator 15

Students' Use of Alcohol and Alcohol-Related Discipline Incidents

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

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

In the 2015 YRBS, students in grades 9–12 were asked if they had consumed alcohol on at least 1 day during the previous 30 days. Until 2011, students were also asked if they had consumed alcohol on school property⁷⁰ during the previous 30 days. Because this item was dropped from the YRBS after 2011, this indicator primarily discusses students' reports of alcohol consumption anywhere using data up to 2015 and then briefly discusses students' reports of alcohol consumption on school property using data up to 2011.

Between 1993 (the first year of data collection)⁷¹ and 2015, the percentage of students in grades 9–12 who reported consuming alcohol on at least 1 day during the previous 30 days decreased from 48 to 33 percent (figure 15.1 and table 15.1). There was no measurable difference in the percentage who reported consuming alcohol in 2013 and 2015. In 2015, about 18 percent of students in grades 9–12 reported consuming alcohol on 1 or 2 days during the previous 30 days, 14 percent reported consuming alcohol on 3 to 29 of the previous 30 days, and 1 percent reported consuming alcohol on all of the previous 30 days (table 15.2). The percentage of students who reported consuming alcohol on 3 to 29 of the previous 30 days was lower in 2015 than in 2013 (14 vs. 17 percent).

⁷⁰ In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.

⁷¹ 1991 was the first year of data collection for alcohol consumption anywhere and 1993 was the first year of data collection for alcohol consumption on school property.

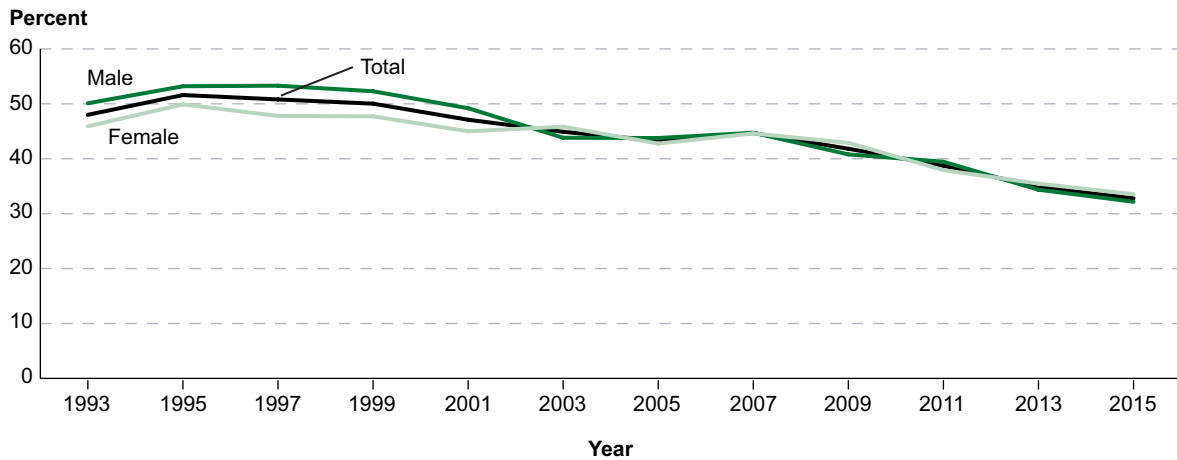
In every survey year between 1993 and 2001, except in 1995, a higher percentage of males than of females reported consuming alcohol on at least 1 day during the previous 30 days (figure 15.1 and table 15.1). However, in the survey years since 2003, there have been no measurable differences between the percentages of male and female students who reported consuming alcohol on at least 1 of the previous 30 days. Nevertheless, there were differences by sex in the number of days students reported consuming alcohol in 2015. A higher percentage of females than of males reported consuming alcohol on 1 or 2 days (19 vs. 16 percent; figure 15.2 and table 15.2). In contrast, a higher percentage of males than of females reported consuming alcohol on all of the previous 30 days (1 percent vs. less than 1 percent).

In 2015, the percentage of students who reported consuming alcohol generally increased with grade level. About 42 percent of 12th-graders reported consuming alcohol on at least 1 day during the previous 30 days (figure 15.3 and table 15.1). This percentage was higher than the percentages for 9th-graders (23 percent) and 10th-graders (29 percent), although it was not measurably different from the percentage for 11th-graders.

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

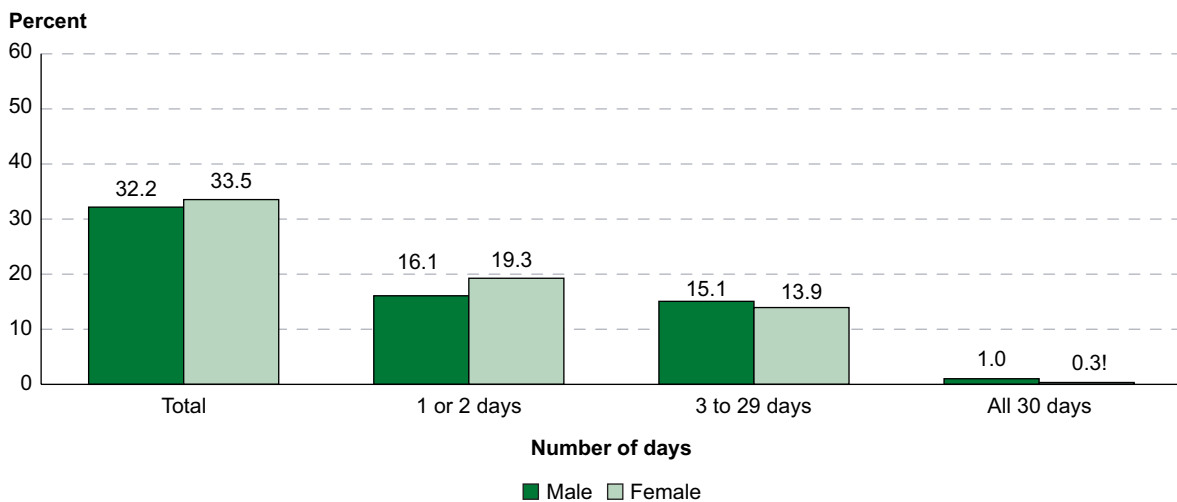
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakdowns that were previously included in a Spotlight feature. For more information: Tables 15.1, 15.2, 15.3, 15.4, and 15.5, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbps/pdf/2015/ss6506_updated.pdf), and Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>).

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



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

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



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

NOTE: Detail may not sum to totals because of rounding.

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

In 2015, the YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁷² In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported consuming alcohol on at least 1 day during the previous 30 days (40 vs. 32 percent; table 15.3).

In 2015, state-level data on the percentages of students who reported consuming alcohol were available for 36 states and the District of Columbia (table 15.4). Among these jurisdictions, the percentages of students who reported consuming alcohol on at least 1 day during the previous 30 days ranged from 20 percent in the District of Columbia to 35 percent in Missouri and Arizona.

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

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

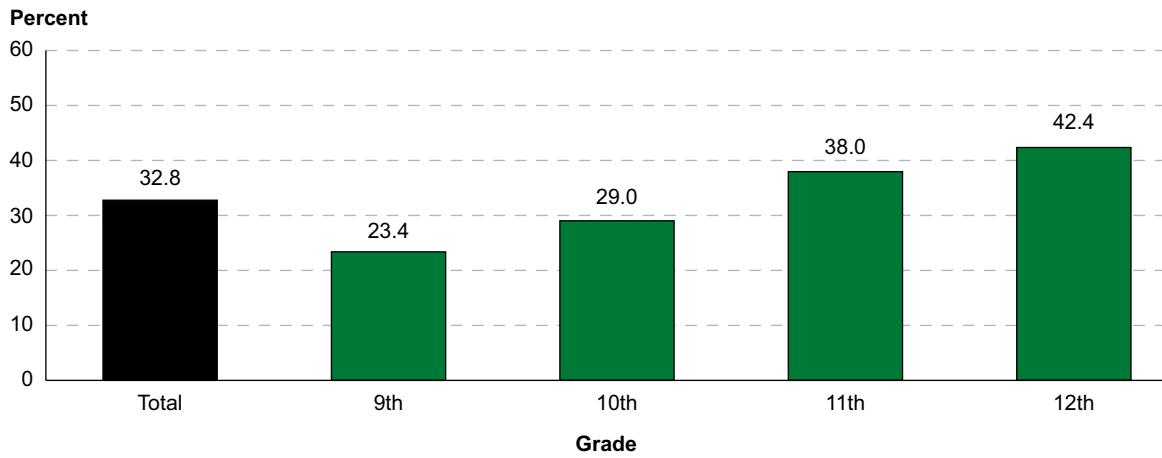
During the 2014–15 school year, there were 22,500 reported alcohol-related discipline incidents in the United States (table 15.5).⁷³ The number of alcohol-related incidents varies widely across jurisdictions, due in large part to their differing populations. Therefore, the rate of alcohol-related discipline incidents per 100,000 students can provide a more comparable indication of the frequency of these incidents across jurisdictions. During the 2014–15 school year, the rate of alcohol-related discipline incidents was 45 per 100,000 students in the United States.

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

⁷² In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

⁷³ United States total includes 48 states and the District of Columbia. Data for California and Vermont were unavailable for the 2014–15 school year.

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



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

Indicator 16

Students' Use of Marijuana

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

The 2015 Youth Risk Behavior Survey (YRBS) asked students in grades 9–12 whether they had used marijuana during the previous 30 days. Until 2011, students were also asked whether they had used marijuana on school property⁷⁴ during the previous 30 days. Due to this change in the questionnaire, this indicator primarily discusses students' reports of marijuana use anywhere using data up to 2015 and then briefly discusses students' reports of marijuana use on school property using data up to 2011.

In 2015, some 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days, which was higher than the percentage reported in 1993 (18 percent; the first year of data collection)⁷⁵ but not measurably different from the percentage reported in 2013 (figure 16.1 and table 16.1). Specifically, in 2015 about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 10 percent reported using marijuana 3 to 39 times during the previous 30 days, and 4 percent reported using marijuana 40 or more times during the previous 30 days (table 16.2).

In every survey year between 1993 and 2011, higher percentages of male students than of female students reported using marijuana at least one time during the previous 30 days; in 2013 and 2015, however, there were no measurable differences in the percentages reported by male and female students (figure 16.1 and table 16.1). In 2015, a higher percentage of males (5 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days (figure 16.2 and table 16.2).

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

The 2015 YRBS added a new question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁷⁶ In 2015, a higher percentage of gay, lesbian, or bisexual students than of heterosexual students reported using marijuana at least one time during the previous 30 days (32 vs. 21 percent; table 16.3). The percentage who reported using marijuana at least one time during the previous 30 days was higher for students who were not sure about their sexual orientation than for heterosexual students (26 vs. 21 percent).

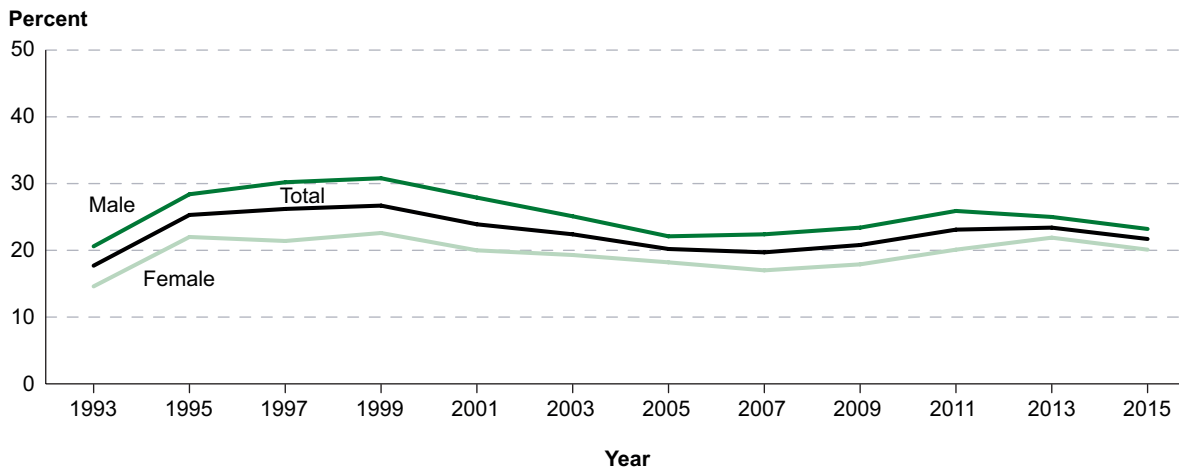
⁷⁴ In the question about using marijuana at school, "on school property" was not defined for survey respondents.

⁷⁵ 1991 was the first year of data collection for marijuana use anywhere and 1993 was the first year of data collection for marijuana use on school property.

⁷⁶ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

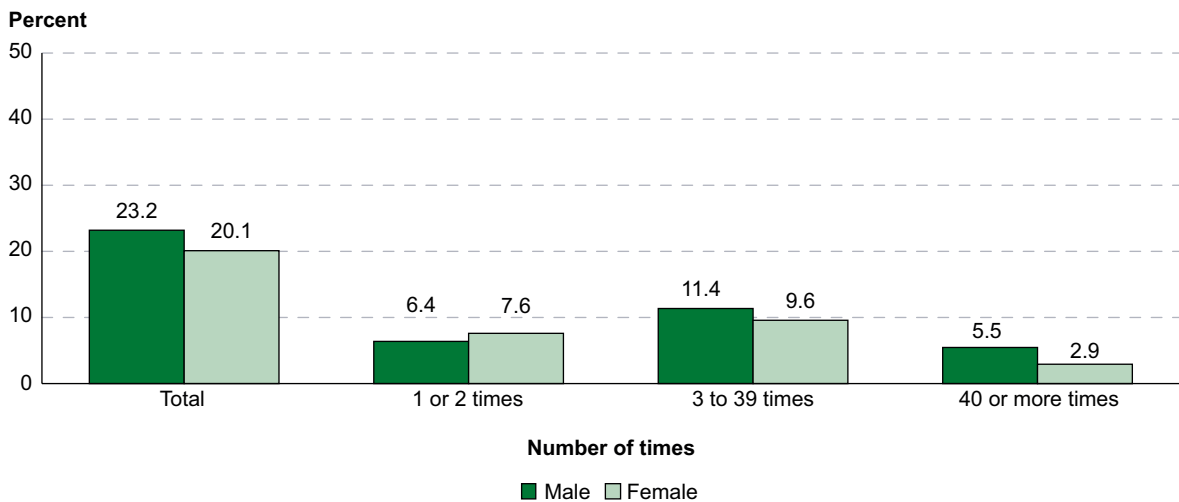
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report, but the text has been revised to include additional breakouts that were previously included in a Spotlight feature. For more information: Tables 16.1, 16.2, 16.3, and 16.4, Centers for Disease Control and Prevention (2016a), (http://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/ss6506_updated.pdf), and Centers for Disease Control and Prevention (2016b), (<http://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>).

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



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

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



NOTE: Detail may not sum to totals because of rounding.

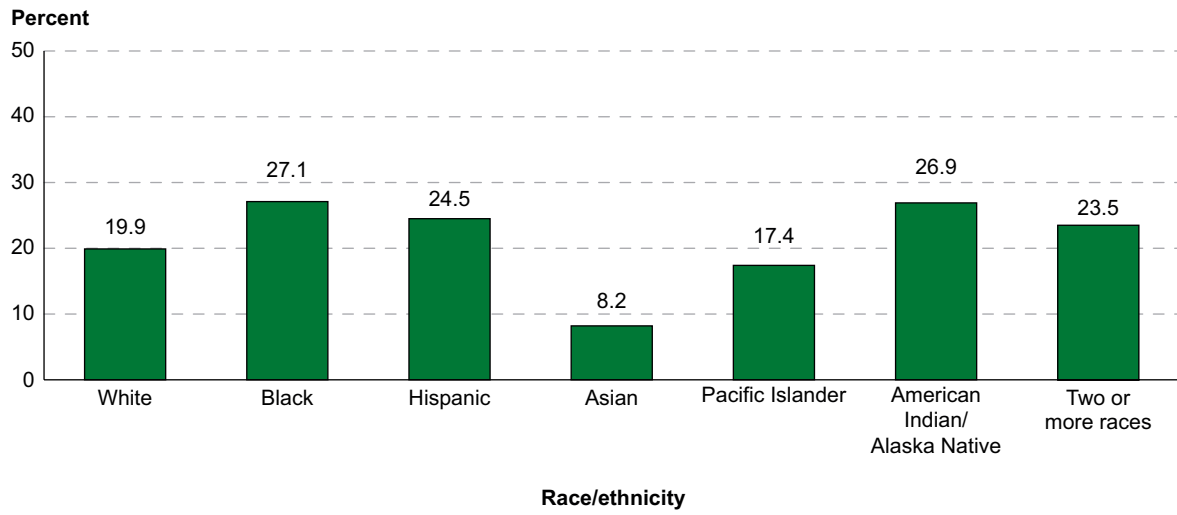
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015.

In 2015, state-level data for students who reported using marijuana at least one time during the previous 30 days were available for 36 states and the District of Columbia (table 16.4). Among these jurisdictions, the percentages of students who reported using marijuana ranged from 12 percent in South Dakota to 29 percent in the District of Columbia.

Until 2011, data were also collected on students' marijuana use on school property during the previous 30 days. Some 6 percent of students reported using

marijuana at least one time on school property in 2011; this was not measurably different from the percentage reported in 1993 (table 16.1). In 2011, about 3 percent of students reported using marijuana on school property 1 or 2 times during the previous 30 days, 2 percent reported using marijuana on school property 3 to 39 times during the previous 30 days, and 1 percent reported using marijuana on school property 40 or more times during the previous 30 days (table 16.2).

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



NOTE: Race categories exclude persons of Hispanic ethnicity.

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

Fear and Avoidance

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

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often⁷⁷ they had been afraid of attack or harm at school⁷⁸ and away from school. In 2015, about 3 percent of students ages 12–18 reported that they were afraid of attack or harm at school during the school year (figure 17.1 and table 17.1). A lower percentage of students (2 percent) reported that they were afraid of attack or harm away from school during the school year.

Between 1995 and 2015, the percentage of students who reported being afraid of attack or harm at school decreased overall (from 12 to 3 percent), as well as among male students (from 11 to 3 percent) and female students (from 13 to 4 percent). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 1995 and 2015 for White students (from 8 to 3 percent), Black students (from 20 to 3 percent), and Hispanic students (from 21 to 5 percent). A declining trend was also observed away from school: between 1999 (the first year of data collection for this item) and 2015, the percentage of students who reported being afraid of attack or harm away from school decreased from 6 to 2 percent overall, from 4 to 1 percent for male students, and from 7 to 3 percent for female students. The percentages of White, Black, and Hispanic students who reported being afraid of attack or harm away from school also decreased during this period (from 4 to 2 percent for White students and from 9 to 3 percent each for Black and Hispanic students).

Between the two most recent survey years, 2013 and 2015, no measurable differences were found in the overall percentages of students who reported being

afraid of attack or harm, either at school or away from school. However, the percentage of male students who reported being afraid of attack or harm away from school was lower in 2015 (1 percent) than in 2013 (2 percent).

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

Higher percentages of 6th-graders (5 percent) and 7th- and 8th-graders (4 percent each) reported being afraid of attack or harm at school than did 10th- and 12th-graders (2 percent each) in 2015. The percentage of students who reported being afraid of attack or harm away from school was higher for 8th-graders (3 percent) than for 10th-graders (1 percent).

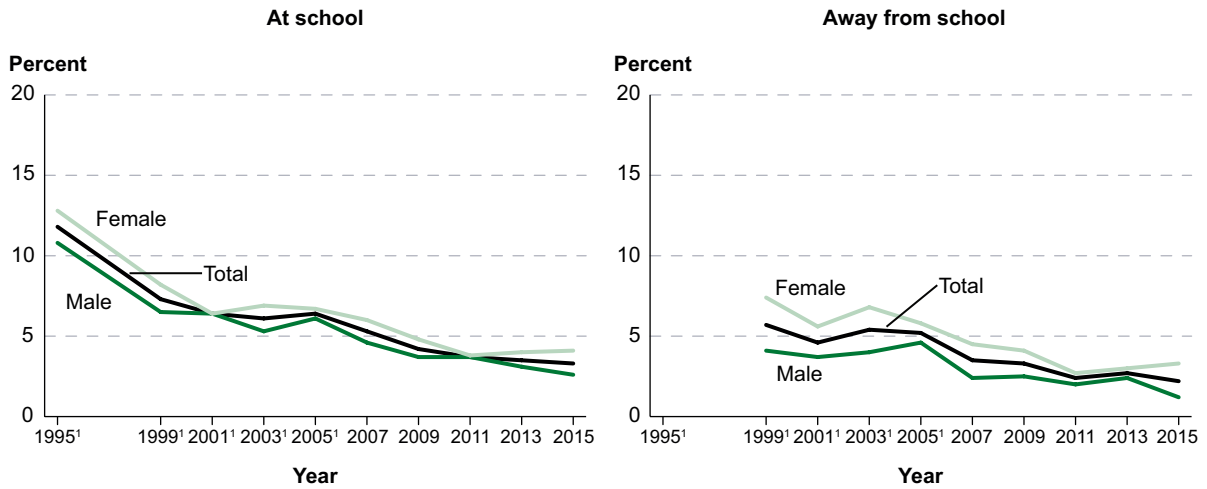
In 2015, higher percentages of students in urban (3 percent) and suburban areas (2 percent) than of students in rural areas (1 percent) reported being afraid of attack or harm away from school (figure 17.2). However, no measurable differences by urbanicity were observed in the percentage of students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

⁷⁷ Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid. For the 2001 survey only, the wording was changed from “attack or harm” to “attack or threaten to attack.”

⁷⁸ “At school” includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

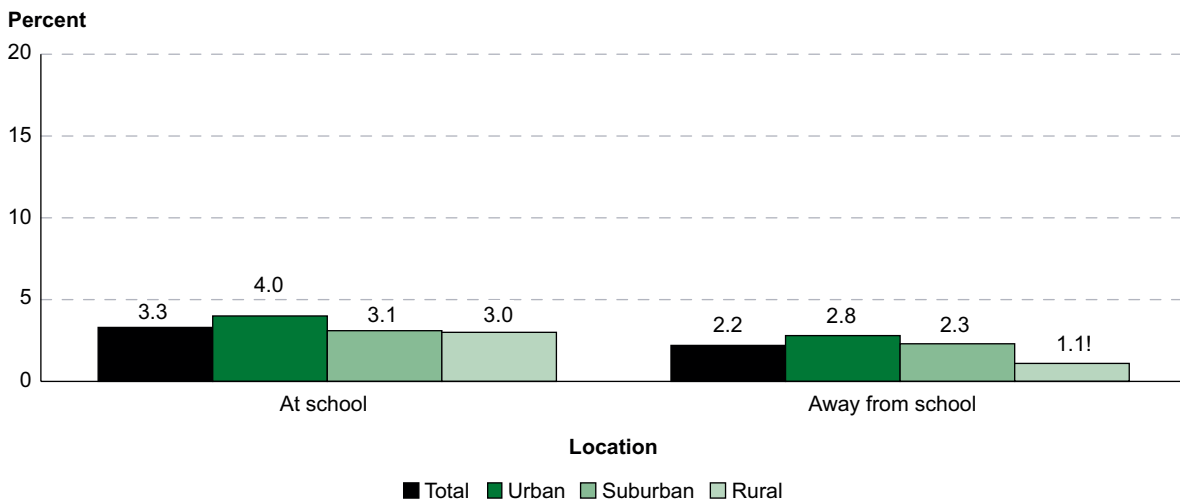
This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Table 17.1, and <https://nces.ed.gov/programs/crime/>.

Figure 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Selected years, 1995 through 2015



¹ In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.
 NOTE: “At school” includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid. For the 2001 survey only, the wording was changed from “attack or harm” to “attack or threaten to attack.” Data on being afraid of attack or harm away from school were not collected in 1995. For more information, please see appendix A.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015.

Figure 17.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity: 2015



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid. Urbanicity refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).”
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

Indicator 18

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

In 2015, about 5 percent of students reported that they avoided at least one school activity or class or one or more places in school during the previous school year because they thought someone might attack or harm them.

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes⁷⁹ or one or more places in school⁸⁰ because they were fearful that someone might attack or harm them.⁸¹ In 2015, about 5 percent of students reported that they avoided at least one school activity or class or one or more places in school during the previous school year because they thought someone might attack or harm them (figure 18.1 and table 18.1). Specifically, 2 percent of students reported avoiding at least one school activity or class, and 4 percent reported avoiding one or more places in school.⁸²

There was no overall pattern of increase or decrease between 1999 and 2015 in the percentage of students who reported that they avoided at least one school activity or class or one or more places in school because of fear of attack or harm. The percentage in 2015 was lower than the percentage in 1999 (7 percent) but not measurably different from the percentage in 2013.

In 2015, about 1 percent each of students reported that they avoided any activities, avoided any classes, and stayed home from school because of fear of attack or harm. With respect to avoiding specific places in school, 2 percent each of students reported

that they avoided the hallways or stairs in school and any school restrooms, and 1 percent each reported that they avoided parts of the school cafeteria, the entrance to the school, and other places inside the school building.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by grade. In 2015, a higher percentage of 6th-graders (6 percent) than of 10th- (3 percent), 11th- (2 percent), and 12th-graders (3 percent) reported avoiding one or more places in school (figure 18.2 and table 18.1). The percentage of students who reported avoiding one or more places in school was also higher for 7th-graders (5 percent) than for 10th- and 11th-graders, and it was higher for 9th-graders (4 percent) than for 11th-graders. There were no measurable differences by sex and race/ethnicity in the percentage of students reporting avoiding one or more places in school because of fear of attack or harm.

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

⁷⁹ "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. Students who reported more than one type of avoidance of school activities or classes were counted only once in the total for avoiding activities or classes. Before 2007, students were asked whether they avoided "any extracurricular activities." Starting in 2007, the survey wording was changed to "any activities." Caution should be used when comparing changes in this item over time.

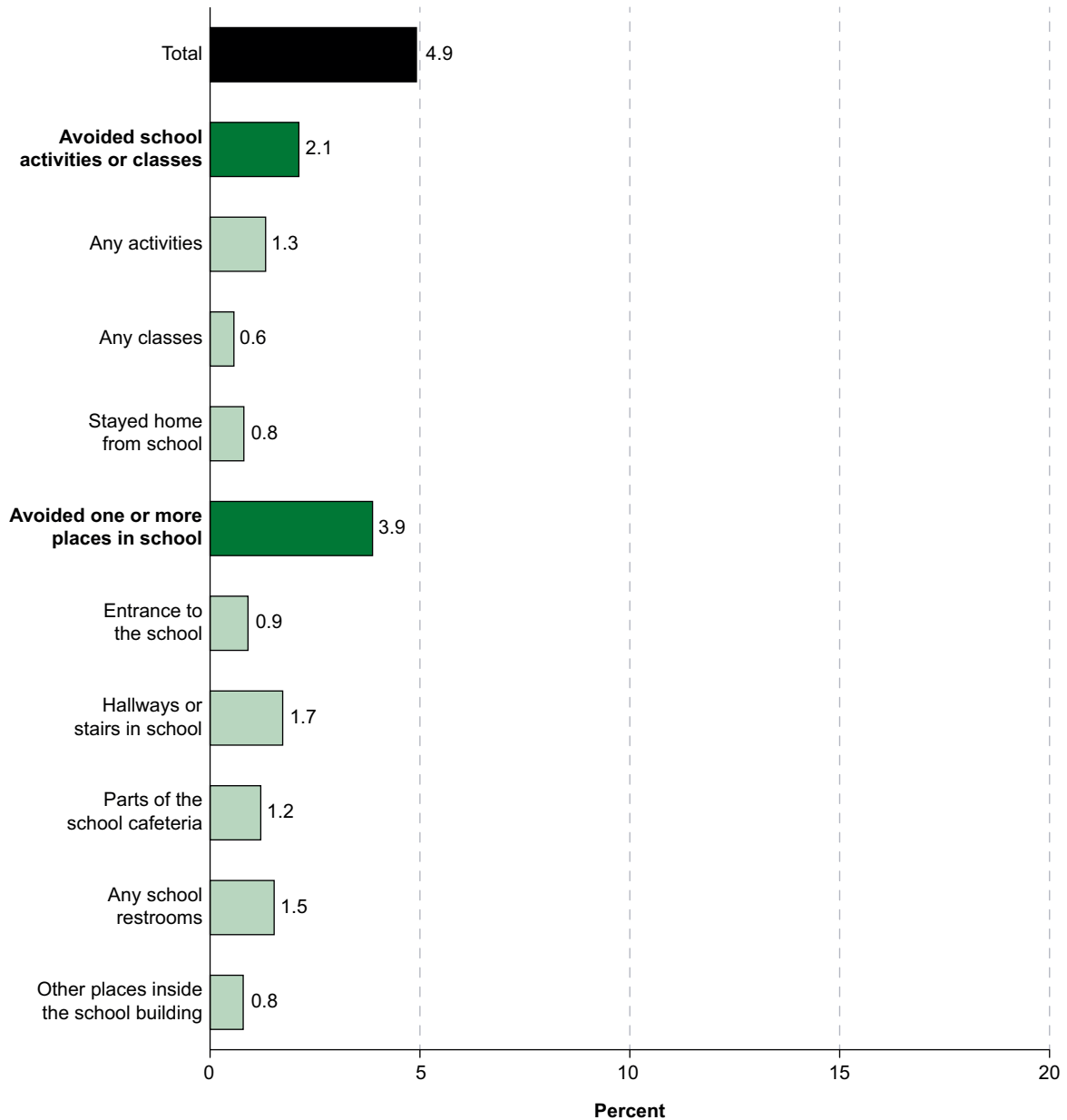
⁸⁰ "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building. Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

⁸¹ 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.

⁸² Students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once in the total for any avoidance.

This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Table 18.1, and <https://nces.ed.gov/programs/crime/>.

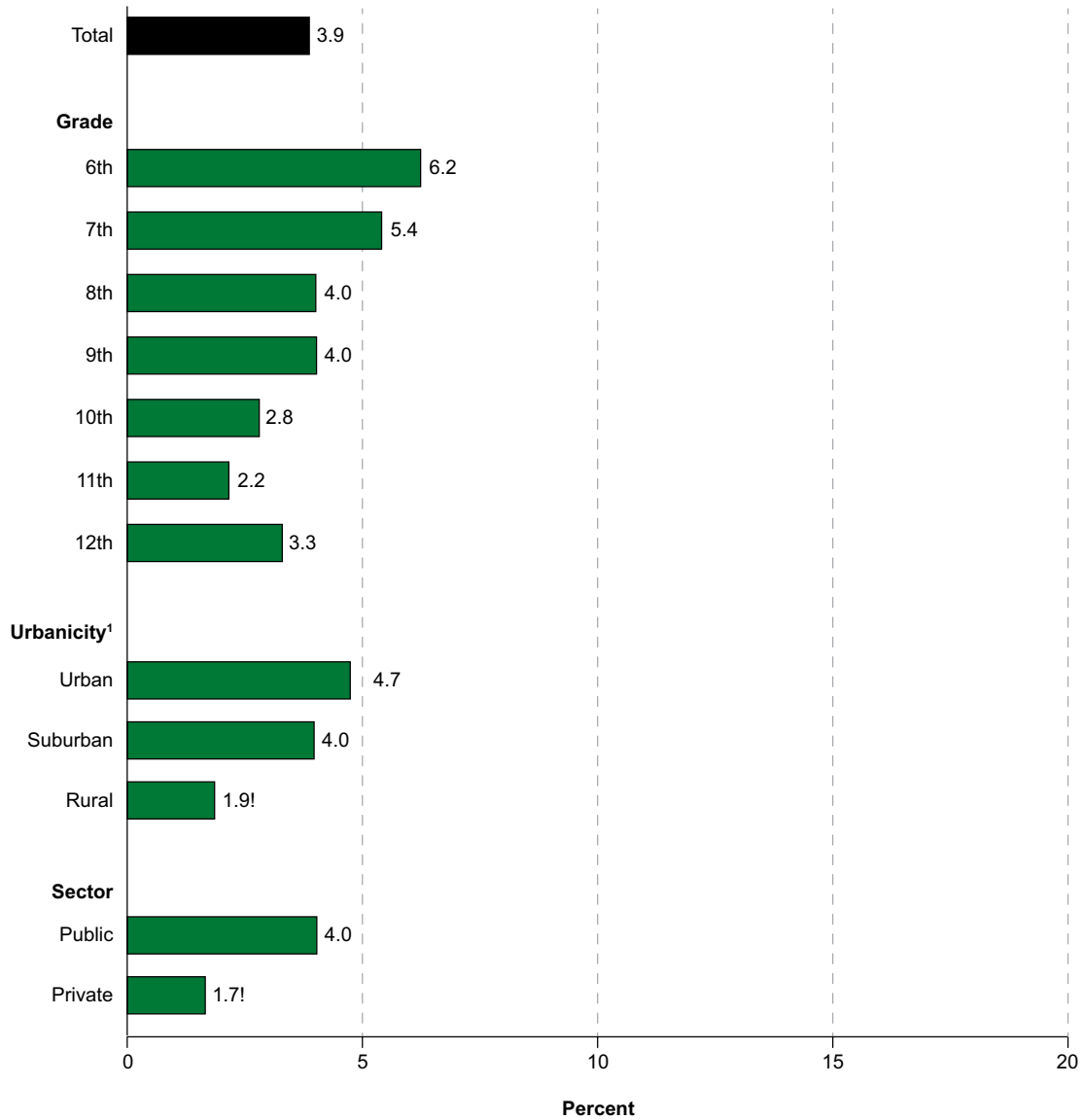
Figure 18.1. Percentage of students ages 12–18 who reported avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2015



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

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

Figure 18.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by selected student and school characteristics: 2015



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

¹ Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

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

Discipline, Safety, and Security Measures

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Indicator 19

Serious Disciplinary Actions Taken by Public Schools

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent).

In the School Survey on Crime and Safety (SSOCS), public school principals were asked to report the number of disciplinary actions their schools had taken against students for specific offenses. The student offenses reported by principals during the 2015–16 school year and discussed in this indicator were physical attacks or fights; distribution, possession, or use of alcohol; distribution, possession, or use of illegal drugs; use or possession of a firearm or explosive device; and use or possession of a weapon other than a firearm or explosive device.

During the 2015–16 school year, 37 percent of public schools (31,100 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 days or more, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (figure 19.1 and table 19.1).

Out of all offenses reported, physical attacks or fights prompted the largest percentage of schools (27 percent) to respond with at least one serious

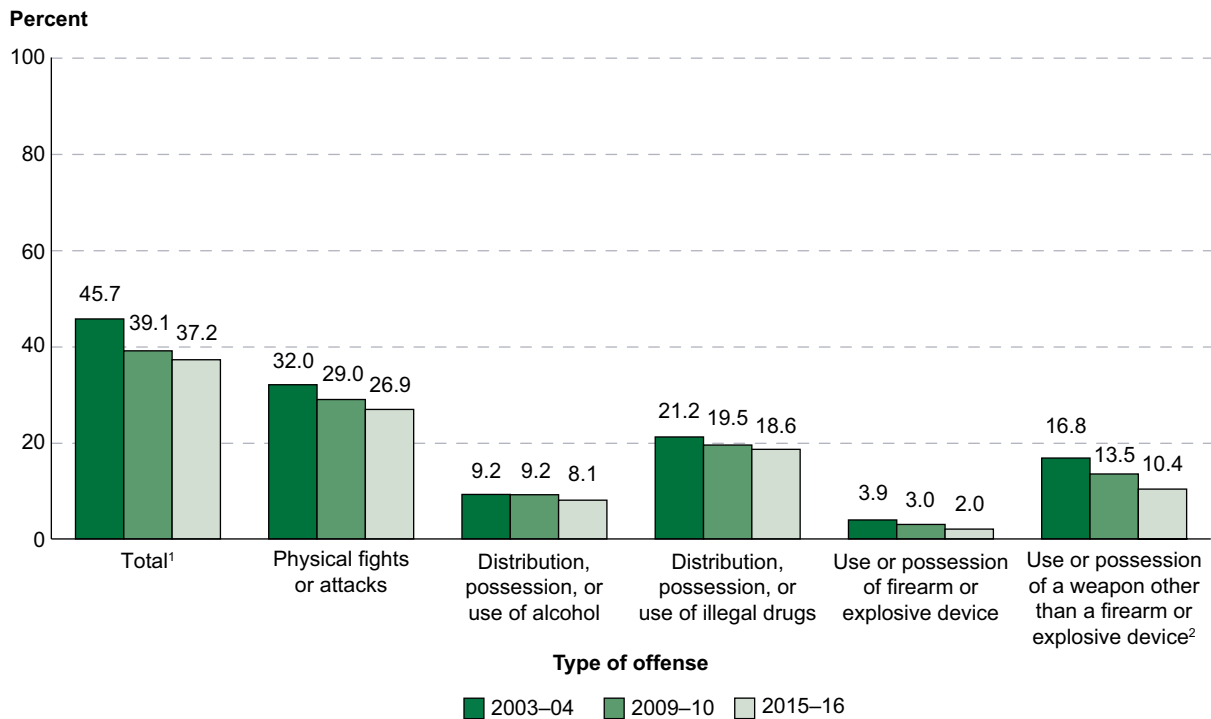
disciplinary action. In response to other offenses by students, 19 percent of schools reported that they took disciplinary actions for the distribution, possession, or use of illegal drugs; 10 percent took actions for the use or possession of a weapon other than a firearm or explosive device; 8 percent did so for the distribution, possession, or use of alcohol; and 2 percent did so for the use or possession of a firearm or explosive device.

The percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years.⁸³ In addition, the percentage of schools taking at least one serious disciplinary action was lower in 2015–16 than in 2009–10 for the distribution, possession, or use of alcohol (8 vs. 9 percent) and for use or possession of a weapon other than a firearm or explosive device (10 vs. 13 percent), but there were no measurable differences between these two years for any other offenses, including the total number of offenses.

⁸³ Totals for 2003–04 are not comparable to totals for 2015–16, because the 2015–16 questionnaires did not include an item on insubordination.

This indicator has been updated to include 2015–16 data. For more information: Tables 19.1, 19.2, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

Figure 19.1. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense: School years 2003–04, 2009–10, and 2015–16



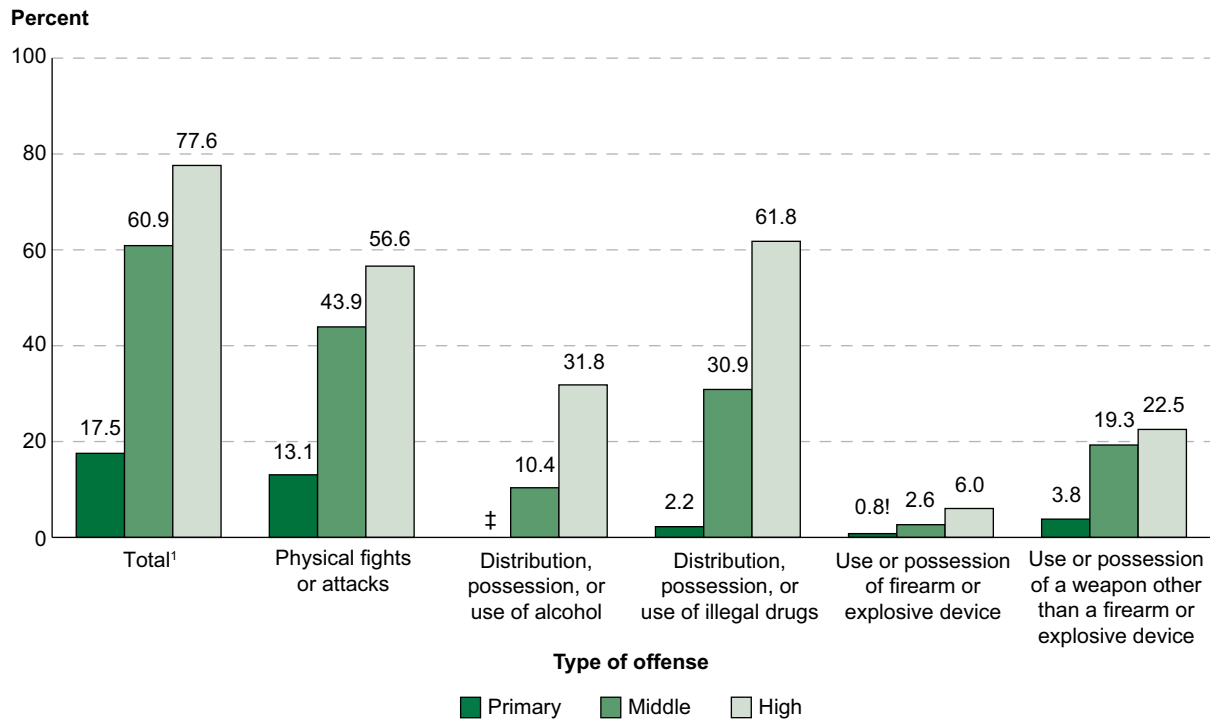
¹ Totals for 2003–04 are not comparable to totals for 2009–10 and 2015–16, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination. Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

² In 2003–04, the questionnaire wording was simply “a weapon other than a firearm” (instead of “a weapon other than a firearm or explosive device”).

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.

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

Figure 19.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and school level: School year 2015–16



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

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

¹ Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Excludes combined schools, which include all other combinations of grades, including K–12 schools. Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons.

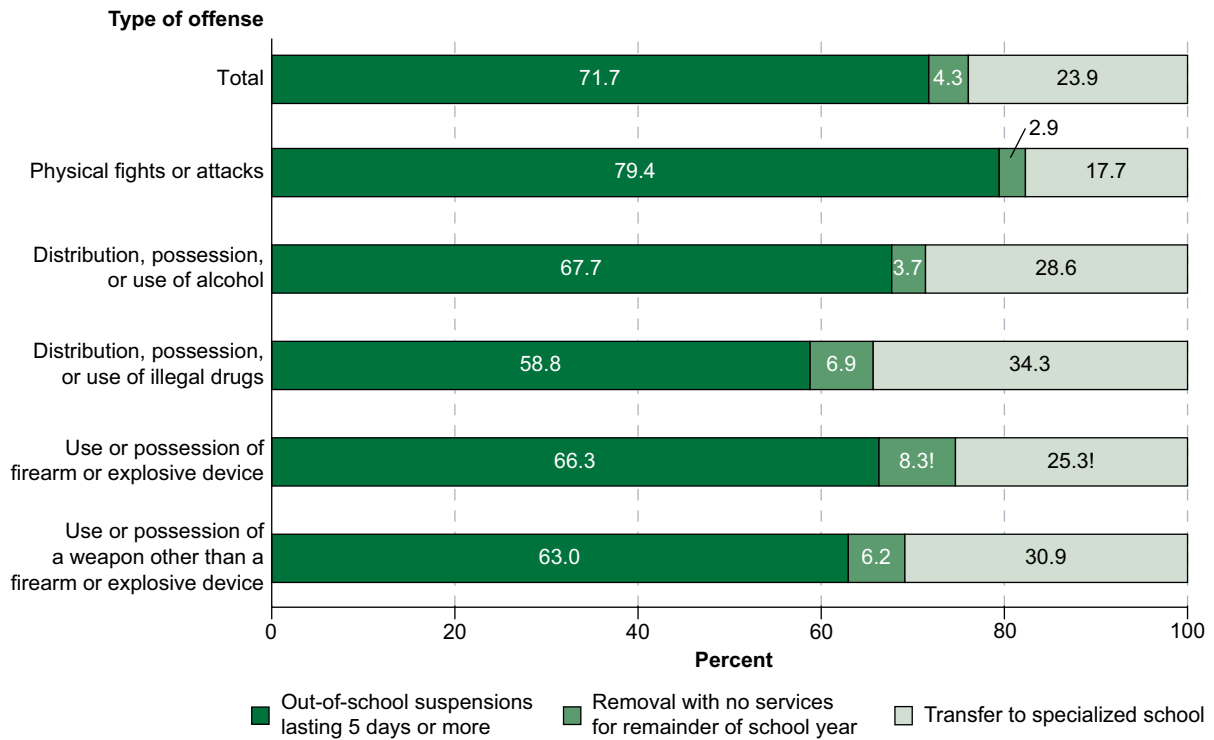
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

During the 2015–16 school year, a higher percentage of high schools (78 percent) took at least one serious disciplinary action than did middle schools (61 percent) and primary schools (18 percent; figure 19.2 and table 19.2). This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 62 percent of high schools took serious disciplinary actions in response to distribution, possession, or use of illegal drugs, compared with 31 percent of middle schools, and 2 percent of primary schools.

A higher percentage of schools with 76 percent or more of students eligible for free or reduced-price lunch took at least one serious disciplinary action (44 percent) than did schools with 0 to 25 (25 percent) and 26 to 50 percent (34 percent) of students eligible for free or reduced-price lunch.⁸⁴ The percentage was also higher for schools where 51 to 75 percent of students were eligible for free or reduced price lunch (41 percent) than for schools where a lower percentage of students were eligible.

⁸⁴ The percentage of students eligible for free or reduced-price lunch programs is a proxy measure of school poverty. For more information on eligibility for free or reduced-price lunch and its relationship to poverty, see NCES blog post “[Free or reduced price lunch: A proxy for poverty?](#)”

Figure 19.3. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2015–16



! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

A total of 305,700 serious disciplinary actions were taken by public schools during the 2015–16 school year for specific offenses (table 19.1). The largest number of these reported disciplinary actions were taken in response to physical attacks or fights (178,000 actions). Of the serious disciplinary actions taken during the 2015–16 school year, 72 percent were out-of-school suspensions for 5 days or more, 24 percent were transfers to specialized schools, and 4 percent were removals with no services for the remainder of the school year (figure 19.3 and table 19.1).

Greater percentages of out-of-school suspensions lasting 5 days or more were imposed upon students in response to physical attacks or fights (79 percent) than were imposed in response to the distribution,

possession, or use of alcohol (68 percent), and drugs (59 percent), and the use or possession of a weapon other than a firearm or explosive (63 percent). Greater percentages of removals with no services for the remainder of the school year were imposed upon students in response to the distribution, possession, or use of drugs (7 percent) than were imposed in response to the distribution, possession, or use of alcohol (4 percent), and physical attacks or fights (3 percent). Greater percentages of transfers to specialized schools were imposed in response to the distribution, possession, or use of alcohol (29 percent), and drugs (34 percent), and the use or possession of a weapon other than a firearm or explosive (31 percent) than were imposed in response to physical attacks or fights (18 percent).

Indicator 20

Safety and Security Measures Taken by Public Schools

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

Schools use a variety of practices and procedures to promote the safety of students, faculty, and staff. Certain practices, such as locking or monitoring doors and gates, are intended to limit or control access to school campuses, while others, such as the use of metal detectors and security cameras, are intended to monitor or restrict students' and visitors' behavior on campus. Between 1999–2000 and 2009–10, as well as in 2015–16, the School Survey on Crime and Safety (SSOCS) asked principals of public schools about their schools' use of safety and security measures and procedures. Principals were also asked to report whether their school had a written plan for procedures to be performed in selected scenarios. In 2013–14, data on safety and security measures and procedures and written plans for selected scenarios were collected from the Fast Response Survey System (FRSS) survey of school safety and discipline.⁸⁵

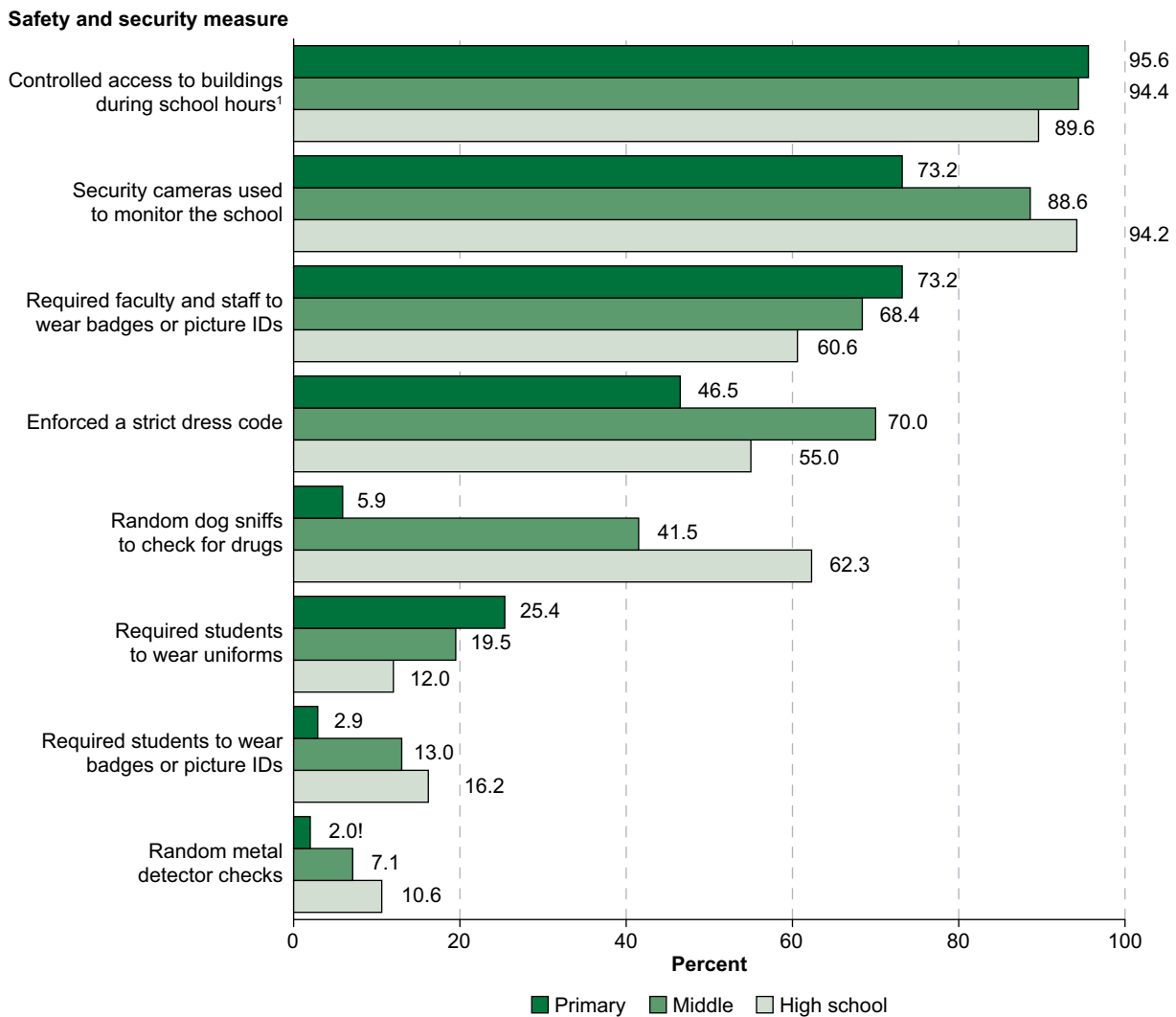
In the 2015–16 school year, 94 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 20.1). Other safety and security measures reported by public schools included the use of security cameras to monitor the school (81 percent), a requirement that faculty and staff wear badges or picture IDs (68 percent), and the enforcement of a strict dress code (53 percent). In addition, 25 percent of public schools reported the use of random dog sniffs to check for drugs, 21 percent required that students wear uniforms, 7 percent required students to wear badges or picture IDs, and 4 percent used random metal detector checks.

Use of various safety and security procedures differed by school level during the 2015–16 school year (figure 20.1 and table 20.2). For example, greater percentages of public primary schools and public middle schools than of public high schools controlled access to school buildings and required faculty and staff to wear badges or picture IDs. Additionally, a greater percentage of primary schools than of middle schools required students to wear uniforms (25 vs. 20 percent), and both percentages were greater than the percentage of high schools requiring uniforms (12 percent). The percentage of schools reporting the enforcement of a strict dress code was greater for middle schools (70 percent) than for high schools (55 percent) and primary schools (46 percent). The percentage of schools reporting the use of security cameras to monitor the school was greater for high schools (94 percent) than middle schools (89 percent), and both of these percentages were greater than the percentage for primary schools (73 percent). The same pattern was evident for the use of random dog sniffs and the use of random metal detector checks. A greater percentage of high schools (16 percent) and middle schools (13 percent) than of primary schools (3 percent) required students to wear badges or picture IDs.

⁸⁵ The 2013–14 Fast Response Survey System (FRSS) survey was designed to allow comparisons with School Survey on Crime and Safety (SSOCS) data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted 2013–14 results.

This indicator has been updated to include 2015–16 data. For more information: Tables 20.1, 20.2, and 20.3, and Diliberti, Jackson, and Kemp (2017), (<https://nces.ed.gov/pubs2017/2017122.pdf>).

Figure 20.1. Percentage of public schools that used selected safety and security measures, by school level: School year 2015–16



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

¹ For example, locked or monitored doors.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

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

In 2015–16, the use of various safety and security procedures also differed by school size. A greater percentage of public schools with 1,000 or more students enrolled than of those with fewer students enrolled reported the use of security cameras, a requirement that students wear badges or picture IDs, the use of random dog sniffs, and the use of random metal detector checks (table 20.2). A smaller percentage of schools with less than 300 students enrolled than of schools with higher numbers of students enrolled reported that they required faculty and staff to wear badges or picture IDs. A greater

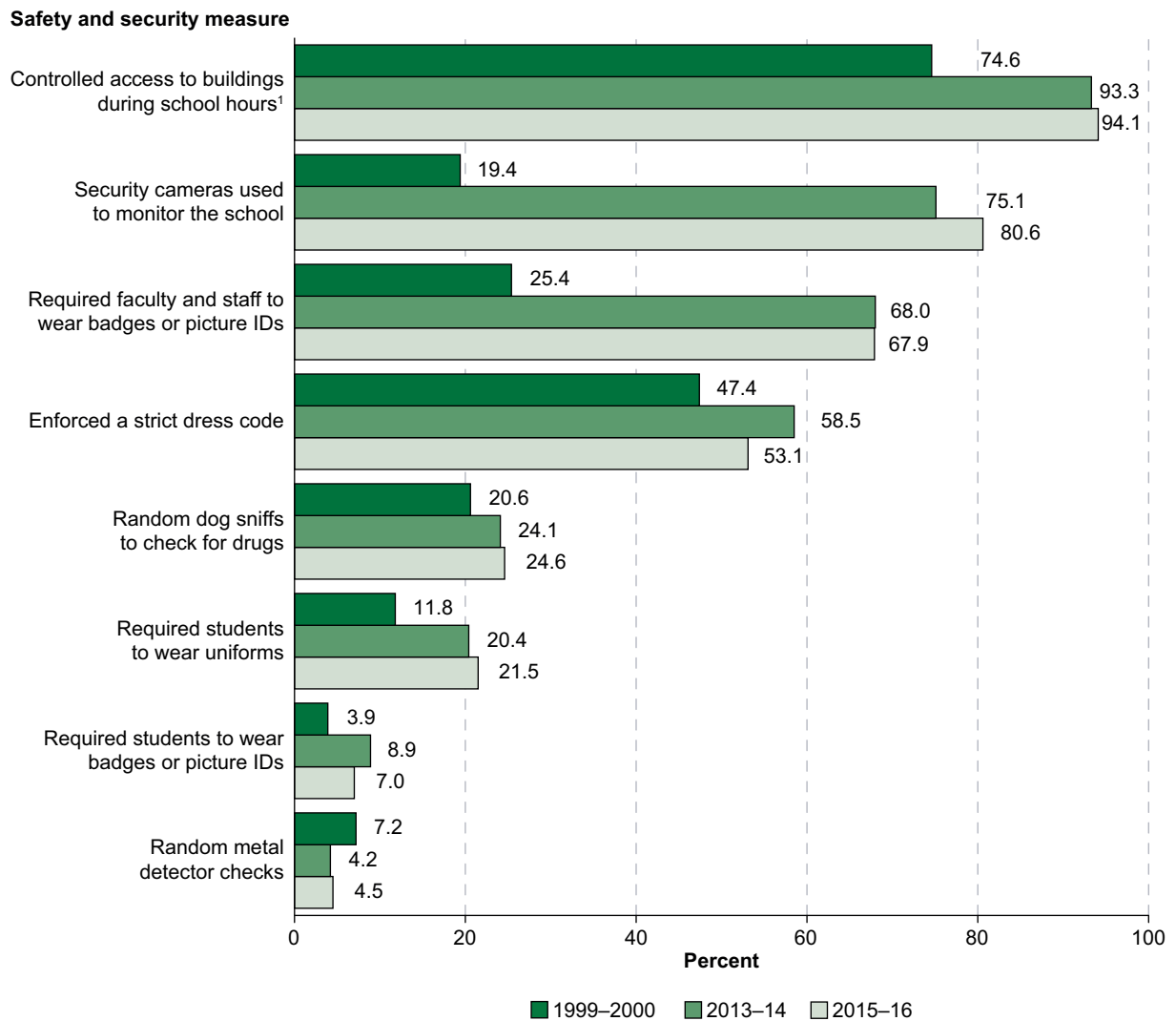
percentage of schools with 300–499 students (23 percent) and 500–999 students (25 percent) than of schools with less than 300 students or 1,000 or more students (both 16 percent) required students to wear uniforms. A similar pattern was evident for controlled access to school buildings. A greater percentage of schools with 500–999 students and 1,000 or more students (both 58 percent) than of schools with 300–499 students (49 percent) or less than 300 students (47 percent) reported the enforcement of a strict dress code.

A greater percentage of public schools located in cities than of those located in suburban areas, towns, and rural areas reported in 2015–16 that they used random metal detector checks, required students wear badges or picture IDs, and required students to wear uniforms (table 20.2). A greater percentage of schools located in cities (61 percent) and rural areas (54 percent) than of those located in suburbs (46 percent) reported that they enforced a strict dress code. A greater percentage of schools in suburban areas (81 percent) than of those in towns (66 percent), cities (64 percent), and rural areas (56 percent) required faculty or staff to wear badges or picture IDs. Random dog sniffs were reported by a greater percentage of public schools in rural areas (37 percent) and towns (31 percent) than in suburban areas (19 percent) and cities (15 percent). A greater percentage of schools in rural areas (84 percent) than of those in suburbs (78 percent) reported the use of security cameras, and a greater percentage of schools in cities (96 percent) than of those in rural areas (91 percent) reported controlled access to school buildings.

Many safety and security measures tended to be more prevalent in schools where 76 percent or more of

students were eligible for free or reduced-price lunch than in schools where a lower percentage were eligible (table 20.2). A greater percentage of schools where 76 percent or more of students were eligible than of schools where lower percentages were eligible reported that they enforced a strict dress code, required school uniforms, and used random metal detector checks. A smaller percentage of schools where 76 percent or more of students or 25 percent or less were eligible for free or reduced-price lunch (17 and 18 percent, respectively) reported the use of random dog sniffs than of schools where 26 to 50 percent of students and 51 to 75 percent of students (both 30 percent) were eligible for free or reduced-price lunch. A greater percentage of schools where 25 percent or less of students were eligible for free or reduced-price lunch (78 percent) than of schools where higher percentages of students were eligible reported requiring faculty and staff to wear badges or picture IDs. A smaller percentage of schools where 26 to 50 percent of students were eligible for free or reduced price lunch (4 percent) than of schools where any other percentage of students were eligible reported requiring students to wear badges or pictures IDs.

Figure 20.2. Percentage of public schools that used selected safety and security measures: School years 1999–2000, 2013–14, and 2015–16



¹ For example, locked or monitored doors.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000 and 2015–16 School Survey on Crime and Safety (SSOCS), 2000 and 2016; Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

The percentages of public schools reporting the use of various safety and security measures in 2015–16 tended to be higher than in prior years (figure 20.2 and table 20.1). For example, the percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 81 percent in 2015–16. Similarly, the percentage of public schools reporting that they controlled access to school buildings increased from 75 percent to 94 percent during this period. From 1999–2000 to 2015–16, the following safety and security measures also increased: requiring faculty and staff to wear badges or picture IDs, use of random dog sniffs, requiring school uniforms, and requiring students to wear badges or picture IDs. Conversely, the percentage of schools that reported using random metal detector checks decreased from 7 percent in 1999–2000 to 4 percent in 2015–16. The percentage of schools reporting that they enforced a strict dress code increased from 47 percent in 1999–2000 to 58 percent in 2013–14, but the percentage in 2015–16 (53 percent) was lower than the percentage in 2013–14.

Another aspect of school safety and security is ensuring that plans are in place to be enacted in the event of specific scenarios. In 2015–16, about 96 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster (figure 20.3 and table 20.3).⁸⁶ Ninety-four percent of public schools reported they had a plan for procedures to be performed in the event of bomb threats or incidents. The percentage of schools that had a plan in place for procedures to be performed in the event of a shooting increased over time, from 79 percent in 2003–04 to 92 percent in 2015–16.⁸⁷

In 2015–16, schools were also asked whether they had drilled students during the current school year on the use of selected emergency procedures. About 95 percent of schools had drilled students on a lockdown procedure,⁸⁸ 92 percent had drilled students on evacuation procedures,⁸⁹ and 76 percent had drilled students on shelter-in-place procedures.⁹⁰

⁸⁶ For example, earthquakes or tornadoes.

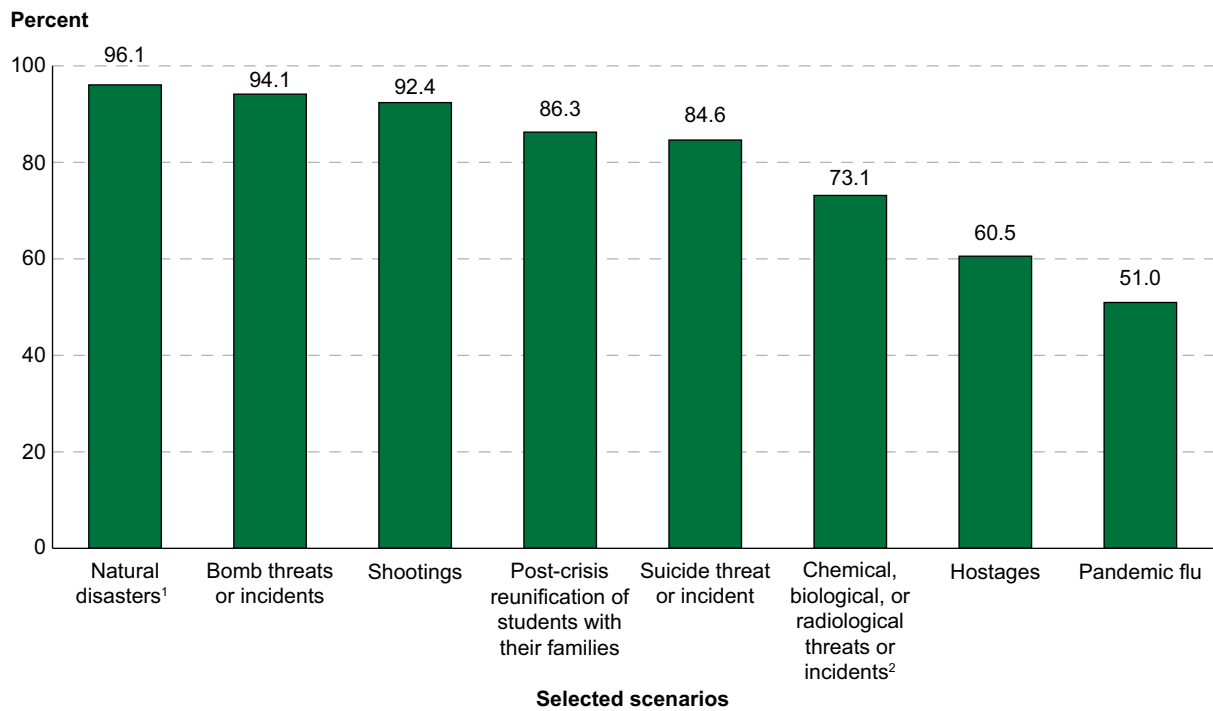
⁸⁷ On the 2015–16 questionnaire, the wording was changed from “Shootings” to “Active shooter.”

⁸⁸ Defined for respondents as “a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.”

⁸⁹ Defined for respondents as “a procedure that requires all students and staff to leave the building. While evacuating to the school’s field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes ‘reverse evacuation,’ a procedure for schools to return students to the building quickly if an incident occurs while students are outside.”

⁹⁰ Defined for respondents as “a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.”

Figure 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2015–16



¹ For example, earthquakes, or tornadoes.

² For example, release of mustard gas, anthrax, smallpox, or radioactive materials.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

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

Indicator 21

Students' Reports of Safety and Security Measures Observed at School

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

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain safety and security measures.⁹¹ Students were asked about the presence of metal detectors, locker checks, security cameras, security guards or assigned police officers, other adults supervising hallways, badges or picture identification for students, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in. In 2015, nearly all students ages 12–18 (rounds to 100 percent) reported that they observed the use of at least one of the selected safety and security measures at their schools (figure 21.1 and table 21.1).

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

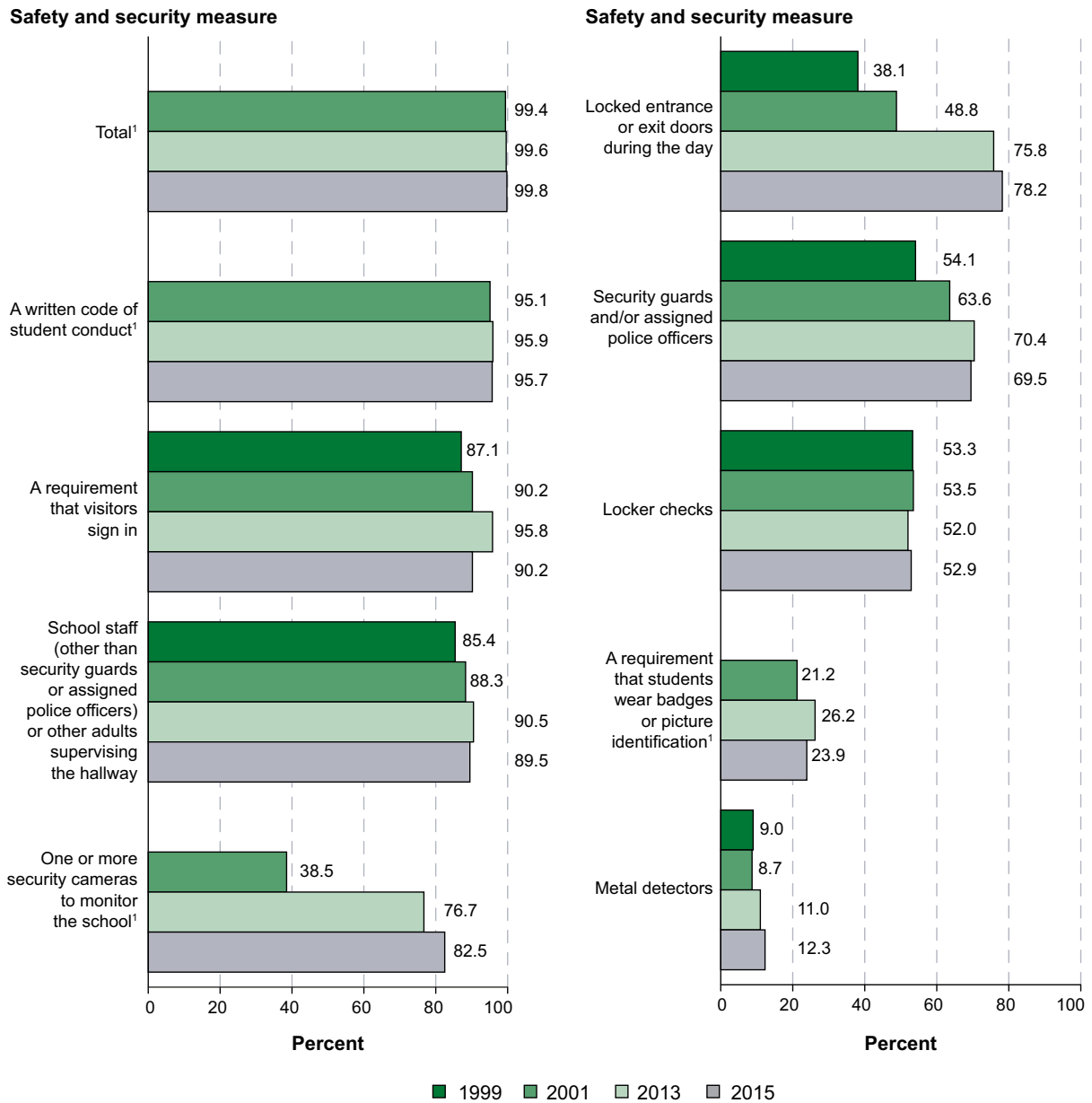
The percentage of students who reported locked entrance or exit doors during the day increased between 1999 and 2015 (from 38 to 78 percent), as did the percentages of students who reported the presence of metal detectors (from 9 to 12 percent) and the presence of security guards or assigned police officers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

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

⁹¹ Readers should note that this indicator relies on student reports of safety and security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See *Indicator 20* for a summary of the use of various safety and security measures as reported by schools.

This indicator repeats information from the *Indicators of School Crime and Safety: 2016* report. For more information: Table 21.1, and <https://nces.ed.gov/programs/crime/>.

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



¹ Data for 1999 are not available.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999, 2001, 2013, and 2015.

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Postsecondary Campus Safety and Security

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Indicator 22

Criminal Incidents at Postsecondary Institutions

In 2015, about 27,500 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent increase from 2014, when 26,900 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 18.0 in 2014 to 18.5 in 2015.

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

In 2015, there were 27,500 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 2 percent increase from 2014, when 26,900 criminal incidents were reported (table 22.1). The number of on-campus crimes per 10,000 full-time-equivalent (FTE) students⁹² also increased, from 18.0 in 2014 to 18.5 in 2015 (table 22.2).

Among the various types of on-campus crimes reported in 2015, there were 12,300 burglaries,⁹³

constituting 45 percent of all criminal incidents (table 22.1). Other commonly reported crimes included forcible sex offenses (8,000 incidents, or 29 percent of crimes) and motor vehicle theft (3,300 incidents, or 12 percent of crimes). In addition, 2,300 aggravated assaults and 1,000 robberies⁹⁴ were reported. These estimates translate to 8.3 burglaries, 5.4 forcible sex offenses, 2.2 motor vehicle thefts, 1.5 aggravated assaults, and 0.7 robberies per 10,000 FTE students (table 22.2).

Between 2001 and 2015, the overall number of reported crimes decreased by 34 percent (figure 22.1 and table 22.1). During this time, the number of reported on-campus crimes first increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500). The number of reported on-campus crimes then decreased by 40 percent between 2006 and 2014 (from 44,500 to 26,900), before increasing by 2 percent between 2014 and 2015 (from 26,900 to 27,500). The number of on-campus crimes reported in 2015 was lower than the number reported in 2001 for every category except forcible sex offenses and murder.⁹⁵ The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 8,000 in 2015 (a 262 percent increase).⁹⁶ More recently, the number of reported forcible sex offenses increased by 18 percent between 2014 and 2015 (from 6,800 to 8,000). The number of reported murders was higher in 2015 than in 2001 (28 vs. 17), but the number of reported murders was quite variable across these years with no clear pattern of increase or decrease.

⁹⁴ Taking or attempting to take anything of value using actual or threatened force or violence.

⁹⁵ The number of negligent manslaughter offenses was the same in 2001 and 2015 (2 incidents).

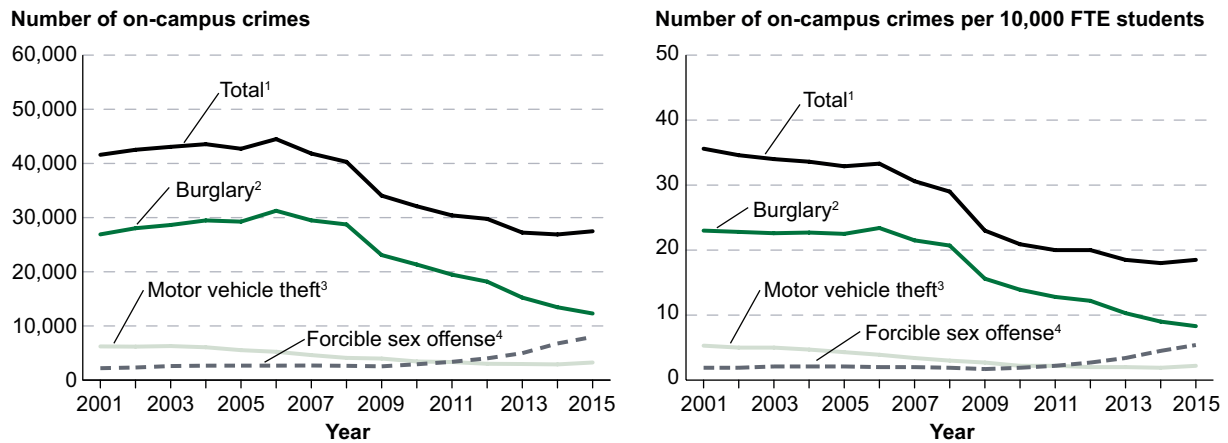
⁹⁶ Data on reported forcible sex offenses were collected differently in 2014 and 2015 than in prior years. In 2014 and 2015, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools only reported a total number of reported forcible sex offenses, with no breakouts for specific types of offenses. About 5,100 rapes and 2,900 fondling incidents were reported in 2015.

⁹² The base of 10,000 FTE students includes students who are enrolled exclusively in distance learning courses and who may not be physically present on campus.

⁹³ Unlawful entry of a structure to commit a felony or theft.

This indicator has been updated to include 2015 data. For more information: *Digest of Education Statistics 2016*, 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 2015



¹ Includes other reported crimes not separately shown.

² Unlawful entry of a structure to commit a felony or theft.

³ Theft or attempted theft of a motor vehicle.

⁴ Any sexual act directed against another person forcibly and/or against that person's will.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Crimes include incidents involving students, staff, and on-campus guests. Excludes off-campus crimes even if they involve college students or staff. Some data have been revised from previously published figures.

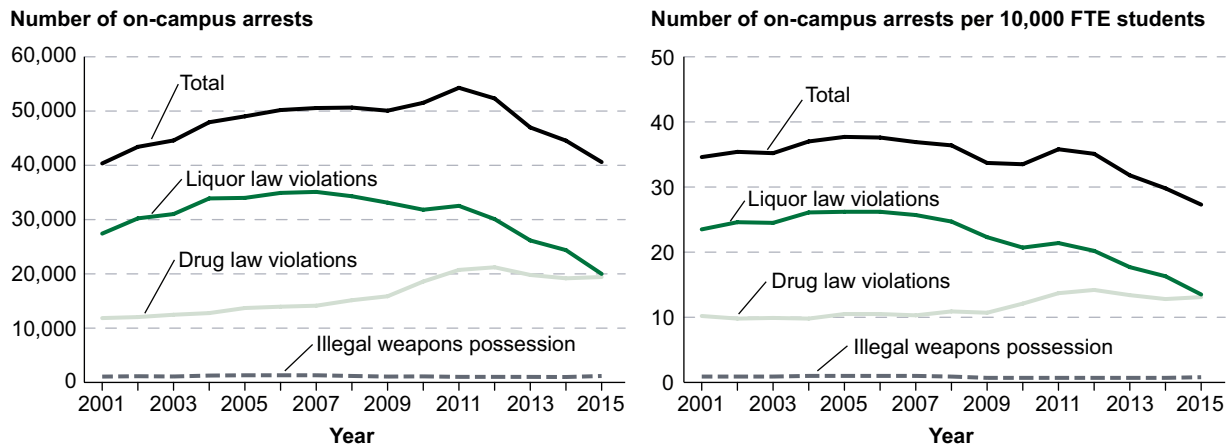
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2015; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2016, Fall Enrollment component.

Increases in FTE college enrollment between 2001 and 2015 as well as changes in the number of on-campus crimes affected the number of on-campus crimes per 10,000 FTE students (see *Digest of Education Statistics 2016* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 18.5 in 2015 (figure 22.1 and table 22.2). Between 2001 and 2006, both postsecondary enrollment and the number of on-campus crimes increased. However, because enrollment increased by a larger percentage than the number of crimes, the number of on-campus crimes per 10,000 students was actually lower in 2006 (33.3) than in 2001 (35.6). Between 2006 and 2014, the number of reported on-campus crimes decreased, enrollment increased, and the number of on-campus crimes per 10,000 students decreased from 33.3 to 18.0. Between 2014 and 2015, the number of reported on-campus crimes increased, enrollment decreased, and the number of on-campus crimes per 10,000 students increased from 18.0 to 18.5. The rate per 10,000 students was lower in 2015 than in 2001 for all types of reported on-campus crimes except forcible sex offenses and murder. In the case of forcible sex offenses, the rate

increased from 1.9 per 10,000 students in 2001 to 5.4 per 10,000 students in 2015. The number of murders per 10,000 students was higher in 2015 than in 2001 (0.02 vs. 0.01).

In 2015, the number of crimes committed on college campuses differed by type of institution, although to some extent this reflects the enrollment size of the types and the presence of student residence halls. Crimes involving students on campus after normal class hours, such as those occurring in residence halls, are included in campus crime reports, while crimes involving students off campus are not. In 2015, institutions with residence halls reported higher rates of on-campus crime than institutions without residence halls (24.0 vs. 6.0 per 10,000 FTE students; table 22.2). Rates for most types of crime were also higher for institutions with residence halls. For example, more burglaries were reported at institutions with residence halls than at institutions without residence halls (10.8 vs. 2.5 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (7.4 vs. 0.8 per 10,000 students).

Figure 22.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2015



NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Arrests include incidents involving students, staff, and on-campus guests. Excludes off-campus arrests even if they involve college students or staff. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2015; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2016, Fall Enrollment component.

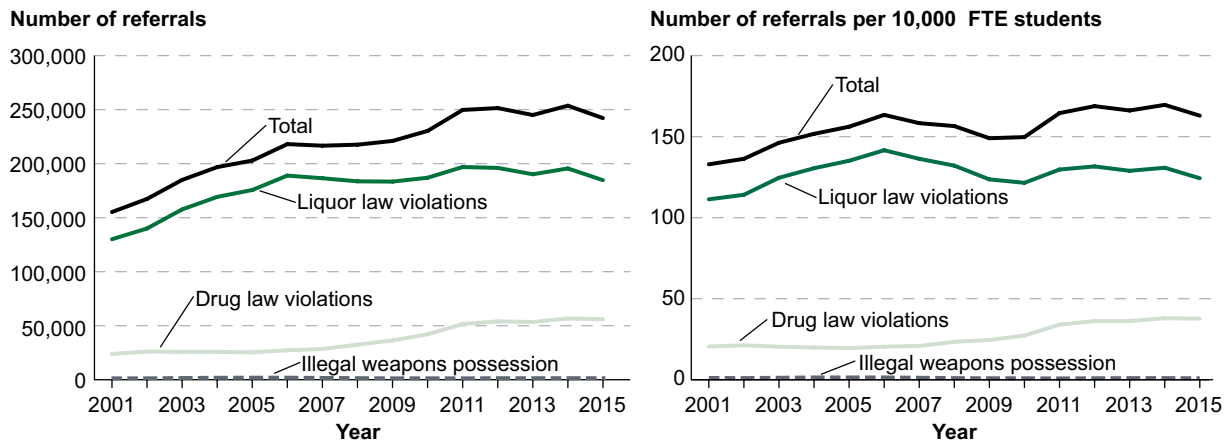
Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, overall there were decreases in the numbers of on-campus crimes at all institution types between 2006 (when the overall number of reported on-campus crimes reached its peak since data collection began) and 2015. For example, the number of on-campus crimes decreased over this period from 20,600 to 13,500 for public 4-year institutions, from 16,900 to 10,400 for nonprofit 4-year institutions, and from 5,700 to 3,000 for public 2-year institutions (table 22.1). The decreases in the number of on-campus crimes per 10,000 FTE students over the period were from 35.5 to 19.5 for public 4-year institutions, from 57.7 to 30.8 for nonprofit 4-year institutions, and from 15.4 to 8.3 for public 2-year institutions (table 22.2).

As part of the Clery Act, postsecondary institutions are also required to report the number of arrests made on campus for illegal weapons possession and drug and liquor law violations. Between 2001 and 2011, the number of on-campus arrests reported increased

(from 40,300 to 54,300; figure 22.2 and table 22.1). Since 2011, the number of on-campus arrests has decreased, although the number of on-campus arrests in 2015 (40,600) was still higher than the number in 2001. The number of arrests for drug law violations increased from 11,900 to 19,400 between 2001 and 2015. Also, there was an increase in the number of arrests for liquor law violations between 2001 and 2007 (from 27,400 to 35,100); however, the number decreased between 2007 and 2015, and the 2015 figure (20,000) was lower than in any year between 2001 and 2014. There was no clear pattern of change in the number of arrests for illegal weapons possession between 2001 and 2015; the number of arrests ranged from 1,000 to 1,300 each year during this time span.

The number of arrests per 10,000 FTE students for drug law violations increased from 10.2 in 2001 to 13.1 in 2015 (figure 22.2 and table 22.2). In contrast, the number of arrests per 10,000 students for liquor law violations decreased from 23.5 to 13.5 and the number of arrests per 10,000 students for illegal weapons possession decreased from 0.9 to 0.8 during this period.

Figure 22.3. Number of referrals for disciplinary action resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2015



NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this figure. Referrals include incidents involving students, staff, and on-campus guests. Some data have been revised from previously published figures. Excludes cases in which an individual is both arrested and referred to college officials for disciplinary action for a single offense.
 SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2001 through 2015; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2016, Fall Enrollment component.

In addition to reporting on-campus arrests, institutions report referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations. Disciplinary action counts only include incidents for which there was a referral for institutional disciplinary action, but no arrest. In 2015, there were 242,100 referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations, with most of the referrals (91 percent) involving violations in residence halls (table 22.1). The largest number of disciplinary referrals (184,700) involved liquor law violations.

Similar to the number of on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2015 (from 23,900 to 56,000, for a 134 percent increase; figure 22.3 and table 22.1). The number of referrals for liquor law violations also increased, from 130,000

in 2001 to 184,700 in 2015 (a 42 percent increase). The number of referrals for illegal weapons possession varied somewhat from year to year with no clear pattern of change, but the number of such referrals in 2015 (1,400) was higher than the number in 2001 (1,300).

Part of the increase in the number of disciplinary referrals over time may be associated with increases in the number of students on college campuses over time. However, the number of referrals per 10,000 FTE students for illegal weapons possession decreased from 1.1 to 0.9 between 2001 and 2015 (figure 22.3 and table 22.2). The number of referrals per 10,000 students for drug law violations increased between 2001 and 2015 (from 20.5 to 37.7). And while the number of referrals per 10,000 students for liquor law violations increased between 2001 and 2006 (from 111.3 to 141.6), the number per 10,000 students was lower in 2015 than in 2006 (124.3 vs. 141.6).

Indicator 23

Hate Crime Incidents at Postsecondary Institutions

Four out of five of the total reported on-campus hate crimes in 2015 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 39 percent of hate crimes (339 incidents); religion was the reported motivating bias in 22 percent of hate crimes (187 incidents); and sexual orientation was the reported motivating bias in 19 percent of hate crimes (163 incidents) in 2015.

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

In 2015, there were 860 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 (363 incidents; hereafter referred to as "vandalism" in this indicator), followed by intimidation (357 incidents), simple assault (79 incidents), larceny (25 incidents),

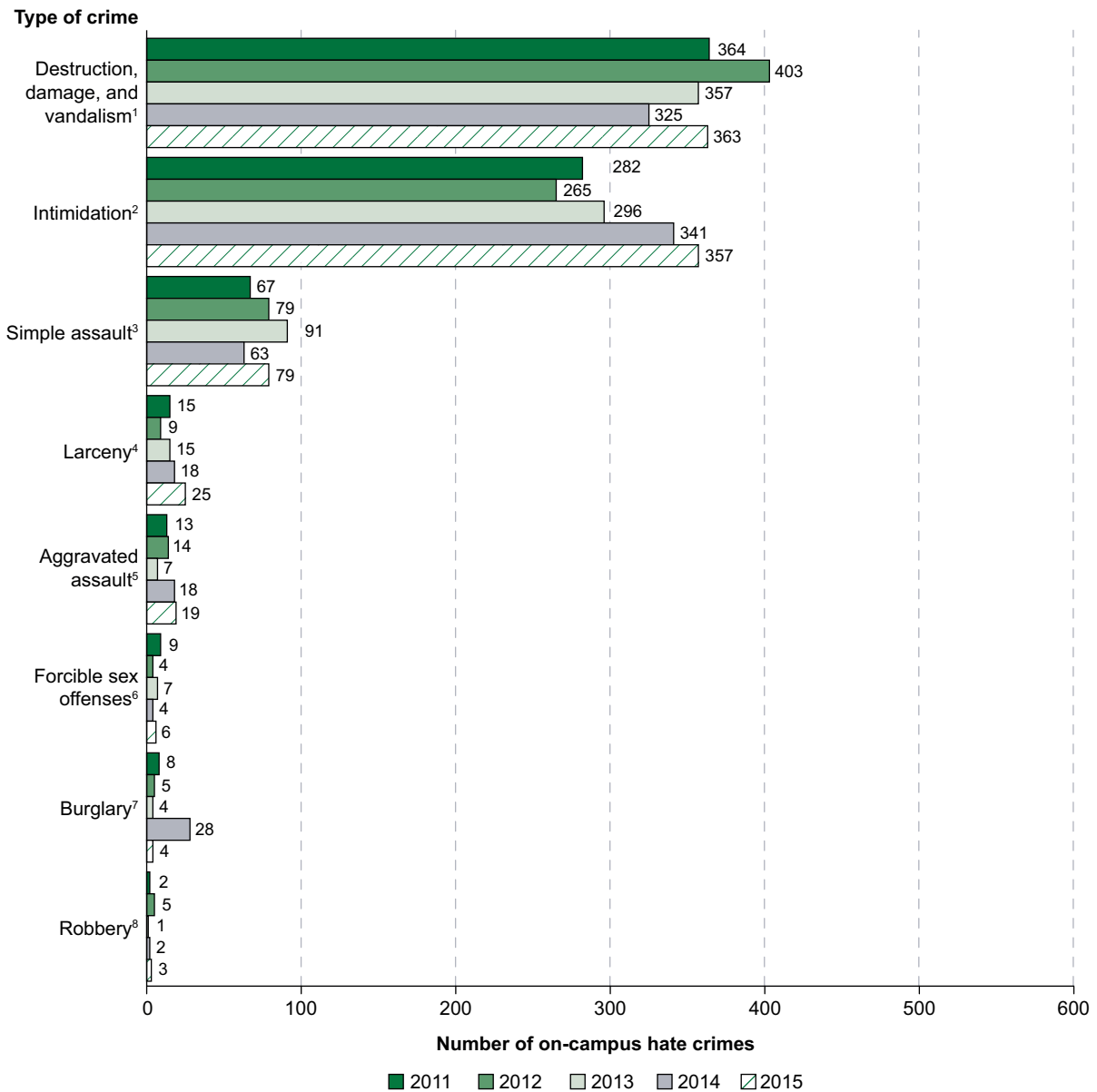
aggravated assault (19 incidents), forcible sex offenses (6 incidents), burglary (4 incidents), robbery (3 incidents), and arson and motor vehicle theft (2 incidents each; figure 23.1). For murder and nonforcible sex offenses, there were no incidents classified as hate crimes in 2015.

The distribution of reported on-campus hate crimes in 2015 was similar to the distributions in previous years. Vandalism, intimidation, and simple assault constituted the three most common types of hate crimes reported by institutions in every year from 2011 to 2015. Also similar to 2015, there were no reported incidents of murder and nonforcible sex offenses classified as hate crimes in any year from 2011 to 2014.

Four out of five of the total reported on-campus hate crimes in 2015 were motivated by race, religion, or sexual orientation. Race was the reported motivating bias in 39 percent of hate crimes (339 incidents); religion was the reported motivating bias in 22 percent of hate crimes (187 incidents); and sexual orientation was the reported motivating bias in 19 percent of hate crimes (163 incidents) in 2015. The other one-fifth of hate crimes were motivated by ethnicity (75 incidents), gender (52 incidents), gender identity (34 incidents), and disability (10 incidents).

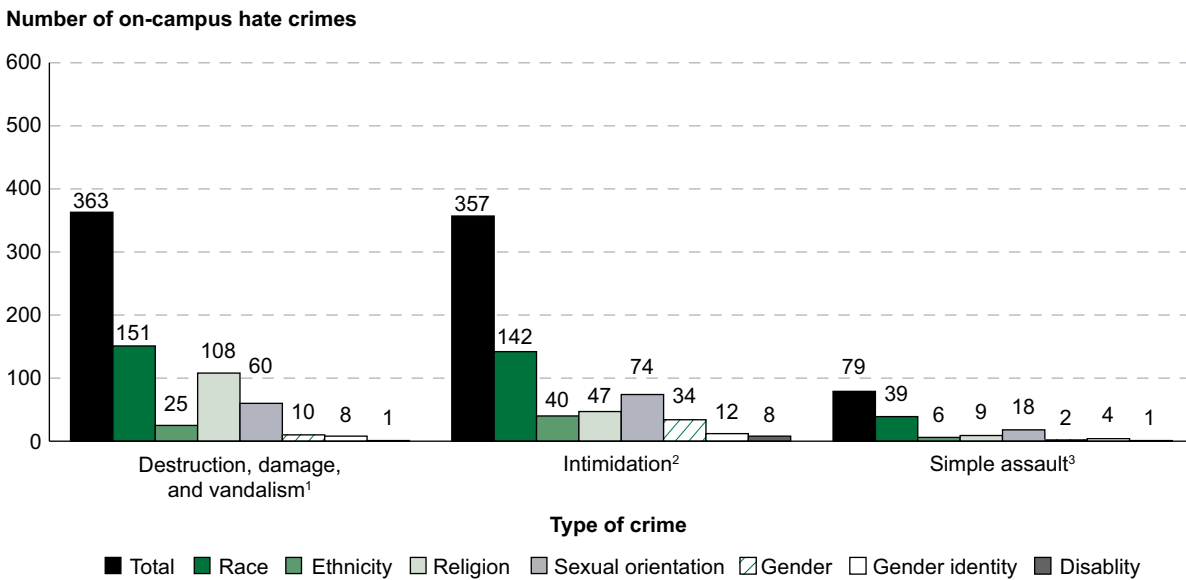
This indicator has been updated to include 2015 data. For more information: Table 23.1, and <http://ope.ed.gov/security/>.

Figure 23.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2011 through 2015



¹ Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it.
² Placing another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
³ A physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
⁴ The unlawful taking, carrying, leading, or riding away of property from the possession of another.
⁵ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
⁶ Any sexual act directed against another person forcibly and/or against that person's will.
⁷ Unlawful entry of a structure to commit a felony or theft.
⁸ Taking or attempting to take anything of value using actual or threatened force or violence.
 NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Arson and motor vehicle theft are not shown in the figure. There was 1 hate-related arson incident reported in 2011, 1 reported in 2014, and 2 reported in 2015; there were 2 hate-related motor vehicle thefts reported in 2015.
 SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2011 through 2015.

Figure 23.2. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime and category of bias motivating the crime: 2015



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, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2015.

Similar to the overall pattern, the most frequent categories of motivating bias associated with the three most common types of hate crimes reported in 2015—vandalism, intimidation, and simple assault—were also race, religion, and sexual orientation. Race was the most frequent category of motivating bias associated with all three types of hate crimes, accounting for 42 percent of reported vandalisms classified as hate crimes (151 incidents), 40 percent of reported intimidations (142 incidents), and 49 percent of reported simple assaults (39 incidents; figure 23.2 and table 23.1). Sexual orientation was the second most frequent motivating bias reported for intimidations (21 percent; 74 incidents) and simple assaults (23 percent; 18 incidents). Religion was the

second most frequent motivating bias reported for vandalisms (30 percent; 108 incidents).

While the number of hate crimes reported in 2015 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (352 and 347 total incidents, respectively), to some extent this reflects their larger enrollment size and number of students living on campus. Public 2-year institutions, which also enroll a large number of students, had the third highest number of reported hate crimes (143 incidents). The frequency of crimes and the most commonly reported categories of motivating bias were similar across these types of postsecondary institutions.

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Supplemental Tables

Table S1.1. Percentage of public schools with security staff present at school at least once a week, by type of security staff, school level, and selected school characteristics: 2005–06, 2009–10, and 2015–16—Continued
 [Standard errors appear in parentheses]

School level and characteristic	Any security staff ¹			Sworn law enforcement officers									Security guards or other security personnel who are not sworn law enforcement officers		
				Any sworn law enforcement officers, including School Resource Officers (SROs) ²			At least one officer who is an SRO			At least one officer who is not an SRO					
	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races															
Less than 5 percent	17.2 (3.32)	22.4 (4.69)	‡ (†)	16.4 (3.39)	19.9 (4.55)	‡ (†)	13.5 (3.24)	15.2 (3.86)	‡ (†)	5.6! (2.24)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
5 to less than 20 percent	23.0 (3.48)	21.1 (4.44)	46.4 (4.43)	19.6 (3.18)	17.6 (3.72)	43.3 (4.44)	16.7 (3.05)	14.6 (3.87)	38.4 (4.38)	3.5! (1.60)	4.4! (1.65)	9.4 (2.78)	4.7! (1.75)	6.9! (2.43)	6.4! (2.27)
20 to less than 50 percent	20.0 (3.29)	22.8 (2.67)	33.4 (3.99)	14.9 (3.13)	18.4 (2.26)	30.6 (4.16)	14.9 (3.13)	17.9 (2.27)	26.8 (3.84)	‡ (†)	‡ (†)	7.5! (2.37)	9.0 (2.36)	7.8 (1.95)	4.9! (1.79)
50 percent or more	35.9 (3.33)	36.7 (2.84)	53.5 (3.01)	26.9 (2.93)	23.6 (2.22)	35.4 (3.66)	23.1 (2.87)	21.1 (2.27)	28.8 (3.16)	7.9 (1.87)	5.0 (1.15)	10.3 (2.11)	20.2 (2.70)	25.4 (2.57)	24.3 (2.80)
Percent of students eligible for free or reduced-price lunch															
0 to 25 percent	20.9 (3.02)	17.1 (3.15)	33.8 (5.61)	16.3 (2.95)	11.4 (2.83)	30.0 (5.40)	14.5 (2.88)	9.7 (2.63)	29.4 (5.40)	3.1! (1.12)	2.8! (1.25)	5.9! (2.37)	7.7 (1.76)	9.3 (2.34)	8.8! (3.11)
26 to 50 percent	22.1 (3.04)	24.4 (2.73)	39.8 (3.99)	19.6 (2.89)	19.8 (2.99)	34.9 (3.97)	16.7 (2.61)	18.1 (2.92)	32.3 (3.99)	3.9! (1.57)	4.3! (1.96)	6.8 (1.93)	5.0! (1.63)	9.2 (2.10)	6.9 (2.05)
51 to 75 percent	22.4 (3.13)	28.6 (3.36)	48.2 (4.00)	18.0 (3.08)	21.2 (2.72)	42.9 (4.38)	17.6 (3.03)	19.6 (2.77)	33.6 (3.78)	2.8! (1.09)	1.9! (0.87)	12.5 (2.83)	9.5 (2.18)	13.6 (2.50)	7.4! (2.60)
76 to 100 percent	40.6 (3.26)	37.7 (3.77)	54.1 (3.67)	30.9 (2.79)	26.9 (3.28)	33.6 (4.40)	25.7 (2.52)	22.4 (3.28)	26.7 (3.86)	10.2 (2.22)	7.4 (1.73)	9.6 (2.49)	22.9 (3.22)	23.0 (3.23)	28.2 (3.27)
Percent of students who are Limited English Proficient (LEP)															
0 to 5 percent	22.6 (2.24)	24.6 (2.48)	42.8 (3.28)	17.7 (1.81)	18.5 (2.24)	36.3 (3.47)	15.2 (1.57)	15.7 (2.13)	31.0 (3.46)	4.4 (1.02)	4.0 (1.16)	8.4 (1.79)	8.2 (1.41)	9.9 (1.59)	9.3 (1.89)
6 to 20 percent	28.0 (3.21)	32.4 (4.25)	41.2 (4.47)	23.3 (3.01)	23.7 (3.43)	35.0 (4.55)	20.8 (3.09)	21.6 (3.19)	30.5 (4.24)	4.6! (1.68)	5.8! (1.86)	11.5 (2.80)	11.5 (2.74)	18.3 (3.18)	10.0 (2.55)
21 to 100 percent	35.9 (4.32)	30.7 (3.74)	54.0 (3.94)	28.9 (4.10)	21.8 (2.90)	35.4 (4.65)	26.3 (4.08)	20.1 (2.82)	29.4 (4.19)	7.0! (2.18)	2.7! (1.15)	7.7! (2.51)	20.0 (3.08)	20.9 (3.38)	26.0 (3.68)
All secondary schools⁴	63.3 (1.52)	64.4 (1.15)	72.3 (1.43)	57.8 (1.60)	56.1 (1.25)	64.8 (1.38)	51.8 (1.59)	50.0 (1.22)	58.4 (1.33)	15.4 (1.03)	14.2 (0.85)	13.6 (0.95)	30.8 (1.05)	32.5 (1.04)	28.0 (0.97)
Enrollment size															
Less than 300	32.8 (3.85)	36.2 (3.47)	40.3 (4.82)	28.2 (3.38)	27.8 (3.38)	33.8 (4.38)	22.7 (3.37)	21.8 (2.75)	29.9 (4.16)	9.6 (2.47)	10.9 (2.27)	8.5 (2.15)	12.8 (2.88)	16.8 (3.03)	10.6 (3.18)
300 to 499	48.7 (3.97)	51.2 (3.38)	64.6 (3.96)	45.3 (3.73)	44.5 (3.44)	59.0 (3.91)	40.7 (3.51)	39.0 (3.53)	50.6 (3.92)	12.8 (2.33)	11.3 (1.74)	11.4 (2.22)	13.6 (2.15)	21.1 (2.48)	14.8 (2.17)
500 to 999	74.8 (1.96)	70.9 (1.95)	82.5 (1.76)	69.3 (2.00)	61.4 (1.83)	72.3 (1.86)	62.8 (2.24)	55.9 (1.95)	65.4 (2.08)	15.8 (1.41)	12.6 (1.46)	16.2 (1.44)	32.4 (2.21)	29.1 (1.94)	28.3 (1.80)
1,000 or more	90.1 (1.07)	93.5 (1.09)	95.9 (1.16)	82.1 (1.41)	85.3 (1.43)	90.0 (1.47)	75.2 (1.50)	78.1 (1.55)	83.9 (1.75)	22.9 (1.61)	22.4 (1.58)	16.9 (2.32)	60.9 (1.85)	62.4 (1.70)	57.8 (1.94)
Locale															
City	82.2 (2.30)	85.8 (2.38)	86.0 (2.52)	75.2 (2.65)	70.8 (2.87)	72.0 (2.69)	66.4 (2.64)	62.7 (2.72)	66.7 (2.90)	27.4 (2.36)	21.1 (2.25)	16.6 (2.12)	55.1 (2.75)	59.4 (2.60)	48.3 (3.00)
Suburban	71.2 (1.92)	76.9 (2.13)	81.9 (1.97)	64.9 (2.24)	66.2 (2.26)	71.4 (2.02)	58.5 (2.39)	57.9 (2.38)	64.0 (2.39)	15.9 (1.28)	16.4 (1.73)	15.2 (1.58)	37.0 (1.85)	42.8 (2.13)	41.0 (1.99)
Town	64.6 (3.68)	56.9 (2.72)	68.9 (3.56)	60.8 (3.62)	52.2 (2.81)	65.0 (3.70)	56.8 (4.45)	48.7 (2.97)	57.7 (3.86)	13.8 (3.92)	10.0 (1.50)	14.4 (2.62)	25.9 (3.67)	20.2 (2.29)	16.5 (2.63)
Rural	47.4 (3.28)	46.7 (2.42)	54.8 (2.92)	42.9 (3.11)	42.1 (2.31)	53.2 (2.86)	38.1 (2.76)	37.7 (2.23)	47.5 (2.81)	9.5 (1.52)	10.7 (1.60)	9.7 (1.81)	15.2 (1.75)	15.0 (1.98)	6.7 (0.82)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races															
Less than 5 percent	40.4 (4.10)	38.4 (3.53)	57.6 (6.65)	36.5 (3.94)	36.1 (3.45)	55.7 (6.86)	33.0 (3.57)	32.5 (3.43)	47.7 (6.63)	7.1 (1.73)	6.9 (1.30)	14.9! (4.65)	10.8 (1.67)	12.7 (2.44)	7.1 (2.04)
5 to less than 20 percent	58.9 (2.55)	57.1 (2.79)	63.4 (3.05)	53.6 (2.51)	53.1 (2.65)	61.0 (3.15)	48.9 (2.58)	48.0 (2.38)	54.1 (3.05)	10.4 (1.30)	13.3 (1.63)	13.6 (1.82)	24.8 (1.66)	23.4 (1.88)	10.9 (1.11)
20 to less than 50 percent	70.3 (3.09)	70.4 (2.82)	73.2 (3.27)	67.1 (3.13)	63.7 (2.90)	65.8 (2.91)	61.9 (3.47)	56.1 (2.84)	60.8 (2.88)	16.7 (2.88)	15.5 (1.98)	11.1 (1.69)	31.0 (3.04)	27.8 (1.85)	25.3 (2.11)
50 percent or more	81.4 (2.53)	80.0 (2.44)	81.6 (2.22)	71.5 (2.52)	63.5 (2.69)	68.9 (2.22)	61.7 (2.74)	56.7 (2.53)	62.3 (2.26)	27.1 (2.32)	18.1 (1.78)	15.2 (1.54)	55.2 (2.76)	53.8 (2.46)	47.7 (2.22)

See notes at end of table.

Table S1.1. Percentage of public schools with security staff present at school at least once a week, by type of security staff, school level, and selected school characteristics: 2005–06, 2009–10, and 2015–16—Continued
 [Standard errors appear in parentheses]

School level and characteristic	Any security staff ¹			Sworn law enforcement officers									Security guards or other security personnel who are not sworn law enforcement officers		
				Any sworn law enforcement officers, including School Resource Officers (SROs) ²			At least one officer who is an SRO			At least one officer who is not an SRO					
	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16	2005–06	2009–10	2015–16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Percent of students eligible for free or reduced-price lunch															
0 to 25 percent	57.6 (2.62)	68.9 (2.36)	80.8 (2.35)	52.3 (2.59)	62.1 (2.31)	73.0 (2.74)	48.7 (2.63)	57.4 (2.35)	65.0 (3.16)	10.7 (1.14)	14.6 (1.83)	17.3 (2.24)	25.9 (1.79)	35.2 (2.41)	31.0 (2.32)
26 to 50 percent	64.5 (2.86)	56.2 (1.88)	64.0 (3.02)	60.2 (2.91)	49.9 (1.77)	58.0 (2.78)	54.5 (2.62)	43.6 (1.90)	52.3 (2.76)	14.6 (1.57)	11.7 (1.30)	12.8 (1.82)	29.3 (1.66)	22.6 (1.71)	22.1 (2.12)
51 to 75 percent	63.1 (3.15)	63.3 (3.05)	71.8 (3.13)	58.6 (3.20)	55.7 (2.94)	66.5 (2.92)	51.6 (3.34)	50.7 (2.77)	60.4 (2.76)	17.5 (2.69)	13.6 (1.82)	11.2 (1.70)	29.9 (2.59)	29.7 (2.35)	20.7 (1.89)
76 to 100 percent	75.7 (4.28)	76.0 (3.45)	77.8 (3.13)	64.6 (4.31)	60.6 (3.50)	65.7 (3.35)	53.8 (4.34)	51.9 (3.15)	59.4 (3.45)	26.2 (3.66)	19.4 (2.46)	15.4 (2.07)	49.7 (4.85)	51.6 (3.40)	43.4 (2.97)
Percent of students who are Limited English Proficient (LEP)															
0 to 5 percent	59.2 (1.67)	61.7 (1.47)	68.1 (1.84)	54.6 (1.70)	54.6 (1.70)	61.8 (1.77)	49.5 (1.78)	49.0 (1.61)	56.2 (1.67)	13.9 (1.10)	13.7 (0.98)	11.9 (0.96)	25.9 (1.26)	28.0 (1.23)	21.5 (1.35)
6 to 20 percent	72.7 (4.32)	72.0 (3.43)	81.4 (2.93)	67.6 (4.21)	61.3 (3.42)	71.7 (3.00)	61.6 (4.00)	54.9 (3.26)	64.5 (3.07)	14.1 (1.90)	16.3 (2.01)	16.8 (1.77)	38.9 (2.67)	40.6 (2.47)	39.6 (2.84)
21 to 100 percent	79.4 (3.73)	68.9 (5.09)	79.9 (4.83)	65.4 (4.11)	55.9 (4.05)	68.9 (4.62)	50.5 (5.11)	48.1 (3.52)	59.8 (4.74)	32.9 (4.29)	14.3 (2.43)	18.5 (3.78)	57.8 (5.02)	46.6 (4.07)	46.9 (4.17)

[†]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.

¹Under "Any security staff," schools that reported having more than one type of security staff were counted only once.

²School Resource Officers (SROs) include all career sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. Under "Any sworn law enforcement officers," schools that reported having both SROs and other sworn law enforcement officers were counted only once.

³Primary 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.

⁴Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2006, 2010, and 2016. (This table was prepared September 2017.)

Table S1.2. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with officers present at specific times and percentage with any officers present for all instructional hours every day, by school level, times present, and selected school characteristics: 2015–16
 [Standard errors appear in parentheses]

School characteristic 1	Among primary schools ¹ with sworn law enforcement officers present, percent reporting that officers were					Among secondary schools ² with sworn law enforcement officers present, percent reporting that officers were					
	Present at specific times at least once a week ³					Present at specific times at least once a week ³					
	At any time during school hours	While students were arriving or leaving	At selected school activities ⁴	When school/school activities were not occurring	Present for all instructional hours every day ⁵	At any time during school hours	While students were arriving or leaving	At selected school activities ⁴	When school/school activities were not occurring	Present for all instructional hours every day ⁵	
2	3	4	5	6	7	8	9	10	11		
Total	84.8 (2.52)	66.9 (3.80)	60.2 (4.00)	37.1 (3.63)	13.4 (2.43)	96.5 (0.65)	88.3 (1.23)	86.8 (1.39)	45.2 (1.77)	45.8 (1.85)	
Enrollment size											
Less than 300	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	93.0 (2.92)	83.0 (6.24)	84.6 (4.60)	59.3 (6.30)	38.8 (7.42)	
300 to 499	89.5 (3.94)	67.8 (7.39)	64.4 (6.74)	39.2 (6.11)	10.9! (4.35)	94.9 (2.46)	81.6 (3.97)	79.9 (4.49)	39.1 (3.95)	30.9 (4.02)	
500 to 999	80.3 (4.16)	69.7 (4.89)	64.0 (4.84)	39.6 (4.66)	18.2 (3.69)	96.3 (0.94)	87.9 (1.42)	85.2 (1.42)	39.8 (2.28)	41.2 (2.29)	
1,000 or more	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	99.2 (0.45)	94.8 (0.92)	94.0 (1.31)	50.4 (2.12)	63.3 (2.15)	
Locale											
City	81.2 (5.80)	66.1 (6.96)	57.2 (7.67)	23.1! (7.79)	9.8! (4.70)	97.8 (1.00)	88.9 (2.03)	85.0 (2.73)	47.3 (2.99)	55.0 (3.36)	
Suburban	89.5 (4.31)	70.7 (5.72)	58.1 (5.96)	44.6 (5.80)	11.8! (3.87)	96.7 (0.91)	91.1 (1.42)	85.9 (1.69)	39.5 (2.41)	47.4 (2.21)	
Town	85.0 (6.81)	78.4 (8.84)	71.8 (8.44)	37.0 (8.71)	32.8 (7.97)	96.3 (1.64)	89.4 (2.56)	90.1 (2.48)	45.6 (4.63)	37.6 (3.50)	
Rural	85.3 (4.54)	54.0 (7.29)	58.2 (8.30)	40.6 (8.13)	‡ (†)	95.2 (1.93)	83.4 (2.86)	87.9 (2.90)	50.1 (4.62)	39.5 (4.46)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races											
Less than 5 percent	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	96.9 (1.83)	80.4 (6.83)	87.8 (5.48)	47.1 (9.43)	40.8 (7.50)	
5 to less than 20 percent	82.9 (6.02)	60.2 (7.48)	62.5 (6.97)	36.5 (7.27)	18.7 (4.93)	96.7 (1.48)	85.2 (2.42)	85.1 (2.47)	46.7 (3.64)	32.3 (3.58)	
20 to less than 50 percent	88.1 (5.79)	74.1 (7.00)	46.3 (7.62)	42.1 (7.69)	10.4! (4.23)	96.3 (1.51)	91.9 (1.61)	88.9 (2.19)	41.1 (3.11)	48.7 (3.23)	
50 percent or more	85.1 (4.17)	69.2 (5.16)	65.7 (5.38)	37.4 (5.79)	12.9 (3.67)	96.5 (0.94)	89.2 (2.14)	86.5 (1.78)	46.7 (2.37)	53.9 (2.60)	
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	96.2 (2.01)	86.4 (2.90)	82.3 (4.35)	40.2 (4.31)	33.8 (3.25)	
26 to 50 percent	83.7 (6.12)	67.2 (7.88)	64.2 (5.83)	42.6 (6.61)	14.6! (4.85)	96.3 (1.22)	85.4 (2.09)	84.4 (2.12)	38.1 (3.01)	42.8 (3.31)	
51 to 75 percent	84.5 (5.00)	67.0 (6.46)	66.0 (7.80)	37.7 (6.79)	14.4 (4.26)	96.1 (1.17)	90.3 (2.30)	91.2 (1.42)	51.2 (3.58)	47.1 (3.43)	
76 to 100 percent	88.0 (5.17)	72.1 (7.21)	61.7 (6.39)	34.4 (6.72)	14.7! (4.62)	97.6 (1.15)	90.4 (3.04)	87.6 (2.56)	49.8 (3.44)	57.0 (4.02)	
Percent of students who are Limited English Proficient (LEP)											
0 to 5 percent	85.3 (4.02)	62.8 (5.59)	57.3 (5.52)	28.5 (4.76)	12.5! (3.84)	96.4 (0.84)	86.9 (1.75)	86.5 (1.74)	44.9 (2.34)	41.8 (2.27)	
6 to 20 percent	77.5 (6.33)	70.9 (5.71)	62.1 (7.39)	42.6 (7.26)	11.9! (5.20)	96.9 (1.31)	90.4 (1.66)	88.4 (2.07)	45.2 (3.04)	51.3 (3.01)	
21 to 100 percent	90.8 (4.09)	70.6 (6.31)	63.6 (6.76)	47.1 (7.66)	16.2! (5.12)	96.7 (1.97)	91.3 (2.22)	85.3 (3.66)	47.2 (5.01)	57.2 (4.62)	

†Not applicable.
 !Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
¹Primary 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.
²Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.
³Schools could answer “yes” to more than one question about the presence of officers at various times. Schools indicating the presence of officers at multiple times are included in each applicable column. For example, a school that indicated officers were present at

any time during school hours at least once a week and also indicated officers were present for all instructional hours every day would be shown in both of these columns.
⁴The questionnaire provided the following examples of selected school activities: athletic and social events, open houses, and science fairs.
 NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table S1.3. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with any officers who routinely carry or wear specific items, by school level, type of item, and selected school characteristics: 2015–16
 [Standard errors appear in parentheses]

School characteristic	Among primary schools ¹ with sworn law enforcement officers present, percent with officers who routinely				Among secondary schools ² with sworn law enforcement officers present, percent with officers who routinely			
	Carry a stun gun ³	Carry chemical aerosol sprays ⁴	Carry a firearm	Wear a body camera	Carry a stun gun ³	Carry chemical aerosol sprays ⁴	Carry a firearm	Wear a body camera
1	2	3	4	5	6	7	8	9
Total	63.5 (3.53)	58.7 (3.57)	85.6 (2.39)	13.4 (2.51)	70.4 (1.96)	72.1 (1.73)	93.3 (0.76)	18.6 (1.03)
Enrollment size								
Less than 300	‡ (†)	‡ (†)	‡ (†)	‡ (†)	76.6 (8.32)	61.0 (7.41)	91.4 (3.60)	14.0 (3.93)
300 to 499	58.5 (7.25)	64.3 (6.32)	91.1 (3.66)	14.8! (5.05)	63.0 (5.05)	67.6 (4.06)	88.3 (3.14)	14.7 (2.73)
500 to 999	64.3 (4.92)	50.6 (4.12)	77.8 (3.97)	13.5 (3.44)	69.2 (2.65)	73.5 (2.21)	94.0 (1.12)	21.2 (2.16)
1,000 or more	‡ (†)	‡ (†)	‡ (†)	‡ (†)	74.1 (2.37)	77.4 (2.21)	96.1 (0.84)	19.4 (2.07)
Locale								
City	48.1 (7.65)	42.5 (7.68)	73.1 (7.03)	‡ (†)	66.6 (3.24)	70.0 (2.87)	86.8 (2.21)	18.4 (2.24)
Suburban	70.9 (5.40)	59.8 (5.19)	85.9 (4.77)	9.1! (3.09)	69.6 (2.61)	76.1 (2.32)	95.2 (1.11)	13.1 (1.50)
Town	76.6 (7.48)	70.6 (8.94)	97.0 (3.02)	25.0! (8.33)	81.0 (2.57)	77.3 (3.67)	96.9 (1.30)	29.2 (3.69)
Rural	59.4 (7.49)	65.4 (6.22)	90.1 (4.03)	20.2 (5.73)	68.9 (4.49)	66.3 (3.71)	95.2 (1.76)	19.4 (2.53)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races								
Less than 5 percent	‡ (†)	‡ (†)	‡ (†)	‡ (†)	67.2 (8.30)	56.8 (7.41)	95.2 (3.15)	15.7! (5.35)
5 to less than 20 percent	68.2 (6.89)	66.1 (7.59)	89.7 (4.71)	16.6! (5.82)	72.6 (3.68)	72.9 (3.09)	94.4 (1.74)	19.2 (2.18)
20 to less than 50 percent	72.8 (7.11)	62.4 (7.52)	92.2 (4.61)	16.9! (7.30)	74.8 (3.15)	76.7 (3.18)	97.0 (0.93)	21.4 (2.75)
50 percent or more	57.2 (5.46)	51.5 (5.29)	79.3 (3.62)	9.9! (3.26)	66.5 (2.80)	71.2 (2.53)	89.7 (1.49)	16.9 (1.68)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	‡ (†)	‡ (†)	‡ (†)	‡ (†)	69.4 (3.79)	73.5 (2.95)	95.0 (1.50)	17.2 (3.32)
26 to 50 percent	62.4 (7.82)	63.9 (7.31)	85.1 (5.87)	17.2! (5.95)	76.0 (3.02)	72.4 (3.43)	95.2 (1.48)	20.1 (2.69)
51 to 75 percent	67.2 (5.90)	59.0 (7.00)	88.5 (4.03)	24.7 (6.36)	69.6 (3.02)	74.5 (2.64)	94.0 (1.66)	20.3 (2.20)
76 to 100 percent	63.0 (5.84)	55.4 (5.38)	85.5 (4.42)	‡ (†)	65.6 (3.86)	67.6 (3.63)	88.7 (2.39)	15.8 (2.37)
Percent of students who are Limited English Proficient (LEP)								
0 to 5 percent	64.5 (6.62)	62.3 (6.07)	84.5 (4.16)	10.3! (3.11)	69.8 (2.46)	71.2 (2.21)	93.8 (0.93)	15.8 (1.36)
6 to 20 percent	64.1 (6.36)	52.8 (5.27)	92.7 (3.56)	18.5! (5.60)	72.8 (2.83)	73.9 (3.11)	93.3 (1.86)	21.0 (2.18)
21 to 100 percent	61.3 (6.94)	57.7 (6.86)	80.9 (4.99)	14.3! (5.43)	68.4 (4.90)	73.6 (4.90)	89.9 (3.00)	30.8 (5.54)

†Not applicable.
 ‡Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 †Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
¹Primary 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.
²Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school.
³The questionnaire cited a Taser gun as an example of a stun gun.

⁴The questionnaire provided the following examples of chemical aerosol sprays: Mace and pepper spray.
 NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table S1.4. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with officers participating in selected activities, by type of activity, school level, and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School level and characteristic	Among schools with sworn law enforcement officers present, percent with officers participating in activity																			
	Motor vehicle traffic control		Security enforcement and patrol		Maintaining school discipline		Coordinating with local police and emergency team(s)		Identifying problems in the school and proactively seeking solutions		Training teachers and staff in school safety or crime prevention		Mentoring students		Teaching a law-related education course or training students ¹		Recording or reporting discipline problems to school authorities		Providing information to school authorities about legal definitions ²	
1	2		3		4		5		6		7		8		9		10		11	
All primary schools³ with sworn law enforcement officers present	58.6	(3.96)	67.4	(3.20)	43.3	(3.51)	73.3	(2.68)	63.6	(3.18)	45.4	(4.07)	59.5	(3.30)	31.0	(3.21)	50.1	(3.58)	48.8	(3.35)
Enrollment size																				
Less than 300	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
300 to 499	53.7	(7.13)	68.6	(5.64)	43.8	(6.87)	72.5	(5.83)	66.6	(6.45)	47.2	(7.40)	62.1	(6.02)	31.1	(6.45)	55.3	(6.33)	55.0	(6.71)
500 to 999	63.1	(5.67)	68.3	(4.52)	48.9	(4.96)	79.1	(3.70)	63.0	(4.61)	44.1	(4.65)	58.3	(4.72)	29.7	(4.40)	51.7	(5.29)	50.0	(4.14)
1,000 or more	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Locale																				
City	49.0	(7.11)	54.1	(6.55)	34.8	(6.31)	54.1	(6.84)	60.1	(7.64)	32.0	(7.84)	60.8	(6.88)	29.7	(6.63)	48.2	(8.34)	36.4	(8.47)
Suburban	67.8	(6.21)	71.9	(5.94)	41.7	(5.82)	84.0	(3.85)	64.8	(4.98)	54.0	(5.86)	55.6	(5.48)	36.1	(5.74)	45.7	(5.80)	48.9	(5.90)
Town	70.6	(9.61)	75.4	(7.59)	50.2	(9.58)	82.0	(8.45)	67.6	(9.59)	44.2	(9.50)	44.8	(10.28)	17.4!	(7.52)	55.0	(8.71)	56.8	(9.57)
Rural	46.4	(8.45)	69.2	(6.95)	49.6	(7.40)	71.3	(7.21)	62.6	(7.07)	47.4	(6.46)	74.2	(7.15)	34.6	(7.08)	55.3	(6.12)	56.0	(6.18)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races																				
Less than 5 percent	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
5 to less than 20 percent	49.7	(7.66)	65.1	(6.23)	34.6	(6.93)	80.4	(5.96)	68.7	(6.03)	47.9	(6.89)	54.0	(6.99)	32.5	(6.42)	57.8	(6.48)	55.3	(7.31)
20 to less than 50 percent	65.3	(8.32)	73.1	(7.26)	47.1	(7.22)	74.0	(6.95)	62.1	(8.21)	51.0	(8.17)	58.9	(8.63)	24.7	(6.18)	45.0	(7.74)	46.1	(7.90)
50 percent or more	61.7	(5.14)	65.6	(5.30)	45.3	(4.73)	71.1	(5.18)	64.3	(5.05)	43.5	(6.36)	63.0	(6.26)	34.0	(5.19)	48.1	(5.06)	47.1	(5.57)
Percent of students eligible for free or reduced-price lunch																				
0 to 25 percent	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
26 to 50 percent	65.5	(8.25)	64.3	(6.41)	38.3	(7.29)	66.2	(7.34)	61.5	(6.54)	46.7	(7.45)	58.4	(6.79)	23.5	(5.76)	50.8	(7.72)	57.2	(7.63)
51 to 75 percent	59.3	(7.10)	74.5	(5.62)	52.2	(6.18)	81.6	(5.38)	63.2	(6.53)	47.2	(6.72)	63.4	(4.98)	44.3	(7.45)	45.3	(6.64)	50.5	(6.72)
76 to 100 percent	56.9	(6.35)	67.4	(6.30)	47.6	(5.06)	64.6	(6.43)	69.9	(5.70)	37.2	(7.41)	63.0	(7.26)	27.2	(7.33)	55.7	(5.83)	46.2	(6.92)
Percent of students who are Limited English Proficient (LEP)																				
0 to 5 percent	57.4	(5.29)	63.5	(5.06)	42.5	(5.53)	71.5	(4.76)	61.6	(5.66)	46.3	(6.17)	54.1	(4.97)	23.3	(4.33)	50.2	(4.86)	47.2	(5.22)
6 to 20 percent	65.5	(7.88)	73.7	(7.71)	36.8	(5.21)	82.0	(5.26)	62.5	(7.01)	50.1	(6.20)	64.6	(7.43)	42.5	(6.62)	48.3	(8.27)	43.8	(8.17)
21 to 100 percent	54.1	(7.58)	68.6	(5.63)	50.7	(6.40)	68.4	(6.39)	68.2	(6.73)	39.3	(7.36)	64.1	(8.37)	34.0	(7.01)	51.8	(6.74)	56.4	(7.15)
All secondary schools⁴ with sworn law enforcement officers present	74.7	(1.48)	87.8	(1.24)	63.3	(1.58)	93.0	(0.88)	80.9	(1.15)	57.1	(1.72)	68.3	(1.71)	37.3	(1.70)	79.0	(1.42)	81.5	(1.35)
Enrollment size																				
Less than 300	76.7	(7.00)	89.1	(5.97)	53.4	(7.93)	95.8	(2.33)	72.7	(6.83)	51.7	(7.13)	55.0	(7.65)	30.6	(6.19)	71.8	(6.56)	69.1	(5.55)
300 to 499	63.2	(4.13)	75.1	(4.00)	58.0	(4.68)	83.2	(3.53)	70.2	(4.42)	54.5	(3.90)	55.7	(4.95)	33.8	(4.14)	70.4	(4.97)	72.9	(3.22)
500 to 999	76.4	(1.93)	88.2	(1.40)	64.9	(2.34)	93.4	(1.16)	81.0	(1.91)	57.2	(2.39)	70.8	(2.27)	40.2	(2.83)	78.8	(2.29)	81.9	(2.01)
1,000 or more	78.7	(2.40)	94.4	(0.95)	68.5	(2.07)	97.2	(0.59)	90.5	(1.17)	60.7	(2.41)	77.8	(1.97)	38.4	(2.43)	87.1	(1.68)	90.8	(1.45)

See notes at end of table.

Table S1.4. Among public schools with any sworn law enforcement officers present at school at least once a week, percentage with officers participating in selected activities, by type of activity, school level, and selected school characteristics: 2015–16—Continued
 [Standard errors appear in parentheses]

School level and characteristic	Among schools with sworn law enforcement officers present, percent with officers participating in activity										
	Motor vehicle traffic control	Security enforcement and patrol	Maintaining school discipline	Coordinating with local police and emergency team(s)	Identifying problems in the school and proactively seeking solutions	Training teachers and staff in school safety or crime prevention	Mentoring students	Teaching a law-related education course or training students ¹	Recording or reporting discipline problems to school authorities	Providing information to school authorities about legal definitions ²	
1	2	3	4	5	6	7	8	9	10	11	
Locale											
City	66.5 (3.56)	88.3 (2.07)	65.9 (2.98)	91.7 (1.47)	80.4 (2.41)	50.1 (3.50)	66.9 (3.29)	30.8 (3.16)	82.4 (2.21)	81.7 (2.77)	
Suburban	75.5 (2.46)	86.9 (1.91)	65.0 (2.08)	94.9 (1.16)	83.6 (2.07)	59.7 (2.78)	71.4 (2.18)	42.0 (2.34)	81.4 (2.19)	83.5 (1.77)	
Town	79.7 (3.40)	93.5 (2.50)	60.7 (4.52)	94.4 (1.65)	80.6 (3.22)	60.3 (4.72)	66.1 (4.58)	34.8 (4.41)	76.4 (4.40)	83.0 (3.12)	
Rural	78.9 (3.13)	85.1 (3.02)	60.3 (4.14)	91.1 (2.53)	78.2 (3.44)	58.9 (4.00)	67.1 (4.78)	39.4 (3.84)	74.1 (3.95)	77.7 (3.36)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races											
Less than 5 percent	73.7 (7.61)	82.7 (8.13)	68.8 (9.13)	85.3 (6.09)	79.8 (6.70)	51.5 (9.18)	67.9 (8.74)	42.8 (7.96)	71.3 (8.91)	74.7 (9.08)	
5 to less than 20 percent	77.6 (2.74)	86.2 (2.11)	57.7 (3.38)	94.4 (1.37)	77.9 (3.14)	67.3 (3.04)	64.9 (3.66)	43.5 (3.26)	75.0 (3.79)	79.7 (2.98)	
20 to less than 50 percent	81.2 (2.35)	90.5 (1.78)	62.8 (3.30)	94.9 (1.69)	85.1 (2.40)	61.4 (2.77)	75.0 (2.81)	42.2 (3.18)	80.9 (2.98)	85.1 (1.54)	
50 percent or more	68.5 (3.03)	87.9 (2.07)	66.6 (2.77)	92.1 (1.30)	80.3 (2.00)	48.2 (2.80)	66.1 (2.50)	28.9 (2.28)	81.6 (1.69)	81.3 (1.80)	
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	76.9 (3.05)	82.6 (3.20)	51.8 (3.54)	90.9 (2.56)	82.6 (2.26)	63.1 (3.25)	66.2 (2.90)	51.6 (3.96)	75.8 (3.98)	78.1 (3.86)	
26 to 50 percent	75.1 (2.79)	86.8 (2.12)	64.8 (2.81)	93.5 (1.55)	82.3 (2.10)	62.7 (3.20)	72.5 (2.52)	36.9 (2.96)	82.7 (1.83)	85.9 (2.49)	
51 to 75 percent	76.0 (2.55)	90.8 (2.08)	65.1 (3.48)	93.2 (1.39)	80.9 (2.60)	55.8 (3.68)	69.7 (3.21)	36.1 (3.06)	74.4 (2.84)	79.1 (2.46)	
76 to 100 percent	70.9 (3.52)	89.2 (3.18)	68.5 (4.10)	93.7 (1.62)	77.9 (3.39)	47.6 (3.88)	63.0 (3.95)	28.2 (4.23)	83.0 (2.75)	82.0 (2.88)	
Percent of students who are Limited English Proficient (LEP)											
0 to 5 percent	74.7 (1.82)	85.7 (1.83)	61.7 (2.38)	92.7 (1.31)	80.3 (1.83)	58.9 (2.08)	67.0 (2.34)	40.0 (2.14)	76.9 (2.02)	80.7 (1.91)	
6 to 20 percent	75.3 (2.79)	91.0 (1.63)	66.7 (3.02)	92.9 (1.48)	82.8 (2.29)	56.4 (3.62)	74.0 (2.61)	31.4 (2.94)	81.4 (2.35)	84.8 (2.22)	
21 to 100 percent	73.4 (5.72)	92.9 (2.28)	65.6 (5.76)	94.8 (1.95)	80.3 (4.60)	47.9 (5.19)	61.9 (5.41)	35.2 (5.09)	85.6 (3.45)	78.1 (4.95)	

†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.

¹The questionnaire provided the following examples of courses or training: drug-related education, criminal law, or crime prevention courses.

²The questionnaire provided the following example of providing information about legal definitions for recording or reporting purposes: defining assault for school authorities.

³Primary 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.

⁴Secondary schools include both middle and high schools as well as combined schools. 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 have any combination of grades (including K–12) that is not defined specifically as primary, middle, or high school. NOTE: Sworn law enforcement officers include School Resource Officers as well as other sworn law enforcement officers who are not School Resource Officers. School Resource Officers are sworn law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations. 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 happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table S2.1. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Safety and discipline training topic														
	Classroom management for teachers	Safety procedures	Schoolwide discipline policies and practices related to				Recognizing			Intervention and referral strategies for student signs of mental health disorders ⁴	Positive behavioral intervention strategies	Crisis prevention and intervention			
			Cyberbullying ¹	Bullying ² other than cyberbullying	Violence ³	Alcohol and/or drug use	Early warning signs of student violent behavior	Physical, social, and verbal bullying behaviors	Signs of students using/abusing alcohol and/or drugs						
1	2	3	4	5	6	7	8	9	10	11	12	13			
Total	83.8 (1.23)	93.4 (0.87)	67.5 (1.24)	78.7 (1.11)	68.8 (1.40)	41.6 (1.21)	47.8 (1.45)	75.5 (1.21)	29.7 (1.08)	53.4 (1.50)	82.1 (0.91)	71.2 (1.11)			
School level⁵															
Primary	84.5 (1.75)	92.6 (1.47)	62.5 (1.93)	77.6 (1.78)	67.1 (2.10)	34.1 (1.85)	46.2 (2.16)	75.3 (1.89)	21.9 (1.75)	51.9 (2.22)	87.4 (1.48)	71.5 (1.82)			
Middle	85.4 (1.57)	95.7 (0.76)	77.2 (1.46)	86.1 (1.35)	72.6 (1.90)	49.7 (1.66)	48.9 (2.10)	80.1 (1.48)	37.7 (2.08)	55.7 (1.82)	85.0 (1.65)	73.8 (1.98)			
High school	85.0 (1.20)	93.5 (1.03)	72.9 (1.61)	78.3 (1.45)	73.5 (2.08)	58.6 (1.89)	52.6 (1.83)	73.6 (1.47)	49.8 (2.06)	57.8 (1.86)	68.7 (1.85)	71.8 (1.83)			
Combined	71.3 (6.20)	94.4 (2.91)	71.7 (5.13)	69.3 (5.18)	62.9 (5.58)	45.3 (6.56)	47.7 (5.77)	69.6 (6.06)	30.3 (5.86)	50.1 (6.10)	60.7 (5.96)	61.2 (5.71)			
Enrollment size															
Less than 300	79.6 (3.28)	88.6 (2.64)	58.9 (4.16)	73.9 (3.72)	65.7 (4.13)	33.2 (3.11)	43.0 (3.55)	71.0 (3.27)	21.4 (2.24)	49.4 (3.33)	80.7 (2.88)	64.9 (3.19)			
300 to 499	80.3 (2.34)	93.3 (1.62)	66.7 (2.29)	79.0 (2.16)	66.8 (2.68)	38.2 (2.65)	48.2 (2.79)	76.7 (2.19)	27.7 (2.64)	54.0 (2.99)	79.1 (2.09)	68.9 (2.88)			
500 to 999	87.7 (1.70)	95.7 (0.94)	72.1 (2.11)	80.7 (1.66)	71.1 (2.04)	44.5 (1.93)	49.5 (2.18)	78.1 (2.07)	31.7 (1.84)	54.6 (2.30)	86.8 (1.39)	76.9 (1.65)			
1,000 or more	88.2 (1.49)	95.8 (0.78)	70.8 (2.13)	80.2 (2.00)	72.3 (2.22)	58.1 (2.08)	50.1 (2.28)	72.2 (2.33)	45.5 (2.50)	55.7 (2.50)	76.6 (1.96)	70.7 (2.11)			
Locale															
City	88.0 (1.98)	96.4 (1.08)	71.0 (2.64)	82.6 (2.18)	73.2 (2.80)	41.3 (2.77)	52.4 (3.04)	82.4 (2.28)	29.5 (2.66)	60.4 (2.79)	89.6 (1.56)	74.5 (2.87)			
Suburban	85.2 (1.65)	93.4 (1.22)	68.9 (2.27)	81.0 (2.04)	68.9 (2.41)	42.8 (1.96)	47.1 (2.39)	76.4 (2.50)	32.2 (2.11)	52.3 (2.51)	86.3 (1.40)	73.4 (2.05)			
Town	78.7 (3.39)	91.8 (2.50)	59.4 (3.83)	68.9 (4.07)	60.3 (4.46)	40.5 (3.60)	43.5 (4.03)	68.2 (3.85)	23.7 (3.03)	48.0 (3.75)	74.8 (2.92)	71.2 (3.87)			
Rural	80.3 (2.31)	91.3 (1.97)	66.1 (2.75)	76.7 (2.61)	68.2 (2.84)	40.9 (2.87)	46.0 (2.96)	71.0 (2.37)	29.8 (2.28)	50.3 (3.03)	73.1 (2.42)	65.4 (2.60)			
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races															
Less than 5 percent	68.8 (5.17)	92.4 (3.64)	60.8 (6.54)	71.6 (5.40)	67.0 (5.78)	42.3 (5.96)	48.3 (6.94)	75.5 (5.88)	26.5 (5.87)	37.8 (6.06)	61.3 (5.94)	61.6 (6.33)			
5 percent to less than 20 percent	77.3 (2.28)	91.1 (2.17)	62.5 (2.57)	73.5 (2.80)	63.7 (3.01)	38.2 (3.04)	40.3 (3.23)	67.4 (2.93)	26.2 (2.62)	49.4 (3.59)	76.6 (2.29)	69.0 (2.61)			
20 percent to less than 50 percent	87.4 (1.92)	95.4 (1.46)	65.3 (2.19)	79.3 (2.40)	70.5 (2.17)	42.2 (2.30)	49.4 (2.63)	74.7 (2.48)	30.9 (2.22)	53.1 (2.27)	83.6 (1.45)	68.0 (2.35)			
50 percent or more	87.8 (1.85)	93.8 (1.17)	72.9 (2.10)	82.5 (1.89)	71.0 (2.07)	43.1 (2.63)	51.2 (2.59)	81.0 (1.78)	31.5 (2.29)	58.4 (2.16)	87.7 (1.34)	76.1 (1.89)			
Percent of students eligible for free or reduced-price lunch															
0 to 25 percent	82.0 (2.48)	95.2 (1.61)	64.1 (3.31)	80.8 (2.85)	65.6 (3.96)	39.3 (2.98)	46.1 (3.48)	72.3 (3.25)	28.9 (2.66)	54.9 (3.82)	80.5 (2.47)	70.5 (3.53)			
26 to 50 percent	81.5 (2.26)	95.4 (1.06)	63.4 (2.76)	72.8 (2.63)	68.3 (2.43)	41.6 (3.05)	44.3 (3.07)	72.8 (2.37)	29.5 (2.50)	47.2 (2.76)	78.3 (1.70)	68.4 (2.83)			
51 to 75 percent	83.5 (1.91)	91.4 (1.54)	72.0 (1.99)	82.2 (2.06)	69.4 (2.66)	42.9 (2.99)	46.3 (2.64)	75.7 (2.63)	27.7 (2.28)	52.5 (2.50)	82.4 (1.78)	69.8 (2.41)			
76 to 100 percent	87.5 (2.48)	92.5 (1.80)	69.2 (2.65)	79.9 (2.55)	70.4 (2.45)	41.5 (3.04)	53.7 (3.30)	80.0 (2.33)	32.3 (2.44)	59.6 (2.88)	86.6 (1.93)	76.0 (2.29)			
Student/teacher ratio⁶															
Less than 12	80.5 (3.34)	95.1 (1.86)	71.4 (3.97)	79.1 (3.52)	67.9 (4.18)	42.4 (3.88)	47.7 (4.45)	79.7 (3.62)	27.7 (3.51)	54.4 (3.95)	77.8 (3.95)	68.3 (3.79)			
12 to 16	85.3 (1.74)	93.6 (1.40)	70.1 (1.91)	81.9 (1.71)	72.5 (2.28)	41.7 (2.31)	51.6 (2.29)	76.4 (2.21)	32.8 (2.17)	58.3 (2.24)	83.1 (1.94)	77.5 (1.82)			
More than 16	83.6 (1.52)	92.9 (1.12)	64.7 (2.28)	76.4 (1.65)	66.5 (2.14)	41.2 (1.89)	45.2 (2.11)	73.8 (1.90)	28.1 (1.76)	49.8 (2.35)	82.6 (1.28)	67.8 (1.76)			

¹The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

²The questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

³The questionnaire defined violence as “actual, attempted, or threatened fight or assault.”

⁴This item on the questionnaire provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”

⁵Primary 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.

⁶Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table S2.2. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics, by safety and discipline training topic: Selected years, 2003–04 through 2015–16

[Standard errors appear in parentheses]

Safety and discipline training topic	2003–04	2005–06	2007–08	2009–10	2013–14 ¹	2015–16
1	2	3	4	5	6	7
Classroom management for teachers	72.3 (1.14)	80.7 (1.03)	81.5 (1.20)	79.7 (1.07)	77.7 (1.34)	83.8 (1.23)
Safety procedures	87.8 (0.92)	90.7 (0.61)	88.7 (1.01)	88.2 (0.76)	94.8 (0.73)	93.4 (0.87)
Schoolwide discipline policies and practices related to						
Bullying ^{2,3}	— (†)	— (†)	— (†)	— (†)	89.1 (1.09)	— (†)
Cyberbullying ⁴	— (†)	— (†)	— (†)	— (†)	— (†)	67.5 (1.24)
Bullying ² other than cyberbullying ⁴	— (†)	— (†)	— (†)	— (†)	— (†)	78.7 (1.11)
Violence, ⁵ alcohol, and/or drug use ⁶						
Violence ^{5,7}	67.5 (1.15)	72.1 (1.32)	65.6 (1.31)	— (†)	— (†)	— (†)
Alcohol and/or drug use ⁷	— (†)	— (†)	— (†)	61.9 (1.26)	66.7 (1.47)	68.8 (1.40)
Alcohol and/or drug use ⁷	— (†)	— (†)	— (†)	44.4 (1.36)	46.5 (1.34)	41.6 (1.21)
Recognizing						
Early warning signs of students likely to exhibit violent behavior ..	44.8 (1.31)	50.8 (1.27)	47.9 (1.37)	45.7 (1.02)	48.1 (1.42)	47.8 (1.45)
Physical, social, and verbal bullying ² behaviors	— (†)	— (†)	— (†)	— (†)	78.8 (1.26)	75.5 (1.21)
Signs of students using/abusing alcohol and/or drugs	39.9 (1.27)	46.4 (1.08)	36.1 (1.45)	34.7 (1.34)	34.3 (1.38)	29.7 (1.08)
Intervention and referral strategies for students with signs of mental health disorders ⁸						
Intervention and referral strategies	— (†)	— (†)	— (†)	— (†)	— (†)	53.4 (1.50)
Positive behavioral intervention strategies	76.2 (1.12)	83.0 (1.03)	79.0 (1.09)	79.4 (1.00)	81.0 (1.22)	82.1 (0.91)
Crisis prevention and intervention	— (†)	— (†)	— (†)	66.6 (1.25)	74.3 (1.32)	71.2 (1.11)

— Not available.

† Not applicable.

¹Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

²In 2013–14, a single item on the questionnaire asked about training in policies and practices “related to bullying” and did not specifically include “cyberbullying.”

³In survey years prior to 2015–16, bullying was not defined for respondents. The 2015–16 questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.”

⁴The 2015–16 questionnaire included one item on cyberbullying and a separate item on “bullying other than cyberbullying.” The questionnaire defined cyberbullying as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

⁵In all survey years included in this table, the questionnaire defined violence as “actual, attempted, or threatened fight or assault.”

⁶In 2007–08 and earlier survey years, a single item on the questionnaire asked about “violence, alcohol, and/or drug use.”

⁷In 2009–10 and later years, the questionnaire included one item that asked about violence and a separate item that asked about alcohol and/or drug use.

⁸This item, which was included only on the 2015–16 questionnaire, provided the following examples of mental health disorders: depression, mood disorders, and ADHD. The questionnaire defined mental health disorders as “collectively, all diagnosable mental health disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.”

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared September 2017.)

Table S3.1. Percentage distribution of 15-year-old students, by extent to which their schools reported that student learning is hindered by student absenteeism or truancy and country: Selected years, 2000 through 2015
 [Standard errors appear in parentheses]

Country	Learning hindered by student absenteeism									Learning hindered by student truancy					
	2000			2003			2009			2012			2015		
	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average¹	13 (0.4)	38 (0.7)	49 (0.7)	11 (0.4)	38 (0.7)	51 (0.7)	11 (0.4)	40 (0.6)	49 (0.5)	17 (0.4)	51 (0.6)	32 (0.5)	14 (0.4)	52 (0.6)	34 (0.5)
Australia	13 (1.6)	45 (3.4)	42 (3.4)	10 (1.9)	38 (3.1)	52 (2.8)	10 (1.6)	42 (3.0)	48 (2.5)	21 (1.7)	47 (2.1)	32 (1.6)	22 (1.7)	51 (1.9)	28 (1.3)
Austria	5 (1.4)	39 (3.7)	56 (3.6)	8 (2.1)	39 (4.1)	53 (4.0)	7! (2.2)	36 (4.2)	56 (4.2)	13 (2.6)	43 (3.9)	44 (3.9)	8 (1.7)	43 (3.3)	49 (3.3)
Belgium	36 (2.7)	38 (3.3)	26 (2.6)	27 (2.8)	40 (2.9)	34 (2.7)	29 (2.7)	40 (3.0)	31 (2.2)	24 (2.6)	45 (3.0)	30 (2.5)	15 (2.3)	55 (3.1)	29 (2.4)
Canada	4 (0.6)	39 (1.8)	57 (1.8)	4 (0.8)	30 (2.5)	65 (2.6)	4 (0.7)	27 (1.8)	69 (1.8)	4 (0.6)	35 (2.5)	61 (2.4)	6 (1.3)	39 (2.8)	56 (2.7)
Chile	14 (2.7)	44 (3.9)	42 (3.5)	—	(†)	—	11 (2.5)	32 (3.8)	57 (3.7)	35 (3.5)	48 (4.0)	17 (2.5)	28 (3.1)	54 (3.4)	18 (2.8)
Czech Republic	14 (3.2)	31 (3.1)	54 (3.7)	3! (1.0)	32 (3.1)	65 (3.2)	5! (1.8)	33 (3.3)	63 (3.5)	40 (3.4)	44 (3.7)	16 (2.5)	25 (2.1)	51 (2.8)	24 (2.2)
Denmark	22 (3.0)	58 (3.4)	20 (2.5)	10 (2.1)	51 (3.8)	39 (3.7)	15 (2.7)	47 (3.8)	38 (3.5)	8 (2.3)	58 (3.6)	33 (3.5)	13 (2.3)	51 (3.3)	36 (2.6)
Estonia	—	(†)	—	(†)	(†)	(†)	9 (1.7)	42 (3.3)	50 (3.3)	12 (2.0)	51 (3.1)	36 (2.7)	11 (2.0)	52 (2.8)	37 (2.6)
Finland	‡ (†)	26 (3.8)	73 (3.9)	‡ (†)	42 (3.7)	56 (3.7)	‡ (†)	26 (3.6)	73 (3.6)	4! (1.5)	48 (3.7)	48 (3.5)	4! (1.3)	52 (4.2)	44 (3.8)
France	25 (3.2)	47 (3.8)	28 (3.8)	—	(†)	—	(†)	—	(†)	16 (2.0)	46 (3.4)	38 (3.1)	7 (1.9)	46 (3.5)	46 (3.7)
Germany	14 (2.5)	52 (3.1)	35 (3.1)	16 (3.1)	49 (4.1)	35 (3.0)	27 (2.9)	50 (3.9)	23 (3.2)	17 (2.8)	63 (3.2)	20 (2.4)	9 (1.9)	68 (3.7)	23 (3.1)
Greece	3! (1.3)	14 (3.3)	83 (3.5)	6! (2.3)	28 (4.9)	66 (5.6)	13 (2.7)	49 (4.4)	39 (4.2)	14 (2.7)	56 (3.8)	31 (3.5)	13 (2.3)	61 (3.5)	26 (3.1)
Hungary	6! (1.9)	34 (3.3)	60 (3.7)	8 (1.9)	36 (3.2)	56 (3.3)	15 (3.2)	33 (3.6)	52 (3.7)	37 (3.2)	42 (3.5)	21 (2.3)	34 (3.0)	43 (3.5)	23 (2.5)
Iceland	9 (0.1)	43 (0.2)	48 (0.2)	24 (0.2)	38 (0.2)	38 (0.2)	19 (0.2)	55 (0.3)	26 (0.2)	29 (0.2)	64 (0.3)	7 (0.2)	24 (0.2)	58 (0.3)	18 (0.2)
Ireland	3! (1.4)	29 (4.4)	68 (4.4)	5! (1.9)	32 (4.4)	63 (4.4)	7! (2.4)	32 (3.8)	61 (4.0)	7 (1.9)	46 (3.8)	47 (4.0)	7! (2.2)	41 (4.1)	51 (4.1)
Israel	6! (1.9)	22 (3.7)	72 (4.1)	—	(†)	—	(†)	7 (2.0)	39 (4.0)	54 (3.7)	8 (2.0)	44 (3.8)	47 (3.9)	5 (1.4)	46 (4.3)
Italy	8! (2.4)	27 (3.5)	65 (3.9)	7 (1.7)	25 (3.1)	68 (3.3)	11 (1.3)	39 (2.1)	49 (1.7)	18 (1.8)	47 (2.1)	35 (2.0)	11 (2.1)	54 (3.3)	36 (3.1)
Japan	19 (3.1)	42 (4.1)	39 (4.3)	15 (3.2)	46 (4.4)	39 (3.8)	15 (2.5)	52 (3.6)	33 (3.1)	34 (3.5)	56 (3.7)	10 (2.0)	22 (2.8)	64 (3.0)	14 (2.3)
Korea, Republic of	61 (3.2)	20 (3.1)	20 (2.7)	64 (3.9)	18 (3.2)	17 (3.0)	31 (3.3)	48 (4.2)	21 (3.9)	25 (3.6)	47 (3.9)	28 (3.7)	21 (3.0)	55 (4.0)	24 (3.1)
Latvia	‡ (†)	28 (3.8)	67 (4.7)	‡ (†)	(†)	19 (3.5)	79 (3.4)	5! (1.8)	27 (3.5)	68 (3.5)	8 (2.0)	43 (3.6)	49 (3.2)	4 (1.0)	52 (2.9)
Luxembourg	7 (#)	52 (0.2)	41 (0.2)	13 (0.0)	48 (0.1)	39 (0.1)	13 (0.1)	47 (0.1)	40 (0.1)	8 (0.1)	65 (0.1)	27 (0.1)	8 (0.1)	42 (0.1)	50 (0.1)
Mexico	6 (1.7)	41 (4.3)	53 (4.2)	10 (1.8)	46 (3.1)	44 (2.9)	12 (1.2)	48 (1.9)	40 (1.9)	11 (1.2)	51 (1.9)	38 (1.8)	6 (1.3)	47 (3.2)	48 (3.2)
Netherlands	‡ (†)	‡ (†)	‡ (†)	9 (2.4)	47 (4.6)	43 (4.3)	8 (2.1)	58 (4.3)	34 (4.1)	10 (2.7)	65 (3.9)	25 (2.9)	51 ² (2.3)	66 ² (4.7)	28 ² (4.4)
New Zealand	7 (1.8)	42 (3.4)	51 (3.2)	4! (1.3)	32 (3.0)	63 (2.9)	9 (1.5)	37 (2.8)	54 (2.6)	9 (2.1)	49 (3.7)	42 (3.3)	11 (1.6)	48 (3.3)	41 (3.4)
Norway	13 (2.8)	52 (3.8)	36 (3.5)	6! (1.8)	57 (3.9)	37 (3.7)	7 (2.0)	57 (3.5)	37 (3.4)	19 (2.7)	61 (3.5)	20 (2.8)	18 (2.6)	62 (4.0)	20 (3.3)
Poland	6! (2.5)	34 (4.6)	60 (5.0)	4! (1.6)	49 (3.8)	47 (3.6)	5! (1.6)	35 (3.7)	61 (3.8)	16 (2.3)	56 (4.1)	28 (3.8)	17 (2.7)	56 (3.9)	27 (3.4)
Portugal	6! (2.1)	32 (4.1)	62 (4.0)	5! (1.6)	33 (3.9)	61 (4.1)	14 (2.9)	43 (3.8)	44 (3.5)	17 (3.4)	50 (4.0)	33 (3.5)	10 (1.9)	49 (3.7)	41 (3.5)
Slovak Republic	—	(†)	—	(†)	(†)	(†)	6! (1.9)	26 (3.6)	68 (3.7)	18 (2.4)	47 (3.7)	35 (3.3)	24 (2.6)	45 (3.1)	32 (2.8)
Slovenia	—	(†)	—	(†)	(†)	(†)	4 (0.2)	26 (0.5)	71 (0.5)	3 (0.3)	43 (0.6)	54 (0.5)	4 (0.3)	43 (0.5)	53 (0.5)
Spain	29 (3.4)	34 (3.7)	37 (3.3)	20 (2.8)	36 (3.8)	44 (3.2)	23 (2.1)	44 (2.2)	33 (2.5)	32 (2.4)	48 (3.5)	20 (2.4)	25 (2.7)	48 (3.8)	27 (3.1)
Sweden	7 (2.0)	50 (4.3)	43 (4.2)	5! (1.6)	46 (4.2)	48 (4.1)	7! (2.1)	41 (3.4)	51 (3.8)	9 (1.9)	62 (3.5)	29 (3.3)	11 (2.1)	61 (4.0)	27 (3.5)
Switzerland	23 (3.1)	51 (4.0)	26 (3.3)	20 (2.5)	53 (4.4)	27 (4.2)	23 (3.5)	50 (3.7)	27 (3.2)	20 (3.2)	62 (3.3)	18 (2.6)	17 (2.4)	55 (3.8)	27 (3.2)
Turkey	—	(†)	—	(†)	5! (1.9)	25 (4.3)	70 (4.6)	‡ (†)	11 (2.4)	86 (2.7)	‡ (†)	35 (3.2)	63 (3.2)	‡ (†)	47 (4.0)
United Kingdom	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	7 (0.9)	55 (2.9)	38 (2.8)	29 (2.8)	63 (3.1)	8 (1.7)	27 (3.2)	63 (3.5)	10 (2.2)
United States	‡ (†)	38 ² (4.3)	58 ² (4.2)	41 ² (1.3)	27 ² (3.0)	69 ² (3.1)	4! (1.7)	39 (3.9)	56 (3.8)	14 (2.6)	45 (4.1)	40 (3.8)	8 (1.9)	46 (3.5)	46 (3.2)

— 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 Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This table includes only the OECD countries.

² The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

NOTE: This table is based on a question that changed in 2012. Prior to 2012, the question asked about learning being hindered by "student absenteeism." Since 2012, the question has referred to "student truancy." Responses to the school questionnaire were provided by the principal or someone designated by the principal. The Program for International Student Assessment (PISA) has been conducted every 3 years since 2000. However, data on school environment were not collected in PISA 2006. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000, 2003, 2009, 2012, and 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/depisa/>). (This table was prepared September 2017.)

Table S3.2. Percentage distribution of 15-year-old students, by extent to which their schools reported that student learning is hindered by students skipping classes and country: Selected years, 2000 through 2015

[Standard errors appear in parentheses]

Country	2000			2003			2009			2012			2015		
	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average¹	21 (0.5)	44 (0.7)	34 (0.6)	20 (0.5)	48 (0.7)	33 (0.6)	17 (0.4)	49 (0.6)	33 (0.5)	16 (0.4)	53 (0.5)	31 (0.5)	14 (0.4)	53 (0.6)	33 (0.5)
Australia	28 (3.3)	51 (3.6)	20 (3.0)	22 (2.3)	58 (2.9)	20 (2.2)	25 (2.4)	52 (3.1)	23 (2.3)	21 (1.6)	54 (2.1)	25 (1.6)	24 (1.7)	55 (2.1)	22 (1.3)
Austria	10 (2.0)	47 (3.9)	43 (3.7)	18 (2.9)	39 (4.2)	43 (3.8)	11 (2.3)	49 (3.6)	40 (4.0)	14 (2.6)	46 (3.6)	41 (3.8)	12 (2.3)	44 (3.2)	43 (3.3)
Belgium	39 (3.2)	39 (3.5)	22 (2.7)	39 (2.6)	40 (3.5)	21 (2.4)	31 (2.2)	49 (2.7)	21 (2.3)	24 (2.8)	56 (3.2)	20 (2.2)	15 (2.1)	62 (3.1)	24 (2.3)
Canada	8 (0.9)	47 (1.7)	45 (1.8)	7 (0.9)	36 (2.4)	58 (2.4)	8 (0.9)	34 (2.1)	58 (1.9)	7 (0.7)	36 (2.5)	57 (2.5)	9 (1.5)	40 (2.8)	51 (2.5)
Chile	35 (3.3)	46 (4.1)	19 (2.9)	— (†)	— (†)	— (†)	10 (2.2)	43 (4.0)	47 (4.1)	39 (3.0)	40 (3.4)	21 (2.7)	30 (3.5)	48 (3.9)	22 (3.4)
Czech Republic	38 (3.1)	40 (3.7)	22 (2.8)	26 (2.8)	49 (3.4)	24 (2.8)	18 (2.7)	57 (3.3)	25 (2.9)	12 (2.2)	48 (4.3)	40 (3.8)	3! (1.0)	38 (2.5)	59 (2.7)
Denmark	46 (3.1)	47 (3.1)	7 (1.7)	22 (3.0)	63 (3.6)	14 (2.3)	23 (2.8)	60 (3.4)	17 (2.4)	24 (3.2)	55 (3.6)	21 (3.0)	32 (3.5)	49 (4.0)	19 (2.3)
Estonia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	5 (1.3)	32 (3.5)	63 (3.5)	9 (1.7)	54 (2.8)	37 (2.8)	8 (1.5)	55 (2.7)	37 (2.6)
Finland	‡ (†)	39 (3.9)	58 (3.9)	5! (1.5)	61 (3.8)	34 (3.8)	5! (1.7)	52 (4.4)	43 (4.3)	7 (1.9)	58 (3.1)	35 (2.8)	6 (1.7)	62 (4.4)	32 (4.2)
France	27 (3.4)	54 (3.9)	19 (3.2)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	24 (2.4)	48 (3.5)	28 (2.9)	13 (2.1)	57 (3.6)	31 (3.6)
Germany	17 (2.5)	57 (3.4)	26 (2.8)	19 (3.1)	55 (3.9)	25 (3.1)	29 (3.5)	55 (3.5)	16 (2.3)	18 (2.4)	65 (3.1)	17 (2.6)	11 (2.3)	70 (3.8)	19 (3.0)
Greece	14 (2.4)	20 (3.5)	66 (3.9)	15 (3.7)	38 (4.5)	46 (5.2)	18 (2.9)	54 (3.6)	28 (3.3)	20 (2.6)	58 (3.4)	22 (3.0)	22 (2.7)	57 (3.5)	21 (2.8)
Hungary	42 (3.8)	27 (3.2)	31 (3.7)	38 (3.7)	36 (4.2)	26 (3.9)	23 (3.4)	49 (4.5)	27 (3.0)	18 (2.6)	60 (3.7)	22 (2.6)	20 (2.7)	57 (3.4)	24 (2.8)
Iceland	15 (0.1)	45 (0.2)	40 (0.2)	31 (0.1)	41 (0.1)	28 (0.2)	23 (0.2)	57 (0.3)	20 (0.2)	25 (0.2)	67 (0.3)	8 (0.2)	25 (0.2)	57 (0.3)	18 (0.2)
Ireland	22 (3.5)	55 (4.6)	23 (3.7)	13 (3.1)	66 (4.3)	21 (3.8)	19 (3.8)	59 (4.7)	21 (4.1)	19 (3.0)	66 (3.8)	15 (3.0)	20 (3.3)	65 (4.0)	15 (3.1)
Israel	13! (4.9)	39 (5.4)	47 (6.1)	— (†)	— (†)	— (†)	10 (1.7)	48 (3.9)	42 (4.0)	11 (2.6)	47 (3.3)	42 (3.4)	5! (1.6)	53 (4.5)	42 (4.4)
Italy	16 (2.8)	21 (3.1)	63 (3.6)	8 (1.8)	29 (3.0)	63 (3.2)	6 (1.0)	45 (1.8)	49 (1.7)	8 (1.2)	55 (2.3)	37 (2.1)	5! (1.5)	58 (3.5)	38 (3.4)
Japan	41 (4.7)	41 (4.7)	18 (3.1)	34 (3.9)	44 (4.0)	23 (3.0)	38 (3.3)	51 (3.6)	11 (2.2)	38 (3.6)	53 (3.7)	10 (1.9)	35 (2.9)	54 (3.5)	11 (2.3)
Korea, Republic of	59 (3.3)	26 (3.7)	14 (2.7)	59 (3.8)	28 (3.8)	13 (2.9)	57 (4.3)	36 (4.3)	7! (2.3)	41 (3.8)	44 (4.1)	15 (2.9)	44 (3.4)	36 (3.5)	20 (3.1)
Latvia	4! (1.2)	27 (4.2)	69 (4.2)	8! (3.0)	35 (3.9)	57 (4.2)	22 (2.8)	46 (3.6)	32 (3.4)	10 (2.3)	49 (3.6)	41 (3.3)	9 (1.7)	55 (3.0)	36 (2.8)
Luxembourg	10 (#)	66 (#)	25 (#)	21 (#)	54 (0.1)	25 (0.1)	13 (0.1)	71 (0.1)	16 (0.1)	10 (0.1)	79 (0.1)	12 (0.1)	11 (0.1)	63 (0.1)	26 (0.1)
Mexico	19 (3.0)	48 (3.9)	33 (3.4)	25 (2.9)	42 (3.6)	32 (3.4)	24 (1.6)	50 (2.0)	26 (1.8)	13 (1.1)	54 (1.8)	33 (1.9)	9 (1.6)	55 (3.3)	36 (3.1)
Netherlands	‡ (†)	‡ (†)	‡ (†)	11 (2.7)	59 (4.2)	30 (4.0)	10 (2.3)	66 (4.7)	23 (4.1)	3! (1.2)	68 (3.5)	29 (3.3)	‡ (†)	63 ² (4.4)	34 ² (4.1)
New Zealand	11 (2.4)	61 (3.6)	28 (3.2)	8 (1.5)	54 (3.1)	38 (2.9)	10 (1.8)	57 (3.0)	33 (2.4)	11 (1.8)	56 (3.7)	33 (3.5)	11 (1.7)	49 (3.4)	39 (3.1)
Norway	20 (3.3)	59 (4.1)	21 (3.3)	11 (2.3)	69 (3.4)	20 (3.0)	13 (2.7)	65 (3.9)	22 (3.0)	11 (2.4)	60 (3.4)	30 (3.2)	16 (2.5)	62 (3.7)	23 (3.2)
Poland	10! (3.4)	34 (4.2)	55 (4.9)	8 (2.1)	42 (3.8)	45 (3.6)	13 (2.4)	48 (3.3)	38 (3.4)	5! (1.5)	55 (4.2)	40 (4.1)	6 (1.6)	50 (4.0)	44 (3.6)
Portugal	3! (1.3)	27 (3.8)	70 (3.7)	8 (2.0)	42 (3.9)	50 (4.0)	11 (2.9)	48 (4.2)	41 (3.8)	10 (2.5)	49 (3.8)	41 (3.9)	4! (1.6)	43 (3.9)	53 (3.7)
Slovak Republic	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	‡ (†)	23 (2.8)	75 (3.0)	‡ (†)	26 (2.9)	72 (3.2)	5 (1.3)	26 (2.7)	69 (2.9)
Slovenia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6 (0.3)	30 (0.5)	64 (0.5)	2 (0.1)	32 (0.6)	66 (0.6)	4 (0.2)	28 (0.5)	68 (0.5)
Spain	21 (2.6)	41 (4.2)	37 (3.4)	21 (2.5)	41 (3.9)	38 (3.2)	24 (2.1)	49 (2.8)	27 (2.5)	22 (2.3)	53 (3.1)	25 (2.4)	16 (2.2)	57 (3.4)	26 (2.8)
Sweden	4! (1.6)	67 (4.0)	29 (3.8)	10 (2.1)	62 (3.7)	28 (3.3)	11 (2.3)	50 (3.9)	39 (3.5)	4! (1.2)	56 (3.7)	40 (3.7)	4! (1.2)	49 (3.9)	47 (3.8)
Switzerland	26 (2.9)	59 (3.6)	14 (2.7)	29 (3.5)	60 (3.8)	11 (2.0)	26 (2.9)	56 (3.3)	18 (2.8)	18 (2.3)	64 (2.8)	17 (2.8)	16 (2.5)	59 (3.8)	25 (3.4)
Turkey	— (†)	— (†)	— (†)	26 (4.5)	29 (4.5)	45 (4.6)	10 (2.5)	12 (2.9)	78 (3.5)	7 (2.0)	39 (3.5)	54 (3.4)	4! (1.8)	55 (4.0)	42 (3.9)
United Kingdom	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	17 (2.4)	72 (3.0)	11 (1.9)	32 (3.0)	6 (1.5)	30 (3.5)	64 (3.8)	6 (1.7)
United States	15 ² (4.0)	54 ² (4.1)	31 ² (4.1)	14 ² (2.5)	50 ² (3.2)	36 ² (3.2)	16 (2.6)	54 (4.4)	30 (3.5)	12 (2.5)	57 (3.9)	31 (3.7)	17 (2.9)	52 (4.0)	31 (3.6)

— 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.
¹Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This table includes only the OECD countries.

²The item response rate is below 85 percent. Missing data have not been explicitly accounted for.
NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal. The Program for International Student Assessment (PISA) has been conducted every 3 years since 2000. However, data on school environment were not collected in PISA 2006. Detail may not sum to totals because of rounding.
SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000, 2003, 2009, 2012, and 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/depisa/>). (This table was prepared September 2017.)

Table S3.3. Percentage distribution of 15-year-old students, by extent to which their schools reported that student learning is hindered by student use of alcohol or illegal drugs and country: Selected years, 2000 through 2015

[Standard errors appear in parentheses]

Country	2000			2003			2009			2012			2015		
	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average¹	54 (0.7)	37 (0.7)	9 (0.4)	51 (0.6)	39 (0.6)	10 (0.4)	50 (0.6)	41 (0.6)	9 (0.3)	53 (0.5)	41 (0.5)	6 (0.3)	45 (0.5)	47 (0.6)	9 (0.3)
Australia	48 (3.3)	48 (3.6)	4! (1.3)	37 (2.8)	57 (3.0)	6 (1.3)	49 (3.0)	48 (2.9)	4 (1.0)	49 (1.8)	46 (1.9)	4 (0.7)	34 (2.1)	58 (2.3)	8 (1.1)
Austria	56 (3.9)	38 (3.9)	6! (2.1)	59 (4.0)	33 (3.5)	9 (2.2)	59 (4.1)	38 (4.0)	3! (1.0)	60 (3.9)	35 (3.8)	6! (1.8)	60 (3.4)	29 (3.3)	11 (1.9)
Belgium	52 (3.3)	41 (3.5)	7 (1.7)	47 (3.1)	46 (3.4)	7 (1.9)	43 (2.7)	52 (3.0)	5! (1.5)	41 (3.0)	53 (3.0)	6 (1.5)	22 (2.5)	69 (3.0)	9 (1.7)
Canada	19 (1.6)	59 (2.2)	22 (1.8)	13 (1.4)	55 (2.2)	32 (2.1)	11 (1.3)	59 (2.2)	30 (2.1)	13 (1.6)	67 (2.2)	20 (1.9)	10 (1.7)	62 (2.6)	28 (2.5)
Chile	33 (3.7)	54 (4.2)	13 (2.8)	— (†)	— (†)	— (†)	40 (3.8)	46 (4.4)	14 (2.7)	56 (3.8)	32 (3.9)	12 (2.6)	29 (3.2)	49 (4.2)	22 (3.4)
Czech Republic	76 (2.8)	22 (2.9)	2! (0.9)	59 (2.8)	39 (2.9)	2! (0.9)	47 (3.9)	49 (3.7)	5 (1.2)	64 (3.4)	34 (3.4)	± (†)	57 (2.6)	38 (2.8)	5 (1.2)
Denmark	83 (2.9)	16 (2.9)	± (†)	79 (3.2)	21 (3.1)	± (†)	75 (3.1)	25 (3.1)	# (†)	75 (2.9)	22 (2.7)	3! (1.1)	70 (3.1)	27 (3.2)	3! (1.0)
Estonia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	67 (3.5)	29 (3.3)	4! (1.4)	70 (2.5)	29 (2.5)	1 (#)	66 (2.3)	31 (2.2)	3! (1.1)
Finland	51 (4.2)	44 (4.1)	5! (1.9)	56 (3.8)	41 (3.7)	4! (1.6)	50 (4.1)	45 (3.8)	4! (1.7)	58 (3.6)	40 (3.7)	2! (0.7)	48 (4.3)	48 (4.2)	4! (1.4)
France	53 (3.6)	43 (3.9)	4! (1.7)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	35 (2.9)	52 (2.8)	12 (2.2)	19 (2.4)	56 (3.2)	25 (2.7)
Germany	48 (3.8)	48 (3.7)	4! (1.8)	45 (3.2)	46 (3.8)	9 (1.8)	46 (3.4)	47 (3.7)	7 (1.7)	46 (4.0)	53 (3.8)	± (†)	28 (3.2)	61 (3.5)	10 (2.2)
Greece	38 (4.3)	4! (1.7)	57 (4.6)	66 (5.8)	± (†)	31 (5.7)	77 (3.3)	15 (2.5)	8 (2.3)	75 (3.1)	17 (2.7)	8 (2.1)	71 (3.5)	24 (2.9)	5! (1.6)
Hungary	75 (3.5)	20 (3.5)	6 (1.7)	78 (3.0)	16 (2.6)	6! (2.0)	56 (4.1)	39 (4.1)	4! (1.5)	48 (3.8)	45 (4.0)	7 (1.9)	47 (4.1)	43 (3.7)	10 (2.3)
Iceland	48 (0.2)	37 (0.2)	15 (0.1)	57 (0.2)	38 (0.2)	5 (0.1)	65 (0.2)	25 (0.2)	10 (0.1)	69 (0.2)	27 (0.2)	4 (0.1)	56 (0.3)	42 (0.3)	1 (0.1)
Ireland	48 (4.3)	42 (4.1)	10 (2.7)	26 (3.8)	50 (4.7)	24 (4.0)	34 (4.5)	55 (5.0)	11 (3.1)	48 (3.4)	41 (3.8)	11 (2.6)	41 (3.8)	43 (3.9)	16 (3.2)
Israel	72 ² (5.6)	20 ² (5.3)	9 ² (2.3)	— (†)	— (†)	— (†)	74 (3.4)	23 (3.3)	3! (1.4)	69 (3.7)	24 (3.5)	8 (1.9)	69 (3.4)	27 (3.0)	4! (1.6)
Italy	83 (3.1)	16 (3.0)	± (†)	68 (3.0)	31 (3.0)	1! (0.3)	56 (1.9)	39 (1.9)	5 (0.8)	65 (2.0)	32 (2.0)	3 (0.7)	57 (3.7)	36 (3.7)	6! (1.8)
Japan	98 (1.6)	± (†)	± (†)	68 (4.0)	31 (4.0)	± (†)	82 (2.8)	16 (2.6)	± (†)	80 (2.6)	19 (2.5)	2! (0.8)	75 (3.3)	24 (3.2)	± (†)
Korea, Republic of	91 (1.9)	7 (2.0)	± (†)	78 (3.5)	9 (2.2)	13 (3.2)	56 (4.0)	36 (3.8)	8! (2.5)	60 (3.8)	33 (3.6)	7 (1.9)	43 (3.1)	44 (3.8)	14 (2.5)
Latvia	65 (5.2)	34 (5.3)	± (†)	58 (4.1)	32 (4.2)	11 (2.7)	57 (4.0)	36 (3.9)	6! (2.0)	62 (3.7)	33 (3.6)	4! (1.5)	59 (2.5)	37 (2.4)	5 (1.2)
Luxembourg	17 (#)	71 (#)	12 (#)	19 (0.1)	73 (0.1)	9 (#)	41 (0.1)	54 (0.1)	5 (0.1)	20 (0.1)	79 (0.1)	1 (#)	16 (0.1)	84 (0.1)	± (†)
Mexico	56 (4.0)	33 (3.8)	11 (2.6)	59 (3.3)	33 (3.4)	8 (1.1)	51 (1.8)	39 (1.9)	10 (1.3)	53 (2.0)	38 (2.1)	9 (1.2)	34 (2.7)	49 (3.1)	17 (2.1)
Netherlands	± (†)	± (†)	± (†)	30 (4.1)	62 (4.6)	7! (2.9)	25 (3.5)	61 (4.1)	13 (2.4)	22 (3.4)	67 (4.1)	11 (2.6)	20 ² (4.6)	58 ² (5.5)	23 ² (4.2)
New Zealand	22 (3.0)	62 (3.7)	15 (2.5)	14 (1.9)	66 (2.8)	20 (2.4)	26 (2.5)	64 (3.0)	10 (2.2)	21 (2.9)	72 (3.5)	7! (2.3)	20 (3.0)	73 (3.2)	7 (1.4)
Norway	56 (4.3)	41 (4.2)	± (†)	61 (3.8)	35 (3.5)	3! (1.4)	68 (3.5)	30 (3.5)	± (†)	78 (2.6)	22 (2.6)	± (†)	55 (3.6)	43 (3.7)	± (†)
Poland	40 (4.5)	47 (4.5)	13 (3.3)	41 (3.8)	50 (3.8)	10 (2.3)	72 (3.7)	25 (3.5)	3! (1.2)	74 (3.3)	25 (3.4)	± (†)	58 (3.6)	39 (3.8)	± (†)
Portugal	58 (4.1)	39 (4.2)	± (†)	41 (4.2)	57 (4.1)	3! (1.3)	53 (3.8)	44 (3.9)	3! (1.2)	46 (4.2)	46 (4.0)	8 (2.1)	35 (3.2)	57 (3.5)	8 (1.9)
Slovak Republic	— (†)	— (†)	— (†)	81 (2.8)	15 (2.3)	4! (1.8)	69 (3.2)	28 (3.3)	± (†)	71 (3.1)	28 (3.1)	± (†)	69 (3.1)	27 (2.9)	4! (1.2)
Slovenia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	27 (0.6)	61 (0.5)	12 (0.2)	28 (1.0)	66 (1.0)	6 (0.2)	27 (0.7)	65 (0.7)	9 (0.1)
Spain	75 (3.5)	20 (3.2)	5! (1.9)	62 (3.7)	34 (3.7)	5 (1.4)	56 (2.6)	39 (2.8)	5 (0.9)	67 (2.2)	29 (1.9)	4! (1.2)	54 (3.8)	43 (3.8)	± (†)
Sweden	74 (3.6)	24 (3.4)	± (†)	67 (3.4)	28 (3.1)	5! (1.6)	60 (3.9)	39 (3.8)	± (†)	62 (3.6)	33 (3.5)	5! (1.7)	50 (3.5)	46 (3.6)	4! (1.4)
Switzerland	25 (2.6)	64 (3.2)	11 (2.3)	18 (3.2)	62 (3.9)	19 (2.8)	34 (3.5)	57 (3.6)	9 (1.9)	33 (3.7)	58 (3.8)	9 (2.0)	31 (3.1)	54 (4.0)	15 (3.0)
Turkey	— (†)	— (†)	— (†)	67 (4.6)	10! (3.0)	22 (3.9)	26 (3.3)	5! (1.9)	69 (3.9)	80 (3.3)	15 (2.7)	6! (1.8)	70 (3.9)	25 (3.9)	4! (1.7)
United Kingdom	± (†)	± (†)	± (†)	± (†)	± (†)	± (†)	46 (3.6)	51 (3.8)	3! (1.1)	53 (3.2)	46 (3.2)	± (†)	48 (3.8)	51 (3.8)	± (†)
United States	14 ² (3.7)	69 ² (4.2)	17 ² (3.3)	17 ² (2.6)	62 ² (3.3)	21 ² (3.1)	17 (2.7)	63 (3.8)	21 (3.5)	16 (3.1)	67 (4.0)	17 (3.1)	13 (2.7)	68 (3.7)	19 (3.1)

— Not available.

† Not applicable.

Rounds to zero.

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

± Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This table includes only the OECD countries.² The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal. The Program for International Student Assessment (PISA) has been conducted every 3 years since 2000. However, data on school environment were not collected in PISA 2006. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000, 2003, 2009, 2012, and 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>). (This table was prepared September 2017.)

Table S3.4. Percentage distribution of 15-year-old students, by extent to which their schools reported that student learning is hindered by students intimidating or bullying other students and country: Selected years, 2000 through 2015

[Standard errors appear in parentheses]

Country	2000			2003			2009			2012			2015		
	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average¹	36 (0.6)	51 (0.7)	14 (0.5)	30 (0.6)	55 (0.7)	15 (0.5)	26 (0.5)	60 (0.6)	14 (0.3)	28 (0.5)	61 (0.6)	11 (0.4)	25 (0.5)	64 (0.6)	11 (0.4)
Australia	14 (2.4)	65 (3.6)	21 (3.0)	11 (2.1)	65 (3.1)	24 (2.6)	12 (2.0)	69 (2.9)	19 (1.0)	11 (1.4)	71 (1.6)	19 (1.3)	12 (1.6)	70 (2.1)	18 (1.6)
Austria	31 (3.3)	53 (3.6)	16 (2.7)	23 (3.5)	62 (4.6)	15 (2.5)	17 (2.6)	54 (3.6)	29 (1.0)	23 (3.5)	59 (4.1)	17 (3.0)	18 (2.9)	64 (3.8)	18 (2.7)
Belgium	22 (2.9)	65 (3.1)	13 (2.0)	27 (2.8)	59 (3.2)	14 (2.4)	28 (2.8)	61 (3.0)	11 (1.5)	20 (1.8)	65 (2.7)	15 (1.9)	14 (2.2)	60 (3.2)	26 (2.6)
Canada	19 (1.4)	70 (1.6)	11 (1.1)	19 (1.8)	63 (2.3)	18 (2.0)	15 (1.4)	69 (2.1)	15 (2.1)	14 (1.5)	71 (2.3)	15 (1.9)	14 (1.9)	73 (2.5)	13 (1.7)
Chile	37 (3.6)	51 (4.0)	12 (2.8)	— (†)	— (†)	— (†)	32 (3.9)	54 (4.0)	14 (2.7)	34 (3.4)	53 (3.7)	13 (2.9)	21 (2.8)	65 (3.4)	14 (2.9)
Czech Republic	89 (2.3)	11 (2.3)	‡ (†)	57 (3.3)	41 (3.1)	2! (0.9)	38 (3.7)	55 (3.9)	7 (1.2)	34 (3.3)	61 (3.7)	5! (1.9)	28 (2.7)	65 (3.1)	7 (1.7)
Denmark	52 (3.3)	45 (3.4)	3! (1.2)	25 (2.9)	68 (3.0)	7 (1.7)	34 (3.4)	60 (3.6)	7 (†)	26 (3.0)	68 (3.2)	5! (1.5)	28 (3.2)	66 (3.4)	6 (1.6)
Estonia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	32 (3.2)	57 (3.6)	11 (1.4)	17 (2.4)	65 (3.2)	17 (2.3)	16 (1.8)	67 (2.8)	18 (2.3)
Finland	11 (2.2)	75 (2.8)	14 (2.5)	15 (2.8)	78 (3.3)	7 (2.0)	11 (2.5)	60 (4.0)	29 (1.7)	5 (1.3)	65 (3.5)	30 (3.3)	5! (1.5)	72 (3.0)	23 (2.9)
France	42 (3.8)	50 (4.0)	8 (2.3)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	42 (3.5)	53 (3.5)	5! (1.5)	29 (3.1)	62 (3.1)	9 (1.8)
Germany	12 (2.6)	72 (3.3)	16 (2.5)	17 (2.9)	59 (3.9)	24 (2.9)	16 (2.5)	66 (3.1)	18 (1.7)	5 (1.4)	80 (3.1)	15 (2.6)	7 (1.7)	73 (3.7)	20 (3.3)
Greece	35 (4.3)	20 (3.8)	46 (5.0)	62 (5.6)	14 (3.0)	23 (5.3)	35 (3.3)	52 (3.5)	13 (2.3)	52 (3.6)	37 (3.4)	11 (2.4)	50 (4.0)	44 (4.1)	5! (2.0)
Hungary	58 (4.3)	34 (4.2)	8 (1.8)	65 (3.8)	27 (3.4)	8 (2.3)	54 (3.6)	38 (3.8)	9 (1.5)	57 (3.8)	37 (3.9)	6 (1.6)	57 (3.2)	38 (2.9)	6 (1.6)
Iceland	17 (0.2)	61 (0.2)	23 (0.1)	20 (0.1)	56 (0.1)	25 (0.1)	19 (0.2)	73 (0.2)	8 (0.1)	19 (0.2)	76 (0.2)	5 (0.2)	16 (0.2)	77 (0.2)	7 (0.1)
Ireland	14 (2.9)	70 (4.3)	16 (3.5)	14 (3.1)	65 (4.3)	21 (3.6)	9! (2.9)	71 (3.9)	20 (3.1)	18 (3.0)	68 (3.4)	14 (3.0)	13 (3.0)	75 (3.9)	12 (2.8)
Israel	52 (5.2)	36 (5.3)	12 (3.0)	— (†)	— (†)	— (†)	47 (3.9)	46 (3.9)	7 (1.4)	50 (3.9)	43 (3.9)	7 (1.7)	58 (3.4)	41 (3.5)	‡ (†)
Italy	74 (3.6)	22 (3.3)	4! (1.6)	58 (3.5)	34 (3.6)	8 (1.7)	42 (1.9)	50 (2.0)	8 (0.8)	50 (2.1)	45 (2.0)	6 (1.2)	41 (4.0)	55 (4.0)	5 (1.3)
Japan	52 (4.5)	44 (4.6)	5! (1.8)	31 (4.0)	61 (4.2)	7! (2.3)	35 (3.3)	58 (3.5)	7 (†)	28 (3.4)	68 (3.4)	4! (1.5)	28 (2.8)	68 (3.1)	5 (1.2)
Korea, Republic of	59 (4.1)	38 (4.2)	‡ (†)	50 (4.4)	36 (4.4)	13 (3.2)	22 (3.3)	65 (3.9)	13 (2.5)	20 (3.5)	59 (4.6)	20 (3.5)	26 (3.3)	66 (3.7)	8 (2.0)
Latvia	73 ² (4.0)	26 ² (4.0)	# (†)	47 (4.3)	46 (4.4)	8 (2.3)	42 (4.3)	49 (3.9)	9 (2.0)	45 (3.7)	53 (3.6)	‡ (†)	40 (3.1)	53 (2.9)	7 (1.6)
Luxembourg	3 (#)	70 (#)	27 (#)	4 (#)	81 (#)	15 (#)	10 (0.1)	83 (0.1)	7 (0.1)	15 (0.1)	74 (0.1)	11 (0.1)	19 (0.1)	78 (0.1)	2 (#)
Mexico	36 (3.8)	45 (4.1)	19 (3.3)	22 (2.4)	54 (3.3)	24 (3.2)	38 (1.8)	50 (1.9)	12 (1.3)	33 (1.5)	54 (2.0)	13 (1.3)	26 (2.6)	58 (3.4)	16 (2.5)
Netherlands	‡ (†)	‡ (†)	‡ (†)	8 (2.1)	70 (4.1)	22 (3.9)	5! (1.5)	69 (4.1)	25 (2.4)	‡ (†)	74 (2.9)	24 (2.8)	‡ (†)	65 ² (5.0)	35 ² (5.0)
New Zealand	14 (2.6)	76 (3.4)	10 (2.4)	7 (1.6)	78 (3.1)	15 (2.6)	15 (2.2)	75 (2.9)	10 (2.2)	11 (2.1)	77 (3.0)	12 (2.4)	13 (2.2)	77 (3.0)	10 (2.3)
Norway	18 (3.5)	63 (3.9)	19 (3.2)	13 (2.7)	75 (3.6)	12 (2.7)	14 (2.7)	75 (3.6)	12 (†)	15 (2.9)	77 (3.5)	9 (2.3)	5! (1.6)	83 (2.7)	12 (2.3)
Poland	64 (4.6)	27 (4.4)	9! (2.8)	46 (4.2)	46 (4.1)	8 (2.2)	36 (3.9)	56 (3.9)	9 (1.2)	47 (3.8)	46 (4.1)	7! (2.1)	30 (3.6)	67 (3.7)	3! (1.3)
Portugal	49 (4.5)	40 (4.2)	11 (2.9)	48 (3.6)	43 (3.8)	9 (2.6)	41 (3.6)	52 (3.8)	7 (1.2)	39 (4.0)	52 (4.0)	9 (2.6)	31 (3.9)	61 (3.9)	7 (2.0)
Slovak Republic	— (†)	— (†)	— (†)	57 (3.3)	38 (3.4)	5 (1.3)	42 (3.3)	53 (3.7)	5! (†)	43 (3.7)	55 (3.7)	2! (0.9)	43 (3.5)	53 (3.4)	4 (1.1)
Slovenia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	35 (0.3)	55 (0.4)	9 (0.2)	38 (0.7)	56 (0.7)	5 (0.6)	47 (0.4)	49 (0.5)	3 (0.3)
Spain	40 (4.1)	42 (4.1)	18 (3.8)	33 (3.9)	54 (4.1)	13 (2.4)	39 (2.8)	53 (3.1)	8 (0.9)	45 (2.9)	51 (3.1)	4 (1.0)	25 (3.3)	67 (3.5)	8 (1.9)
Sweden	16 (3.1)	75 (3.7)	9 (2.4)	17 (2.9)	66 (3.5)	17 (2.6)	12 (2.4)	70 (3.6)	18 (†)	17 (2.9)	72 (3.6)	10 (2.3)	18 (2.8)	70 (3.6)	13 (2.5)
Switzerland	18 (2.3)	58 (3.7)	24 (3.5)	18 (2.7)	58 (3.7)	24 (3.9)	22 (2.9)	67 (3.3)	11 (1.9)	24 (3.0)	68 (3.5)	8 (1.7)	18 (2.7)	67 (3.5)	16 (2.9)
Turkey	— (†)	— (†)	— (†)	41 (4.7)	27 (3.8)	32 (4.7)	19 (2.8)	17 (3.3)	65 (3.9)	52 (4.1)	38 (3.8)	9 (2.6)	37 (4.1)	57 (4.3)	6 (1.6)
United Kingdom	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	21 (2.4)	76 (2.6)	3 (1.1)	22 (2.8)	76 (3.0)	3! (0.9)	21 (3.0)	75 (3.2)	4! (1.4)
United States	23 ² (5.1)	70 ² (5.2)	71 ² (2.4)	18 ² (3.0)	67 ² (3.8)	14 ² (2.4)	10 (2.4)	82 (2.8)	9 (3.5)	13 (3.1)	75 (3.9)	12 (2.7)	13 (2.5)	73 (3.4)	14 (2.8)

— Not available.

† Not applicable.

Rounds to zero.

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

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

¹ Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This table includes only the OECD countries.

² The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal. The Program for International Student Assessment (PISA) has been conducted every 3 years since 2000. However, data on school environment were not collected in PISA 2006. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000, 2003, 2009, 2012, and 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/depisa/>). (This table was prepared September 2017.)

Table S3.5. Percentage distribution of 15-year-old students, by extent to which their schools reported that student learning is hindered by students lacking respect for teachers and country: Selected years, 2000 through 2015

[Standard errors appear in parentheses]

Country	2000			2003			2009			2012			2015		
	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot	Not at all	Very little	To some extent/a lot
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
OECD average¹	22 (0.6)	54 (0.7)	23 (0.6)	21 (0.5)	57 (0.7)	22 (0.6)	20 (0.5)	56 (0.6)	24 (0.5)	22 (0.5)	59 (0.6)	19 (0.5)	19 (0.4)	61 (0.6)	20 (0.5)
Australia	23 (3.0)	51 (3.9)	26 (3.7)	20 (2.7)	58 (3.3)	22 (2.4)	23 (2.1)	54 (3.0)	23 (2.1)	20 (1.6)	56 (1.9)	23 (1.5)	21 (1.6)	60 (2.2)	19 (1.6)
Austria	27 (3.4)	55 (4.0)	18 (2.7)	33 (3.4)	50 (3.5)	17 (3.1)	28 (3.5)	42 (4.0)	30 (3.6)	25 (3.7)	53 (3.9)	22 (3.3)	28 (3.0)	51 (3.4)	21 (2.8)
Belgium	29 (2.7)	45 (3.4)	26 (3.2)	32 (3.0)	50 (3.2)	18 (2.3)	30 (2.8)	52 (3.4)	17 (2.5)	18 (2.1)	64 (2.7)	18 (2.5)	7 (1.8)	71 (2.9)	22 (2.4)
Canada	15 (1.6)	65 (1.8)	20 (1.4)	12 (1.4)	64 (2.2)	25 (2.4)	15 (1.5)	66 (2.0)	18 (1.8)	21 (1.9)	68 (2.0)	11 (1.5)	14 (1.9)	73 (2.2)	12 (1.9)
Chile	37 (3.8)	53 (4.1)	10 (2.6)	— (†)	— (†)	— (†)	32 (3.9)	55 (4.2)	13 (2.5)	35 (3.1)	46 (3.7)	19 (3.0)	28 (3.3)	51 (3.6)	21 (3.1)
Czech Republic	35 (3.3)	51 (3.3)	14 (2.4)	24 (3.1)	60 (3.2)	16 (2.4)	10 (2.3)	51 (3.2)	38 (2.6)	28 (2.9)	56 (3.8)	16 (2.8)	18 (2.6)	53 (3.0)	29 (2.8)
Denmark	42 (3.6)	51 (3.6)	6! (1.9)	20 (2.9)	68 (3.4)	13 (2.3)	29 (3.1)	58 (3.2)	14 (2.0)	22 (3.0)	59 (3.7)	19 (2.9)	24 (3.1)	57 (3.8)	19 (2.7)
Estonia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	18 (2.5)	59 (3.2)	23 (2.5)	32 (2.8)	54 (3.1)	14 (2.0)	29 (2.6)	54 (2.8)	17 (2.2)
Finland	7! (2.4)	68 (4.0)	25 (3.7)	12 (2.4)	76 (3.1)	12 (2.5)	11 (2.6)	56 (4.0)	33 (4.0)	9 (2.0)	58 (3.4)	32 (3.3)	9 (2.0)	59 (3.4)	33 (3.5)
France	19 (3.1)	61 (4.2)	20 (3.0)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	25 (2.8)	61 (3.1)	14 (2.0)	20 (2.5)	62 (3.6)	18 (3.0)
Germany	14 (2.3)	65 (3.3)	20 (2.4)	18 (2.5)	59 (3.4)	22 (3.2)	22 (2.9)	60 (3.2)	18 (2.5)	18 (2.7)	64 (3.3)	18 (2.6)	14 (2.6)	66 (3.6)	20 (3.2)
Greece	13 (2.7)	24 (3.7)	62 (4.3)	24 (4.4)	28 (4.6)	47 (5.4)	19 (3.3)	56 (4.2)	26 (3.3)	26 (3.5)	56 (3.9)	18 (2.8)	33 (3.4)	52 (4.1)	15 (2.9)
Hungary	38 (4.0)	44 (3.9)	19 (2.6)	47 (4.0)	39 (4.0)	14 (3.2)	34 (3.7)	48 (4.0)	18 (2.5)	36 (3.7)	47 (4.0)	17 (2.3)	26 (2.9)	52 (3.3)	22 (2.8)
Iceland	17 (0.2)	57 (0.2)	26 (0.2)	21 (0.1)	57 (0.2)	22 (0.2)	23 (0.2)	54 (0.2)	23 (0.2)	28 (0.2)	60 (0.2)	13 (0.2)	16 (0.2)	73 (0.3)	11 (0.2)
Ireland	15 (2.8)	54 (4.4)	31 (4.0)	15 (3.2)	62 (4.4)	23 (4.2)	19 (3.4)	52 (4.6)	29 (3.9)	27 (3.2)	53 (3.8)	19 (3.0)	21 (3.2)	66 (3.8)	12 (2.4)
Israel	17 (3.2)	57 (5.4)	27 (5.2)	— (†)	— (†)	— (†)	28 (3.3)	53 (4.1)	19 (3.0)	28 (3.7)	52 (4.3)	19 (2.8)	20 (3.2)	62 (4.1)	19 (3.2)
Italy	45 (3.8)	36 (4.3)	19 (3.0)	38 (3.0)	45 (3.7)	17 (2.8)	27 (1.7)	54 (2.2)	19 (1.6)	33 (1.9)	51 (2.2)	16 (1.5)	27 (3.4)	60 (3.5)	13 (2.3)
Japan	20 (3.6)	51 (4.5)	29 (4.2)	11 (2.6)	57 (4.0)	32 (3.2)	19 (2.7)	58 (3.5)	24 (3.2)	14 (2.6)	69 (3.2)	18 (2.7)	16 (2.8)	66 (3.4)	18 (2.4)
Korea, Republic of	23 (3.8)	48 (4.6)	29 (4.4)	34 (4.3)	43 (4.3)	23 (3.6)	11 (2.9)	60 (4.7)	29 (4.3)	12 (2.6)	49 (4.1)	38 (3.8)	18 (2.9)	49 (3.8)	33 (3.2)
Latvia	32 (3.6)	54 (4.1)	13 (3.2)	21 (3.9)	65 (4.6)	14 (3.1)	19 (3.1)	63 (3.7)	18 (2.9)	16 (2.6)	63 (3.5)	21 (3.1)	14 (2.0)	58 (2.5)	28 (2.3)
Luxembourg	7 (#)	76 (#)	17 (#)	8 (#)	76 (0.1)	16 (0.1)	11 (0.1)	66 (0.1)	23 (0.1)	3 (0.0)	81 (0.1)	16 (0.1)	9 (0.1)	68 (0.1)	23 (0.1)
Mexico	35 (3.4)	49 (3.4)	16 (2.5)	38 (3.1)	49 (3.4)	13 (1.8)	37 (1.9)	53 (1.8)	10 (0.9)	35 (1.9)	55 (1.9)	10 (1.3)	26 (2.5)	63 (3.1)	11 (2.0)
Netherlands	± (†)	± (†)	± (†)	11 (2.7)	61 (4.8)	28 (4.3)	15 (2.6)	63 (4.1)	22 (3.5)	16 (3.5)	61 (4.5)	22 (3.8)	81 ² (3.1)	63 ² (4.9)	29 ² (4.8)
New Zealand	12 (2.2)	69 (3.0)	19 (2.7)	7 (1.8)	68 (3.4)	24 (3.1)	17 (2.1)	63 (3.0)	20 (2.6)	15 (2.8)	72 (3.5)	12 (2.7)	20 (2.9)	71 (3.2)	8 (1.9)
Norway	4! (1.5)	53 (3.6)	43 (3.5)	7 (1.9)	58 (3.8)	35 (3.8)	9 (2.0)	55 (3.3)	35 (3.4)	9 (2.2)	63 (3.6)	28 (3.2)	9 (2.2)	68 (3.5)	22 (3.0)
Poland	43 (5.1)	46 (5.3)	11 (3.1)	23 (3.4)	57 (3.7)	21 (3.2)	21 (3.2)	61 (3.5)	17 (2.6)	23 (3.4)	61 (3.7)	16 (3.3)	23 (3.3)	60 (4.2)	17 (3.1)
Portugal	14 (2.2)	54 (4.4)	33 (4.4)	14 (3.0)	70 (3.9)	16 (3.0)	21 (3.5)	55 (4.1)	24 (3.2)	18 (3.5)	52 (4.8)	31 (4.2)	11 (1.9)	58 (3.7)	31 (3.6)
Slovak Republic	— (†)	— (†)	— (†)	37 (3.2)	51 (3.9)	12 (1.9)	17 (3.0)	62 (3.9)	21 (3.5)	16 (3.0)	52 (3.7)	32 (3.5)	21 (2.7)	55 (3.1)	24 (2.8)
Slovenia	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	22 (0.2)	52 (0.4)	26 (0.3)	29 (0.7)	61 (0.7)	10 (0.4)	31 (0.3)	51 (0.7)	18 (0.7)
Spain	17 (2.7)	55 (4.1)	28 (3.4)	21 (2.6)	45 (3.6)	34 (3.4)	21 (2.2)	51 (2.8)	28 (2.5)	19 (2.0)	58 (2.5)	24 (2.1)	13 (2.0)	61 (3.3)	26 (3.0)
Sweden	17 (2.9)	56 (3.8)	27 (3.6)	10 (2.0)	64 (3.5)	25 (3.4)	12 (2.3)	66 (3.5)	22 (3.1)	20 (2.7)	58 (3.5)	22 (3.2)	20 (2.8)	61 (3.7)	19 (3.1)
Switzerland	20 (2.9)	63 (3.5)	17 (2.8)	19 (3.1)	64 (3.2)	17 (3.6)	26 (2.9)	57 (3.0)	17 (2.3)	22 (2.9)	63 (3.4)	16 (2.4)	18 (2.7)	67 (3.9)	15 (3.3)
Turkey	— (†)	— (†)	— (†)	24 (4.1)	38 (5.1)	37 (5.0)	12 (2.6)	17 (3.2)	71 (3.6)	27 (3.2)	53 (3.8)	21 (3.5)	16 (2.9)	61 (4.1)	23 (3.4)
United Kingdom	± (†)	± (†)	± (†)	± (†)	± (†)	± (†)	19 (2.5)	69 (3.4)	12 (2.4)	29 (3.6)	61 (3.6)	10 (1.6)	17 (2.6)	70 (3.2)	13 (2.3)
United States	9! ² (3.5)	65 ² (5.3)	26 ² (4.3)	13 ² (2.6)	65 ² (3.3)	22 ² (2.8)	13 (2.5)	65 (3.5)	21 (3.0)	22 (3.6)	63 (4.1)	15 (3.0)	18 (3.1)	64 (3.8)	18 (3.2)

— 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 Refers to the mean of the data values for all reporting Organization for Economic Cooperation and Development (OECD) countries, to which each country reporting data contributes equally. This table includes only the OECD countries.

²The item response rate is below 85 percent. Missing data have not been explicitly accounted for.

NOTE: Responses to the school questionnaire were provided by the principal or someone designated by the principal. The Program for International Student Assessment (PISA) has been conducted every 3 years since 2000. However, data on school environment were not collected in PISA 2006. Detail may not sum to totals because of rounding.

SOURCE: Organization for Economic Cooperation and Development (OECD), Program for International Student Assessment (PISA), 2000, 2003, 2009, 2012, and 2015. Retrieved September 20, 2017, from the International Data Explorer (<https://nces.ed.gov/surveys/pisa/idepisa/>). (This table was prepared September 2017.)

Table 1.1. School-associated violent deaths of all persons, homicides and suicides of youth ages 5–18 at school, and total homicides and suicides of youth ages 5–18, by type of violent death: 1992–93 through 2014–15

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	Undetermined violent deaths ²	Homicides at school ³	Total homicides	Suicides at school ³	Total suicides ⁴
1	2	3	4	5	6	7	8	9	10	11
1992–93	57	47	10	0	0	0	34	2,721	6	1,680
1993–94	48	38	10	0	0	0	29	2,932	7	1,723
1994–95	48	39	8	0	1	0	28	2,696	7	1,767
1995–96	53	46	6	1	0	0	32	2,545	6	1,725
1996–97	48	45	2	1	0	0	28	2,221	1	1,633
1997–98	57	47	9	1	0	0	34	2,100	6	1,626
1998–99	47	38	6	2	1	0	33	1,777	4	1,597
1999–2000	37 ⁵	26 ⁵	11 ⁵	0 ⁵	0 ⁵	0 ⁵	14 ⁵	1,567	8 ⁵	1,415
2000–01	34 ⁵	26 ⁵	7 ⁵	1 ⁵	0 ⁵	0 ⁵	14 ⁵	1,509	6 ⁵	1,493
2001–02	36 ⁵	27 ⁵	8 ⁵	1 ⁵	0 ⁵	0 ⁵	16 ⁵	1,498	5 ⁵	1,400
2002–03	36 ⁵	25 ⁵	11 ⁵	0 ⁵	0 ⁵	0 ⁵	18 ⁵	1,553	10 ⁵	1,331
2003–04	45 ⁵	37 ⁵	7 ⁵	1 ⁵	0 ⁵	0 ⁵	23 ⁵	1,474	5 ⁵	1,285
2004–05	52 ⁵	40 ⁵	10 ⁵	2 ⁵	0 ⁵	0 ⁵	22 ⁵	1,554	8 ⁵	1,471
2005–06	44 ⁵	37 ⁵	6 ⁵	1 ⁵	0 ⁵	0 ⁵	21 ⁵	1,697	3 ⁵	1,408
2006–07	63 ⁵	48 ⁵	13 ⁵	2 ⁵	0 ⁵	0 ⁵	32 ⁵	1,801	9 ⁵	1,296
2007–08	48 ⁵	39 ⁵	7 ⁵	2 ⁵	0 ⁵	0 ⁵	21 ⁵	1,744	5 ⁵	1,231
2008–09	44 ⁵	29 ⁵	15 ⁵	0 ⁵	0 ⁵	0 ⁵	18 ⁵	1,605	7 ⁵	1,344
2009–10	35 ⁵	27 ⁵	5 ⁵	3 ⁵	0 ⁵	0 ⁵	19 ⁵	1,410	2 ⁵	1,467
2010–11	32 ⁵	26 ⁵	6 ⁵	0 ⁵	0 ⁵	0 ⁵	11 ⁵	1,339	3 ⁵	1,456
2011–12	45 ⁵	26 ⁵	14 ⁵	5 ⁵	0 ⁵	0 ⁵	15 ⁵	1,201	5 ⁵	1,568
2012–13	53 ⁵	41 ⁵	11 ⁵	1 ⁵	0 ⁵	0 ⁵	31 ⁵	1,186	6 ⁵	1,590
2013–14	48 ⁵	26 ⁵	20 ⁵	1 ⁵	0 ⁵	1 ⁵	12 ⁵	1,050	8 ⁵	1,645
2014–15	47 ⁵	28 ⁵	17 ⁵	2 ⁵	0 ⁵	0 ⁵	20 ⁵	1,168	9 ⁵	1,785

¹A 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.

²Violent deaths for which the manner was undetermined; that is, the information pointing to one manner of death was no more compelling than the information pointing to one or more other competing manners of death when all available information was considered.

³“At school” includes on the property of a functioning primary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

⁴Total youth suicides are reported for calendar years 1992 through 2014 (instead of school years 1992–93 through 2014–15).

⁵Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have

been completed. The details learned during the interviews can occasionally change the classification of a case.

NOTE: Unless otherwise noted, data are reported for the school year, defined as July 1 through June 30.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2015 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (June 2017); CDC, National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal), 1992–2014, retrieved June 2017 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 (September 2017). (This table was prepared September 2017.)

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: 2016

[Standard errors appear in parentheses]

Location and student characteristic	Number of nonfatal victimizations						Rate of victimization per 1,000 students						
	Total		Theft		Violent		Total		Theft		Violent		
					All violent	Serious violent ¹					All violent	Serious violent ¹	
1	2	3	4	5	6	7	8	9					
At school²													
Total	749,400 (83,700)	294,000 (33,420)	455,400 (59,730)	71,700 (17,910)	29.3 (3.10)	11.5 (1.29)	17.8 (2.25)	2.8 (0.69)					
Sex													
Male	500,900 (63,690)	171,800 (24,930)	329,100 (48,050)	36,600 (11,840)	38.1 (4.53)	13.1 (1.87)	25.0 (3.47)	2.8 (0.89)					
Female	248,500 (39,890)	122,200 (20,740)	126,400 (25,670)	35,100 (11,520)	20.1 (3.08)	9.9 (1.66)	10.2 (2.02)	2.8 (0.92)					
Age													
12–14	449,500 (59,210)	153,100 (23,420)	296,300 (44,810)	32,900 (11,090)	37.0 (4.56)	12.6 (1.91)	24.4 (3.51)	2.7 (0.90)					
15–18	300,000 (45,180)	140,900 (22,390)	159,100 (29,780)	38,800 (12,260)	22.4 (3.22)	10.5 (1.65)	11.9 (2.16)	2.9 (0.91)					
Race/ethnicity ³													
White	353,800 (50,430)	172,600 (24,990)	181,200 (32,420)	34,400 (11,380)	27.3 (3.68)	13.3 (1.90)	14.0 (2.42)	2.6 (0.87)					
Black	155,300 (29,330)	48,200 (12,660)	107,100 (23,090)	13,600! (6,590)	42.3 (7.44)	13.1 (3.41)	29.2 (5.96)	3.7! (1.77)					
Hispanic	153,500 (29,100)	42,700 (11,880)	110,800 (23,590)	12,000! (6,110)	23.3 (4.22)	6.5 (1.79)	16.8 (3.46)	1.8! (0.92)					
Other	86,800 (20,200)	30,500 (9,970)	56,300 (15,400)	11,700! (6,040)	37.5 (8.22)	13.2 (4.26)	24.3 (6.37)	5.1! (2.58)					
Urbanicity ⁴													
Urban	285,200 (43,680)	104,100 (19,030)	181,100 (32,400)	23,100! (8,970)	36.7 (5.26)	13.4 (2.42)	23.3 (3.97)	3.0! (1.14)					
Suburban	337,900 (48,900)	130,800 (21,510)	207,100 (35,380)	26,900 (9,830)	23.6 (3.25)	9.1 (1.49)	14.4 (2.38)	1.9 (0.68)					
Rural	126,400 (25,670)	59,200 (14,100)	67,200 (17,200)	21,700 (8,640)	36.8 (7.03)	17.2 (4.05)	19.6 (4.82)	6.3 (2.48)					
Household income ⁵													
Less than \$15,000	109,300 (23,390)	43,900 (12,060)	65,400 (16,910)	10,600! (5,710)	46.0 (9.16)	18.5 (5.00)	27.5 (6.78)	4.5! (2.37)					
\$15,000 to 29,999	111,600 (23,700)	47,800 (12,610)	63,800 (16,640)	15,100! (6,980)	28.4 (5.73)	12.2 (3.18)	16.2 (4.10)	3.8! (1.76)					
\$30,000 to 49,999	118,300 (24,600)	41,400 (11,690)	76,900 (18,710)	— (†)	22.3 (4.43)	7.8 (2.18)	14.5 (3.41)	— (†)					
\$50,000 to 74,999	102,000 (22,370)	39,800 (11,450)	62,200 (16,390)	15,100! (6,990)	25.6 (5.35)	10.0 (2.85)	15.6 (3.98)	3.8! (1.74)					
\$75,000 or more	308,300 (46,010)	121,100 (20,640)	187,200 (33,110)	30,200 (10,540)	31.0 (4.36)	12.2 (2.05)	18.8 (3.20)	3.0 (1.05)					
Away from school													
Total	601,300 (72,070)	251,200 (30,650)	350,100 (50,080)	140,100 (27,440)	23.5 (2.69)	9.8 (1.19)	13.7 (1.90)	5.5 (1.06)					
Sex													
Male	345,200 (49,600)	145,400 (22,780)	199,700 (34,550)	56,100 (15,360)	26.2 (3.58)	11.1 (1.71)	15.2 (2.54)	4.3 (1.15)					
Female	256,100 (40,690)	105,700 (19,190)	150,400 (28,720)	84,100 (19,800)	20.7 (3.14)	8.5 (1.54)	12.1 (2.25)	6.8 (1.57)					
Age													
12–14	245,100 (39,520)	109,000 (19,510)	136,100 (26,920)	70,000 (17,640)	20.2 (3.12)	9.0 (1.59)	11.2 (2.15)	5.8 (1.43)					
15–18	356,200 (50,660)	142,100 (22,500)	214,100 (36,150)	70,200 (17,670)	26.6 (3.59)	10.6 (1.66)	16.0 (2.60)	5.2 (1.30)					
Race/ethnicity ³													
White	305,000 (45,680)	129,700 (21,410)	175,400 (31,730)	70,500 (17,720)	23.5 (3.35)	10.0 (1.63)	13.5 (2.37)	5.4 (1.34)					
Black	93,200 (21,130)	15,100 (6,920)	78,100 (18,900)	16,500! (7,370)	25.4 (5.48)	4.1 (1.88)	21.3 (4.93)	4.5! (1.98)					
Hispanic	159,100 (29,790)	76,000 (16,100)	83,200 (19,660)	51,800 (14,630)	24.2 (4.32)	11.6 (2.42)	12.6 (2.90)	7.9 (2.18)					
Other	43,900 (13,220)	30,400 (9,950)	13,500! (6,550)	— (†)	19.0 (5.51)	13.1 (4.25)	5.8! (2.79)	— (†)					
Urbanicity ⁴													
Urban	230,900 (38,000)	73,900 (15,860)	157,000 (29,530)	59,700 (15,970)	29.7 (4.62)	9.5 (2.02)	20.2 (3.64)	7.7 (2.01)					
Suburban	239,400 (38,910)	116,000 (20,170)	123,400 (25,280)	53,100 (14,860)	16.7 (2.61)	8.1 (1.40)	8.6 (1.72)	3.7 (1.02)					
Rural	131,000 (26,270)	61,300 (14,370)	69,700 (17,600)	27,300! (9,920)	38.2 (7.18)	17.9 (4.13)	20.3 (4.93)	8.0! (2.84)					
Household income ⁵													
Less than \$15,000	43,400 (13,130)	19,300 (7,870)	24,100 (9,200)	11,000! (5,830)	18.3 (5.33)	8.1 (3.29)	10.1 (3.79)	4.6! (2.42)					
\$15,000 to 29,999	183,300 (32,660)	60,200 (14,230)	123,100 (25,240)	33,900 (11,300)	46.7 (7.71)	15.3 (3.58)	31.4 (6.08)	8.6 (2.82)					
\$30,000 to 49,999	124,800 (25,470)	59,200 (14,100)	65,600 (16,950)	22,300! (8,780)	23.5 (4.58)	11.1 (2.63)	12.4 (3.10)	4.2! (1.63)					
\$50,000 to 74,999	80,800 (19,310)	43,400 (11,980)	37,400 (11,990)	20,100! (8,270)	20.3 (4.66)	10.9 (2.98)	9.4 (2.94)	5.1! (2.05)					
\$75,000 or more	168,900 (30,970)	69,100 (15,300)	99,900 (22,080)	52,800 (14,800)	17.0 (3.00)	6.9 (1.53)	10.0 (2.16)	5.3 (1.47)					

—Not available.

†Not applicable.

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

¹“Serious violent” victimization is also included in “all violent” victimization.

²“At school” includes inside the school building, on school property, on a school bus, and going to or from school.

³Race categories exclude persons of Hispanic ethnicity. “Other” includes Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).”

⁵Income data for 2016 were imputed. For more information, see *Criminal Victimization, 2016* (available at <https://www.bjs.gov/index.cfm?ty=pbse&sid=6>).

NOTE: “Serious violent” victimization includes the crimes of rape, sexual assault, robbery, and aggravated assault. “All violent” victimization includes serious violent crimes as well as simple assault. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Total victimization” includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS) and are reported in accordance with Bureau of Justice Statistics standards. Detail may not sum to totals because of rounding and missing data on student characteristics. The population size for students ages 12–18 was 25,546,100 in 2016. Every 10 years, the survey sample is redesigned to reflect changes in the population. The sample redesign impacted the comparability of 2016 estimates to estimates for earlier years. Caution should be used when making comparisons to earlier years. For more information, see *Criminal Victimization, 2016* (available at <https://www.bjs.gov/index.cfm?ty=pbse&sid=6>). SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2016. (This table was prepared August 2017.)

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2015—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11
Serious violent³	0.7 (0.09)	0.5 (0.09)	0.4 (0.08)	0.2 (0.06)	0.3 (0.07)	0.4 (0.08)	0.3 (0.09)	0.1 ! (0.05)	0.2 ! (0.07)	0.2 ! (0.07)
Sex										
Male	0.9 (0.14)	0.6 (0.12)	0.5 (0.11)	0.3 ! (0.10)	0.3 ! (0.10)	0.5 ! (0.14)	0.6 (0.16)	0.2 ! (0.08)	0.2 ! (0.10)	0.2 ! (0.12)
Female	0.4 (0.10)	0.5 (0.12)	0.4 ! (0.12)	‡ (†)	0.3 (0.07)	0.2 ! (0.08)	‡ (†)	‡ (†)	0.2 ! (0.10)	‡ (†)
Race/ethnicity¹										
White	0.6 (0.09)	0.4 (0.09)	0.4 (0.08)	0.2 ! (0.06)	0.3 ! (0.09)	0.2 ! (0.08)	0.3 ! (0.10)	0.2 ! (0.07)	0.2 ! (0.09)	0.3 ! (0.10)
Black	1.0 ! (0.31)	1.2 (0.33)	0.5 ! (0.25)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Hispanic	0.9 ! (0.30)	0.6 ! (0.22)	0.8 ! (0.33)	0.4 ! (0.18)	0.4 ! (0.16)	0.8 ! (0.32)	‡ (†)	‡ (†)	0.4 ! (0.17)	‡ (†)
Asian	— (†)	— (†)	— (†)	— (†)	‡ (†)	‡ (†)	# (†)	# (†)	‡ (†)	‡ (†)
Other	‡ (†)	# (†)	# (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	# (†)	‡ (†)	‡ (†)
Grade										
6th	1.5 (0.42)	1.3 ! (0.40)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.8 ! (0.42)	‡ (†)
7th	0.9 (0.24)	0.9 ! (0.27)	0.6 ! (0.24)	‡ (†)	‡ (†)	0.4 ! (0.20)	‡ (†)	0.5 ! (0.23)	‡ (†)	‡ (†)
8th	0.8 ! (0.23)	0.5 ! (0.22)	0.3 ! (0.14)	0.3 ! (0.15)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)
9th	0.7 (0.21)	0.6 ! (0.18)	0.8 ! (0.31)	0.6 ! (0.21)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
10th	0.4 ! (0.17)	‡ (†)	0.4 ! (0.18)	# (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)
11th	0.4 ! (0.16)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.6 ! (0.27)	‡ (†)	# (†)	‡ (†)	‡ (†)
12th	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)
Urbanicity²										
Urban	1.3 (0.24)	0.7 (0.19)	0.5 (0.15)	0.4 ! (0.14)	0.4 ! (0.17)	0.7 ! (0.23)	0.6 ! (0.22)	‡ (†)	0.3 ! (0.16)	‡ (†)
Suburban	0.6 (0.12)	0.5 (0.11)	0.4 (0.09)	0.1 ! (0.05)	0.3 ! (0.08)	0.2 ! (0.09)	0.3 ! (0.11)	‡ (†)	0.2 ! (0.08)	0.3 ! (0.12)
Rural	0.3 ! (0.10)	0.4 ! (0.18)	0.5 ! (0.24)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Control of school										
Public	0.7 (0.10)	0.6 (0.10)	0.5 (0.09)	0.2 (0.06)	0.3 (0.06)	0.4 (0.09)	0.4 (0.10)	0.1 ! (0.06)	0.2 ! (0.08)	0.2 ! (0.08)
Private	‡ (†)	# (†)	# (†)	# (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)

—Not available.

†Not applicable.

#Rounds to zero.

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

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

¹Race 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.

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

³Serious violent victimization is also included in violent victimization.

NOTE: "Total victimization" includes theft and violent victimization. A single student could report more than one type of victimization. In the total victimization section, students who reported both theft and violent victimization are counted only once. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Serious violent victimization" includes the crimes of rape, sexual assault, robbery, and aggravated assault. "Violent victimization" includes the serious violent crimes as well as simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months, by selected student characteristics and number of times threatened or injured: Selected years, 1993 through 2015
 [Standard errors appear in parentheses]

Number of times and year	Total	Sex		Race/ethnicity ¹							Grade			
		Male	Female	White	Black	Hispanic	Asian ²	Pacific Islander ²	American Indian/Alaska Native ²	Two or more races ²	9th grade	10th grade	11th grade	12th grade
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
At least once														
1993	7.3 (0.44)	9.2 (0.64)	5.4 (0.40)	6.3 (0.58)	11.2 (0.95)	8.6 (0.83)	— (†)	— (†)	11.7 (2.50)	— (†)	9.4 (0.92)	7.3 (0.59)	7.3 (0.64)	5.5 (0.62)
1995	8.4 (0.52)	10.9 (0.57)	5.8 (0.68)	7.0 (0.53)	11.0 (1.61)	12.4 (1.44)	— (†)	— (†)	11.4 ! (4.22)	— (†)	9.6 (0.96)	9.6 (1.03)	7.7 (0.64)	6.7 (0.57)
1997	7.4 (0.45)	10.2 (0.71)	4.0 (0.32)	6.2 (0.56)	9.9 (0.91)	9.0 (0.63)	— (†)	— (†)	12.5 ! (5.15)	— (†)	10.1 (1.02)	7.9 (1.14)	5.9 (0.70)	5.8 (0.80)
1999	7.7 (0.42)	9.5 (0.80)	5.8 (0.64)	6.6 (0.35)	7.6 (0.85)	9.8 (1.09)	7.7 (1.05)	15.6 (4.46)	13.2 ! (5.45)	9.3 (1.22)	10.5 (0.95)	8.2 (0.92)	6.1 (0.46)	5.1 (0.79)
2001	8.9 (0.55)	11.5 (0.66)	6.5 (0.52)	8.5 (0.66)	9.3 (0.71)	8.9 (1.05)	11.3 (2.73)	24.8 (7.16)	15.2 ! (4.57)	10.3 (2.33)	12.7 (0.89)	9.1 (0.75)	6.9 (0.65)	5.3 (0.52)
2003	9.2 (0.75)	11.6 (0.96)	6.5 (0.61)	7.8 (0.77)	10.9 (0.80)	9.4 (1.23)	11.5 (2.66)	16.3 (4.31)	22.1 (4.79)	18.7 (3.11)	12.1 (1.25)	9.2 (1.02)	7.3 (0.69)	6.3 (0.92)
2005	7.9 (0.35)	9.7 (0.42)	6.1 (0.41)	7.2 (0.46)	8.1 (0.69)	9.8 (0.86)	4.6 (1.10)	14.5 ! (4.93)	9.8 (2.67)	10.7 (2.33)	10.5 (0.63)	8.8 (0.72)	5.5 (0.43)	5.8 (0.52)
2007	7.8 (0.44)	10.2 (0.59)	5.4 (0.41)	6.9 (0.52)	9.7 (0.86)	8.7 (0.60)	7.6 ! (2.29)	8.1 ! (2.45)	5.9 (1.24)	13.3 (2.25)	9.2 (0.69)	8.4 (0.51)	6.8 (0.57)	6.3 (0.64)
2009	7.7 (0.37)	9.6 (0.59)	5.5 (0.37)	6.4 (0.43)	9.4 (0.80)	9.1 (0.61)	5.5 (0.91)	12.5 (3.11)	16.5 (2.68)	9.2 (1.50)	8.7 (0.53)	8.4 (0.72)	7.9 (0.60)	5.2 (0.53)
2011	7.4 (0.31)	9.5 (0.39)	5.2 (0.37)	6.1 (0.35)	8.9 (0.64)	9.2 (0.81)	7.0 (0.99)	11.3 (3.23)	8.2 (1.52)	9.9 (1.35)	8.3 (0.63)	7.7 (0.58)	7.3 (0.61)	5.9 (0.45)
2013	6.9 (0.38)	7.7 (0.54)	6.1 (0.40)	5.8 (0.32)	8.4 (0.82)	8.5 (0.73)	5.3 (1.41)	8.7 ! (2.71)	18.5 (5.24)	7.7 (2.11)	8.5 (0.75)	7.0 (0.67)	6.8 (0.60)	4.9 (0.61)
2015	6.0 (0.38)	7.0 (0.50)	4.6 (0.42)	4.9 (0.50)	7.9 (1.10)	6.6 (0.65)	3.6 ! (1.40)	20.5 ! (7.28)	8.2 ! (2.69)	8.0 (1.82)	7.2 (0.51)	6.2 (0.57)	5.5 (0.68)	4.4 (0.69)
Number of times, 2015														
0 times	94.0 (0.38)	93.0 (0.50)	95.4 (0.42)	95.1 (0.50)	92.1 (1.10)	93.4 (0.65)	96.4 (1.40)	79.5 (7.28)	91.8 (2.69)	92.0 (1.82)	92.8 (0.51)	93.8 (0.57)	94.5 (0.68)	95.6 (0.69)
1 time	2.7 (0.22)	3.1 (0.30)	2.3 (0.23)	2.4 (0.24)	4.1 (0.80)	2.6 (0.36)	‡ (†)	‡ (†)	‡ (†)	3.8 ! (1.37)	3.5 (0.36)	2.9 (0.35)	2.5 (0.45)	1.8 (0.34)
2 or 3 times	1.5 (0.16)	1.6 (0.19)	1.3 (0.23)	1.5 (0.25)	1.6 ! (0.47)	1.4 (0.27)	0.5 ! (0.25)	‡ (†)	3.1 ! (1.18)	1.7 ! (0.71)	2.1 (0.34)	1.3 (0.26)	1.1 (0.20)	1.3 (0.29)
4 to 11 times	1.0 (0.14)	1.3 (0.21)	0.6 (0.12)	0.6 (0.12)	1.4 ! (0.51)	1.4 (0.24)	‡ (†)	‡ (†)	‡ (†)	1.2 ! (0.52)	0.9 (0.15)	1.3 (0.28)	1.1 ! (0.33)	0.7 ! (0.23)
12 or more times	0.8 (0.12)	1.0 (0.18)	0.4 ! (0.12)	0.4 (0.10)	0.9 ! (0.34)	1.2 (0.19)	‡ (†)	‡ (†)	‡ (†)	1.3 ! (0.60)	0.6 (0.15)	0.7 (0.15)	0.8 (0.23)	0.6 (0.17)

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

²Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993, 1995, and 1997 with data from later years.
 NOTE: Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents. Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared June 2016.)

Table 4.2. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

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

¹Bullying was defined for respondents as "when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again."

²"On school property" was not defined for survey respondents.

³Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting."

⁴The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁵Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club."

⁶Respondents were asked about carrying "a weapon such as a gun, knife, or club."

NOTE: Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 4.3. Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2015

[Standard errors appear in parentheses]

State or jurisdiction	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8
United States¹	9.2 (0.75)	7.9 (0.35)	7.8 (0.44)	7.7 (0.37)	7.4 (0.31)	6.9 (0.38)	6.0 (0.38)
Alabama	7.2 (0.91)	10.6 (0.86)	— (†)	10.4 (1.56)	7.6 (1.20)	9.9 (1.17)	8.8 (0.92)
Alaska	8.1 (1.01)	— (†)	7.7 (0.88)	7.3 (0.90)	5.6 (0.70)	— (†)	— (†)
Arizona	9.7 (1.10)	10.7 (0.55)	11.2 (0.79)	9.3 (0.92)	10.4 (0.74)	9.1 (1.32)	7.5 (0.97)
Arkansas	— (†)	9.6 (1.06)	9.1 (1.03)	11.9 (1.38)	6.3 (0.85)	10.9 (1.14)	10.6 (0.66)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	5.2 (0.72)
Colorado	— (†)	7.6 (0.75)	— (†)	8.0 (0.74)	6.7 (0.80)	— (†)	— (†)
Connecticut	— (†)	9.1 (0.91)	7.7 (0.59)	7.0 (0.62)	6.8 (0.71)	7.1 (0.74)	6.7 (0.71)
Delaware	7.7 (0.60)	6.2 (0.63)	5.6 (0.50)	7.8 (0.63)	6.4 (0.62)	5.6 (0.46)	6.2 (0.90)
District of Columbia	12.7 (1.42)	12.1 (0.78)	11.3 (0.98)	— (†)	8.7 (0.92)	8.5 (0.30)	7.6 (0.27)
Florida	8.4 (0.44)	7.9 (0.45)	8.6 (0.57)	8.2 (0.39)	7.2 (0.31)	7.1 (0.37)	7.4 (0.42)
Georgia	8.2 (0.75)	8.3 (2.08)	8.1 (0.81)	8.2 (0.83)	11.7 (2.08)	7.2 (0.81)	— (†)
Hawaii	— (†)	6.8 (0.87)	6.4 (1.10)	7.7 (1.03)	6.3 (0.62)	— (†)	— (†)
Idaho	9.4 (0.82)	8.3 (0.59)	10.2 (1.07)	7.9 (0.62)	7.3 (0.99)	5.8 (0.59)	6.1 (0.48)
Illinois	— (†)	— (†)	7.8 (0.69)	8.8 (0.86)	7.6 (0.48)	8.5 (0.82)	6.6 (0.80)
Indiana	6.7 (0.91)	8.8 (0.96)	9.6 (0.68)	6.5 (0.66)	6.8 (1.14)	— (†)	6.6 (1.02)
Iowa	— (†)	7.8 (1.02)	7.1 (0.86)	— (†)	6.3 (0.85)	— (†)	— (†)
Kansas	— (†)	7.4 (0.82)	8.6 (1.12)	6.2 (0.62)	5.6 (0.68)	5.3 (0.65)	— (†)
Kentucky	5.2 (0.72)	8.0 (0.75)	8.3 (0.53)	7.9 (1.00)	7.4 (0.98)	5.4 (0.57)	7.2 (0.87)
Louisiana	— (†)	— (†)	— (†)	9.5 (1.29)	8.7 (1.18)	10.5 (0.99)	— (†)
Maine	8.5 (0.78)	7.1 (0.68)	6.8 (0.84)	7.7 (0.32)	6.8 (0.26)	5.3 (0.29)	5.2 (0.36)
Maryland	— (†)	11.7 (1.30)	9.6 (0.86)	9.1 (0.75)	8.4 (0.67)	9.4 (0.22)	7.3 (0.17)
Massachusetts	6.3 (0.54)	5.4 (0.44)	5.3 (0.47)	7.0 (0.58)	6.8 (0.67)	4.4 (0.38)	4.1 (0.46)
Michigan	9.7 (0.57)	8.6 (0.81)	8.1 (0.77)	9.4 (0.63)	6.8 (0.50)	6.7 (0.52)	6.6 (0.67)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	6.6 (0.82)	— (†)	8.3 (0.59)	8.0 (0.69)	7.5 (0.63)	8.8 (0.78)	10.1 (0.98)
Missouri	7.5 (0.93)	9.1 (1.19)	9.3 (1.03)	7.8 (0.76)	— (†)	— (†)	— (†)
Montana	7.1 (0.46)	8.0 (0.64)	7.0 (0.51)	7.4 (0.99)	7.5 (0.53)	6.3 (0.40)	5.5 (0.48)
Nebraska	8.8 (0.80)	9.7 (0.68)	— (†)	— (†)	6.4 (0.54)	6.4 (0.57)	7.1 (0.83)
Nevada	6.0 (0.65)	8.1 (0.96)	7.8 (0.70)	10.7 (0.84)	— (†)	6.4 (0.80)	6.9 (0.79)
New Hampshire	7.5 (0.98)	8.6 (0.91)	7.3 (0.69)	— (†)	— (†)	— (†)	— (†)
New Jersey	— (†)	8.0 (1.07)	— (†)	6.6 (0.75)	5.7 (0.51)	6.2 (0.81)	— (†)
New Mexico	— (†)	10.4 (0.96)	10.1 (0.68)	— (†)	— (†)	— (†)	— (†)
New York	7.2 (0.44)	7.2 (0.47)	7.3 (0.57)	7.5 (0.55)	7.3 (0.60)	7.3 (0.61)	8.4 (0.68)
North Carolina	7.2 (0.74)	7.9 (0.92)	6.6 (0.62)	6.8 (0.61)	9.1 (0.95)	6.9 (0.45)	4.9 (0.69)
North Dakota	5.9 (0.89)	6.6 (0.58)	5.2 (0.59)	— (†)	— (†)	— (†)	— (†)
Ohio ²	7.7 (1.30)	8.2 (0.67)	8.3 (0.77)	— (†)	— (†)	— (†)	— (†)
Oklahoma	7.4 (1.10)	6.0 (0.65)	7.0 (0.72)	5.8 (0.66)	5.7 (0.88)	4.6 (0.53)	5.1 (0.78)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	5.6 (0.73)	— (†)	— (†)	5.0 (0.47)
Rhode Island	8.2 (0.84)	8.7 (0.87)	8.3 (0.42)	6.5 (0.65)	— (†)	6.4 (0.51)	— (†)
South Carolina	— (†)	10.1 (0.93)	9.8 (0.85)	8.8 (1.48)	9.2 (0.92)	6.5 (0.83)	5.3 (0.73)
South Dakota ³	6.5 (0.71)	8.1 (1.04)	5.9 (0.87)	6.8 (0.87)	6.1 (0.77)	5.0 (0.69)	7.3 (1.10)
Tennessee	8.4 (1.17)	7.4 (0.79)	7.3 (0.76)	7.0 (0.71)	5.8 (0.52)	9.3 (0.73)	10.2 (1.04)
Texas	— (†)	9.3 (0.84)	8.7 (0.52)	7.2 (0.52)	6.8 (0.40)	7.1 (0.62)	— (†)
Utah	7.3 (1.44)	9.8 (1.32)	11.4 (1.92)	7.7 (0.88)	7.0 (0.98)	5.5 (0.59)	— (†)
Vermont ⁴	7.3 (0.20)	6.3 (0.46)	6.2 (0.56)	6.0 (0.30)	5.5 (0.37)	6.4 (0.43)	5.3 (0.16)
Virginia	— (†)	— (†)	— (†)	— (†)	7.0 (0.86)	6.1 (0.43)	6.4 (0.62)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	8.5 (1.26)	8.0 (0.78)	9.7 (0.77)	9.2 (0.77)	6.6 (0.93)	5.6 (0.51)	6.9 (0.58)
Wisconsin	5.5 (0.70)	7.6 (0.73)	5.6 (0.66)	6.7 (0.75)	5.1 (0.48)	4.3 (0.64)	— (†)
Wyoming	9.7 (1.00)	7.8 (0.67)	8.3 (0.67)	9.4 (0.58)	7.3 (0.58)	6.8 (0.47)	6.6 (0.74)
Puerto Rico	— (†)	6.3 (0.62)	— (†)	— (†)	4.9 (0.93)	4.1 (0.54)	4.7 (0.70)

— Not available.

†Not applicable.

¹For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.

²Ohio data for 2003 through 2013 include both public and private schools.

³South Dakota data for all years include both public and private schools.

⁴Vermont data for 2013 include both public and private schools.

NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. For the U.S. total, data for all years include both public and private

schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2015. (This table was prepared October 2017.)

Table 5.1. Number and percentage of public school teachers who reported that they were threatened with injury or physically attacked by a student from school during the previous 12 months, by selected teacher characteristics: Selected years, 1993–94 through 2015–16
 [Standard errors appear in parentheses]

Year	Total	Sex		Race/ethnicity				Instructional level ¹	
		Male	Female	White	Black	Hispanic	Other ²	Elementary	Secondary
1	2	3	4	5	6	7	8	9	10
Number of teachers									
Threatened with injury									
1993–94	326,800 (7,040)	111,200 (3,830)	215,600 (5,380)	281,300 (6,220)	23,400 (1,360)	15,100 (1,770)	6,900 (650)	128,000 (4,450)	198,800 (5,150)
1999–2000	287,400 (7,060)	89,600 (3,680)	197,800 (5,370)	237,100 (5,630)	27,200 (2,170)	16,300 (1,940)	6,700 (840)	138,000 (5,480)	149,300 (4,360)
2003–04	242,100 (7,840)	75,300 (3,640)	166,800 (6,840)	189,800 (6,310)	31,900 (3,120)	11,800 (1,760)	8,600 (1,170)	108,800 (6,990)	133,300 (4,970)
2007–08	276,600 (10,570)	85,200 (5,800)	191,500 (8,220)	223,200 (8,760)	27,600 (3,000)	17,400 (3,230)	8,400 (1,580)	123,800 (7,670)	152,800 (7,090)
2011–12	338,400 (17,290)	79,800 (5,400)	258,600 (15,480)	266,800 (13,430)	33,400 (4,400)	26,600 (4,660)	11,600 (2,200)	184,000 (13,400)	154,400 (7,750)
2015–16	373,900 (9,470)	94,100 (4,540)	279,800 (7,500)	298,500 (8,880)	29,800 (2,160)	28,600 (2,080)	17,100 (1,610)	205,100 (7,240)	168,900 (6,510)
Physically attacked									
1993–94	112,400 (3,730)	28,700 (1,780)	83,700 (3,710)	96,300 (3,720)	7,600 (860)	5,900 (1,270)	2,600 (430)	71,600 (3,120)	40,700 (1,850)
1999–2000	125,000 (4,630)	29,100 (2,010)	95,900 (4,230)	103,100 (3,590)	11,000 (1,550)	8,400 (1,640)	2,500 (450)	94,400 (4,180)	30,600 (2,240)
2003–04	121,400 (7,180)	21,700 (2,420)	99,700 (6,100)	95,500 (5,450)	14,800 (2,320)	6,400 (1,820)	4,700 (1,050)	85,100 (6,380)	36,300 (3,310)
2007–08	146,400 (8,200)	33,400 (4,750)	113,000 (6,250)	124,100 (6,990)	11,600 (2,330)	7,800 (1,990)	2,800 ¹ (1,230)	109,100 (7,340)	37,300 (3,090)
2011–12	197,400 (11,730)	29,500 (3,310)	167,900 (11,200)	160,700 (10,890)	18,000 (3,590)	11,300 (2,890)	7,400 (1,940)	153,800 (10,100)	43,600 (4,380)
2015–16	220,300 (7,060)	35,100 (2,250)	185,200 (6,160)	177,400 (6,350)	14,600 (1,640)	16,600 (1,580)	11,700 (1,430)	174,700 (6,710)	45,600 (2,580)
Percent of teachers									
Threatened with injury									
1993–94	12.8 (0.26)	16.0 (0.44)	11.5 (0.28)	12.7 (0.28)	12.4 (0.64)	13.9 (1.42)	14.5 (1.14)	9.6 (0.35)	16.2 (0.30)
1999–2000	9.6 (0.22)	11.9 (0.44)	8.8 (0.23)	9.4 (0.22)	11.9 (0.91)	9.7 (1.12)	9.1 (1.12)	8.6 (0.34)	10.7 (0.29)
2003–04	7.4 (0.24)	9.3 (0.43)	6.8 (0.28)	7.0 (0.24)	12.4 (1.03)	5.8 (0.90)	9.6 (1.24)	6.3 (0.39)	8.7 (0.29)
2007–08	8.1 (0.30)	10.4 (0.68)	7.4 (0.31)	7.9 (0.30)	11.5 (0.99)	7.3 (1.34)	8.7 (1.54)	7.2 (0.43)	9.1 (0.41)
2011–12	10.0 (0.48)	10.0 (0.56)	10.0 (0.57)	9.6 (0.47)	14.5 (1.84)	10.1 (1.70)	9.9 (1.69)	10.7 (0.76)	9.3 (0.38)
2015–16	9.8 (0.21)	10.5 (0.43)	9.6 (0.22)	9.7 (0.25)	11.7 (0.72)	8.5 (0.58)	10.3 (0.94)	10.7 (0.30)	8.8 (0.26)
Physically attacked									
1993–94	4.4 (0.14)	4.1 (0.24)	4.5 (0.20)	4.3 (0.17)	4.0 (0.43)	5.4 (1.09)	5.4 (0.82)	5.4 (0.22)	3.3 (0.15)
1999–2000	4.2 (0.15)	3.9 (0.25)	4.3 (0.18)	4.1 (0.14)	4.8 (0.63)	5.0 (0.92)	3.4 (0.59)	5.9 (0.26)	2.2 (0.15)
2003–04	3.7 (0.22)	2.7 (0.29)	4.1 (0.25)	3.5 (0.21)	5.8 (0.84)	3.2 (0.93)	5.3 (1.16)	5.0 (0.37)	2.4 (0.21)
2007–08	4.3 (0.24)	4.1 (0.57)	4.4 (0.24)	4.4 (0.25)	4.9 (0.95)	3.3 (0.79)	3.0 ¹ (1.09)	6.3 (0.44)	2.2 (0.18)
2011–12	5.8 (0.33)	3.7 (0.39)	6.5 (0.41)	5.8 (0.38)	7.8 (1.52)	4.3 (1.05)	6.3 (1.53)	8.9 (0.57)	2.6 (0.24)
2015–16	5.8 (0.17)	3.9 (0.24)	6.3 (0.19)	5.8 (0.19)	5.7 (0.61)	4.9 (0.45)	7.0 (0.84)	9.2 (0.30)	2.4 (0.13)

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

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

²Includes American Indian/Alaska Native, Asian, and Pacific Islander; for 2003–04 and later years, also includes Two or more races.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; "Charter School Teacher Data File," 1999–2000; and National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. (This table was prepared August 2017.)

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

[Standard errors appear in parentheses]

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
	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! (1.94)
Illinois	10.9 (0.76)	8.2 (0.89)	7.9 (1.60)	8.1 (1.42)	7.3 (1.41)	4.5 (0.50)	2.7 (0.39)	2.3! (0.77)	3.9 (0.90)	4.1 (1.11)
Indiana	13.8 (1.28)	7.6 (1.12)	7.2 (1.18)	10.2 (1.78)	11.2 (2.87)	3.0 (0.66)	3.0 (0.75)	4.1! (1.28)	4.7 (0.93)	6.4 (1.88)
Iowa	9.4 (1.19)	10.7 (0.93)	4.9 (1.13)	7.2 (1.32)	11.7 (2.43)	4.3 (0.88)	3.9 (0.73)	2.4 (0.64)	3.4 (0.93)	7.6 (2.11)
Kansas	10.9 (0.91)	6.0 (0.78)	3.9 (0.81)	5.7 (1.07)	7.2 (1.66)	3.8 (0.61)	2.9 (0.55)	3.3 (0.79)	5.0 (1.36)	5.5! (1.77)
Kentucky	14.0 (1.33)	12.6 (1.22)	7.8 (1.46)	9.8 (1.86)	10.6 (1.48)	3.8 (0.72)	4.5 (0.62)	2.7 (0.79)	5.8 (1.60)	7.0 (1.25)
Louisiana	17.0 (1.17)	13.4 (2.31)	9.8 (1.42)	10.3 (2.35)	18.3 (2.95)	6.6 (0.82)	5.0 (1.31)	2.7 (0.69)	4.0! (1.40)	7.2! (2.27)
Maine	9.0 (1.11)	11.7 (1.13)	5.2 (1.09)	9.5 (1.49)	9.1 (1.98)	2.4 (0.62)	6.3 (0.96)	3.3! (1.00)	5.2 (1.37)	5.2 (1.55)
Maryland	19.8 (2.15)	10.7 (1.31)	13.5 (2.24)	12.6 (2.47)	† (†)	8.6 (1.34)	4.6 (0.93)	6.5 (1.40)	8.4 (1.57)	† (†)
Massachusetts	10.8 (0.83)	11.3 (1.48)	6.4 (1.23)	9.7 (1.98)	6.2 (1.69)	4.7 (0.64)	4.3 (0.67)	3.8 (0.75)	4.1 (0.93)	5.3 (1.51)
Michigan	10.7 (1.54)	8.0 (0.93)	9.2 (1.55)	6.0 (1.15)	11.8 (1.62)	6.4 (1.13)	3.8 (0.91)	5.4 (1.04)	3.5! (1.32)	9.0 (2.00)
Minnesota	9.6 (1.13)	9.5 (1.11)	8.1 (1.17)	7.3 (1.16)	11.4 (1.49)	4.5 (0.85)	4.4 (1.04)	3.6 (0.68)	6.5 (1.38)	6.5 (1.27)
Mississippi	13.4 (1.48)	11.1 (0.99)	5.5 (0.92)	10.7 (1.59)	7.7 (1.42)	4.1 (0.78)	3.7 (0.58)	0.9! (0.34)	2.9 (0.83)	3.1! (1.14)
Missouri	12.6 (1.11)	11.3 (1.73)	8.3 (1.27)	8.7 (1.17)	12.3 (2.25)	3.2 (0.73)	5.6 (1.41)	5.5 (1.43)	5.3 (1.15)	7.5 (1.73)
Montana	7.7 (0.58)	8.3 (0.97)	6.0 (0.78)	6.3 (1.25)	7.6 (2.24)	2.7 (0.48)	2.7 (0.38)	1.9 (0.47)	4.0 (0.81)	4.2! (1.37)
Nebraska	10.4 (0.61)	9.9 (0.70)	7.5 (1.12)	7.2 (1.27)	8.0 (1.46)	3.6 (0.64)	3.8 (0.57)	4.1 (0.89)	4.2 (1.11)	5.8 (1.36)
Nevada	13.2 (1.22)	11.6 (1.34)	7.3 (1.89)	9.2 (2.21)	9.1 (2.65)	4.5 (0.86)	8.1 (1.07)	4.1! (1.28)	3.7! (1.41)	4.7! (2.25)
New Hampshire	11.1 (1.30)	8.8 (1.43)	5.8 (1.37)	6.5 (1.47)	5.6 (2.11)	3.0 (0.70)	4.2 (1.09)	2.8! (0.91)	2.2! (0.91)	† (†)
New Jersey	7.9 (0.87)	7.5 (0.80)	4.3 (1.20)	4.6 (1.26)	6.9 (1.08)	2.4 (0.45)	3.4 (0.78)	2.0! (0.67)	2.2! (0.82)	3.6 (0.97)
New Mexico	12.8 (1.27)	10.2 (1.75)	7.8 (1.25)	12.8 (1.85)	10.0 (2.76)	4.4 (0.72)	6.8 (1.77)	5.9 (0.97)	4.5 (1.33)	9.9! (3.17)
New York	16.2 (1.32)	11.5 (1.06)	10.4 (1.62)	10.5 (1.85)	11.9 (1.86)	6.7 (0.97)	5.2 (0.79)	6.5 (1.12)	6.4 (1.56)	7.0 (1.48)
North Carolina	17.1 (1.32)	12.8 (1.63)	8.7 (1.44)	9.6 (1.71)	13.4 (2.79)	6.0 (0.95)	5.5 (1.23)	4.4 (0.95)	5.9! (1.84)	6.3 (1.58)
North Dakota	5.5 (0.62)	5.7 (0.57)	5.0 (0.95)	2.5 (0.70)	6.1 (1.48)	2.9 (0.66)	2.1 (0.37)	2.1 (0.49)	1.6! (0.50)	3.3! (1.06)
Ohio	15.2 (1.48)	9.6 (1.35)	6.2 (1.14)	8.7 (1.59)	9.9 (1.20)	3.6 (0.69)	2.9 (0.83)	2.5! (0.83)	2.2! (0.70)	3.9 (0.88)
Oklahoma	11.0 (1.21)	8.5 (1.17)	6.0 (0.79)	7.4 (0.87)	9.6 (2.12)	4.1 (0.81)	4.5 (1.12)	3.0 (0.53)	3.2 (0.63)	6.2 (1.66)
Oregon	11.5 (1.00)	6.9 (1.33)	5.5 (1.11)	6.3 (1.30)	5.3 (1.56)	3.4 (0.64)	3.0 (0.60)	1.4! (0.55)	3.9! (1.18)	3.4! (1.27)
Pennsylvania	11.0 (1.75)	9.5 (1.28)	9.5 (1.29)	4.6 (1.04)	10.1 (1.54)	3.6 (1.02)	4.5 (0.97)	5.0 (0.82)	3.8 (0.90)	4.4 (0.99)
Rhode Island	13.4 (1.78)	10.2 (0.64)	4.6! (1.39)	8.6 (2.13)	† (†)	4.2 (0.91)	4.8 (0.59)	2.4! (0.92)	† (†)	† (†)
South Carolina	15.2 (1.62)	11.5 (1.10)	8.5 (1.30)	8.5 (1.46)	13.1 (2.70)	3.8 (0.92)	5.3 (0.94)	3.1 (0.82)	2.9! (1.18)	† (†)
South Dakota	6.5 (0.83)	7.7 (0.91)	4.7 (1.23)	6.9 (1.88)	10.0 (2.28)	2.6 (0.46)	3.9 (0.50)	2.9 (0.79)	4.3 (0.88)	5.2! (1.66)
Tennessee	12.4 (1.45)	13.3 (1.65)	6.5 (1.24)	7.7 (1.26)	9.4 (2.11)	3.5 (0.91)	2.6 (0.67)	3.7 (1.02)	4.1 (1.11)	3.2! (1.04)
Texas	12.6 (1.15)	8.9 (0.89)	7.6 (1.13)	7.6 (1.31)	10.0 (1.81)	4.2 (0.65)	4.8 (0.75)	3.9 (0.92)	4.2 (1.18)	5.7 (1.30)
Utah	11.1 (0.87)	8.0 (1.15)	5.2 (0.82)	5.7 (1.18)	7.2 (1.96)	7.2 (0.72)	2.6 (0.58)	4.1 (0.90)	3.8! (1.26)	5.4 (1.53)
Vermont	12.4 (1.28)	9.9 (1.46)	4.9 (1.18)	7.6 (1.82)	8.7 (1.86)	8.6 (1.38)	5.3 (0.94)	1.8! (0.90)	4.2 (1.22)	5.3 (1.29)
Virginia	14.9 (1.37)	12.1 (1.19)	6.5 (1.11)	8.1 (1.38)	9.9 (1.58)	6.9 (1.23)	4.9 (0.76)	2.9! (0.88)	6.0 (1.32)	6.5 (1.68)
Washington	13.0 (1.33)	10.0 (0.98)	6.7 (1.29)	7.0 (1.34)	7.4 (1.36)	4.9 (0.74)	5.0 (0.61)	4.1 (0.85)	4.4 (1.28)	6.8 (1.80)
West Virginia	11.7 (0.86)	10.0 (1.19)	7.4 (1.13)	8.1 (1.67)	9.4 (2.08)	3.4 (0.67)	3.4 (0.67)	3.4 (0.82)	4.0 (1.07)	4.3! (1.72)
Wisconsin	13.7 (1.82)	10.1 (0.99)	4.7 (0.99)	8.8 (1.51)	13.7 (2.37)	3.9 (0.77)	4.4 (0.79)	2.5 (0.71)	6.5 (1.29)	11.3 (2.56)
Wyoming	9.0 (0.79)	6.7 (0.96)	3.8! (1.31)	5.1 (1.00)	10.9 (3.10)	2.7 (0.49)	2.6 (0.47)	2.5! (1.04)	3.0 (0.86)	† (†)

†Not applicable.

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

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter schools. Detail may not sum to totals because of rounding. Some data have been revised from previously published figures.

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

Table 6.1. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2015–16
 [Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools						2015–16		
	1999–2000	2003–04	2005–06	2007–08	2009–10	2013–14 ¹	Percent of schools	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10
Recorded incidents									
Total	86.4 (1.23)	88.5 (0.85)	85.7 (1.07)	85.5 (0.87)	85.0 (1.07)	— (†)	78.9 (1.28)	1,381,200 (42,660)	28.0 (0.90)
Violent incidents	71.4 (1.37)	81.4 (1.05)	77.7 (1.11)	75.5 (1.09)	73.8 (1.07)	65.0 (1.46)	68.9 (1.30)	864,900 (42,950)	17.5 (0.89)
Serious violent incidents	19.7 (0.98)	18.3 (0.99)	17.1 (0.91)	17.2 (1.06)	16.4 (0.94)	13.1 (1.00)	15.5 (0.93)	40,800 (3,460)	0.8 (0.07)
Rape or attempted rape	0.7 (0.10)	0.8 (0.17)	0.3 (0.07)	0.8 (0.17)	0.5 (0.10)	0.2 ¹ (0.10)	0.9 (0.19)	1,100 (190)	# (†)
Sexual assault other than rape ²	2.5 (0.33)	3.0 (0.32)	2.8 (0.24)	2.5 (0.33)	2.3 (0.34)	1.7 (0.37)	3.4 (0.38)	6,100 (1,360)	0.1 (0.03)
Physical attack or fight with a weapon	5.2 (0.60)	4.0 (0.46)	3.0 (0.38)	3.0 (0.33)	3.9 (0.48)	1.8 (0.34)	2.6 (0.38)	5,300 (1,280)	0.1 (0.03)
Threat of physical attack with a weapon	11.1 (0.70)	8.6 (0.71)	8.8 (0.66)	9.3 (0.77)	7.7 (0.72)	8.7 (0.78)	8.5 (0.79)	18,300 (2,420)	0.4 (0.05)
Robbery with a weapon	0.5 ¹ (0.15)	0.6 (0.15)	0.4 (0.12)	0.4 ¹ (0.14)	0.2 (0.05)	± (†)	0.5 ¹ (0.16)	600 (160)	# (†)
Robbery without a weapon	5.3 (0.56)	6.3 (0.60)	6.4 (0.59)	5.2 (0.56)	4.4 (0.49)	2.5 (0.42)	2.7 (0.36)	9,500 (1,440)	0.2 (0.03)
Physical attack or fight without a weapon	63.7 (1.52)	76.7 (1.21)	74.3 (1.20)	72.7 (1.07)	70.5 (1.11)	57.5 (1.43)	64.9 (1.28)	567,000 (36,780)	11.5 (0.75)
Threat of physical attack without a weapon	52.2 (1.47)	53.0 (1.34)	52.2 (1.27)	47.8 (1.19)	46.4 (1.33)	47.1 (1.50)	39.4 (1.48)	257,000 (15,630)	5.2 (0.33)
Theft³	45.6 (1.37)	46.0 (1.29)	46.0 (1.07)	47.3 (1.29)	44.1 (1.31)	— (†)	38.7 (1.29)	166,000 (5,190)	3.4 (0.11)
Other incidents⁴	72.7 (1.30)	64.0 (1.27)	68.2 (1.07)	67.4 (1.13)	68.1 (1.12)	— (†)	58.5 (1.68)	350,400 (10,710)	7.1 (0.22)
Possession of a firearm/explosive device	5.5 (0.44)	6.1 (0.49)	7.2 (0.60)	4.7 (0.38)	4.7 (0.52)	— (†)	4.0 (0.50)	10,500 ¹ (3,220)	0.2 ¹ (0.06)
Possession of a knife or sharp object	42.6 (1.28)	— (†)	42.8 (1.23)	40.6 (1.10)	39.7 (1.06)	— (†)	38.4 (1.26)	70,600 (3,210)	1.4 (0.07)
Distribution of illegal drugs ⁵	12.3 (0.50)	12.9 (0.55)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ⁵	26.6 (0.72)	29.3 (0.87)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁶	— (†)	— (†)	25.9 (0.68)	23.2 (0.68)	24.6 (0.57)	— (†)	24.9 (0.85)	112,100 (4,250)	2.3 (0.09)
Inappropriate distribution, possession, or use of prescription drugs ⁷	— (†)	— (†)	— (†)	— (†)	12.1 (0.47)	— (†)	9.5 (0.55)	20,100 (1,580)	0.4 (0.03)
Distribution, possession, or use of alcohol ⁸	— (†)	— (†)	16.2 (0.68)	14.9 (0.57)	14.1 (0.50)	— (†)	13.3 (0.50)	29,900 (1,620)	0.6 (0.03)
Sexual harassment	36.3 (1.26)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	51.4 (1.61)	51.4 (1.17)	50.5 (1.17)	49.3 (1.16)	45.8 (1.12)	— (†)	33.4 (1.25)	107,200 (7,040)	2.2 (0.14)
Reported incidents to police									
Total	62.5 (1.37)	65.2 (1.35)	60.9 (1.15)	62.0 (1.24)	60.0 (1.58)	— (†)	47.4 (1.54)	448,900 (13,330)	9.1 (0.27)
Violent incidents	36.0 (0.82)	43.6 (1.15)	37.7 (1.09)	37.8 (1.16)	39.9 (1.13)	— (†)	32.7 (1.13)	195,600 (9,620)	4.0 (0.20)
Serious violent incidents	14.8 (0.10)	13.3 (0.88)	12.6 (0.70)	12.6 (0.86)	10.4 (0.62)	— (†)	10.0 (0.68)	20,000 (1,700)	0.4 (0.04)
Rape or attempted rape	0.6 (0.34)	0.8 (0.17)	0.3 (0.07)	0.8 (0.17)	0.5 (0.10)	— (†)	0.7 (0.14)	900 (160)	# (†)
Sexual assault other than rape ²	2.3 (0.50)	2.6 (0.28)	2.6 (0.26)	2.1 (0.29)	1.4 (0.20)	— (†)	2.7 (0.28)	3,600 (490)	0.1 (0.01)
Physical attack or fight with a weapon	3.9 (0.59)	2.8 (0.38)	2.2 (0.27)	2.1 (0.27)	2.2 (0.32)	— (†)	1.3 (0.24)	2,500 ¹ (830)	0.1 ¹ (0.02)
Threat of physical attack with a weapon	8.5 (0.09)	6.0 (0.55)	5.9 (0.49)	5.7 (0.59)	4.5 (0.43)	— (†)	5.3 (0.53)	7,500 (770)	0.2 (0.02)
Robbery with a weapon	0.3 ¹ (0.41)	0.6 (0.15)	0.4 (0.12)	0.4 ¹ (0.14)	0.2 (0.05)	— (†)	0.3 ¹ (0.13)	400 ¹ (140)	# (†)
Robbery without a weapon	3.4 (0.91)	4.2 (0.51)	4.9 (0.48)	4.1 (0.42)	3.5 (0.40)	— (†)	1.9 (0.28)	5,000 (690)	0.1 (0.01)
Physical attack or fight without a weapon	25.8 (0.94)	35.6 (0.98)	29.2 (1.00)	28.2 (0.90)	34.3 (0.90)	— (†)	25.1 (1.03)	121,500 (8,560)	2.5 (0.18)
Threat of physical attack without a weapon	18.9 (0.94)	21.0 (0.82)	19.7 (0.69)	19.5 (0.76)	15.2 (0.79)	— (†)	12.9 (0.65)	54,200 (3,680)	1.1 (0.07)

See notes at end of table.

Table 6.1. Percentage of public schools recording incidents of crime at school and reporting incidents to police, number of incidents, and rate per 1,000 students, by type of crime: Selected years, 1999–2000 through 2015–16—Continued
 [Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools						2015–16		
	1999–2000	2003–04	2005–06	2007–08	2009–10	2013–14 ¹	Percent of schools	Number of incidents	Rate per 1,000 students
1	2	3	4	5	6	7	8	9	10
Theft³	28.5 (1.04)	30.5 (1.17)	27.9 (0.97)	31.0 (1.12)	25.4 (1.01)	— (†)	18.1 (0.80)	71,600 (3,280)	1.5 (0.07)
Other incidents⁴	52.0 (1.14)	50.0 (1.18)	50.6 (1.00)	48.7 (1.17)	46.3 (1.23)	— (†)	33.5 (1.15)	181,700 (5,500)	3.7 (0.11)
Possession of a firearm/explosive device	4.5 (0.41)	4.9 (0.44)	5.5 (0.51)	3.6 (0.32)	3.1 (0.39)	— (†)	1.9 (0.29)	7,500! (2,760)	0.2! (0.06)
Possession of a knife or sharp object	23.0 (0.84)	— (†)	25.0 (1.00)	23.3 (0.69)	20.0 (0.88)	— (†)	15.8 (0.66)	27,700 (1,330)	0.6 (0.03)
Distribution of illegal drugs ⁵	11.4 (0.48)	12.4 (0.57)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ⁵	22.2 (0.67)	26.0 (0.76)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁵	— (†)	— (†)	22.8 (0.62)	20.7 (0.60)	21.4 (0.57)	— (†)	19.9 (0.71)	82,200 (3,300)	1.7 (0.07)
Inappropriate distribution, possession, or use of prescription drugs ⁷	— (†)	— (†)	— (†)	— (†)	9.6 (0.42)	— (†)	7.4 (0.56)	15,100 (1,270)	0.3 (0.03)
Distribution, possession, or use of alcohol ⁶	— (†)	— (†)	11.6 (0.61)	10.6 (0.55)	10.0 (0.41)	— (†)	8.6 (0.41)	17,800 (1,330)	0.4 (0.03)
Sexual harassment	14.7 (0.78)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	32.7 (1.10)	34.3 (1.06)	31.9 (1.02)	30.8 (1.18)	26.8 (1.09)	— (†)	12.9 (0.86)	31,600 (2,370)	0.6 (0.05)

—Not available.
 †Not applicable.
 #Rounds to zero.

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
²Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

³Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

⁴Prior to 2015–16, the wording of the survey item was “sexual battery other than rape.”

⁵Theft/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.

⁶Caution should be used when making direct comparisons of “Other incidents” between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 5, 6, and 7.

⁵The survey items “Distribution of illegal drugs” and “Possession or use of alcohol or illegal drugs” appear only on the 1999–2000 and 2003–04 questionnaires. Different alcohol- and drug-related survey items were used on the SSOCS questionnaires for later years.

⁶The survey items “Distribution, possession, or use of illegal drugs” and “Distribution, possession, or use of alcohol” appear only on the SSOCS questionnaires for 2005–06 and later years.

⁷The survey item “Inappropriate distribution, possession, or use of prescription drugs” appears only on the 2009–10 and 2015–16 questionnaires.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared September 2017.)

Table 6.2. Percentage of public schools recording incidents of crime at school, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents						Theft ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Percent of schools recording	Number of incidents	Rate per 1,000 students	Percent of schools recording	Number of incidents	Rate per 1,000 students
		Percent of schools recording	Number of incidents	Rate per 1,000 students	Percent of schools recording	Number of incidents	Rate per 1,000 students						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	83,600 (210)	68.9 (1.30)	864,900 (42,950)	17.5 (0.89)	15.5 (0.93)	40,800 (3,460)	0.8 (0.07)	38.7 (1.29)	166,000 (5,190)	3.4 (0.11)	58.5 (1.68)	350,400 (10,710)	7.1 (0.22)
School level⁵													
Primary	49,100 (180)	57.2 (2.04)	355,500 (35,190)	14.7 (1.49)	9.2 (1.12)	12,800 (2,390)	0.5 (0.10)	22.5 (1.81)	27,300 (3,140)	1.1 (0.13)	42.7 (2.63)	69,900 (6,150)	2.9 (0.25)
Middle	15,600 (30)	88.0 (1.15)	263,000 (17,350)	27.1 (1.78)	22.9 (1.90)	12,500 (1,930)	1.3 (0.20)	54.7 (1.84)	43,100 (2,530)	4.4 (0.27)	76.5 (1.69)	74,500 (3,760)	7.7 (0.38)
High school	12,800 (50)	89.8 (1.53)	207,900 (10,320)	16.2 (0.72)	30.5 (1.79)	13,200 (1,220)	1.0 (0.09)	76.5 (1.98)	82,800 (4,500)	6.4 (0.35)	88.1 (1.48)	180,900 (10,150)	14.1 (0.75)
Combined	6,200 (120)	71.1 (5.52)	38,500 (6,430)	14.8 (2.61)	15.9 (3.22)	2,300! (740)	0.9! (0.30)	49.3 (6.40)	12,800 (2,330)	4.9 (0.92)	77.8 (4.77)	25,100 (3,710)	9.6 (1.36)
Enrollment size													
Less than 300	18,200 (190)	52.6 (3.81)	66,400 (9,690)	15.7 (2.43)	7.3 (2.18)	3,300! (1,110)	0.8! (0.27)	28.2 (3.06)	15,000 (2,640)	3.6 (0.64)	44.7 (3.87)	32,700 (7,430)	7.8 (1.77)
300 to 499	25,000 (110)	63.0 (2.96)	177,000 (18,850)	17.3 (1.82)	12.7 (1.79)	8,700 (2,000)	0.8 (0.20)	27.6 (2.22)	23,600 (2,930)	2.3 (0.29)	51.7 (3.03)	51,000 (3,570)	5.0 (0.35)
500 to 999	31,700 (90)	76.0 (2.03)	399,100 (33,500)	18.2 (1.54)	17.1 (1.43)	15,700 (2,090)	0.7 (0.10)	42.3 (2.06)	59,100 (3,470)	2.7 (0.16)	62.5 (2.11)	124,800 (6,860)	5.7 (0.30)
1,000 or more	8,700 (10)	94.5 (1.37)	222,300 (10,800)	17.2 (0.86)	34.6 (2.49)	13,200 (1,570)	1.0 (0.13)	80.1 (1.87)	68,300 (3,620)	5.3 (0.29)	92.6 (1.74)	141,900 (6,280)	11.0 (0.48)
Locale													
City	22,800 (110)	74.0 (2.71)	335,900 (30,200)	22.8 (2.08)	17.4 (1.80)	15,200 (2,230)	1.0 (0.15)	42.4 (3.07)	55,800 (3,380)	3.8 (0.23)	63.6 (3.12)	115,400 (7,910)	7.8 (0.49)
Suburban	27,400 (90)	66.4 (2.47)	260,900 (17,170)	13.2 (0.84)	12.6 (1.26)	11,500 (1,610)	0.6 (0.08)	35.0 (2.22)	55,000 (3,860)	2.8 (0.19)	52.6 (2.77)	116,400 (6,840)	5.9 (0.33)
Town	11,000 (80)	77.7 (3.69)	132,500 (19,620)	23.3 (3.51)	20.2 (3.52)	5,800 (1,480)	1.0 (0.27)	42.4 (3.16)	20,600 (1,750)	3.6 (0.32)	70.5 (3.80)	54,400 (3,510)	9.6 (0.62)
Rural	22,500 (150)	62.7 (2.82)	135,500 (11,480)	14.8 (1.31)	14.6 (1.93)	8,100 (1,470)	0.9 (0.17)	37.7 (2.78)	34,600 (3,700)	3.8 (0.41)	54.7 (3.18)	64,200 (4,740)	7.0 (0.50)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of two or more races													
Less than 5 percent	5,300 (550)	58.0 (5.85)	28,800 (4,690)	14.9 (2.01)	11.0 (2.98)	1,300! (470)	0.7! (0.24)	27.6 (5.55)	4,800 (920)	2.5 (0.47)	47.7 (6.06)	14,900 (2,220)	7.7 (1.11)
5 percent to less than 20 percent	21,300 (900)	68.4 (3.27)	147,000 (19,840)	13.6 (1.80)	14.7 (1.84)	6,400 (1,220)	0.6 (0.11)	40.7 (2.82)	34,200 (3,830)	3.2 (0.34)	62.0 (3.11)	69,400 (4,020)	6.4 (0.36)
20 percent to less than 50 percent	21,900 (800)	66.8 (3.16)	199,800 (16,960)	14.8 (1.23)	14.5 (1.92)	9,700 (1,980)	0.7 (0.15)	37.1 (2.41)	41,500 (2,950)	3.1 (0.22)	53.3 (3.04)	82,600 (5,510)	6.1 (0.38)
50 percent or more	35,100 (1,110)	72.3 (1.89)	489,300 (33,460)	21.2 (1.52)	17.3 (1.41)	23,300 (2,300)	1.0 (0.10)	40.2 (2.45)	85,400 (5,160)	3.7 (0.21)	61.2 (2.58)	183,400 (10,410)	8.0 (0.44)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	58.6 (4.06)	81,000 (14,550)	8.3 (1.33)	11.9 (1.50)	3,100 (440)	0.3 (0.04)	31.9 (2.36)	19,600 (1,660)	2.0 (0.16)	44.1 (3.66)	40,900 (3,430)	4.2 (0.29)
26 to 50 percent	23,400 (1,070)	70.2 (2.80)	198,900 (25,420)	15.0 (1.62)	15.4 (1.66)	11,700 (1,740)	0.8 (0.12)	37.7 (2.01)	46,900 (3,900)	3.5 (0.26)	57.5 (3.18)	92,900 (5,710)	7.0 (0.38)
51 to 75 percent	23,000 (1,100)	68.3 (2.65)	231,700 (16,060)	17.6 (1.23)	16.3 (2.05)	11,200 (1,770)	0.9 (0.14)	42.5 (2.64)	52,100 (4,100)	4.0 (0.30)	60.3 (2.62)	106,200 (8,330)	8.1 (0.45)
76 to 100 percent	23,300 (1,120)	74.5 (2.47)	353,300 (34,130)	26.7 (2.42)	16.9 (1.90)	16,300 (2,460)	1.2 (0.18)	40.1 (2.84)	47,300 (4,560)	3.6 (0.30)	66.3 (3.17)	110,500 (10,230)	8.4 (0.71)
Student/teacher ratio⁶													
Less than 12	11,400 (840)	61.9 (4.10)	66,700 (12,100)	18.9 (2.99)	10.6 (2.34)	3,400 (1,000)	1.0 (0.27)	29.4 (3.82)	11,900 (2,160)	3.4 (0.56)	51.6 (3.34)	22,800 (2,720)	6.4 (0.71)
12 to 16	29,100 (1,290)	70.5 (2.34)	316,800 (28,240)	20.6 (1.64)	15.5 (1.80)	10,200 (1,520)	0.7 (0.10)	39.0 (2.35)	51,500 (3,870)	3.4 (0.26)	57.6 (2.75)	97,400 (6,110)	6.3 (0.37)
More than 16	43,100 (1,250)	69.8 (1.78)	481,300 (30,050)	15.8 (0.94)	16.7 (1.39)	27,200 (3,440)	0.9 (0.11)	41.0 (1.80)	102,600 (4,910)	3.4 (0.15)	60.9 (2.33)	230,300 (12,160)	7.6 (0.37)

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

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

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

³Theft/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.

⁵Primary 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.

⁶Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 6.3. Percentage of public schools reporting incidents of crime at school to the police, number of incidents, and rate per 1,000 students, by type of crime and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents						Theft ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Percent of schools reporting to police	Number of incidents	Rate per 1,000 students
		Percent of schools reporting to police	Number of incidents	Rate per 1,000 students	Percent of schools reporting to police	Number of incidents	Rate per 1,000 students						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	83,600 (210)	32.7 (1.13)	195,600 (9,620)	4.0 (0.20)	10.0 (0.68)	20,000 (1,700)	0.4 (0.04)	18.1 (0.80)	71,600 (3,280)	1.5 (0.07)	33.5 (1.15)	181,700 (5,500)	3.7 (0.11)
School level⁵													
Primary	49,100 (180)	18.0 (1.70)	36,900 (7,670)	1.5 (0.32)	3.2 (0.79)	3,000! (1,060)	0.1! (0.04)	5.6 (1.06)	3,600 (690)	0.1 (0.03)	15.2 (1.65)	18,200 (3,190)	0.8 (0.13)
Middle	15,600 (30)	49.3 (2.04)	58,900 (6,080)	6.1 (0.61)	16.9 (1.64)	5,600 (760)	0.6 (0.08)	28.8 (1.58)	16,300 (1,650)	1.7 (0.17)	49.0 (1.95)	38,100 (3,130)	3.9 (0.32)
High school	12,800 (50)	67.4 (2.20)	88,700 (5,120)	6.9 (0.39)	26.6 (1.71)	9,900 (940)	0.8 (0.07)	50.3 (1.66)	47,900 (2,920)	3.7 (0.23)	75.3 (1.41)	113,400 (5,100)	8.8 (0.38)
Combined	6,200 (120)	35.1 (4.23)	11,100 (2,810)	4.3 (1.12)	12.2 (3.18)	1,500! (650)	0.6! (0.26)	23.2 (4.83)	3,800 (990)	1.5 (0.39)	53.7 (5.19)	12,100 (1,940)	4.6 (0.71)
Enrollment size													
Less than 300	18,200 (190)	17.1 (2.62)	11,300 (3,400)	2.7! (0.83)	4.4 (1.24)	1,000 (270)	0.2 (0.07)	8.0 (2.04)	2,800 (790)	0.7 (0.19)	18.4 (2.66)	7,800 (1,540)	1.9 (0.37)
300 to 499	25,000 (110)	27.9 (2.52)	27,600 (4,530)	2.7 (0.44)	6.8 (1.23)	2,700 (500)	0.3 (0.05)	9.8 (1.41)	5,700 (1,000)	0.6 (0.10)	24.4 (1.71)	17,200 (1,760)	1.7 (0.17)
500 to 999	31,700 (90)	34.5 (1.91)	76,900 (9,090)	3.5 (0.41)	10.6 (1.10)	7,400 (1,300)	0.3 (0.06)	19.7 (1.19)	23,200 (2,010)	1.1 (0.09)	36.5 (1.83)	60,200 (4,140)	2.7 (0.19)
1,000 or more	8,700 (10)	72.0 (2.06)	79,800 (5,080)	6.2 (0.41)	28.9 (2.22)	8,800 (1,140)	0.7 (0.09)	57.1 (2.00)	39,900 (2,540)	3.1 (0.20)	80.6 (1.79)	96,500 (5,250)	7.5 (0.41)
Locale													
City	22,800 (110)	33.9 (2.48)	72,300 (9,190)	4.9 (0.64)	11.4 (1.38)	6,700 (930)	0.5 (0.06)	19.4 (2.02)	23,200 (2,510)	1.6 (0.17)	35.1 (2.56)	54,800 (3,940)	3.7 (0.24)
Suburban	27,400 (90)	31.3 (1.40)	64,400 (5,550)	3.3 (0.28)	8.7 (1.01)	7,100 (1,130)	0.4 (0.06)	16.5 (1.15)	27,700 (2,000)	1.4 (0.10)	33.9 (1.87)	67,300 (4,800)	3.4 (0.23)
Town	11,000 (80)	47.4 (3.32)	29,200 (3,800)	5.1 (0.68)	12.7 (2.66)	2,500 (560)	0.4 (0.10)	24.3 (2.53)	9,600 (1,170)	1.7 (0.20)	41.2 (3.11)	28,100 (2,400)	4.9 (0.38)
Rural	22,500 (150)	25.9 (1.90)	29,700 (3,620)	3.2 (0.41)	8.9 (1.10)	3,600 (610)	0.4 (0.07)	15.6 (1.73)	11,000 (1,520)	1.2 (0.16)	27.8 (2.10)	31,600 (2,440)	3.4 (0.24)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of two or more races													
Less than 5 percent	5,300 (550)	22.1 (4.01)	7,800 (1,740)	4.0 (0.88)	6.4 (1.69)	500 (140)	0.3 (0.07)	13.8 (3.20)	2,200 (520)	1.1 (0.26)	30.4 (4.62)	7,600 (1,570)	3.9 (0.75)
5 percent to less than 20 percent	21,300 (900)	32.7 (2.92)	30,800 (4,370)	2.8 (0.41)	9.3 (1.17)	3,400 (540)	0.3 (0.05)	16.2 (1.91)	12,500 (1,590)	1.2 (0.16)	34.4 (2.64)	34,700 (2,720)	3.2 (0.26)
20 percent to less than 50 percent	21,900 (800)	33.2 (2.44)	47,800 (5,130)	3.5 (0.39)	10.4 (1.54)	5,200 (980)	0.4 (0.08)	19.7 (1.63)	20,900 (1,570)	1.6 (0.12)	29.2 (2.18)	45,800 (3,900)	3.4 (0.29)
50 percent or more	35,100 (1,110)	33.9 (2.06)	109,300 (9,530)	4.7 (0.42)	10.7 (1.07)	10,900 (1,170)	0.5 (0.05)	18.9 (1.61)	35,900 (3,040)	1.6 (0.12)	36.2 (2.09)	93,600 (6,580)	4.1 (0.27)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	13,900 (920)	26.8 (2.82)	18,100 (3,480)	1.9 (0.34)	7.5 (1.19)	1,900 (300)	0.2 (0.03)	16.5 (1.99)	9,700 (1,010)	1.0 (0.10)	25.9 (2.10)	24,000 (2,200)	2.5 (0.23)
26 to 50 percent	23,400 (1,070)	34.2 (2.00)	48,600 (5,250)	3.7 (0.34)	11.3 (1.15)	6,100 (1,040)	0.5 (0.07)	17.7 (1.30)	22,300 (1,920)	1.7 (0.14)	36.0 (2.44)	52,000 (3,770)	3.9 (0.26)
51 to 75 percent	23,000 (1,100)	33.5 (2.31)	60,800 (5,170)	4.6 (0.39)	9.6 (1.32)	5,600 (950)	0.4 (0.08)	18.7 (1.34)	21,800 (2,560)	1.7 (0.18)	31.8 (2.02)	57,100 (5,910)	4.3 (0.34)
76 to 100 percent	23,300 (1,120)	33.8 (2.56)	68,100 (8,600)	5.2 (0.67)	10.6 (1.52)	6,400 (1,040)	0.5 (0.07)	18.7 (2.06)	17,700 (2,240)	1.3 (0.17)	37.3 (2.95)	48,600 (4,250)	3.7 (0.30)
Student/teacher ratio⁶													
Less than 12	11,400 (840)	27.5 (3.38)	14,500 (3,330)	4.1 (0.93)	7.6 (1.84)	1,600 (460)	0.5 (0.13)	12.3 (2.50)	5,100 (1,110)	1.4 (0.30)	30.1 (3.30)	10,600 (1,550)	3.0 (0.39)
12 to 16	29,100 (1,290)	33.4 (2.36)	64,900 (8,550)	4.2 (0.55)	9.7 (1.12)	5,800 (990)	0.4 (0.06)	18.6 (1.50)	21,000 (2,040)	1.4 (0.14)	31.0 (2.02)	46,400 (3,450)	3.0 (0.20)
More than 16	43,100 (1,250)	33.5 (1.53)	116,200 (7,770)	3.8 (0.26)	10.8 (0.96)	12,500 (1,470)	0.4 (0.05)	19.3 (0.99)	45,500 (2,790)	1.5 (0.09)	36.1 (2.00)	124,700 (6,420)	4.1 (0.19)

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

¹All violent¹ incidents include "serious violent"² incidents (see footnote 2) as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

²Serious violent² incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon.

³Theft/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.

⁴Other incidents⁴ 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.

⁵Primary 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.

⁶Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 6.4. Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of violent incidents recorded							Number of violent incidents reported to the police						
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	31.1 (1.30)	13.9 (0.93)	16.0 (1.25)	10.8 (0.88)	8.5 (0.60)	5.4 (0.51)	14.3 (0.86)	67.3 (1.13)	15.8 (0.98)	7.1 (0.53)	3.2 (0.28)	2.5 (0.34)	1.3 (0.22)	2.7 (0.28)
School level¹														
Primary	42.8 (2.04)	14.3 (1.49)	13.2 (1.80)	10.8 (1.27)	5.8 (0.96)	3.4 (0.71)	9.6 (1.24)	82.0 (1.70)	11.4 (1.45)	3.7 (0.79)	0.8! (0.39)	1.2! (0.52)	‡ (†)	0.7! (0.35)
Middle	12.0 (1.15)	13.2 (1.39)	17.8 (1.40)	11.0 (1.13)	13.8 (1.50)	8.9 (0.98)	23.2 (1.57)	50.7 (2.04)	23.2 (1.75)	11.0 (1.06)	6.1 (0.72)	3.0 (0.57)	1.9 (0.54)	4.2 (0.68)
High school	10.2 (1.53)	11.5 (1.56)	20.7 (1.73)	10.4 (1.29)	12.2 (1.29)	9.9 (1.06)	25.1 (1.59)	32.6 (2.20)	22.1 (1.99)	15.9 (1.39)	8.3 (0.87)	7.6 (0.98)	4.3 (0.61)	9.1 (0.86)
Combined	28.9 (5.52)	17.2 (4.95)	23.4 (5.42)	11.2! (3.47)	8.5! (2.72)	‡ (†)	7.3! (2.66)	64.9 (4.23)	18.7 (4.00)	6.1! (2.80)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Enrollment size														
Less than 300	47.4 (3.81)	14.0 (2.19)	23.0 (3.06)	5.8 (1.75)	3.6! (1.31)	2.4! (1.08)	3.7! (1.35)	82.9 (2.62)	11.0 (1.94)	2.9! (1.06)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
300 to 499	37.0 (2.96)	15.6 (1.96)	15.2 (1.88)	10.6 (1.68)	7.7 (1.41)	3.6 (0.93)	10.2 (1.77)	72.1 (2.52)	18.3 (2.27)	5.5 (1.15)	2.2! (0.72)	0.6! (0.32)	‡ (†)	1.1! (0.49)
500 to 999	24.0 (2.03)	14.6 (1.30)	14.0 (1.58)	13.9 (1.45)	9.6 (1.11)	6.9 (0.96)	17.0 (1.60)	65.5 (1.91)	16.5 (1.59)	8.2 (0.97)	3.3 (0.50)	2.6 (0.53)	1.2 (0.32)	2.8 (0.58)
1,000 or more	5.5 (1.37)	6.6 (1.45)	10.5 (1.32)	10.6 (1.58)	16.5 (1.82)	11.6 (1.52)	38.7 (2.06)	28.0 (2.06)	16.0 (1.78)	16.4 (1.74)	10.6 (1.44)	9.7 (1.15)	6.1 (0.97)	13.3 (1.49)
Locale														
City	26.0 (2.71)	13.1 (1.83)	13.5 (2.20)	10.3 (1.82)	10.3 (1.48)	5.9 (1.19)	20.9 (2.12)	66.1 (2.48)	13.4 (1.96)	8.3 (1.31)	3.6 (0.77)	3.3 (0.96)	1.3! (0.42)	4.1 (0.72)
Suburban	33.6 (2.47)	12.5 (1.92)	15.3 (1.91)	12.3 (1.43)	8.2 (1.25)	4.5 (0.79)	13.6 (1.40)	68.7 (1.40)	15.8 (1.17)	6.2 (0.80)	2.8 (0.36)	2.4 (0.36)	1.6! (0.50)	2.5 (0.45)
Town	22.3 (3.69)	13.0 (2.97)	15.6 (2.48)	12.5 (2.31)	9.8 (1.87)	9.5 (2.08)	17.3 (3.04)	52.6 (3.32)	25.9 (3.33)	7.4 (1.27)	6.2 (1.42)	3.0! (0.97)	0.8! (0.34)	4.1! (1.34)
Rural	37.3 (2.82)	16.9 (1.78)	19.5 (2.37)	8.8 (1.67)	6.2 (1.21)	4.2 (1.01)	7.1 (0.98)	74.1 (1.90)	13.2 (1.41)	6.9 (1.09)	1.8! (0.56)	1.8! (0.82)	1.1 (0.33)	1.1 (0.30)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races														
Less than 5 percent	42.0 (5.85)	8.8! (3.36)	17.8 (5.13)	11.7! (3.70)	9.0! (2.77)	4.1! (1.52)	6.5! (2.32)	77.9 (4.01)	12.0 (2.81)	3.7! (1.35)	1.2! (0.59)	‡ (†)	‡ (†)	2.7! (1.27)
5 percent to less than 20 percent	31.6 (3.27)	20.2 (2.21)	17.1 (1.90)	11.6 (1.82)	8.3 (1.33)	4.0 (0.95)	7.2 (1.22)	67.3 (2.92)	18.0 (2.12)	7.4 (1.15)	2.9 (0.59)	2.6! (0.81)	0.7! (0.26)	‡ (†)
20 percent to less than 50 percent	33.2 (3.16)	13.9 (1.93)	15.0 (1.75)	9.9 (1.46)	7.7 (1.19)	5.7 (1.01)	14.6 (1.99)	66.8 (2.44)	16.2 (2.06)	8.0 (1.13)	3.7 (0.68)	1.7 (0.31)	0.9! (0.29)	2.7 (0.59)
50 percent or more	27.7 (1.89)	10.9 (1.45)	15.6 (1.87)	10.8 (1.57)	8.9 (1.12)	6.4 (0.95)	19.7 (1.80)	66.1 (2.06)	14.7 (1.65)	6.9 (0.95)	3.4 (0.57)	3.2 (0.69)	2.0 (0.45)	3.7 (0.55)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	41.4 (4.06)	16.2 (2.53)	15.9 (2.27)	10.3 (2.06)	7.6 (1.53)	3.0 (0.85)	5.6 (1.05)	73.2 (2.82)	15.7 (2.43)	5.5 (0.96)	1.7 (0.41)	1.3 (0.31)	‡ (†)	‡ (†)
26 to 50 percent	29.8 (2.80)	18.1 (2.07)	15.0 (2.07)	12.0 (1.74)	7.0 (1.23)	6.6 (1.16)	11.5 (1.54)	65.8 (2.00)	17.2 (1.82)	7.0 (1.08)	3.2 (0.51)	2.8 (0.67)	1.6! (0.55)	2.4 (0.56)
51 to 75 percent	31.7 (2.65)	11.9 (1.64)	15.0 (2.24)	10.0 (1.61)	9.9 (1.36)	7.3 (1.14)	14.2 (1.45)	66.5 (2.31)	13.1 (1.84)	9.3 (1.30)	4.6 (0.94)	2.2 (0.44)	1.2 (0.31)	3.0 (0.51)
76 to 100 percent	25.5 (2.47)	10.4 (1.75)	17.9 (2.76)	10.7 (1.99)	9.1 (1.62)	3.8 (0.87)	22.5 (2.52)	66.2 (2.56)	17.1 (2.28)	6.0 (1.22)	2.6 (0.64)	3.3! (1.01)	1.2! (0.44)	3.6 (0.70)
Student/teacher ratio²														
Less than 12	38.1 (4.10)	17.6 (3.23)	20.9 (3.08)	10.3 (2.62)	4.3! (1.88)	1.7! (0.54)	7.1 (1.66)	72.5 (3.38)	15.5 (2.31)	4.0! (1.22)	3.3! (1.21)	3.6! (1.65)	‡ (†)	‡ (†)
12 to 16	29.5 (2.34)	14.5 (1.71)	17.6 (2.09)	8.6 (1.23)	9.2 (1.27)	6.1 (1.14)	14.5 (1.47)	66.6 (2.36)	16.7 (2.10)	7.1 (0.89)	3.3 (0.52)	2.2 (0.65)	1.5! (0.48)	2.7 (0.70)
More than 16	30.2 (1.78)	12.5 (1.35)	13.6 (1.50)	12.5 (1.36)	9.1 (0.97)	5.9 (0.69)	16.2 (1.19)	66.5 (1.53)	15.2 (1.33)	8.0 (0.85)	3.1 (0.45)	2.5 (0.33)	1.5 (0.29)	3.3 (0.39)

†Not applicable.

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

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

¹Primary 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.

²Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding

the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: "Violent incidents" include rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 6.5. Percentage distribution of public schools, by number of serious violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Number of serious violent incidents recorded						Number of serious violent incidents reported to the police					
	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents
	2	3	4	5	6	7	8	9	10	11	12	13
Total	84.5 (0.93)	7.6 (0.63)	2.9 (0.44)	2.9 (0.46)	1.1 (0.27)	1.0 (0.21)	90.0 (0.68)	6.1 (0.51)	1.7 (0.30)	1.4 (0.22)	0.4 (0.10)	0.5 (0.12)
School level¹												
Primary	90.8 (1.12)	4.6 (0.85)	1.2! (0.51)	2.2! (0.67)	0.8! (0.39)	± (†)	96.8 (0.79)	2.5 (0.65)	± (†)	± (†)	± (†)	± (†)
Middle	77.1 (1.90)	12.0 (1.42)	3.7 (0.80)	3.9 (0.69)	1.5 (0.44)	1.8 (0.51)	83.1 (1.64)	10.3 (1.30)	3.1 (0.69)	2.2 (0.46)	1.0! (0.34)	± (†)
High school	69.5 (1.79)	13.6 (1.30)	6.9 (1.07)	5.2 (0.79)	2.4 (0.44)	2.4 (0.48)	73.4 (1.71)	13.5 (1.35)	5.3 (0.87)	4.7 (0.77)	1.4 (0.36)	1.7 (0.40)
Combined	84.1 (3.22)	7.3! (2.30)	5.7! (2.78)	± (†)	± (†)	± (†)	87.8 (3.18)	8.4! (2.84)	± (†)	± (†)	± (†)	± (†)
Enrollment size												
Less than 300	92.7 (2.18)	3.3! (1.31)	1.9! (0.80)	± (†)	± (†)	± (†)	95.6 (1.24)	3.1! (1.22)	1.2! (0.55)	± (†)	± (†)	± (†)
300 to 499	87.3 (1.79)	7.1 (1.39)	1.1! (0.48)	2.7 (0.77)	± (†)	± (†)	93.2 (1.23)	4.6 (1.07)	± (†)	1.0! (0.35)	± (†)	± (†)
500 to 999	82.9 (1.43)	8.5 (0.88)	3.7 (0.84)	2.9 (0.70)	1.2! (0.45)	0.8! (0.30)	89.4 (1.10)	6.8 (0.91)	1.5 (0.41)	1.5 (0.43)	0.3! (0.14)	± (†)
1,000 or more	65.4 (2.49)	14.2 (1.59)	7.1 (1.46)	5.8 (0.97)	2.9 (0.66)	4.5 (0.90)	71.1 (2.22)	13.7 (1.49)	5.0 (0.91)	5.1 (0.95)	2.2 (0.57)	2.9 (0.86)
Locale												
City	82.6 (1.80)	7.5 (1.04)	3.5 (0.87)	2.7 (0.78)	1.7! (0.59)	1.9! (0.65)	88.6 (1.38)	6.9 (1.20)	1.7 (0.42)	1.4 (0.29)	0.7 (0.19)	0.7! (0.30)
Suburban	87.2 (1.26)	5.9 (0.75)	2.6 (0.60)	2.6 (0.59)	0.7 (0.20)	1.0! (0.31)	91.3 (1.01)	4.9 (0.84)	1.4 (0.35)	1.1 (0.24)	0.5! (0.18)	0.7! (0.30)
Town	79.8 (3.52)	10.4 (2.40)	3.7! (1.56)	3.6! (1.16)	± (†)	± (†)	87.3 (2.66)	7.5 (1.99)	2.6! (1.19)	2.5! (0.90)	± (†)	± (†)
Rural	85.4 (1.93)	8.2 (1.29)	2.2! (0.69)	3.3! (1.12)	± (†)	± (†)	91.1 (1.10)	5.9 (1.03)	1.5! (0.52)	1.3! (0.51)	± (†)	± (†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races												
Less than 5 percent	89.0 (2.98)	6.5! (2.30)	± (†)	± (†)	± (†)	± (†)	93.6 (1.69)	4.8! (1.56)	± (†)	± (†)	± (†)	± (†)
5 percent to less than 20 percent	85.3 (1.84)	9.0 (1.51)	2.5! (0.83)	2.2 (0.64)	± (†)	± (†)	90.7 (1.17)	6.0 (0.93)	1.6 (0.38)	1.6! (0.53)	± (†)	± (†)
20 percent to less than 50 percent	85.5 (1.92)	7.7 (1.30)	2.5 (0.73)	1.7! (0.55)	1.1! (0.53)	1.5! (0.69)	89.6 (1.54)	6.2 (1.17)	2.1! (0.68)	1.2 (0.29)	0.4! (0.16)	± (†)
50 percent or more	82.7 (1.41)	6.8 (0.81)	3.5 (0.70)	4.4 (0.92)	1.3! (0.42)	1.3 (0.26)	89.3 (1.07)	6.2 (0.88)	1.6 (0.36)	1.5 (0.33)	0.6! (0.20)	0.8 (0.21)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	88.1 (1.50)	6.8 (1.38)	3.6 (1.02)	0.9! (0.28)	0.5! (0.21)	± (†)	92.5 (1.19)	4.9 (1.09)	1.3! (0.41)	1.0 (0.28)	± (†)	± (†)
26 to 50 percent	84.6 (1.66)	7.4 (1.08)	2.6 (0.73)	3.5 (0.86)	1.2! (0.53)	± (†)	88.7 (1.15)	7.0 (0.96)	1.5! (0.51)	2.1 (0.49)	0.3! (0.12)	± (†)
51 to 75 percent	83.7 (2.05)	9.7 (1.77)	2.3 (0.61)	2.1 (0.57)	1.5! (0.69)	0.7 (0.21)	90.4 (1.32)	5.9 (1.03)	1.7! (0.62)	1.0 (0.26)	0.5! (0.21)	0.4! (0.15)
76 to 100 percent	83.1 (1.90)	6.1 (1.09)	3.4 (0.94)	4.4 (1.11)	0.9! (0.42)	2.0! (0.71)	89.4 (1.52)	6.1 (1.15)	2.0 (0.57)	1.4! (0.46)	0.4! (0.17)	0.7! (0.29)
Student/teacher ratio²												
Less than 12	89.4 (2.34)	4.3 (1.05)	2.1! (1.04)	± (†)	± (†)	± (†)	92.4 (1.84)	5.0 (1.38)	0.9! (0.44)	± (†)	± (†)	± (†)
12 to 16	84.5 (1.80)	8.7 (1.33)	3.2 (0.73)	2.5 (0.74)	0.5! (0.21)	0.5! (0.25)	90.3 (1.12)	6.3 (0.97)	1.6! (0.50)	1.2 (0.35)	± (†)	± (†)
More than 16	83.3 (1.39)	7.6 (0.93)	2.9 (0.57)	3.1 (0.67)	1.6 (0.47)	1.5 (0.39)	89.2 (0.96)	6.2 (0.66)	1.9 (0.42)	1.6 (0.37)	0.5 (0.15)	0.7! (0.20)

†Not applicable.

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

#Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Primary 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.

²Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: “Serious violent” incidents include rape, sexual assault other than rape, physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery with or without a weapon. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week ¹										Happens at all ²		
	Student racial/ethnic tensions ³	Student bullying ⁴	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity ⁵	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers other than verbal abuse	Gang activities	Cult or extremist group activities				
1	2	3	4	5	6	7	8	9	10				
All schools													
1999–2000	3.4 (0.41)	29.3 (1.21)	— (†)	— (†)	12.5 (0.69)	3.1 (0.44)	— (†)	18.7 (0.85)	6.7 (0.46)				
2003–04	2.1 (0.28)	26.8 (1.09)	4.0 (0.40)	— (†)	10.7 (0.80)	2.8 (0.39)	— (†)	16.7 (0.78)	3.4 (0.35)				
2005–06	2.8 (0.31)	24.5 (1.14)	3.5 (0.40)	— (†)	9.5 (0.61)	2.3 (0.24)	— (†)	16.9 (0.76)	3.7 (0.41)				
2007–08	3.7 (0.49)	25.3 (1.11)	3.0 (0.39)	— (†)	6.0 (0.48)	4.0 (0.45)	10.5 (0.71)	19.8 (0.88)	2.6 (0.36)				
2009–10	2.8 (0.39)	23.1 (1.12)	3.2 (0.55)	2.5 (0.41)	4.8 (0.49)	2.5 (0.37)	8.6 (0.67)	16.4 (0.84)	1.7 (0.31)				
2013–14 ⁶	1.4 (0.31)	15.7 (1.12)	1.4 (0.26)	0.8 (0.19)	5.1 (0.54)	2.3 (0.45)	8.6 (0.74)	— (†)	— (†)				
2015–16													
All schools	1.7 (0.33)	11.9 (0.79)	1.0 (0.19)	0.6 (0.13)	4.8 (0.51)	2.3 (0.38)	10.3 (0.80)	10.4 (0.62)	— (†)				
School level⁷													
Primary	1.2! (0.48)	8.1 (1.04)	‡ (†)	‡ (†)	3.6 (0.74)	1.6! (0.59)	8.8 (1.27)	2.7 (0.66)	— (†)				
Middle	3.2 (0.69)	21.8 (1.59)	2.1 (0.44)	1.2! (0.40)	8.2 (1.13)	4.9 (0.67)	15.9 (1.28)	19.4 (1.33)	— (†)				
High school	2.3 (0.64)	14.7 (1.37)	2.5 (0.55)	2.2 (0.59)	7.6 (1.24)	2.6 (0.52)	12.1 (1.47)	30.6 (1.70)	— (†)				
Combined	‡ (†)	11.0 (3.17)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	4.3! (1.89)	7.2! (2.85)	— (†)				
Enrollment size													
Less than 300	‡ (†)	6.4 (1.58)	‡ (†)	‡ (†)	3.6! (1.31)	‡ (†)	6.4 (1.62)	6.0 (1.52)	— (†)				
300 to 499	‡ (†)	9.6 (1.72)	0.7! (0.32)	0.4! (0.19)	3.4 (1.00)	1.3 (0.37)	9.1 (1.87)	6.5 (1.17)	— (†)				
500 to 999	2.3 (0.62)	14.0 (1.40)	1.4 (0.32)	0.7! (0.27)	6.0 (0.85)	3.8 (0.91)	12.4 (1.25)	9.3 (0.79)	— (†)				
1,000 or more	2.6 (0.64)	22.1 (1.81)	2.4! (0.74)	1.5! (0.49)	7.0 (0.89)	3.8 (0.78)	14.4 (1.74)	35.0 (1.82)	— (†)				
Locale													
City	1.8! (0.77)	12.9 (1.45)	0.9! (0.36)	0.9! (0.36)	9.6 (1.58)	4.9 (1.22)	15.3 (1.90)	17.9 (1.79)	— (†)				
Suburban	2.3 (0.67)	10.3 (1.12)	0.9! (0.29)	0.3! (0.13)	3.3 (0.74)	1.9 (0.47)	8.1 (1.04)	8.7 (0.79)	— (†)				
Town	‡ (†)	18.3 (2.77)	1.2! (0.62)	‡ (†)	5.4 (1.62)	1.5! (0.53)	14.5 (2.93)	8.8 (1.45)	— (†)				
Rural	0.9! (0.38)	9.7 (1.58)	1.2 (0.37)	0.8! (0.29)	1.3! (0.54)	‡ (†)	5.9 (1.31)	5.7 (0.99)	— (†)				
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races													
Less than 5 percent	‡ (†)	15.6 (4.31)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	— (†)				
5 percent to less than 20 percent	1.0! (0.38)	10.8 (1.61)	1.4! (0.46)	‡ (†)	2.1! (0.80)	0.8! (0.36)	6.5 (1.39)	1.9 (0.44)	— (†)				
20 percent to less than 50 percent	1.4! (0.54)	11.0 (1.42)	0.9 (0.26)	0.9! (0.28)	3.6 (0.83)	1.1 (0.31)	9.9 (1.81)	7.7 (0.92)	— (†)				
50 percent or more	2.6 (0.67)	12.5 (1.23)	1.0 (0.30)	0.7! (0.24)	7.9 (1.05)	4.3 (0.86)	13.7 (1.46)	18.6 (1.33)	— (†)				
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	‡ (†)	9.5 (1.67)	1.1! (0.49)	‡ (†)	‡ (†)	‡ (†)	3.5 (0.98)	2.5 (0.47)	— (†)				
26 to 50 percent	1.2! (0.37)	10.0 (1.22)	1.3 (0.35)	0.6! (0.22)	3.1! (0.97)	1.5! (0.60)	8.8 (1.58)	5.8 (0.58)	— (†)				
51 to 75 percent	1.8! (0.53)	11.8 (1.65)	0.9 (0.26)	0.7! (0.27)	5.0 (1.05)	2.4 (0.68)	9.5 (1.38)	11.0 (0.94)	— (†)				
76 to 100 percent	3.1! (1.01)	15.3 (1.91)	‡ (†)	‡ (†)	8.9 (1.39)	4.4 (1.16)	16.7 (1.90)	19.2 (2.10)	— (†)				

See notes at end of table.

Table 7.1. Percentage of public schools reporting selected discipline problems that occurred at school, by frequency and selected school characteristics: Selected years, 1999–2000 through 2015–16—Continued
 [Standard errors appear in parentheses]

Year and school characteristic	Happens at least once a week ¹							Happens at all ²			
	Student racial/ ethnic tensions ³	Student bullying ⁴	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity ⁵	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers other than verbal abuse	Gang activities	Cult or extremist group activities		
1	2	3	4	5	6	7	8	9	10		
Student/teacher ratio⁶											
Less than 12	‡ (t)	9.2 (2.45)	‡ (t)	‡ (t)	2.5! (0.79)	2.7! (1.06)	4.5 (1.25)	4.4 (0.86)	— (t)		
12 to 16	1.1! (0.34)	9.1 (1.10)	0.9! (0.32)	0.6! (0.30)	5.8 (1.09)	2.9 (0.83)	12.1 (1.52)	9.4 (1.17)	— (t)		
More than 16	2.6 (0.60)	14.5 (1.16)	1.0 (0.21)	0.7 (0.17)	4.7 (0.65)	1.8 (0.38)	10.6 (1.07)	12.7 (1.08)	— (t)		
Prevalence of violent incidents⁹ at school during school year											
No violent incidents	‡ (t)	3.3! (1.02)	‡ (t)	‡ (t)	‡ (t)	‡ (t)	4.6 (1.16)	2.5! (0.99)	— (t)		
Any violent incidents	2.2 (0.44)	15.8 (1.11)	1.4 (0.26)	0.9 (0.19)	6.7 (0.68)	3.3 (0.54)	12.9 (1.07)	13.9 (0.87)	— (t)		

— Not available.

‡ Not applicable.

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

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

¹ Includes schools that reported the activity happens either at least once a week or daily.

² Includes schools that reported the activity happens at all at their school during the school year. In the 1999–2000 survey administration, the questionnaire specified “undesirable” gang activities and “undesirable” cult or extremist group activities. The 2013–14 and 2015–16 questionnaires did not ask about cult or extremist group activities.

³ Prior to the 2007–08 survey administration, the questionnaire wording was “student racial tensions.”

⁴ The 2015–16 questionnaire defined bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” The term was not defined for respondents in previous survey administrations.

⁵ Prior to 2015–16, the questionnaire asked about “student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)” in one single item. The 2015–16 questionnaire had one item asking about “student harassment of other students based on sexual orientation,” followed by a separate item on “student harassment of other students based on gender identity.” For 2015–16, schools are included in this column if they responded “daily” or “at least once a week” to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. The 2015–16 questionnaire provided definitions for sexual orientation—“one’s emotional or physical attraction to the same and/or opposite sex”—and gender identity—“one’s inner sense of one’s own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently...” These terms were not defined for respondents in previous survey administrations.

⁶ Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail

it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

⁷ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

⁸ Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on SSOCS, by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

⁹ “Violent incidents” include rape or attempted rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with or without a weapon, and robbery with or without a weapon. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to respond only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared August 2017.)

Table 7.2. Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school at least once a week, by selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Cyberbullying among students		School environment is affected by cyberbullying		Staff resources are used to deal with cyberbullying	
	1	2	3	4	5	6
All public schools	12.0	(0.64)	6.7	(0.46)	5.9	(0.43)
School level¹						
Primary	4.2	(0.81)	1.8	(0.55)	1.2!	(0.46)
Middle	25.6	(1.79)	14.5	(1.25)	13.1	(1.06)
High school	25.9	(1.63)	15.0	(1.23)	15.4	(1.41)
Combined	10.6!	(3.35)	8.3!	(3.01)	6.0!	(2.48)
Enrollment size						
Less than 300	7.9	(1.62)	4.1!	(1.25)	3.3!	(1.22)
300 to 499	8.5	(1.37)	3.8	(0.76)	3.1	(0.68)
500 to 999	12.9	(0.97)	7.9	(0.81)	6.7	(0.67)
1,000 or more	27.3	(1.98)	15.9	(1.67)	16.7	(1.68)
Locale						
City	12.2	(1.36)	6.6	(0.92)	6.9	(0.96)
Suburban	10.9	(1.15)	7.4	(0.85)	5.7	(0.65)
Town	14.4	(2.21)	6.8	(1.09)	7.5	(1.51)
Rural	12.0	(1.48)	6.0	(1.08)	4.5	(1.05)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races						
Less than 5 percent	11.8	(2.61)	8.5!	(3.18)	8.1!	(3.17)
5 percent to less than 20 percent	12.6	(1.80)	5.5	(1.08)	4.5	(0.79)
20 percent to less than 50 percent	11.7	(1.21)	6.8	(1.00)	5.9	(0.91)
50 percent or more	11.9	(1.20)	7.1	(0.92)	6.5	(0.67)
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	10.1	(1.30)	5.1	(1.01)	4.1	(0.85)
26 to 50 percent	13.0	(1.41)	6.6	(0.83)	5.8	(0.75)
51 to 75 percent	12.4	(1.33)	6.6	(0.91)	6.6	(0.86)
76 to 100 percent	11.7	(1.69)	7.9	(1.25)	6.6	(1.00)
Student/teacher ratio²						
Less than 12	7.6	(1.81)	3.8!	(1.22)	3.1!	(1.14)
12 to 16	13.2	(1.44)	7.1	(0.92)	6.0	(0.94)
More than 16	12.4	(1.01)	7.2	(0.72)	6.6	(0.61)
Prevalence of violent incident³ at school during school year						
No violent incidents	3.3	(0.92)	1.8!	(0.59)	1.5!	(0.55)
Any violent incidents	15.9	(1.01)	8.9	(0.66)	7.9	(0.60)

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

¹Primary 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.

²Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

³“Violent incidents” include rape or attempted rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack or fight with

or without a weapon, and robbery with or without a weapon. “At school” was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include violent incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

NOTE: Includes schools reporting that cyberbullying happens either “daily” or “at least once a week.” “Cyberbullying” was defined for respondents as occurring “when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.” Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Respondents were instructed to include cyberbullying “problems that can occur anywhere (both at your school and away from school).”

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared August 2017.)

Table 9.1. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2015

[Standard errors appear in parentheses]

Student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	24.0 (1.33)	32.1 (1.55)	31.7 (0.90)	30.2 (1.23)	28.5 (1.01)	28.7 (1.95)	25.4 (1.05)	22.3 (1.04)	22.7 (1.04)	25.6 (0.99)	22.1 (0.96)	21.7 (1.18)
Sex												
Male	28.5 (1.50)	38.8 (1.73)	37.4 (1.19)	34.7 (1.69)	34.6 (1.20)	31.9 (2.07)	28.8 (1.23)	25.7 (1.15)	25.9 (1.36)	29.2 (1.10)	24.5 (1.21)	24.2 (1.29)
Female	19.1 (1.31)	24.8 (1.43)	24.7 (1.22)	25.7 (1.26)	22.7 (1.03)	25.0 (1.92)	21.8 (1.03)	18.7 (1.16)	19.3 (1.01)	21.7 (1.17)	19.7 (0.89)	19.1 (1.29)
Race/ethnicity¹												
White	24.1 (1.69)	31.7 (2.24)	31.0 (1.36)	28.8 (1.50)	28.3 (1.31)	27.5 (2.68)	23.6 (1.32)	20.8 (1.23)	19.8 (1.13)	22.7 (0.96)	20.4 (1.11)	19.8 (1.66)
Black	17.5 (1.49)	28.5 (1.98)	25.4 (1.69)	25.3 (2.03)	21.9 (1.72)	23.1 (1.42)	23.9 (2.22)	19.2 (1.36)	22.2 (1.42)	22.8 (1.82)	18.6 (1.11)	20.6 (2.54)
Hispanic	34.1 (1.58)	40.7 (2.45)	41.1 (2.04)	36.9 (2.10)	34.2 (1.17)	36.5 (1.91)	33.5 (1.18)	29.1 (1.94)	31.2 (1.53)	33.2 (1.70)	27.4 (1.42)	27.2 (1.25)
Asian ²	— (†)	— (†)	— (†)	25.7 (2.65)	25.7 (2.92)	22.5 (3.71)	15.9 (2.68)	21.0 (2.78)	18.3 (2.03)	23.3 (2.46)	22.6 (2.57)	15.3 (2.42)
Pacific Islander ²	— (†)	— (†)	— (†)	46.9 (4.33)	50.2 (5.73)	34.7 (6.19)	41.3 (5.75)	38.5 (5.45)	27.6 (5.10)	38.9 (5.01)	27.7 (3.68)	30.1 (9.25)
American Indian/Alaska Native	20.9 (4.55)	22.8 (4.78)	30.1 (4.54)	30.6 (5.90)	34.5 (5.15)	31.3 (5.64)	24.4 (3.57)	25.1 (2.04)	34.0 (4.81)	40.5 (2.80)	25.5 (4.10)	19.8 (3.87)
Two or more races ²	— (†)	— (†)	— (†)	36.0 (2.72)	34.5 (3.22)	36.6 (3.99)	31.6 (3.13)	24.6 (3.55)	26.9 (2.62)	33.3 (2.79)	26.4 (2.67)	24.7 (2.45)
Grade												
9th	21.8 (1.24)	31.1 (1.69)	31.4 (2.33)	27.6 (2.51)	29.0 (1.59)	29.5 (2.39)	24.0 (1.21)	21.2 (1.23)	22.0 (1.32)	23.7 (1.22)	22.4 (1.15)	21.6 (1.28)
10th	23.7 (1.86)	35.0 (1.54)	33.4 (1.71)	32.1 (1.94)	29.0 (1.39)	29.2 (2.02)	27.5 (1.68)	25.3 (1.29)	23.7 (1.11)	27.8 (1.21)	23.2 (1.54)	21.9 (1.96)
11th	27.5 (1.61)	32.8 (1.88)	33.2 (1.42)	31.1 (2.16)	28.7 (1.39)	29.9 (2.33)	24.9 (1.03)	22.8 (1.42)	24.3 (1.44)	27.0 (1.51)	23.2 (1.32)	22.7 (1.42)
12th	23.0 (1.82)	29.1 (2.63)	29.0 (1.80)	30.5 (1.11)	26.9 (1.30)	24.9 (2.24)	24.9 (1.40)	19.6 (1.26)	20.6 (1.21)	23.8 (1.13)	18.8 (1.11)	20.3 (1.41)
Urbanicity³												
Urban	— (†)	— (†)	31.2 (1.11)	30.3 (1.50)	32.0 (1.36)	31.1 (2.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	— (†)	34.2 (0.94)	29.7 (1.87)	26.6 (1.34)	28.4 (2.16)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	— (†)	22.7 (1.91)	32.1 (5.76)	28.2 (3.10)	26.2 (5.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

¹Race categories exclude persons of Hispanic ethnicity.

²Before 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.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared June 2016.)

Table 9.2. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

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

¹Bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.”

²“On school property” was not defined for survey respondents.

³Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

⁴The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁵Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club.”

⁶Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 9.3. Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2015

[Standard errors appear in parentheses]

State or jurisdiction	2003		2005		2007		2009		2011		2013		2015	
1	2		3		4		5		6		7		8	
United States¹	28.7	(1.95)	25.4	(1.05)	22.3	(1.04)	22.7	(1.04)	25.6	(0.99)	22.1	(0.96)	21.7	(1.18)
Alabama	26.0	(1.78)	26.2	(1.90)	—	(†)	27.6	(1.30)	20.3	(1.32)	25.3	(1.11)	24.8	(1.68)
Alaska	28.4	(1.24)	—	(†)	25.1	(1.36)	24.8	(1.25)	23.2	(0.98)	—	(†)	—	(†)
Arizona	28.6	(1.23)	38.7	(1.18)	37.1	(1.45)	34.6	(1.43)	34.6	(1.55)	31.3	(1.46)	29.3	(1.35)
Arkansas	—	(†)	29.2	(1.35)	28.1	(1.28)	31.4	(1.56)	26.1	(1.30)	27.4	(1.28)	27.1	(1.57)
California	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	26.1	(1.83)
Colorado	—	(†)	21.2	(1.81)	—	(†)	22.7	(1.52)	17.2	(1.28)	—	(†)	—	(†)
Connecticut	—	(†)	31.5	(0.90)	30.5	(1.52)	28.9	(1.25)	27.8	(1.43)	27.1	(0.85)	28.5	(1.32)
Delaware	27.9	(0.90)	26.1	(1.05)	22.9	(0.99)	20.9	(0.87)	23.1	(1.20)	19.1	(0.83)	15.6	(0.84)
District of Columbia	30.2	(1.46)	20.3	(1.18)	25.7	(1.20)	—	(†)	22.6	(1.53)	—	(†)	—	(†)
Florida	25.7	(0.81)	23.2	(0.85)	19.0	(0.80)	21.8	(0.72)	22.9	(0.84)	20.0	(0.64)	18.4	(0.69)
Georgia	33.3	(1.00)	30.7	(1.25)	32.0	(1.23)	32.9	(1.22)	32.1	(1.34)	26.5	(1.32)	—	(†)
Hawaii	—	(†)	32.7	(1.74)	36.2	(2.46)	36.1	(1.51)	31.7	(1.48)	31.2	(0.99)	25.4	(0.98)
Idaho	19.6	(1.26)	24.8	(1.52)	25.1	(1.63)	22.7	(1.39)	24.4	(1.56)	22.1	(1.31)	21.5	(1.39)
Illinois	—	(†)	—	(†)	21.2	(1.18)	27.5	(1.97)	27.3	(1.46)	27.2	(1.06)	25.6	(1.55)
Indiana	28.3	(1.55)	28.9	(1.33)	20.5	(1.02)	25.5	(1.24)	28.3	(1.33)	—	(†)	22.5	(1.13)
Iowa	—	(†)	15.5	(1.37)	10.1	(1.08)	—	(†)	11.9	(1.16)	—	(†)	—	(†)
Kansas	—	(†)	16.7	(1.27)	15.0	(1.24)	15.1	(0.78)	24.9	(1.19)	19.4	(1.06)	—	(†)
Kentucky	30.4	(1.51)	19.8	(1.23)	27.0	(1.11)	25.6	(1.49)	24.4	(1.40)	20.6	(1.15)	20.9	(1.27)
Louisiana	—	(†)	—	(†)	—	(†)	22.8	(1.66)	25.1	(1.82)	—	(†)	—	(†)
Maine	32.6	(1.73)	33.5	(1.89)	29.1	(1.67)	21.2	(0.51)	21.7	(0.80)	18.4	(0.87)	14.7	(0.56)
Maryland	—	(†)	28.9	(2.04)	27.4	(1.46)	29.3	(1.35)	30.4	(1.99)	29.1	(0.37)	26.2	(0.28)
Massachusetts	31.9	(1.08)	29.9	(1.09)	27.3	(1.06)	26.1	(1.34)	27.1	(1.04)	23.0	(0.90)	20.3	(0.87)
Michigan	31.3	(1.50)	28.8	(1.37)	29.1	(1.07)	29.5	(0.90)	25.4	(0.90)	23.8	(0.94)	25.4	(1.75)
Minnesota	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Mississippi	22.3	(1.31)	—	(†)	15.6	(1.53)	18.0	(1.07)	15.9	(0.89)	12.1	(1.00)	23.7	(1.40)
Missouri	21.6	(2.09)	18.2	(1.92)	17.8	(1.49)	17.3	(1.32)	—	(†)	—	(†)	—	(†)
Montana	26.9	(1.23)	25.3	(1.09)	24.9	(0.83)	20.7	(1.10)	25.2	(0.93)	22.8	(0.71)	21.7	(0.77)
Nebraska	23.3	(1.04)	22.0	(0.82)	—	(†)	—	(†)	20.3	(1.01)	19.2	(1.15)	19.9	(1.57)
Nevada	34.5	(1.30)	32.6	(1.53)	28.8	(1.39)	35.6	(1.30)	—	(†)	31.2	(1.90)	29.8	(1.50)
New Hampshire	28.2	(1.87)	26.9	(1.40)	22.5	(1.25)	22.1	(1.44)	23.2	(1.44)	20.1	(1.03)	16.6	(0.48)
New Jersey	—	(†)	32.6	(1.32)	—	(†)	32.2	(1.38)	27.3	(1.41)	30.7	(1.70)	—	(†)
New Mexico	—	(†)	33.5	(1.37)	31.3	(1.39)	30.9	(1.54)	34.5	(1.24)	32.8	(1.04)	27.5	(0.82)
New York	23.0	(0.97)	23.7	(0.76)	26.6	(1.09)	24.0	(1.05)	—	(†)	—	(†)	—	(†)
North Carolina	31.9	(1.74)	27.4	(1.66)	28.5	(1.37)	30.2	(1.51)	29.8	(1.87)	23.6	(1.61)	24.5	(1.67)
North Dakota	21.3	(1.07)	19.6	(1.10)	18.7	(1.05)	19.5	(1.16)	20.8	(1.03)	14.1	(0.79)	18.2	(0.91)
Ohio ²	31.1	(1.68)	30.9	(1.88)	26.7	(1.26)	—	(†)	24.3	(1.70)	19.9	(1.41)	—	(†)
Oklahoma	22.2	(1.23)	18.4	(1.49)	19.1	(1.12)	16.8	(1.50)	17.2	(1.36)	14.0	(1.07)	15.0	(1.12)
Oregon	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
Pennsylvania	—	(†)	—	(†)	—	(†)	16.1	(1.07)	—	(†)	—	(†)	19.4	(1.04)
Rhode Island	26.0	(1.26)	24.1	(1.11)	25.3	(1.33)	25.2	(1.52)	22.4	(0.95)	22.6	(1.16)	—	(†)
South Carolina	—	(†)	29.1	(1.45)	26.6	(1.58)	27.6	(1.74)	29.3	(1.83)	24.5	(1.43)	22.8	(1.36)
South Dakota ³	22.1	(1.25)	20.9	(2.30)	21.1	(1.98)	17.7	(0.64)	16.0	(1.81)	15.4	(1.70)	19.0	(1.88)
Tennessee	24.3	(2.25)	26.6	(1.21)	21.6	(1.35)	18.8	(1.06)	16.6	(0.88)	24.8	(1.57)	—	(†)
Texas	—	(†)	30.7	(1.73)	26.5	(0.83)	25.9	(1.25)	29.4	(1.34)	26.4	(1.24)	—	(†)
Utah	24.7	(2.04)	20.6	(1.36)	23.2	(1.83)	19.7	(1.52)	21.4	(1.55)	20.0	(1.57)	—	(†)
Vermont ⁴	29.4	(1.67)	23.1	(1.59)	22.0	(0.99)	21.1	(1.21)	17.6	(1.51)	—	(†)	18.1	(0.27)
Virginia	—	(†)	—	(†)	—	(†)	—	(†)	24.0	(1.67)	—	(†)	15.6	(0.75)
Washington	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
West Virginia	26.5	(2.06)	24.8	(1.36)	28.6	(2.76)	28.0	(1.27)	17.3	(1.04)	17.1	(1.16)	25.9	(1.49)
Wisconsin	26.3	(1.18)	21.7	(1.18)	22.7	(1.34)	20.5	(1.03)	20.9	(1.29)	18.3	(1.01)	—	(†)
Wyoming	18.1	(0.99)	22.7	(0.97)	24.7	(1.08)	23.7	(0.93)	25.2	(0.97)	20.2	(0.74)	22.0	(1.46)
Puerto Rico	—	(†)	18.3	(0.89)	—	(†)	—	(†)	18.7	(1.65)	18.3	(1.06)	18.6	(1.32)

— Not available.

† Not applicable.

¹For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.

²Ohio data for 2003 through 2013 include both public and private schools.

³South Dakota data for all years include both public and private schools.

⁴Vermont data for 2013 include both public and private schools.

NOTE: "On school property" was not defined for survey respondents. For the U.S. total, data for all years include both public and private schools. State-level data include public

schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2003 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2015. (This table was prepared October 2017.)

Table 9.4. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and ratio of incidents per 100,000 students, by discipline reason and state: 2014–15

State	Number of discipline incidents					Rate of discipline incidents per 100,000 students				
	Total	Alcohol	Illicit drug	Violent incident ¹	Weapons possession	Total	Alcohol	Illicit drug	Violent incident ¹	Weapons possession
1	2	3	4	5	6	7	8	9	10	11
United States²	1,297,163	22,498⁴	195,186⁴	1,017,143	62,336	2,583	45⁴	389⁴	2,025	124
Alabama	40,561	527	5,774	32,683	1,577	5,451	71	776	4,392	212
Alaska	3,578	138	717	2,495	228	2,728	105	547	1,902	174
Arizona ³	30,217	851	3,915	24,536	915	2,718	77	352	2,207	82
Arkansas	23,099	499	2,116	19,685	799	4,705	102	431	4,010	163
California	251,483	(⁴)	42,828 ⁴	196,643	12,012	3,984	(⁴)	678 ⁴	3,115	190
Colorado	65,725	1,082	6,773	57,104	766	7,393	122	762	6,423	86
Connecticut	24,336	365	1,390	21,490	1,091	4,484	67	256	3,960	201
Delaware	613	67	335	50	161	457	50	250	37	120
District of Columbia	5,924	20	282	5,259	363	7,317	25	348	6,496	448
Florida	16,125	1,071	10,252	3,261	1,541	585	39	372	118	56
Georgia	69,897	844	10,917	55,452	2,684	4,007	48	626	3,179	154
Hawaii	2,195	175	678	1,066	276	1,204	96	372	584	151
Idaho	842	78	460	195	109	289	27	158	67	37
Illinois	42,915	969	6,358	32,438	3,150	2,093	47	310	1,582	154
Indiana	41,358	1,215	3,182	35,344	1,617	3,953	116	304	3,378	155
Iowa ³	12,533	277	1,945	9,546	765	2,480	55	385	1,889	151
Kansas	12,026	253	2,246	8,839	688	2,418	51	452	1,777	138
Kentucky ³	51,619	811	10,997	39,414	397	7,496	118	1,597	5,723	58
Louisiana	47,145	341	4,924	40,631	1,249	6,577	48	687	5,668	174
Maine	1,899	114	735	979	71	1,041	62	403	537	39
Maryland	32,094	416	2,620	27,452	1,606	3,670	48	300	3,139	184
Massachusetts	21,254	503	2,686	16,775	1,290	2,224	53	281	1,755	135
Michigan ³	11,476	212	1,292	9,141	831	746	14	84	594	54
Minnesota ³	20,647	496	3,572	15,525	1,054	2,409	58	417	1,811	123
Mississippi	17,432	334	757	15,812	529	3,551	68	154	3,221	108
Missouri	21,891	1,040	6,800	12,665	1,386	2,385	113	741	1,380	151
Montana	4,530	141	917	3,253	219	3,134	98	634	2,251	152
Nebraska	9,176	212	1,156	7,389	419	2,935	68	370	2,363	134
Nevada	11,009	420	2,161	7,820	608	2,397	91	471	1,703	132
New Hampshire	4,829	141	797	3,583	308	2,615	76	432	1,940	167
New Jersey	11,679	339	2,162	8,357	821	834	24	154	597	59
New Mexico	11,435	293	2,338	8,249	555	3,360	86	687	2,424	163
New York	18,932	1,171	4,838	7,772	5,151	691	43	176	284	188
North Carolina	69,415	837	11,451	54,373	2,754	4,482	54	739	3,510	178
North Dakota	1,314	52	370	830	62	1,233	49	347	779	58
Ohio	80,159	1,063	8,835	67,255	3,006	4,647	62	512	3,899	174
Oklahoma	14,632	456	2,181	10,824	1,171	2,125	66	317	1,572	170
Oregon	15,004	465	2,899	11,079	561	2,495	77	482	1,842	93
Pennsylvania	36,436	628	2,927	30,536	2,345	2,090	36	168	1,752	135
Rhode Island	12,715	66	701	11,771	177	8,957	46	494	8,292	125
South Carolina	21,051	401	1,392	18,941	317	2,783	53	184	2,504	42
South Dakota ³	3,351	102	912	2,107	230	2,519	77	686	1,584	173
Tennessee	32,686	514	2,213	29,691	268	3,283	52	222	2,983	27
Texas	2,405	48	1,364	565	428	46	1	26	11	8
Utah	5,010	146	1,230	3,285	349	788	23	194	517	55
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	20,772	797	1,692	16,343	1,940	1,622	62	132	1,276	152
Washington ³	20,098	944	5,024	11,951	2,179	1,872	88	468	1,113	203
West Virginia	3,438	48	599	2,738	53	1,226	17	214	977	19
Wisconsin	17,552	512	2,468	13,582	990	2,014	59	283	1,559	114
Wyoming	651	4	8	369	270	692	4	9	392	287

—Not available.

¹Includes violent incidents with and without physical injury.

²U.S. totals exclude Vermont data, which were not reported.

³This state did not report state-level counts of discipline incidents, but did report school-level counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.

⁴California reported alcohol incidents in the illicit drug category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED^{Facts} file 030, Data Group 523, extracted August 1, 2016, from the ED^{Facts} Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2014–15. (This table was prepared August 2016.)

Table 10.1. Percentage of students ages 12–18 who reported being the target of hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2015

[Standard errors appear in parentheses]

Student or school characteristic	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10
Hate-related words									
Total	— (†)	12.3 (0.46)	11.7 (0.47)	11.2 (0.50)	9.7 (0.43)	8.7 (0.52)	9.1 (0.48)	6.6 (0.40)	7.2 (0.43)
Sex									
Male	— (†)	12.8 (0.65)	12.0 (0.61)	11.7 (0.68)	9.9 (0.61)	8.5 (0.62)	9.0 (0.60)	6.6 (0.51)	7.8 (0.58)
Female	— (†)	11.7 (0.52)	11.3 (0.64)	10.7 (0.64)	9.6 (0.57)	8.9 (0.72)	9.1 (0.68)	6.7 (0.53)	6.7 (0.61)
Race/ethnicity²									
White	— (†)	12.1 (0.58)	10.9 (0.56)	10.3 (0.60)	8.9 (0.50)	7.2 (0.59)	8.3 (0.59)	5.3 (0.43)	6.3 (0.60)
Black	— (†)	13.9 (1.08)	14.2 (1.35)	15.1 (1.48)	11.4 (1.35)	11.1 (1.35)	10.7 (1.30)	7.8 (1.20)	9.4 (1.07)
Hispanic	— (†)	11.0 (1.15)	11.4 (0.96)	10.5 (1.15)	10.6 (1.18)	11.2 (1.13)	9.8 (0.98)	7.4 (0.84)	6.5 (0.78)
Asian	— (†)	— (†)	— (†)	10.9 (2.56)	11.1 (1.97)	10.7 (2.81)	9.0 (2.00)	10.3 (2.19)	10.8 (2.39)
Other	— (†)	13.6 (2.05)	14.1 (2.03)	14.2 (3.27)	10.6 (2.71)	10.0 (2.37)	10.4 (2.61)	11.2 (2.47)	11.4 (2.33)
Grade									
6th	— (†)	12.1 (1.26)	11.9 (1.31)	11.1 (1.58)	12.1 (1.54)	8.3 (1.39)	9.0 (1.43)	6.7 (1.33)	10.1 (1.58)
7th	— (†)	14.1 (1.13)	12.5 (1.04)	13.1 (1.16)	10.7 (1.02)	9.6 (1.22)	9.9 (1.02)	7.5 (0.89)	7.0 (1.03)
8th	— (†)	13.0 (1.07)	12.8 (0.92)	11.2 (1.04)	11.0 (1.19)	10.9 (1.22)	8.4 (0.94)	7.4 (1.01)	9.2 (1.11)
9th	— (†)	12.1 (1.00)	13.5 (1.23)	12.8 (1.12)	10.9 (1.08)	8.0 (1.09)	10.2 (1.10)	6.6 (0.94)	7.4 (0.89)
10th	— (†)	13.1 (0.95)	11.6 (1.12)	10.9 (1.04)	9.0 (0.99)	9.7 (1.18)	9.6 (1.14)	6.4 (0.97)	6.5 (0.94)
11th	— (†)	12.7 (1.13)	8.3 (0.97)	9.0 (1.17)	8.6 (1.01)	8.4 (1.14)	8.7 (1.01)	7.5 (1.01)	6.0 (0.97)
12th	— (†)	7.9 (0.87)	10.8 (1.25)	9.7 (1.35)	6.0 (0.98)	5.8 (0.96)	7.5 (1.01)	4.1 (0.78)	5.4 (0.99)
Urbanicity³									
Urban	— (†)	11.9 (0.73)	13.2 (0.83)	12.2 (0.86)	9.7 (0.83)	9.9 (0.93)	8.0 (0.77)	7.2 (0.76)	6.5 (0.68)
Suburban	— (†)	12.4 (0.63)	10.7 (0.58)	9.4 (0.52)	9.3 (0.62)	8.3 (0.64)	9.8 (0.71)	6.6 (0.50)	8.3 (0.62)
Rural	— (†)	12.4 (1.11)	12.2 (1.35)	15.5 (1.74)	11.0 (1.07)	8.1 (1.37)	8.5 (1.00)	5.7 (0.80)	4.9 (0.85)
Control of school									
Public	— (†)	12.7 (0.51)	11.9 (0.49)	11.6 (0.53)	10.1 (0.46)	8.9 (0.54)	9.3 (0.50)	6.6 (0.41)	7.6 (0.45)
Private	— (†)	8.2 (1.13)	9.7 (1.11)	6.8 (1.18)	6.1 (1.25)	6.6 (1.62)	6.9 (1.29)	6.7 (1.41)	2.8 (0.96)
Hate-related graffiti									
Total	36.3 (0.94)	35.5 (0.75)	36.3 (0.84)	38.4 (0.83)	34.9 (0.89)	29.2 (0.96)	28.4 (0.88)	24.6 (0.88)	27.2 (0.98)
Sex									
Male	33.8 (1.06)	34.9 (0.89)	35.0 (0.97)	37.7 (1.10)	34.4 (1.12)	29.0 (1.26)	28.6 (1.11)	24.1 (1.11)	26.3 (1.20)
Female	38.9 (1.14)	36.1 (0.92)	37.6 (1.06)	39.1 (0.93)	35.4 (1.12)	29.3 (1.09)	28.1 (1.07)	25.1 (1.05)	28.1 (1.25)
Race/ethnicity²									
White	36.4 (1.20)	36.2 (0.95)	35.2 (0.86)	38.5 (0.96)	35.5 (1.05)	28.3 (1.10)	28.2 (1.19)	23.7 (1.20)	28.6 (1.42)
Black	37.6 (1.71)	33.6 (1.52)	38.1 (1.95)	38.0 (2.29)	33.7 (2.37)	29.0 (2.44)	28.1 (1.90)	26.3 (2.10)	24.9 (1.92)
Hispanic	35.6 (1.46)	35.1 (1.87)	40.3 (2.24)	38.0 (1.78)	34.8 (1.76)	32.2 (1.61)	29.1 (1.33)	25.6 (1.52)	26.7 (1.48)
Asian	— (†)	— (†)	— (†)	34.5 (3.76)	28.2 (3.01)	31.2 (3.59)	29.9 (4.56)	20.8 (3.22)	17.5 (2.62)
Other	32.2 (2.53)	32.1 (2.82)	31.4 (2.83)	46.9 (4.68)	38.7 (3.44)	25.8 (4.20)	25.9 (3.79)	28.4 (3.52)	29.7 (4.22)
Grade									
6th	30.3 (1.82)	34.9 (1.88)	35.7 (1.83)	34.0 (2.24)	35.5 (2.30)	28.1 (2.26)	25.9 (2.13)	21.9 (1.77)	30.0 (2.36)
7th	34.9 (1.43)	34.9 (1.36)	37.2 (1.41)	37.0 (1.63)	32.3 (1.52)	27.9 (1.88)	26.0 (1.70)	21.7 (1.49)	24.7 (1.77)
8th	35.6 (1.51)	36.7 (1.40)	34.2 (1.53)	35.7 (1.61)	33.5 (1.81)	30.8 (1.80)	25.9 (1.55)	24.0 (1.80)	27.2 (2.05)
9th	39.2 (1.55)	35.7 (1.55)	37.0 (1.48)	41.6 (1.64)	34.5 (1.77)	28.1 (1.83)	28.7 (1.69)	27.2 (1.74)	28.2 (1.88)
10th	38.9 (1.77)	36.2 (1.49)	40.7 (1.67)	40.7 (1.83)	36.4 (1.69)	31.0 (2.03)	33.3 (1.78)	26.0 (1.58)	28.6 (1.85)
11th	37.0 (1.74)	36.1 (1.76)	36.6 (1.74)	40.2 (1.70)	35.3 (1.81)	27.4 (2.01)	32.1 (1.70)	25.8 (2.03)	26.2 (1.72)
12th	35.6 (2.04)	33.0 (1.79)	32.2 (1.78)	37.8 (2.34)	37.7 (2.03)	30.4 (2.00)	25.7 (1.51)	24.2 (1.91)	26.1 (1.97)
Urbanicity³									
Urban	37.0 (1.18)	35.7 (1.21)	38.6 (1.27)	40.9 (1.43)	34.4 (1.36)	31.1 (1.56)	27.5 (1.49)	27.8 (1.48)	26.4 (1.48)
Suburban	37.3 (1.12)	36.0 (0.87)	35.9 (1.16)	38.0 (1.02)	34.2 (1.03)	28.6 (1.15)	29.9 (1.08)	23.7 (1.11)	28.0 (1.09)
Rural	32.7 (2.60)	33.8 (2.56)	33.9 (1.97)	35.8 (2.40)	37.8 (3.06)	27.7 (2.43)	24.9 (2.25)	21.6 (2.71)	25.7 (3.50)
Control of school									
Public	38.0 (0.97)	37.3 (0.80)	37.9 (0.90)	40.0 (0.87)	36.4 (0.93)	30.7 (1.01)	29.7 (0.95)	25.6 (0.94)	28.3 (1.04)
Private	20.7 (1.85)	16.8 (1.34)	19.5 (1.75)	18.6 (1.97)	18.5 (2.07)	11.8 (1.93)	13.4 (1.56)	12.6 (1.74)	11.5 (1.82)

—Not available.

†Not applicable.

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

¹In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

²Race 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.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).” NOTE: “At school” includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. “Hate-related” refers to derogatory terms used by others in reference to students’ personal characteristics. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2015. (This table was prepared August 2016.)

Table 10.2. Percentage of students ages 12–18 who reported being the target of hate-related words at school, by type of hate-related word and selected student and school characteristics: 2015

[Standard errors appear in parentheses]

Student or school characteristic	Total, any hate-related words ¹		Type of hate-related word (specific characteristic targeted)							
			Race	Ethnicity	Religion	Disability	Gender	Sexual orientation		
1	2	3	4	5	6	7	8			
Total	7.2 (0.43)	3.2 (0.26)	1.8 (0.20)	1.0 (0.16)	0.7 (0.14)	1.3 (0.20)	1.0 (0.16)			
Sex										
Male	7.8 (0.58)	3.9 (0.41)	2.3 (0.31)	1.1 (0.21)	0.7 (0.20)	0.6 (0.18)	1.1 (0.25)			
Female	6.7 (0.61)	2.4 (0.37)	1.2 (0.24)	0.9 (0.21)	0.6 (0.16)	1.9 (0.33)	0.8 (0.20)			
Race/ethnicity²										
White	6.3 (0.60)	1.7 (0.25)	0.7 (0.17)	1.2 (0.24)	0.8 (0.20)	1.6 (0.30)	1.1 (0.24)			
Black	9.4 (1.07)	5.5 (0.92)	1.9 ! (0.57)	‡ (†)	‡ (†)	1.2 ! (0.56)	0.8 ! (0.37)			
Hispanic	6.5 (0.78)	3.5 (0.54)	2.5 (0.43)	0.4 ! (0.18)	0.3 ! (0.16)	0.7 ! (0.25)	1.0 ! (0.31)			
Asian	10.8 (2.39)	8.8 (2.13)	7.2 (2.01)	‡ (†)	‡ (†)	‡ (†)	‡ (†)			
Other	11.4 (2.33)	6.5 (1.85)	4.4 ! (1.58)	2.5 ! (1.23)	‡ (†)	‡ (†)	‡ (†)			
Grade										
6th	10.1 (1.58)	5.2 (1.15)	2.5 ! (0.92)	‡ (†)	‡ (†)	1.6 ! (0.74)	1.9 ! (0.88)			
7th	7.0 (1.03)	3.2 (0.67)	2.0 (0.53)	0.5 ! (0.22)	0.8 ! (0.30)	0.7 ! (0.29)	0.7 ! (0.30)			
8th	9.2 (1.11)	3.8 (0.75)	1.5 ! (0.46)	1.4 ! (0.45)	0.7 ! (0.30)	1.9 ! (0.57)	0.9 ! (0.36)			
9th	7.4 (0.89)	3.1 (0.65)	2.0 (0.48)	0.9 ! (0.34)	‡ (†)	1.5 (0.45)	0.8 ! (0.32)			
10th	6.5 (0.94)	2.7 (0.57)	1.8 (0.52)	0.7 ! (0.33)	‡ (†)	0.9 ! (0.34)	1.2 ! (0.43)			
11th	6.0 (0.97)	2.2 ! (0.71)	0.9 ! (0.36)	‡ (†)	‡ (†)	1.4 ! (0.57)	1.1 ! (0.43)			
12th	5.4 (0.99)	2.8 (0.70)	1.9 ! (0.58)	1.6 ! (0.55)	0.8 ! (0.42)	1.0 ! (0.46)	‡ (†)			
Urbanicity³										
Urban	6.5 (0.68)	3.0 (0.48)	1.3 (0.30)	0.4 ! (0.16)	0.5 ! (0.24)	0.7 ! (0.24)	1.1 (0.31)			
Suburban	8.3 (0.62)	3.9 (0.41)	2.3 (0.32)	1.3 (0.23)	0.7 (0.19)	1.6 (0.30)	1.0 (0.23)			
Rural	4.9 (0.85)	0.9 ! (0.32)	0.5 ! (0.24)	1.1 ! (0.38)	0.9 ! (0.34)	1.3 (0.33)	0.7 ! (0.30)			
Control of school										
Public	7.6 (0.45)	3.3 (0.27)	1.9 (0.21)	1.0 (0.17)	0.7 (0.15)	1.4 (0.21)	1.1 (0.18)			
Private	2.8 ! (0.96)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)			

†Not applicable.

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

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

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

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/

Alaska Natives, Pacific Islanders, and persons of Two or more races.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared August 2016.)

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

Year and student or school characteristic	Type of bullying									
	Total bullied at school ¹	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		
2005²										
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/ethnicity³										
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 (0.88)	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)		
Urbanicity⁴										
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 school⁵										
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/ethnicity³										
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)		
Urbanicity⁴										
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 school⁵										
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/ethnicity³										
White	29.3 (1.03)	20.5 (0.89)	17.4 (0.86)	5.4 (0.40)	3.7 (0.38)	5.2 (0.44)	3.3 (0.32)	9.1 (0.61)		
Black	29.1 (2.29)	18.4 (1.78)	17.7 (1.60)	7.8 (1.20)	4.8 (0.92)	4.6 (0.97)	4.6 (0.99)	9.9 (1.55)		
Hispanic	25.5 (1.71)	15.8 (1.34)	14.8 (1.44)	5.8 (0.87)	2.7 (0.59)	3.6 (0.68)	2.6 (0.55)	9.1 (0.97)		
Asian	17.3 (3.01)	9.6 (2.38)	8.1 (2.11)	† (†)	† (†)	3.4 † (1.41)	† (†)	5.5 † (1.75)		
Other	26.7 (4.61)	17.4 (3.83)	12.9 (3.21)	9.7 † (3.01)	4.5 † (1.97)	4.5 † (1.85)	3.8 † (1.67)	7.1 † (2.39)		
Grade										
6th	39.4 (2.60)	30.6 (2.32)	21.4 (2.20)	9.3 (1.34)	4.2 † (1.27)	6.6 (1.31)	4.0 (1.00)	14.5 (1.89)		
7th	33.1 (1.87)	23.6 (1.76)	17.3 (1.58)	5.7 (1.00)	4.6 (0.82)	5.6 (0.95)	4.6 (0.85)	13.1 (1.34)		
8th	31.7 (1.85)	22.8 (1.64)	18.1 (1.50)	6.8 (0.94)	5.4 (0.91)	6.9 (1.04)	6.1 (0.92)	12.8 (1.29)		
9th	28.0 (1.90)	19.2 (1.66)	16.6 (1.53)	7.1 (1.00)	4.0 (0.74)	4.5 (0.78)	2.9 (0.71)	9.7 (1.24)		
10th	26.6 (1.71)	15.0 (1.41)	17.0 (1.32)	5.8 (0.91)	3.1 (0.63)	4.0 (0.76)	2.9 (0.63)	7.3 (1.03)		
11th	21.1 (1.69)	13.9 (1.42)	13.9 (1.42)	4.8 (0.84)	2.5 (0.63)	3.6 (0.76)	1.5 † (0.49)	4.4 (0.84)		
12th	20.4 (1.63)	11.1 (1.20)	13.1 (1.32)	2.0 (0.57)	1.7 † (0.52)	2.6 (0.64)	1.3 † (0.46)	3.0 (0.65)		

See notes at end of table.

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015—Continued

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school ¹	Type of bullying								
		Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose	Pushed, shoved, tripped, or spit on		
1	2	3	4	5	6	7	8	9		
Urbanicity⁴										
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 school⁵										
Public	28.8 (0.88)	19.3 (0.68)	16.9 (0.69)	5.9 (0.37)	3.8 (0.30)	4.7 (0.36)	3.4 (0.29)	9.4 (0.52)		
Private	18.9 (2.16)	13.3 (1.87)	11.6 (1.75)	4.4 (1.12)	1.9 ! (0.76)	4.9 (1.16)	1.8 ! (0.68)	4.5 (1.14)		
2011										
Total	27.8 (0.76)	17.6 (0.62)	18.3 (0.61)	5.0 (0.30)	3.3 (0.26)	5.6 (0.34)	2.8 (0.23)	7.9 (0.38)		
Sex										
Male	24.5 (0.91)	16.2 (0.73)	13.2 (0.66)	5.0 (0.44)	3.6 (0.34)	4.8 (0.41)	3.3 (0.34)	8.9 (0.57)		
Female	31.4 (0.99)	19.1 (0.84)	23.8 (0.93)	5.1 (0.41)	3.0 (0.36)	6.4 (0.49)	2.3 (0.30)	6.8 (0.49)		
Race/ethnicity³										
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 (0.88)	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)		
Urbanicity⁴										
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 school⁵										
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/ethnicity³										
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)		
Urbanicity⁴										
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 school⁵										
Public	21.5 (0.67)	13.5 (0.53)	13.2 (0.52)	3.9 (0.28)	2.2 (0.22)	4.3 (0.31)	1.6 (0.19)	6.1 (0.41)		
Private	22.4 (2.71)	15.3 (2.01)	13.4 (2.20)	3.9 (1.14)	2.7 ! (0.82)	6.7 (1.31)	1.3 ! (0.60)	5.2 (1.24)		
2015										
Total	20.8 (0.99)	13.3 (0.87)	12.3 (0.83)	3.9 (0.44)	2.5 (0.36)	5.0 (0.52)	1.8 (0.30)	5.1 (0.49)		
Sex										
Male	18.8 (1.31)	12.7 (1.14)	9.1 (0.95)	4.8 (0.64)	2.7 (0.55)	4.4 (0.67)	1.9 (0.44)	6.0 (0.75)		
Female	22.8 (1.39)	13.9 (1.13)	15.5 (1.22)	2.9 (0.50)	2.3 (0.50)	5.7 (0.78)	1.8 (0.39)	4.2 (0.63)		
Race/ethnicity³										
White	21.6 (1.43)	14.2 (1.22)	12.8 (1.18)	3.9 (0.58)	2.1 (0.46)	5.6 (0.80)	1.6 (0.36)	5.3 (0.65)		
Black	24.7 (3.29)	17.2 (2.98)	14.3 (2.51)	5.2 (1.56)	3.4 ! (1.25)	4.9 (1.37)	1.6 ! (0.75)	5.6 (1.66)		
Hispanic	17.2 (1.58)	9.5 (1.34)	10.4 (1.52)	2.9 (0.71)	2.1 ! (0.70)	3.4 (0.74)	2.0 ! (0.62)	3.7 (0.80)		
Asian	15.6 (4.02)	10.1 ! (3.12)	4.9 ! (2.15)	† (†)	† (†)	† (†)	† (†)	3.9 ! (1.89)		
Other	25.9 (4.91)	16.4 (4.07)	18.6 (4.31)	8.9 ! (3.90)	9.1 ! (3.17)	9.8 ! (3.61)	† (†)	11.2 ! (3.89)		

See notes at end of table.

Table 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2015—Continued

[Standard errors appear in parentheses]

Year and student or school characteristic	Type of bullying							
	Total bullied at school ¹	Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose	Pushed, shoved, tripped, or spit on
1	2	3	4	5	6	7	8	9
Grade								
6th	31.0 (3.53)	21.4 (3.38)	17.7 (3.18)	7.3 (2.05)	5.2 (1.25)	10.1 (2.29)	4.0 ! (1.61)	13.1 (2.45)
7th	25.1 (2.48)	18.6 (2.16)	12.9 (1.84)	3.8 (1.00)	2.9 ! (0.91)	6.4 (1.27)	2.7 ! (0.82)	7.8 (1.42)
8th	22.2 (2.41)	15.6 (2.06)	13.1 (2.06)	5.0 (1.23)	2.9 ! (0.88)	5.1 (1.14)	3.0 ! (0.93)	7.5 (1.56)
9th	19.0 (2.11)	12.5 (1.88)	10.6 (1.91)	2.8 ! (0.91)	2.7 ! (1.00)	4.4 (1.08)	1.3 ! (0.63)	4.4 (1.16)
10th	21.2 (2.13)	12.6 (1.94)	12.9 (1.82)	2.9 ! (0.90)	1.7 ! (0.67)	5.7 (1.40)	1.2 ! (0.58)	2.2 ! (0.80)
11th	15.8 (2.24)	8.8 (1.72)	10.2 (1.81)	4.2 (1.23)	‡ (†)	3.0 ! (0.96)	‡ (†)	2.1 ! (0.86)
12th	14.9 (2.18)	6.2 (1.53)	10.8 (1.99)	2.5 ! (0.95)	2.4 ! (1.15)	2.4 ! (0.93)	‡ (†)	1.6 ! (0.73)
Urbanicity⁴								
Urban	21.5 (1.84)	14.5 (1.56)	11.4 (1.56)	3.9 (0.80)	2.9 (0.65)	5.1 (0.85)	2.4 (0.60)	5.6 (0.94)
Suburban	21.1 (1.22)	13.3 (1.04)	13.2 (1.00)	3.9 (0.54)	2.6 (0.54)	5.4 (0.76)	1.6 (0.37)	4.8 (0.66)
Rural	18.2 (2.86)	10.9 (2.42)	10.6 (2.02)	3.8 ! (1.32)	‡ (†)	3.7 (1.05)	‡ (†)	5.2 (1.50)
Control of school⁵								
Public	21.1 (1.06)	13.4 (0.92)	12.5 (0.86)	4.0 (0.47)	2.6 (0.38)	5.0 (0.53)	1.8 (0.30)	5.2 (0.52)
Private	16.1 (3.40)	11.5 (2.83)	8.6 (2.43)	‡ (†)	‡ (†)	5.0 ! (1.81)	‡ (†)	3.6 ! (1.65)

—Not available.

†Not applicable.

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

³Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school.

⁴In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

⁵Race categories exclude persons of Hispanic ethnicity. “Other” includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

⁶Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include “central city of an

MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).” These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey*, which were based on the urban-centric measure of the location of the school that the child attended.

⁷Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey*.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2015. (This table was prepared August 2016.)

Table 11.2. Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2015

[Standard errors appear in parentheses]

Student or school characteristic	Total	Among students who were bullied, percent by location ¹							
		Inside classroom	In hallway or stairwell	In bathroom or locker room	Cafeteria	Somewhere else in school building	Outside on school grounds	On school bus	Online or by text
1	2	3	4	5	6	7	8	9	10
Total	20.8 (0.99)	33.6 (2.46)	41.7 (2.30)	9.4 (1.37)	22.2 (2.12)	1.4 ! (0.54)	19.3 (1.82)	10.0 (1.58)	11.5 (1.67)
Sex									
Male	18.8 (1.31)	35.1 (3.50)	41.8 (3.28)	14.0 (2.49)	22.8 (3.08)	‡ (†)	23.6 (2.92)	13.8 (2.76)	6.1 (1.71)
Female	22.8 (1.39)	32.4 (3.12)	41.6 (2.99)	5.6 (1.54)	21.7 (2.89)	‡ (†)	15.8 (2.27)	6.8 (1.69)	15.9 (2.61)
Race/ethnicity²									
White	21.6 (1.43)	32.6 (3.16)	44.3 (3.21)	9.4 (1.97)	22.4 (2.79)	‡ (†)	19.6 (2.41)	12.7 (2.34)	13.5 (2.49)
Black	24.7 (3.29)	30.2 (6.05)	48.0 (6.23)	‡ (†)	20.7 (5.45)	‡ (†)	18.2 (5.27)	‡ (†)	‡ (†)
Hispanic	17.2 (1.58)	33.8 (5.32)	32.2 (5.27)	7.3 (2.16)	21.7 (4.50)	‡ (†)	20.0 (4.14)	9.9 ! (3.43)	11.1 ! (3.40)
Asian	15.6 (4.02)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Other	25.9 (4.91)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Grade									
6th	31.0 (3.53)	37.4 (6.97)	26.3 (6.05)	8.2 ! (3.66)	21.1 (4.87)	‡ (†)	34.0 (7.13)	16.1 ! (5.74)	‡ (†)
7th	25.1 (2.48)	39.1 (5.55)	45.5 (5.06)	12.2 (3.52)	22.2 (4.54)	‡ (†)	22.4 (4.19)	14.1 (3.59)	8.1 ! (3.83)
8th	22.2 (2.41)	30.3 (5.72)	51.1 (6.08)	13.3 ! (4.44)	26.0 (5.01)	‡ (†)	15.7 (4.23)	8.7 ! (3.60)	15.5 (4.06)
9th	19.0 (2.11)	38.4 (6.91)	37.0 (6.10)	13.8 ! (4.45)	23.3 (4.94)	‡ (†)	‡ (†)	14.2 ! (4.90)	‡ (†)
10th	21.2 (2.13)	33.5 (6.11)	40.6 (5.42)	‡ (†)	17.7 (4.44)	‡ (†)	14.4 ! (4.77)	‡ (†)	18.1 (5.09)
11th	15.8 (2.24)	29.4 (5.98)	39.9 (7.38)	10.1 ! (4.02)	17.5 ! (5.55)	‡ (†)	30.9 (6.65)	‡ (†)	11.2 ! (4.19)
12th	14.9 (2.18)	21.1 ! (6.50)	49.0 (8.29)	‡ (†)	28.6 (7.32)	‡ (†)	14.2 ! (5.60)	‡ (†)	18.7 ! (6.83)
Urbanicity³									
Urban	21.5 (1.84)	41.3 (3.92)	38.3 (4.29)	9.1 (2.66)	23.3 (3.83)	‡ (†)	23.5 (3.87)	9.7 (2.52)	11.0 (2.60)
Suburban	21.1 (1.22)	29.6 (3.37)	43.2 (3.41)	10.4 (1.76)	23.6 (3.01)	‡ (†)	17.9 (2.32)	10.9 (2.18)	10.9 (2.57)
Rural	18.2 (2.86)	32.6 (6.05)	43.3 (6.00)	‡ (†)	13.8 ! (4.55)	‡ (†)	15.0 ! (4.91)	‡ (†)	15.1 ! (5.90)
Control of school									
Public	21.1 (1.06)	33.0 (2.41)	41.1 (2.36)	9.5 (1.42)	22.1 (2.15)	1.4 ! (0.56)	19.2 (1.90)	10.5 (1.64)	11.5 (1.71)
Private	16.1 (3.40)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)

†Not applicable. Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

¹Includes 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.

²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared August 2016.)

Table 11.3. Among students ages 12–18 who reported being bullied at school or cyberbullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2013 and 2015

[Standard errors appear in parentheses]

Student or school characteristic	Among students who reported being bullied at school					Among students who reported being cyber-bullied anywhere ¹				
	Frequency of bullying				Adult at school was notified ²	Frequency of cyber-bullying				Adult at school was notified ²
	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day		Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day	
1	2	3	4	5	6	7	8	9	10	11
2013										
Total	67.3 (1.53)	19.4 (1.32)	7.6 (0.78)	5.7 (0.71)	38.9 (1.45)	73.2 (2.72)	15.0 (2.08)	7.9 (1.46)	3.8 (1.05)	23.3 (2.55)
Sex										
Male	68.0 (2.19)	19.2 (1.98)	7.4 (1.09)	5.5 (1.01)	38.5 (2.01)	75.2 (3.80)	9.3 (2.62)	8.1 (2.24)	7.4 ! (2.23)	10.5 (2.53)
Female	66.6 (2.13)	19.6 (1.89)	7.8 (1.11)	6.0 (0.94)	39.3 (2.20)	71.9 (3.40)	18.8 (2.90)	7.9 (1.82)	‡ (†)	31.6 (3.54)
Race/ethnicity³										
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)
Urbanicity⁴										
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 school⁵										
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)	‡ (†)	‡ (†)	‡ (†)
2015⁶										
Total	66.8 (2.27)	19.3 (1.75)	9.6 (1.36)	4.2 (0.93)	43.1 (2.53)	— (†)	— (†)	— (†)	— (†)	— (†)
Sex										
Male	63.8 (3.78)	20.7 (2.87)	11.4 (2.27)	4.2 ! (1.31)	40.5 (3.59)	— (†)	— (†)	— (†)	— (†)	— (†)
Female	69.4 (2.76)	18.2 (2.44)	8.1 (1.59)	4.3 (1.24)	45.3 (3.27)	— (†)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity³										
White	64.3 (2.98)	24.9 (2.50)	6.5 (1.68)	4.3 (1.22)	43.1 (3.41)	— (†)	— (†)	— (†)	— (†)	— (†)
Black	71.0 (5.49)	12.3 ! (4.44)	16.7 (4.45)	‡ (†)	45.4 (7.15)	— (†)	— (†)	— (†)	— (†)	— (†)
Hispanic	71.9 (4.92)	11.2 ! (3.73)	10.9 (2.57)	5.9 ! (2.40)	42.5 (5.10)	— (†)	— (†)	— (†)	— (†)	— (†)
Asian	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Other	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 11.3. Among students ages 12–18 who reported being bullied at school or cyber-bullied anywhere during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2013 and 2015—Continued

[Standard errors appear in parentheses]

Student or school characteristic	Among students who reported being bullied at school					Among students who reported being cyber-bullied anywhere ¹				
	Frequency of bullying				Adult at school was notified ²	Frequency of cyber-bullying				Adult at school was notified ²
	Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day		Once or twice in the school year	Once or twice a month	Once or twice a week	Almost every day	
1	2	3	4	5	6	7	8	9	10	11
Grade										
6th	48.9 (6.47)	25.4 (5.43)	17.6 (4.75)	8.1 † (3.60)	60.3 (5.67)	— (†)	— (†)	— (†)	— (†)	— (†)
7th	59.2 (5.63)	25.8 (5.07)	9.5 † (3.28)	5.6 † (2.28)	56.9 (6.00)	— (†)	— (†)	— (†)	— (†)	— (†)
8th	64.2 (5.65)	13.5 (4.02)	18.5 (4.56)	‡ (†)	48.2 (6.40)	— (†)	— (†)	— (†)	— (†)	— (†)
9th	72.8 (5.12)	18.2 (4.12)	7.5 † (3.30)	‡ (†)	35.6 (6.36)	— (†)	— (†)	— (†)	— (†)	— (†)
10th	76.1 (5.62)	16.9 † (5.14)	‡ (†)	‡ (†)	30.6 (5.77)	— (†)	— (†)	— (†)	— (†)	— (†)
11th	73.2 (5.92)	18.4 † (5.57)	‡ (†)	‡ (†)	35.4 (6.66)	— (†)	— (†)	— (†)	— (†)	— (†)
12th	78.2 (6.10)	16.0 † (5.73)	‡ (†)	‡ (†)	26.1 (7.32)	— (†)	— (†)	— (†)	— (†)	— (†)
Urbanicity ⁴										
Urban	65.3 (4.00)	13.5 (2.98)	14.6 (2.67)	6.5 (1.91)	48.4 (4.56)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	67.3 (3.20)	22.1 (2.62)	8.1 (1.90)	2.6 † (0.91)	39.4 (3.27)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	68.4 (5.61)	21.5 (4.97)	‡ (†)	5.9 † (2.77)	46.3 (5.55)	— (†)	— (†)	— (†)	— (†)	— (†)
Control of school ⁵										
Public	67.3 (2.38)	18.8 (1.81)	9.7 (1.41)	4.3 (0.96)	42.4 (2.57)	— (†)	— (†)	— (†)	— (†)	— (†)
Private	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Total indicating adult at school notified,² by frequency of bullying ..	37.3 (3.20)	50.0 (5.64)	62.7 (7.29)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Males indicating adult notified	32.3 (4.27)	52.9 (7.72)	‡ (†)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Females indicating adult notified	41.1 (3.86)	47.2 (7.39)	‡ (†)	‡ (†)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

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

¹Students 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.

²Teacher or other adult at school notified.

³Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

⁵Control of school as reported by the respondent. These data differ from those based on a matching of the respondent-reported school name to the Common Core of Data's Public Elementary/Secondary School Universe Survey or the Private School Survey, as reported in *Student Reports of Bullying and Cyber-Bullying: Results From the 2013 School Crime Supplement to the National Crime Victimization Survey*.

⁶Data on cyber-bullying anywhere were not collected in 2015. However, students who reported being bullied at school in 2015 were asked whether any of the bullying occurred "online or by text."

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013 and 2015. (This table was prepared August 2016.)

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

[Standard errors appear in parentheses]

Degree of negative effect and student or school characteristic	School work		Relationships with friends or family		Feeling about oneself		Physical health	
1	2		3		4		5	
Percentage distribution of bullied students, by degree of negative effect reported								
Total	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Not at all	64.6	(2.36)	73.6	(2.30)	65.8	(2.43)	82.1	(2.04)
Not very much	21.7	(1.93)	12.1	(1.81)	14.9	(2.07)	8.9	(1.67)
Somewhat	8.7	(1.37)	10.2	(1.52)	11.8	(1.63)	6.8	(1.04)
A lot	5.0	(1.04)	4.1	(0.88)	7.4	(1.34)	2.2	(0.66)
Percent of bullied students reporting somewhat or a lot of negative effect								
Total	13.7	(1.75)	14.2	(1.79)	19.3	(1.91)	9.1	(1.28)
Sex								
Male	12.6	(2.62)	12.1	(2.62)	16.0	(3.01)	7.5	(1.85)
Female	14.7	(2.29)	16.0	(2.15)	22.0	(2.70)	10.4	(1.87)
Race/ethnicity¹								
White	11.5	(2.16)	15.9	(2.58)	18.9	(2.72)	9.4	(1.89)
Black	17.7 !	(5.88)	14.1 !	(4.79)	25.4	(5.60)	6.2 !	(2.91)
Hispanic	13.9	(3.01)	7.1 !	(2.58)	14.2	(3.61)	10.3	(3.05)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Grade								
6th to 8th	16.4	(2.70)	14.2	(2.57)	25.9	(3.03)	9.9	(1.99)
9th to 12th	11.3	(2.08)	14.2	(2.45)	13.1	(2.39)	8.3	(1.72)
Urbanicity²								
Urban	21.3	(3.75)	15.9	(3.19)	23.7	(3.35)	10.0	(2.33)
Suburban	10.9	(1.98)	13.1	(2.42)	19.3	(2.58)	8.9	(1.61)
Rural	7.9 !	(3.40)	14.9 !	(5.07)	8.7 !	(3.79)	7.6 !	(3.52)
Control of school								
Public	13.8	(1.79)	14.3	(1.86)	19.8	(2.00)	8.6	(1.25)
Private	‡	(†)	‡	(†)	‡	(†)	‡	(†)

†Not applicable.

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

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

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

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

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared September 2016.)

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

Student or school characteristic	Percentage distribution of bullied students, by whether bullying was related to specific characteristics ¹				Percent of bullied students reporting that bullying was related to characteristic							
	Total	No, not related to any listed characteristic	Yes, related to at least one listed characteristic ²		Race	Ethnicity	Religion	Disability	Gender	Sexual orientation	Physical appearance	
1	2	3	4	5	6	7	8	9	10	11		
Total	100.0 (†)	60.6 (2.2)	39.4 (2.2)	10.1 (1.60)	6.9 (1.17)	3.7 (0.90)	4.4 (1.01)	6.7 (1.37)	3.4 (1.04)	26.9 (1.87)		
Sex												
Male	100.0	(†) 61.1 (3.36)	38.9 (3.36)	11.7 (2.45)	8.8 (2.01)	6.0 (1.69)	6.5 (1.66)	2.4! (1.07)	4.8! (1.51)	23.1 (2.82)		
Female	100.0	(†) 60.2 (3.04)	39.8 (3.04)	8.7 (2.03)	5.3 (1.50)	1.8! (0.83)	2.7! (1.08)	10.3 (2.20)	† (†)	30.0 (2.44)		
Race/ethnicity³												
White	100.0	(†) 67.0 (2.75)	33.0 (2.75)	4.7 (1.39)	1.9! (0.91)	3.7! (1.24)	4.9 (1.47)	6.7 (1.48)	4.0! (1.49)	23.9 (2.22)		
Black	100.0	(†) 56.4 (7.02)	43.6 (7.02)	15.5! (5.13)	† (†)	† (†)	† (†)	† (†)	† (†)	30.7 (5.86)		
Hispanic	100.0	(†) 52.5 (5.10)	47.5 (5.10)	12.4 (3.66)	14.2 (3.71)	† (†)	4.6! (1.88)	7.1! (3.36)	† (†)	29.7 (4.54)		
Asian	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)		
Other	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)		
Grade												
6th to 8th	100.0	(†) 60.9 (3.48)	39.1 (3.48)	12.8 (2.61)	6.3 (1.74)	2.7! (1.01)	4.6 (1.33)	7.0 (1.99)	† (†)	27.1 (3.12)		
9th to 12th	100.0	(†) 60.2 (3.12)	39.8 (3.12)	7.5 (1.83)	7.5 (1.62)	4.6! (1.54)	4.3! (1.50)	6.4 (1.67)	4.4! (1.65)	26.7 (2.78)		
Urbanicity⁴												
Urban	100.0	(†) 58.6 (4.34)	41.4 (4.34)	10.2 (2.78)	5.8! (1.99)	† (†)	5.8! (2.27)	8.2 (2.34)	3.2! (1.58)	30.2 (3.93)		
Suburban	100.0	(†) 58.1 (3.12)	41.9 (3.12)	10.9 (2.09)	8.1 (1.69)	3.9! (1.27)	3.5 (1.02)	6.7! (2.12)	4.0! (1.31)	27.8 (2.54)		
Rural	100.0	(†) 75.9 (4.92)	24.1 (4.92)	† (†)	† (†)	6.0! (2.87)	† (†)	† (†)	† (†)	15.1 (4.12)		
Control of school												
Public	100.0	(†) 59.6 (2.24)	40.4 (2.24)	10.2 (1.66)	7.2 (1.23)	3.9 (0.95)	4.6 (1.06)	6.9 (1.43)	3.6! (1.09)	27.5 (1.92)		
Private	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)		

†Not applicable.

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

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

¹Students who reported being bullied were asked whether the bullying was related to specific characteristics; for each characteristic, students could select “Yes” or “No.” The seven characteristics that appeared on the questionnaire are shown in columns 5–11. Includes only students who answered the question about characteristics related to bullying; excludes students who reported being bullied but did not answer this question.

²Students who reported that bullying was related to multiple listed characteristics are counted only once in the total for students who reporting that bullying was related to at least one listed characteristic.

³Race categories exclude persons of Hispanic ethnicity. “Other” includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).”

NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015. (This table was prepared September 2016.)

Table 11.6. Percentage of students ages 12–18 who reported being cyberbullied anywhere during the school year, by type of cyberbullying and selected student and school characteristics: 2013
 [Standard errors appear in parentheses]

Student or school characteristic	Total cyber-bullying ¹	Type of cyber-bullying							Excluded online
		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		
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/ethnicity²									
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)	‡ (†)	
Urbanicity³									
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.
¹Students who reported experiencing more than one type of cyber-bullying were counted only once in the total for students cyber-bullied.
²Race categories exclude persons of Hispanic ethnicity. "Other" includes American Indians/Alaska Natives, Pacific Islanders, and persons of Two or more races.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."
 NOTE: Detail may not sum to totals because of rounding and because students could have experienced more than one type of cyber-bullying.
 SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2013. (This table was prepared August 2014.)

Table 11.7. Percentage of public school students in grades 9–12 who reported having been bullied on school property or electronically bullied during the previous 12 months, by state or jurisdiction: Selected years, 2009 through 2015

[Standard errors appear in parentheses]

State or jurisdiction	Bullied on school property ¹				Electronically bullies ²			
	2009	2011	2013	2015	2009	2011	2013	2015
United States³	19.9 (0.58)	20.1 (0.68)	19.6 (0.55)	20.2 (0.70)	— (†)	16.2 (0.45)	14.8 (0.54)	15.6 (0.53)
Alabama	19.3 (1.45)	14.1 (1.22)	20.8 (1.28)	19.0 (1.13)	— (†)	12.3 (1.64)	13.5 (0.95)	13.5 (0.91)
Alaska	20.7 (1.29)	23.0 (1.32)	20.7 (1.35)	22.8 (1.27)	— (†)	15.3 (1.04)	14.7 (1.10)	17.7 (1.05)
Arizona	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Arkansas	— (†)	21.9 (1.74)	25.0 (1.51)	22.9 (1.38)	— (†)	16.7 (1.48)	17.6 (1.05)	18.2 (1.29)
California	— (†)	— (†)	— (†)	18.5 (1.61)	— (†)	— (†)	— (†)	13.5 (1.87)
Colorado	18.8 (1.60)	19.3 (1.33)	— (†)	— (†)	— (†)	14.4 (1.09)	— (†)	— (†)
Connecticut	— (†)	21.6 (1.09)	21.9 (0.96)	18.6 (0.86)	— (†)	16.3 (0.81)	17.5 (1.23)	13.9 (0.78)
Delaware	15.9 (1.11)	16.5 (1.03)	18.5 (0.96)	16.4 (0.99)	— (†)	— (†)	13.4 (0.78)	11.7 (0.69)
District of Columbia	— (†)	— (†)	10.9 (0.35)	12.1 (0.34)	— (†)	— (†)	7.9 (0.29)	7.9 (0.27)
Florida	13.4 (0.51)	14.0 (0.54)	15.7 (0.50)	15.0 (0.49)	— (†)	12.4 (0.53)	12.3 (0.54)	11.6 (0.35)
Georgia	— (†)	19.1 (1.66)	19.5 (1.36)	— (†)	— (†)	13.6 (1.09)	13.9 (0.93)	— (†)
Hawaii	— (†)	20.3 (1.29)	18.7 (1.00)	18.6 (1.00)	— (†)	14.9 (0.80)	15.6 (0.98)	14.7 (0.73)
Idaho	22.3 (1.03)	22.8 (1.76)	25.4 (1.12)	26.0 (1.05)	— (†)	17.0 (1.18)	18.8 (1.18)	21.1 (1.18)
Illinois	19.6 (1.46)	19.3 (1.31)	22.2 (1.00)	19.6 (1.06)	— (†)	16.0 (1.38)	16.9 (0.77)	15.3 (1.05)
Indiana	22.8 (1.69)	25.0 (1.38)	— (†)	18.7 (1.31)	— (†)	18.7 (1.15)	— (†)	15.7 (0.91)
Iowa	— (†)	22.5 (1.47)	— (†)	— (†)	— (†)	16.8 (0.97)	— (†)	— (†)
Kansas	18.5 (1.21)	20.5 (1.31)	22.1 (1.57)	— (†)	— (†)	15.5 (0.88)	16.9 (0.97)	— (†)
Kentucky	20.8 (1.30)	18.9 (1.24)	21.4 (1.41)	22.1 (1.40)	— (†)	17.4 (1.14)	13.2 (1.06)	17.0 (1.35)
Louisiana	15.9 (1.88)	19.2 (1.40)	24.2 (1.64)	— (†)	— (†)	18.0 (1.53)	16.9 (1.91)	— (†)
Maine	22.4 (0.49)	22.4 (0.43)	24.2 (0.66)	23.2 (0.64)	— (†)	19.7 (0.55)	20.6 (0.61)	18.9 (0.59)
Maryland	20.9 (0.96)	21.2 (1.28)	19.6 (0.25)	17.7 (0.23)	— (†)	14.2 (0.78)	14.0 (0.22)	13.8 (0.18)
Massachusetts	19.4 (0.89)	18.1 (1.04)	16.6 (0.98)	15.6 (0.84)	— (†)	— (†)	13.8 (0.79)	13.0 (0.76)
Michigan	24.0 (1.77)	22.7 (1.40)	25.3 (1.47)	25.6 (1.45)	— (†)	18.0 (0.91)	18.8 (1.20)	18.9 (1.14)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	16.0 (1.04)	15.6 (1.32)	19.2 (0.93)	19.5 (1.12)	— (†)	12.5 (0.93)	11.9 (0.74)	15.5 (1.25)
Missouri	22.8 (1.74)	— (†)	25.2 (1.72)	21.4 (1.65)	— (†)	— (†)	— (†)	16.6 (1.18)
Montana	23.1 (1.32)	26.0 (1.06)	26.3 (0.68)	25.3 (1.00)	— (†)	19.2 (0.92)	18.1 (0.62)	18.5 (0.67)
Nebraska	— (†)	22.9 (0.85)	20.8 (1.10)	26.3 (1.28)	— (†)	15.8 (0.81)	15.7 (0.91)	18.9 (1.27)
Nevada	— (†)	— (†)	19.7 (1.09)	18.6 (0.95)	— (†)	— (†)	15.0 (1.28)	14.6 (0.87)
New Hampshire	22.1 (1.53)	25.3 (1.21)	22.8 (1.05)	22.1 (0.46)	— (†)	21.6 (1.27)	18.1 (1.02)	18.6 (0.43)
New Jersey	20.7 (1.44)	20.0 (1.57)	21.3 (1.12)	— (†)	— (†)	15.6 (1.65)	14.8 (1.25)	— (†)
New Mexico	19.5 (0.80)	18.7 (0.72)	18.2 (0.95)	18.4 (0.62)	— (†)	13.2 (0.66)	13.1 (0.67)	13.7 (0.54)
New York	18.2 (1.01)	17.7 (0.66)	19.7 (1.43)	20.6 (0.81)	— (†)	16.2 (0.68)	15.3 (0.89)	15.7 (0.75)
North Carolina	16.6 (1.00)	20.5 (1.34)	19.2 (0.94)	15.6 (1.65)	— (†)	15.7 (0.83)	12.5 (1.11)	12.1 (1.46)
North Dakota	21.1 (1.29)	24.9 (1.24)	25.4 (1.28)	24.0 (1.11)	— (†)	17.4 (1.15)	17.1 (0.82)	15.9 (0.78)
Ohio ⁴	— (†)	22.7 (1.83)	20.8 (1.40)	— (†)	— (†)	14.7 (1.08)	15.1 (1.31)	— (†)
Oklahoma	17.5 (1.25)	16.7 (1.27)	18.6 (1.08)	20.4 (1.43)	— (†)	15.6 (1.21)	14.3 (1.33)	14.5 (1.14)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	19.2 (1.18)	— (†)	— (†)	19.9 (1.08)	— (†)	— (†)	— (†)	14.3 (0.97)
Rhode Island	16.3 (0.85)	19.1 (1.74)	18.1 (1.00)	15.5 (0.91)	— (†)	15.3 (1.14)	14.3 (1.11)	12.4 (1.03)
South Carolina	15.1 (1.53)	18.3 (1.36)	20.2 (1.33)	19.8 (1.23)	— (†)	15.6 (1.44)	13.8 (1.00)	14.1 (1.33)
South Dakota ⁵	— (†)	26.7 (1.25)	24.3 (2.05)	21.6 (2.38)	— (†)	19.6 (0.94)	17.8 (1.05)	18.4 (1.57)
Tennessee	17.3 (1.24)	17.5 (0.88)	21.1 (1.22)	24.1 (0.71)	— (†)	13.9 (0.69)	15.5 (0.94)	15.3 (0.54)
Texas	18.7 (1.06)	16.5 (0.73)	19.1 (1.06)	— (†)	— (†)	13.0 (0.66)	13.8 (1.04)	— (†)
Utah	18.8 (1.05)	21.7 (0.97)	21.8 (0.99)	— (†)	— (†)	16.6 (1.12)	16.9 (0.87)	— (†)
Vermont ⁶	— (†)	— (†)	— (†)	— (†)	— (†)	15.2 (0.54)	18.0 (0.32)	16.5 (0.26)
Virginia	— (†)	20.3 (1.37)	21.9 (0.87)	19.5 (1.00)	— (†)	14.8 (1.49)	14.5 (0.61)	13.8 (0.67)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	23.5 (1.33)	18.6 (1.71)	22.1 (1.72)	24.4 (1.18)	— (†)	15.5 (1.18)	17.2 (0.89)	20.2 (1.62)
Wisconsin	22.5 (1.28)	24.0 (1.35)	22.7 (1.23)	— (†)	— (†)	16.6 (0.74)	17.6 (0.86)	— (†)
Wyoming	24.4 (0.93)	25.0 (0.98)	23.3 (0.82)	23.8 (1.06)	— (†)	18.7 (0.80)	16.1 (0.71)	17.5 (0.94)
Puerto Rico	— (†)	12.7 (1.10)	10.6 (0.72)	10.0 (1.05)	— (†)	8.0 (0.79)	6.7 (0.80)	6.7 (0.97)

— Not available.

† Not applicable.

¹Bullying 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.

²Includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.” Data on electronic bullying were not collected in 2009.

³For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.

⁴Ohio data for all years include both public and private schools.

⁵South Dakota data for all years include both public and private schools.

⁶Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (all years), South Dakota (all years), and Vermont (2013 only). For specific states, a given year’s data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2015. (This table was prepared October 2017.)

Table 12.1. Percentage of public school teachers who agreed that student misbehavior and student tardiness and class cutting interfered with their teaching, by selected teacher and school characteristics: Selected years, 1987–88 through 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12	2015–16
1	2	3	4	5	6	7	8	9
Student misbehavior¹ in school interfered with teaching								
Total	42.3 (0.36)	35.7 (0.34)	44.1 (0.40)	40.8 (0.42)	37.2 (0.52)	36.0 (0.57)	40.7 (0.65)	42.8 (0.38)
Years of teaching experience								
3 or fewer	45.0 (0.99)	38.0 (0.98)	48.2 (1.26)	43.8 (0.90)	41.6 (1.92)	39.0 (1.15)	45.7 (1.28)	47.3 (0.74)
4 to 9	42.9 (0.72)	36.2 (0.77)	45.8 (0.68)	43.0 (0.75)	38.2 (0.80)	36.8 (1.11)	42.1 (1.22)	43.4 (0.59)
10 to 19	41.4 (0.44)	34.7 (0.57)	43.8 (0.65)	38.9 (0.74)	36.3 (0.88)	35.8 (0.89)	40.1 (0.96)	42.0 (0.58)
20 or more	42.3 (0.75)	35.7 (0.77)	42.0 (0.59)	39.3 (0.60)	34.7 (0.74)	33.7 (0.94)	37.9 (1.06)	40.8 (0.64)
School level ²								
Elementary	40.8 (0.57)	35.5 (0.49)	42.9 (0.59)	40.7 (0.61)	35.1 (0.82)	33.7 (0.80)	40.1 (0.96)	43.6 (0.49)
Secondary	44.6 (0.42)	36.1 (0.47)	45.5 (0.37)	40.8 (0.44)	41.5 (0.59)	40.2 (0.79)	41.9 (0.82)	42.1 (0.66)
School enrollment								
Under 200	34.1 (1.07)	27.0 (1.18)	35.0 (1.09)	36.8 (1.36)	33.9 (1.71)	36.1 (1.91)	42.3 (1.84)	40.2 (1.42)
200 to 499	38.5 (0.64)	32.5 (0.65)	39.6 (0.83)	39.0 (0.67)	32.7 (0.93)	35.0 (0.97)	40.1 (0.94)	42.9 (0.72)
500 to 749	42.6 (0.63)	35.9 (0.67)	43.4 (0.79)	41.7 (0.92)	35.0 (1.00)	35.8 (1.36)	38.6 (1.43)	42.6 (0.74)
750 to 999	45.9 (1.17)	40.6 (1.09)	49.6 (0.91)	42.6 (1.48)	38.9 (1.50)	33.6 (1.38)	43.5 (1.93)	45.2 (1.12)
1,000 or more	47.8 (0.74)	39.5 (0.76)	49.0 (0.71)	42.5 (0.71)	44.9 (0.85)	38.9 (1.05)	41.8 (0.98)	42.0 (0.84)
Locale ³								
City	— (†)	— (†)	— (†)	— (†)	45.8 (1.17)	44.0 (1.31)	48.5 (1.63)	‡ (†)
Suburban	— (†)	— (†)	— (†)	— (†)	34.3 (0.84)	33.4 (0.92)	37.4 (1.06)	39.9 (0.62)
Town	— (†)	— (†)	— (†)	— (†)	36.2 (1.32)	35.5 (1.54)	40.5 (1.23)	44.2 (0.91)
Rural	— (†)	— (†)	— (†)	— (†)	31.8 (0.87)	31.9 (0.97)	36.7 (0.93)	37.1 (0.73)
Student tardiness and class cutting interfered with teaching								
Total	34.7 (0.29)	— (†)	27.9 (0.32)	31.5 (0.35)	33.4 (0.45)	33.4 (0.64)	37.6 (0.51)	37.5 (0.45)
Years of teaching experience								
3 or fewer	37.9 (1.03)	— (†)	31.8 (0.87)	35.1 (0.84)	37.0 (0.97)	36.7 (1.22)	41.4 (1.46)	41.8 (0.81)
4 to 9	33.7 (0.55)	— (†)	28.8 (0.71)	32.4 (0.63)	34.0 (0.75)	34.4 (1.08)	38.5 (1.06)	38.5 (0.73)
10 to 19	33.5 (0.39)	— (†)	26.8 (0.55)	29.1 (0.64)	32.9 (0.80)	32.6 (1.16)	37.4 (1.01)	36.7 (0.57)
20 or more	36.1 (0.61)	— (†)	27.0 (0.40)	30.9 (0.56)	31.4 (0.71)	31.2 (1.00)	35.0 (1.02)	35.3 (0.64)
School level ²								
Elementary	23.7 (0.37)	— (†)	18.4 (0.47)	25.5 (0.48)	27.7 (0.60)	26.4 (0.85)	32.3 (0.76)	32.2 (0.52)
Secondary	51.5 (0.44)	— (†)	45.3 (0.40)	43.4 (0.47)	45.7 (0.64)	47.2 (0.86)	47.1 (0.69)	47.6 (0.74)
School enrollment								
Under 200	27.5 (1.03)	— (†)	18.7 (0.80)	26.6 (1.06)	29.5 (1.38)	31.4 (1.76)	36.9 (1.69)	37.9 (1.77)
200 to 499	25.3 (0.46)	— (†)	18.7 (0.63)	27.5 (0.72)	28.2 (0.82)	29.2 (1.03)	34.5 (1.03)	33.9 (0.66)
500 to 749	29.6 (0.66)	— (†)	22.1 (0.70)	28.2 (0.72)	29.0 (0.89)	29.3 (1.32)	33.6 (1.08)	34.9 (0.77)
750 to 999	36.8 (1.10)	— (†)	31.5 (1.25)	28.7 (1.23)	32.1 (1.21)	30.7 (1.25)	37.8 (1.94)	35.3 (1.01)
1,000 or more	55.4 (0.67)	— (†)	48.0 (0.73)	42.2 (0.79)	46.0 (0.97)	44.5 (1.16)	45.4 (0.94)	45.7 (0.94)
Locale ³								
City	— (†)	— (†)	— (†)	— (†)	41.1 (1.01)	42.8 (1.14)	44.8 (1.18)	‡ (†)
Suburban	— (†)	— (†)	— (†)	— (†)	30.5 (0.82)	30.5 (0.97)	34.0 (0.85)	33.6 (0.64)
Town	— (†)	— (†)	— (†)	— (†)	33.0 (1.20)	33.8 (1.66)	38.6 (1.32)	39.4 (0.93)
Rural	— (†)	— (†)	— (†)	— (†)	28.6 (0.85)	27.7 (0.97)	33.7 (0.91)	33.3 (0.65)

— Not available.

† Not applicable.

‡ Reporting standards not met (the response rate is under 50 percent).

¹The questionnaire provided the following examples of student misbehavior: noise, horseplay, or fighting in the halls, cafeteria, or student lounge.

²Elementary 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.

³Locale data prior to 2003–04 are not comparable to data based on current definitions.

NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who “strongly” agreed and those who “somewhat” agreed that student misbehavior or student tardiness and class cutting interfered with their teaching. Includes teachers in both traditional public schools and public charter schools. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; “Charter School Teacher Data File,” 1999–2000; and National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2015–16. (This table was prepared August 2017.)

Table 12.2. Percentage of public school teachers who agreed that other teachers and the principal enforced school rules, by selected teacher and school characteristics: Selected years, 1987–88 through 2015–16

[Standard errors appear in parentheses]

Teacher or school characteristic	1987–88	1990–91	1993–94	1999–2000	2003–04	2007–08	2011–12	2015–16
1	2	3	4	5	6	7	8	9
Other teachers enforced school rules¹								
Total	63.8 (0.31)	71.9 (0.36)	61.8 (0.42)	62.6 (0.39)	71.1 (0.46)	70.6 (0.55)	67.6 (0.51)	67.0 (0.43)
Years of teaching experience								
3 or fewer	66.5 (1.00)	74.6 (1.06)	66.4 (1.14)	67.7 (0.88)	75.0 (1.30)	71.8 (1.25)	69.0 (1.40)	69.6 (0.79)
4 to 9	63.3 (0.75)	70.4 (0.81)	60.2 (0.90)	59.3 (0.70)	69.5 (0.77)	68.3 (0.98)	65.3 (0.90)	65.7 (0.66)
10 to 19	63.2 (0.50)	71.6 (0.50)	61.0 (0.63)	62.8 (0.69)	70.0 (0.77)	70.0 (0.81)	67.2 (0.93)	65.5 (0.63)
20 or more	64.0 (0.61)	72.4 (0.61)	61.8 (0.63)	62.4 (0.64)	71.6 (0.71)	72.9 (0.90)	70.1 (0.91)	68.7 (0.65)
School level ²								
Elementary	73.3 (0.43)	79.7 (0.56)	70.9 (0.54)	71.2 (0.54)	78.8 (0.60)	78.8 (0.67)	75.2 (0.76)	74.7 (0.40)
Secondary	49.3 (0.59)	59.3 (0.45)	45.8 (0.36)	46.0 (0.49)	54.7 (0.55)	55.1 (0.66)	53.4 (0.71)	52.9 (0.65)
School enrollment								
Under 200	71.3 (1.13)	81.7 (0.83)	70.4 (1.28)	70.2 (1.28)	81.5 (1.17)	77.5 (1.71)	74.0 (1.60)	74.2 (1.34)
200 to 499	72.0 (0.48)	78.6 (0.63)	70.1 (0.74)	71.0 (0.68)	78.6 (0.70)	78.2 (0.83)	74.2 (1.08)	74.0 (0.54)
500 to 749	66.7 (0.78)	75.5 (0.78)	66.4 (0.84)	67.1 (0.74)	76.0 (0.71)	74.2 (1.09)	72.0 (1.07)	71.4 (0.57)
750 to 999	60.0 (1.03)	68.0 (1.03)	57.7 (1.15)	61.8 (1.16)	69.0 (1.36)	71.5 (1.58)	65.9 (1.37)	65.9 (1.06)
1,000 or more	47.6 (0.86)	57.0 (0.69)	45.3 (0.80)	46.8 (0.79)	55.8 (0.87)	56.4 (1.23)	54.5 (1.03)	53.4 (0.80)
Locale ³								
City	— (†)	— (†)	— (†)	— (†)	67.8 (0.96)	67.3 (1.17)	66.7 (1.29)	‡ (†)
Suburban	— (†)	— (†)	— (†)	— (†)	72.1 (0.79)	71.2 (0.84)	67.3 (0.83)	66.8 (0.68)
Town	— (†)	— (†)	— (†)	— (†)	71.6 (1.05)	72.2 (1.42)	68.0 (1.19)	68.3 (0.97)
Rural	— (†)	— (†)	— (†)	— (†)	73.5 (0.64)	72.5 (0.82)	68.6 (0.92)	70.5 (0.69)
Principal enforced school rules⁴								
Total	83.1 (0.22)	86.7 (0.29)	80.8 (0.35)	82.2 (0.33)	87.2 (0.34)	88.0 (0.37)	83.7 (0.43)	84.0 (0.30)
Years of teaching experience								
3 or fewer	84.4 (0.56)	87.3 (0.58)	84.3 (0.74)	84.0 (0.62)	88.0 (0.81)	89.2 (0.74)	85.8 (1.20)	85.4 (0.63)
4 to 9	83.2 (0.46)	86.3 (0.63)	79.2 (0.73)	81.8 (0.59)	86.2 (0.61)	87.8 (0.69)	84.0 (0.76)	84.0 (0.49)
10 to 19	83.2 (0.37)	87.0 (0.46)	81.6 (0.49)	82.1 (0.56)	87.1 (0.58)	86.6 (0.70)	81.7 (0.79)	83.3 (0.42)
20 or more	82.3 (0.53)	86.5 (0.43)	79.8 (0.41)	81.8 (0.43)	87.8 (0.47)	88.9 (0.62)	85.1 (0.92)	84.1 (0.44)
School level ²								
Elementary	84.7 (0.39)	87.7 (0.44)	82.0 (0.51)	83.7 (0.46)	87.9 (0.51)	89.2 (0.48)	84.5 (0.64)	85.4 (0.34)
Secondary	81.1 (0.37)	85.5 (0.37)	78.6 (0.33)	79.5 (0.42)	85.8 (0.44)	85.9 (0.51)	82.2 (0.59)	81.6 (0.49)
School enrollment								
Under 200	83.6 (0.79)	87.7 (0.72)	82.2 (0.90)	84.8 (0.89)	89.5 (0.84)	89.1 (1.08)	85.5 (1.26)	86.0 (1.20)
200 to 499	84.2 (0.41)	87.5 (0.49)	82.7 (0.53)	83.6 (0.56)	88.8 (0.53)	89.0 (0.67)	84.4 (0.90)	84.6 (0.48)
500 to 749	84.2 (0.58)	88.4 (0.54)	81.7 (0.80)	83.2 (0.59)	87.4 (0.69)	88.4 (0.72)	85.0 (0.79)	85.2 (0.55)
750 to 999	82.8 (0.85)	85.4 (0.83)	79.1 (0.93)	81.7 (0.94)	85.5 (1.19)	88.2 (0.93)	82.4 (1.33)	84.2 (0.69)
1,000 or more	80.5 (0.65)	84.6 (0.66)	77.8 (0.60)	79.6 (0.60)	85.6 (0.63)	86.3 (0.76)	81.8 (0.82)	81.4 (0.59)
Locale ³								
City	— (†)	— (†)	— (†)	— (†)	84.3 (0.69)	85.1 (0.89)	81.5 (1.07)	‡ (†)
Suburban	— (†)	— (†)	— (†)	— (†)	88.3 (0.55)	89.0 (0.62)	84.0 (0.78)	84.2 (0.46)
Town	— (†)	— (†)	— (†)	— (†)	88.7 (0.75)	88.9 (1.14)	85.1 (0.97)	85.2 (0.62)
Rural	— (†)	— (†)	— (†)	— (†)	88.3 (0.61)	89.3 (0.62)	85.0 (0.76)	86.4 (0.52)

— Not available.

† Not applicable.

‡ Reporting standards not met (the response rate is under 50 percent).

¹ Respondents were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

² Elementary schools are those with any of grades kindergarten through grade 6 and none of grades 7 through 12. Secondary schools have any of grades 7 through 12 and none of grades kindergarten through grade 6. Combined elementary/secondary schools are included in totals but are not shown separately.

³ Locale data prior to 2003–04 are not comparable to data based on current definitions.

⁴ Respondents were asked whether “my principal enforces school rules for student conduct and backs me up when I need it.”

NOTE: Teachers who taught only prekindergarten students are excluded. Includes both teachers who “strongly” agreed and those who “somewhat” agreed that rules were enforced by other teachers and the principal. Includes teachers in both traditional public schools and public charter schools. Some data have been revised from previously published figures. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12; “Charter School Teacher Data File,” 1999–2000; and National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2015–16. (This table was prepared August 2017.)

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

[Standard errors appear in parentheses]

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

†Not applicable.

‡Reporting standards not met. Data may be suppressed because the response rate is under 50 percent, there are too few cases for a reliable estimate, or the coefficient of variation (CV) is 50 percent or greater.

¹ Respondents were asked whether “rules for student behavior are consistently enforced by teachers in this school, even for students not in their classes.”

² Respondents were asked whether their “principal enforces school rules for student conduct

and backs me up when I need it.”

NOTE: Teachers who taught only prekindergarten students are excluded. Includes traditional public and public charter school teachers. Includes both teachers who “strongly” agreed and those who “somewhat” agreed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 2011–12. (This table was prepared July 2013.)

Table 13.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)¹												
Total	41.8 (0.99)	38.7 (1.14)	36.6 (1.01)	35.7 (1.17)	33.2 (0.71)	33.0 (0.99)	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)	24.7 (0.74)	22.6 (0.87)
Sex												
Male	51.2 (1.05)	46.1 (1.09)	45.5 (1.07)	44.0 (1.27)	43.1 (0.84)	40.5 (1.32)	43.4 (1.01)	44.4 (0.89)	39.3 (1.20)	40.7 (0.74)	30.2 (1.10)	28.4 (1.04)
Female	31.7 (1.19)	30.6 (1.49)	26.0 (1.26)	27.3 (1.70)	23.9 (0.95)	25.1 (0.85)	28.1 (0.94)	26.5 (0.99)	22.9 (0.74)	24.4 (0.92)	19.2 (0.72)	16.5 (1.04)
Race/ethnicity²												
White	40.3 (1.13)	36.0 (1.06)	33.7 (1.29)	33.1 (1.45)	32.2 (0.95)	30.5 (1.11)	33.1 (0.88)	31.7 (0.96)	27.8 (0.88)	29.4 (0.74)	20.9 (0.70)	20.1 (1.13)
Black	49.5 (1.82)	41.6 (1.99)	43.0 (1.92)	41.4 (3.12)	36.5 (1.60)	39.7 (1.23)	43.1 (1.74)	44.7 (1.33)	41.1 (1.71)	39.1 (1.52)	34.7 (1.67)	32.4 (2.11)
Hispanic	43.2 (1.58)	47.9 (2.69)	40.7 (1.68)	39.9 (1.65)	35.8 (0.91)	36.1 (0.98)	41.0 (1.64)	40.4 (1.25)	36.2 (0.95)	36.8 (1.44)	28.4 (1.15)	23.0 (1.10)
Asian ³	— (†)	— (†)	— (†)	22.7 (2.71)	22.3 (2.73)	25.9 (2.99)	21.6 (2.43)	24.3 (3.50)	18.9 (1.72)	18.4 (1.87)	16.1 (1.87)	14.7 (1.12)
Pacific Islander ³	— (†)	— (†)	— (†)	50.7 (3.42)	51.7 (6.25)	30.0 (5.21)	34.4 (5.58)	42.6 (7.74)	32.6 (3.50)	43.0 (5.14)	22.0 (4.95)	29.2 (7.98)
American Indian/Alaska Native	49.8 (4.79)	47.2 (6.44)	54.7 (5.75)	48.7 (6.78)	49.2 (6.58)	46.6 (6.53)	44.2 (3.40)	36.0 (1.49)	42.4 (5.23)	42.4 (2.12)	32.1 (7.39)	29.9 (5.07)
Two or more races ³	— (†)	— (†)	— (†)	40.2 (2.76)	39.6 (2.85)	38.2 (3.64)	46.9 (4.16)	47.8 (3.30)	34.2 (3.51)	45.0 (2.60)	28.5 (2.31)	27.6 (2.58)
Grade												
9th	50.4 (1.54)	47.3 (2.22)	44.8 (1.98)	41.1 (1.96)	39.5 (1.27)	38.6 (1.38)	43.5 (1.15)	40.9 (1.16)	37.0 (1.21)	37.7 (1.11)	28.3 (1.17)	27.9 (1.51)
10th	42.2 (1.45)	40.4 (1.49)	40.2 (1.91)	37.7 (2.11)	34.7 (1.37)	33.5 (1.20)	36.6 (1.09)	36.2 (1.34)	33.5 (1.19)	35.3 (1.35)	26.4 (1.42)	23.4 (1.46)
11th	40.5 (1.52)	36.9 (1.48)	34.2 (1.72)	31.3 (1.55)	29.1 (1.10)	30.9 (1.38)	31.6 (1.44)	34.8 (1.36)	28.6 (0.93)	29.7 (1.14)	24.0 (1.04)	20.5 (1.23)
12th	34.8 (1.56)	31.0 (1.71)	28.8 (1.36)	30.4 (1.91)	26.5 (1.01)	26.5 (1.08)	29.1 (1.26)	28.0 (1.42)	24.9 (0.99)	26.9 (0.95)	18.8 (1.19)	17.4 (1.23)
Urbanicity⁴												
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 property⁵												
Total	16.2 (0.59)	15.5 (0.79)	14.8 (0.64)	14.2 (0.62)	12.5 (0.49)	12.8 (0.76)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)	8.1 (0.35)	7.8 (0.54)
Sex												
Male	23.5 (0.71)	21.0 (0.90)	20.0 (1.04)	18.5 (0.66)	18.0 (0.74)	17.1 (0.92)	18.2 (0.93)	16.3 (0.60)	15.1 (1.05)	16.0 (0.58)	10.7 (0.55)	10.3 (0.79)
Female	8.6 (0.73)	9.5 (1.03)	8.6 (0.78)	9.8 (0.95)	7.2 (0.47)	8.0 (0.70)	8.8 (0.52)	8.5 (0.62)	6.7 (0.42)	7.8 (0.43)	5.6 (0.38)	5.0 (0.45)
Race/ethnicity²												
White	15.0 (0.68)	12.9 (0.62)	13.3 (0.84)	12.3 (0.86)	11.2 (0.60)	10.0 (0.73)	11.6 (0.66)	10.2 (0.56)	8.6 (0.58)	9.9 (0.51)	6.4 (0.45)	5.6 (0.35)
Black	22.0 (1.39)	20.3 (1.25)	20.7 (1.20)	18.7 (1.51)	16.8 (1.26)	17.1 (1.30)	16.9 (1.39)	17.6 (1.10)	17.4 (0.99)	16.4 (0.89)	12.8 (0.84)	12.6 (1.96)
Hispanic	17.9 (1.75)	21.1 (1.68)	19.0 (1.50)	15.7 (0.91)	14.1 (0.89)	16.7 (1.14)	18.3 (1.62)	15.5 (0.81)	13.5 (0.82)	14.4 (0.79)	9.4 (0.44)	8.9 (0.87)
Asian ³	— (†)	— (†)	— (†)	10.4 (0.95)	10.8 (1.92)	13.1 (2.26)	5.9 (1.53)	8.5 (1.99)	7.7 (1.09)	6.2 (1.06)	5.5 (1.39)	6.3 (1.63)
Pacific Islander ³	— (†)	— (†)	— (†)	25.3 (4.60)	29.1 (7.63)	22.2 (4.82)	24.5 (5.60)	9.6 ! (3.47)	14.8 (2.37)	20.9 (4.41)	7.1 ! (2.58)	20.9 ! (7.11)
American Indian/Alaska Native	18.6 (2.74)	31.4 (5.58)	18.9 (5.55)	16.2 ! (5.23)	18.2 (4.41)	24.2 (5.03)	22.0 (3.16)	15.0 (1.12)	20.7 (3.73)	12.0 (1.77)	10.7 (3.13)	13.2 (3.54)
Two or more races ³	— (†)	— (†)	— (†)	16.9 (2.40)	14.7 (1.97)	20.2 (3.83)	15.8 (2.61)	19.6 (2.39)	12.4 (2.19)	16.6 (1.41)	10.0 (1.04)	9.3 (1.49)
Grade												
9th	23.1 (1.55)	21.6 (1.79)	21.3 (1.29)	18.6 (1.02)	17.3 (0.77)	18.0 (1.24)	18.9 (0.93)	17.0 (0.67)	14.9 (0.98)	16.2 (0.77)	10.9 (0.78)	11.6 (0.82)
10th	17.2 (1.07)	16.5 (1.57)	17.0 (1.67)	17.2 (1.23)	13.5 (0.88)	12.8 (0.89)	14.4 (1.08)	11.7 (0.86)	12.1 (0.83)	12.8 (0.86)	8.3 (0.61)	7.3 (0.76)
11th	13.8 (1.27)	13.6 (1.00)	12.5 (0.87)	10.8 (1.01)	9.4 (0.71)	10.4 (0.89)	10.4 (0.75)	11.0 (0.73)	9.5 (0.63)	9.2 (0.55)	7.5 (0.53)	6.5 (0.83)
12th	11.4 (0.66)	10.6 (0.73)	9.5 (0.73)	8.1 (1.00)	7.5 (0.56)	7.3 (0.70)	8.5 (0.70)	8.6 (0.62)	6.6 (0.59)	8.8 (0.69)	4.9 (0.63)	4.5 (0.51)
Urbanicity⁴												
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.

¹The 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.

²Race categories exclude persons of Hispanic ethnicity.

³Before 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.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban);” “in MSA but not in central city (Suburban);” and “not MSA (Rural).”

⁵In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared June 2016.)

Table 13.2. Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2015

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹					On school property ²				
	0 times	1 to 3 times	4 to 11 times	12 or more times		0 times	1 to 3 times	4 to 11 times	12 or more times	
1	2	3	4	5	6	7	8	9		
Total	77.4 (0.87)	17.5 (0.64)	3.6 (0.28)	1.6 (0.20)	92.2 (0.54)	6.7 (0.50)	0.6 (0.13)	0.4 (0.08)		
Sex										
Male	71.6 (1.04)	21.1 (0.82)	4.8 (0.44)	2.4 (0.34)	89.7 (0.79)	8.8 (0.70)	0.8 (0.20)	0.7 (0.13)		
Female	83.5 (1.04)	13.7 (0.81)	2.2 (0.35)	0.7 (0.12)	95.0 (0.45)	4.5 (0.45)	0.3! (0.09)	0.2! (0.07)		
Race/ethnicity³										
White	79.9 (1.13)	16.2 (0.96)	2.7 (0.26)	1.2 (0.21)	94.4 (0.35)	5.2 (0.36)	0.3 (0.07)	0.1! (0.05)		
Black	67.6 (2.11)	24.9 (1.35)	5.2 (1.28)	2.3 (0.57)	87.4 (1.96)	11.4 (1.82)	0.8! (0.33)	0.4! (0.16)		
Hispanic	77.0 (1.10)	16.8 (0.84)	4.3 (0.45)	1.9 (0.25)	91.1 (0.87)	7.1 (0.67)	0.9! (0.29)	0.9 (0.24)		
Asian	85.3 (1.12)	10.7 (1.50)	2.5! (0.85)	‡ (†)	93.7 (1.63)	5.1 (1.48)	0.3! (0.15)	‡ (†)		
Pacific Islander	70.8 (7.98)	17.6 (4.95)	‡ (†)	‡ (†)	79.1 (7.11)	10.3! (4.07)	‡ (†)	‡ (†)		
American Indian/Alaska Native	70.1 (5.07)	21.1 (3.73)	4.3! (1.87)	4.5! (2.00)	86.8 (3.54)	10.9 (3.00)	‡ (†)	‡ (†)		
Two or more races	72.4 (2.58)	20.9 (2.22)	4.9! (1.51)	1.8! (0.60)	90.7 (1.49)	8.0 (1.44)	‡ (†)	‡ (†)		
Grade										
9th	72.1 (1.51)	21.3 (1.29)	4.9 (0.48)	1.7 (0.31)	88.4 (0.82)	10.5 (0.93)	0.8 (0.23)	0.4! (0.12)		
10th	76.6 (1.46)	18.2 (1.09)	3.6 (0.66)	1.6 (0.27)	92.7 (0.76)	6.4 (0.69)	0.5 (0.13)	0.4 (0.12)		
11th	79.5 (1.23)	16.3 (0.91)	2.6 (0.51)	1.6 (0.37)	93.5 (0.83)	5.5 (0.69)	0.8! (0.30)	0.2! (0.06)		
12th	82.6 (1.23)	13.3 (0.95)	2.8 (0.37)	1.3 (0.35)	95.5 (0.51)	3.8 (0.44)	0.2! (0.07)	0.5! (0.16)		

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

²In the question asking students about physical fights at school, "on school property" was not defined for respondents.
³Race categories exclude persons of Hispanic ethnicity.
 NOTE: Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared June 2016.)

Table 13.3. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

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

¹Bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.”

²“On school property” was not defined for survey respondents.

³Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

⁴The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁵Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club.”

⁶Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 13.4. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state or jurisdiction: Selected years, 2005 through 2015
[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹						On school property ²					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States³	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)	24.7 (0.74)	22.6 (0.87)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)	8.1 (0.35)	7.8 (0.54)
Alabama	31.7 (1.84)	— (†)	31.7 (2.44)	28.4 (1.79)	29.2 (2.32)	24.3 (1.46)	14.6 (1.29)	— (†)	13.1 (1.41)	11.8 (1.30)	10.9 (0.93)	9.3 (0.82)
Alaska	— (†)	29.2 (1.77)	27.8 (1.52)	23.7 (1.17)	22.7 (1.64)	20.1 (1.42)	— (†)	10.4 (1.17)	9.8 (1.04)	7.7 (0.90)	— (†)	5.8 (0.66)
Arizona	32.4 (1.43)	31.3 (1.54)	35.9 (1.83)	27.7 (1.41)	23.9 (1.48)	22.8 (1.25)	11.7 (0.87)	11.3 (0.72)	12.0 (0.82)	10.8 (0.78)	8.8 (0.94)	7.2 (0.94)
Arkansas	32.1 (1.67)	32.8 (1.79)	34.7 (2.08)	29.1 (1.76)	27.0 (1.30)	24.4 (0.81)	13.9 (1.33)	13.0 (1.03)	14.8 (1.30)	11.0 (1.36)	11.4 (0.89)	11.2 (0.72)
California	— (†)	— (†)	— (†)	— (†)	— (†)	16.3 (1.55)	— (†)	— (†)	— (†)	— (†)	— (†)	6.6 (0.53)
Colorado	32.2 (1.54)	— (†)	32.0 (1.51)	24.9 (1.69)	— (†)	— (†)	12.1 (0.89)	— (†)	10.7 (0.83)	— (†)	— (†)	— (†)
Connecticut	32.7 (1.45)	31.4 (1.39)	28.3 (1.26)	25.1 (1.53)	22.4 (1.23)	18.4 (1.00)	10.5 (0.72)	10.5 (0.83)	9.6 (0.79)	8.7 (0.84)	— (†)	— (†)
Delaware	30.3 (1.38)	33.0 (1.31)	30.4 (1.22)	28.0 (1.59)	25.1 (1.24)	21.2 (1.24)	9.8 (0.82)	10.5 (0.72)	8.6 (0.72)	8.8 (1.02)	9.3 (0.82)	8.1 (0.77)
District of Columbia	36.3 (1.26)	43.0 (1.45)	— (†)	37.9 (1.71)	37.7 (0.63)	32.4 (0.48)	16.4 (0.88)	19.8 (1.21)	— (†)	15.8 (1.55)	15.3 (0.47)	13.8 (0.37)
Florida	30.0 (0.94)	32.3 (1.24)	29.8 (0.83)	28.0 (0.72)	22.0 (0.77)	20.9 (0.84)	11.5 (0.77)	12.5 (0.84)	10.5 (0.47)	10.2 (0.44)	8.1 (0.52)	7.6 (0.53)
Georgia	33.8 (1.40)	34.0 (1.26)	32.3 (1.76)	33.1 (1.65)	21.4 (1.24)	— (†)	12.1 (1.01)	13.1 (1.07)	11.7 (1.21)	11.9 (1.07)	10.3 (1.37)	— (†)
Hawaii	27.0 (1.37)	28.6 (2.20)	29.5 (1.92)	22.3 (1.11)	16.7 (0.87)	15.0 (0.94)	10.0 (1.01)	7.0 (0.78)	10.2 (0.99)	8.2 (0.75)	— (†)	— (†)
Idaho	32.3 (1.38)	30.0 (1.39)	29.0 (1.08)	26.4 (1.45)	21.6 (1.18)	23.2 (1.05)	12.1 (1.14)	12.3 (0.98)	10.2 (0.79)	9.4 (0.81)	7.3 (0.75)	6.0 (0.59)
Illinois	— (†)	33.9 (1.91)	33.0 (1.38)	29.5 (1.41)	24.6 (1.67)	22.7 (1.51)	— (†)	11.3 (1.11)	11.5 (0.82)	9.8 (0.69)	8.2 (0.66)	7.7 (0.94)
Indiana	29.3 (1.51)	29.5 (1.35)	29.1 (1.51)	29.0 (1.34)	— (†)	18.1 (1.63)	11.2 (0.98)	11.5 (0.92)	9.5 (1.18)	8.9 (0.80)	— (†)	5.5 (0.73)
Iowa	28.3 (1.61)	24.0 (1.39)	— (†)	24.4 (1.87)	— (†)	— (†)	11.3 (1.12)	9.1 (0.96)	— (†)	9.6 (0.89)	— (†)	— (†)
Kansas	27.9 (1.51)	30.3 (1.62)	27.8 (1.37)	22.4 (1.40)	20.4 (1.21)	— (†)	10.1 (0.92)	10.6 (1.04)	9.0 (0.81)	7.8 (0.84)	7.2 (0.72)	— (†)
Kentucky	29.6 (1.17)	27.0 (0.98)	28.7 (1.66)	28.7 (1.65)	21.2 (1.20)	19.9 (1.10)	12.7 (0.81)	10.6 (0.65)	9.5 (0.93)	11.4 (0.93)	6.0 (0.94)	7.8 (0.76)
Louisiana	— (†)	— (†)	36.1 (1.60)	36.0 (2.72)	30.8 (2.59)	— (†)	— (†)	— (†)	13.7 (1.28)	15.8 (2.17)	12.0 (1.68)	— (†)
Maine	28.2 (1.11)	26.5 (1.93)	22.8 (0.55)	19.5 (0.46)	17.0 (0.40)	15.1 (0.62)	10.0 (1.03)	10.1 (1.09)	9.1 (0.33)	7.9 (0.27)	5.7 (0.29)	4.9 (0.31)
Maryland	36.6 (1.83)	35.7 (2.62)	32.5 (2.23)	29.1 (1.80)	— (†)	— (†)	14.9 (1.33)	12.4 (1.69)	11.2 (1.30)	11.1 (1.24)	14.3 (0.32)	12.2 (0.30)
Massachusetts	28.6 (1.33)	27.5 (1.34)	29.2 (1.24)	25.4 (0.92)	20.3 (0.91)	19.2 (1.32)	10.2 (0.67)	9.1 (0.81)	8.7 (0.68)	7.1 (0.65)	4.6 (0.49)	5.6 (0.60)
Michigan	30.1 (2.02)	30.7 (1.89)	31.6 (1.72)	27.4 (1.32)	21.6 (0.88)	20.4 (1.33)	11.4 (1.11)	11.4 (0.89)	11.3 (1.02)	9.1 (0.68)	6.9 (0.55)	7.5 (0.94)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	30.6 (1.43)	34.1 (1.73)	29.3 (1.72)	31.0 (1.84)	27.3 (1.78)	— (†)	11.9 (0.96)	12.6 (1.02)	12.3 (1.06)	13.6 (1.40)	8.7 (1.08)
Missouri	29.8 (2.12)	30.9 (2.18)	28.7 (1.34)	— (†)	— (†)	— (†)	10.2 (1.31)	10.7 (1.21)	9.0 (0.97)	— (†)	— (†)	— (†)
Montana	30.5 (1.19)	32.8 (1.08)	31.7 (2.25)	25.4 (0.73)	22.8 (0.90)	22.4 (0.82)	10.9 (0.67)	12.0 (0.75)	10.8 (1.33)	9.1 (0.51)	7.3 (0.37)	7.6 (0.53)
Nebraska	28.5 (1.02)	— (†)	— (†)	26.7 (1.09)	20.1 (1.22)	19.7 (1.08)	9.3 (0.60)	— (†)	— (†)	7.4 (0.88)	5.7 (0.70)	5.5 (0.62)
Nevada	34.5 (1.78)	31.6 (1.53)	35.0 (1.45)	— (†)	23.6 (1.93)	20.1 (1.18)	14.2 (1.32)	11.3 (1.10)	10.0 (0.82)	— (†)	6.8 (1.12)	6.8 (0.83)
New Hampshire	26.4 (1.84)	27.0 (1.40)	25.9 (1.59)	23.8 (1.27)	— (†)	— (†)	10.7 (1.06)	11.3 (0.70)	9.1 (0.87)	9.9 (0.89)	6.9 (0.81)	6.4 (0.27)
New Jersey	30.7 (2.18)	— (†)	27.5 (1.46)	23.9 (1.56)	21.8 (1.34)	— (†)	10.1 (1.31)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	36.7 (1.47)	37.1 (1.06)	37.3 (1.07)	31.5 (1.02)	27.2 (1.27)	25.9 (0.86)	15.6 (1.19)	16.9 (0.70)	15.0 (0.85)	11.3 (0.78)	9.7 (0.61)	8.5 (0.51)
New York	32.1 (1.07)	31.7 (1.08)	29.6 (1.23)	27.0 (1.25)	22.8 (1.10)	20.2 (0.88)	12.5 (0.74)	12.2 (0.91)	11.4 (0.91)	— (†)	— (†)	— (†)
North Carolina	29.9 (1.41)	30.1 (1.54)	28.6 (0.96)	27.6 (1.37)	24.1 (1.49)	20.7 (1.61)	11.6 (0.85)	10.4 (0.84)	9.4 (0.43)	10.6 (1.01)	7.6 (0.94)	6.9 (0.70)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	10.7 (1.13)	9.6 (0.79)	7.4 (0.78)	8.2 (0.73)	8.8 (0.75)	5.4 (0.63)
Ohio ⁴	30.2 (1.95)	30.4 (1.57)	— (†)	31.2 (1.58)	19.8 (1.49)	— (†)	10.2 (1.17)	9.4 (0.82)	— (†)	8.8 (0.68)	6.2 (0.88)	— (†)
Oklahoma	31.1 (1.63)	29.2 (1.37)	30.8 (2.10)	28.5 (1.96)	25.1 (1.79)	21.0 (1.57)	12.1 (1.13)	10.6 (0.81)	12.8 (1.43)	9.4 (1.25)	7.2 (1.05)	7.1 (1.03)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	29.6 (1.76)	— (†)	— (†)	21.7 (1.43)	— (†)	— (†)	9.9 (1.01)	— (†)	— (†)	6.8 (0.84)
Rhode Island	28.4 (1.34)	26.3 (1.61)	25.1 (0.83)	23.5 (0.81)	18.8 (1.12)	— (†)	11.2 (0.80)	9.6 (0.93)	9.1 (0.73)	7.8 (0.52)	6.4 (0.52)	9.1 (1.00)
South Carolina	31.3 (1.68)	29.1 (1.37)	36.4 (2.06)	32.6 (2.04)	26.7 (1.42)	25.8 (1.95)	12.7 (1.18)	10.8 (0.86)	12.1 (1.43)	12.2 (1.48)	9.6 (1.17)	9.1 (1.36)
South Dakota ⁵	26.5 (2.86)	29.8 (2.00)	27.1 (1.36)	24.5 (2.22)	24.2 (2.04)	21.7 (2.46)	8.4 (1.56)	9.3 (1.32)	8.3 (0.52)	8.2 (0.92)	6.6 (0.52)	6.8 (1.35)
Tennessee	30.9 (1.66)	31.8 (1.55)	32.3 (1.31)	30.8 (1.24)	25.7 (1.69)	— (†)	10.9 (1.00)	12.4 (1.13)	11.3 (0.96)	10.5 (0.83)	10.4 (1.02)	10.8 (0.74)
Texas	34.2 (1.57)	34.9 (1.17)	33.3 (1.05)	34.1 (0.92)	25.4 (1.33)	— (†)	14.5 (0.94)	13.9 (0.90)	13.2 (0.67)	12.5 (0.65)	9.1 (0.79)	— (†)
Utah	25.9 (1.84)	30.1 (2.01)	28.2 (1.61)	23.9 (1.88)	21.3 (1.16)	— (†)	10.4 (1.57)	11.6 (1.36)	10.6 (0.84)	8.1 (1.18)	6.9 (0.65)	— (†)
Vermont ⁶	24.3 (1.36)	26.0 (1.44)	25.6 (0.71)	23.1 (1.42)	— (†)	18.4 (0.27)	12.2 (0.98)	11.5 (0.88)	11.0 (0.36)	8.8 (0.72)	9.4 (0.50)	7.4 (0.18)
Virginia	— (†)	— (†)	— (†)	24.9 (1.71)	23.5 (0.90)	20.6 (1.02)	— (†)	— (†)	— (†)	7.9 (0.93)	— (†)	7.7 (0.63)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	29.1 (1.88)	29.9 (2.39)	31.7 (1.96)	25.7 (1.66)	25.2 (1.84)	20.5 (1.41)	12.1 (1.41)	12.9 (1.70)	11.3 (1.07)	10.3 (1.02)	9.1 (1.08)	7.3 (1.17)
Wisconsin	32.6 (1.51)	31.2 (1.46)	25.8 (1.52)	25.3 (1.72)	22.4 (1.46)	— (†)	12.2 (1.03)	11.4 (0.97)	9.6 (0.87)	9.1 (0.95)	6.8 (0.69)	— (†)
Wyoming	30.4 (1.08)	27.9 (1.12)	30.9 (1.17)	26.5 (1.08)	24.3 (1.11)	19.7 (1.23)	12.2 (0.72)	11.6 (0.83)	12.6 (0.73)	11.3 (0.65)	8.9 (0.60)	6.1 (0.59)
Puerto Rico	26.0 (1.40)	— (†)	— (†)	24.6 (1.38)	21.1 (1.54)	16.7 (1.08)	13.4 (0.99)	— (†)	— (†)	11.6 (1.08)	9.3 (0.96)	— (†)

— Not available.

† Not applicable.

¹The 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.

²In the question asking students about physical fights at school, "on school property" was not defined for survey respondents.

³For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.

⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for all years include both public and private schools.

⁶Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (†) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared October 2017.)

Table 14.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)¹												
Total	22.1 (1.18)	20.0 (0.66)	18.3 (0.91)	17.3 (0.97)	17.4 (0.99)	17.1 (0.90)	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)	17.9 (0.73)	16.2 (0.91)
Sex												
Male	34.3 (1.68)	31.1 (1.03)	27.7 (1.57)	28.6 (1.71)	29.3 (1.67)	26.9 (1.31)	29.8 (1.35)	28.5 (1.41)	27.1 (1.45)	25.9 (1.07)	28.1 (1.31)	24.3 (1.27)
Female	9.2 (0.85)	8.3 (0.72)	7.0 (0.54)	6.0 (0.56)	6.2 (0.41)	6.7 (0.60)	7.1 (0.43)	7.5 (0.66)	7.1 (0.38)	6.8 (0.41)	7.9 (0.56)	7.5 (0.79)
Race/ethnicity²												
White	20.6 (1.43)	18.9 (0.93)	17.0 (1.29)	16.4 (1.36)	17.9 (1.30)	16.7 (0.95)	18.7 (1.13)	18.2 (1.28)	18.6 (1.16)	17.0 (1.05)	20.8 (0.90)	18.1 (1.37)
Black	28.5 (1.24)	21.8 (2.03)	21.7 (1.99)	17.2 (2.68)	15.2 (1.23)	17.3 (1.77)	16.4 (0.81)	17.2 (1.05)	14.4 (1.33)	14.2 (0.85)	12.5 (0.96)	12.4 (1.37)
Hispanic	24.4 (1.35)	24.7 (1.87)	23.3 (1.44)	18.7 (1.35)	16.5 (0.78)	16.5 (1.31)	19.0 (1.10)	18.5 (1.21)	17.2 (0.94)	16.2 (0.82)	15.5 (0.95)	13.7 (1.16)
Asian ³	— (†)	— (†)	— (†)	13.0 (2.01)	10.6 (2.10)	11.6 (2.67)	7.0 (1.70)	7.8 (1.41)	8.4 (1.28)	9.1 (1.57)	8.7 (1.79)	7.1 (1.33)
Pacific Islander ³	— (†)	— (†)	— (†)	25.3 (5.02)	17.4 (4.35)	16.3 ! (6.37)	20.0 ! (6.52)	25.5 (4.35)	20.3 (3.40)	20.7 (5.00)	12.6 ! (3.98)	26.3 (7.87)
American Indian/Alaska Native	34.2 (8.08)	32.0 (5.69)	26.2 (3.65)	21.8 (5.68)	31.2 (5.52)	29.3 (4.58)	25.6 (3.79)	20.6 (3.02)	20.7 (3.40)	27.6 (2.41)	17.8 (4.01)	22.4 (4.01)
Two or more races ³	— (†)	— (†)	— (†)	22.2 (3.34)	25.2 (3.41)	29.8 (5.03)	26.7 (3.11)	19.0 (2.46)	17.9 (1.61)	23.7 (2.58)	18.8 (2.09)	20.8 (2.52)
Grade												
9th	25.5 (1.42)	22.6 (1.24)	22.6 (1.34)	17.6 (1.58)	19.8 (1.44)	18.0 (1.81)	19.9 (1.21)	20.1 (1.41)	18.0 (0.87)	17.3 (1.07)	17.5 (0.99)	16.1 (1.11)
10th	21.4 (1.11)	21.1 (0.94)	17.4 (1.33)	18.7 (1.31)	16.7 (1.11)	15.9 (1.14)	19.4 (1.19)	18.8 (1.21)	18.4 (1.51)	16.6 (0.89)	17.8 (1.09)	16.3 (1.49)
11th	21.5 (1.66)	20.3 (1.40)	18.2 (1.69)	16.1 (1.31)	16.8 (1.26)	18.2 (1.21)	17.1 (1.13)	16.7 (1.08)	16.2 (0.93)	16.2 (0.84)	17.9 (1.43)	16.0 (1.19)
12th	19.9 (1.46)	16.1 (0.93)	15.4 (1.65)	15.9 (1.44)	15.1 (1.28)	15.5 (1.06)	16.9 (0.95)	15.5 (1.28)	16.6 (0.85)	15.8 (0.90)	18.3 (1.17)	15.8 (1.26)
Urbanicity⁴												
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 property⁵												
Total	11.8 (0.73)	9.8 (0.45)	8.5 (0.79)	6.9 (0.60)	6.4 (0.52)	6.1 (0.57)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)	5.2 (0.44)	4.1 (0.29)
Sex												
Male	17.9 (0.96)	14.3 (0.76)	12.5 (1.50)	11.0 (1.07)	10.2 (0.88)	8.9 (0.74)	10.2 (0.83)	9.0 (0.65)	8.0 (0.52)	8.2 (0.59)	7.6 (0.70)	5.9 (0.45)
Female	5.1 (0.65)	4.9 (0.53)	3.7 (0.37)	2.8 (0.38)	2.9 (0.27)	3.1 (0.50)	2.6 (0.30)	2.7 (0.33)	2.9 (0.24)	2.3 (0.19)	3.0 (0.40)	2.0 (0.28)
Race/ethnicity²												
White	10.9 (0.86)	9.0 (0.65)	7.8 (1.16)	6.4 (0.87)	6.1 (0.62)	5.5 (0.57)	6.1 (0.66)	5.3 (0.55)	5.6 (0.44)	5.1 (0.40)	5.7 (0.65)	3.7 (0.42)
Black	15.0 (0.85)	10.3 (1.13)	9.2 (0.98)	5.0 (0.50)	6.3 (0.92)	6.9 (0.96)	5.1 (0.66)	6.0 (0.46)	5.3 (0.74)	4.6 (0.67)	3.9 (0.42)	3.4 (0.69)
Hispanic	13.3 (1.09)	14.1 (1.63)	10.4 (0.99)	7.9 (0.73)	6.4 (0.53)	6.0 (0.56)	8.2 (0.91)	7.3 (0.82)	5.8 (0.58)	5.8 (0.70)	4.7 (0.61)	4.5 (0.57)
Asian ³	— (†)	— (†)	— (†)	6.5 (1.44)	7.2 (2.05)	6.6 ! (2.44)	2.8 ! (1.24)	4.1 (1.01)	3.6 (0.84)	4.3 ! (1.66)	3.8 (1.13)	2.3 ! (0.78)
Pacific Islander ³	— (†)	— (†)	— (†)	9.3 (2.66)	10.0 ! (3.05)	4.9 ! (2.05)	15.4 ! (6.10)	9.5 ! (3.40)	9.8 (2.33)	10.9 ! (3.73)	4.0 ! (1.95)	15.0 ! (6.42)
American Indian/Alaska Native	17.6 ! (5.70)	13.0 ! (4.35)	15.9 (3.68)	11.6 ! (5.13)	16.4 (4.02)	12.9 (3.40)	7.2 (1.60)	7.7 (2.08)	4.2 ! (1.50)	7.5 (1.62)	7.0 ! (3.22)	10.5 (2.48)
Two or more races ³	— (†)	— (†)	— (†)	11.4 (2.76)	13.2 (3.61)	13.3 ! (4.10)	11.9 (2.99)	5.0 (1.11)	5.8 (1.35)	7.5 (1.87)	6.3 (1.58)	5.7 (1.54)
Grade												
9th	12.6 (0.73)	10.7 (0.76)	10.2 (0.90)	7.2 (1.07)	6.7 (0.66)	5.3 (1.13)	6.4 (0.75)	6.0 (0.59)	4.9 (0.46)	4.8 (0.50)	4.8 (0.69)	3.4 (0.31)
10th	11.5 (0.97)	10.4 (0.78)	7.7 (0.99)	6.6 (0.83)	6.7 (0.60)	6.0 (0.53)	6.9 (0.70)	5.8 (0.61)	6.1 (0.57)	6.1 (0.72)	4.8 (0.58)	4.1 (0.54)
11th	11.9 (1.41)	10.2 (0.94)	9.4 (1.33)	7.0 (0.60)	6.1 (0.74)	6.6 (0.80)	5.9 (0.71)	5.5 (0.68)	5.2 (0.44)	4.7 (0.44)	5.9 (1.19)	4.8 (0.50)
12th	10.8 (0.83)	7.6 (0.68)	7.0 (0.91)	6.2 (0.78)	6.1 (0.71)	6.4 (0.64)	6.7 (0.64)	6.0 (0.58)	6.0 (0.57)	5.6 (0.51)	5.3 (0.88)	3.6 (0.56)
Urbanicity⁴												
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.

¹The 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.

²Race categories exclude persons of Hispanic ethnicity.

³Before 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.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban);” “in MSA but not in central city (Suburban);” and “not MSA (Rural).”

⁵In 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 (YRBS), 1993 through 2015. (This table was prepared July 2016.)

Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2015

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹					On school property ²			
	0 days	1 day	2 to 5 days	6 or more days		0 days	1 day	2 to 5 days	6 or more days
1	2	3	4	5	6	7	8	9	
Total	83.8 (0.91)	3.2 (0.31)	5.3 (0.45)	7.6 (0.53)	95.9 (0.29)	1.0 (0.13)	1.2 (0.10)	1.8 (0.20)	1.8 (0.20)
Sex									
Male	75.7 (1.27)	4.4 (0.37)	7.8 (0.68)	12.2 (1.09)	94.1 (0.45)	1.5 (0.18)	1.7 (0.20)	2.6 (0.31)	2.6 (0.31)
Female	92.5 (0.79)	2.1 (0.34)	2.6 (0.38)	2.8 (0.34)	98.0 (0.28)	0.5 (0.10)	0.6 (0.14)	1.0 (0.15)	1.0 (0.15)
Race/ethnicity³									
White	81.9 (1.37)	3.2 (0.40)	6.0 (0.63)	8.9 (0.75)	96.3 (0.42)	0.7 (0.13)	1.3 (0.22)	1.7 (0.25)	1.7 (0.25)
Black	87.6 (1.37)	2.6 (0.68)	5.1 (0.80)	4.6 (0.88)	96.6 (0.69)	1.1 ! (0.36)	1.0 ! (0.35)	1.4 (0.36)	1.4 (0.36)
Hispanic	86.3 (1.16)	3.4 (0.47)	4.1 (0.50)	6.2 (0.69)	95.5 (0.57)	1.7 (0.38)	1.0 (0.16)	1.9 (0.31)	1.9 (0.31)
Asian	92.9 (1.33)	‡ (†)	0.7 ! (0.35)	3.5 (0.85)	97.7 (0.78)	‡ (†)	‡ (†)	1.8 ! (0.76)	1.8 ! (0.76)
Pacific Islander	73.7 (7.87)	‡ (†)	‡ (†)	20.4 ! (7.20)	85.0 (6.42)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	77.6 (4.01)	6.7 ! (2.35)	4.1 ! (1.29)	11.6 ! (4.15)	89.5 (2.48)	5.1 ! (2.37)	1.6 ! (0.77)	3.8 ! (1.83)	3.8 ! (1.83)
Two or more races	79.2 (2.52)	3.9 (0.86)	7.7 (1.75)	9.1 (1.68)	94.3 (1.54)	0.7 ! (0.26)	‡ (†)	3.0 (0.82)	3.0 (0.82)
Grade									
9th	83.9 (1.11)	4.5 (0.62)	5.4 (0.74)	6.3 (0.65)	96.6 (0.31)	1.1 (0.23)	1.0 (0.27)	1.3 (0.22)	1.3 (0.22)
10th	83.7 (1.49)	3.1 (0.52)	5.5 (0.60)	7.6 (0.91)	95.9 (0.54)	1.1 (0.27)	1.2 (0.28)	1.8 (0.33)	1.8 (0.33)
11th	84.0 (1.19)	3.0 (0.45)	5.0 (0.70)	8.1 (0.66)	95.2 (0.50)	1.1 (0.25)	1.6 (0.35)	2.2 (0.31)	2.2 (0.31)
12th	84.2 (1.26)	2.2 (0.35)	5.0 (0.67)	8.6 (0.87)	96.4 (0.56)	0.6 (0.13)	1.1 (0.26)	1.9 (0.35)	1.9 (0.35)

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

²In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.
³Race categories exclude persons of Hispanic ethnicity.
 NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared July 2016.)

Table 14.3. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

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

¹Bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.”

²“On school property” was not defined for survey respondents.

³Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

⁴The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁵Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club.”

⁶Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 14.4. Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹						On school property ²					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States³	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)	17.9 (0.73)	16.2 (0.91)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)	5.2 (0.44)	4.1 (0.29)
Alabama	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	23.1 (1.55)	22.5 (1.91)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)	5.5 (0.56)	5.6 (1.15)
Alaska	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	19.2 (1.31)	— (†)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)	6.1 (0.80)	8.2 (0.87)
Arizona	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	17.5 (1.17)	18.0 (1.28)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)	4.8 (0.86)	4.5 (0.93)
Arkansas	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	27.1 (1.76)	21.0 (1.40)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)	9.1 (1.10)	5.4 (0.90)
California	— (†)	— (†)	— (†)	— (†)	— (†)	8.9 (1.25)	— (†)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)
Colorado	17.0 (1.57)	— (†)	16.7 (1.27)	15.5 (1.31)	— (†)	— (†)	5.4 (0.81)	— (†)	5.5 (0.90)	5.5 (0.69)	— (†)	— (†)
Connecticut	16.3 (1.30)	17.2 (1.72)	12.4 (0.89)	— (†)	— (†)	— (†)	6.4 (0.83)	5.5 (1.03)	3.9 (0.45)	6.6 (0.67)	6.6 (0.82)	6.2 (0.59)
Delaware	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	14.4 (0.80)	13.0 (0.91)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)	3.1 (0.34)	4.0 (0.54)
District of Columbia	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	20.0 (0.47)	18.1 (0.40)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)	— (†)	— (†)
Florida	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	15.7 (0.67)	15.4 (0.92)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)	— (†)	— (†)
Georgia	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	18.5 (1.51)	— (†)	7.5 (1.50)	5.3 (0.48)	6.0 (0.90)	8.6 (1.80)	4.2 (0.66)	— (†)
Hawaii	13.3 (1.03)	14.8 (1.56)	15.9 (2.06)	13.9 (0.81)	10.5 (0.87)	10.7 (0.58)	4.9 (0.72)	3.7 (0.92)	4.7 (0.63)	4.2 (0.45)	— (†)	— (†)
Idaho	23.9 (1.45)	23.6 (1.35)	21.8 (1.15)	22.8 (1.30)	27.1 (1.31)	28.2 (1.52)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)	6.5 (0.92)	6.8 (1.02)
Illinois	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	15.8 (1.22)	15.4 (1.41)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)	4.7 (0.57)	4.3 (0.51)
Indiana	19.2 (1.25)	20.9 (0.80)	— (†)	18.1 (1.58)	17.0 (1.46)	— (†)	19.6 (1.84)	5.8 (0.71)	6.9 (0.64)	5.7 (0.46)	— (†)	5.6 (1.13)
Iowa	15.7 (1.49)	12.8 (1.13)	— (†)	15.8 (1.26)	— (†)	— (†)	4.3 (0.70)	4.4 (0.61)	— (†)	4.5 (0.76)	— (†)	— (†)
Kansas	16.2 (1.37)	18.4 (1.19)	16.0 (1.26)	— (†)	16.1 (0.87)	— (†)	4.9 (0.85)	5.7 (0.75)	5.1 (0.65)	5.2 (0.72)	— (†)	— (†)
Kentucky	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	20.7 (1.35)	23.1 (1.62)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)	6.4 (0.73)	6.5 (1.03)
Louisiana	— (†)	— (†)	19.6 (1.73)	22.2 (0.98)	22.8 (2.78)	— (†)	— (†)	— (†)	5.8 (1.12)	4.2 (1.01)	7.0 (1.37)	— (†)
Maine	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	— (†)	— (†)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)	7.1 (0.46)	5.8 (0.37)
Maryland	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	15.8 (0.27)	14.9 (0.24)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)	4.8 (1.13)	4.3 (0.14)
Massachusetts	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	11.6 (0.83)	12.6 (1.20)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)	3.1 (0.50)	3.2 (0.38)
Michigan	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	15.5 (1.06)	16.6 (1.50)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)	3.8 (0.35)	3.6 (0.60)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	19.1 (1.56)	21.0 (1.50)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)	4.1 (0.66)	5.2 (0.51)
Missouri	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	22.2 (1.93)	22.1 (1.72)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)	— (†)	5.9 (0.68)
Montana	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	25.7 (0.84)	26.4 (0.94)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)	9.9 (0.58)	10.6 (8.00)
Nebraska	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	— (†)	— (†)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)	— (†)	8.1 (0.95)
Nevada	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	16.0 (1.50)	18.3 (1.53)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)	3.3 (0.64)	3.7 (0.59)
New Hampshire	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	— (†)	— (†)	6.5 (0.93)	5.8 (0.61)	8.8 (1.00)	— (†)	— (†)	— (†)
New Jersey	10.5 (0.95)	— (†)	9.6 (0.81)	9.6 (1.17)	10.2 (1.08)	— (†)	3.1 (0.53)	— (†)	3.1 (0.45)	— (†)	2.7 (0.34)	— (†)
New Mexico	24.5 (1.44)	27.5 (1.20)	27.4 (0.90)	22.8 (0.93)	22.2 (0.88)	22.5 (0.82)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)	5.4 (0.42)	4.6 (0.33)
New York	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	12.8 (0.82)	13.0 (0.96)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)	4.0 (0.38)	4.5 (0.51)
North Carolina	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	20.6 (1.34)	19.3 (1.33)	6.4 (0.77)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)	4.5 (0.67)	3.9 (0.54)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)	6.4 (0.75)	5.2 (0.49)
Ohio ⁴	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	14.2 (1.61)	— (†)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	19.9 (1.41)	19.5 (1.66)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)	6.0 (0.77)	4.8 (0.80)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	17.4 (1.27)	— (†)	— (†)	3.3 (0.47)	— (†)	— (†)	2.0 (0.44)
Rhode Island	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	— (†)	— (†)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)	5.0 (0.78)	4.8 (0.80)
South Carolina	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	21.2 (1.25)	20.5 (1.88)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)	3.7 (0.48)	2.9 (0.46)
South Dakota ⁵	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)	6.8 (0.87)	7.1 (1.29)
Tennessee	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	19.2 (1.70)	— (†)	8.1 (0.92)	5.6 (0.70)	5.1 (0.70)	5.2 (0.80)	5.4 (0.79)	— (†)
Texas	19.3 (0.93)	18.8 (0.71)	18.2 (0.89)	17.6 (0.73)	18.4 (1.33)	— (†)	7.9 (0.63)	6.8 (0.55)	6.4 (0.76)	4.9 (0.45)	5.6 (0.68)	— (†)
Utah	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	17.2 (1.19)	— (†)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)	5.0 (0.57)	— (†)
Vermont ⁶	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)	10.4 (1.28)	7.7 (0.19)
Virginia	— (†)	— (†)	— (†)	20.4 (1.26)	15.8 (0.69)	15.0 (0.75)	— (†)	— (†)	— (†)	5.7 (0.64)	— (†)	2.6 (0.44)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	24.3 (2.16)	26.1 (1.57)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)	5.5 (0.99)	6.5 (0.87)
Wisconsin	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	14.4 (1.32)	— (†)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)	3.2 (0.52)	— (†)
Wyoming	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	28.8 (0.95)	29.6 (1.33)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)	9.9 (0.62)	10.7 (0.82)
Puerto Rico	8.9 (0.80)	— (†)	— (†)	10.0 (1.19)	8.9 (0.62)	7.1 (0.90)	3.7 (0.49)	— (†)	— (†)	4.4 (0.58)	2.8 (0.44)	2.8 (0.42)

— Not available.
† Not applicable.

¹The 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.

²In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.

³For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.

⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for all years include both public and private schools.

⁶Vermont data for 2013 include both public and private schools.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year’s data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared October 2017.)

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: 2009–10 through 2015–16

State	Number of firearm incidents							Rate of firearm incidents per 100,000 students						
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	1,749	1,685	1,333	1,556	1,501	1,463	1,576	3.5	3.4	2.7	3.1	3.0	2.9	3.1
Alabama	23	15	5	46	29	34	46	3.1	2.0	0.7	6.2	3.9	4.6	6.2
Alaska	7	3	5	5	4	2	5	5.3	2.3	3.8	3.8	3.1	1.5	3.8
Arizona	18	7	22	18	17	25	16	1.7	0.7	2.0	1.7	1.5	2.2	1.4
Arkansas	32	45	50	65	51	69	57	6.7	9.3	10.3	13.4	10.4	14.1	11.6
California	267	220	79	129	92	113	118	4.3	3.5	1.3	2.0	1.5	1.8	1.9
Colorado	23	19	17	23	21	20	16	2.8	2.3	2.0	2.7	2.4	2.2	1.8
Connecticut	29	12	21	19	7	15	15	5.1	2.1	3.8	3.4	1.3	2.8	2.8
Delaware	7	2	1	2	5	2	6	5.5	1.5	0.8	1.6	3.8	1.5	4.4
District of Columbia	2	2	2	0	2	7	7	2.9	2.8	2.7	0.0	2.6	8.6	8.3
Florida	66	63	51	62	71	82	76	2.5	2.4	1.9	2.3	2.6	3.0	2.7
Georgia	132	154	104	118	83	79	107	7.9	9.2	6.2	6.9	4.8	4.5	6.1
Hawaii	1	2	1	0	0	0	0	0.6	1.1	0.5	0.0	0.0	0.0	0.0
Idaho	12	—	10	5	4	2	6	4.3	—	3.6	1.8	1.3	0.7	2.1
Illinois	21	5	5	9	4	7	68	1.0	0.2	0.2	0.4	0.2	0.3	3.3
Indiana	42	28	26	27	25	26	51	4.0	2.7	2.5	2.6	2.4	2.5	4.9
Iowa	5	2	2	3	3	3	1	1.0	0.4	0.4	0.6	0.6	0.6	0.2
Kansas	32	20	9	28	19	16	16	6.7	4.1	1.9	5.7	3.8	3.2	3.2
Kentucky	12	15	23	20	43	32	35	1.8	2.2	3.4	2.9	6.3	4.6	5.1
Louisiana	50	49	43	66	80	53	82	7.2	7.0	6.1	9.3	11.2	7.4	11.4
Maine	2	2	4	2	0	1	0	1.1	1.1	2.1	1.1	0.0	0.5	0.0
Maryland	8	8	10	11	7	6	8	0.9	0.9	1.2	1.3	0.8	0.7	0.9
Massachusetts	11	12	7	10	19	11	12	1.1	1.3	0.7	1.0	2.0	1.2	1.2
Michigan	37	80	60	70	41	24	34	2.2	5.0	3.8	4.5	2.6	1.6	2.2
Minnesota	21	23	10	19	22	24	26	2.5	2.7	1.2	2.2	2.6	2.8	3.0
Mississippi	42	32	32	38	49	18	24	8.5	6.5	6.5	7.7	9.9	3.7	4.9
Missouri	104	120	81	110	88	95	112	11.3	13.1	8.8	12.0	9.6	10.4	12.2
Montana	14	11	9	8	8	11	7	9.9	7.8	6.3	5.6	5.6	7.6	4.8
Nebraska	8	13	10	16	14	15	9	2.7	4.4	3.3	5.3	4.6	4.8	2.8
Nevada	18	14	14	8	29	6	6	4.2	3.2	3.2	1.8	6.4	1.3	1.3
New Hampshire	2	5	6	4	9	10	1	1.0	2.6	3.1	2.1	4.8	5.4	0.5
New Jersey	5	5	6	5	5	3	2	0.4	0.4	0.4	0.4	0.4	0.2	0.1
New Mexico	18	25	18	13	15	9	16	5.4	7.4	5.3	3.8	4.4	2.6	4.8
New York	17 ¹	18 ¹	46	28	45	47	42	0.6 ¹	0.7 ¹	1.7	1.0	1.6	1.7	1.5
North Carolina	23	9	9	11	19	23	38	1.6	0.6	0.6	0.7	1.2	1.5	2.5
North Dakota	2	11	2	5	6	4	1	2.1	11.4	2.0	4.9	5.8	3.8	0.9
Ohio	103	91	76	71	102	89	83	5.8	5.2	4.4	4.1	5.9	5.2	4.8
Oklahoma	37	22	27	39	21	26	35	5.7	3.3	4.1	5.8	3.1	3.8	5.1
Oregon	14	17	19	16	15	17	9	2.4	3.0	3.3	2.7	2.5	2.8	1.5
Pennsylvania	27	24	23	34	23	49	24	1.5	1.3	1.3	1.9	1.3	2.8	1.4
Rhode Island	3	7	1	0	2	0	4	2.1	4.9	0.7	0.0	1.4	0.0	2.8
South Carolina	32	8	26	49	51	51	51	4.4	1.1	3.6	6.7	6.8	6.7	6.7
South Dakota	8	2	10	9	4	1	10	6.5	1.6	7.8	6.9	3.1	0.8	7.4
Tennessee	79	43	82	64	57	64	75	8.1	4.4	8.2	6.4	5.7	6.4	7.5
Texas	103	93	85	100	103	90	98	2.1	1.9	1.7	2.0	2.0	1.7	1.8
Utah	5	76	99 ²	49	45	55	16	0.9	13.0	16.5 ²	8.0	7.2	8.7	2.5
Vermont	1	3	1	2	9	2	5	1.1	3.1	1.1	2.2	10.1	2.3	5.7
Virginia	34	30	32	31	22	34	25	2.7	2.4	2.5	2.4	1.7	2.7	1.9
Washington	162	173	26	33	46	34	13	15.6	16.6	2.5	3.1	4.3	3.2	1.2
West Virginia	4	3	14	1	16	16	24	1.4	1.1	4.9	0.4	5.7	5.7	8.7
Wisconsin	19	33	8	37	40	32	29	2.2	3.8	0.9	4.2	4.6	3.7	3.3
Wyoming	5	9	4	18	9	9	9	5.7	10.1	4.4	19.7	9.7	9.6	9.5

—Not available.

¹Data for New York City Public Schools were not reported.

²The state reported a total state-level firearm incident count that was less than the sum of its reported district-level counts. The sum of the district-level firearm incident counts is displayed instead of the reported state-level count.

NOTE: Separate counts were collected for incidents involving handguns, rifles/shotguns, other firearms, and multiple types of firearms. The counts reported here exclude the "other firearms" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 094, Data Group 601, extracted August 8, 2017, from the EDFacts Data Warehouse (internal U.S. Department of Education source); and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009–10 through 2015–16. (This table was prepared September 2017.)

Table 14.6. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: Selected years, 2007 through 2015

Student or school characteristic	2007		2009		2011		2013		2015	
1	2		3		4		5		6	
Total	6.7	(0.40)	5.5	(0.47)	4.7	(0.43)	3.7	(0.38)	4.2	(0.48)
Sex										
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)	5.3	(0.63)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)	3.1	(0.50)
Race/ethnicity¹										
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)	5.2	(0.67)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)	3.3	(0.79)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)	2.8	(0.65)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Other	9.3	(2.30)	5.4 !	(2.40)	‡	(†)	4.7 !	(1.79)	6.5	(1.82)
Grade										
6th	2.4	(0.64)	0.8 !	(0.40)	2.0 !	(0.89)	‡	(†)	1.7 !	(0.65)
7th	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)	2.0	(0.50)	3.0	(0.66)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)	2.6	(0.58)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)	3.3	(0.72)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)	4.7	(1.07)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)	6.4	(1.10)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)	7.3	(1.08)
Urbanicity²										
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)	3.4	(0.73)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)	4.4	(0.60)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)	5.0	(1.20)
Control of school										
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)	4.4	(0.52)
Private	4.5	(0.88)	2.3 !	(0.83)	3.2 !	(0.98)	3.6	(1.01)	2.0 !	(0.76)

‡Not applicable.

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

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

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

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2015. (This table was prepared August 2016.)

Table 15.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)¹												
Total	48.0 (1.06)	51.6 (1.19)	50.8 (1.43)	50.0 (1.30)	47.1 (1.11)	44.9 (1.21)	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)	34.9 (1.08)	32.8 (1.18)
Sex												
Male	50.1 (1.23)	53.2 (1.33)	53.3 (1.22)	52.3 (1.47)	49.2 (1.42)	43.8 (1.31)	43.8 (1.40)	44.7 (1.39)	40.8 (1.11)	39.5 (0.93)	34.4 (1.30)	32.2 (0.89)
Female	45.9 (1.32)	49.9 (1.79)	47.8 (1.99)	47.7 (1.45)	45.0 (1.11)	45.8 (1.29)	42.8 (1.56)	44.6 (1.42)	42.9 (0.85)	37.9 (0.91)	35.5 (1.39)	33.5 (1.89)
Race/ethnicity²												
White	49.9 (1.26)	54.1 (1.77)	54.0 (1.51)	52.5 (1.62)	50.4 (1.12)	47.1 (1.51)	46.4 (1.84)	47.3 (1.67)	44.7 (1.16)	40.3 (0.97)	36.3 (1.63)	35.2 (2.00)
Black	42.5 (1.82)	42.0 (2.24)	36.9 (1.46)	39.9 (4.07)	32.7 (2.33)	37.4 (1.67)	31.2 (1.05)	34.5 (1.65)	33.4 (1.45)	30.5 (1.40)	29.6 (1.65)	23.8 (2.82)
Hispanic	50.8 (2.82)	54.7 (2.56)	53.9 (1.96)	52.8 (2.41)	49.2 (1.52)	45.6 (1.39)	46.8 (1.39)	47.6 (1.80)	42.9 (1.43)	42.3 (1.38)	37.5 (2.11)	34.4 (1.28)
Asian ³	— (†)	— (†)	— (†)	25.7 (2.24)	28.4 (3.22)	27.5 (3.47)	21.5 (1.98)	25.4 (2.17)	18.3 (1.60)	25.6 (2.90)	21.7 (1.80)	13.1 (1.83)
Pacific Islander ³	— (†)	— (†)	— (†)	60.8 (5.11)	52.3 (8.54)	40.0 (7.04)	38.7 (8.43)	48.8 (6.58)	34.8 (4.36)	38.4 (6.40)	26.8 (5.84)	36.9 (10.62)
American Indian/Alaska Native	45.3 (7.18)	51.4 (7.18)	57.6 (3.79)	49.4 (6.43)	51.4 (3.97)	51.9 (5.29)	57.4 (4.13)	34.5 (1.77)	42.8 (5.43)	44.9 (2.26)	33.4 (5.13)	46.0 (8.12)
Two or more races ³	— (†)	— (†)	— (†)	51.1 (3.98)	45.4 (4.11)	47.1 (3.59)	39.0 (3.59)	46.2 (2.89)	44.3 (2.42)	36.9 (3.08)	36.1 (2.87)	39.6 (2.68)
Grade												
9th	40.5 (1.79)	45.6 (1.87)	44.2 (3.12)	40.6 (2.17)	41.1 (1.82)	36.2 (1.43)	36.2 (1.23)	35.7 (1.15)	31.5 (1.28)	29.8 (1.35)	24.4 (1.13)	23.4 (1.28)
10th	44.0 (2.00)	49.5 (2.38)	47.2 (2.19)	49.7 (1.89)	45.2 (1.29)	43.5 (1.66)	42.0 (1.95)	41.8 (1.68)	40.6 (1.42)	35.7 (1.37)	30.9 (1.84)	29.0 (2.49)
11th	49.7 (1.73)	53.7 (1.51)	53.2 (1.49)	50.9 (1.98)	49.3 (1.70)	47.0 (2.08)	46.0 (1.98)	49.0 (1.83)	45.7 (2.05)	42.7 (1.28)	39.2 (1.52)	38.0 (1.68)
12th	56.4 (1.35)	56.5 (1.64)	57.3 (2.50)	61.7 (2.25)	55.2 (1.53)	55.9 (1.65)	50.8 (2.12)	54.9 (2.09)	51.7 (1.37)	48.4 (1.29)	46.8 (1.85)	42.4 (2.00)
Urbanicity⁴												
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 property⁵												
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/ethnicity²												
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)	— (†)	— (†)
Urbanicity⁴												
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.

¹The 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.

²Race categories exclude persons of Hispanic ethnicity.

³Before 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.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

⁵In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected in 2013 and 2015.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

Table 15.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2015

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 days	1 or 2 days	3 to 29 days	All 30 days	0 days	1 or 2 days	3 to 29 days	All 30 days
1	2	3	4	5	6	7	8	9
2009								
Total	58.2 (0.80)	20.5 (0.40)	20.5 (0.73)	0.8 (0.09)	95.5 (0.29)	2.8 (0.21)	1.3 (0.14)	0.4 (0.07)
Sex								
Male	59.2 (1.11)	17.9 (0.59)	21.7 (0.90)	1.3 (0.19)	94.7 (0.41)	3.0 (0.27)	1.7 (0.20)	0.6 (0.14)
Female	57.1 (0.85)	23.4 (0.73)	19.2 (0.74)	0.3 (0.05)	96.4 (0.34)	2.6 (0.26)	0.9 (0.16)	0.1 ! (0.03)
Race/ethnicity ³								
White	55.3 (1.16)	20.9 (0.50)	23.2 (1.10)	0.6 (0.10)	96.7 (0.27)	2.0 (0.20)	1.0 (0.14)	0.2 (0.06)
Black	66.6 (1.45)	18.5 (0.80)	14.0 (1.04)	0.9 (0.25)	94.6 (0.59)	3.0 (0.36)	1.8 (0.32)	0.5 ! (0.22)
Hispanic	57.1 (1.43)	21.9 (0.82)	19.6 (1.12)	1.3 (0.22)	93.1 (0.70)	4.4 (0.46)	1.9 (0.37)	0.6 (0.16)
Asian	81.7 (1.60)	11.5 (1.90)	5.9 (1.22)	0.9 ! (0.44)	97.1 (0.65)	1.4 ! (0.47)	0.9 ! (0.43)	± (†)
Pacific Islander	65.2 (4.36)	12.4 (2.86)	22.0 (3.42)	± (†)	90.0 (2.34)	5.9 (1.68)	3.8 ! (1.56)	± (†)
American Indian/Alaska Native	57.2 (5.43)	17.0 ! (5.28)	24.7 (5.33)	± (†)	95.7 (1.58)	3.5 ! (1.45)	± (†)	± (†)
Two or more races	55.7 (2.42)	26.8 (2.58)	16.1 (1.90)	1.4 ! (0.56)	93.3 (1.37)	4.7 (0.98)	1.6 ! (0.64)	± (†)
Grade								
9th	68.5 (1.28)	17.9 (1.00)	12.9 (0.64)	0.7 (0.16)	95.6 (0.37)	3.0 (0.28)	1.0 (0.17)	0.4 ! (0.13)
10th	59.4 (1.42)	19.5 (0.79)	20.3 (1.27)	0.8 (0.21)	95.2 (0.46)	2.9 (0.35)	1.5 (0.25)	0.4 ! (0.15)
11th	54.3 (2.05)	21.7 (1.41)	23.2 (1.36)	0.8 (0.13)	95.4 (0.44)	2.9 (0.40)	1.4 (0.24)	0.3 (0.09)
12th	48.3 (1.37)	23.6 (0.95)	27.3 (1.55)	0.8 (0.19)	95.9 (0.44)	2.3 (0.29)	1.5 (0.25)	0.3 ! (0.12)
2011								
Total	61.3 (0.75)	19.4 (0.62)	18.3 (0.47)	0.9 (0.11)	94.9 (0.33)	3.3 (0.23)	1.3 (0.15)	0.5 (0.07)
Sex								
Male	60.5 (0.93)	18.5 (0.68)	19.5 (0.65)	1.5 (0.19)	94.6 (0.43)	3.1 (0.26)	1.5 (0.21)	0.8 (0.14)
Female	62.1 (0.91)	20.5 (0.74)	17.1 (0.63)	0.3 (0.08)	95.3 (0.35)	3.4 (0.29)	1.1 (0.16)	0.1 ! (0.04)
Race/ethnicity ³								
White	59.7 (0.97)	19.5 (0.83)	20.1 (0.62)	0.7 (0.13)	96.0 (0.38)	2.8 (0.29)	0.9 (0.12)	0.3 (0.06)
Black	69.5 (1.40)	17.5 (1.06)	12.1 (0.97)	0.9 (0.21)	94.9 (0.50)	3.2 (0.41)	1.4 (0.28)	0.5 ! (0.18)
Hispanic	57.7 (1.38)	21.5 (0.75)	19.4 (0.94)	1.4 (0.25)	92.7 (0.68)	4.3 (0.31)	2.2 (0.45)	0.7 (0.17)
Asian	74.4 (2.90)	16.7 (2.86)	7.3 (1.42)	1.6 ! (0.73)	96.5 (1.21)	2.2 ! (0.96)	± (†)	± (†)
Pacific Islander	61.6 (6.40)	15.6 (3.98)	21.9 (4.87)	± (†)	91.7 (3.61)	3.6 ! (1.62)	± (†)	± (†)
American Indian/Alaska Native	55.1 (2.26)	23.8 (2.23)	20.1 (1.51)	± (†)	79.1 (4.15)	15.0 (3.14)	5.3 (0.96)	± (†)
Two or more races	63.1 (3.08)	19.6 (2.94)	15.0 (1.88)	2.3 ! (0.96)	94.2 (1.32)	3.3 (0.86)	± (†)	1.6 ! (0.74)
Grade								
9th	70.2 (1.35)	17.8 (0.99)	11.2 (0.95)	0.7 (0.18)	94.6 (0.56)	3.7 (0.41)	1.4 (0.31)	0.4 (0.09)
10th	64.3 (1.37)	19.2 (1.11)	15.8 (0.66)	0.6 (0.15)	95.6 (0.51)	2.8 (0.40)	1.2 (0.24)	0.4 (0.11)
11th	57.3 (1.28)	21.1 (0.87)	20.6 (1.31)	1.1 (0.21)	94.8 (0.56)	3.2 (0.39)	1.3 (0.26)	0.7 (0.16)
12th	51.6 (1.29)	20.1 (0.93)	27.1 (1.25)	1.1 (0.24)	94.9 (0.48)	3.5 (0.38)	1.3 (0.26)	0.3 ! (0.10)
2013⁴								
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)	— (†)	— (†)	— (†)	— (†)
2015⁴								
Total	67.2 (1.18)	17.6 (0.67)	14.5 (0.85)	0.7 (0.12)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	67.8 (0.89)	16.1 (0.76)	15.1 (0.87)	1.0 (0.23)	— (†)	— (†)	— (†)	— (†)
Female	66.5 (1.89)	19.3 (1.09)	13.9 (1.12)	0.3 ! (0.13)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity ³								
White	64.8 (2.00)	18.5 (0.83)	16.2 (1.40)	0.5 (0.11)	— (†)	— (†)	— (†)	— (†)
Black	76.2 (2.82)	14.4 (1.82)	8.6 (1.24)	± (†)	— (†)	— (†)	— (†)	— (†)
Hispanic	65.6 (1.28)	18.9 (1.25)	14.4 (0.76)	1.1 (0.25)	— (†)	— (†)	— (†)	— (†)
Asian	86.9 (1.83)	7.1 (1.48)	4.9 (0.88)	± (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	63.1 (10.62)	22.1 ! (6.78)	13.5 ! (5.64)	± (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	54.0 (8.12)	16.3 ! (5.91)	29.3 ! (8.96)	± (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	60.4 (2.68)	20.2 (2.17)	19.0 (2.32)	± (†)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	76.6 (1.28)	14.2 (1.20)	8.5 (0.98)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
10th	71.0 (2.49)	16.0 (1.53)	12.2 (1.25)	0.8 (0.21)	— (†)	— (†)	— (†)	— (†)
11th	62.0 (1.68)	19.9 (1.49)	17.8 (1.39)	0.3 ! (0.12)	— (†)	— (†)	— (†)	— (†)
12th	57.6 (2.00)	21.0 (1.22)	20.4 (1.49)	0.9 (0.26)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

#Rounds to zero.

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

±Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹The 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.

²In the question about drinking alcohol at school, “on school property” was not defined for survey respondents.

³Race categories exclude persons of Hispanic ethnicity.

⁴Data on alcohol use at school were not collected in 2013 and 2015.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2015. (This table was prepared July 2016.)

Table 15.3. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

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

¹Bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.”

²“On school property” was not defined for survey respondents.

³Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

⁴The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁵Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club.”

⁶Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 15.4. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹						On school property ²					
	2005	2007	2009	2011	2013	2015	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
United States³	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)	34.9 (1.08)	32.8 (1.18)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)	— (†)	— (†)
Alabama	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	35.0 (2.45)	30.7 (1.70)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)	— (†)	— (†)
Alaska	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	22.5 (1.69)	22.0 (1.21)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)	— (†)	— (†)
Arizona	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	36.0 (2.25)	34.8 (2.65)	7.5 (0.88)	6.0 (0.54)	5.9 (0.61)	6.2 (0.55)	— (†)	— (†)
Arkansas	43.1 (1.99)	42.2 (1.75)	39.7 (1.91)	33.9 (1.81)	36.3 (1.97)	27.6 (1.58)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	28.9 (2.61)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	47.4 (4.42)	— (†)	40.8 (2.44)	36.4 (2.29)	— (†)	— (†)	5.9 (1.08)	— (†)	4.1 (0.61)	5.3 (0.87)	— (†)	— (†)
Connecticut	45.3 (2.16)	46.0 (2.13)	43.5 (2.22)	41.5 (1.90)	36.7 (2.02)	30.2 (1.50)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)	— (†)	— (†)
Delaware	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	36.3 (1.34)	31.4 (1.95)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)	— (†)	— (†)
District of Columbia	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	31.4 (0.58)	20.2 (0.43)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)	— (†)	— (†)
Florida	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	34.9 (0.87)	33.0 (0.96)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)	— (†)	— (†)
Georgia	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	27.9 (2.04)	— (†)	4.3 (0.67)	4.4 (0.58)	4.2 (0.48)	5.4 (0.80)	— (†)	— (†)
Hawaii	34.8 (2.05)	29.1 (2.93)	37.8 (3.02)	29.1 (1.64)	25.2 (1.75)	25.2 (1.02)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)	— (†)	— (†)
Idaho	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	28.3 (2.23)	28.3 (2.21)	4.3 (0.69)	6.2 (0.81)	3.5 (0.53)	4.1 (0.50)	— (†)	— (†)
Illinois	— (†)	43.7 (2.72)	39.8 (1.91)	37.8 (1.87)	36.6 (2.41)	30.7 (2.07)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)	— (†)	— (†)
Indiana	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	— (†)	30.5 (2.19)	3.4 (0.64)	4.1 (0.47)	3.5 (0.52)	2.0 (0.36)	— (†)	— (†)
Iowa	43.8 (2.56)	41.0 (2.36)	— (†)	37.1 (2.58)	— (†)	— (†)	4.6 (0.89)	3.4 (0.78)	— (†)	2.3 (0.41)	— (†)	— (†)
Kansas	43.9 (1.74)	42.4 (1.69)	38.7 (1.93)	32.6 (1.53)	27.6 (1.02)	— (†)	5.1 (0.74)	4.8 (0.66)	3.2 (0.55)	2.9 (0.45)	— (†)	— (†)
Kentucky	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	30.4 (1.37)	28.5 (1.70)	3.5 (0.37)	4.7 (0.47)	5.2 (0.87)	4.1 (0.53)	— (†)	— (†)
Louisiana	— (†)	— (†)	47.5 (2.80)	44.4 (2.00)	38.6 (2.75)	— (†)	— (†)	— (†)	5.6 (1.33)	6.0 (1.36)	— (†)	— (†)
Maine	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	26.6 (0.90)	24.0 (0.69)	3.9 (0.44)	5.6 (0.89)	4.0 (0.23)	3.1 (0.21)	— (†)	— (†)
Maryland	39.8 (2.17)	42.9 (3.13)	37.0 (1.44)	34.8 (1.98)	31.2 (0.45)	26.1 (0.41)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)	— (†)	— (†)
Massachusetts	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	35.6 (1.14)	33.9 (1.48)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)	— (†)	— (†)
Michigan	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	28.3 (1.81)	25.9 (1.81)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	32.9 (2.09)	31.5 (1.67)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)	— (†)	— (†)
Missouri	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	35.6 (1.33)	34.5 (2.09)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)	— (†)	— (†)
Montana	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	37.1 (1.20)	34.2 (1.03)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)	— (†)	— (†)
Nebraska	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	22.1 (1.46)	22.7 (1.65)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)	— (†)	— (†)
Nevada	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	34.0 (2.11)	33.5 (2.29)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)	— (†)	— (†)
New Hampshire	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	32.9 (1.71)	30.0 (0.88)	— (†)	5.1 (0.73)	4.3 (0.68)	5.6 (0.70)	— (†)	— (†)
New Jersey	46.5 (2.65)	— (†)	45.2 (2.21)	42.9 (2.46)	39.3 (1.92)	— (†)	3.7 (0.42)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	42.3 (1.93)	43.2 (1.07)	40.5 (1.41)	36.9 (1.40)	28.9 (1.25)	26.1 (0.89)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)	— (†)	— (†)
New York	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	32.5 (1.36)	29.7 (1.80)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)	— (†)	— (†)
North Carolina	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	32.2 (1.27)	29.2 (1.63)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)	— (†)	— (†)
North Dakota	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	35.3 (1.59)	30.8 (1.58)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)	— (†)	— (†)
Ohio ⁴	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	29.5 (2.21)	— (†)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)
Oklahoma	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	33.4 (1.91)	27.3 (1.95)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	30.6 (1.61)	— (†)	— (†)	2.8 (0.50)	— (†)	— (†)	— (†)
Rhode Island	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	30.9 (1.78)	26.2 (1.92)	5.3 (0.66)	4.8 (0.54)	3.2 (0.50)	— (†)	— (†)	— (†)
South Carolina	43.2 (1.64)	36.8 (2.31)	35.2 (2.80)	39.7 (1.72)	28.9 (1.34)	24.6 (1.57)	6.0 (0.96)	4.7 (0.73)	3.6 (0.79)	5.9 (0.90)	— (†)	— (†)
South Dakota ⁵	46.6 (2.12)	44.5 (1.80)	40.1 (1.54)	39.3 (2.14)	30.8 (1.45)	28.0 (2.53)	4.0 (0.70)	3.6 (0.92)	— (†)	— (†)	— (†)	— (†)
Tennessee	41.8 (1.90)	36.7 (1.90)	33.5 (1.71)	33.3 (1.39)	28.4 (1.35)	— (†)	3.7 (0.66)	4.1 (0.54)	3.0 (0.38)	3.2 (0.34)	— (†)	— (†)
Texas	47.3 (1.93)	48.3 (1.64)	44.8 (1.25)	39.7 (1.15)	36.1 (1.75)	— (†)	5.7 (0.56)	4.9 (0.57)	4.7 (0.36)	3.9 (0.35)	— (†)	— (†)
Utah	15.8 (1.92)	17.0 (1.88)	18.2 (2.72)	15.1 (1.54)	11.0 (0.90)	— (†)	2.1 (0.39)	4.7 (1.69)	2.7 (0.45)	2.7 (0.54)	— (†)	— (†)
Vermont ⁶	41.8 (1.53)	42.6 (1.04)	39.0 (1.57)	35.3 (1.10)	— (†)	30.0 (0.33)	4.8 (0.54)	4.6 (0.40)	3.3 (0.28)	3.3 (0.50)	— (†)	— (†)
Virginia	— (†)	— (†)	— (†)	30.5 (2.49)	27.3 (1.22)	23.4 (1.20)	— (†)	— (†)	— (†)	3.3 (0.59)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	41.5 (1.41)	43.5 (1.45)	40.4 (1.10)	34.3 (2.40)	37.1 (2.04)	31.1 (1.45)	6.4 (1.08)	5.5 (0.89)	5.7 (0.61)	4.2 (0.67)	— (†)	— (†)
Wisconsin	49.2 (1.51)	48.9 (1.56)	41.3 (1.83)	39.2 (1.35)	32.7 (1.21)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	45.4 (1.47)	42.4 (1.22)	41.7 (1.36)	36.1 (1.34)	34.4 (1.14)	31.0 (1.48)	6.2 (0.56)	6.9 (0.63)	6.4 (0.50)	5.1 (0.48)	— (†)	— (†)
Puerto Rico	39.0 (1.71)	— (†)	— (†)	30.4 (2.37)	25.5 (2.03)	21.2 (1.45)	4.4 (0.49)	— (†)	— (†)	3.9 (0.85)	— (†)	— (†)

— Not available.
† Not applicable.
‡ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
¹The 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.
²In the question about drinking alcohol at school, “on school property” was not defined for survey respondents. Data on alcohol use at school were not collected in 2013 and 2015.
³For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.
⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for all years include both public and private schools.
⁶Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year’s data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared October 2017.)

Table 15.5. Number of discipline incidents resulting in removal of a student from a regular education program for at least an entire school day and ratio of incidents per 100,000 students, by discipline reason and state: 2014–15

State	Number of discipline incidents					Rate of discipline incidents per 100,000 students				
	Total	Alcohol	Illicit drug	Violent incident ¹	Weapons possession	Total	Alcohol	Illicit drug	Violent incident ¹	Weapons possession
1	2	3	4	5	6	7	8	9	10	11
United States²	1,297,163	22,498⁴	195,186⁴	1,017,143	62,336	2,583	45⁴	389⁴	2,025	124
Alabama	40,561	527	5,774	32,683	1,577	5,451	71	776	4,392	212
Alaska	3,578	138	717	2,495	228	2,728	105	547	1,902	174
Arizona ³	30,217	851	3,915	24,536	915	2,718	77	352	2,207	82
Arkansas	23,099	499	2,116	19,685	799	4,705	102	431	4,010	163
California	251,483	(⁴)	42,828 ⁴	196,643	12,012	3,984	(⁴)	678 ⁴	3,115	190
Colorado	65,725	1,082	6,773	57,104	766	7,393	122	762	6,423	86
Connecticut	24,336	365	1,390	21,490	1,091	4,484	67	256	3,960	201
Delaware	613	67	335	50	161	457	50	250	37	120
District of Columbia	5,924	20	282	5,259	363	7,317	25	348	6,496	448
Florida	16,125	1,071	10,252	3,261	1,541	585	39	372	118	56
Georgia	69,897	844	10,917	55,452	2,684	4,007	48	626	3,179	154
Hawaii	2,195	175	678	1,066	276	1,204	96	372	584	151
Idaho	842	78	460	195	109	289	27	158	67	37
Illinois	42,915	969	6,358	32,438	3,150	2,093	47	310	1,582	154
Indiana	41,358	1,215	3,182	35,344	1,617	3,953	116	304	3,378	155
Iowa ³	12,533	277	1,945	9,546	765	2,480	55	385	1,889	151
Kansas	12,026	253	2,246	8,839	688	2,418	51	452	1,777	138
Kentucky ³	51,619	811	10,997	39,414	397	7,496	118	1,597	5,723	58
Louisiana	47,145	341	4,924	40,631	1,249	6,577	48	687	5,668	174
Maine	1,899	114	735	979	71	1,041	62	403	537	39
Maryland	32,094	416	2,620	27,452	1,606	3,670	48	300	3,139	184
Massachusetts	21,254	503	2,686	16,775	1,290	2,224	53	281	1,755	135
Michigan ³	11,476	212	1,292	9,141	831	746	14	84	594	54
Minnesota ³	20,647	496	3,572	15,525	1,054	2,409	58	417	1,811	123
Mississippi	17,432	334	757	15,812	529	3,551	68	154	3,221	108
Missouri	21,891	1,040	6,800	12,665	1,386	2,385	113	741	1,380	151
Montana	4,530	141	917	3,253	219	3,134	98	634	2,251	152
Nebraska	9,176	212	1,156	7,389	419	2,935	68	370	2,363	134
Nevada	11,009	420	2,161	7,820	608	2,397	91	471	1,703	132
New Hampshire	4,829	141	797	3,583	308	2,615	76	432	1,940	167
New Jersey	11,679	339	2,162	8,357	821	834	24	154	597	59
New Mexico	11,435	293	2,338	8,249	555	3,360	86	687	2,424	163
New York	18,932	1,171	4,838	7,772	5,151	691	43	176	284	188
North Carolina	69,415	837	11,451	54,373	2,754	4,482	54	739	3,510	178
North Dakota	1,314	52	370	830	62	1,233	49	347	779	58
Ohio	80,159	1,063	8,835	67,255	3,006	4,647	62	512	3,899	174
Oklahoma	14,632	456	2,181	10,824	1,171	2,125	66	317	1,572	170
Oregon	15,004	465	2,899	11,079	561	2,495	77	482	1,842	93
Pennsylvania	36,436	628	2,927	30,536	2,345	2,090	36	168	1,752	135
Rhode Island	12,715	66	701	11,771	177	8,957	46	494	8,292	125
South Carolina	21,051	401	1,392	18,941	317	2,783	53	184	2,504	42
South Dakota ³	3,351	102	912	2,107	230	2,519	77	686	1,584	173
Tennessee	32,686	514	2,213	29,691	268	3,283	52	222	2,983	27
Texas	2,405	48	1,364	565	428	46	1	26	11	8
Utah	5,010	146	1,230	3,285	349	788	23	194	517	55
Vermont	—	—	—	—	—	—	—	—	—	—
Virginia	20,772	797	1,692	16,343	1,940	1,622	62	132	1,276	152
Washington ³	20,098	944	5,024	11,951	2,179	1,872	88	468	1,113	203
West Virginia	3,438	48	599	2,738	53	1,226	17	214	977	19
Wisconsin	17,552	512	2,468	13,582	990	2,014	59	283	1,559	114
Wyoming	651	4	8	369	270	692	4	9	392	287

—Not available.

¹Includes violent incidents with and without physical injury.

²U.S. totals exclude Vermont data, which were not reported.

³This state did not report state-level counts of discipline incidents, but did report school-level counts. The sums of the school-level counts are displayed in place of the unreported state-level counts.

⁴California reported alcohol incidents in the illicit drug category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, ED Facts file 030, Data Group 523, extracted August 1, 2016, from the ED Facts Data Warehouse (internal U.S. Department of Education source); Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2014–15. (This table was prepared August 2016.)

Table 16.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2015

[Standard errors appear in parentheses]

Location and student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)¹												
Total	17.7 (1.22)	25.3 (1.03)	26.2 (1.11)	26.7 (1.30)	23.9 (0.77)	22.4 (1.09)	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	23.4 (1.08)	21.7 (1.22)
Sex												
Male	20.6 (1.61)	28.4 (1.08)	30.2 (1.46)	30.8 (1.92)	27.9 (0.81)	25.1 (1.25)	22.1 (0.98)	22.4 (1.02)	23.4 (0.80)	25.9 (1.01)	25.0 (1.14)	23.2 (1.46)
Female	14.6 (1.02)	22.0 (1.44)	21.4 (1.04)	22.6 (0.96)	20.0 (0.87)	19.3 (0.96)	18.2 (0.99)	17.0 (1.13)	17.9 (0.87)	20.1 (0.95)	21.9 (1.28)	20.1 (1.33)
Race/ethnicity²												
White	17.3 (1.41)	24.5 (1.49)	25.0 (1.56)	26.4 (1.59)	24.4 (1.04)	21.7 (1.20)	20.3 (1.11)	19.9 (1.28)	20.7 (0.93)	21.7 (1.09)	20.4 (1.36)	19.9 (1.67)
Black	18.6 (1.84)	28.6 (2.62)	28.2 (1.67)	26.4 (3.49)	21.8 (2.12)	23.9 (1.58)	20.4 (1.11)	21.5 (1.64)	22.2 (1.44)	25.1 (1.35)	28.9 (1.30)	27.1 (1.57)
Hispanic	19.4 (1.33)	27.8 (2.92)	28.6 (2.06)	28.2 (2.29)	24.6 (0.81)	23.8 (1.16)	23.0 (1.22)	18.5 (1.41)	21.6 (1.04)	24.4 (1.27)	27.6 (1.50)	24.5 (1.49)
Asian ³	— (†)	— (†)	— (†)	13.5 (2.04)	10.9 (2.12)	9.5 (2.21)	6.7 (1.64)	9.4 (1.63)	7.5 (1.40)	13.6 (3.75)	16.4 (2.99)	8.2 (1.58)
Pacific Islander ³	— (†)	— (†)	— (†)	33.8 (4.11)	21.9 (4.07)	28.1 (6.47)	12.4 ! (3.87)	28.7 (6.14)	24.8 (5.50)	31.1 (7.08)	23.4 ! (7.35)	17.4 (4.88)
American Indian/Alaska Native	17.4 (4.77)	28.0 (5.72)	44.2 (4.31)	36.2 (6.55)	36.4 (5.48)	32.8 (5.29)	30.3 (4.36)	27.4 (3.50)	31.6 (5.26)	47.4 (3.20)	35.5 (6.37)	26.9 (5.20)
Two or more races ³	— (†)	— (†)	— (†)	29.1 (4.00)	31.8 (3.22)	28.3 (5.57)	16.9 (2.43)	20.5 (2.73)	21.7 (2.33)	26.8 (2.10)	28.8 (2.55)	23.5 (2.18)
Grade												
9th	13.2 (1.10)	20.9 (1.83)	23.6 (1.95)	21.7 (1.84)	19.4 (1.25)	18.5 (1.52)	17.4 (1.16)	14.7 (1.02)	15.5 (0.97)	18.0 (1.11)	17.7 (1.13)	15.2 (0.98)
10th	16.5 (1.79)	25.5 (1.89)	25.0 (1.29)	27.8 (2.21)	24.8 (1.12)	22.0 (1.47)	20.2 (1.27)	19.3 (1.12)	21.1 (1.11)	21.6 (1.15)	23.5 (1.89)	20.0 (1.87)
11th	18.4 (1.77)	27.6 (1.35)	29.3 (1.81)	26.7 (2.47)	25.8 (1.33)	24.1 (1.56)	21.0 (1.24)	21.4 (1.49)	23.2 (1.52)	25.5 (1.44)	25.5 (1.37)	24.8 (1.27)
12th	22.0 (1.40)	26.2 (2.35)	26.6 (2.09)	31.5 (2.81)	26.9 (1.77)	25.8 (1.19)	22.8 (1.23)	25.1 (1.96)	24.6 (1.49)	28.0 (1.08)	27.7 (1.58)	27.6 (1.93)
Urbanicity⁴												
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 property⁵												
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/ethnicity²												
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)	— (†)	— (†)
Urbanicity⁴												
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.

¹The 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.

²Race categories exclude persons of Hispanic ethnicity.

³Before 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.

⁴Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

⁵In the question about using marijuana at school, "on school property" was not defined for survey respondents. Data on marijuana use at school were not collected in 2013 and 2015.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2015. (This table was prepared July 2016.)

Table 16.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2009 through 2015

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 times	1 or 2 times	3 to 39 times	40 or more times	0 times	1 or 2 times	3 to 39 times	40 or more times
1	2	3	4	5	6	7	8	9
2009								
Total	79.2 (0.70)	7.2 (0.30)	9.7 (0.37)	3.8 (0.27)	95.4 (0.35)	2.1 (0.16)	1.8 (0.18)	0.7 (0.10)
Sex								
Male	76.6 (0.80)	6.8 (0.38)	10.8 (0.48)	5.8 (0.46)	93.7 (0.54)	2.6 (0.24)	2.6 (0.27)	1.1 (0.18)
Female	82.1 (0.87)	7.7 (0.39)	8.5 (0.56)	1.7 (0.20)	97.2 (0.32)	1.7 (0.19)	1.0 (0.21)	0.2 (0.06)
Race/ethnicity ³								
White	79.3 (0.93)	7.4 (0.43)	9.6 (0.49)	3.7 (0.38)	96.2 (0.38)	1.9 (0.21)	1.4 (0.18)	0.5 (0.10)
Black	77.8 (1.44)	6.7 (0.62)	10.9 (0.90)	4.6 (0.68)	94.4 (0.64)	2.2 (0.31)	2.8 (0.44)	0.6 ! (0.24)
Hispanic	78.4 (1.04)	8.2 (0.57)	9.8 (0.71)	3.6 (0.37)	93.5 (0.76)	3.2 (0.43)	2.3 (0.39)	1.0 (0.22)
Asian	92.5 (1.40)	3.0 (0.69)	3.3 (0.85)	1.2 ! (0.55)	98.0 (0.54)	± (†)	1.1 ! (0.50)	± (†)
Pacific Islander	75.2 (5.50)	5.0 ! (1.61)	13.0 (2.95)	6.8 ! (2.56)	91.0 (2.40)	4.4 ! (1.59)	3.7 ! (1.58)	± (†)
American Indian/Alaska Native	68.4 (5.26)	6.7 ! (2.47)	19.6 (3.43)	5.3 ! (2.11)	97.1 (1.25)	± (†)	± (†)	± (†)
Two or more races	78.3 (2.33)	7.8 (1.40)	9.8 (1.51)	4.1 ! (1.27)	94.6 (1.34)	1.4 ! (0.51)	2.2 ! (0.90)	1.8 ! (0.66)
Grade								
9th	84.5 (0.97)	5.8 (0.55)	7.6 (0.55)	2.1 (0.29)	95.7 (0.38)	2.3 (0.22)	1.4 (0.21)	0.6 (0.15)
10th	78.9 (1.11)	7.9 (0.59)	9.6 (0.64)	3.6 (0.44)	95.4 (0.50)	1.9 (0.28)	2.1 (0.35)	0.6 (0.12)
11th	76.8 (1.52)	7.9 (0.66)	11.2 (0.89)	4.1 (0.42)	95.0 (0.55)	2.5 (0.37)	2.0 (0.31)	0.5 (0.12)
12th	75.4 (1.49)	7.7 (0.60)	10.9 (0.86)	6.0 (0.64)	95.4 (0.49)	1.9 (0.30)	1.9 (0.27)	0.8 (0.23)
2011								
Total	76.9 (0.80)	7.4 (0.30)	10.9 (0.42)	4.8 (0.30)	94.1 (0.39)	2.8 (0.22)	2.3 (0.21)	0.7 (0.09)
Sex								
Male	74.1 (1.01)	7.1 (0.40)	11.8 (0.57)	7.0 (0.47)	92.5 (0.56)	3.1 (0.28)	3.2 (0.31)	1.2 (0.17)
Female	79.9 (0.95)	7.7 (0.48)	9.9 (0.56)	2.4 (0.26)	95.9 (0.32)	2.5 (0.21)	1.4 (0.19)	0.2 (0.04)
Race/ethnicity ³								
White	78.3 (1.09)	6.9 (0.42)	10.2 (0.59)	4.6 (0.44)	95.5 (0.42)	2.2 (0.26)	1.9 (0.23)	0.4 (0.09)
Black	74.9 (1.35)	7.9 (0.69)	12.5 (0.81)	4.7 (0.63)	93.3 (0.77)	3.2 (0.43)	2.8 (0.52)	0.7 (0.18)
Hispanic	75.6 (1.27)	8.3 (0.59)	11.5 (0.67)	4.7 (0.46)	92.3 (0.54)	3.6 (0.26)	3.1 (0.40)	1.0 (0.21)
Asian	86.4 (3.75)	± (†)	5.5 (0.96)	3.2 ! (1.34)	95.5 (1.34)	2.4 ! (1.15)	± (†)	1.5 ! (0.70)
Pacific Islander	68.9 (7.08)	11.3 (3.34)	13.2 ! (5.20)	6.6 ! (2.27)	87.5 (4.94)	5.6 ! (2.24)	± (†)	± (†)
American Indian/Alaska Native	52.6 (3.20)	10.5 (2.82)	23.6 (2.57)	13.2 (1.81)	79.1 (4.05)	8.6 (2.18)	9.8 (1.79)	2.5 (0.67)
Two or more races	73.2 (2.10)	7.2 (1.20)	12.9 (1.44)	6.7 (1.33)	91.9 (1.79)	3.7 (0.98)	2.4 ! (0.86)	2.0 ! (0.69)
Grade								
9th	82.0 (1.11)	6.2 (0.47)	8.2 (0.63)	3.6 (0.42)	94.6 (0.65)	2.7 (0.41)	2.2 (0.33)	0.5 (0.11)
10th	78.4 (1.15)	7.4 (0.60)	10.0 (0.65)	4.3 (0.50)	93.8 (0.63)	3.2 (0.38)	2.3 (0.40)	0.7 (0.16)
11th	74.5 (1.44)	8.0 (0.59)	12.9 (0.82)	4.5 (0.50)	93.8 (0.70)	3.2 (0.47)	2.3 (0.35)	0.7 (0.16)
12th	72.0 (1.08)	8.3 (0.59)	13.0 (0.69)	6.7 (0.53)	94.6 (0.39)	2.2 (0.30)	2.4 (0.30)	0.8 (0.18)
2013⁴								
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)	— (†)	— (†)	— (†)	— (†)
2015⁴								
Total	78.3 (1.22)	7.0 (0.37)	10.4 (0.81)	4.2 (0.40)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	76.8 (1.46)	6.4 (0.47)	11.4 (0.91)	5.5 (0.61)	— (†)	— (†)	— (†)	— (†)
Female	79.9 (1.33)	7.6 (0.44)	9.6 (0.87)	2.9 (0.31)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity ³								
White	80.1 (1.67)	6.9 (0.45)	9.6 (1.20)	3.5 (0.44)	— (†)	— (†)	— (†)	— (†)
Black	72.9 (1.57)	8.3 (1.14)	13.7 (1.06)	5.1 (0.99)	— (†)	— (†)	— (†)	— (†)
Hispanic	75.5 (1.49)	7.7 (0.64)	11.4 (0.84)	5.3 (0.62)	— (†)	— (†)	— (†)	— (†)
Asian	91.8 (1.58)	2.6 ! (0.87)	4.1 (0.87)	1.5 ! (0.72)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	82.6 (4.88)	± (†)	5.5 ! (2.03)	± (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	73.1 (5.20)	6.3 ! (2.47)	12.1 ! (3.74)	± (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	76.5 (2.18)	6.0 (1.08)	12.1 (1.58)	5.4 (1.10)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	84.8 (0.98)	5.5 (0.56)	7.3 (0.56)	2.4 (0.34)	— (†)	— (†)	— (†)	— (†)
10th	80.0 (1.87)	6.1 (0.73)	10.0 (1.18)	3.9 (0.59)	— (†)	— (†)	— (†)	— (†)
11th	75.2 (1.27)	7.7 (0.55)	12.9 (1.13)	4.3 (0.55)	— (†)	— (†)	— (†)	— (†)
12th	72.4 (1.93)	8.9 (0.61)	12.2 (1.33)	6.4 (0.82)	— (†)	— (†)	— (†)	— (†)

—Not available.
 †Not applicable.
 #Rounds to zero.
 Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
 ‡Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.
¹The 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.

²In the question about using marijuana at school, “on school property” was not defined for survey respondents.
³Race categories exclude persons of Hispanic ethnicity.
⁴Data on marijuana use at school were not collected in 2013 and 2015.
 NOTE: Detail may not sum to totals because of rounding.
 SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2015. (This table was prepared July 2016.)

Table 16.3. Percentage distribution of students in grades 9–12 and percentage reporting selected types of victimization or risk behaviors, by sex and sexual orientation: 2015

[Standard errors appear in parentheses]

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

¹Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

²Bullying 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.”

³“On school property” was not defined for survey respondents.

⁴Being electronically bullied includes “being bullied through e-mail, chat rooms, instant messaging, websites, or texting.”

⁵The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times or how many days they engaged in the specified behavior.

⁶Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club.”

⁷Respondents were asked about carrying “a weapon such as a gun, knife, or club.”

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2015. (This table was prepared September 2016.)

Table 16.4. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2015

[Standard errors appear in parentheses]

State or jurisdiction 1	Anywhere (including on school property) ¹						On school property ²					
	2005 2	2007 3	2009 4	2011 5	2013 6	2015 7	2005 8	2007 9	2009 10	2011 11	2013 12	2015 13
United States³	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	23.4 (1.08)	21.7 (1.22)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)	— (†)	— (†)
Alabama	18.5 (1.49)	— (†)	16.2 (1.28)	20.8 (1.62)	19.2 (1.46)	17.3 (1.08)	3.5 (0.80)	— (†)	4.6 (0.81)	4.0 (0.68)	— (†)	— (†)
Alaska	— (†)	20.5 (1.47)	22.7 (1.65)	21.2 (1.68)	19.7 (1.35)	19.0 (1.15)	— (†)	5.9 (0.70)	5.9 (0.69)	4.3 (0.59)	— (†)	— (†)
Arizona	20.0 (1.08)	22.0 (1.38)	23.7 (1.90)	22.9 (1.59)	23.5 (1.75)	23.3 (1.98)	5.1 (0.63)	6.1 (0.68)	6.4 (0.74)	5.6 (0.75)	— (†)	— (†)
Arkansas	18.9 (1.70)	16.4 (1.08)	17.8 (1.24)	16.8 (1.72)	19.0 (0.98)	17.8 (0.95)	4.1 (0.61)	2.8 (0.50)	4.5 (1.02)	3.9 (0.78)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	22.9 (2.19)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	22.7 (2.99)	— (†)	24.8 (2.22)	22.0 (1.16)	— (†)	— (†)	6.0 (0.88)	— (†)	6.1 (0.89)	6.0 (0.77)	— (†)	— (†)
Connecticut	23.1 (1.37)	23.2 (1.35)	21.8 (1.52)	24.2 (1.44)	26.1 (1.44)	20.4 (1.41)	5.1 (0.49)	5.9 (0.77)	6.2 (0.76)	5.2 (0.68)	— (†)	— (†)
Delaware	22.8 (1.12)	25.1 (1.03)	25.8 (1.30)	27.6 (1.37)	25.6 (1.17)	23.3 (1.61)	5.6 (0.57)	5.4 (0.53)	5.6 (0.71)	6.1 (0.65)	— (†)	— (†)
District of Columbia	14.5 (1.08)	20.8 (1.33)	— (†)	26.1 (1.29)	32.2 (0.58)	28.7 (0.48)	4.8 (0.62)	5.8 (0.66)	— (†)	7.9 (0.91)	— (†)	— (†)
Florida	16.8 (0.86)	18.9 (0.88)	21.4 (0.72)	22.5 (0.86)	22.0 (0.81)	21.5 (0.79)	4.0 (0.31)	4.7 (0.40)	5.2 (0.39)	6.3 (0.39)	— (†)	— (†)
Georgia	18.9 (1.59)	19.6 (0.96)	18.3 (1.02)	21.2 (1.23)	20.3 (1.64)	— (†)	3.3 (0.58)	3.6 (0.58)	3.4 (0.62)	5.6 (0.70)	— (†)	— (†)
Hawaii	17.2 (1.73)	15.7 (1.78)	22.1 (2.03)	22.0 (1.32)	18.9 (1.54)	19.4 (0.98)	7.2 (1.14)	5.7 (0.85)	8.3 (1.86)	7.6 (0.67)	— (†)	— (†)
Idaho	17.1 (1.32)	17.9 (1.73)	13.7 (1.07)	18.8 (1.76)	15.3 (1.10)	17.1 (1.55)	3.9 (0.61)	4.7 (0.80)	3.0 (0.44)	4.9 (0.73)	— (†)	— (†)
Illinois	— (†)	20.3 (1.38)	21.0 (1.53)	23.1 (1.59)	24.0 (1.70)	18.7 (1.47)	— (†)	4.2 (0.76)	5.0 (0.77)	4.7 (0.50)	— (†)	— (†)
Indiana	18.9 (1.38)	18.9 (1.19)	20.9 (1.83)	20.0 (1.13)	— (†)	16.4 (1.17)	3.4 (0.57)	4.1 (0.45)	4.4 (0.62)	3.3 (0.66)	— (†)	— (†)
Iowa	15.6 (1.74)	11.5 (1.53)	— (†)	14.6 (1.99)	— (†)	— (†)	2.7 (0.64)	2.5 (0.66)	— (†)	3.4 (0.88)	— (†)	— (†)
Kansas	15.6 (1.46)	15.3 (0.93)	14.7 (1.19)	16.8 (0.87)	14.3 (1.19)	— (†)	3.2 (0.51)	3.8 (0.53)	2.7 (0.35)	2.9 (0.53)	— (†)	— (†)
Kentucky	15.8 (1.19)	16.4 (1.07)	16.1 (1.15)	19.2 (1.47)	17.7 (1.50)	17.2 (1.34)	3.2 (0.45)	3.9 (0.44)	3.1 (0.54)	4.2 (0.65)	— (†)	— (†)
Louisiana	— (†)	— (†)	16.3 (1.29)	16.8 (1.02)	17.5 (1.38)	— (†)	— (†)	— (†)	3.6 (0.89)	4.1 (0.59)	— (†)	— (†)
Maine	22.2 (2.13)	22.0 (1.55)	20.5 (0.57)	21.2 (0.72)	21.3 (0.89)	19.9 (0.58)	4.6 (0.72)	5.2 (0.65)	— (†)	— (†)	— (†)	— (†)
Maryland	18.5 (2.25)	19.4 (1.91)	21.9 (1.57)	23.2 (1.51)	19.8 (0.36)	18.8 (0.32)	3.7 (0.82)	4.7 (1.13)	5.0 (0.65)	5.7 (0.70)	— (†)	— (†)
Massachusetts	26.2 (1.22)	24.6 (1.43)	27.1 (1.24)	27.9 (1.31)	24.8 (0.92)	24.5 (1.42)	5.3 (0.54)	4.8 (0.44)	5.9 (0.79)	6.3 (0.51)	— (†)	— (†)
Michigan	18.8 (1.29)	18.0 (1.10)	20.7 (0.91)	18.6 (1.15)	18.2 (0.73)	19.3 (1.51)	3.7 (0.50)	4.0 (0.57)	4.8 (0.59)	3.3 (0.44)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	16.7 (1.02)	17.7 (1.21)	17.5 (1.18)	17.7 (1.28)	19.7 (1.24)	— (†)	2.7 (0.35)	2.5 (0.46)	3.2 (0.58)	— (†)	— (†)
Missouri	18.1 (2.23)	19.0 (1.23)	20.6 (2.02)	— (†)	20.5 (1.69)	16.3 (1.34)	4.0 (0.82)	3.6 (0.63)	3.4 (0.48)	— (†)	— (†)	— (†)
Montana	22.3 (1.43)	21.0 (1.44)	23.1 (1.58)	21.2 (1.50)	21.0 (1.18)	19.5 (1.10)	6.1 (0.70)	5.0 (0.49)	5.8 (0.67)	5.5 (0.59)	— (†)	— (†)
Nebraska	17.5 (1.05)	— (†)	— (†)	12.7 (1.06)	11.7 (1.10)	13.7 (1.60)	3.1 (0.41)	— (†)	— (†)	2.7 (0.43)	— (†)	— (†)
Nevada	17.3 (1.34)	15.5 (1.07)	20.0 (1.36)	— (†)	18.7 (1.57)	19.3 (1.50)	5.7 (0.81)	3.6 (0.55)	4.9 (0.53)	— (†)	— (†)	— (†)
New Hampshire	25.9 (1.69)	22.9 (1.39)	25.6 (1.86)	28.4 (1.82)	24.4 (1.36)	22.2 (0.76)	— (†)	4.7 (0.64)	6.8 (0.78)	7.3 (0.87)	— (†)	— (†)
New Jersey	19.9 (2.18)	— (†)	20.3 (1.53)	21.1 (1.33)	21.0 (1.20)	— (†)	3.4 (0.67)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	26.2 (2.00)	25.0 (2.07)	28.0 (1.52)	27.6 (1.58)	27.8 (1.70)	25.3 (0.88)	8.4 (0.98)	7.9 (0.86)	9.7 (1.06)	9.7 (0.84)	— (†)	— (†)
New York	18.3 (1.13)	18.6 (0.78)	20.9 (1.32)	20.6 (1.07)	21.4 (1.04)	19.3 (1.23)	3.6 (0.41)	4.1 (0.44)	— (†)	— (†)	— (†)	— (†)
North Carolina	21.4 (1.61)	19.1 (1.27)	19.8 (1.67)	24.2 (1.25)	23.2 (1.83)	22.3 (1.15)	4.1 (0.65)	4.3 (0.54)	4.0 (0.63)	5.2 (0.91)	— (†)	— (†)
North Dakota	15.5 (1.62)	14.8 (1.18)	16.9 (1.55)	15.3 (1.52)	15.9 (1.26)	15.2 (1.12)	4.0 (0.71)	2.7 (0.43)	3.8 (0.59)	3.4 (0.45)	— (†)	— (†)
Ohio ⁴	20.9 (1.79)	17.7 (1.50)	— (†)	23.6 (1.95)	20.7 (2.30)	— (†)	4.3 (0.62)	3.7 (0.67)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.7 (1.12)	15.9 (1.37)	17.2 (2.04)	19.1 (1.90)	16.3 (1.57)	17.5 (1.79)	3.0 (0.38)	2.6 (0.40)	2.9 (0.70)	2.4 (0.58)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	19.3 (1.43)	— (†)	— (†)	— (†)	18.2 (1.17)	— (†)	3.5 (0.58)	— (†)	— (†)	— (†)
Rhode Island	25.0 (1.16)	23.2 (1.85)	26.3 (1.33)	26.3 (1.35)	23.9 (1.92)	23.6 (0.73)	7.2 (0.65)	6.5 (0.93)	5.1 (0.60)	— (†)	— (†)	— (†)
South Carolina	19.0 (1.24)	18.6 (1.44)	20.4 (1.56)	24.1 (1.99)	19.7 (1.22)	17.8 (1.70)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)	— (†)	— (†)
South Dakota ⁵	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	16.1 (3.01)	12.4 (2.21)	2.9 (0.73)	5.0 (2.41)	2.9 (0.49)	— (†)	— (†)	— (†)
Tennessee	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	21.4 (1.70)	— (†)	3.5 (0.67)	4.1 (0.60)	3.8 (0.65)	3.6 (0.40)	— (†)	— (†)
Texas	21.7 (0.99)	19.3 (1.01)	19.5 (0.71)	20.8 (1.30)	20.5 (1.26)	— (†)	3.8 (0.52)	3.6 (0.30)	4.6 (0.51)	4.8 (0.47)	— (†)	— (†)
Utah	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	7.6 (0.79)	— (†)	1.7 (0.42)	3.8 (1.24)	2.5 (0.48)	4.0 (0.72)	— (†)	— (†)
Vermont ⁶	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	25.7 (0.83)	22.4 (0.29)	7.0 (0.80)	6.3 (0.63)	6.3 (0.57)	6.0 (0.84)	— (†)	— (†)
Virginia	— (†)	— (†)	— (†)	18.0 (1.79)	17.9 (0.85)	16.2 (0.96)	— (†)	— (†)	— (†)	3.5 (0.70)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	18.9 (1.39)	16.5 (1.65)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)	— (†)	— (†)
Wisconsin	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	17.3 (1.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	17.8 (0.81)	18.3 (1.55)	4.0 (0.43)	4.7 (0.52)	5.3 (0.45)	4.7 (0.44)	— (†)	— (†)
Puerto Rico	6.8 (0.66)	— (†)	— (†)	4.6 (0.71)	4.8 (0.55)	6.0 (0.54)	2.5 (0.37)	— (†)	— (†)	1.6 (0.36)	— (†)	— (†)

— Not available.
† Not applicable.
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
¹The 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.
²In the question about using marijuana at school, “on school property” was not defined for survey respondents. Data on marijuana use at school were not collected in 2013 and 2015.
³For the U.S. total, data for all years include both public and private schools and were collected through a national survey representing the entire country. The U.S. total includes only the 50 states and the District of Columbia.
⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for all years include both public and private schools.
⁶Vermont data for 2013 include both public and private schools.
NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For three states, data for one or more years include both public and private schools: Ohio (2005 through 2013), South Dakota (all years), and Vermont (2013 only). For specific states, a given year's data may be unavailable (†) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2015. (This table was prepared October 2017.)

Table 17.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2015

[Standard errors appear in parentheses]

Student or school characteristic	1995 ¹	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11
At school										
Total	11.8 (0.39)	7.3 (0.37)	6.4 (0.31)	6.1 (0.31)	6.4 (0.39)	5.3 (0.33)	4.2 (0.33)	3.7 (0.28)	3.5 (0.33)	3.3 (0.31)
Sex										
Male	10.8 (0.51)	6.5 (0.44)	6.4 (0.38)	5.3 (0.34)	6.1 (0.56)	4.6 (0.42)	3.7 (0.38)	3.7 (0.41)	3.1 (0.38)	2.6 (0.34)
Female	12.8 (0.58)	8.2 (0.53)	6.4 (0.43)	6.9 (0.48)	6.7 (0.47)	6.0 (0.45)	4.8 (0.51)	3.8 (0.36)	4.0 (0.48)	4.1 (0.50)
Race/ethnicity²										
White	8.1 (0.36)	5.0 (0.32)	4.9 (0.35)	4.1 (0.35)	4.6 (0.39)	4.2 (0.37)	3.3 (0.35)	3.0 (0.31)	2.6 (0.33)	2.8 (0.34)
Black	20.3 (1.31)	13.5 (1.27)	8.9 (0.87)	10.7 (1.22)	9.2 (1.19)	8.6 (1.18)	7.0 (1.12)	4.9 (1.03)	4.6 (0.85)	3.4 (0.76)
Hispanic	20.9 (1.27)	11.7 (1.20)	10.6 (1.07)	9.5 (0.65)	10.3 (1.16)	7.1 (0.88)	4.9 (0.89)	4.8 (0.59)	4.9 (0.78)	4.8 (0.72)
Asian	— (†)	— (†)	— (†)	— (†)	6.2 (2.09)	2.3 (1.05)	5.9 (2.25)	4.2 (1.52)	3.1 (1.09)	2.7 (1.19)
Other	13.5 (1.58)	6.7 (1.09)	6.4 (1.11)	5.0 (1.31)	5.7 (1.63)	3.3 (1.09)	‡ (†)	4.1 (1.31)	3.8 (1.44)	2.6 (1.18)
Grade										
6th	14.3 (1.13)	10.9 (1.37)	10.6 (1.26)	10.0 (1.35)	9.5 (1.14)	9.9 (1.33)	6.4 (1.20)	5.6 (1.08)	4.7 (1.01)	4.6 (1.11)
7th	15.3 (1.02)	9.5 (0.79)	9.2 (0.95)	8.2 (0.86)	9.1 (1.04)	6.7 (0.86)	6.2 (1.06)	4.5 (0.69)	4.3 (0.69)	4.2 (0.74)
8th	13.0 (0.84)	8.1 (0.74)	7.6 (0.69)	6.3 (0.68)	7.1 (0.95)	4.6 (0.71)	3.5 (0.75)	4.6 (0.71)	3.3 (0.78)	4.1 (0.73)
9th	11.6 (0.82)	7.1 (0.74)	5.5 (0.63)	6.3 (0.61)	5.9 (0.71)	5.5 (0.87)	4.6 (0.75)	4.2 (0.66)	3.4 (0.71)	3.9 (0.75)
10th	11.0 (0.82)	7.1 (0.77)	5.0 (0.71)	4.4 (0.67)	5.5 (0.89)	5.2 (0.87)	4.6 (0.79)	3.9 (0.63)	4.4 (0.75)	2.1 (0.56)
11th	8.9 (0.80)	4.8 (0.68)	4.8 (0.65)	4.7 (0.66)	4.6 (0.73)	3.1 (0.63)	3.3 (0.74)	1.8 (0.48)	2.6 (0.55)	2.6 (0.65)
12th	7.8 (0.94)	4.8 (0.88)	2.9 (0.55)	3.7 (0.53)	3.3 (0.69)	3.1 (0.65)	1.9 (0.57)	2.2 (0.57)	2.0 (0.56)	2.0 (0.61)
Urbanicity³										
Urban	18.4 (0.84)	11.6 (0.81)	9.7 (0.59)	9.5 (0.68)	10.5 (0.92)	7.1 (0.81)	6.9 (0.84)	5.2 (0.60)	4.5 (0.60)	4.0 (0.61)
Suburban	9.8 (0.49)	6.2 (0.42)	4.8 (0.33)	4.8 (0.30)	4.7 (0.41)	4.4 (0.41)	3.0 (0.33)	3.1 (0.39)	3.0 (0.38)	3.1 (0.39)
Rural	8.6 (0.80)	4.8 (0.70)	6.0 (0.97)	4.7 (0.93)	5.1 (0.97)	4.9 (0.59)	3.9 (0.63)	3.0 (0.63)	3.3 (0.62)	3.0 (0.62)
Control of school										
Public	12.2 (0.43)	7.7 (0.38)	6.6 (0.33)	6.4 (0.34)	6.6 (0.42)	5.5 (0.34)	4.4 (0.35)	3.9 (0.30)	3.5 (0.35)	3.5 (0.30)
Private	7.3 (1.01)	3.6 (0.81)	4.6 (0.92)	3.0 (0.73)	3.8 (0.82)	2.5 (0.89)	1.9 (0.74)	1.5 (0.64)	2.6 (0.83)	‡ (†)
Away from school										
Total	— (†)	5.7 (0.32)	4.6 (0.28)	5.4 (0.29)	5.2 (0.33)	3.5 (0.29)	3.3 (0.32)	2.4 (0.23)	2.7 (0.35)	2.2 (0.29)
Sex										
Male	— (†)	4.1 (0.34)	3.7 (0.31)	4.0 (0.30)	4.6 (0.42)	2.4 (0.31)	2.5 (0.34)	2.0 (0.27)	2.4 (0.40)	1.2 (0.25)
Female	— (†)	7.4 (0.49)	5.6 (0.42)	6.8 (0.48)	5.8 (0.48)	4.5 (0.40)	4.1 (0.51)	2.7 (0.30)	3.0 (0.44)	3.3 (0.48)
Race/ethnicity²										
White	— (†)	4.3 (0.32)	3.7 (0.29)	3.8 (0.31)	4.2 (0.40)	2.5 (0.28)	2.2 (0.28)	1.6 (0.24)	1.6 (0.30)	1.7 (0.30)
Black	— (†)	8.7 (1.00)	6.3 (0.87)	10.0 (1.13)	7.3 (0.96)	4.9 (0.73)	5.7 (1.10)	3.5 (0.86)	3.6 (0.78)	2.7 (0.82)
Hispanic	— (†)	8.9 (1.03)	6.5 (0.75)	7.4 (0.80)	6.2 (0.84)	5.9 (0.80)	3.9 (0.70)	3.3 (0.50)	4.5 (0.86)	3.4 (0.61)
Asian	— (†)	— (†)	— (†)	— (†)	7.4 (2.89)	‡ (†)	7.1 (2.50)	3.2 (1.15)	2.9 (1.03)	‡ (†)
Other	— (†)	5.4 (1.04)	6.6 (1.32)	3.9 (1.02)	3.1 (1.28)	‡ (†)	4.0 (1.79)	2.5 (1.05)	3.2 (1.42)	‡ (†)
Grade										
6th	— (†)	7.8 (1.11)	6.3 (1.15)	6.8 (1.01)	5.6 (0.99)	5.9 (1.20)	3.3 (0.89)	3.0 (0.86)	3.9 (0.88)	2.8 (0.96)
7th	— (†)	6.1 (0.72)	5.5 (0.80)	6.7 (0.80)	7.5 (0.89)	3.0 (0.55)	4.0 (0.78)	2.7 (0.58)	2.2 (0.54)	2.2 (0.54)
8th	— (†)	5.5 (0.66)	4.4 (0.61)	5.3 (0.71)	5.0 (0.72)	3.6 (0.65)	3.3 (0.72)	2.1 (0.43)	2.4 (1.08)	2.9 (0.68)
9th	— (†)	4.6 (0.63)	4.5 (0.62)	4.3 (0.55)	3.8 (0.61)	4.0 (0.75)	2.6 (0.62)	3.5 (0.65)	2.8 (0.59)	2.5 (0.58)
10th	— (†)	4.8 (0.63)	4.2 (0.63)	5.3 (0.67)	4.7 (0.66)	3.0 (0.60)	5.5 (0.96)	1.7 (0.46)	4.4 (0.83)	1.2 (0.41)
11th	— (†)	5.9 (0.72)	4.7 (0.62)	4.7 (0.69)	4.2 (0.74)	2.3 (0.56)	2.2 (0.56)	2.9 (0.70)	2.2 (0.47)	2.0 (0.64)
12th	— (†)	6.1 (0.86)	3.3 (0.62)	4.9 (0.72)	5.4 (0.98)	3.2 (0.61)	2.1 (0.63)	1.0 (0.37)	1.3 (0.46)	2.1 (0.63)
Urbanicity³										
Urban	— (†)	9.1 (0.82)	7.4 (0.68)	8.1 (0.60)	6.7 (0.61)	5.3 (0.67)	5.8 (0.87)	3.4 (0.42)	4.0 (0.54)	2.8 (0.54)
Suburban	— (†)	5.0 (0.31)	3.8 (0.33)	4.4 (0.34)	4.6 (0.43)	2.7 (0.36)	2.5 (0.33)	2.2 (0.30)	2.2 (0.42)	2.3 (0.39)
Rural	— (†)	3.0 (0.71)	3.0 (0.59)	4.0 (0.69)	4.7 (0.98)	2.8 (0.54)	1.9 (0.48)	1.0 (0.35)	1.7 (0.49)	1.1 (0.36)
Control of school										
Public	— (†)	5.8 (0.32)	4.6 (0.30)	5.4 (0.31)	5.2 (0.34)	3.6 (0.30)	3.5 (0.33)	2.4 (0.23)	2.7 (0.36)	2.2 (0.27)
Private	— (†)	5.0 (0.92)	5.1 (1.08)	4.7 (0.89)	4.9 (1.41)	2.1 (0.72)	1.8 (0.71)	1.6 (0.68)	2.0 (0.70)	3.0 (1.16)

—Not available.

†Not applicable.

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

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

¹In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

²Race 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.

³Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent's household as defined by the U.S. Census Bureau. Categories include "central city of an MSA (Urban)," "in MSA but not in central city (Suburban)," and "not MSA (Rural)."

NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid. For the 2001 survey only, the wording was changed from "attack or harm" to "attack or threaten to attack."

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 18.1. Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student or school characteristics: Selected years, 1995 through 2015

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995 ¹	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10	11
Total, any avoidance²	—	(†) 6.9 (0.34)	6.1 (0.32)	5.0 (0.30)	5.5 (0.32)	7.2 (0.36)	5.0 (0.35)	5.5 (0.34)	4.7 (0.31)	4.9 (0.37)
Avoided one or more places in school³										
Total	8.7 (0.29)	4.6 (0.29)	4.7 (0.27)	4.0 (0.27)	4.5 (0.28)	5.8 (0.31)	4.0 (0.32)	4.7 (0.30)	3.7 (0.27)	3.9 (0.32)
Entrance to the school	2.1 (0.15)	1.1 (0.14)	1.2 (0.11)	1.2 (0.11)	1.0 (0.14)	1.5 (0.15)	0.9 (0.15)	0.9 (0.13)	0.8 (0.14)	0.9 (0.14)
Hallways or stairs in school	4.2 (0.21)	2.1 (0.17)	2.1 (0.18)	1.7 (0.17)	2.1 (0.21)	2.6 (0.21)	2.2 (0.23)	2.5 (0.21)	1.7 (0.18)	1.7 (0.20)
Parts of the school cafeteria	2.5 (0.18)	1.3 (0.15)	1.4 (0.16)	1.2 (0.13)	1.8 (0.16)	1.9 (0.19)	1.1 (0.17)	1.8 (0.18)	1.4 (0.19)	1.2 (0.19)
Any school restrooms	4.4 (0.22)	2.1 (0.19)	2.2 (0.19)	2.0 (0.16)	2.1 (0.20)	2.6 (0.24)	1.4 (0.19)	1.7 (0.19)	1.3 (0.16)	1.5 (0.21)
Other places inside the school building	2.5 (0.18)	1.4 (0.17)	1.4 (0.14)	1.2 (0.14)	1.4 (0.18)	1.5 (0.17)	1.0 (0.16)	1.1 (0.15)	0.8 (0.13)	0.8 (0.13)
Sex										
Male	8.8 (0.43)	4.6 (0.35)	4.7 (0.40)	3.9 (0.34)	4.9 (0.46)	6.1 (0.47)	3.9 (0.45)	3.9 (0.42)	3.4 (0.34)	3.4 (0.41)
Female	8.5 (0.46)	4.6 (0.39)	4.6 (0.35)	4.1 (0.37)	4.1 (0.40)	5.5 (0.41)	4.0 (0.42)	5.5 (0.40)	3.9 (0.43)	4.4 (0.45)
Race/ethnicity⁴										
White	7.1 (0.32)	3.8 (0.27)	3.9 (0.30)	3.0 (0.27)	3.6 (0.30)	5.3 (0.36)	3.3 (0.38)	4.4 (0.38)	3.0 (0.34)	3.8 (0.43)
Black	12.1 (1.01)	6.7 (0.90)	6.6 (0.75)	5.1 (0.79)	7.2 (0.98)	8.3 (1.02)	6.1 (1.04)	4.5 (0.80)	3.3 (0.79)	3.9 (0.80)
Hispanic	12.9 (0.97)	6.2 (0.73)	5.5 (0.71)	6.3 (0.70)	6.0 (0.80)	6.8 (0.82)	4.8 (0.86)	6.0 (0.68)	4.9 (0.63)	4.2 (0.68)
Asian	— (†)	— (†)	— (†)	— (†)	2.5 (0.87)	‡	3.7 (1.53)	2.7 (1.06)	3.8 (1.26)	3.7 (1.33)
Other	11.1 (1.61)	5.4 (0.99)	6.2 (1.16)	4.4 (1.02)	4.3 (1.86)	3.5 (1.22)	‡	3.3 (1.04)	5.9 (1.72)	3.2 (1.26)
Grade										
6th	11.6 (0.99)	5.9 (0.92)	6.8 (0.93)	5.6 (0.94)	7.9 (1.27)	7.8 (1.20)	7.1 (1.13)	6.9 (0.99)	4.4 (0.92)	6.2 (1.15)
7th	11.8 (0.89)	6.1 (0.72)	6.2 (0.79)	5.7 (0.73)	5.8 (0.93)	7.5 (0.86)	5.5 (0.86)	5.1 (0.76)	4.6 (0.72)	5.4 (0.88)
8th	8.8 (0.77)	5.5 (0.70)	5.2 (0.62)	4.7 (0.63)	4.5 (0.67)	5.9 (0.84)	4.8 (0.93)	5.2 (0.75)	2.7 (0.62)	4.0 (0.80)
9th	9.5 (0.71)	5.3 (0.63)	5.0 (0.61)	5.1 (0.62)	5.2 (0.78)	6.7 (0.81)	4.5 (0.89)	3.7 (0.67)	5.1 (0.78)	4.0 (0.71)
10th	7.8 (0.75)	4.7 (0.61)	4.2 (0.64)	3.1 (0.54)	4.2 (0.65)	5.5 (0.80)	4.2 (0.88)	5.4 (0.72)	4.0 (0.72)	2.8 (0.53)
11th	6.9 (0.64)	2.5 (0.46)	2.8 (0.43)	2.5 (0.53)	3.3 (0.58)	4.2 (0.70)	1.2 (0.44)	3.6 (0.65)	2.5 (0.61)	2.2 (0.56)
12th	4.1 (0.74)	2.4 (0.51)	3.0 (0.64)	1.2 (0.41)	1.3 (0.41)	3.2 (0.71)	1.6 (0.50)	3.7 (0.71)	2.3 (0.62)	3.3 (0.81)
Urbanicity⁵										
Urban	11.7 (0.73)	5.8 (0.48)	6.0 (0.52)	5.7 (0.59)	6.3 (0.67)	6.1 (0.65)	5.5 (0.69)	5.3 (0.61)	4.3 (0.54)	4.7 (0.67)
Suburban	7.9 (0.40)	4.7 (0.38)	4.3 (0.38)	3.5 (0.30)	3.8 (0.36)	5.2 (0.38)	3.1 (0.38)	4.6 (0.36)	3.3 (0.33)	4.0 (0.42)
Rural	7.0 (0.65)	3.0 (0.56)	3.9 (0.70)	2.8 (0.53)	4.2 (0.74)	6.9 (0.69)	4.3 (0.80)	3.5 (0.54)	3.5 (0.68)	1.9 (0.57)
School control										
Public	9.3 (0.33)	5.0 (0.31)	4.9 (0.29)	4.2 (0.29)	4.8 (0.30)	6.2 (0.35)	4.2 (0.34)	4.9 (0.32)	3.9 (0.29)	4.0 (0.33)
Private	2.2 (0.47)	1.6 (0.45)	2.0 (0.69)	1.5 (0.49)	1.4 (0.55)	1.4 (0.54)	1.8 (0.73)	2.1 (0.70)	1.0 (0.49)	1.7 (0.76)
Avoided school activities or classes⁶										
Total	— (†)	3.2 (0.22)	2.3 (0.18)	1.9 (0.18)	2.1 (0.23)	2.6 (0.23)	2.1 (0.25)	2.0 (0.20)	2.0 (0.21)	2.1 (0.24)
Any activities ⁷	1.7 (0.15)	0.8 (0.10)	1.1 (0.12)	1.0 (0.11)	1.0 (0.16)	1.8 (0.20)	1.3 (0.20)	1.2 (0.16)	1.0 (0.13)	1.3 (0.18)
Any classes	— (†)	0.6 (0.09)	0.6 (0.09)	0.6 (0.10)	0.7 (0.13)	0.7 (0.12)	0.6 (0.13)	0.7 (0.10)	0.5 (0.10)	0.6 (0.11)
Stayed home from school	— (†)	2.3 (0.19)	1.1 (0.13)	0.8 (0.11)	0.7 (0.11)	0.8 (0.13)	0.6 (0.14)	0.8 (0.12)	0.9 (0.13)	0.8 (0.14)

—Not available.

†Not applicable.

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

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

¹In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

²Students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once in the total for any avoidance.

³Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

⁴Race 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.

⁵Refers to the Standard Metropolitan Statistical Area (MSA) status of the respondent’s household as defined by the U.S. Census Bureau. Categories include “central city of an MSA (Urban),” “in MSA but not in central city (Suburban),” and “not MSA (Rural).”

⁶Students who reported more than one type of avoidance of school activities or classes—e.g., reported that they avoided “any activities” and also reported that they stayed home from school—were counted only once in the total for avoiding activities or classes.

⁷Before 2007, students were asked whether they avoided “any extracurricular activities.” Starting in 2007, the survey wording was changed to “any activities.”

NOTE: Students were asked whether they avoided places or activities because they thought that someone might attack or harm them. For the 2001 survey only, the wording was changed from “attack or harm” to “attack or threaten to attack.”

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2015. (This table was prepared August 2016.)

Table 19.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000 ¹		2003–04		2005–06		2007–08		2009–10 ²		2015–16 ²	
1	2		3		4		5		6		7	
Number of schools taking at least one action												
Total, in response to any listed offense ³	—	(†)	36,800	(960)	40,000	(990)	38,500	(1,010)	32,300	(940)	31,100	(900)
Physical fights or attacks	29,000	(840)	25,800	(780)	26,300	(880)	26,100	(740)	24,000	(770)	22,500	(900)
Insubordination	15,000	(640)	17,400	(690)	17,700	(700)	17,800	(800)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	7,400	(400)	8,500	(380)	8,100	(400)	7,600	(320)	6,700	(340)
Distribution, possession, or use of illegal drugs	—	(†)	17,000	(470)	17,400	(490)	16,000	(470)	16,100	(400)	15,600	(500)
Use or possession of firearm or explosive device	—	(†)	3,200	(320)	3,800	(290)	2,300	(220)	2,500	(340)	1,700	(240)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	13,500	(690)	16,100	(760)	12,700	(650)	11,200	(650)	8,700	(510)
Percent of schools taking at least one action												
Total, in response to any listed offense ³	—	(†)	45.7	(1.15)	48.1	(1.17)	46.4	(1.16)	39.1	(1.14)	37.2	(1.06)
Physical fights or attacks	35.4	(1.02)	32.0	(0.94)	31.6	(1.00)	31.5	(0.89)	29.0	(0.94)	26.9	(1.06)
Insubordination	18.3	(0.79)	21.6	(0.85)	21.2	(0.84)	21.4	(0.95)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	9.2	(0.50)	10.2	(0.47)	9.8	(0.48)	9.2	(0.39)	8.1	(0.40)
Distribution, possession, or use of illegal drugs	—	(†)	21.2	(0.58)	20.8	(0.61)	19.3	(0.53)	19.5	(0.48)	18.6	(0.59)
Use or possession of firearm or explosive device	—	(†)	3.9	(0.40)	4.5	(0.35)	2.8	(0.26)	3.0	(0.41)	2.0	(0.29)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	16.8	(0.84)	19.4	(0.91)	15.3	(0.77)	13.5	(0.78)	10.4	(0.61)
Number of actions taken in response to offenses												
Total, in response to any listed offense	—	(†)	655,700	(29,160)	842,400	(46,080)	767,900	(44,010)	433,800	(22,880)	305,700	(11,500)
Physical fights or attacks	332,500	(27,420)	273,500	(14,450)	328,900	(16,880)	271,800	(15,180)	265,100	(22,170)	178,000	(10,890)
Insubordination	253,500	(27,720)	220,400	(16,990)	312,900	(34,200)	327,100	(38,470)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	25,500	(1,600)	30,500	(1,910)	28,400	(1,470)	28,700	(1,920)	18,400	(1,180)
Distribution, possession, or use of illegal drugs	—	(†)	91,100	(3,410)	108,300	(4,930)	98,700	(5,780)	105,400	(4,070)	83,800	(3,670)
Use or possession of firearm or explosive device	—	(†)	9,900!	(4,300)	14,500	(2,740)	5,200	(910)	5,800	(1,360)	4,100!	(1,240)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	35,400	(1,470)	47,300	(2,100)	36,800	(2,630)	28,800	(1,580)	21,300	(1,430)
Percentage distribution of actions taken												
Total, in response to any listed offense	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	74.2	(1.60)	74.2	(1.98)	76.0	(1.63)	73.9	(1.79)	71.7	(1.32)
Removal with no services for remainder of school year	—	(†)	4.8	(0.72)	5.4	(0.77)	5.4	(1.06)	6.1	(0.86)	4.3	(0.49)
Transfer to specialized schools	—	(†)	21.0	(1.49)	20.4	(1.77)	18.7	(1.38)	20.0	(1.36)	23.9	(1.18)
Physical fights or attacks	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	85.1	(1.78)	80.8	(1.67)	80.8	(1.58)	78.7	(1.40)	81.2	(2.18)	79.4	(1.60)
Removal with no services for remainder of school year	9.0	(1.64)	3.6	(0.76)	4.1	(0.71)	4.4	(0.72)	5.0	(1.22)	2.9	(0.53)
Transfer to specialized schools	5.9	(0.59)	15.5	(1.59)	15.1	(1.40)	16.9	(1.19)	13.9	(1.57)	17.7	(1.50)
Insubordination	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	—	(†)	—	(†)
Out-of-school suspensions lasting 5 days or more	81.6	(3.27)	78.1	(2.54)	76.0	(4.24)	82.2	(3.14)	—	(†)	—	(†)
Removal with no services for remainder of school year	15.0	(3.16)	3.1!	(1.53)	4.1!	(1.57)	‡	(†)	—	(†)	—	(†)
Transfer to specialized schools	3.4	(0.76)	18.8	(2.41)	19.9	(3.62)	13.1	(2.29)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	70.8	(2.91)	77.0	(2.07)	73.9	(2.56)	74.3	(2.23)	67.7	(2.94)
Removal with no services for remainder of school year	—	(†)	5.5	(1.56)	4.5	(0.80)	4.5	(1.00)	4.0	(0.92)	3.7	(0.89)
Transfer to specialized schools	—	(†)	23.7	(2.82)	18.5	(2.01)	21.6	(1.97)	21.7	(2.27)	28.6	(3.00)
Distribution, possession, or use of illegal drugs	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	53.4	(2.27)	55.6	(1.96)	55.4	(2.05)	59.6	(1.70)	58.8	(2.07)
Removal with no services for remainder of school year	—	(†)	10.1	(0.91)	10.2	(0.90)	9.1	(1.10)	8.0	(0.94)	6.9	(0.96)
Transfer to specialized schools	—	(†)	36.4	(2.23)	34.2	(2.02)	35.5	(1.84)	32.4	(1.57)	34.3	(2.08)

See notes at end of table.

Table 19.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2015–16—Continued

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000 ¹		2003–04		2005–06		2007–08		2009–10 ²		2015–16 ³	
1	2		3		4		5		6		7	
Use or possession of firearm or explosive device	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	66.6!	(25.42)	67.9	(7.07)	52.9	(5.94)	55.5	(9.64)	66.3	(14.94)
Removal with no services for remainder of school year	—	(†)	‡	(†)	10.9	(2.89)	18.3	(5.18)	22.2	(4.96)	8.3!	(3.69)
Transfer to specialized schools	—	(†)	‡	(†)	21.2	(5.59)	28.8	(3.96)	22.3!	(7.91)	25.3!	(12.63)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)	100.0	(†)
Out-of-school suspensions lasting 5 days or more	—	(†)	57.2	(2.20)	60.0	(1.89)	60.3	(2.24)	62.2	(2.44)	63.0	(2.47)
Removal with no services for remainder	—	(†)	7.7	(0.81)	10.8	(1.09)	7.8	(1.29)	8.8	(1.31)	6.2	(1.46)
Transfer to specialized schools	—	(†)	35.1	(2.04)	29.2	(1.83)	31.9	(1.75)	29.0	(2.32)	30.9	(2.56)
Number of students involved in offenses⁵												
Total, all listed offenses	—	(†)	3,912,500	(162,670)	3,919,500	(129,350)	4,783,700	(324,130)	1,057,200	(31,810)	826,300	(37,980)
Physical fights or attacks	766,900	(50,410)	1,108,600	(46,250)	1,026,100	(35,050)	987,900	(42,620)	820,100	(27,890)	633,300	(37,820)
Insubordination	1,104,200	(69,490)	2,558,500	(131,830)	2,606,700	(107,660)	3,589,300	(319,390)	—	(†)	—	(†)
Distribution, possession, or use of alcohol	—	(†)	44,100	(2,290)	49,900	(2,750)	38,700	(1,690)	42,200	(2,450)	30,200	(1,670)
Distribution, possession, or use of illegal drugs	—	(†)	118,900	(4,590)	119,400	(4,350)	106,300	(4,240)	125,700	(5,540)	119,200	(6,310)
Use or possession of firearm or explosive device	—	(†)	‡	(†)	55,700	(16,540)	13,400!	(4,270)	27,100!	(11,180)	9,900!	(3,090)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	57,500	(4,260)	61,700	(2,540)	48,100	(3,430)	42,100	(2,220)	33,800	(2,420)

— Not available.

† Not applicable.

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

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater.

¹In 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.

²Totals for 2009–10 and 2015–16 are not comparable to totals for other years, because the 2009–10 and 2015–16 questionnaires did not include an item on insubordination.

³Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

⁴Prior 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”).

⁵Includes all students involved in committing the listed offenses regardless of the disciplinary action taken. If more than one student was involved in a single incident, each student was counted separately. If one student was involved in multiple incidents, that student was counted more than once; for example, a student involved in two separate incidents would be counted twice.

NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Detail may not sum to totals because of rounding and because schools that reported serious disciplinary actions in response to more than one type of offense were counted only once in the total number or percentage of schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016. (This table was prepared September 2017.)

Table 19.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic ¹	Type of offense						
	Total, at least one action ¹	Physical attacks or fights	Distribution, possession, or use of alcohol	Distribution, possession, or use of illegal drugs	Use or possession of a firearm or explosive device	Use or possession of a weapon other than a firearm or explosive device	
	2	3	4	5	6	7	
Total	37.2 (1.06)	26.9 (1.06)	8.1 (0.40)	18.6 (0.59)	2.0 (0.29)	10.4 (0.61)	
School level²							
Primary	17.5 (1.81)	13.1 (1.79)	‡ (†)	2.2 (0.66)	0.8! (0.39)	3.8 (0.71)	
Middle	60.9 (1.43)	43.9 (1.57)	10.4 (1.06)	30.9 (1.46)	2.6 (0.65)	19.3 (1.31)	
High school	77.6 (1.80)	56.6 (1.92)	31.8 (1.32)	61.8 (1.84)	6.0 (1.06)	22.5 (1.52)	
Combined	50.3 (5.06)	32.4 (4.66)	14.9 (3.70)	28.5 (4.52)	‡ (†)	14.6 (3.39)	
Enrollment size							
Less than 300	25.1 (2.80)	16.9 (2.28)	2.9 (0.82)	8.4 (1.98)	‡ (†)	2.8! (0.87)	
300 to 499	25.7 (1.89)	17.2 (1.79)	4.2 (0.75)	11.6 (1.01)	1.4! (0.50)	5.9 (1.19)	
500 to 999	41.8 (1.96)	31.0 (1.74)	7.5 (0.75)	18.2 (0.98)	1.6 (0.45)	11.9 (1.00)	
1,000 or more	79.0 (1.97)	60.7 (1.93)	31.8 (2.00)	61.9 (2.03)	6.4 (1.37)	33.3 (2.54)	
Locale							
City	40.0 (2.69)	30.7 (2.48)	6.1 (0.61)	19.2 (1.48)	2.1 (0.59)	11.0 (1.33)	
Suburban	35.7 (1.93)	26.0 (1.82)	7.7 (0.67)	18.2 (0.87)	2.1 (0.58)	12.4 (1.36)	
Town	50.0 (3.58)	33.0 (3.08)	10.1 (1.35)	26.5 (2.48)	2.7! (1.19)	11.5 (2.76)	
Rural	30.0 (1.96)	21.1 (1.62)	9.4 (1.01)	14.6 (1.03)	1.6! (0.53)	6.6 (0.90)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races							
Less than 5 percent	30.7 (5.08)	15.7 (3.02)	10.3 (2.78)	16.9 (3.60)	‡ (†)	8.9! (2.77)	
5 percent to less than 20 percent	31.9 (2.55)	22.3 (2.08)	8.9 (1.05)	17.0 (1.48)	1.5! (0.65)	7.5 (1.01)	
20 percent to less than 50 percent	36.5 (2.49)	26.1 (2.00)	8.3 (0.74)	19.2 (2.05)	1.8! (0.60)	9.5 (1.26)	
50 percent or more	41.9 (2.01)	31.8 (1.80)	7.1 (0.76)	19.4 (1.10)	2.4 (0.52)	12.8 (1.29)	
Percent of students eligible for free or reduced-price lunch							
0 to 25 percent	24.6 (2.20)	17.2 (2.05)	8.6 (1.09)	14.3 (1.44)	0.5! (0.25)	6.2 (0.84)	
26 to 50 percent	34.4 (1.82)	22.7 (1.41)	8.6 (0.74)	20.0 (1.40)	0.8! (0.26)	9.2 (1.05)	
51 to 75 percent	41.3 (2.39)	31.1 (2.22)	9.2 (1.11)	19.1 (1.34)	3.7 (0.91)	12.3 (1.32)	
76 to 100 percent	43.5 (2.54)	32.7 (2.48)	6.1 (0.95)	19.4 (1.73)	2.6 (0.67)	12.1 (1.61)	
Student/teacher ratio³							
Less than 12	31.6 (3.19)	21.4 (3.01)	6.9 (1.63)	7.0 (1.42)	2.8! (1.22)	9.3 (2.03)	
12 to 16	38.6 (2.02)	27.1 (1.75)	7.9 (0.81)	21.4 (1.62)	1.3! (0.48)	9.7 (1.08)	
More than 16	37.7 (1.85)	28.2 (1.79)	8.5 (0.55)	19.8 (1.04)	2.3 (0.41)	11.0 (0.96)	

†Not applicable.

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

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

¹Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

²Primary 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.

³Student/teacher ratio was calculated by dividing the total number of students enrolled in the school, as reported on the School Survey on Crime and Safety (SSOCS), by the total number of full-time-equivalent (FTE) teachers. Information regarding the total number of FTE teachers was obtained from the Common Core of Data (CCD), the sampling frame for SSOCS.

NOTE: Serious disciplinary actions include out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year; removals with no continuing services for at least the remainder of the school year; and transfers to specialized schools for disciplinary reasons. Percentages of schools taking such actions are based on all public schools, rather than only those at which offenses occurred. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 20.1. Percentage of public schools with various safety and security measures: Selected years, 1999–2000 through 2015–16

[Standard errors appear in parentheses]

School safety and security measures	1999–2000	2003–04	2005–06	2007–08	2009–10	2013–14 ¹	2015–16
1	2	3	4	5	6	7	8
Controlled access during school hours							
Buildings (e.g., locked or monitored doors)	74.6 (1.35)	83.0 (1.04)	84.9 (0.89)	89.5 (0.80)	91.7 (0.80)	93.3 (0.95)	94.1 (0.64)
Grounds (e.g., locked or monitored gates)	33.7 (1.26)	36.2 (1.08)	41.1 (1.25)	42.6 (1.41)	46.0 (1.26)	42.7 (1.53)	49.9 (1.53)
Visitors required to sign or check in	96.6 (0.54)	98.3 (0.40)	97.6 (0.42)	98.7 (0.37)	99.3 (0.27)	98.6 (0.49)	93.5 (0.69)
Classrooms equipped with locks so that doors can be locked from inside	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	66.7 (1.34)
Student dress, IDs, and school supplies							
Required students to wear uniforms	11.8 (0.82)	13.8 (0.85)	13.8 (0.78)	17.5 (0.70)	18.9 (1.02)	20.4 (1.27)	21.5 (1.36)
Enforced a strict dress code	47.4 (1.50)	55.1 (1.24)	55.3 (1.18)	54.8 (1.20)	56.9 (1.56)	58.5 (1.60)	53.1 (1.22)
Required students to wear badges or picture IDs	3.9 (0.32)	6.4 (0.64)	6.2 (0.47)	7.6 (0.60)	6.9 (0.57)	8.9 (0.81)	7.0 (0.53)
Required faculty and staff to wear badges or picture IDs	25.4 (1.39)	48.0 (1.21)	47.9 (1.12)	58.3 (1.37)	62.9 (1.14)	68.0 (1.65)	67.9 (1.36)
Required clear book bags or banned book bags on school grounds	5.9 (0.50)	6.2 (0.63)	6.4 (0.43)	6.0 (0.48)	5.5 (0.53)	6.3 (0.81)	3.9 (0.44)
Provided school lockers to students	46.5 (1.07)	49.5 (1.24)	50.5 (1.08)	48.9 (1.17)	52.1 (1.10)	49.9 (1.35)	50.4 (1.24)
Drug testing							
Athletes	— (†)	4.2 (0.44)	5.0 (0.46)	6.4 (0.48)	6.0 (0.52)	6.6 (0.59)	7.2 (0.55)
Students in extracurricular activities (other than athletes)	— (†)	2.6 (0.37)	3.4 (0.32)	4.5 (0.51)	4.6 (0.47)	4.3 (0.47)	6.0 (0.53)
Any other students	— (†)	— (†)	3.0 (0.34)	3.0 (0.42)	3.0 (0.26)	3.5 (0.44)	— (†)
Metal detectors, dogs, and sweeps							
Random metal detector checks on students	7.2 (0.54)	5.6 (0.55)	4.9 (0.40)	5.3 (0.37)	5.2 (0.42)	4.2 (0.48)	4.5 (0.48)
Students required to pass through metal detectors daily	0.9 (0.16)	1.1 (0.16)	1.1 (0.18)	1.3 (0.20)	1.4 (0.24)	2.0 (0.40)	1.8 (0.32)
Random dog sniffs to check for drugs	20.6 (0.75)	21.3 (0.77)	23.0 (0.79)	21.5 (0.59)	22.9 (0.71)	24.1 (0.97)	24.6 (0.85)
Random sweeps ² for contraband (e.g., drugs or weapons)	11.8 (0.54)	12.8 (0.58)	13.1 (0.76)	11.4 (0.71)	12.1 (0.68)	11.4 (0.86)	11.9 (0.78)
Communication systems and technology							
Provided telephones in most classrooms	44.6 (1.80)	60.8 (1.48)	66.9 (1.30)	71.6 (1.16)	74.0 (1.13)	78.7 (1.34)	79.3 (1.14)
Provided electronic notification system for schoolwide emergency	— (†)	— (†)	— (†)	43.2 (1.26)	63.1 (1.40)	81.6 (1.12)	73.0 (1.35)
Provided structured anonymous threat reporting system ³	— (†)	— (†)	— (†)	31.2 (1.22)	35.9 (1.19)	46.5 (1.63)	43.9 (1.58)
Had silent alarms directly connected to law enforcement	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	27.1 (1.23)
Used security cameras to monitor the school	19.4 (0.88)	36.0 (1.28)	42.8 (1.29)	55.0 (1.37)	61.1 (1.16)	75.1 (1.31)	80.6 (0.96)
Provided two-way radios to any staff	— (†)	71.2 (1.18)	70.9 (1.22)	73.1 (1.15)	73.3 (1.33)	74.2 (1.42)	73.3 (1.22)
Limited access to social networking sites from school computers	— (†)	— (†)	— (†)	— (†)	93.4 (0.59)	91.9 (0.80)	89.1 (0.88)
Prohibited use of cell phones and text messaging devices	— (†)	— (†)	— (†)	— (†)	90.9 (0.67)	75.9 (1.07)	65.8 (1.36)

—Not available.

†Not applicable.

¹Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

²Does not include random dog sniffs.

³For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, and 2016; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared September 2017.)

Table 20.2. Percentage of public schools with various safety and security measures, by selected school characteristics: 2015–16

[Standard errors appear in parentheses]

School characteristic	Total schools		Percent of schools with safety and security measures												
	Number	Percentage distribution	Controlled access		Student dress, IDs, and school supplies					Metal detectors, dogs, and sweeps					
			School buildings ¹	School grounds ²	School uniforms required	Strict dress code enforced	Student badges or picture IDs required	Faculty/staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks ³	Random dog sniffs for drugs	Random sweeps for contraband ⁴	Used security cameras to monitor the school	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Total	83,600 (210)	100.0 (†)	94.1 (0.64)	49.9 (1.53)	21.5 (1.36)	53.1 (1.22)	7.0 (0.53)	67.9 (1.36)	3.9 (0.44)	4.5 (0.48)	1.8 (0.32)	24.6 (0.85)	11.9 (0.78)	80.6 (0.96)	
School level⁵															
Primary	49,100 (180)	58.7 (0.14)	95.6 (0.87)	55.4 (2.23)	25.4 (2.07)	46.5 (2.03)	2.9 (0.75)	73.2 (2.05)	2.0! (0.61)	2.0! (0.65)	‡ (†)	5.9 (0.99)	3.1! (0.97)	73.2 (1.43)	
Middle	15,600 (30)	18.7 (0.06)	94.4 (0.87)	45.3 (2.12)	19.5 (1.55)	70.0 (1.84)	13.0 (1.09)	68.4 (1.87)	8.2 (1.09)	7.1 (1.06)	2.7 (0.74)	41.5 (1.95)	16.3 (1.12)	88.6 (1.30)	
High school	12,800 (50)	15.3 (0.06)	89.6 (1.21)	45.3 (1.87)	12.0 (1.27)	55.0 (1.42)	16.2 (1.28)	60.6 (2.22)	6.5 (1.04)	10.6 (1.10)	5.9 (1.11)	62.3 (2.07)	32.6 (1.92)	94.2 (1.28)	
Combined	6,200 (120)	7.4 (0.13)	90.2 (4.10)	26.7 (4.72)	14.7 (3.60)	59.1 (5.82)	4.9! (2.26)	38.9 (5.50)	‡ (†)	4.7! (2.15)	‡ (†)	51.9 (6.43)	28.1 (4.87)	91.3 (3.78)	
Enrollment size															
Less than 300	18,200 (190)	21.7 (0.18)	89.9 (2.24)	38.6 (3.71)	15.9 (2.51)	46.6 (3.28)	3.3! (1.32)	45.9 (3.95)	2.8 (0.82)	2.0! (0.72)	2.0! (0.69)	21.9 (2.22)	12.9 (2.16)	73.8 (3.06)	
300 to 499	25,000 (110)	29.9 (0.12)	95.5 (1.10)	48.0 (2.97)	22.8 (2.34)	49.3 (2.64)	3.5 (0.85)	70.5 (2.74)	4.3 (1.06)	2.9! (0.98)	1.5! (0.71)	18.9 (1.53)	8.9 (1.66)	81.2 (2.32)	
500 to 999	31,700 (90)	38.0 (0.12)	96.0 (0.66)	55.9 (2.49)	25.0 (2.15)	58.3 (2.20)	8.1 (1.10)	76.2 (1.57)	3.4 (0.53)	4.7 (0.72)	1.6! (0.50)	22.7 (1.09)	10.5 (1.05)	81.3 (1.64)	
1,000 or more	8,700 (10)	10.4 (0.03)	91.8 (0.95)	57.1 (2.40)	16.5 (1.71)	58.4 (2.18)	20.4 (1.64)	75.9 (2.14)	6.8 (1.25)	13.3 (1.32)	3.3 (0.63)	53.4 (2.13)	23.3 (1.93)	90.9 (1.34)	
Locale															
City	22,800 (110)	27.2 (0.11)	95.7 (0.94)	60.2 (2.71)	41.6 (3.40)	61.4 (3.32)	11.7 (1.52)	64.5 (3.31)	4.7 (0.87)	8.8 (1.36)	5.6 (1.13)	14.9 (1.34)	10.8 (1.48)	80.7 (2.25)	
Suburban	27,400 (90)	32.7 (0.11)	95.5 (0.97)	51.7 (2.32)	18.1 (1.90)	46.0 (2.36)	7.3 (0.75)	81.0 (1.74)	2.5 (0.56)	3.8 (0.67)	0.4! (0.15)	19.5 (1.23)	8.2 (0.81)	78.0 (1.92)	
Town	11,000 (80)	13.1 (0.09)	92.8 (1.94)	46.0 (4.35)	16.0 (3.26)	52.4 (4.20)	4.6 (1.19)	65.8 (3.89)	5.7! (1.84)	3.1! (1.07)	‡ (†)	31.4 (1.74)	14.9 (1.47)	81.0 (3.05)	
Rural	22,500 (150)	26.9 (0.15)	91.4 (1.85)	39.1 (3.33)	7.9 (1.71)	53.7 (2.68)	2.9! (0.92)	56.3 (2.60)	3.9 (0.92)	1.5 (0.44)	0.6! (0.23)	37.1 (2.74)	16.0 (2.01)	83.6 (2.10)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races															
Less than 5 percent	5,300 (550)	6.3 (0.65)	97.3 (2.70)	35.0 (6.56)	‡ (†)	50.6 (6.21)	‡ (†)	53.2 (5.76)	‡ (†)	‡ (†)	‡ (†)	37.0 (6.28)	22.6 (5.38)	82.5 (6.01)	
5 percent to less than 20 percent	21,300 (900)	25.5 (1.09)	93.2 (1.49)	34.5 (2.94)	3.4 (1.00)	40.2 (2.85)	4.1 (1.07)	71.5 (2.63)	2.9 (0.67)	1.1! (0.50)	‡ (†)	32.6 (2.69)	11.4 (1.57)	82.7 (2.17)	
20 percent to less than 50 percent	21,900 (800)	26.2 (0.94)	93.3 (1.30)	45.4 (3.11)	7.9 (1.35)	44.2 (2.87)	4.7 (0.62)	73.8 (2.19)	2.7 (0.56)	2.7 (0.71)	‡ (†)	23.6 (1.95)	9.4 (1.26)	84.0 (2.10)	
50 percent or more	35,100 (1,110)	42.0 (1.32)	94.7 (0.88)	64.3 (2.09)	43.6 (2.48)	66.8 (2.08)	11.1 (1.14)	64.2 (2.55)	5.3 (0.77)	8.3 (0.99)	4.1 (0.71)	18.4 (1.34)	12.1 (1.17)	76.9 (1.81)	
Percent of students eligible for free or reduced-price lunch															
0 to 25 percent	13,900 (920)	16.6 (1.10)	94.3 (1.69)	43.6 (2.95)	8.4 (2.14)	36.5 (3.45)	7.2 (1.41)	77.9 (3.12)	2.0! (0.77)	1.1! (0.56)	‡ (†)	18.1 (1.93)	5.5 (0.88)	78.2 (3.35)	
26 to 50 percent	23,400 (1,070)	28.0 (1.28)	93.5 (1.14)	40.6 (3.00)	6.2 (1.32)	42.8 (2.87)	4.0 (0.54)	69.8 (2.57)	2.5 (0.52)	1.6! (0.47)	‡ (†)	30.3 (1.91)	12.0 (1.38)	83.0 (1.97)	
51 to 75 percent	23,000 (1,100)	27.6 (1.30)	92.9 (1.66)	50.8 (3.17)	17.8 (2.31)	57.6 (2.35)	8.5 (1.12)	65.8 (3.02)	3.2 (0.70)	3.8 (0.54)	1.0! (0.38)	30.3 (2.23)	14.1 (1.63)	83.3 (2.52)	
76 to 100 percent	23,300 (1,120)	27.9 (1.34)	95.7 (0.89)	62.0 (2.67)	48.3 (3.05)	68.7 (2.91)	8.2 (1.23)	61.9 (3.29)	7.1 (1.13)	10.0 (1.46)	5.4 (1.04)	16.9 (1.60)	13.4 (1.52)	77.1 (2.49)	

†Not applicable.

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

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

¹Access to buildings is controlled during school hours (e.g., by locked or monitored doors).

²Access to grounds is controlled during school hours (e.g., by locked or monitored gates).

³All students must pass through a metal detector each day.

⁴Examples of contraband include drugs and weapons. The “sweeps” category does not include dog sniffs.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016. (This table was prepared September 2017.)

Table 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures ¹		
	Shootings ²	Natural disasters ³	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁴	Suicide threat or incident	Severe risk of terrorist attack ⁵	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸	
1	2	3	4	5	6	7	8	9	10	11	12	13	
2003–04^{9,10}													
All public schools	78.5 (1.17)	96.0 (0.52)	73.5 (1.12)	94.0 (0.71)	69.2 (1.15)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
School level ¹¹													
Primary	75.5 (1.87)	96.9 (0.73)	73.0 (1.62)	94.5 (0.95)	70.6 (1.73)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Middle	86.1 (1.20)	96.9 (0.53)	77.6 (1.25)	95.6 (0.66)	70.3 (1.49)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
High school	85.7 (1.29)	95.4 (0.82)	78.9 (1.60)	96.1 (0.84)	72.5 (1.60)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Combined	72.0 (4.69)	88.5 (3.62)	58.3 (4.58)	82.6 (4.39)	51.2 (4.88)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Enrollment size													
Less than 300	69.4 (3.06)	91.8 (1.84)	63.5 (3.06)	88.2 (2.37)	58.4 (3.18)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
300 to 499	79.7 (2.25)	97.3 (0.78)	74.7 (2.23)	94.1 (1.20)	72.4 (2.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
500 to 999	81.5 (1.46)	97.5 (0.59)	76.6 (1.58)	96.8 (0.67)	72.3 (1.68)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
1,000 or more	85.3 (1.67)	96.8 (0.77)	81.4 (1.85)	96.7 (0.98)	73.8 (2.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Locale													
City	74.0 (2.71)	95.8 (0.96)	67.4 (2.92)	92.9 (1.43)	70.7 (2.62)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Suburban	80.9 (1.65)	97.1 (0.95)	78.5 (1.74)	96.7 (0.73)	74.3 (1.86)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Town	80.5 (2.85)	96.6 (1.39)	75.4 (3.36)	95.3 (1.28)	65.1 (3.10)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Rural	78.8 (2.15)	94.8 (1.10)	72.2 (2.36)	91.3 (1.57)	64.2 (2.63)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	84.6 (2.40)	97.1 (0.86)	75.7 (2.32)	94.9 (1.27)	70.4 (2.57)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
5 percent to less than 20 percent	79.9 (3.09)	95.1 (1.26)	77.9 (2.45)	96.2 (0.93)	69.2 (3.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
20 percent to less than 50 percent	74.6 (2.92)	98.1 (0.73)	72.5 (2.77)	92.5 (1.48)	68.6 (2.54)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
50 percent or more	75.7 (2.44)	94.3 (1.05)	68.2 (2.57)	92.7 (1.67)	69.4 (2.35)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	80.9 (1.77)	96.7 (0.85)	76.5 (1.69)	95.2 (1.13)	72.9 (1.95)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
26 to 50 percent	81.5 (1.98)	96.9 (0.76)	78.4 (1.75)	95.4 (0.98)	71.4 (2.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
51 to 75 percent	77.4 (2.45)	95.9 (1.23)	69.7 (2.84)	93.8 (1.48)	66.2 (3.17)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
76 to 100 percent	71.7 (3.38)	93.8 (1.61)	65.9 (3.38)	90.2 (2.45)	63.8 (3.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
2005–06^{9,10}													
All public schools	79.3 (1.31)	95.0 (0.65)	73.1 (1.12)	94.5 (0.65)	70.5 (1.04)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
School level ¹¹													
Primary	74.5 (2.16)	94.6 (1.09)	71.1 (1.98)	93.5 (1.02)	68.9 (1.73)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Middle	84.2 (1.27)	96.6 (0.61)	75.4 (1.53)	96.7 (0.55)	73.9 (1.68)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
High school	86.9 (1.39)	95.5 (0.76)	77.2 (1.44)	96.6 (0.88)	71.8 (1.40)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Combined	88.4 (3.53)	93.4 (2.32)	75.0 (3.28)	92.9 (2.31)	71.9 (3.58)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	

See notes at end of table.

Table 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures ¹		
	Shootings ²	Natural disasters ³	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁴	Suicide threat or incident	Severe risk of terrorist attack ⁵	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Enrollment size													
Less than 300	74.0 (3.44)	89.5 (2.16)	67.8 (3.05)	89.1 (2.36)	67.9 (2.44)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
300 to 499	77.8 (2.05)	96.9 (0.81)	76.0 (2.13)	96.0 (0.99)	69.5 (2.48)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
500 to 999	82.0 (1.42)	97.1 (0.52)	72.9 (1.85)	96.4 (0.69)	72.5 (1.77)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
1,000 or more	86.3 (1.67)	95.6 (0.95)	78.3 (1.77)	97.0 (0.95)	72.6 (2.09)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Locale													
City	76.3 (2.34)	93.9 (1.24)	66.3 (2.12)	94.4 (1.13)	68.7 (2.24)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Suburban	81.2 (1.63)	96.5 (0.82)	77.3 (1.58)	97.1 (0.73)	75.7 (1.70)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Town	81.4 (3.39)	95.0 (2.05)	69.1 (3.58)	95.8 (1.83)	64.6 (4.11)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Rural	79.1 (2.31)	94.2 (1.22)	75.4 (2.14)	91.5 (1.70)	68.4 (2.09)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	77.0 (2.99)	92.2 (1.98)	74.5 (3.00)	93.5 (1.92)	75.9 (2.40)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
5 percent to less than 20 percent	82.4 (2.05)	95.6 (0.99)	78.6 (2.12)	95.4 (1.22)	72.8 (2.72)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
20 percent to less than 50 percent	82.3 (1.95)	97.0 (0.96)	75.9 (1.82)	95.9 (1.09)	71.3 (2.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
50 percent or more	75.5 (1.96)	94.4 (1.16)	65.0 (1.82)	93.1 (1.10)	65.9 (2.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	82.1 (1.87)	96.2 (0.89)	76.3 (1.50)	95.3 (1.20)	75.5 (1.66)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
26 to 50 percent	80.6 (2.06)	95.7 (1.02)	75.8 (2.20)	96.7 (1.03)	72.7 (2.21)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
51 to 75 percent	81.8 (2.23)	95.1 (1.43)	73.7 (2.25)	94.3 (1.29)	71.3 (2.55)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
76 to 100 percent	69.8 (2.68)	91.8 (2.07)	63.5 (2.67)	90.2 (1.95)	58.7 (3.25)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
2007–08¹⁰													
All public schools	83.0 (1.31)	95.8 (0.48)	71.3 (1.26)	93.8 (0.65)	71.5 (1.16)	74.1 (1.33)	40.0 (1.26)	36.1 (1.10)	— (†)	— (†)	— (†)	— (†)	
School level¹¹													
Primary	79.9 (2.07)	96.3 (0.75)	69.8 (2.06)	93.4 (0.97)	71.5 (1.83)	69.7 (1.91)	41.2 (1.93)	34.7 (1.57)	— (†)	— (†)	— (†)	— (†)	
Middle	88.3 (1.21)	96.1 (0.79)	76.3 (1.41)	96.7 (0.67)	73.2 (1.83)	80.8 (1.47)	39.4 (1.63)	39.7 (1.57)	— (†)	— (†)	— (†)	— (†)	
High school	90.6 (1.07)	94.3 (0.79)	76.0 (1.56)	96.0 (0.90)	73.0 (1.82)	84.2 (1.40)	40.5 (1.80)	38.3 (1.81)	— (†)	— (†)	— (†)	— (†)	
Combined	80.1 (4.55)	94.6 (2.18)	62.7 (5.31)	86.3 (4.22)	65.8 (5.30)	72.8 (5.05)	31.8 (4.65)	34.3 (4.64)	— (†)	— (†)	— (†)	— (†)	
Enrollment size													
Less than 300	75.7 (3.40)	93.6 (1.74)	61.5 (3.81)	88.3 (2.47)	61.2 (3.15)	68.2 (4.18)	35.8 (3.25)	34.0 (3.61)	— (†)	— (†)	— (†)	— (†)	
300 to 499	81.1 (2.27)	96.3 (0.95)	70.6 (2.54)	93.7 (1.62)	72.6 (2.59)	73.0 (2.08)	36.8 (2.53)	36.0 (2.68)	— (†)	— (†)	— (†)	— (†)	
500 to 999	87.0 (1.36)	96.9 (0.65)	76.5 (1.80)	96.9 (0.72)	76.1 (1.70)	76.1 (1.75)	44.2 (1.88)	37.2 (1.79)	— (†)	— (†)	— (†)	— (†)	
1,000 or more	90.3 (1.44)	95.6 (0.87)	76.7 (2.10)	95.6 (1.03)	75.4 (2.20)	82.8 (1.93)	43.6 (2.19)	37.0 (2.17)	— (†)	— (†)	— (†)	— (†)	
Locale													
City	83.0 (2.03)	95.1 (1.16)	69.4 (2.64)	94.9 (1.17)	73.9 (2.30)	75.5 (2.23)	49.3 (2.42)	32.1 (2.71)	— (†)	— (†)	— (†)	— (†)	
Suburban	84.9 (1.88)	96.3 (0.93)	74.7 (1.91)	96.9 (0.82)	76.0 (1.82)	76.3 (2.38)	43.4 (2.24)	36.8 (2.19)	— (†)	— (†)	— (†)	— (†)	
Town	85.3 (2.56)	96.8 (1.27)	73.9 (3.00)	94.4 (1.89)	70.3 (2.97)	73.3 (3.26)	30.6 (2.94)	38.7 (3.06)	— (†)	— (†)	— (†)	— (†)	
Rural	80.3 (2.70)	95.7 (1.11)	68.7 (2.44)	89.8 (1.78)	66.1 (2.23)	71.3 (2.22)	33.6 (2.32)	37.5 (2.54)	— (†)	— (†)	— (†)	— (†)	

See notes at end of table.

Table 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios									Percent that have drilled students during the current school year on the use of selected emergency procedures ¹		
	Shootings ²	Natural disasters ³	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁴	Suicide threat or incident	Severe risk of terrorist attack ⁵	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸
1	2	3	4	5	6	7	8	9	10	11	12	13
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	80.6 (3.20)	95.0 (1.51)	75.5 (2.94)	94.4 (1.77)	68.2 (3.03)	75.7 (3.67)	36.4 (3.41)	42.8 (3.13)	— (†)	— (†)	— (†)	— (†)
5 percent to less than 20 percent	87.8 (2.07)	96.9 (0.91)	71.9 (2.16)	93.9 (1.45)	74.6 (2.16)	80.0 (2.08)	36.2 (2.36)	41.4 (2.97)	— (†)	— (†)	— (†)	— (†)
20 percent to less than 50 percent	84.5 (1.98)	96.1 (1.13)	73.1 (2.79)	95.9 (1.10)	74.3 (2.43)	70.4 (2.46)	40.1 (2.36)	34.3 (2.31)	— (†)	— (†)	— (†)	— (†)
50 percent or more	79.4 (2.01)	95.3 (0.91)	67.6 (2.29)	91.9 (1.30)	68.8 (2.19)	71.5 (2.04)	44.7 (2.52)	30.0 (2.19)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	86.9 (1.91)	95.8 (0.95)	75.2 (2.25)	96.8 (0.89)	76.8 (1.78)	78.4 (2.02)	40.8 (2.22)	39.6 (2.71)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	85.3 (2.02)	97.0 (0.93)	71.7 (2.40)	94.2 (1.37)	72.7 (2.29)	73.9 (2.39)	37.8 (2.27)	39.1 (2.33)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	79.3 (2.55)	96.2 (1.10)	71.2 (2.79)	92.8 (1.51)	67.5 (2.56)	71.7 (3.05)	38.8 (2.65)	32.9 (2.76)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	78.6 (2.90)	93.6 (1.53)	65.9 (3.72)	90.3 (2.00)	67.5 (2.92)	71.5 (2.71)	43.9 (3.69)	30.3 (2.98)	— (†)	— (†)	— (†)	— (†)
2009–10⁹												
All public schools	84.3 (1.10)	95.1 (0.54)	74.3 (1.20)	93.5 (0.66)	71.1 (1.28)	74.9 (1.30)	41.3 (1.23)	69.4 (1.34)	— (†)	— (†)	— (†)	— (†)
School level ¹¹												
Primary	80.6 (1.68)	95.1 (0.82)	72.4 (1.78)	92.4 (1.04)	69.3 (1.78)	69.9 (1.88)	42.5 (1.95)	67.1 (1.96)	— (†)	— (†)	— (†)	— (†)
Middle	88.1 (1.06)	95.7 (0.94)	77.0 (1.37)	95.5 (0.78)	74.7 (1.98)	83.7 (1.21)	41.0 (1.88)	71.8 (1.45)	— (†)	— (†)	— (†)	— (†)
High school	91.4 (1.16)	94.6 (0.92)	77.4 (1.69)	96.5 (1.06)	76.8 (1.66)	83.1 (1.30)	43.7 (1.97)	75.6 (1.49)	— (†)	— (†)	— (†)	— (†)
Combined	89.2 (4.16)	94.8 (2.53)	76.4 (4.41)	91.8 (2.95)	65.1 (5.04)	77.0 (4.38)	28.0 (5.10)	69.5 (5.15)	— (†)	— (†)	— (†)	— (†)
Enrollment size												
Less than 300	83.3 (2.71)	93.3 (1.71)	74.2 (2.83)	90.4 (1.82)	64.9 (3.45)	70.1 (3.43)	37.8 (3.40)	64.9 (3.17)	— (†)	— (†)	— (†)	— (†)
300 to 499	81.1 (2.25)	96.6 (0.80)	72.5 (2.41)	94.7 (1.09)	70.0 (2.12)	74.3 (2.39)	42.9 (2.45)	72.4 (2.31)	— (†)	— (†)	— (†)	— (†)
500 to 999	86.0 (1.33)	94.6 (0.87)	75.2 (1.49)	94.0 (0.89)	74.2 (1.59)	76.0 (1.58)	41.5 (1.56)	69.2 (1.58)	— (†)	— (†)	— (†)	— (†)
1,000 or more	89.4 (1.53)	96.2 (0.86)	76.3 (2.09)	95.4 (1.13)	77.2 (1.94)	83.6 (1.68)	43.2 (2.06)	70.9 (1.70)	— (†)	— (†)	— (†)	— (†)
Locale												
City	81.0 (2.48)	93.5 (1.09)	71.7 (2.55)	92.8 (1.37)	68.8 (2.45)	74.9 (2.64)	44.4 (2.95)	68.7 (2.33)	— (†)	— (†)	— (†)	— (†)
Suburban	83.4 (1.94)	94.0 (1.12)	73.7 (2.11)	93.7 (1.38)	73.0 (2.25)	72.6 (2.52)	45.6 (2.05)	70.9 (1.90)	— (†)	— (†)	— (†)	— (†)
Town	86.5 (2.77)	98.2 (0.67)	77.9 (3.06)	96.0 (1.73)	73.5 (3.44)	76.4 (3.34)	36.3 (3.15)	69.2 (3.34)	— (†)	— (†)	— (†)	— (†)
Rural	86.8 (2.03)	96.1 (1.11)	75.3 (2.68)	92.9 (1.41)	70.2 (2.61)	76.6 (2.30)	36.9 (2.38)	68.6 (2.59)	— (†)	— (†)	— (†)	— (†)
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students												
Less than 5 percent	86.8 (2.99)	97.7 (0.94)	74.9 (3.03)	94.2 (1.88)	74.5 (2.94)	83.5 (2.61)	40.0 (3.15)	70.6 (3.46)	— (†)	— (†)	— (†)	— (†)
5 percent to less than 20 percent	85.3 (2.52)	95.8 (1.11)	75.2 (2.40)	93.9 (1.49)	70.0 (3.06)	76.5 (2.39)	36.7 (2.63)	69.8 (2.80)	— (†)	— (†)	— (†)	— (†)
20 percent to less than 50 percent	87.2 (1.55)	93.2 (1.42)	78.4 (1.96)	95.7 (0.99)	75.1 (2.20)	74.3 (2.43)	42.1 (2.30)	75.4 (1.88)	— (†)	— (†)	— (†)	— (†)
50 percent or more	80.6 (2.00)	94.8 (0.94)	70.6 (2.04)	91.6 (1.05)	68.0 (2.34)	70.9 (2.16)	44.4 (2.32)	64.6 (2.33)	— (†)	— (†)	— (†)	— (†)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	83.7 (2.44)	95.5 (1.07)	74.2 (2.42)	94.6 (1.26)	74.6 (2.47)	81.3 (2.22)	43.9 (2.85)	72.8 (2.70)	— (†)	— (†)	— (†)	— (†)
26 to 50 percent	85.8 (1.98)	95.1 (1.06)	77.7 (2.16)	94.9 (1.35)	76.8 (2.08)	77.7 (1.98)	41.6 (2.35)	74.3 (2.04)	— (†)	— (†)	— (†)	— (†)
51 to 75 percent	85.4 (1.81)	95.5 (1.08)	74.6 (2.00)	93.2 (1.22)	67.7 (2.79)	71.8 (2.53)	38.8 (2.26)	68.2 (2.98)	— (†)	— (†)	— (†)	— (†)
76 to 100 percent	81.5 (2.12)	94.3 (1.16)	69.9 (2.72)	91.3 (1.50)	65.5 (2.78)	69.9 (2.95)	41.6 (3.03)	62.0 (2.92)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios									Percent that have drilled students during the current school year on the use of selected emergency procedures ¹			
	Shootings ²	Natural disasters ³	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁴	Suicide threat or incident	Severe risk of terrorist attack ⁵	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸	
1	2	3	4	5	6	7	8	9	10	11	12	13	
2013–14^{10,12}													
All public schools	88.3 (1.02)	93.8 (0.79)	50.2 (1.64)	87.6 (0.99)	59.5 (1.47)	71.7 (1.43)	46.8 (1.69)	36.4 (1.61)	— (†)	— (†)	— (†)	— (†)	
School level ¹¹													
Primary	87.2 (1.52)	94.2 (1.04)	46.7 (2.35)	85.8 (1.53)	57.6 (2.20)	66.9 (2.20)	43.0 (2.79)	34.2 (2.22)	— (†)	— (†)	— (†)	— (†)	
Middle	91.2 (1.53)	94.5 (1.29)	55.3 (2.71)	92.3 (1.43)	61.0 (2.37)	80.0 (2.15)	55.6 (2.47)	40.8 (2.63)	— (†)	— (†)	— (†)	— (†)	
High school/combined	88.7 (1.71)	92.1 (1.55)	55.2 (2.40)	88.2 (1.68)	63.6 (2.35)	77.5 (2.10)	49.4 (2.18)	38.7 (2.52)	— (†)	— (†)	— (†)	— (†)	
Enrollment size													
Less than 300	87.2 (2.59)	91.0 (2.20)	48.1 (4.00)	85.3 (2.60)	53.9 (3.74)	66.0 (3.44)	41.8 (3.53)	34.2 (4.15)	— (†)	— (†)	— (†)	— (†)	
300 to 499	86.2 (2.03)	93.2 (1.41)	45.9 (2.78)	85.1 (2.08)	55.1 (3.17)	67.8 (2.79)	43.9 (2.92)	34.8 (2.86)	— (†)	— (†)	— (†)	— (†)	
500 to 999	90.2 (1.59)	95.9 (1.00)	54.1 (2.54)	89.5 (1.47)	64.3 (2.30)	76.0 (2.09)	50.1 (2.42)	38.4 (2.29)	— (†)	— (†)	— (†)	— (†)	
1,000 or more	90.2 (1.93)	94.4 (1.85)	53.7 (2.84)	93.5 (1.47)	68.6 (2.91)	81.0 (2.60)	55.5 (3.10)	39.3 (2.78)	— (†)	— (†)	— (†)	— (†)	
Locale													
City	85.0 (2.24)	91.9 (1.72)	46.0 (3.55)	82.1 (2.47)	57.9 (3.56)	67.0 (2.96)	49.2 (3.49)	35.4 (3.42)	— (†)	— (†)	— (†)	— (†)	
Suburban	90.8 (1.67)	95.2 (1.49)	49.0 (3.23)	88.3 (1.89)	60.6 (2.78)	74.8 (2.79)	47.1 (2.96)	38.1 (3.05)	— (†)	— (†)	— (†)	— (†)	
Town	90.7 (2.30)	93.8 (2.14)	49.7 (4.47)	92.1 (2.31)	68.2 (3.97)	71.7 (3.81)	48.5 (4.20)	39.1 (4.34)	— (†)	— (†)	— (†)	— (†)	
Rural	87.9 (1.89)	94.0 (1.35)	54.5 (2.60)	89.2 (1.79)	56.6 (2.67)	72.6 (2.62)	44.2 (2.76)	34.8 (2.43)	— (†)	— (†)	— (†)	— (†)	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students													
Less than 5 percent	86.9 (3.93)	91.8 (3.74)	61.7 (5.80)	91.2 (4.21)	67.7 (6.32)	75.6 (4.89)	47.4 (5.71)	37.9 (6.10)	— (†)	— (†)	— (†)	— (†)	
5 percent to less than 20 percent	90.4 (1.98)	96.2 (1.21)	48.4 (2.92)	90.3 (1.81)	58.0 (2.81)	72.4 (2.72)	46.0 (2.93)	34.0 (2.77)	— (†)	— (†)	— (†)	— (†)	
20 percent to less than 50 percent	90.9 (1.68)	93.1 (1.53)	50.0 (3.07)	89.6 (1.88)	60.6 (2.91)	71.6 (2.64)	46.8 (3.08)	40.9 (3.10)	— (†)	— (†)	— (†)	— (†)	
50 percent or more	85.2 (1.94)	93.0 (1.31)	49.0 (2.51)	83.2 (1.91)	58.0 (2.50)	70.5 (2.15)	47.4 (2.40)	34.5 (2.44)	— (†)	— (†)	— (†)	— (†)	
Percent of students eligible for free or reduced-price lunch ¹³													
0 to 25 percent	90.8 (2.38)	94.5 (1.75)	50.2 (3.98)	84.6 (3.03)	61.7 (3.78)	76.4 (3.54)	47.7 (3.92)	38.5 (3.68)	— (†)	— (†)	— (†)	— (†)	
26 to 50 percent	88.9 (1.80)	92.5 (1.59)	47.0 (3.05)	88.6 (2.05)	60.2 (2.92)	71.9 (2.68)	46.6 (3.27)	35.1 (2.57)	— (†)	— (†)	— (†)	— (†)	
51 to 75 percent	89.4 (2.00)	95.3 (1.34)	52.3 (3.03)	89.3 (1.78)	60.4 (3.10)	71.1 (2.61)	47.0 (3.23)	38.3 (3.12)	— (†)	— (†)	— (†)	— (†)	
76 to 100 percent	85.5 (2.38)	93.8 (1.62)	50.6 (3.52)	86.7 (2.14)	54.7 (3.29)	68.0 (3.34)	45.9 (3.43)	31.1 (3.39)	— (†)	— (†)	— (†)	— (†)	
2015–16													
All public schools	92.4 (0.78)	96.1 (0.57)	60.5 (1.30)	94.1 (0.87)	73.1 (1.26)	84.6 (1.11)	— (†)	51.0 (1.49)	86.3 (1.09)	91.5 (1.02)	94.6 (0.78)	75.9 (1.12)	
School level ¹¹													
Primary	91.2 (1.22)	96.4 (0.86)	57.1 (2.07)	92.5 (1.36)	71.4 (1.84)	80.7 (1.76)	— (†)	50.9 (2.26)	87.2 (1.39)	91.2 (1.60)	95.5 (0.95)	75.2 (1.56)	
Middle	94.0 (0.94)	96.3 (0.79)	62.6 (1.73)	96.5 (0.87)	75.2 (1.78)	89.4 (1.06)	— (†)	49.5 (1.91)	84.1 (1.49)	93.2 (0.96)	95.5 (0.86)	79.0 (1.91)	
High school	95.3 (1.07)	95.5 (0.79)	67.3 (1.79)	97.3 (0.76)	77.2 (1.74)	91.3 (1.03)	— (†)	50.9 (1.96)	87.2 (1.49)	91.5 (1.23)	94.1 (1.05)	80.8 (1.57)	
Combined	91.6 (3.24)	93.5 (2.99)	68.4 (5.96)	94.5 (2.76)	73.1 (5.24)	89.8 (3.57)	— (†)	55.2 (6.23)	82.6 (4.49)	89.8 (3.33)	86.2 (5.17)	63.0 (6.55)	
Enrollment size													
Less than 300	89.0 (2.48)	93.1 (1.82)	58.7 (3.55)	88.9 (2.74)	70.4 (2.97)	79.2 (2.94)	— (†)	43.8 (3.73)	81.7 (2.76)	87.7 (2.93)	89.9 (2.47)	68.2 (3.47)	
300 to 499	94.3 (1.28)	96.5 (1.01)	59.7 (2.97)	94.8 (1.31)	72.3 (3.05)	85.1 (2.16)	— (†)	52.4 (3.44)	85.9 (2.14)	90.2 (2.13)	94.9 (1.51)	77.1 (2.23)	
500 to 999	91.5 (1.39)	97.6 (0.74)	60.5 (2.18)	95.3 (1.06)	73.6 (1.90)	84.8 (1.54)	— (†)	53.5 (2.05)	87.9 (1.57)	94.5 (1.04)	96.6 (0.78)	78.1 (1.70)	
1,000 or more	96.9 (0.76)	95.3 (0.99)	67.1 (2.40)	98.9 (0.37)	79.6 (1.95)	93.8 (0.88)	— (†)	52.7 (2.40)	90.7 (1.44)	92.3 (1.30)	96.8 (0.78)	80.2 (1.92)	
Locale													
City	91.3 (1.76)	96.6 (1.03)	63.3 (2.93)	93.6 (1.83)	74.9 (2.27)	85.4 (2.72)	— (†)	50.5 (2.68)	90.0 (1.82)	94.0 (1.37)	95.9 (1.26)	80.5 (2.27)	
Suburban	92.3 (1.25)	95.5 (1.00)	57.3 (2.96)	94.9 (1.29)	71.2 (2.22)	85.8 (1.53)	— (†)	52.0 (2.42)	85.1 (1.82)	91.0 (1.46)	96.7 (0.89)	79.1 (1.72)	
Town	94.4 (1.92)	96.6 (1.48)	54.5 (3.87)	96.2 (1.55)	75.2 (3.43)	82.0 (3.47)	— (†)	48.0 (3.94)	84.2 (3.11)	91.7 (2.20)	97.6 (0.83)	66.8 (3.71)	
Rural	92.6 (1.71)	95.9 (1.23)	64.7 (2.84)	92.8 (1.79)	72.7 (2.45)	83.6 (2.38)	— (†)	51.6 (2.87)	84.9 (2.17)	89.5 (1.60)	89.5 (1.85)	71.7 (2.63)	

See notes at end of table.

Table 20.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2015–16—Continued

[Standard errors appear in parentheses]

Year and school characteristic	Percent with a written plan that describes procedures to be performed in selected scenarios										Percent that have drilled students during the current school year on the use of selected emergency procedures ¹		
	Shootings ²	Natural disasters ³	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁴	Suicide threat or incident	Severe risk of terrorist attack ⁵	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races ¹⁴													
Less than 5 percent	95.3 (2.17)	95.1 (3.13)	67.8 (5.63)	97.7 (2.09)	67.7 (5.45)	77.1 (5.38)	— (†)	55.8 (5.85)	86.5 (4.18)	92.2 (3.02)	84.3 (5.41)	64.2 (6.69)	
5 percent to less than 20 percent	92.9 (1.45)	96.6 (0.98)	58.1 (2.97)	93.7 (1.73)	72.4 (2.49)	89.0 (1.92)	— (†)	53.4 (2.66)	84.2 (2.38)	87.9 (1.96)	94.3 (1.37)	76.7 (2.77)	
20 percent to less than 50 percent	93.8 (1.40)	96.2 (1.27)	56.3 (2.74)	92.8 (1.75)	72.4 (2.51)	82.1 (2.54)	— (†)	50.4 (2.79)	86.5 (1.91)	91.7 (2.04)	98.2 (0.47)	78.3 (2.15)	
50 percent or more	90.7 (1.53)	95.8 (0.80)	63.6 (2.57)	94.7 (1.08)	74.8 (2.22)	84.7 (2.07)	— (†)	49.1 (2.40)	87.3 (1.74)	93.5 (1.15)	94.2 (1.11)	75.7 (2.05)	
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	96.1 (1.30)	96.0 (1.38)	53.0 (3.49)	95.0 (1.60)	70.6 (3.64)	87.4 (2.37)	— (†)	52.9 (4.16)	85.0 (2.91)	91.5 (1.96)	95.8 (1.97)	79.4 (2.60)	
26 to 50 percent	93.4 (1.45)	96.2 (1.04)	63.8 (2.73)	93.8 (1.80)	76.4 (2.37)	86.6 (2.26)	— (†)	56.8 (2.82)	87.3 (1.92)	89.5 (1.95)	95.3 (1.17)	77.5 (2.48)	
51 to 75 percent	92.2 (1.49)	95.8 (1.16)	60.8 (2.56)	94.4 (1.33)	71.4 (2.18)	80.8 (2.06)	— (†)	48.2 (2.27)	86.5 (1.69)	92.0 (1.72)	94.6 (1.31)	74.5 (2.67)	
76 to 100 percent	89.3 (2.04)	96.2 (1.02)	61.5 (3.07)	93.7 (1.47)	73.1 (2.81)	84.9 (2.59)	— (†)	46.7 (3.35)	85.8 (2.35)	93.1 (1.50)	93.4 (1.48)	73.6 (2.36)	

— Not available.

† Not applicable.

¹In 2015–16, this question was significantly revised. Comparisons with earlier years are not possible. Readers should refer to previous versions of the report for time series data on schools drilling students on the use of a plan in selected crises.

²On the 2015–16 questionnaire, the wording was changed from “Shootings” to “Active shooter.”

³For example, earthquakes or tornadoes.

⁴For example, release of mustard gas, anthrax, smallpox, or radioactive materials.

⁵In 2007–08 and 2009–10, schools were asked whether they had a plan for procedures to be performed if the U.S. national threat level were changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security. In 2013–14, schools were asked whether they had a plan for procedures to be performed if an “imminent threat alert” were issued by the Department of Homeland Security’s National Terrorism Advisory System. Data on severe risk of terrorist attack were not collected in 2015–16.

⁶Defined for respondents as “a procedure that requires all students and staff to leave the building. While evacuating to the school’s field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes ‘reverse evacuation,’ a procedure for schools to return students to the building quickly if an incident occurs while students are outside.”

⁷Defined for respondents as “a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.”

⁸Defined for respondents as “a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and

shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.”

⁹Data on suicide threat or incident, severe risk of terrorist attack, and pandemic flu were not collected in 2003–04 and 2005–06.

¹⁰Data on post-crisis reunification of students with their families were not collected in years prior to 2015–16.

¹¹Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools. Separate data on high schools and combined schools are not available for 2013–14.

¹²Data for 2013–14 were collected using the Fast Response Survey System (FRSS), while data for all other years were collected using the School Survey on Crime and Safety (SSOCS). The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, respondents to the 2013–14 survey could choose either to complete the survey on paper (and mail it back) or to complete the survey online, whereas respondents to SSOCS did not have the option of completing the survey online. The 2013–14 survey also relied on a smaller sample. The smaller sample size and difference in survey administration may have impacted the 2013–14 results.

¹³Because the 2013–14 survey did not collect data on the percentage of students eligible for free or reduced-price lunch, the classification of schools by the percentage of students eligible for free or reduced-price lunch was computed based on data obtained from the Common Core of Data.

¹⁴Separate data for students of Two or more races were reported only for 2015–16.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, 2010, and 2016; Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014; and Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14. (This table was prepared September 2017.)

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

[Standard errors appear in parentheses]

Security measure	1999	2001	2003	2005	2007	2009	2011	2013	2015
1	2	3	4	5	6	7	8	9	10
Total, at least one of the listed security measures	— (†)	99.4 (0.09)	99.3 (0.12)	99.6 (0.10)	99.8 (0.06)	99.3 (0.10)	99.6 (0.08)	99.6 (0.07)	99.8 (0.06)
Metal detectors	9.0 (0.51)	8.7 (0.61)	10.1 (0.84)	10.7 (0.74)	10.1 (0.51)	10.6 (0.76)	11.2 (0.64)	11.0 (0.72)	12.3 (0.74)
Locker checks	53.3 (0.83)	53.5 (0.92)	53.0 (0.91)	53.2 (0.90)	53.6 (0.95)	53.8 (1.17)	53.0 (0.99)	52.0 (1.13)	52.9 (1.25)
One or more security cameras to monitor the school	— (†)	38.5 (1.13)	47.9 (1.16)	57.9 (1.35)	66.0 (0.99)	70.0 (1.05)	76.7 (0.83)	76.7 (1.06)	82.5 (0.85)
Security guards and/or assigned police officers	54.1 (1.36)	63.6 (1.25)	69.6 (0.91)	68.3 (1.13)	68.8 (0.98)	68.1 (1.05)	69.8 (1.01)	70.4 (1.04)	69.5 (1.07)
Other school staff or other adults supervising the hallway	85.4 (0.54)	88.3 (0.45)	90.6 (0.39)	90.1 (0.42)	90.0 (0.50)	90.6 (0.46)	88.9 (0.46)	90.5 (0.51)	89.5 (0.55)
A requirement that students wear badges or picture identification	— (†)	21.2 (0.99)	22.5 (1.11)	24.9 (1.20)	24.3 (1.00)	23.4 (1.14)	24.8 (1.02)	26.2 (1.02)	23.9 (1.06)
A written code of student conduct	— (†)	95.1 (0.34)	95.3 (0.37)	95.5 (0.36)	95.9 (0.29)	95.6 (0.39)	95.7 (0.30)	95.9 (0.30)	95.7 (0.38)
Locked entrance or exit doors during the day	38.1 (0.97)	48.8 (1.12)	52.8 (1.16)	54.3 (1.06)	60.9 (1.07)	64.3 (1.27)	64.5 (1.02)	75.8 (1.10)	78.2 (0.97)
A requirement that visitors sign in	87.1 (0.62)	90.2 (0.58)	91.7 (0.48)	93.0 (0.49)	94.3 (0.38)	94.3 (0.52)	94.9 (0.37)	95.8 (0.37)	90.2 (0.62)

—Not available.

†Not applicable.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2015. (This table was prepared August 2016.)

Table 22.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2015—Continued
 [Standard errors appear in parentheses]

Control and level of institution and type of incident	Number of incidents														Total	2015		
	Total, in residence halls and at other locations															In residence halls	At other locations	
	2001	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	15				16
Public 2-year																		
Selected crimes against persons and property.	6,817	6,637	6,637	5,981	5,669	5,381	5,464	4,984	4,396	4,141	3,749	3,075	2,859	2,997	775	2,222		
Murder ¹	2	2	3	2	0	0	2	2	1	2	3	7	3	13	0	13		
Negligent manslaughter ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Sex offenses—forcible ³	118	160	142	175	167	181	210	205	210	262	263	303	387	489	181	308		
Rape.....	—	—	—	—	—	—	—	—	—	—	—	—	—	132	195	127		
Fondling.....	—	—	—	—	—	—	—	—	—	—	—	—	—	255	294	54		
Sex offenses—nonforcible ⁴	119	14	6	10	16	7	7	12	8	16	13	11	16	11	1	10		
Robbery ⁵	245	230	213	248	284	279	285	251	298	262	244	197	149	148	18	130		
Aggravated assault ⁶	545	589	497	501	546	462	401	431	409	406	437	278	305	331	61	270		
Burglary ⁷	4,132	3,973	4,068	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,964	1,583	1,390	1,409	506	903		
Motor vehicle theft ⁸	1,552	1,607	1,620	1,428	1,319	1,174	1,059	1,109	1,028	899	776	651	552	541	0	541		
Arson ⁹	104	62	88	76	76	76	70	54	43	59	49	45	56	8	47			
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	2,660	2,950	3,270	3,416	3,993	4,124	3,764	3,335	3,811	3,723	3,464	3,060	3,127	2,820	1,105	1,715		
Illegal weapons possession.....	198	220	255	278	300	304	258	256	282	248	253	230	222	268	35	233		
Drug law violations.....	989	1,141	1,312	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,885	1,588	1,675	1,541	439	1,102		
Liquor law violations.....	1,473	1,589	1,703	1,812	2,315	2,257	2,016	1,663	1,583	1,326	1,242	1,230	1,011	631	380	380		
Referrals for disciplinary action ¹⁰	3,529	4,036	4,371	4,688	5,897	5,987	6,425	7,241	8,017	8,174	7,586	6,845	7,241	7,290	5,706	1,584		
Illegal weapons possession.....	127	145	167	133	238	218	183	210	242	228	224	243	269	267	81	186		
Drug law violations.....	761	679	858	819	908	1,006	1,302	1,745	2,336	2,573	2,468	2,304	2,549	2,624	1,627	997		
Liquor law violations.....	2,641	3,212	3,346	3,736	4,751	4,763	4,940	5,286	5,439	5,373	4,894	4,298	4,423	4,399	3,998	401		
Nonprofit 2-year																		
Selected crimes against persons and property.	248	189	166	314	250	258	272	147	120	148	107	66	65	63	18	45		
Murder ¹	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Negligent manslaughter ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Sex offenses—forcible ³	2	6	3	8	3	9	16	8	7	11	8	4	3	12	9	3		
Rape.....	—	—	—	—	—	—	—	—	—	—	—	—	—	2	1	0		
Fondling.....	—	—	—	—	—	—	—	—	—	—	—	—	—	1	11	8		
Sex offenses—nonforcible ⁴	2	0	0	0	1	0	0	0	0	0	0	2	0	0	0	0		
Robbery ⁵	54	64	22	9	2	13	9	5	1	2	3	0	2	0	2	2		
Aggravated assault ⁶	23	12	17	22	35	52	66	5	9	53	46	13	28	7	3	4		
Burglary ⁷	142	83	111	266	187	178	160	120	95	74	47	41	29	31	5	26		
Motor vehicle theft ⁸	23	23	13	7	14	14	9	4	2	7	4	3	5	9	0	9		
Arson ⁹	1	1	0	2	3	3	7	1	2	2	0	0	0	2	1	1		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	108	23	48	76	67	59	93	58	49	52	52	66	39	43	16	27		
Illegal weapons possession.....	1	3	2	5	3	4	3	4	6	5	5	5	9	1	8	8		
Drug law violations.....	21	16	16	32	34	27	33	35	18	34	31	49	28	29	10	19		
Liquor law violations.....	86	4	30	39	30	28	57	19	25	13	16	12	6	5	5	0		
Referrals for disciplinary action ¹⁰	624	552	447	514	537	519	413	348	377	360	300	320	456	555	528	27		
Illegal weapons possession.....	2	6	5	12	19	10	6	7	4	1	6	7	11	2	0	2		
Drug law violations.....	91	52	58	47	74	73	85	100	105	109	103	129	161	217	194	23		
Liquor law violations.....	531	494	384	455	444	436	322	241	268	250	191	184	284	336	334	2		
For-profit 2-year																		
Selected crimes against persons and property.	472	550	527	430	420	547	399	459	315	257	246	167	133	125	11	114		
Murder ¹	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Negligent manslaughter ²	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0		
Sex offenses—forcible ³	12	15	9	1	8	2	4	6	2	7	12	9	5	6	2	4		
Rape.....	—	—	—	—	—	—	—	—	—	—	—	—	—	1	2	0		
Fondling.....	—	—	—	—	—	—	—	—	—	—	—	—	—	4	4	0		
Sex offenses—nonforcible ⁴	7	2	0	0	1	0	0	1	1	0	3	0	0	0	0	0		
Robbery ⁵	67	81	80	55	49	67	53	50	38	16	28	23	29	11	3	8		
Aggravated assault ⁶	40	36	62	50	33	33	29	53	35	37	30	14	14	21	4	17		
Burglary ⁷	292	341	325	250	245	350	241	226	135	120	110	75	59	46	2	44		
Motor vehicle theft ⁸	51	74	49	71	81	92	71	121	101	74	63	45	26	41	0	41		
Arson ⁹	3	1	2	3	3	3	0	2	3	3	0	0	0	0	0	0		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	163	84	112	47	41	45	23	62	43	23	51	60	55	26	8	18		
Illegal weapons possession.....	13	6	6	3	3	4	4	4	5	1	7	3	8	3	1	2		
Drug law violations.....	87	48	64	36	26	32	12	41	29	14	40	40	28	20	7	13		
Liquor law violations.....	63	30	42	8	12	9	7	17	9	8	4	17	19	3	0	3		
Referrals for disciplinary action ¹⁰	287	313	322	228	320	173	248	303	147	168	217	206	231	162	143	19		
Illegal weapons possession.....	16	7	7	8	7	7	4	8	2	10	9	3	1	3	2	1		
Drug law violations.....	89	196	186	134	219	122	110	163	68	68	86	94	93	87	72	15		
Liquor law violations.....	182	110	129	86	94	44	134	132	77	90	122	109	137	72	69	3		

—Not available.
¹Excludes 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).
²Killing of another person through gross negligence (excludes traffic fatalities).
³Any sexual act directed against another person forcibly and/or against that person's will.
⁴Includes only statutory rape or incest.
⁵Taking or attempting to take anything of value using actual or threatened force or violence.
⁶Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
⁷Unlawful entry of a structure to commit a felony or theft.
⁸Theft or attempted theft of a motor vehicle.
⁹Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
¹⁰If 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 2015; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2015, Institutional Characteristics component. (This table was prepared September 2017.)

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: Selected years, 2001 through 2015

[Standard errors appear in parentheses]

Control and level of institution and type of incident	Number of incidents per 10,000 full-time-equivalent (FTE) students ¹														Total	Institutions with residence halls	Institutions without residence halls	
	Total, institutions with and without residence halls													2015				
	2001	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
All institutions																		
Selected crimes against persons and property	35.619	34.040	33.580	32.864	33.347	30.568	28.987	22.955	20.869	20.027	19.983	18.461	17.986	18.493	24.033	5.974		
Murder ²	0.015	0.007	0.012	0.008	0.006	0.032	0.009	0.011	0.010	0.011	0.008	0.016	0.007	0.019	0.014	0.031		
Negligent manslaughter ³	0.002	0.001	0.000	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.000	0.001	0.001	0.002	0.000		
Sex offenses—forcible ⁴	1.885	2.051	2.056	2.058	2.001	1.969	1.898	1.715	1.903	2.223	2.695	3.374	4.524	5.363	7.387	0.790		
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	2.967	3.430	4.873		
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1.558	1.933	2.514		
Sex offenses—nonforcible ⁵	0.395	0.047	0.021	0.032	0.032	0.029	0.025	0.044	0.021	0.030	0.031	0.031	0.035	0.041	0.050	0.020		
Robbery ⁶	1.424	1.284	1.195	1.193	1.159	1.141	1.134	0.950	0.905	0.846	0.918	0.893	0.702	0.706	0.853	0.373		
Aggravated assault ⁷	2.524	2.239	2.098	2.044	2.111	1.903	1.795	1.569	1.444	1.475	1.627	1.385	1.374	1.517	1.874	0.709		
Burglary ⁸	23.038	22.638	22.728	22.511	23.429	21.549	20.672	15.559	13.872	12.825	12.207	10.325	8.997	8.276	10.828	2.508		
Motor vehicle theft ⁹	5.327	4.968	4.674	4.256	3.921	3.375	2.952	2.681	2.237	2.196	2.023	2.014	1.940	2.188	2.515	1.448		
Arson ¹⁰	1.010	0.805	0.796	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.473	0.425	0.403	0.382	0.509	0.097		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	34.550	35.239	36.960	37.722	37.615	36.947	36.428	33.748	33.497	35.755	35.127	31.841	29.800	27.321	37.865	3.490		
Illegal weapons possession	0.919	0.865	0.974	1.013	0.986	0.963	0.856	0.723	0.674	0.687	0.690	0.667	0.667	0.796	0.918	0.520		
Drug law violations	10.151	9.854	9.849	10.547	10.457	10.330	10.895	10.698	12.086	13.653	14.240	13.420	12.830	13.071	17.789	2.409		
Liquor law violations	23.461	24.520	26.137	26.163	26.172	25.654	24.676	22.324	20.687	21.428	20.200	17.730	16.303	13.454	19.158	0.562		
Referrals for disciplinary action ¹¹	132.889	146.165	151.708	156.060	163.421	158.288	156.479	148.959	149.716	164.460	168.772	166.056	169.639	162.943	233.442	3.618		
Illegal weapons possession	1.093	1.238	1.387	1.448	1.402	1.212	1.047	0.859	0.854	0.844	0.943	0.956	0.957	0.950	1.213	0.353		
Drug law violations	20.466	20.356	19.862	19.511	20.425	20.810	23.357	24.498	27.322	33.961	36.224	36.222	37.891	37.711	53.626	1.744		
Liquor law violations	111.340	124.571	130.459	135.101	141.594	136.267	132.076	123.602	121.540	129.654	131.606	128.878	130.791	124.282	178.603	1.520		
Public 4-year																		
Selected crimes against persons and property	36.191	35.725	35.522	34.295	35.532	32.837	30.531	24.898	23.448	21.958	21.669	19.553	19.546	19.515	20.849	5.913		
Murder ²	0.017	0.009	0.014	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.010	0.015	0.004	0.019	0.021	0.000		
Negligent manslaughter ³	0.004	0.002	0.000	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.000	0.001	0.001	0.002	0.000		
Sex offenses—forcible ⁴	2.408	2.452	2.634	2.448	2.409	2.390	2.151	1.892	2.210	2.451	2.946	3.372	4.702	5.667	6.120	1.050		
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	3.102	3.650	3.973		
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	1.601	2.017	2.147		
Sex offenses—nonforcible ⁵	0.400	0.051	0.028	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.025	0.027	0.041	0.052	0.055	0.016		
Robbery ⁶	1.130	1.208	1.088	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.981	0.946	0.805	0.837	0.887	0.323		
Aggravated assault ⁷	2.774	2.493	2.256	2.242	2.302	2.110	1.930	1.767	1.627	1.610	1.792	1.490	1.488	1.650	1.743	0.711		
Burglary ⁸	22.283	22.808	23.154	22.654	24.138	22.425	21.181	16.689	15.456	14.025	13.173	10.811	9.781	8.301	8.886	2.343		
Motor vehicle theft ⁹	5.942	5.625	5.269	4.671	4.581	3.800	3.310	2.843	2.426	2.332	2.100	2.289	2.127	2.551	2.658	1.454		
Arson ¹⁰	1.232	1.078	1.079	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.639	0.603	0.526	0.437	0.478	0.016		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	60.113	62.566	65.318	66.641	68.662	66.366	66.315	63.558	63.512	67.169	64.447	56.711	53.086	47.600	51.807	4.701		
Illegal weapons possession	1.339	1.258	1.442	1.538	1.478	1.384	1.240	1.027	1.012	0.941	0.927	0.949	0.908	1.042	1.101	0.436		
Drug law violations	17.651	16.950	17.100	18.755	18.671	17.934	19.130	18.993	21.722	24.424	25.077	23.194	22.141	22.352	24.185	3.651		
Liquor law violations	41.123	44.358	46.776	46.529	48.513	47.048	45.945	43.539	40.778	41.804	38.443	32.569	30.037	24.207	26.520	0.614		
Referrals for disciplinary action ¹¹	153.104	170.355	178.800	175.506	184.628	178.029	170.797	169.503	175.490	194.017	197.669	189.403	196.689	184.114	202.045	1.260		
Illegal weapons possession	1.311	1.529	1.779	1.921	1.673	1.454	1.293	1.043	1.004	0.913	0.962	0.900	0.946	0.818	0.882	0.162		
Drug law violations	25.492	24.933	24.278	22.803	23.744	24.249	27.201	28.459	32.444	40.907	43.129	42.093	44.484	44.197	48.459	0.727		
Liquor law violations	126.301	143.893	152.743	150.782	159.211	152.326	142.303	140.001	142.042	152.198	153.578	146.410	151.259	139.100	152.703	0.372		
Nonprofit 4-year																		
Selected crimes against persons and property	57.358	54.891	54.728	54.165	57.681	52.039	49.315	38.613	35.193	33.154	33.198	31.205	30.077	30.764	32.581	11.946		
Murder ²	0.019	0.007	0.014	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.015	0.015	0.006	0.003	0.034		
Negligent manslaughter ³	0.000	0.000	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.003	0.000		
Sex offenses—forcible ⁴	3.169	3.790	3.617	3.784	3.694	3.587	3.586	3.557	3.848	4.007	5.357	7.214	9.335	10.332	11.204	1.309		
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	6.464	6.967	7.611		
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	—	2.871	3.365	3.593		
Sex offenses—nonforcible ⁵	0.437	0.051	0.018	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.031	0.036	0.021	0.041	0.045	0.000		
Robbery ⁶	2.508	1.946	2.034	1.739	1.717	1.549	1.447	1.181	1.002	0.988	1.188	1.131	0.804	0.807	0.836	0.503		
Aggravated assault ⁷	3.408	2.795	2.954	2.588	2.853	2.586	2.497	2.133	2.014	1.948	2.052	2.065	1.968	2.116	2.138	1.879		
Burglary ⁸	40.460	40.017	40.284	40.542	44.639	40.214	38.251	28.434	25.567	22.908	21.679	18.192	15.106	14.407	15.176	6.443		
Motor vehicle theft ⁹	5.694	5.008	4.640	4.340	3.684	3.314	2.845	2.692	2.014	2.173	2.188	2.023	2.271	2.441	2.521	1.611		
Arson ¹⁰	1.673	1.277	1.167	1.130	1.050	0.751	0.632	0.562	0.707	0.670	0.698	0.528	0.558	0.612	0.654	0.168		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	24.456	24.793	27.225	25.758	20.981	22.672	20.240	18.645	17.150	16.805	16.851	17.110	14.881	13.580	14.693	2.047		
Illegal weapons possession	0.645	0.600	0.649	0.522	0.499	0.599	0.523	0.478	0.430	0.398	0.391	0.397	0.399	0.490	0.502	0.369		
Drug law violations	6.291	6.759	6.173	5.881	5.644	6.075	6.236	6.713	7.062	7.486	7.430	7.590	6.782	6.633	7.173	1.040		
Liquor law violations	17.520	17.434	20.403	19.355	14.838	15.997	13.481	11.454	9.657	8.921	9.030	9.122	7.700	6.456	7.018	0.638		
Referrals for disciplinary action ¹¹	275.480	308.044	319.945	336.127	353.954	347.734	348.663	333.904	329.679	341.437	339.263	331.451	331.076	312.040	340.222	20.167		
Illegal weapons possession	1.712	1.942	2.144	2.052	2.127	1.835	1.513	1.155	1.235	1.287	1.532	1.622	1.458	1.646	1.763	0.436		
Drug law violations	37.435	39.363	38.440	38.981	41.434</													

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: Selected years, 2001 through 2015—Continued

[Standard errors appear in parentheses]

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													2015		
	2001	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 4-year																
Selected crimes against persons and property	19.109	17.605	13.650	17.049	9.552	8.095	10.320	7.513	6.499	6.003	5.531	8.553	5.650	5.037	14.158	2.638
Murder ²	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.013	0.000	0.017	0.000	0.000	0.000	0.000
Negligent manslaughter ³	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible ⁴	0.151	0.196	0.095	0.082	0.179	0.159	0.162	0.129	0.255	0.350	0.274	0.301	0.567	0.536	1.965	0.160
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	0.333	0.155	0.677
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	0.234	0.381	1.287	0.143
Sex offenses—nonforcible ⁵	0.482	0.049	0.000	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.046	0.033	0.025	0.000	0.000	0.000
Robbery ⁶	2.422	1.051	0.875	0.884	0.373	0.410	0.683	1.231	0.811	0.996	0.775	1.440	0.666	0.494	0.745	0.428
Aggravated assault ⁷	0.870	1.003	0.722	1.213	0.462	0.410	1.133	0.615	0.591	0.485	0.653	0.971	0.432	0.494	1.558	0.214
Burglary ⁸	13.130	13.253	9.962	12.484	7.287	5.899	6.922	4.279	4.055	3.351	2.963	4.620	3.183	2.568	8.197	1.087
Motor vehicle theft ⁹	1.968	1.956	1.901	2.262	1.162	1.177	1.420	1.216	0.753	0.781	0.805	1.138	0.752	0.931	1.626	0.749
Arson ¹⁰	0.076	0.098	0.095	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.015	0.033	0.025	0.014	0.068	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	0.416	0.269	0.779	0.576	0.775	0.370	0.719	0.773	1.911	2.046	1.915	1.239	1.456	1.679	6.029	0.535
Illegal weapons possession	0.076	0.049	0.095	0.041	0.075	0.040	0.144	0.086	0.151	0.148	0.152	0.201	0.111	0.212	0.813	0.053
Drug law violations	0.151	0.098	0.228	0.329	0.209	0.212	0.252	0.315	0.765	0.552	0.745	0.803	0.851	1.340	4.877	0.410
Liquor law violations	0.189	0.122	0.456	0.206	0.492	0.119	0.324	0.372	0.996	1.346	1.018	0.234	0.493	0.127	0.339	0.071
Referrals for disciplinary action ¹¹	11.957	11.370	5.665	10.880	7.645	6.865	10.177	12.623	8.804	9.663	10.150	19.433	12.299	12.628	59.748	0.232
Illegal weapons possession	0.416	0.587	0.209	0.864	0.194	0.145	0.234	0.329	0.104	0.215	0.349	0.301	0.210	0.212	0.948	0.018
Drug law violations	3.481	3.179	1.882	2.632	2.057	1.746	2.859	3.306	2.560	3.136	3.860	8.989	4.996	5.094	23.845	0.160
Liquor law violations	8.060	7.605	3.574	7.383	5.395	4.973	7.084	8.988	6.140	6.312	5.941	10.143	7.093	7.323	34.955	0.533
Public 2-year																
Selected crimes against persons and property	19.867	18.044	17.903	16.389	15.423	14.388	13.991	11.745	10.195	9.998	9.379	7.912	7.680	8.337	17.438	6.004
Murder ²	0.006	0.005	0.008	0.005	0.000	0.000	0.005	0.005	0.002	0.005	0.008	0.018	0.008	0.036	0.000	0.045
Negligent manslaughter ³	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible ⁴	0.344	0.435	0.383	0.480	0.454	0.484	0.538	0.483	0.487	0.633	0.658	0.780	1.040	1.360	3.368	0.846
Rape	—	—	—	—	—	—	—	—	—	—	—	—	0.355	0.542	2.045	0.157
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	0.685	0.818	1.323	0.688
Sex offenses—nonforcible ⁵	0.347	0.038	0.016	0.027	0.044	0.019	0.018	0.028	0.019	0.039	0.033	0.028	0.043	0.031	0.041	0.028
Robbery ⁶	0.714	0.625	0.575	0.680	0.773	0.746	0.730	0.591	0.691	0.633	0.610	0.507	0.400	0.412	0.614	0.360
Aggravated assault ⁷	1.588	1.601	1.341	1.373	1.485	1.235	1.027	1.016	0.949	0.980	1.093	0.715	0.819	0.921	1.882	0.674
Burglary ⁸	12.042	10.801	10.974	9.703	8.872	8.561	8.783	6.881	5.561	5.396	4.914	4.073	3.734	3.919	9.830	2.404
Motor vehicle theft ⁹	4.523	4.369	4.370	3.913	3.588	3.139	2.712	2.613	2.384	2.171	1.941	1.675	1.483	1.505	1.472	1.513
Arson ¹⁰	0.303	0.169	0.237	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.123	0.116	0.150	0.153	0.232	0.133
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	7.752	8.020	8.821	9.360	10.863	11.027	9.638	7.859	8.838	8.989	8.666	7.874	8.400	7.844	22.374	4.120
Illegal weapons possession	0.577	0.598	0.688	0.762	0.816	0.813	0.661	0.603	0.654	0.599	0.633	0.592	0.596	0.745	1.063	0.664
Drug law violations	2.882	3.102	3.539	3.633	3.749	4.179	3.815	3.551	4.328	4.568	4.716	4.086	4.500	4.287	10.144	2.785
Liquor law violations	4.293	4.320	4.594	4.665	6.298	6.035	5.162	3.704	3.857	3.822	3.317	3.196	3.304	2.812	11.166	0.671
Referrals for disciplinary action ¹¹	10.284	10.973	11.791	12.846	16.043	16.008	16.451	17.063	18.592	19.735	18.979	17.613	19.452	20.279	86.646	3.268
Illegal weapons possession	0.370	0.394	0.450	0.364	0.648	0.583	0.469	0.495	0.561	0.550	0.560	0.625	0.723	0.743	1.786	0.475
Drug law violations	2.218	1.846	2.314	2.244	2.470	2.690	3.334	4.112	5.417	6.212	6.174	5.928	6.848	7.299	27.528	2.114
Liquor law violations	7.697	8.732	9.026	10.237	12.926	12.735	12.649	12.456	12.614	12.972	12.244	11.059	11.882	12.237	57.332	0.678
Nonprofit 2-year																
Selected crimes against persons and property	63.955	51.594	48.535	91.263	81.948	103.819	99.299	55.883	48.448	45.531	35.148	26.993	26.108	15.527	34.670	8.184
Murder ²	0.258	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter ³	0.000	0.000	0.000	0.000	0.000	0.000	0.365	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible ⁴	0.516	1.638	0.877	2.325	0.983	3.622	5.841	3.041	2.826	3.384	2.628	1.636	1.205	2.957	9.779	0.341
Rape	—	—	—	—	—	—	—	—	—	—	—	—	0.803	0.246	0.889	0.000
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	0.402	2.711	8.890	0.341
Sex offenses—nonforcible ⁵	0.516	0.000	0.000	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.818	0.000	0.000	0.000	0.000
Robbery ⁶	13.926	17.471	6.432	2.616	2.295	0.805	4.746	3.421	2.019	0.308	0.657	1.227	0.000	0.493	1.778	0.000
Aggravated assault ⁷	5.931	3.276	4.970	6.394	11.473	20.925	24.095	1.901	3.634	16.305	15.110	5.317	11.246	1.725	5.334	0.341
Burglary ⁸	36.620	22.658	32.454	77.312	61.297	71.627	58.411	45.619	38.354	22.766	15.439	16.768	11.648	7.640	13.335	5.456
Motor vehicle theft ⁹	5.931	6.279	3.801	2.035	4.589	5.634	3.286	1.521	0.807	2.154	1.314	1.227	2.008	2.218	2.667	2.046
Arson ¹⁰	0.258	0.273	0.000	0.581	0.983	1.207	2.555	0.380	0.807	0.615	0.000	0.000	0.000	0.493	1.778	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	27.852	6.279	14.034	22.089	21.962	23.741	33.952	22.049	19.783	15.998	17.081	26.993	15.665	10.598	27.558	4.092
Illegal weapons possession	0.258	0.819	0.585	1.453	0.983	1.610	1.095	1.521	2.422	1.538	1.642	2.045	2.008	2.218	4.445	1.364
Drug law violations	5.416	4.368	4.678	9.301	11.145	10.865	12.047	13.305	7.267	10.460	10.183	20.040	11.246	7.147	18.668	2.728
Liquor law violations	22.178	1.092	8.771	11.335	9.834	11.267	20.809	7.223	10.093	3.999	5.256	4.908	2.410	1.232	4.445	0.000
Referrals for disciplinary action ¹¹	160.920	150.688	130.694	149.393	176.025	208.845	150.774	132.294	152.206	110.752	98.545	130.874	183.155	136.784	490.710	1.023
Illegal weapons possession	0.516	1.638	1.462	3.488	6.228	4.024	2.190	2.661	1.615	0.308	1.971	2.863	4.418	0.493	1.778	0.000
Drug law violations	23.468	14.195	16.958	13.660	24.257	29.375	31.031	38.016	42.392	33.533	33.834	52.759	64.666	53.481	190.239	1.023
Liquor law violations	136.937	134.855	112.274	132.244	145.540	175.446	117.553	91.618	108.200	76.911	62.740	75.253				

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: Selected years, 2001 through 2015—Continued

[Standard errors appear in parentheses]

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													2015		
	2001	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
For-profit 2-year																
Selected crimes against persons and property	25.385	24.700	21.845	17.851	18.237	23.658	14.826	13.033	8.167	7.503	9.325	7.141	5.794	6.261	13.680	5.860
Murder ²	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Negligent manslaughter ³	0.000	0.000	0.000	0.000	0.000	0.000	0.037	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Sex offenses—forcible ⁴	0.645	0.674	0.373	0.042	0.347	0.087	0.149	0.170	0.052	0.204	0.455	0.385	0.218	0.301	1.954	0.211
Rape	—	—	—	—	—	—	—	—	—	—	—	—	—	0.044	0.100	1.954
Fondling	—	—	—	—	—	—	—	—	—	—	—	—	0.174	0.200	0.000	0.211
Sex offenses—nonforcible ⁵	0.376	0.090	0.000	0.000	0.043	0.000	0.000	0.028	0.026	0.000	0.114	0.000	0.000	0.000	0.000	0.000
Robbery ⁶	3.603	3.638	3.316	2.283	2.128	2.898	1.969	1.420	0.985	0.467	1.061	0.983	1.263	0.551	2.931	0.422
Aggravated assault ⁷	2.151	1.617	2.570	2.076	1.433	1.427	1.078	1.505	0.907	1.080	1.137	0.599	0.610	1.052	3.909	0.897
Burglary ⁸	15.704	15.314	13.472	10.378	10.638	15.138	8.955	6.417	3.500	3.503	4.170	3.207	2.570	2.304	4.886	2.165
Motor vehicle theft ⁹	2.743	3.323	2.031	2.947	3.517	3.979	2.638	3.436	2.619	2.160	2.388	1.924	1.133	2.054	0.000	2.165
Arson ¹⁰	0.161	0.045	0.083	0.125	0.130	0.130	0.000	0.057	0.078	0.088	0.000	0.043	0.000	0.000	0.000	0.000
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	8.766	3.772	4.643	1.951	1.780	1.946	0.855	1.760	1.115	0.671	1.933	2.565	2.396	1.302	7.817	0.950
Illegal weapons possession	0.699	0.269	0.249	0.125	0.130	0.173	0.149	0.114	0.130	0.029	0.265	0.128	0.349	0.150	0.977	0.106
Drug law violations	4.679	2.156	2.653	1.495	1.129	1.384	0.446	1.164	0.752	0.409	1.516	1.710	1.220	1.002	6.840	0.686
Liquor law violations	3.388	1.347	1.741	0.332	0.521	0.389	0.260	0.483	0.233	0.234	0.152	0.727	0.828	0.150	0.000	0.158
Referrals for disciplinary action ¹¹	15.435	14.057	13.348	9.465	13.895	7.482	9.215	8.603	3.811	4.905	8.225	8.808	10.064	8.114	139.730	1.003
Illegal weapons possession	0.861	0.314	0.290	0.332	0.304	0.303	0.149	0.227	0.052	0.292	0.341	0.128	0.044	0.150	1.954	0.053
Drug law violations	4.787	8.802	7.710	5.563	9.509	5.277	4.087	4.628	1.763	1.985	3.260	4.019	4.052	4.358	70.354	0.792
Liquor law violations	9.788	4.940	5.347	3.570	4.082	1.903	4.979	3.748	1.996	2.627	4.624	4.661	5.969	3.606	67.422	0.158

—Not available.

¹Although 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.

²Excludes 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).

³Killing of another person through gross negligence (excludes traffic fatalities).

⁴Any sexual act directed against another person forcibly and/or against that person's will.

⁵Includes only statutory rape or incest.

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

⁷Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

⁸Unlawful entry of a structure to commit a felony or theft.

⁹Theft or attempted theft of a motor vehicle.

¹⁰Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

¹¹If 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 2015; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2016, Fall Enrollment component. (This table was prepared September 2017.)

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 2015

Type of crime and category of bias motivating the crime ¹	Total, 2009	Total, 2010	Total, 2011	Total, 2012	Total, 2013	2014						2015							
						Total	4-year			2-year			Total	4-year			2-year		
							Public	Non-profit	For-profit	Public	Non-profit	For-profit		Public	Non-profit	For-profit	Public	Non-profit	For-profit
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
All on-campus hate crimes	672	928	761	784	778	800	303	293	22	171	3	8	860	352	347	12	143	0	6
Murder ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses—forcible ³	11	7	9	4	7	4	0	4	0	0	0	0	6	3	2	0	1	0	0
Race	0	0	0	1	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion	0	0	2	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Sexual orientation	0	4	1	2	1	1	0	1	0	0	0	0	3	2	1	0	0	0	0
Gender	3	3	6	1	4	2	0	2	0	0	0	0	1	0	0	0	1	0	0
Gender identity	—	—	—	—	—	0	0	0	0	0	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	0	0	0
Sex offenses—nonforcible ⁴	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery ⁵	5	2	2	5	1	2	2	0	0	0	0	0	3	3	0	0	0	0	0
Aggravated assault ⁶	9	17	13	14	7	18	8	3	0	7	0	0	19	10	2	2	5	0	0
Race	3	6	5	6	5	5	2	0	0	3	0	0	5	1	1	0	3	0	0
Ethnicity	1	1	0	0	1	4	2	0	0	2	0	0	4	3	0	1	0	0	0
Religion	0	1	2	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0
Sexual orientation	4	9	6	5	1	7	3	3	0	1	0	0	7	4	0	1	2	0	0
Gender	1	0	0	1	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0
Gender identity	—	—	—	—	—	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Disability	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary ⁷	8	11	8	5	4	28	24	3	0	1	0	0	4	4	0	0	0	0	0
Race	4	7	4	0	1	24	23	1	0	0	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	0	0	0
Religion	0	0	2	1	1	3	0	2	0	1	0	0	0	0	0	0	0	0	0
Sexual orientation	1	2	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Gender	1	1	1	4	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender identity	—	—	—	—	—	0	0	0	0	0	0	0	4	4	0	0	0	0	0
Disability	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft ⁸	0	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	1
Arson ⁹	0	0	1	0	0	1	0	1	0	0	0	0	2	1	1	0	0	0	0
Simple assault ¹⁰	58	67	67	79	91	63	24	25	2	11	0	1	79	26	40	0	12	0	1
Race	23	25	22	36	36	14	3	7	0	4	0	0	39	7	25	0	7	0	0
Ethnicity	5	5	10	5	5	11	4	5	0	2	0	0	6	3	3	0	0	0	0
Religion	1	4	8	5	6	2	2	0	0	0	0	0	9	6	2	0	1	0	0
Sexual orientation	18	23	16	21	27	23	9	11	0	2	0	1	18	9	8	0	1	0	0
Gender	7	9	8	5	17	9	4	2	1	2	0	0	2	0	0	0	1	0	1
Gender identity	—	—	—	—	—	3	2	0	1	0	0	0	4	1	2	0	1	0	0
Disability	4	1	3	3	0	1	0	0	0	1	0	0	1	0	0	0	1	0	0
Larceny ¹¹	10	9	15	9	15	18	2	4	3	5	1	3	25	3	21	0	1	0	0
Race	0	1	2	2	5	6	1	1	0	1	1	2	1	0	1	0	0	0	0
Ethnicity	3	3	3	2	2	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Religion	1	1	2	2	3	3	0	3	0	0	0	0	19	1	18	0	0	0	0
Sexual orientation	2	1	3	3	3	1	1	0	0	0	0	0	1	0	1	0	0	0	0
Gender	4	3	3	0	2	7	0	0	3	4	0	0	3	1	1	0	1	0	0
Gender identity	—	—	—	—	—	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Disability	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation ¹²	175	260	282	265	296	341	126	120	13	78	0	4	357	143	144	7	59	0	4
Race	58	79	111	120	111	112	34	42	2	32	0	2	142	55	58	1	26	0	2
Ethnicity	23	17	22	22	49	32	12	14	1	5	0	0	40	20	10	0	10	0	0
Religion	20	38	24	28	25	35	16	17	1	1	0	0	47	24	17	1	5	0	0
Sexual orientation	57	87	91	70	68	78	37	28	1	10	0	2	74	28	31	3	12	0	0
Gender	13	37	31	21	37	63	23	12	7	21	0	0	34	10	20	1	1	0	2
Gender identity	—	—	—	—	—	14	4	6	1	3	0	0	12	5	5	0	2	0	0
Disability	4	2	3	4	6	7	0	1	0	6	0	0	8	1	3	1	3	0	0
Destruction, damage, and vandalism ¹³	396	555	364	403	357	325	117	133	4	69	2	0	363	159	136	3	65	0	0
Race	174	257	166	186	147	117	43	45	0	27	2	0	151	67	54	1	29	0	0
Ethnicity	28	43	30	34	38	29	16	10	1	2	0	0	25	10	7	1	7	0	0
Religion	72	103	57	70	48	67	12	37	1	17	0	0	108	46	45	0	17	0	0
Sexual orientation	109	135	104	104	108	89	41	32	0	16	0	0	60	26	22	0	12	0	0
Gender	13	17	7	9	14	14	2	6	1	5	0	0	10	7	2	1	0	0	0
Gender identity	—	—	—	—	—	7	2	2	1	2	0	0	8	2	6	0	0	0	0
Disability	0	0	0	0	2	2	1	1	0	0	0	0	1	1	0	0	0	0	0

—Not available.
¹Bias categories correspond to characteristics against which the bias is directed (i.e., race, ethnicity, religion, sexual orientation, gender, gender identity, or disability).
²Excludes 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).
³Any sexual act directed against another person forcibly and/or against that person's will.
⁴Includes only statutory rape or incest.
⁵Taking or attempting to take anything of value using actual or threatened force or violence.
⁶Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.
⁷Unlawful entry of a structure to commit a felony or theft.
⁸Theft or attempted theft of a motor vehicle.
⁹Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.
¹⁰A 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.
¹¹The unlawful taking, carrying, leading, or riding away of property from the possession of another.
¹²Placing 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.
¹³Willfully or maliciously destroying, damaging, defacing, or otherwise injuring real or personal property without the consent of the owner or the person having custody or control of it. NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded from this table. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and on-campus guests. Excludes off-campus crimes and arrests even if they involve college students or staff. Some data have been revised from previously published figures.
SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2009 through 2015. (This table was prepared September 2017.)

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Appendix A: Technical Notes

General Information

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

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

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

Sources of Data

This section briefly describes each of the datasets used in this report: the School-Associated Violent Death Surveillance System, the Supplementary Homicide Reports, the Web-based Injury Statistics Query and Reporting System Fatal, the National Crime Victimization Survey, the School Crime

Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance System, the Schools and Staffing Survey, the National Teacher and Principal Survey, the School Survey on Crime and Safety, the Fast Response Survey System survey of school safety and discipline, *EDFacts*, and the Program for International Student Assessment. Directions for obtaining more information are provided at the end of each description.

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

The School-Associated Violent Death Surveillance System (SAVD-SS) was developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, or legal intervention deaths for 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 students, as well as nonstudents (e.g., students' parents, community residents, and school staff). SAVD-SS includes data on the school, event, victim(s), and offender(s). SAVD-SS uses these data to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The SAVD-SS has collected data from July 1, 1992 through the present.

The SAVD-SS uses a four-step process to identify and collect data on school-associated violent deaths. Cases are initially identified through a systematic search of the LexisNexis newspaper and media database. Then law enforcement officials from the office that investigated the deaths are contacted to confirm the details of the case and to determine if the event meets the case definition. Once a case is confirmed, a law enforcement official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). A copy of the full law enforcement report is also sought for each case. The information obtained on schools includes school demographics, attendance/absentee rates, suspensions/expulsions and mobility, school history of weapon-carrying incidents, security measures, violence prevention activities, school response to the

event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

One hundred five school-associated violent deaths were identified from July 1, 1992, to June 30, 1994 (Kachur et al. 1996). A more recent SAVD-SS study identified 253 school-associated violent deaths between July 1, 1994, and June 30, 1999 (Anderson et al. 2001). Other publications using SAVD-SS data 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), suicides that were associated with schools (Kauffman et al. 2004), and trends in school-associated homicide from July 1, 1992, to June 30, 2006 (Centers for Disease Control and Prevention 2008). 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, or law enforcement reports have not been received. The details learned during the interviews and data abstraction from law enforcement reports 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 2015; that is, negligent manslaughters and justifiable homicides have been eliminated from the data. Based on law enforcement agency reports, the FBI estimates that 670,137 murders (including nonnegligent manslaughters) were committed from 1980 to 2015. Agencies provided detailed information on 599,678 of these homicide victims. SHR estimates in this report have been revised from those in previously published reports.

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

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

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

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

For complete reporting states, this first-stage weight is equal to 1. For partial reporting states, this weight is greater than 1. For states with a first-stage weight

greater than 2—that is, the state reported SHR data for less than half of the FBI’s estimated number of murder victims in the state—the first-stage weight is set to 1.

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

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

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

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

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

The weighting procedure outlined above assumes that the characteristics of unreported homicide incidents are similar to the characteristics of reported incidents. There is no comprehensive way to assess the validity of this assumption. There is one exception to this weighting process. Some states did not report any data in some years. For example, Florida reported no incidents to the SHR program for the years 1988

through 1991 or from 1997 through 2015. 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:

National Center for Injury Prevention and Control

Centers for Disease Control and Prevention
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ohcinfo@cdc.gov
<http://www.cdc.gov/injury/wisqars/index.html>

National Crime Victimization Survey (NCVS)

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

NCVS estimates reported in *Indicators of School Crime and Safety: 2013* and beyond may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, refer to situations in which six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts associated with the redesign of the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization, which would result in more accurate estimates of victimization. BJS has decided to include series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at 10. This strategy balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large increases in the level of violent victimization; however, trends in violence are generally similar regardless of whether series victimizations are included. For more information on the new counting strategy and supporting research, see *Methods for Counting High Frequency Repeat Victimizations in the National Crime Victimization Survey* (Lauritsen et al. 2012) at <https://www.bjs.gov/content/pub/pdf/mchfrv.pdf>.

Readers should note that in 2003, in accordance with changes to the U.S. Office of Management and Budget's standards for classifying federal data on race and ethnicity, the NCVS item on race/ethnicity

was modified. A question on Hispanic origin is now followed by a new question about race. The new question about race allows the respondent to choose more than one race and delineates Asian as a separate category from Native Hawaiian or Other Pacific Islander. An analysis conducted by the Demographic Surveys Division at the U.S. Census Bureau showed that the new race question had very little impact on the aggregate racial distribution of NCVS respondents, with one exception: There was a 1.6 percentage point decrease in the percentage of respondents who reported themselves as White. Due to changes in race/ethnicity categories, comparisons of race/ethnicity across years should be made with caution.

Every 10 years, the NCVS sample is redesigned to reflect changes in the population. In the 2006 NCVS, changes in the sample design and survey methodology affected the survey's estimates. Caution should be used when comparing 2006 estimates to estimates of other years. For more information on the 2006 NCVS data, see *Criminal Victimization, 2006* (Rand and Catalano 2007) at <https://bjs.gov/content/pub/pdf/cv06.pdf>, the technical notes at <http://www.bjs.gov/content/pub/pdf/cv06tn.pdf>, and *Criminal Victimization, 2007* (Rand 2008) at <https://www.bjs.gov/content/pub/pdf/cv07.pdf>. The sample redesign also impacted the comparability of 2016 victimization estimates to estimates for earlier years. Caution should be used when making comparisons to earlier years. For more information, see *Criminal Victimization, 2016* (available at <https://www.bjs.gov/content/pub/pdf/cv16.pdf>).

The number of NCVS-eligible households in the 2016 sample was approximately 173,289. Households were selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interviews. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for households constructed after the decennial Census. Within each sampled household, the U.S. Census Bureau interviewer attempts to interview all household members age 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview.

The first NCVS interview with a housing unit is conducted in person. Subsequent interviews are conducted by telephone, if possible. All persons age 12 and older are interviewed every 6 months. Households remain in the sample for 3 years and are interviewed seven times at 6-month intervals. Since the survey's inception, the initial interview at each sample unit has been used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. Beginning in 2006, data from the initial interview have been adjusted to account for the effects of bounding and have been included in the survey estimates. After a household has been interviewed its seventh time, it is replaced by a new sample household. In 2016, the household response rate was about 78 percent, and the completion rate for persons within households was about 84 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in afterschool activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of

drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

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

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened (attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

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

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, 5,700 in 2013, and 5,500 in 2015. In the 2015 SCS, the household completion rate was 82 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, and 82 percent respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, 60 percent, and 58 percent respectively. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, 51 percent in 2013, and 48 percent in 2015.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, and 2015, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a

sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

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

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

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

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

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

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

The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states, territories, tribes, and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, and 2015 YRBSS data.

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

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of Black or Hispanic enrollment. In 2013 and 2015, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students participated in the 1993 survey, 10,900 participated in the 1995 survey, 16,300 participated in the 1997 survey, 15,300 participated in the 1999 survey, 13,600 participated in the 2001 survey,

15,200 participated in the 2003 survey, 13,900 participated in the 2005 survey, 14,000 participated in the 2007 survey, 16,400 participated in the 2009 survey, 15,400 participated in the 2011 survey, 13,600 participated in the 2013 survey, and 15,600 participated in the 2015 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, 68 percent for the 2013 survey, and 60 percent for the 2015 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are generally required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. A school nonresponse bias analysis, however, was done for the 2015 survey. This analysis found some evidence of potential bias by school type and urban status, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

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

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

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

In 2015, a total of 37 states and 19 districts had weighted data. Not all of the districts were contained in the 37 states. For example, Texas was not one of the 37 states that obtained weighted data but it contained two districts that did. For more information on the location of the districts, please see <http://www.cdc.gov/healthyyouth/yrbs/participation.htm>. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 1,052 to 55,596. School response rates ranged from 70 to 100 percent, student response rates ranged from 64 to 90 percent, and overall response rates ranged from 60 to 88 percent.

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

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

How do you describe yourself?

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

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

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

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

In the 2005 national survey and in all 2007, 2009, 2011, 2013, and 2015 surveys, race/ethnicity was computed from two questions: (1) “Are you Hispanic or Latino?” (response options were “yes” and “no”), and (2) “What is your race?” (response options were “American Indian or Alaska Native,” “Asian,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” or “White”). For the second question, students could select more than one response option. For this report, students were classified as “Hispanic” if they answered “yes” to the first question, regardless of how they answered the second question. Students who answered “no” to the first question and selected more than one race/ethnicity in the second category were classified as “More than one race.” Students who answered “no” to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered “no” to the first question but did not answer the second question.

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

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Schools and Staffing Survey (SASS)

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

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

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

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

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

Demand and Shortage) Questionnaire, and library media center questionnaires include the School Library Media Center Questionnaire.

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

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

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

As part of the 1999–2000 SASS, the Charter School Questionnaire was sent to the universe of charter schools in operation in 1998–99. In 2003–04 and in subsequent administrations of SASS, charter schools were included in the public school sample as opposed to being sent a separate questionnaire. Another change in the 2003–04 administration of

SASS was a revised data collection procedure using a primary in-person contact within the school intended to reduce the field follow-up phase.

The SASS teacher surveys collect information on the characteristics of teachers, such as their age, race/ethnicity, years of teaching experience, average number of hours per week spent on teaching activities, base salary, average class size, and highest degree earned. These teacher-reported data may be combined with related information on their school's characteristics, such as school type (e.g., public traditional, public charter, Catholic, private other religious, and private nonsectarian), community type, and school enrollment size. The teacher questionnaires also ask for information on teacher opinions regarding the school and teaching environment. In 1993–94, about 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, about 56,300 public school teachers, 4,400 public charter school teachers, and 10,800 private school teachers were sampled. In 2003–04, about 52,500 public school teachers and 10,000 private school teachers were sampled. In 2007–08, about 48,400 public school teachers and 8,200 private school teachers were sampled. In 2011–12, about 51,100 public school teachers and 7,100 private school teachers were sampled. Weighted overall response rates in 2011–12 were 61.8 percent for public school teachers and 50.1 percent for private school teachers.

The SASS principal surveys focus on such topics as age, race/ethnicity, sex, average annual salary, years of experience, highest degree attained, perceived influence on decisions made at the school, and hours spent per week on all school activities. These data on principals can be placed in the context of other SASS data, such as the type of the principal's school (e.g., public traditional, public charter, Catholic, other religious, or nonsectarian), enrollment, and percentage of students eligible for free or reduced price lunch. In 2003–04, about 10,200 public school principals were sampled, and in 2007–08, about 9,800 public school principals were sampled. In 2011–12, about 11,000 public school principals and 3,000 private school principals were sampled. Weighted response rates in 2011–12 for public school principals and private school principals were 72.7 percent and 64.7 percent, respectively.

The SASS 2011–12 sample of schools was confined to the 50 states and the District of Columbia and excludes the other jurisdictions, the Department of Defense overseas schools, the BIE schools, and schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded

equivalent. The SASS 2011–12 sample included 10,250 traditional public schools, 750 public charter schools, and 3,000 private schools.

The public school sample for the 2011–12 SASS was based on an adjusted public school universe file from the 2009–10 Common Core of Data (CCD), a database of all the nation’s public school districts and public schools. The private school sample for the 2011–12 SASS was selected from the 2009–10 Private School Universe Survey (PSS), as updated for the 2011–12 PSS. This update collected membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection.

Additional resources available regarding SASS include the methodology report *Quality Profile for SASS, Rounds 1–3: 1987–1995, Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (Kalton et al. 2000) (NCES 2000-308), as well as these reports: *Documentation for the 2011–12 Schools and Staffing Survey* (Cox et al. 2017) and *User’s Manual for the 2011–12 Schools and Staffing Survey, Volumes 1–6* (Goldring et al. 2013) (NCES 2013-330 through 2013-335). For additional information about the SASS program, contact:

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National Teacher and Principal Survey (NTPS)

The National Teacher and Principal Survey is a set of related questionnaires that collect descriptive data on the context of elementary and secondary education. Data reported by schools, principals, and teachers provide a variety of statistics on the condition of education in the United States that may be used by policymakers and the general public. The NTPS system covers a wide range of topics, including teacher demand, teacher and principal characteristics, teachers’ and principals’ perceptions of school climate and problems in their schools, teacher and principal compensation, district hiring and retention practices, general conditions in schools, and basic characteristics of the student population.

The NTPS was first conducted during the 2015–16 school year. The survey is a redesign of the Schools and Staffing Survey (SASS), which was conducted from the 1987–88 school year to the 2011–12 school year. Although the NTPS maintains the SASS survey’s focus on schools, teachers, and administrators, the NTPS has a different structure and sample than SASS. In addition, whereas SASS operated on a 4-year survey cycle, the NTPS operates on a 2-year survey cycle.

The school sample for the 2015–16 NTPS was based on an adjusted public school universe file from the 2013–14 Common Core of Data (CCD), a database of all the nation’s public school districts and public schools. The NTPS definition of a school is the same as the SASS definition of a school—an institution or part of an institution that provides classroom instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home.

The 2015–16 NTPS universe of schools is confined to the 50 states plus the District of Columbia. It excludes the Department of Defense dependents schools overseas, schools in U.S. territories overseas, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. Bureau of Indian Education schools are included in the NTPS universe, but these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS includes three key components: school questionnaires, principal questionnaires, and teacher questionnaires. NTPS data are collected by the U.S. Census Bureau through a mail questionnaire with telephone and in-person field follow-up. The school and principal questionnaires were sent to sampled schools, and the teacher questionnaire was sent to a sample of teachers working at sampled schools. The NTPS school sample consisted of about 8,300 public schools; the principal sample consisted of about 8,300 public school principals; and the teacher sample consisted of about 40,000 public school teachers.

The school questionnaire asks knowledgeable school staff members about grades offered, student attendance and enrollment, staffing patterns, teaching vacancies, programs and services offered, curriculum, and community service requirements. In addition, basic information is collected about the school year, including the beginning time of students’ school

days and the length of the school year. The weighted unit response rate for the 2015–16 school survey was 72.5 percent.

The principal questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, goals for the school, and judgments about school working conditions and climate. Information is also obtained on professional development opportunities for teachers and principals, teacher performance, barriers to dismissal of underperforming teachers, school climate and safety, parent/guardian participation in school events, and attitudes about educational goals and school governance. The weighted unit response rate for the 2015–16 principal survey was 71.8 percent.

The teacher questionnaire collects data from teachers about their current teaching assignment, workload, education history, and perceptions and attitudes about teaching. Questions are also asked about teacher preparation, induction, organization of classes, computers, and professional development. The weighted response rate for the 2015–16 teacher survey was 67.8 percent.

Further information about the NTPS is available in User's Manual for the 2015–16 *National Teacher and Principal Survey, Volumes 1–4* (NCES 2017-131 through NCES 2017-134).

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School Survey on Crime and Safety (SSOCS)

The School Survey on Crime and Safety (SSOCS) is the only recurring federal survey that collects detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indicators of school safety from the schools' perspective. SSOCS is conducted by the National Center for Education Statistics (NCES) within the U.S. Department of Education and collected by the U.S. Census Bureau. Data from this collection can be used to examine

the relationship between school characteristics and violent and serious violent crimes in primary, middle, high, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16.

The sampling frame for SSOCS:2016 was constructed from the 2013–14 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools (including charter schools) in the United States and the District of Columbia. Other types of schools from the CCD Public Elementary/Secondary School Universe file were excluded from the SSOCS sampling frame. For instance, schools in Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands, as well as Department of Defense dependents schools and Bureau of Indian Education schools, were excluded. Also excluded were special education, alternative, vocational, virtual, newly closed, ungraded, and home schools, and schools with the highest grade of kindergarten or lower.

The SSOCS:2016 universe totaled 83,600 schools. From this total, 3,553 schools were selected for participation in the survey. The sample was stratified by instructional level, type of locale (urbanicity), and enrollment size. The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell. The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum.

Data collection began in February 2016 and ended in early July 2016. Questionnaire packets were mailed to the principals of the sampled schools, who were asked to complete the survey or have it completed by the person at the school who is most knowledgeable about school crime and policies for providing a safe school environment. A total of 2,092 public schools submitted usable questionnaires, resulting in an overall weighted unit response rate of 62.9 percent.

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Fast Response Survey System (FRSS)

The Fast Response Survey System (FRSS), established in 1975, collects issue-oriented data quickly, with a minimal burden on respondents. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.

Data collected through FRSS surveys are representative at the national level, drawing from a sample that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other educational organizations and participants, including local education agencies, public and private elementary and secondary schools, elementary and secondary school teachers and principals, and public libraries and school libraries. To ensure a minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly.

The FRSS survey “School Safety and Discipline: 2013–14” (FRSS 106) collected information on specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses. The sample for the “School Safety and Discipline: 2013–14” survey was selected from the 2011–12 Common Core of Data (CCD) Public School Universe file. Approximately 1,600 regular

public elementary, middle, and high school/combined schools in the 50 states and the District of Columbia were selected for the study. (For the purposes of the study, “regular” schools included charter schools.) In February 2014, questionnaires and cover letters were mailed to the principal of each sampled school. The letter requested that the questionnaire be completed by the person most knowledgeable about discipline issues at the school, and respondents were offered the option of completing the survey either on paper or online. Telephone follow-up for survey nonresponse and data clarification was initiated in March 2014 and completed in July 2014. About 1,350 schools completed the survey. The weighted response rate was 85 percent.

One of the goals of the FRSS “School Safety and Discipline: 2013–14” survey is to allow comparisons to the School Survey on Crime and Safety (SSOCS) data. Consistent with the approach used on SSOCS, respondents were asked to report for the current 2013–14 school year to date. Information about violent incidents that occurred in the school between the time that the survey was completed and the end of the school year are not included in the survey data.

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Campus Safety and Security Survey

The Campus Safety and Security Survey is administered by the Office of Postsecondary Education. Since 1990, all postsecondary institutions participating in Title IV student financial aid programs have been required to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, known as the *Clery Act*. Originally, Congress enacted the Crime Awareness and Campus Security Act, which was amended in 1992, 1998, and again in 2000. The 1998 amendments renamed the law the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*. The *Clery Act* requires schools to give timely warnings of crimes to the student body and staff; to publicize campus crime and safety policies; and to collect, report, and disseminate campus crime data.

Crime statistics are collected and disseminated by campus security authorities. These authorities include campus police; nonpolice security staff responsible for monitoring campus property; municipal, county, or state law enforcement agencies with institutional agreements for security services; individuals and offices designated by the campus security policies as those to whom crimes should be reported; and officials of the institution with significant responsibility for student and campus activities. The act requires disclosure for offenses committed at geographic locations associated with each institution. For on-campus crimes, this includes property and buildings owned or controlled by the institution. In addition to on-campus crimes, the act requires disclosure of crimes committed in or on a noncampus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident. The two other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later, or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally the reader should be mindful that these figures represent alleged criminal offenses reported to campus security and/or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime. More information on the reporting of campus crime and safety data may be obtained from: *The Handbook for Campus Safety and Security Reporting* (U.S. Department of Education 2016) <http://www2.ed.gov/admins/lead/safety/campus.html#handbook>.

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EDFacts

EDFacts 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 *EDFacts* 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. *EDFacts* does not collect student-level records. The entities that are required to report *EDFacts* 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 *EDFacts* file specifications and data groups can be found at <http://www.ed.gov/edfacts>.

EDFacts 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 *EDFacts* data across states and across time. To build *EDFacts* 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, *EDFacts* 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.

EDFacts firearm incidents data are collected in data group 601 within file 094. *EDFacts* 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>.

EDFacts discipline incidents data are collected in data group 523 within file 030. *EDFacts* collects this data group on behalf of the Office of Safe and Healthy Students and the School Improvement Grant program in the Office of Elementary and Secondary Education. The definition for this data group is “The cumulative number of times that students were removed from their regular education program for at least an entire school day for discipline.” The reporting period is the entire school year. For more information about this data group, please see file specification 030 for the relevant school year, available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.

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Program for International Student Assessment (PISA)

The Program for International Student Assessment (PISA) is a system of international assessments organized by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries, that focuses on 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy. PISA also includes measures of general, or cross-curricular, competencies such as learning strategies. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

PISA is a 2-hour exam. Assessment items include a combination of multiple-choice questions and open-ended questions that require students to develop their own response. PISA scores are reported on a scale that ranges from 0 to 1,000, with the OECD mean set at 500 and a standard deviation set at 100. In 2015, literacy was assessed in science, reading, and mathematics through a computer-based assessment in the majority of countries, including the United States. Education systems could also participate in optional pencil-and-paper financial literacy assessments and computer-based mathematics and reading assessments. In each education system, the

assessment is translated into the primary language of instruction; in the United States, all materials are written in English.

Forty-three education systems participated in the 2000 PISA; 41 education systems participated in 2003; 57 (30 OECD member countries and 27 nonmember countries or education systems) participated in 2006; and 65 (34 OECD member countries and 31 nonmember countries or education systems) participated in 2009. (An additional nine education systems administered the 2009 PISA in 2010.) In PISA 2012, 65 education systems (34 OECD member countries and 31 nonmember countries or education systems), as well as the U.S. states of Connecticut, Florida, and Massachusetts, participated. In the 2015 PISA, 73 education systems (35 OECD member countries and 31 nonmember countries or education systems), as well as the states of Massachusetts and North Carolina and the territory of Puerto Rico, participated.

To implement PISA, each of the participating education systems scientifically draws a nationally representative sample of 15-year-olds, regardless of grade level. In the PISA 2015 national sample for the United States, about 5,700 students from 177 public and private schools were represented. Massachusetts, North Carolina, and Puerto Rico also participated in PISA 2015 as separate education systems. In Massachusetts, about 1,400 students from 48 public schools participated; in North Carolina, about 1,900 students from 54 public schools participated; and in Puerto Rico, about 1,400 students in 47 public and private schools participated.

The intent of PISA reporting is to provide an overall description of performance in reading literacy, mathematics literacy, and science literacy every 3 years, and to provide a more detailed look at each domain in the years when it is the major focus. These cycles will allow education systems to compare changes in trends for each of the three subject areas over time. In the first cycle, PISA 2000, reading literacy was the major focus, occupying roughly two-thirds of assessment time. For 2003, PISA focused on mathematics literacy as well as the ability of students to solve problems in real-life settings. In 2006 PISA focused on science literacy; in 2009, it focused on reading literacy again; and in 2012, it focused on mathematics literacy. PISA 2015 focused on science, as it did in 2006.

PISA also includes questionnaires that elicit contextual information for interpreting student achievement. For

example, principals in participating schools are asked about school climate, specifically, the extent to which student learning at the school is hindered by student truancy, students skipping classes, student use of alcohol or illegal drugs, students intimidating or bullying other students, and students lacking respect for teachers, among other circumstances.

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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 Balanced Repeated Replication (BRR) technique.

The coefficient of variation (CV) represents the ratio of the standard error to the mean. As an attribute of a distribution, the CV is an important measure of the reliability and accuracy of an estimate. With the exception of *Indicator 2*, the CV was calculated for all estimates in this report, and in cases where the CV was between 30 and 50 percent the estimates were noted with 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 or the CV was greater than 50 percent. With the exception of *Indicator 2*, in cases where the CV was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower,

increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student’s t statistic, which tests the difference between two sample estimates. The t test formula was not adjusted for multiple comparisons. The formula used to compute the t statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

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

Aggravated assault Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

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

Bullied In the School Crime Supplement, students were asked if any student had bullied them at school in one or more ways during the school year. Specifically, students were asked if another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; pushed, shoved, tripped, or spit on them; tried to make them to do something they did not want to do; excluded them from activities on purpose; or destroyed their property on purpose.

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

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Cyberbullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

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

Elementary teachers See instructional level.

Firearm/explosive device Any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, and similar devices designed to explode and capable of causing bodily harm or property damage.

Gang (School Crime Supplement) Street gangs, fighting gangs, crews, or something else. Gangs may use common names, signs, symbols, or colors. All gangs, whether or not they are involved in violent or illegal activity, are included.

Gang (School Survey on Crime and Safety) An ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Hate crime A criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Hate-related graffiti Hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of the school building.

Hate-related words Students were asked if anyone called them an insulting or bad name at school having to do with their race, religion, ethnic background or national origin, disability, gender, or sexual orientation.

High school A school in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

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

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

Instructional level Teachers are divided into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/preK or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades preK–5; report a main assignment in an Early childhood/preK, Elementary, Self-contained special education, or Elementary enrichment program; or report that the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades.

Legal intervention death A death caused by a law enforcement agent in the course of arresting or attempting to arrest a lawbreaker, suppressing a disturbance, maintaining order, or engaging in another legal action.

Metropolitan Statistical Areas (MSAs) Geographic entities defined by the U.S. Office of Management and Budget (OMB) for use by federal statistical agencies in collecting, tabulating, and publishing federal statistics.

Middle school A school in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9.

Multistage sampling A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

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

Physical attack or fight An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Prevalence The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

Primary school A school in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

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

Rape (National Crime Victimization Survey) Forced sexual intercourse including both psychological coercion as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). Includes attempts and verbal threats of rape. This category also includes incidents where the penetration is from a foreign object, such as a bottle.

Robbery (Fast Response Survey System and School Survey on Crime and Safety) The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Robbery (National Crime Victimization Survey) Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

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

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

School An education institution consisting of one or more of grades K–12.

School crime Any criminal activity that is committed on school property.

School year The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

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

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

Secondary teachers See instructional level.

Serious violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual battery other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

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

Sexual assault (National Crime Victimization Survey) A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Sexual battery (Fast Response Survey System and School Survey on Crime and Safety) An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

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

Simple assault Attack without a weapon resulting either in no injury, minor injury, or an undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Stratification A survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

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

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

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

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

Theft/larceny (School Survey on Crime and Safety) Taking things valued at over \$10 without personal confrontation. Specifically, the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Total victimization Combination of violent victimization and theft. In the School Crime Supplement, if a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under “total victimization.”

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

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

Unequal probabilities A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

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

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved in a crime incident.

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

Violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual battery other than rape, physical attacks or fights with or without a weapon, threats of physical attack with or without a weapon, and robbery with or without a weapon.

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

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

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

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