

# Report on Indicators of School Crime and Safety: 2020

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**DRUG FREE**



**GUN FREE  
SCHOOL  
ZONE**

VARIOUS STATE AND  
LOCAL PENALTIES  
WILL APPLY

**SIN DROGAS**



**SIN ARMAS  
ZONA  
ESCOLAR**

DIVERSO ESTADO Y  
LAS PENAS LOCALES  
APLICARA

MARGIE  
MENTARY SCHOOL



# Report on Indicators of School Crime and Safety: 2020

July 2021

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# Foreword

*Report on Indicators of School Crime and Safety: 2020* 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 23rd edition of Indicators of School Crime and Safety, a joint effort of the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES). This report provides summary statistics to inform the nation about current aspects of crime and safety in schools.

*Report on Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System,

sponsored by CDC; the K-12 School Shooting Database, sponsored by the U.S. Department of Defense; the National Crime Victimization Survey and School Crime Supplement to that survey, sponsored by BJS and NCES, respectively; the Youth Risk Behavior Surveillance System, sponsored by CDC; the School Survey on Crime and Safety, Fast Response Survey System, *EDFacts*, and National Teacher and Principal Survey, all sponsored by NCES; the Teaching and Learning International Survey, sponsored by the Organization for Economic Cooperation and Development; and the Campus Safety and Security Survey, sponsored by the U.S. Department of Education.

This report is available as a PDF file at <https://nces.ed.gov> or <https://bjs.gov>. BJS and NCES continue to work together in order to provide timely and complete data on the issues of school-related violence and safety.

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

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# Introduction

It is important to establish reliable indicators of the current state of school crime and safety across the nation—and to regularly update and monitor these indicators as new data become available. These indicators can help inform policymakers and practitioners of the nature, extent, and scope of the problem being addressed as they develop programs aimed at violence and school crime prevention. This is the purpose of Indicators of School Crime and Safety, a joint effort by the National Center for Education Statistics (NCES) and the Bureau of Justice Statistics (BJS).

The 2020 edition of the *Report on Indicators of School Crime and Safety* is the 23rd in a series of annual publications. It has been redesigned with the intention of increasing its usability for a wider audience, by highlighting select findings from 22 indicators on various school crime and safety topics. By synthesizing findings in this way, the new report allows users to more efficiently glean the breadth of the content and make connections across indicators. The full set of 22 indicators—with each indicator presented as an independent, more detailed analysis of a crime and safety topic—can be [accessed in the online Indicator System](#), like in previous editions. Each indicator can be found on the website, and readers can download PDFs of the individual indicators. Indicators online are hyperlinked to tables in the *Digest of Education Statistics*, where readers can obtain the underlying data. The PDF version of the report, however, has been transformed into the *Report on Indicators of School Crime and Safety*, which highlights and synthesizes key findings from the full set of 22 indicators online.

This report covers a variety of topics on school crime and safety. It first examines different types of student victimization, including violent deaths and school shootings, nonfatal criminal victimization, and bullying victimization. Then, the report presents data on measures of school conditions—such as gangs, hate-related speech, possession of weapons, and use and availability of illegal drugs—as well as data that reflect student perceptions about their personal safety at school. This report

wraps up the discussion on crime and safety issues at the elementary and secondary level by examining the percentages of teachers who reported having been threatened or attacked by their students.

To minimize these issues that students and teachers could experience, schools across the United States have implemented preventive and responsive measures. This report covers topics such as security practices, disciplinary actions, and whether schools have plans for scenarios such as active shooters, natural disasters, or a pandemic disease.

Finally, at the postsecondary level, this report discusses the number of criminal incidents against persons and property that were reported to police and security agencies, as well as hate crime incidents such as those motivated by biases associated with race, sexual orientation, and religion.

A variety of data sources are used to present information on these topics, including national and international surveys of students, teachers, principals, and postsecondary institutions. Users should be cautious when comparing data from different sources. Differences in aspects such as procedures, timing, question phrasing, and interviewer training can affect the comparability of results across data sources. In this report, indicators of crime and safety are compared across different population subgroups and over time. The most recent data collection for each indicator varied by survey, from 2016 to 2020. Where available, data on victimization that occurred away from school are offered as a point of comparison for data on victimization that occurred at school. Findings described with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level, meaning the probability that the difference occurred by chance is less than 5 percent. Additional information about methodology and the datasets analyzed in this report may be found online in the [Reader's Guide](#) and [Guide to Sources](#).

## Highlights

Overall, several crime and safety issues have become less prevalent at school throughout the last decade. Compared with 2009, for instance, in 2019 lower percentages of students ages 12–18 reported any criminal victimization (including theft and nonfatal violent victimization) during the previous 6 months (2 percent in 2019 vs. 4 percent in 2009), being bullied during the school year (22 vs. 28 percent), being called hate-related words (7 vs. 9 percent), seeing hate-related graffiti (23 vs. 29 percent), and observing a gang presence (9 vs. 20 percent) at school. Similarly, of students in grades 9–12, lower percentages in 2019 than in 2009 reported having been in a physical fight on school property in the previous 12 months (8 vs. 11 percent) and carrying a weapon on school property during the previous 30 days (3 vs. 6 percent).

In contrast, some other crime and safety issues remained unchanged or became more prevalent over time. For instance, among students in grades 9–12 who were asked in 2019 about issues on school property during the previous 12 months, about 7 percent reported being threatened or injured with a weapon and 22 percent reported being offered, sold, or given an illegal drug; these percentages were not measurably different from their corresponding percentages in 2009. In 2019, the percentage of students ages 12–18 who reported avoiding one or more places in school during the school year because they thought someone might attack or harm them was 5 percent, which was higher than the percentage who did so in 2009 (4 percent).

Data collected from students ages 12–18 reveal that students experienced more nonfatal criminal victimization at school than away from school, although victimization (both at school and away from school) has decreased over time. Specifically, in 2019, students ages 12–18 experienced 764,600 criminal victimizations at school and 509,300 criminal victimizations away from school. This translates to a rate of 30 victimizations per 1,000 students at school, which was higher than the rate of 20 victimizations per 1,000 students away from

school. In 2019, about 5 percent of students ages 12–18 reported that they had been afraid of attack or harm at school, which is higher than the percentage of students who reported that they had been afraid of attack or harm away from school (3 percent).

In addition to examining crime and safety issues, this report covers various discipline and safety practices implemented by schools in the United States. Between 2009 and 2019, the percentage of students ages 12–18 who reported observing the use of one or more security cameras to monitor the school increased (from 70 to 86 percent), as did the percentage of students who reported observing the presence of security guards or assigned police officers (from 68 to 75 percent). In 2017–18, about 46 percent of public elementary and secondary schools reported that they had a written plan for procedures to be performed in the event of a pandemic disease.

On the topic of safety issues on campuses of postsecondary institutions, this report finds that in 2018, a total of 28,500 criminal incidents against persons and property on campuses of postsecondary institutions were reported to police and security agencies. This translates to 19.5 on-campus crimes reported per 10,000 full-time-equivalent students. Although the total number of reported on-campus crimes was lower in 2018 than in 2009 (28,500 vs. 34,100 incidents), the number of reported forcible sex offenses on campus increased from 2,500 in 2009 to 12,300 in 2018 (a 383 percent increase).<sup>1</sup> Forcible sex offenses constituted 43 percent of all criminal incidents reported on campus in 2018.

In 2018, a total of 814 hate crimes were reported on the campuses of postsecondary institutions. The three most common types of hate crimes reported by institutions were destruction, damage, and vandalism (345 incidents), intimidation (337 incidents), and simple assault (75 incidents).

<sup>1</sup> In years prior to 2014, schools only reported a total number of forcible sex offenses, with no breakouts for specific types of offenses. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses—rape and fondling—and these were added together to reach the total number of reported forcible sex offenses. Although changes in the reporting guidelines for forcible sex offenses in 2014 likely contributed to the largest single-year percentage increase in that year (36 percent, from 5,000 to 6,800), the number of reported forcible sex offenses on campus continued to increase steadily between 2014 and 2018, from 6,800 to 12,300 (an 82 percent increase, or an average increase of about 16 percent per year). See *Digest of Education Statistics 2020*, table 329.10.

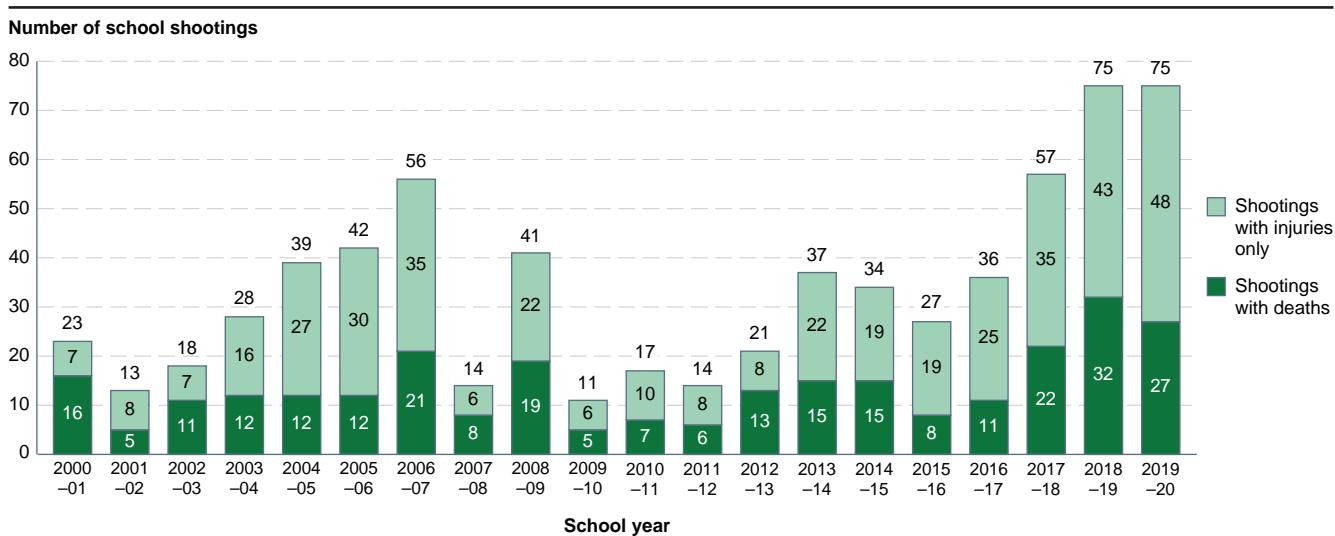
# Violent Deaths and School Shootings

Violent deaths and shootings at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. Based on the most recent data released by the School-Associated Violent Death Surveillance System (SAVD-SS), there were a total of 56 school-associated violent deaths<sup>2</sup> in the United States in the 2017-18 school year,<sup>3</sup> which included 46 homicides, 9 suicides, and 1 legal intervention death.<sup>4</sup> Of these 56 school-associated violent deaths, 35 were homicides and 8 were suicides of school-age youth (ages 5-18). (*Violent Deaths at School and Away From School and School Shootings*)

In the K-12 School Shooting Database (K-12 SSDB), school shootings are defined as incidents in which a gun is

brandished or fired on school property or a bullet hits school property for any reason, regardless of the number of victims, time of day, day of the week, or reason. Between 2000-01 and 2019-20, the number of school shootings with casualties per year at public and private elementary and secondary schools ranged from 11 to 75 (figure 1).<sup>5</sup> In 2019-20, there were a total of 75 school shootings with casualties, including 27 school shootings with deaths and 48 school shootings with injuries only. In addition, there were 37 reported school shootings with no casualties in 2019-20. The majority of school shootings (including those with and without casualties) occurred at high schools.<sup>6</sup> (*Violent Deaths at School and Away From School and School Shootings*)

**Figure 1. Number of school shootings with casualties at public and private elementary and secondary schools: 2000–01 through 2019–20**



NOTE: "School shootings" include all incidents in which a gun is brandished or fired or a bullet hits school property for any reason, regardless of the number of victims (including zero), time, day of the week, or reason (e.g., planned attack, accidental, domestic violence, gang-related). Data in this figure were generated using a database that aims to compile information on school shootings from publicly available sources into a single comprehensive resource. For information on database methodology, see *K-12 School Shooting Database: Research Methodology* (<https://www.chds.us/ssdb/resources/uploads/2020/09/CHDS-K12-SSDB-Research-Methods-Sept-2020.pdf>). Due to school closures caused by the coronavirus pandemic, caution should be used when comparing 2019–20 data with data from earlier years. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Defense, Naval Postgraduate School, Center for Homeland Defense and Security, K-12 School Shooting Database. Retrieved September 4, 2019, from <https://www.chds.us/ssdb/>. See *Digest of Education Statistics 2020*, table 228.12.

<sup>2</sup> The SAVD-SS defines a school-associated violent death 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." School-associated violent deaths also include those that occurred while the victim was on the way to or from regular sessions at school or while the victim was attending or traveling to or from an official school-sponsored event. Victims of school-associated violent deaths may include not only students and staff members but also others at school, such as students' parents and community members.

<sup>3</sup> Defined as the period from July 1, 2017, through June 30, 2018.

<sup>4</sup> Data 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.

<sup>5</sup> Due to school closures caused by the coronavirus pandemic, caution should be used when comparing 2019-20 data with data from earlier years.

<sup>6</sup> Includes other schools ending in grade 12.

# Criminal Victimization Experienced by Students

Data from the National Crime Victimization Survey (NCVS) provide insights on nonfatal criminal victimization experienced by students ages 12-18, according to students' own reports. Nonfatal criminal victimization includes theft<sup>7</sup> and violent victimization, the latter of which includes rape, sexual assault, robbery, aggravated assault, and simple assault. In 2019, students ages 12-18 experienced 764,600 victimizations at school<sup>8</sup> and 509,300 victimizations away from school. This translates to a rate of 30 victimizations per 1,000 students at school, which was higher than the rate of 20 victimizations per 1,000 students away from school (figure 2). Both the at-school rate and the away-from-school rate represent a decrease of more than 80 percent from 1992. (*Incidence of Victimization at School and Away From School*)

According to data from the School Crime Supplement (SCS) to NCVS,<sup>9</sup> the total percentage of students ages 12-18 who reported being victimized at school during the previous 6 months decreased from 4 percent in 2009 to

2 percent in 2019. Specifically, SCS data indicate that, in 2019, about 2 percent of students reported theft<sup>10</sup> and 1 percent reported violent victimization. (*Prevalence of Criminal Victimization at School*)

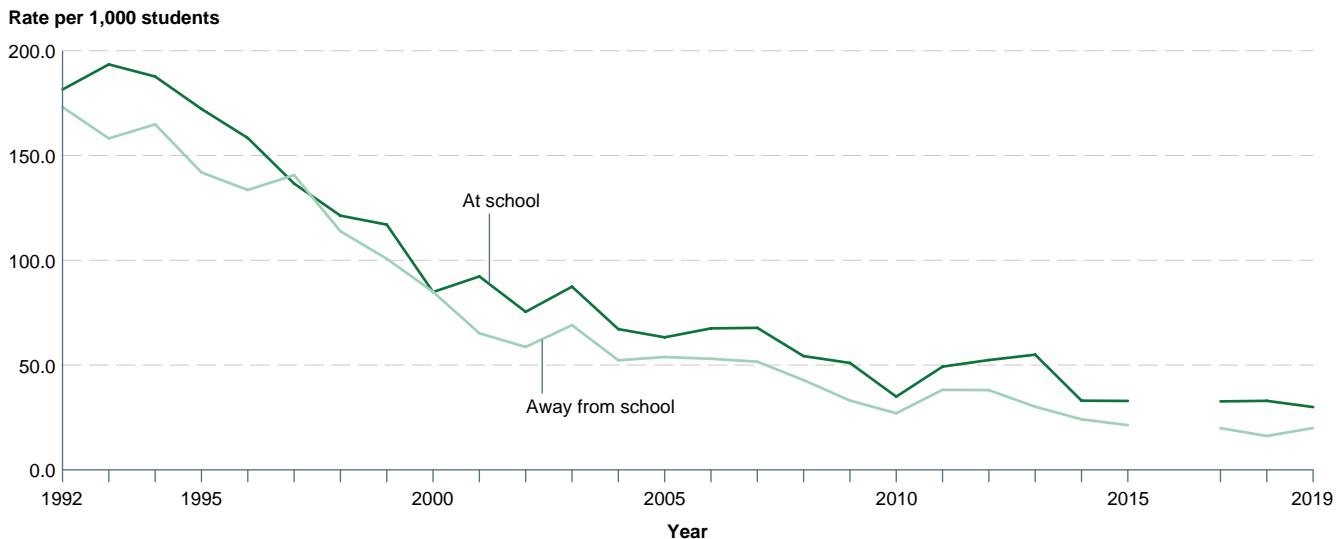
In 2019, the percentage of students ages 12-18 who reported any victimization at school during the previous 6 months was higher for 6th-, 7th-, 9th-, and 10th-graders (3 percent each) than for 12th-graders (1 percent); the percentage was also higher for students of Two or more races (7 percent) than for Hispanic students (2 percent) and higher for students enrolled in schools in cities (3 percent) than for students enrolled in schools in suburban areas (2 percent; figure 3). A higher percentage of male students than of female students reported any victimization at school (3 vs. 2 percent), which was driven largely by a higher percentage of male students reporting violent victimization (2 percent vs. less than 1 percent). (*Prevalence of Criminal Victimization at School*)

<sup>7</sup> "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.

<sup>8</sup> "At school" is defined to include in the school building, on school property, on a school bus, and going to and from school.

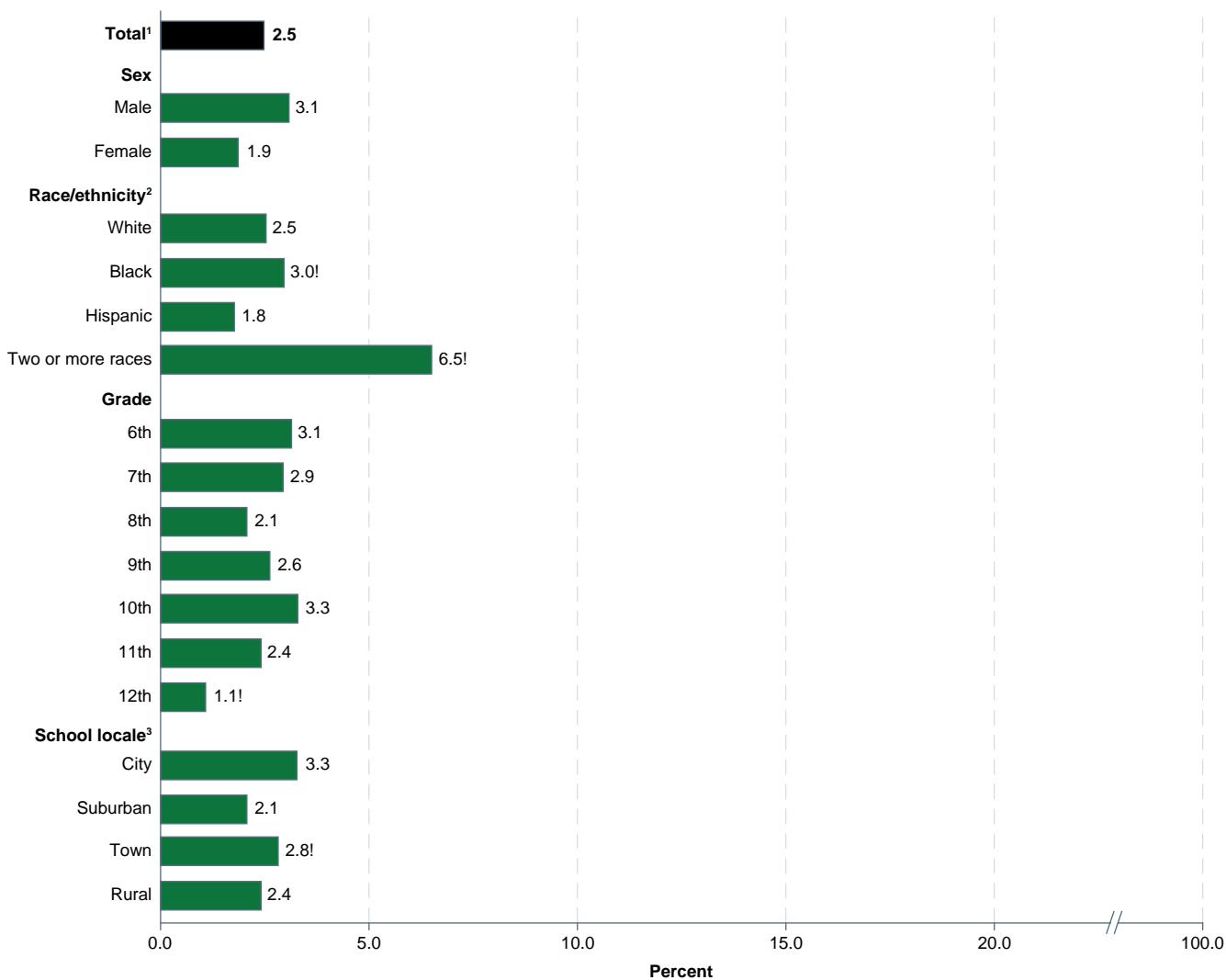
<sup>9</sup> Respondent eligibility differs slightly in the NCVS and SCS. For example, students who are exclusively homeschooled are able to complete the NCVS but not the SCS. Thus, the calculation of estimates presented in this paragraph is based on a subset of the student sample used to calculate the estimates presented in the previous paragraph.

<sup>10</sup> Although the total percentage of students ages 12-18 who reported being victimized (which includes theft and violent victimization) and the percentage who reported theft both rounded to 2 percent in 2019, about 2.5 percent reported being victimized and 1.5 percent reported theft.

**Figure 2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location: 1992 through 2019**

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 with other years. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years. Nonfatal victimization includes theft, rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes in the school building, on school property, and on the way to or from school. The population size for students ages 12–18 was 25,528,100 in 2019. Estimates may vary from previously published reports.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2019. See *Digest of Education Statistics* 2020, table 228.20.

**Figure 3. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 2019****Student or school characteristic**

<sup>1</sup> Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>2</sup> Total includes race categories not separately shown.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity. Data for Asian, Pacific Islander, and American Indian/Alaska Native students did not meet reporting standards in 2019; therefore, data for these three groups are not shown.

<sup>3</sup> Excludes students with missing information about the school characteristic.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See *Digest of Education Statistics 2020*, table 228.30.

# Student Reports of Bullying Victimization

Another type of student victimization that is important to understand is bullying. Previous research has found that students who are bullied are more likely to experience depression and anxiety, have more health complaints, and skip or drop out of school (Swearer and Hymel 2015; Hornor 2018). The involvement of young bullying victims in recent suicides and school shootings has also heightened concerns regarding the public health implications of bullying (Hornor 2018).

According to data from the SCS, about 22 percent of students ages 12–18 reported being bullied<sup>11</sup> at school during the school year in 2019, which was lower than the percentage who reported being bullied in 2009 (28 percent). Students' reports of being bullied varied based on student and school characteristics in 2019 (figure 4). For instance, a higher percentage of female students than of male students reported being bullied at school during the school year (25 vs. 19 percent). The percentage of students who reported being bullied at school during the school year was higher for students of Two or more races (37 percent) than for White students

(25 percent) and Black students (22 percent); all these percentages were in turn higher than the percentage of Asian students (13 percent). Higher percentages of 6th-, 7th-, and 8th-graders reported being bullied at school during the school year in 2019 (ranging from 27 to 28 percent), compared with 9th-, 10th-, and 12th-graders (ranging from 16 to 19 percent). A higher percentage of students enrolled in schools in rural areas (28 percent) than in schools in other locales (ranging from 21 to 22 percent) reported being bullied at school during the school year. (*Bullying at School and Electronic Bullying*)

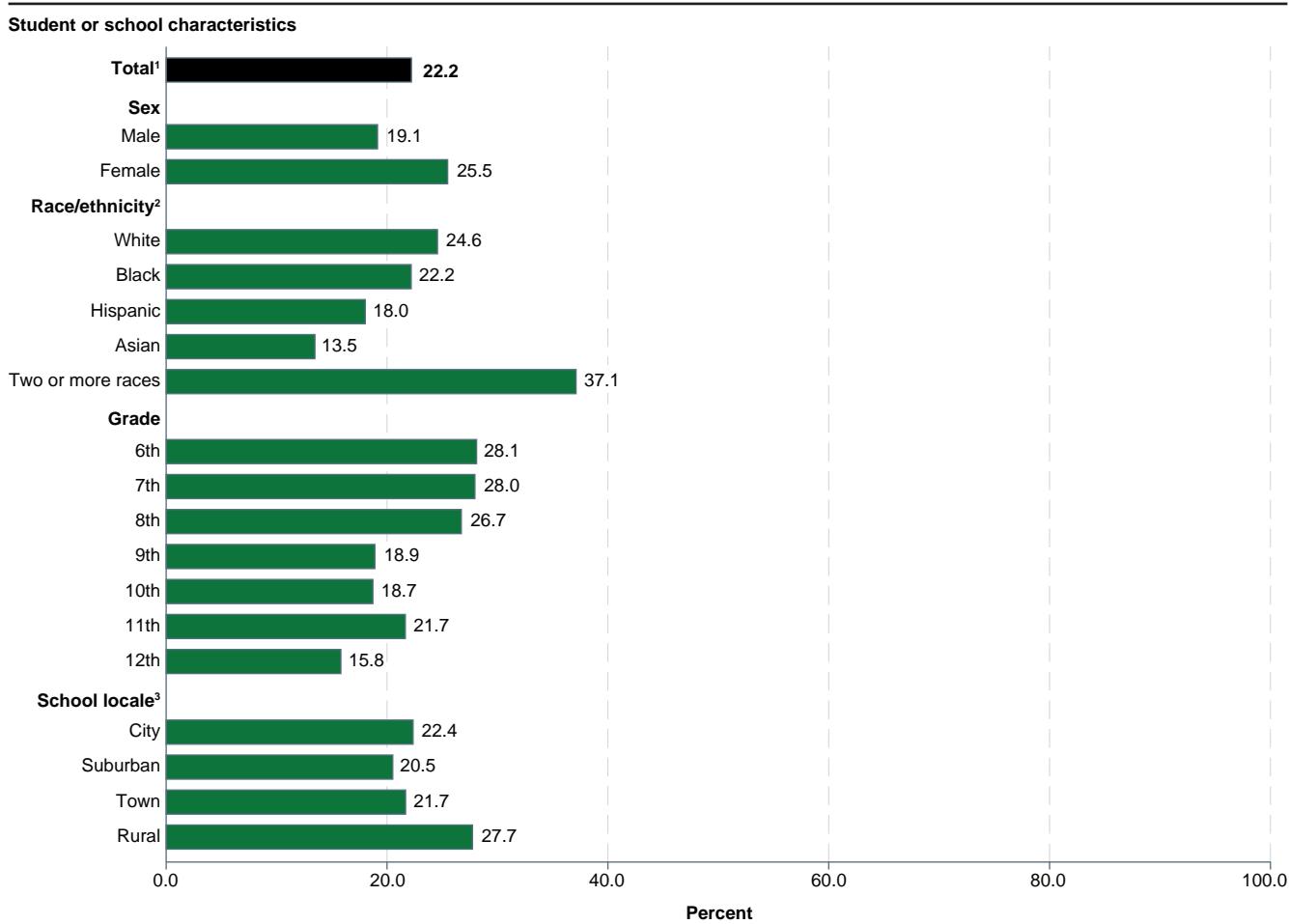
According to data from the Youth Risk Behavior Surveillance System (YRBSS), about 16 percent of students in grades 9–12 reported being electronically<sup>12</sup> bullied during the previous 12 months in 2019. The percentage of students who reported being electronically bullied was higher for gay, lesbian, or bisexual students (27 percent) than for students who were not sure about their sexual identity (19 percent), and both percentages were higher than the percentage for heterosexual students (14 percent).<sup>13</sup> (*Bullying at School and Electronic Bullying*)

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<sup>11</sup> "Bullying" includes students who reported that another student had made fun of them, called them names, or insulted them; spread rumors about them; threatened them with harm; tried to make them do something they did not want to do; excluded them from activities on purpose; destroyed their property on purpose; or pushed, shoved, tripped, or spit on them. In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

<sup>12</sup> Being electronically bullied includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017 and 2019.

<sup>13</sup> Since 2015, the YRBSS has included a question on students' sexual identity by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure." In this report, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Students were not asked whether they identified as transgender on the YRBSS.

**Figure 4. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: 2019**

<sup>1</sup> Total includes race categories not separately shown.

<sup>2</sup> Race categories exclude persons of Hispanic ethnicity. Data for Pacific Islander and American Indian/Alaska Native students did not meet reporting standards in 2019; therefore, data for these two groups are not shown.

<sup>3</sup> Excludes students with missing information about the school characteristic.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See *Digest of Education Statistics* 2020, table 230.40.

# Incidents and Discipline Problems Reported by Public Schools

Incidents and discipline problems recorded by schools are important measures of the school environment. The School Survey on Crime and Safety (SSOCS) asked public school principals to report the numbers of various types of criminal incidents that occurred at their school<sup>14</sup> and to indicate how often certain disciplinary problems happened in their school.<sup>15</sup> Such school-reported data can complement those data covering similar issues based on students' experience and observation, such as those collected through SCS and YRBSS.

During the 2017–18 school year, 80 percent of public schools recorded that one or more incidents of violence, theft, or other crimes<sup>16</sup> had taken place, amounting to 1.4 million incidents or a rate of 29 incidents per 1,000 students enrolled. During the same school year, 47 percent of schools reported one or more incidents of violence, theft, or other crimes to the police, amounting to 422,800 incidents, or a rate of 9 incidents per 1,000 students enrolled. The percentage of public schools

that recorded one or more incidents of violence, theft, or other crimes was lower in 2017–18 than in 2009–10 (80 vs. 85 percent); the same pattern can be observed for the percentage of public schools that reported one or more criminal incidents to the police (47 vs. 60 percent). (*Violent and Other Criminal Incidents Recorded by Public Schools and Those Reported to the Police*)

In 2017–18, about 14 percent of public schools reported that bullying<sup>17</sup> occurred among students at least once a week. In terms of other discipline problems that occurred at least once a week, about 6 percent of public schools reported student verbal abuse of teachers; 12 percent reported acts of student disrespect for teachers other than verbal abuse; 3 percent reported widespread disorder in the classroom; 3 percent reported racial/ethnic tensions among students; 1 percent reported sexual harassment<sup>18</sup> of other students; and 1 percent reported harassment of other students based on sexual orientation or gender identity.<sup>19</sup> (*Discipline Problems Reported by Public Schools*)

<sup>14</sup> In SSOCS, “at school” was defined for respondents as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. In the survey questions about criminal incidents, respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

<sup>15</sup> Respondents were instructed to include discipline problems only for those times that were during normal school hours or when school activities or events were in session.

<sup>16</sup> “Violent incidents” include “serious violent incidents” as well as physical attacks or fights without a weapon and threat of physical attacks without a weapon. “Serious violent incidents” include rape, sexual assault other than rape, physical attacks or fights with a weapon, threat of physical attacks with a weapon, and robbery with or without a weapon. Theft or larceny refers to taking things worth over \$10 without personal confrontation. “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.

<sup>17</sup> The SSOCS questionnaire defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.”

<sup>18</sup> Harassment is defined as “conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”

<sup>19</sup> Sexual orientation means one’s “emotional or physical attraction to the same and/or opposite sex.” Gender identity means one’s “inner sense of one’s own gender, which may or may not match the sex assigned at birth.”

# Gangs and Hate-Related Speech

Another measure of the school environment is the extent of unfavorable conditions, such as the presence of gangs and hate-related<sup>20</sup> words and graffiti. These data are captured in the SCS based on student reports of conditions at school during the school year.

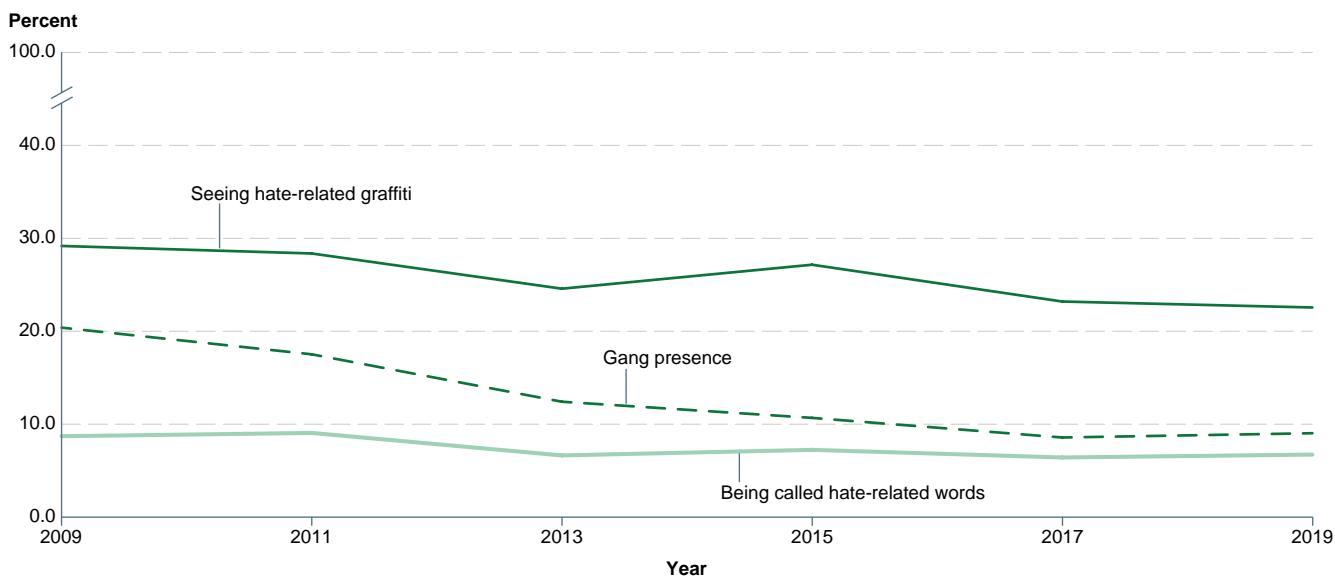
In 2019, of students ages 12–18, about 9 percent reported a gang presence at their school during the school year, 7 percent reported being called hate-related words, and 23 percent reported seeing hate-related graffiti (figure 5). These unfavorable conditions were less prevalent than they were a decade prior in 2009, when 20 percent of students reported a gang presence, 9 percent reported being called hate-related words, and 29 percent reported seeing hate-related graffiti. (*Students' Reports of Gangs at School; Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

In 2019, there were differences in the reports of these unfavorable conditions by student and school characteristics. For instance, higher percentages of 9th- through 12th-graders (ranging from 10 to 12 percent) than of 6th- through 8th-graders (ranging from 5 to 6 percent) reported observing a gang presence at their school. In

contrast, the percentages of students who reported being called a hate-related word at school were lower for 10th- and 12th-graders (5 and 4 percent, respectively) than for 7th- and 8th-graders (8 and 9 percent, respectively), and there were no measurable differences by students' grade level in the percentage of students who reported seeing hate-related graffiti at school. (*Students' Reports of Gangs at School; Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

Students who reported being called hate-related words at school during the school year were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2019, race was the most frequently reported characteristic referred to by hate-related words. A lower percentage of White students (2 percent) than of students of any other race/ethnicity for which data were available reported being called a hate-related word referring to their race (ranging from 4 percent of Hispanic students to 9 percent of students of Two or more races). (*Students' Reports of Hate-Related Words and Hate-Related Graffiti*)

**Figure 5. Percentage of students ages 12–18 who reported a gang presence, being called hate-related words, and seeing hate-related graffiti at school during the school year: Selected years, 2009 through 2019**



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, 2009 through 2019. See *Digest of Education Statistics 2020*, tables 230.20 and 230.30.

<sup>20</sup> "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

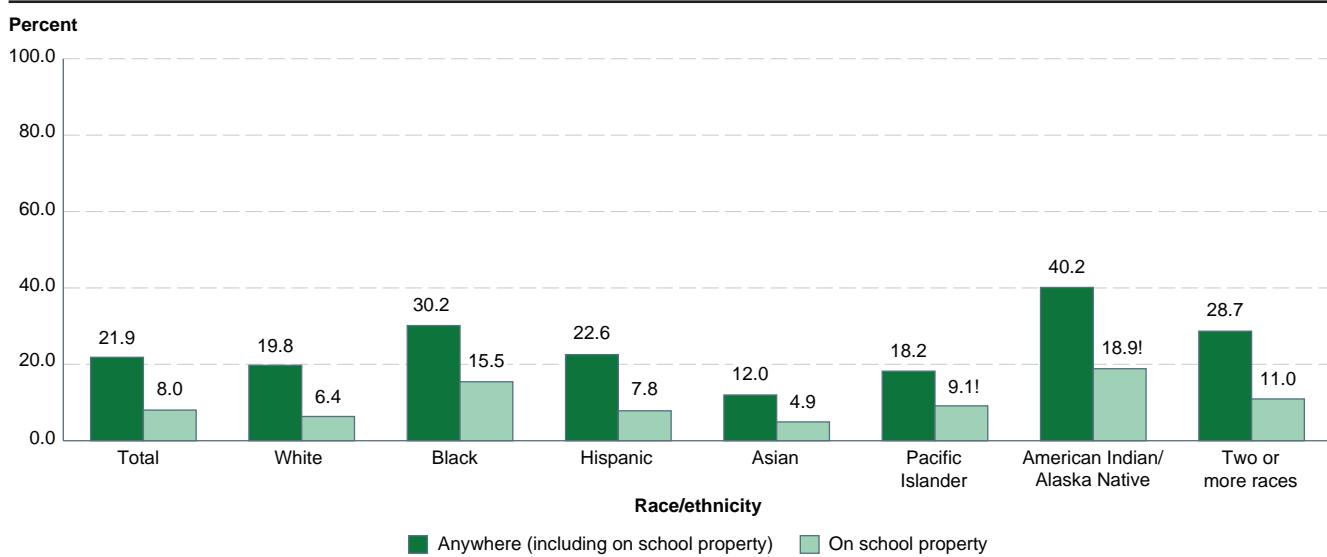
# Fights, Weapons, and Illegal Substances

Guns, fights, alcohol, and drugs are other indicators of disorder and incivility at school. Using data mostly from the YRBSS, these indicators examine how the prevalence of these issues has changed over the past decade and whether there are differences by student characteristics such as gender, race/ethnicity, sexual identity, and grade level.

The YRBSS asked students in grades 9–12 about their involvement in physical fights, both anywhere<sup>21</sup> and on school property, during the 12 months preceding the survey. Involvement in physical fights includes both aggressors and unwilling participants or victims. The percentage of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months was lower in 2019 than in 2009 (22 vs. 31 percent), and the percentage who reported having been in a physical fight on school property in the previous

12 months was also lower in 2019 than in 2009 (8 vs. 11 percent). The percentage of students who reported having been in a physical fight on school property during the previous 12 months in 2019 was higher for male students than for female students (11 vs. 4 percent); higher for students who were American Indian/Alaska Native (19 percent), Black (15 percent), and of Two or more races (11 percent) than for students who were White (6 percent) and Asian (5 percent; figure 6); higher for Black students than for students of Two or more races and Hispanic students (8 percent); and higher for 9th-graders (11 percent) and 10th-graders (8 percent) than for 11th-graders and 12th-graders (6 percent each). There were no measurable differences by sexual identity in the percentages of students who reported having been involved in a physical fight on school property in 2019. (*Physical Fights on School Property and Anywhere*)

**Figure 6. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by race/ethnicity and location: 2019**



<sup>21</sup> 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 Surveillance System (YRBSS) 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 respondents. Race categories exclude persons of Hispanic ethnicity.

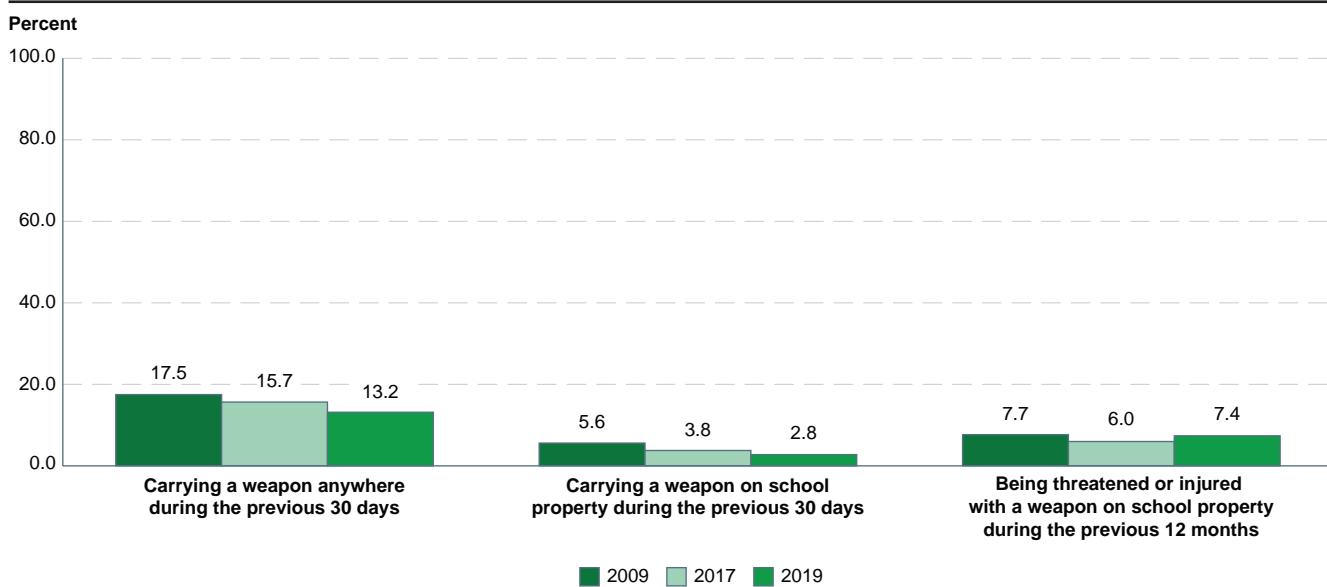
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 231.10.

<sup>21</sup> "Anywhere" includes occurrences on school property. The term "anywhere" is not used in the YRBSS, and the survey did not define "on school property" for respondents.

On the topic of weapons, data are available for the percentages of students in grades 9–12 who reported carrying a weapon<sup>22</sup> anywhere and on school property during the previous 30 days and for the percentage of students who reported having been threatened or injured with a weapon on school property during the previous 12 months. An examination of these data over the past decade shows that, between 2009 and 2019, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days decreased (from 17 to 13 percent), as did the percentage of students who reported carrying a weapon on school

property (decreased from 6 to 3 percent; figure 7). However, for threats and injuries with weapons on school property, there was not a consistent trend from 2009 to 2019. The percentage of students who reported being threatened or injured with a weapon on school property during the previous 12 months decreased from 8 percent in 2009 to 6 percent in 2017; in 2019 (7 percent), however, the percentage was higher than that in 2017 and not measurably different from the percentage in 2009. (*Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms; Threats and Injuries With Weapons on School Property*)

**Figure 7. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day anywhere and on school property during the previous 30 days, and percentage who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months: 2009, 2017, and 2019**



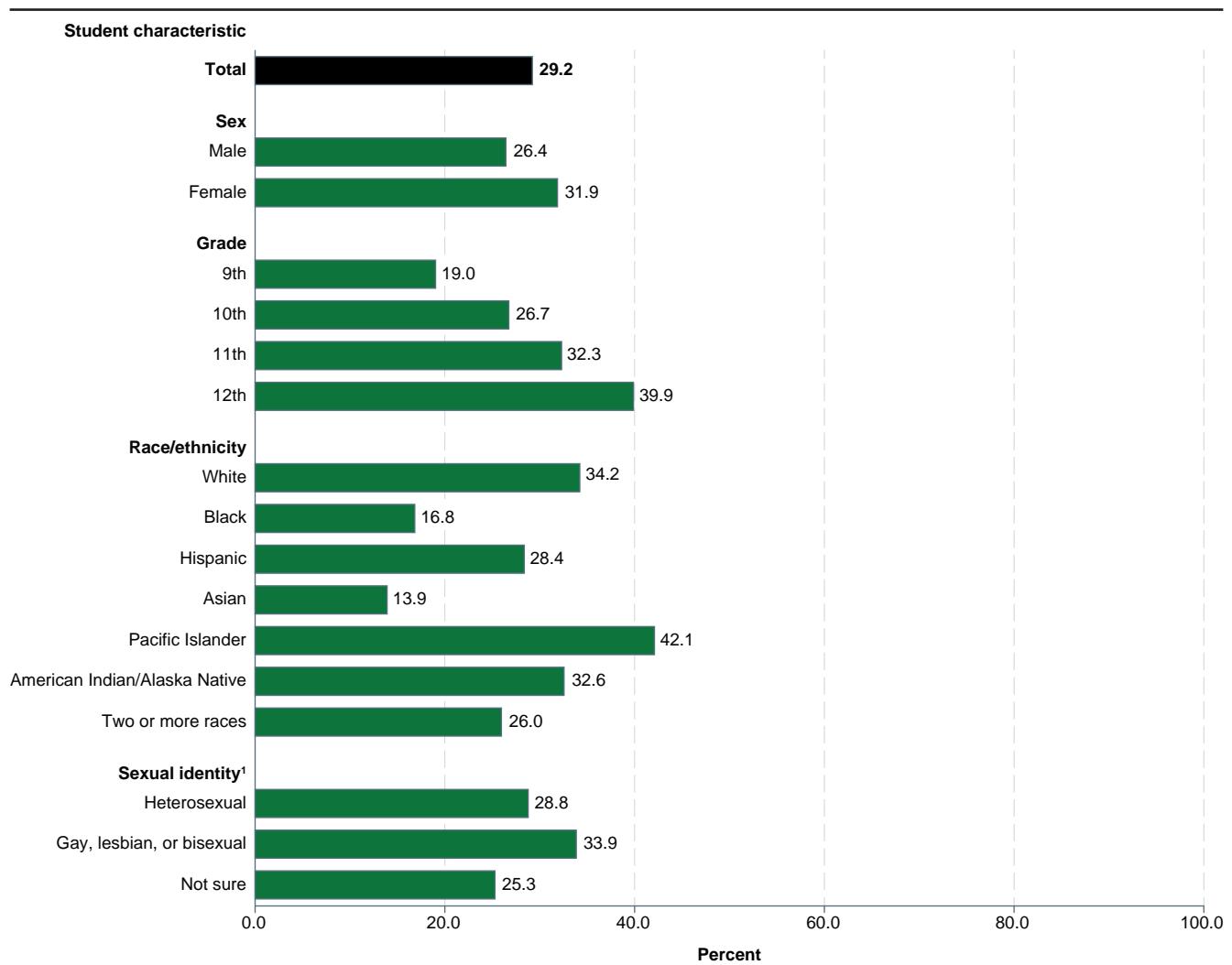
NOTE: Examples of weapons provided for respondents include guns, knives, or clubs. The term "anywhere" is not used in the Youth Risk Behavior Surveillance System (YRBSS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. "On school property" was not defined for respondents.  
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009, 2017, and 2019. See *Digest of Education Statistics 2020*, tables 228.40 and 231.40.

<sup>22</sup>Examples of weapons provided for respondents include guns, knives, or clubs.

In the United States, the purchase or public possession of alcohol anywhere is illegal until age 21, except in the company of a parent or legal-age spouse in certain states. Adolescent alcohol use is associated with various negative educational and health outcomes (French and Maclean 2006; Mason et al. 2010; Schilling et al. 2009). The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 42 to 29 percent between 2009 and 2019. In 2019, the percentage of students in grades 9–12 reporting this behavior was lower for male students than

for female students (26 vs. 32 percent; figure 8); lower for Asian students (14 percent) and Black students (17 percent) than for students of all other racial/ethnic groups; and lower for heterosexual students (29 percent) and students who were not sure about their sexual identity (25 percent) than for gay, lesbian, or bisexual students (34 percent). In 2019, the percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days increased with grade level. (*Students' Use of Alcohol*)

**Figure 8. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by selected student characteristics: 2019**



<sup>1</sup> Students were asked which of the following—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Race categories exclude persons of Hispanic ethnicity.

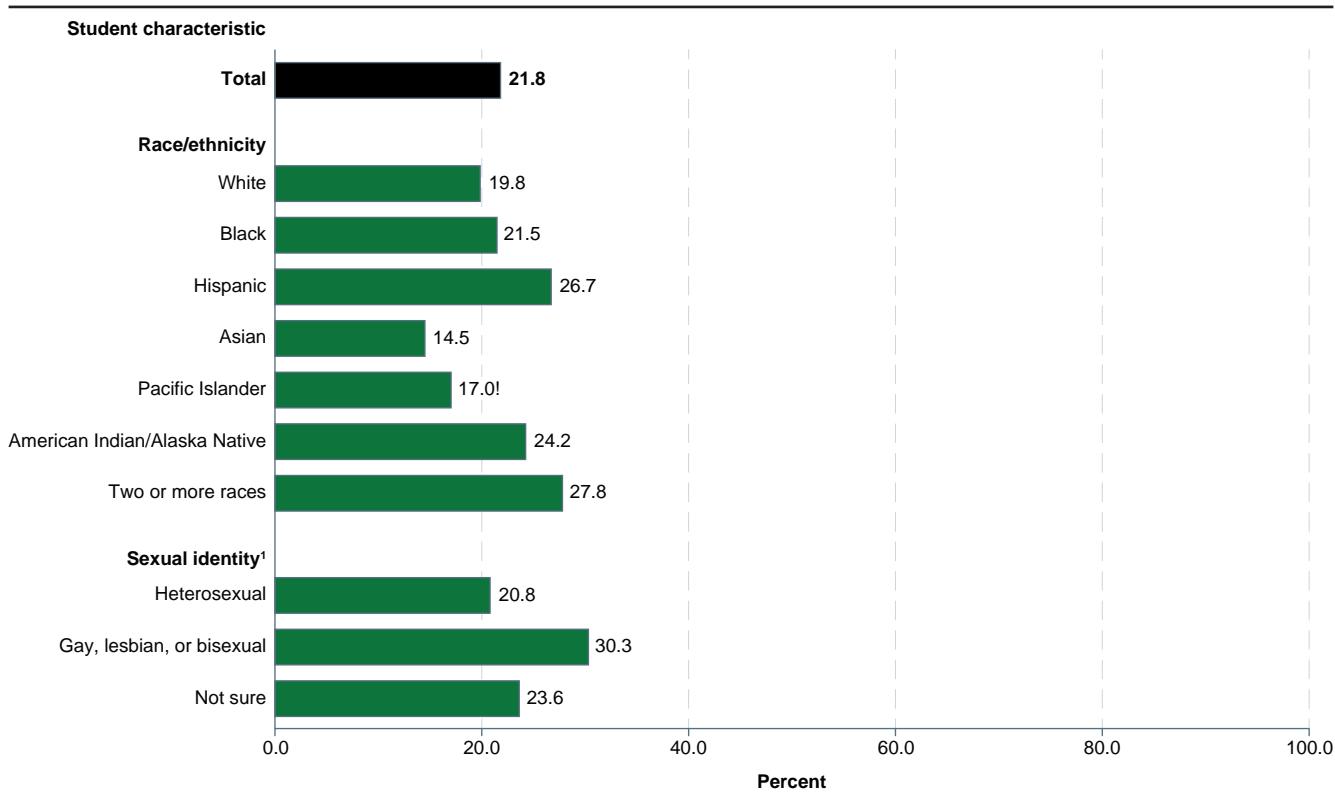
SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 232.10.

The YRBSS asked students in grades 9–12 about their current use of marijuana anywhere as well as the availability of illegal drugs on school property. In 2019, about 22 percent of students in grades 9–12 reported using marijuana at least one time during the previous 30 days; the percentage of students who reported that someone had offered, sold, or given them an illegal drug on school property in the previous 12 months was also 22 percent in 2019. These percentages were not measurably different from their corresponding percentages in 2009.

In 2019, student reports of marijuana use and illegal drug availability varied by student characteristics. For instance, an examination of the data on the availability of illegal drugs on school property reveals differences by student

race/ethnicity and sexual identity. Higher percentages of students of Two or more races (28 percent) and Hispanic students (27 percent) than of Black students (21 percent) and White students (20 percent) reported that illegal drugs were offered, sold, or given to them on school property (figure 9); all these percentages were higher than the corresponding percentage of Asian students (14 percent). Additionally, a higher percentage of gay, lesbian, or bisexual students (30 percent) than of students who were not sure about their sexual identity (24 percent) and students who were heterosexual (21 percent) reported that illegal drugs were offered, sold, or given to them on school property in 2019. (*Marijuana Use and Illegal Drug Availability*)

**Figure 9. 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 and sexual identity: 2019**



<sup>1</sup> Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

<sup>1</sup> Students were asked which of the following—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

NOTE: Students were asked if anyone offered, sold, or gave them an illegal drug on school property during the previous 12 months. “On school property” was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2019. See *Digest of Education Statistics 2020*, table 232.70.

# Student Perceptions of School Safety

The SCS collected data on student perceptions of school safety by asking students ages 12-18 about their fear of attack or harm at and away from school. In 2019, about 5 percent of students ages 12-18 reported that they had been afraid of attack or harm<sup>23</sup> at school during the school year, which was higher than the percentage of students who reported that they had been afraid of attack or harm away from school (3 percent; figure 10). The percentages of students who reported being afraid of attack or harm at school and away from school in 2019 were not measurably different from those in 2009. The SCS also asked students whether they avoided one or more places in school<sup>24</sup> because they were fearful that someone might attack or harm them. In 2019, the percentage of students who reported avoiding one or more places in school during the school year because they thought someone might attack or harm them was 5 percent, which was higher than the percentage who did so in 2009 (4 percent). (*Students' Perceptions of Personal Safety at School and Away From School; Students' Reports of Avoiding School Activities or Classes or Specific Places in School*)

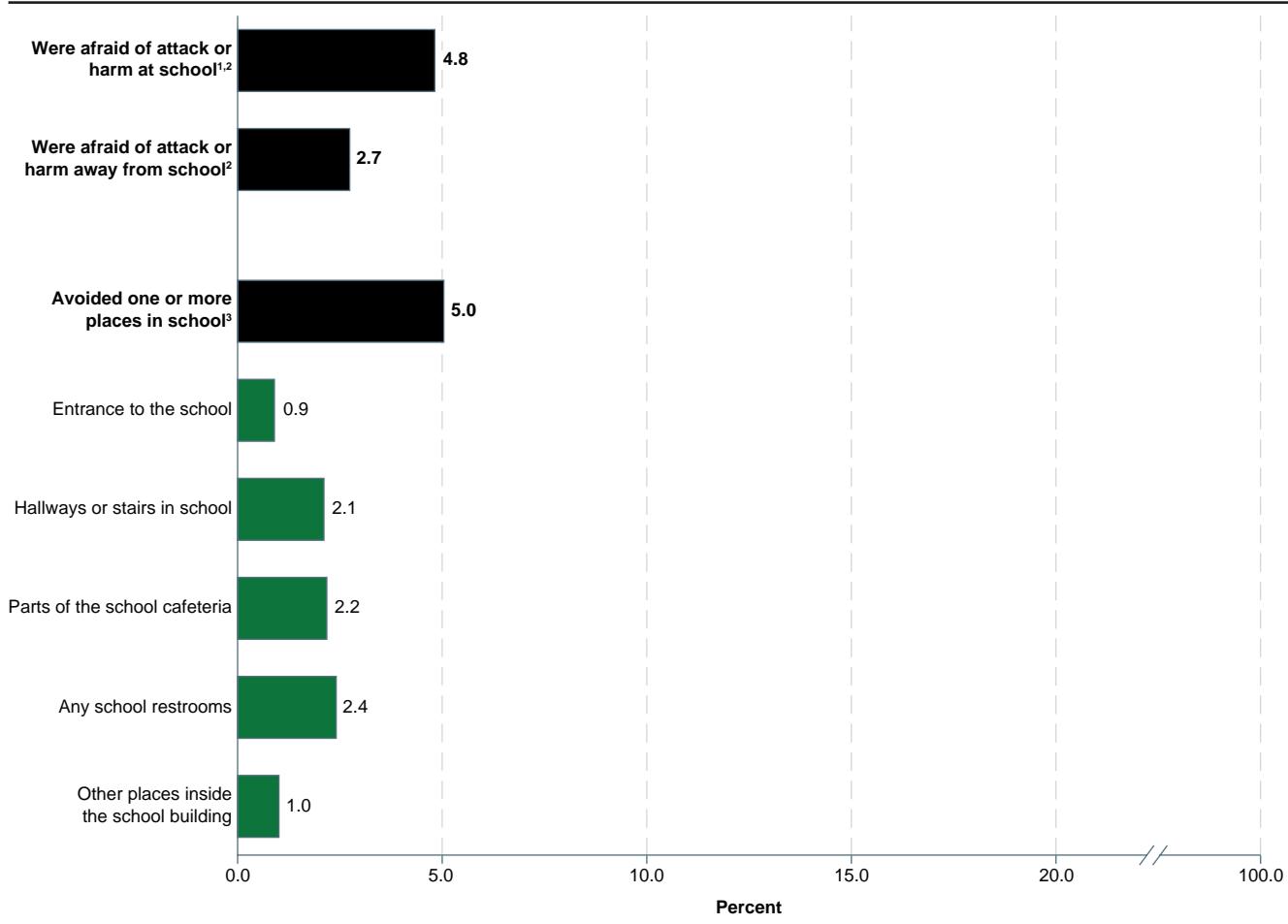
In 2019, there were some measurable differences by student and school characteristics in the percentages of students ages 12-18 who reported fear and avoidance. For example, the percentage of students who reported avoiding one or more places in school because of fear of attack or harm was higher for students of Two or more races (11 percent) than for Hispanic (5 percent), Asian (4 percent), and White (4 percent) students; higher for Black students (7 percent) than for White students; and higher for 7th-, 8th-, and 9th-graders (5, 6, and 7 percent, respectively) than for 12th-graders (3 percent). The percentage of students who reported avoiding one or more places in school was higher for those enrolled in schools in cities than for those enrolled in schools in rural areas (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 2 percent). (*Students' Reports of Avoiding School Activities or Classes or Specific Places in School*)

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<sup>23</sup>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.

<sup>24</sup>“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.

**Figure 10. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, and percentage who reported avoiding one or more places in school because of fear of attack or harm during the school year: 2019**



<sup>1</sup> “At school” includes in the school building, on school property, on a school bus, and going to and from school.

<sup>2</sup> 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.

<sup>3</sup> Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2019. See *Digest of Education Statistics 2020*, tables 230.70 and 230.80.

# Teacher Reports of Victimization and School Order

In addition to evaluating student reports of victimization and perceptions about personal safety at school, it is also important to understand issues of school order and safety from the perspective of teachers. According to data on public school teachers<sup>25</sup> from the 2015–16 National Teacher and Principal Survey (NTPS), threats of injury were more common than actual physical attacks. Additionally, both percentages were higher in 2015–16 than in 2007–08: the percentage of public school teachers who reported being threatened with injury by a student from their school was 10 percent in 2015–16, compared with 8 percent in 2007–08; the percentage who reported being physically attacked by a student from their school was 6 percent in 2015–16, compared with 4 percent in 2007–08.<sup>26</sup> 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 from

their school (figure 11).<sup>27</sup> (*Teachers Threatened With Injury or Physically Attacked by Students*)

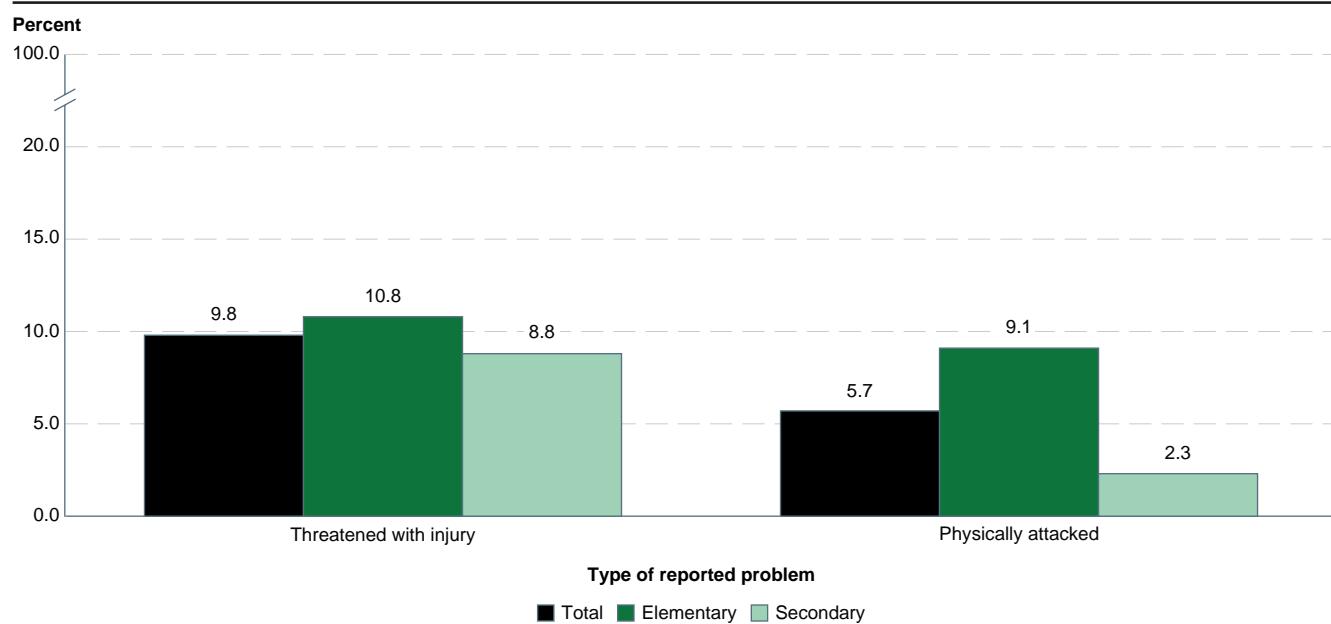
In the Teaching and Learning International Survey (TALIS) administered in 2018, lower secondary teachers (grades 7–9 in the United States) were asked to rate their ability to manage student classroom behaviors, including controlling disruptive behavior in the classroom, making expectations about student behavior clear, getting students to follow classroom rules, and calming a student who is disruptive or noisy. Eighty percent or more of lower secondary teachers in public schools in the United States reported that they were able to manage various aspects of student behavior quite a bit or a lot in 2018.<sup>28</sup> Lower percentages of teachers with less than 3 years of teaching experience than of teachers with more years of teaching experience, in general, reported being able to manage various aspects of student behavior quite a bit or a lot. (*Teachers' Reports on Managing Classroom Behaviors*)

<sup>25</sup>Public school teachers surveyed by NTPS include those that teach both in traditional public and public charter schools.

<sup>26</sup>The 2007–08 data were collected in the Schools and Staffing Survey (SASS). The NTPS was designed to allow comparisons with SASS data.

<sup>27</sup>Instructional level divides teachers into elementary or secondary based on a combination of grades taught, main teaching assignment, and structure of teachers' class(es), rather than the level of school in which teachers taught. Teachers with only ungraded classes were classified based on their main teaching assignment and the structure of their class(es). Among teachers with regularly graded classes, elementary teachers generally include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

<sup>28</sup>Teachers were asked "In your teaching, to what extent can you do the following?" For each item, teachers could select one option: "not at all," "to some extent," "quite a bit," or "a lot." This report combines the percentages for "quite a bit" and "a lot."

**Figure 11. Percentage of public school teachers who reported that they were threatened with injury or that they were physically attacked by a student from their school during the previous 12 months, by instructional level: School year 2015–16**

**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 grades taught, main teaching assignment, and structure of teachers' class(es), rather than the level of school in which teachers taught. Teachers with only ungraded classes were classified based on their main teaching assignment and the structure of their class(es). Among teachers with regularly graded classes, elementary teachers generally include those teaching prekindergarten through grade 6 and those teaching multiple grades, with a preponderance of grades taught being kindergarten through grade 6. In general, secondary teachers include those teaching any of grades 7 through 12 and those teaching multiple grades, with a preponderance of grades taught being grades 7 through 12 and usually with no grade taught being lower than grade 5.

**SOURCE:** National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2015–16. See *Digest of Education Statistics 2020*, table 228.70.

# Discipline, Safety, and Security Practices

To maintain school discipline, order, and safety, schools across the United States have implemented preventive and responsive measures. In the SCS, students ages 12–18 were asked whether their schools used certain safety and security measures. In 2019, about 94 percent of students reported a written code of student conduct, and 89 percent reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway. However, both measures were less prevalent compared with a decade prior in 2009 (96 and 91 percent, respectively; figure 12). In contrast, the percentage of students who reported observing the use of one or more security cameras to monitor the school increased between 2009 and 2019 (from 70 to 86 percent), as did the percentages of students who reported observing the use of locked entrance or exit doors during the day (from 64 to 85 percent) and the presence of security guards or assigned police officers (from 68 to 75 percent). (*Students' Reports of Safety and Security Measures Observed at School*)

In addition to student reports collected through SCS, data on school practices were collected through SSOCS by asking public school principals about their school's use of

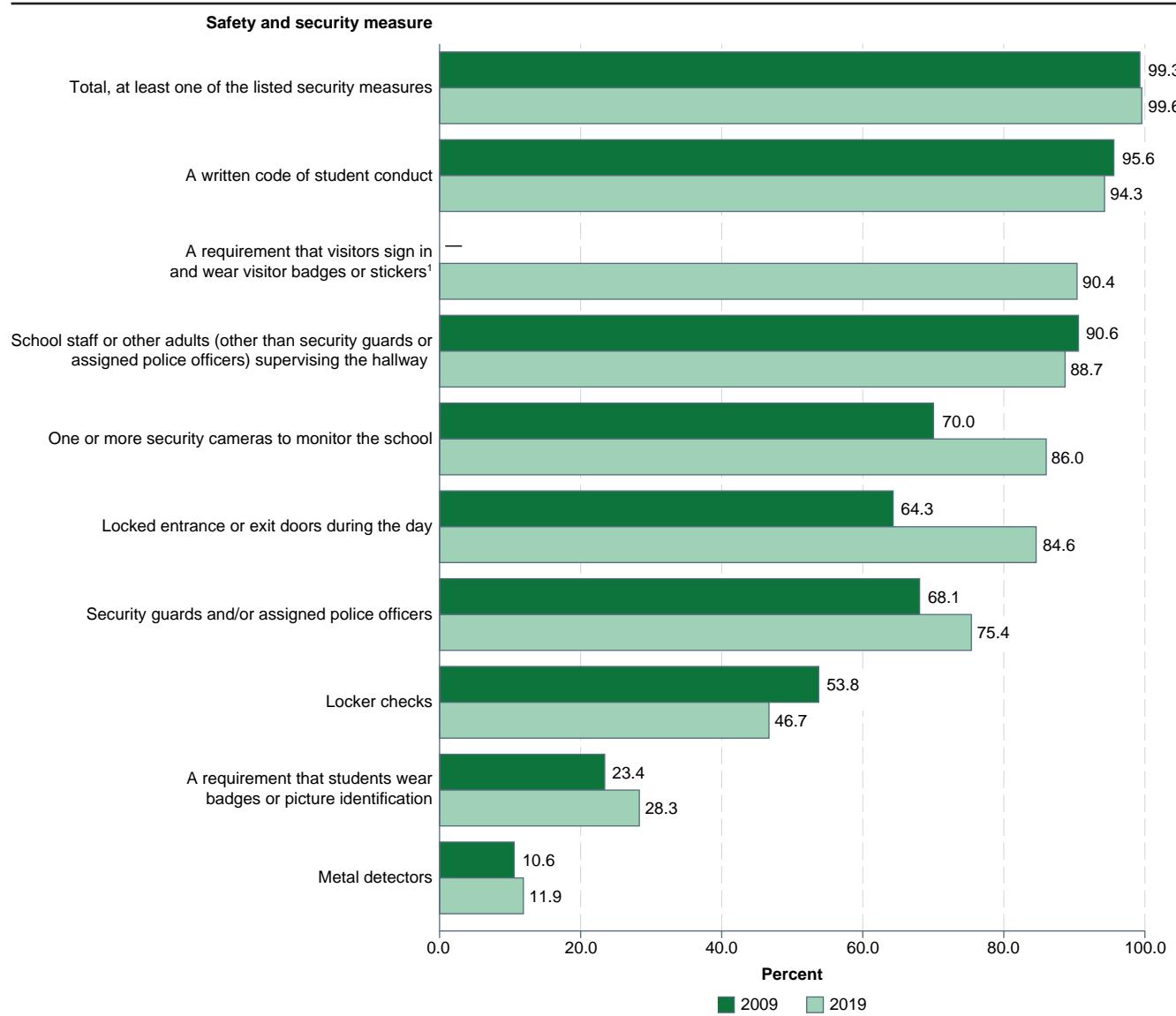
safety and security measures, whether their school had written procedures for responding to certain scenarios, and the number of disciplinary actions their school had taken against students for specific offenses. In 2017–18, about 94 percent of public schools reported they had a written plan for procedures to be performed in the event of a natural disaster, 92 percent reported plans for an active shooter, and 91 percent reported plans for bomb threats or incidents. About 46 percent of public schools reported that they had a written plan for procedures to be performed in the event of a pandemic disease.<sup>29</sup> In the same school year, 35 percent of public schools took at least one serious disciplinary action<sup>30</sup> for specific student offenses.<sup>31</sup> The percentage of public schools that took at least one serious disciplinary action was lower for primary schools (17 percent) than for middle schools (58 percent) and high schools (76 percent); it was also lower for schools in which 25 percent or less of students were eligible for free or reduced-price lunch (FRPL) (23 percent) than for schools in which higher percentages of students were eligible for FRPL (36 to 39 percent).

(*Serious Disciplinary Actions Taken by Public Schools; Safety and Security Practices at Public Schools*)

<sup>29</sup>For more information, see the NCES blog post “[The Prevalence of Written Plans for a Pandemic Disease Scenario in Public Schools](#).”

<sup>30</sup>Serious disciplinary actions refer to those more exclusionary actions and are defined to 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.

<sup>31</sup>Offenses listed on the questionnaire included 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.

**Figure 12. Percentage of students ages 12–18 who reported various safety and security measures at school: 2009 and 2019**

— Not available.

<sup>1</sup>Prior to 2015, the question asked simply whether the school had “a requirement that visitors sign in.” As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2009 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

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

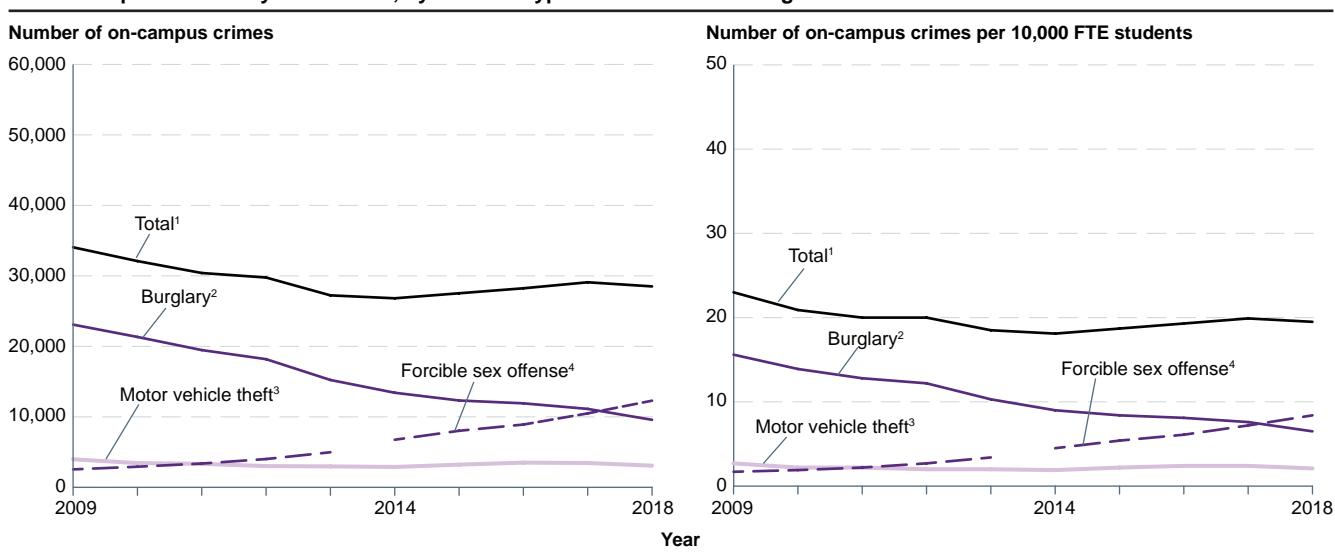
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2009 and 2019. See *Digest of Education Statistics 2020*, table 233.80.

# Postsecondary Campus Safety and Security

At the postsecondary level, a total of 28,500 criminal incidents against persons and property on campuses of postsecondary institutions were reported to police and security agencies in 2018 (figure 13).<sup>32</sup> This translates to 19.5 on-campus crimes reported per 10,000 full-time-equivalent (FTE) students.<sup>33</sup> Among the various types of on-campus crimes reported in 2018, there

were 12,300 forcible sex offenses, which constituted 43 percent of all criminal incidents. Other commonly reported crimes included burglaries<sup>34</sup> (9,600 incidents, or 34 percent of crimes) and motor vehicle thefts (3,100 incidents, or 11 percent of crimes). (*Criminal Incidents at Postsecondary Institutions*)

**Figure 13. 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: 2009 through 2018**



<sup>1</sup> Includes other reported crimes not separately shown.

<sup>2</sup> Unlawful entry of a structure to commit a felony or theft.

<sup>3</sup> Theft or attempted theft of a motor vehicle.

<sup>4</sup> Any sexual act directed against another person forcibly and/or against that person's will. Data on reported forcible sex offenses have been collected differently since 2014. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools only reported a total number of reported forcible sex offenses, with no breakdowns for specific types of offenses.

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 *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics 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, 2009 through 2018; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2010 through Spring 2019, Fall Enrollment component. See *Digest of Education Statistics* 2020, tables 329.10 and 329.20.

<sup>32</sup> The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (Clery Act)* specifies seven types of crimes that all Title IV institutions are required to report through the Campus Safety and Security Survey: murder, sex offenses (forcible and nonforcible), robbery, aggravated assault, burglary, motor vehicle theft, and arson.

<sup>33</sup> 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.

<sup>34</sup> Refers to the unlawful entry of a structure to commit a felony or theft.

An examination of postsecondary crime data over the past decade reveals that the overall number of reported on-campus crimes was lower in 2018 than in 2009 (28,500 vs. 34,100 incidents; figure 13). In addition, the rate of crime, or the number of crimes per 10,000 FTE students, was also lower in 2018 than in 2009 (19.5 vs. 23.0 incidents per 10,000 FTE students). However, the number of reported forcible sex offenses on campus increased from 2,500 in 2009 to 12,300 in 2018 (a 383 percent increase).<sup>35</sup> Although changes in the reporting guidelines for forcible sex offenses in 2014<sup>36</sup> likely contributed to the largest single-year percentage increase in that year (36 percent, from 5,000 to 6,800), the number of reported forcible sex offenses on campus continued to increase steadily between 2014 and 2018, from 6,800 to 12,300 (an 82 percent increase, or an average increase of about 16 percent per year). (*Criminal Incidents at Postsecondary Institutions*)

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 race, ethnicity, religion, sexual orientation, gender, gender identity, or disability.<sup>37</sup>

In 2018, of the criminal incidents that occurred on the campuses of postsecondary institutions and were reported to police or security agencies, 814 incidents were classified as hate crimes. The three most common types of hate crimes reported by institutions were destruction, damage, and vandalism (345 incidents); intimidation (337 incidents); and simple assault (75 incidents; figure 14). (*Hate Crime Incidents at Postsecondary Institutions*)

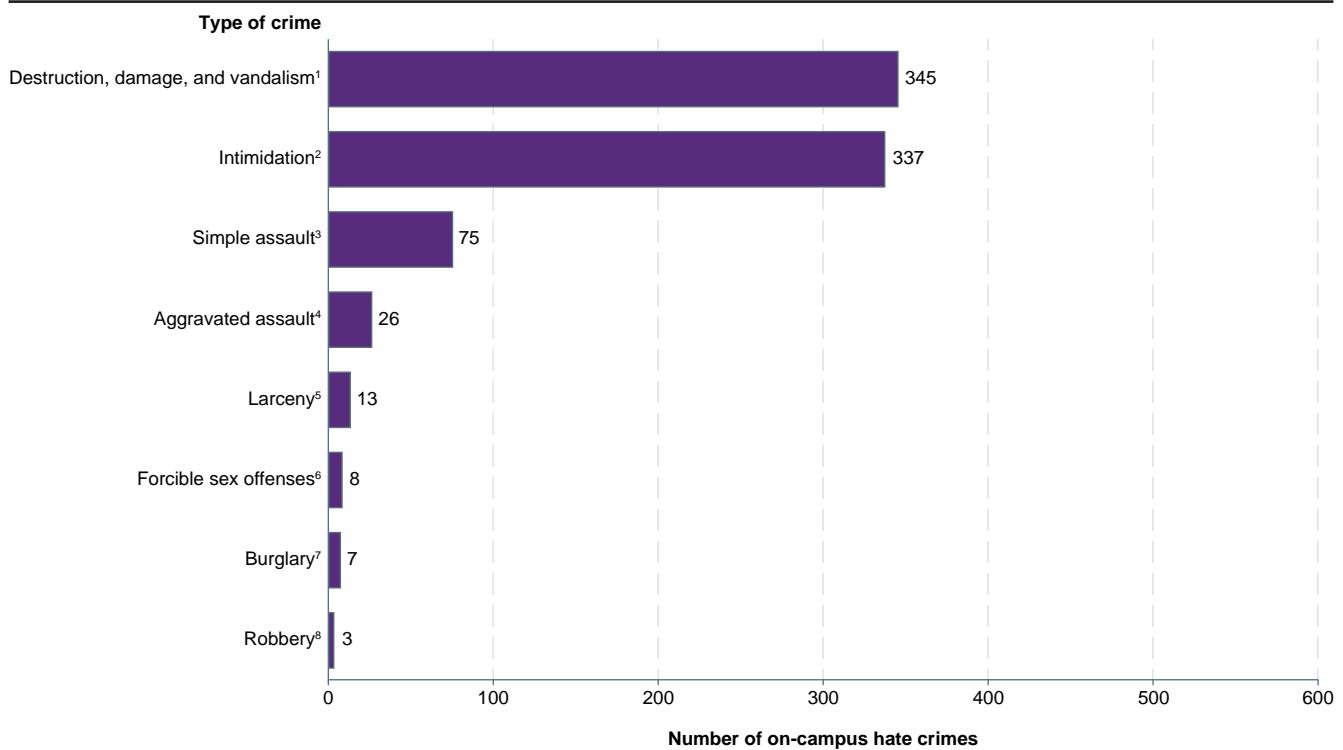
Race, sexual orientation, and religion were the top three categories of motivating bias associated with hate crimes at postsecondary institutions in 2018. Eighty percent of the total reported on-campus hate crimes in 2018 were motivated by these three categories of bias. Race was the motivating bias in 43 percent of reported hate crimes (347 incidents), while an additional 11 percent (88 incidents) were motivated by ethnicity. Sexual orientation was the motivating bias in 22 percent of reported hate crimes (176 incidents), and religion was the motivating bias in 16 percent of reported hate crimes (128 incidents). (*Hate Crime Incidents at Postsecondary Institutions*)

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<sup>35</sup> The rate for forcible sex offenses increased from 1.7 per 10,000 students in 2009 to 8.4 per 10,000 students in 2018.

<sup>36</sup> In years prior to 2014, schools only reported a total number of forcible sex offenses, with no breakouts for specific types of offenses. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses—rape and fondling—and these were added together to reach the total number of reported forcible sex offenses. For instance, 6,700 rapes and 5,600 fondling incidents were reported in 2018.

<sup>37</sup> In addition to reporting data on hate-related incidents for the seven types of crimes already specified in the *Clergy Act*, a 2008 amendment to the *Clergy Act* requires campuses to report hate-related incidents for four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

**Figure 14. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2018**

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

<sup>5</sup> Unlawful taking, carrying, leading, or riding away of property from the possession of another.

<sup>6</sup> Any sexual act directed against another person forcibly and/or against that person's will.

<sup>7</sup> Unlawful entry of a structure to commit a felony or theft.

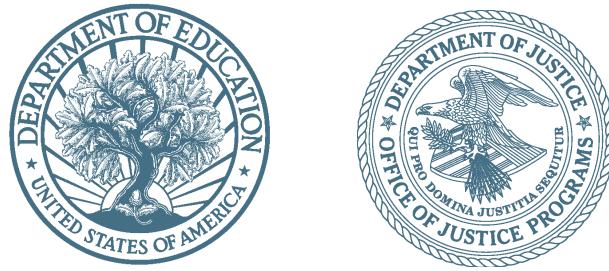
<sup>8</sup> Taking or attempting to take anything of value using actual or threatened force or violence.

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 *Clergy Act* data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff. There was no arson, murder, or motor vehicle theft classified as hate crime in 2018.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2018. See *Digest of Education Statistics* 2020, table 329.30.

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