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Indicators of School Crime and Safety: 2019

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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 22nd 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 is released primarily as a web-based report, and contents of the report can be viewed at <https://nces.ed.gov/programs/crimeindicators/index.asp>. 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 and international surveys of students, teachers, principals, and postsecondary institutions. Sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the 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 Survey, sponsored by CDC; the School Survey on Crime and Safety, Fast Response Survey System, *EDFacts*, and Early Childhood Longitudinal Study, Kindergarten Class of 2010–11, 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. The most recent data collection for each indicator varied by survey, from 2016 to 2019. 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, bullying and electronic bullying, school conditions, fights, weapons, availability and student use of drugs and alcohol, student perceptions of personal safety at school, and criminal incidents at postsecondary institutions. Indicators of crime and safety are compared across different population subgroups and over time. Data on crimes that occur away from school are offered as a point of comparison where available.

Key Findings

Preliminary data show that there were 42 school-associated violent deaths¹ from July 1, 2016, through June 30, 2017 (*Indicator 1*). In 2018, among students ages 12–18, there were about 836,100 total victimizations (theft² and nonfatal violent victimization³) at school⁴ and 410,200 victimizations away from school (*Indicator 2*). During the 2017–18 school year, 35 percent of public schools (28,700 schools) took at least one serious disciplinary action for specific offenses (*Indicator 18*). Of the 958 total hate crimes reported on college campuses in 2017, the most common type of hate crime was

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

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

³ "Violent victimization" includes rape, sexual assault, robbery, aggravated assault, and simple assault.

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

destruction, damage, and vandalism (437 incidents), followed by intimidation (385 incidents) and simple assault (83 incidents; *Indicator 22*).

The following key findings are drawn from brand new indicators in this edition of the report (*Spotlights 1 and 2* and *Indicator 11*) as well as from indicators with updated data (*Indicators 1, 2, 6, 7, 18, 19, 21, and 22*).

- During the 2017–18 school year, about 51 percent of public schools (or 42,200 schools) reported providing diagnostic mental health assessments to evaluate students for mental health disorders. Approximately 38 percent of public schools (or 31,500 schools) reported providing treatment to students for mental health disorders (*Spotlight 1*).
- During the 2017–18 school year, 52 percent of public schools reported that inadequate funding was a major limitation in their efforts to provide mental health services to students; 41 percent reported that inadequate access to licensed mental health professionals was a major limitation (*Spotlight 1*).
- During the 2017–18 school year, the percentage of public schools reporting that inadequate access to licensed mental health professionals was a major limitation in their efforts to provide mental health services to students was higher for traditional public schools (41 percent) than for public charter schools (28 percent; *Spotlight 1*).
- In spring 2016, physical conflicts among students and student bullying were the two most commonly reported school problems. Based school administrator reports, 25 percent of fifth-graders attended schools where physical conflicts among students occurred at least once a month, 24 percent attended schools where student bullying occurred at least once a month, 5 percent attended schools where theft occurred at least once a month, 5 percent attended schools where widespread disorder in classrooms occurred at least once a month, and 4 percent attended schools where vandalism of school property occurred at least once a month. Fifth-graders whose school administrators reported that certain school problems occurred at least once a month generally had lower scores in reading, mathematics, and science than did those whose school administrators reported that the problem never occurred (*Spotlight 2*).
- In spring 2016, crime in the neighborhood and selling or using drugs or excessive drinking in public were the two most commonly reported school neighborhood problems. Based on school administrator reports, 34 percent of fifth-graders attended schools where crime in the neighborhood was a problem, 31 percent attended schools where selling or using drugs or excessive drinking in public was a problem, 25 percent attended schools with violence in the neighborhood, 17 percent attended schools with gangs in the neighborhood, and 16 percent attended schools with tensions based on racial, ethnic, or religious differences in the neighborhood. For all five school neighborhood problems reported by school administrators, fifth-graders attending schools where these were a big problem or somewhat of a problem consistently had lower scores in reading, mathematics, and science than did those attending schools where these were not a problem (*Spotlight 2*).
- A total of 42 student, staff, and nonstudent school-associated violent deaths occurred between July 1, 2016, and June 30, 2017, which included 28 homicides, 13 suicides, and 1 legal intervention death⁵ (*Indicator 1*).
- Between July 1, 2016, and June 30, 2017, a total of 18 of the 1,587 homicides of school-age youth (ages 5–18) occurred at school.⁶ During the same period, 6 of the 2,186 total suicides of school-age youth occurred at school (*Indicator 1*).
- In school year 2018–19, there were 66 reported school shootings⁷ with casualties at public and private elementary and secondary schools, including 29 school shootings with deaths and 37 school shootings with injuries only (*Indicator 1*).
- In 2018, students ages 12–18 experienced 836,100 total victimizations (i.e., thefts and

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 elementary or secondary school, on the way to or from regular sessions at school, or while attending or traveling to or from a school-sponsored event.

⁷ “School shootings” include all 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, or day of the week. (An instance of threatening or attempting to shoot can be included even if no shots were fired.)

nonfatal violent victimizations) at school and 410,200 total victimizations away from school.⁸ These figures represent total victimization rates of 33 victimizations per 1,000 students at school, compared with 16 victimizations per 1,000 students away from school (*Indicator 2*).

- From 1992 to 2018, the total victimization rate and the rates of specific crimes—thefts and violent victimizations—declined for students ages 12–18, both at school and away from school (*Indicator 2*).
- During the 2017–18 school year, 80 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 incidents. During the same year, 47 percent of schools reported one or more incidents to the police, amounting to 422,800 incidents (*Indicator 6*).
- The percentages of public schools that recorded one or more incidents of violence, theft, or other crimes and that reported such incidents to the police were lower in 2017–18 than in every survey year between 1999–2000 and 2009–10. However, the percentage of schools that recorded serious violent incidents was higher in 2017–18 than in 2015–16 (21 vs. 15 percent; *Indicator 6*).
- The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 14 percent in 2017–18 (*Indicator 7*).
- In 2017–18, about 15 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school in 2017–18. Nine percent of public schools also reported that the school environment was affected by cyberbullying, and 8 percent of schools reported that staff resources were used to deal with cyberbullying (*Indicator 7*).
- In 2018, some 93 percent of lower secondary teachers in U.S. public schools reported that they were able to make expectations about student behavior clear quite a bit or a lot, 88 percent reported that they were able to get students to follow classroom rules quite a bit or a lot, 85 percent reported that they were able to control disruptive behavior in the classroom quite a bit or a lot, and 80 percent reported that they were able to calm a student who is disruptive or noisy quite a bit or a lot. These percentages were not measurably different from the respective OECD averages (*Indicator 11*).
- Among lower secondary teachers in public schools in the United States, 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 (*Indicator 11*).
- During the 2017–18 school year, 35 percent of public schools (28,700 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 or more days, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (*Indicator 18*).
- The percentage of public schools taking at least one serious disciplinary action was lower in 2017–18 than in 2003–04 across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years (*Indicator 18*).
- The percentage of public schools reporting the use of security cameras to monitor the school increased from 19 percent in 1999–2000 to 83 percent in 2017–18 (*Indicator 19*).
- The percentage of public schools that had a written plan in place for procedures to be performed in the event of an active shooter increased over time, from 79 percent in 2003–04 to 92 percent in 2017–18 (*Indicator 19*).
- The percentage of public schools that reported having one or more security staff present at school at least once a week increased from 42 percent in 2005–06 to 61 percent in 2017–18. In 2017–18, greater percentages of high schools (84 percent)

⁸ “Students” refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school.

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.

and middle schools (80 percent) reported having any security staff, compared with primary schools (51 percent; *Indicator 19*).

- In 2017, about 28,900 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent increase from 2016, when 28,400 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 19.3 in 2016 to 19.6 in 2017 (*Indicator 21*).
- The number of on-campus crimes reported in 2017 was lower than the number reported in 2001 for every category except forcible sex offenses, murder, and negligent manslaughter.

The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 10,400 in 2017 (a 372 percent increase; *Indicator 21*).

- In 2017, out of the 958 total hate crimes reported on college campuses, the most common type of hate crime was destruction, damage, and vandalism (437 incidents), followed by intimidation (385 incidents) and simple assault (83 incidents). These were also the three most common types of hate crimes reported by institutions from 2010 to 2016 (*Indicator 22*).
- Race, religion, and sexual orientation were the categories of motivating bias most frequently associated with hate crimes at postsecondary institutions in 2017 (*Indicator 22*).

Foreword

Indicators of School Crime and Safety: 2019 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 22nd 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 2019 edition of *Indicators of School Crime and Safety* includes the most recent available data, compiled from a number of statistical data sources supported by the federal government. Such sources include results from the School-Associated Violent Death Surveillance System, sponsored by the U.S. Department of Education, the U.S. Department of Justice, and the Centers for Disease Control and Prevention (CDC); the National Vital Statistics System, sponsored by CDC; the 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 Survey, sponsored by CDC; the School Survey on Crime and Safety, Fast Response Survey System, *EDFacts*, and Early Childhood Longitudinal Study, Kindergarten Class of 2010–11, 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 released primarily as a web-based report, and contents of the report can be viewed at <https://nces.ed.gov/programs/crimeindicators/index.asp>. 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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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*. This report is released primarily as a web-based report, and contents of the report can be viewed at <https://nces.ed.gov/programs/crimeindicators/index.asp>.

Purpose and Organization of This Report

Indicators of School Crime and Safety: 2019 is the 22nd 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 generally 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: 2019 is organized into sections that delineate specific concerns to readers. The sections cover violent deaths; nonfatal student victimization; school environment; fights, weapons, and illegal substances; fear and avoidance; discipline, safety, and security practices; and postsecondary campus safety and security. This year's report also includes a spotlight section on topics related to mental health services provided by public schools and school and school neighborhood problems. 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 nine indicators: violent deaths at school and away from school and school shootings (*Indicator 1*); incidence of victimization at school and away from school (*Indicator 2*); violent and other criminal incidents recorded by public schools and those reported to the police (*Indicator 6*); discipline problems reported by public schools (*Indicator 7*); teachers' reports on managing classroom behaviors (*Indicator 11*); serious disciplinary actions taken by public schools (*Indicator 18*); safety and security practices at public schools (*Indicator 19*); criminal incidents at postsecondary institutions (*Indicator 21*); and hate crime incidents at postsecondary institutions (*Indicator 22*). This edition of the report also contains partial updates of two additional indicators: students' reports of hate-related words and hate-related graffiti and schools' reports of hate crimes (*Indicator 9*); and students carrying weapons on school property and anywhere and students' access to firearms

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.

(*Indicator 13*). In addition, this report includes two spotlight indicators: prevalence of mental health services provided by public schools and limitations in schools' efforts to provide mental health services (*Spotlight 1*); and school and school neighborhood problems (*Spotlight 2*).

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

Data

The indicators in this report are based on information drawn from a variety of independent data sources, including national 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 Centers for Disease Control and Prevention, the Office of Postsecondary Education, the Center for Homeland Defense and Security of the U.S. Department of Defense, 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 19* and *20* report data on selected security and safety measures used in schools. *Indicator 19* uses data collected from a survey of public school principals about safety and security practices used in their schools during the 2017–18 school year. The schools range from primary through high schools. *Indicator 20*, however, uses data collected from 12- through 18-year-old students residing in a sample of households. These students were asked whether they observed selected safety and security measures in their school in 2017; however, they may

not have known whether, in fact, the security measure was present. In addition, different indicators contain various approaches to the analysis of school crime data and, therefore, will show different perspectives on school crime. For example, both *Indicators 2* and *3* report data on theft and violent victimization at school based on the National Crime Victimization Survey and the School Crime Supplement to that survey, respectively. While *Indicator 2* examines the number of incidents of victimization, *Indicator 3* examines the percentage or prevalence of students who reported victimization. Finally, some indicators in this report are based on data from different sources than have been used in previous *Indicators* reports. This is due to data availability or efforts to improve analytic methodology or comparability. Table A provides a summary of some of the variations in the design and coverage of sample surveys used in this report.

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

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

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

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

The appearance of an "!" symbol (Interpret data with caution) in a table or figure indicates a data cell with a high ratio of standard error to estimate, alerting the reader to use caution when interpreting such data.

These estimates are still discussed, however, when statistically significant differences are found despite large standard errors.

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the comparison being tested. The primary test procedure used in this report was Student's *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. Linear trend tests were used to examine changes in percentages over a range of values such as time or age. Linear trend tests allow one to examine whether, for example, the percentage of students who reported using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with age. When differences among percentages were examined relative to a variable with ordinal categories (such as grade), analysis of variance (ANOVA) was used to test for a linear relationship between the two variables. Results of significance testing might differ slightly from those published elsewhere based on differences in how the testing was performed.

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

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

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

Survey	Sample	Year of survey	Reference time period	Indicators
Campus Safety and Security Survey	All postsecondary institutions that receive Title IV funding	2001 through 2017 annually	Calendar year	21, 22
Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011)	Students enrolled in kindergarten in the 2010–11 school year	2016	Spring 2016	Spotlight 2
EDFacts	All students in K–12 schools	2009–10 through 2017–18 annually	Incidents during the school year	13
Fast Response Survey System (FRSS)	Public primary, middle, and high schools ¹	2013–14	2013–14 school year	7, 19
K–12 School Shooting Database	Universe	1970 through 2019 continuous	Incidents during the school year ²	1
National Crime Victimization Survey (NCVS)	Individuals ages 12 or older living in households and group quarters	1992 through 2018 annually	Interviews conducted during the calendar year ³	2
National Vital Statistics System (NVSS)	Universe	1992 through 2017 continuous	July 1 through June 30	1
The School-Associated Violent Death Surveillance System (SAVD-SS)	Universe	1992 through 2017 continuous	July 1 through June 30	1
School Crime Supplement (SCS) to the National Crime Victimization Survey	Students ages 12–18 enrolled in public and private schools during the school year	1995, 1999, and 2001 through 2017 biennially	Incidents during the previous 6 months	3
			Incidents during the school year ⁴	8, 9, 10, 13, 16, 17, 20
School Survey on Crime and Safety (SSOCS)	Public primary, middle, and high schools ¹	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18	1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 school years	6, 7, 9, 18, 19, Spotlight 1
Teaching and Learning International Survey (TALIS)	Lower secondary teachers and school principals	2018	September 2017 to January 2018, or January to July 2018	11
Youth Risk Behavior Surveillance System (YRBSS)	Students enrolled in grades 9–12 in public and private schools at the time of the survey	1993 through 2017 biennially	Incidents during the previous 12 months	4, 10, 12
			Incidents during the previous 30 days	13, 14, 15

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

² The database provides the exact date on which a certain shooting incident occurred, which allows this report to present data on a school-year basis.

³ Respondents in the NCVS are interviewed every 6 months and asked about incidents that occurred in the past 6 months.

⁴ For data collections prior to 2007, the reference period was the previous 6 months. The reference period for 2007 and beyond was the school year. Cognitive testing showed that estimates from 2007 and beyond are comparable to previous years. For more information, see appendix A.

Spotlights

Spotlight 1

Prevalence of Mental Health Services Provided by Public Schools and Limitations in Schools' Efforts to Provide Mental Health Services

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Spotlight 2

School and School Neighborhood Problems

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Spotlight 1

Prevalence of Mental Health Services Provided by Public Schools and Limitations in Schools' Efforts to Provide Mental Health Services

During the 2017–18 school year, about 51 percent of public schools (or 42,200 schools) reported providing diagnostic mental health assessments to evaluate students for mental health disorders. Approximately 38 percent of public schools (or 31,500 schools) reported providing treatment to students for mental health disorders.

It is estimated that, among children under 18 years old in the United States, approximately 16.5 percent had at least one mental health disorder. Of these children, about 49.4 percent did not receive needed treatment or counseling from a mental health professional (Whitney and Peterson 2019). Studies also show that school mental health resources may facilitate mental health service use for children with mental health disorders (Green et al. 2013).

Using the 2017–18 School Survey on Crime and Safety (SSOCS) data, this spotlight examines the prevalence of mental health services in schools, as well as the limitations on schools' efforts to provide mental health services. In addition, this spotlight discusses whether the prevalence of mental health services in schools and the limitations on schools' efforts

to provide mental health services vary according to school characteristics. The 2017–18 SSOCS asked whether and where schools provided two types of mental health services: diagnostic mental health assessments² to evaluate students for mental health disorders³ and treatment⁴ for mental health disorders. The 2017–18 SSOCS also asked about the extent to which various factors limited schools' efforts to provide mental health services to students.⁵ For each factor, respondents could choose from the response options "limits in major way," "limits in minor way," and "does not limit." In this spotlight, the discussion regarding limitations on schools' efforts to provide mental health services focuses on the responses indicating that a particular factor limits such efforts in a major way.

² A diagnostic mental health assessment refers to an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Mental health professionals were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

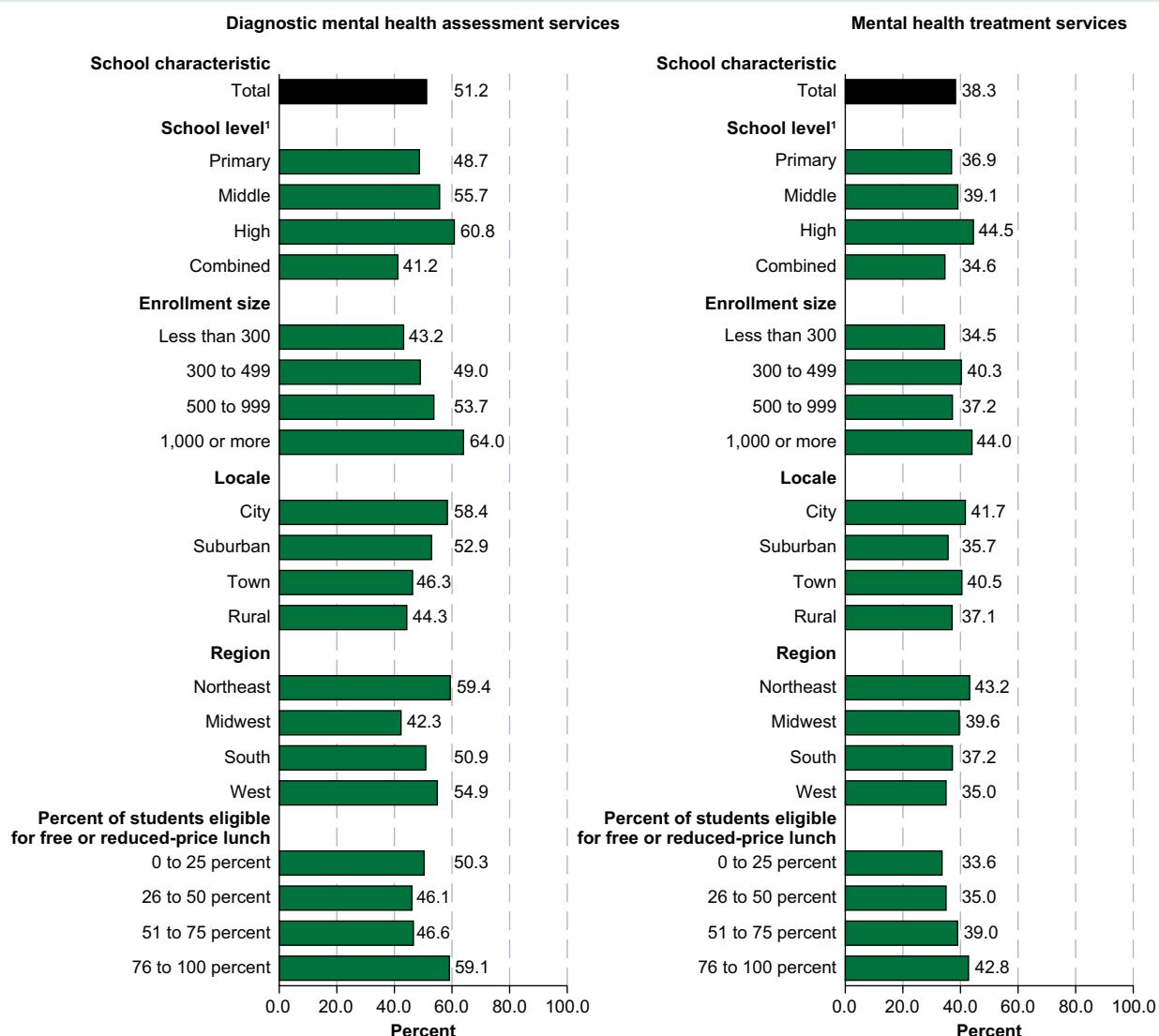
³ Mental health disorders refer to, collectively, all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

⁴ Treatment is defined as a clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.

⁵ These seven limiting factors were included in the survey: Inadequate access to licensed mental health professionals; Inadequate funding; Potential legal issues for school or district; Concerns about reactions from parents; Lack of community support for providing mental health services to students; Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students; Reluctance to label students with mental health disorders to avoid stigmatizing the child.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S1.1 and S1.2.

Figure S1.1. Percentage of public schools providing diagnostic mental health assessments and treatment to students, by selected school characteristics: 2017–18



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. Combined schools include all other combinations of grades, including K–12 schools.

NOTE: A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Mental health professionals were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors. Mental health disorders refer to, collectively, all diagnosable mental 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. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

During the 2017–18 school year, about 51 percent of public schools (or 42,200 schools) reported providing diagnostic mental health assessment services to evaluate students for mental health disorders (hereafter referred to as “diagnostic services”; figure S1.1 and table S1.1). In contrast, fewer public schools (38 percent, or 31,500 schools) offered mental health treatment services to students for mental health disorders (hereafter referred to as “treatment services”).

The percentages of public schools providing either diagnostic services or treatment services varied by school characteristics. For example, a greater percentage of high schools (61 percent) reported providing diagnostic services than did middle (56 percent), primary (49 percent), or combined schools⁶ (41 percent). The percentage providing diagnostic services was also higher for middle schools than for primary and combined schools. Similarly, a greater percentage of high schools (45 percent) reported providing treatment services than did middle (39 percent) and primary schools (37 percent).

The percentages of public schools providing either diagnostic services or treatment services were generally higher for schools with larger enrollment sizes. In terms of the provision of treatment services, the percentage providing these services was higher for those with an enrollment size of 1,000 or more students (44 percent) than for those with 500 to 999 students enrolled (37 percent) and those with less than 300 students enrolled (35 percent).

Figure S1.1 also shows differences in the percentages of public schools by school locale and region of the country in the provision of diagnostic services or treatment services. The percentage of public schools that reported providing diagnostic services was higher for schools in cities (58 percent) than for schools in towns (46 percent) and in rural areas (44 percent).

The percentage providing diagnostic services was also higher for schools in suburban areas (53 percent) than for schools in rural areas. A lower percentage of schools in the Midwest (42 percent) reported providing diagnostic services than did schools in the other three regions. There were fewer measurable differences in the percentages of public schools that reported offering treatment services by school locale and region. The percentage of public schools providing treatment services was higher for schools in cities (42 percent) than for those in suburban areas (36 percent); the percentage was also higher for schools in the Northeast (43 percent) than for schools in the West (35 percent).

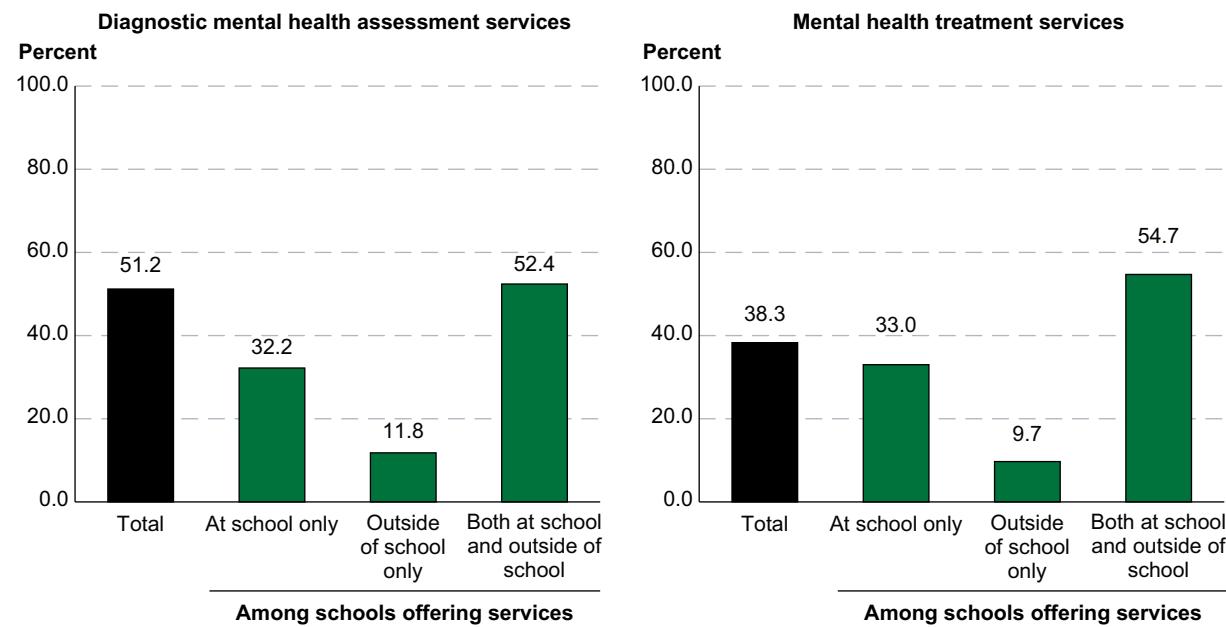
Differences in the percentage of public schools providing diagnostic services were observed by percentage of minority students enrolled at the school and percentage of students eligible for free or reduced-price lunch (FRPL) at the school. The percentage of public schools that provided diagnostic services was lower for schools with a minority student enrollment of 25 percent or less (43 percent) than for schools with a minority student enrollment of greater than 25 percent (ranging from 52 to 58 percent).⁷ Additionally, when looking at schools by poverty level, a higher percentage of schools where 76 percent or more of the students were eligible for FRPL (59 percent) provided diagnostic services than did schools where 75 percent or less of students were eligible for FRPL (ranging from 46 to 50 percent).

Differences in the percentage of public schools providing treatment services were observed by percentage of students eligible for FRPL, but not by percentage of minority enrollment. Lower percentages of schools in which 25 percent or less and 26 to 50 percent of students were eligible for FRPL provided treatment services (34 percent and 35 percent, respectively) than schools in which 76 percent or more of the students were eligible for FRPL (43 percent).

⁶ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.

⁷ Minority student enrollment refers to the combined percentage enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races.

Figure S1.2. Percentage of public schools providing diagnostic mental health assessments and treatment to students and, among schools providing these services, percentage providing them at school and outside of school: 2017–18



NOTE: A diagnostic mental health assessment refers to an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Mental health professionals were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors. Mental health disorders refer to, collectively, all diagnosable mental 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. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Percentages do not sum to 100 percent because some schools reported providing assessments or treatment but did not specify the location at which these services were provided.

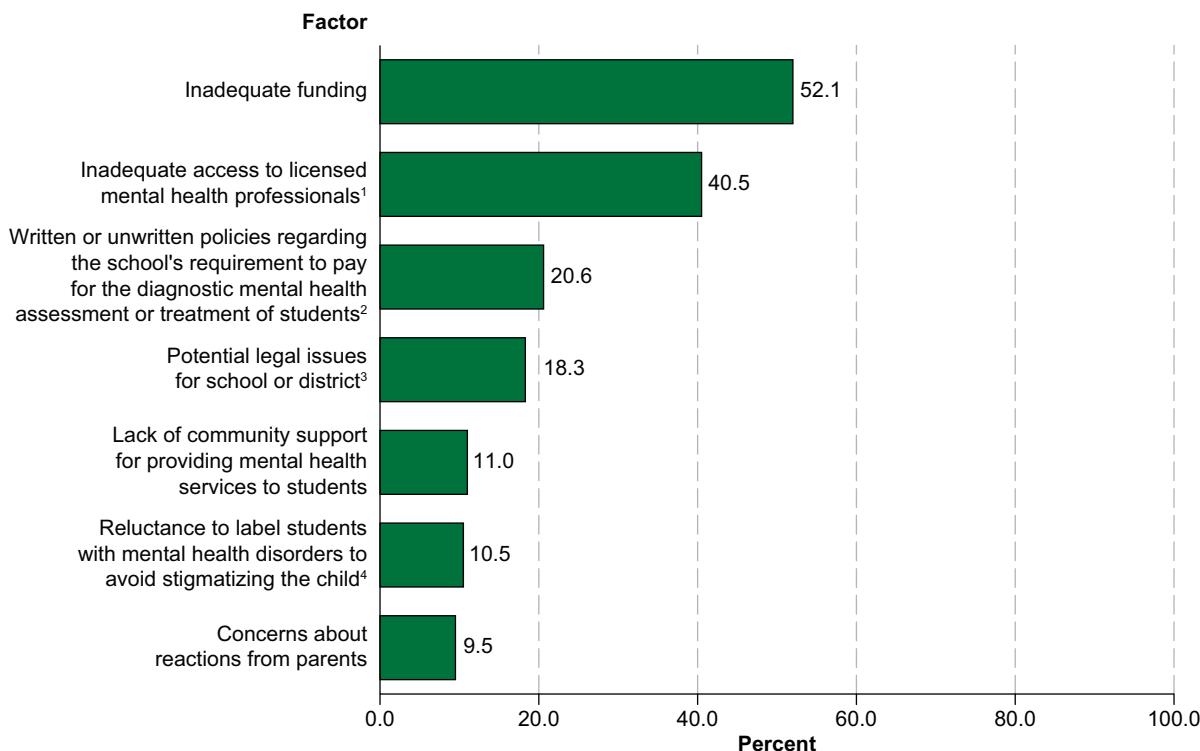
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

The 2017–18 SSOCS also collected information on where schools provided mental health services. Among schools providing diagnostic services, 52 percent provided diagnostic services both at school and outside of school. A higher percentage of schools provided diagnostic services at school only (32 percent) than provided diagnostic services outside

of school only (12 percent; figure S1.2 and table S1.1).⁸ Similarly, among schools providing treatment services, 55 percent provided treatment services both at school and outside of school. A higher percentage of schools provided treatment services at school only (33 percent) than provided treatment services outside of school only (10 percent).

⁸ Percentages do not sum to 100 percent because some schools reported providing assessments or treatment but did not specify the location at which these services were provided. For at school and outside of school, mental health services were provided by a school-employed or -contracted mental health professional.

Figure S1.3. Percentage of public schools reporting that various factors were major limitations in their efforts to provide mental health services to students: 2017–18



¹Licensed mental health professionals may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

²A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder.

³Examples of legal issues provided to respondents were malpractice, insufficient supervision, and confidentiality.

⁴Mental health disorders refer to, collectively, all diagnosable mental 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.

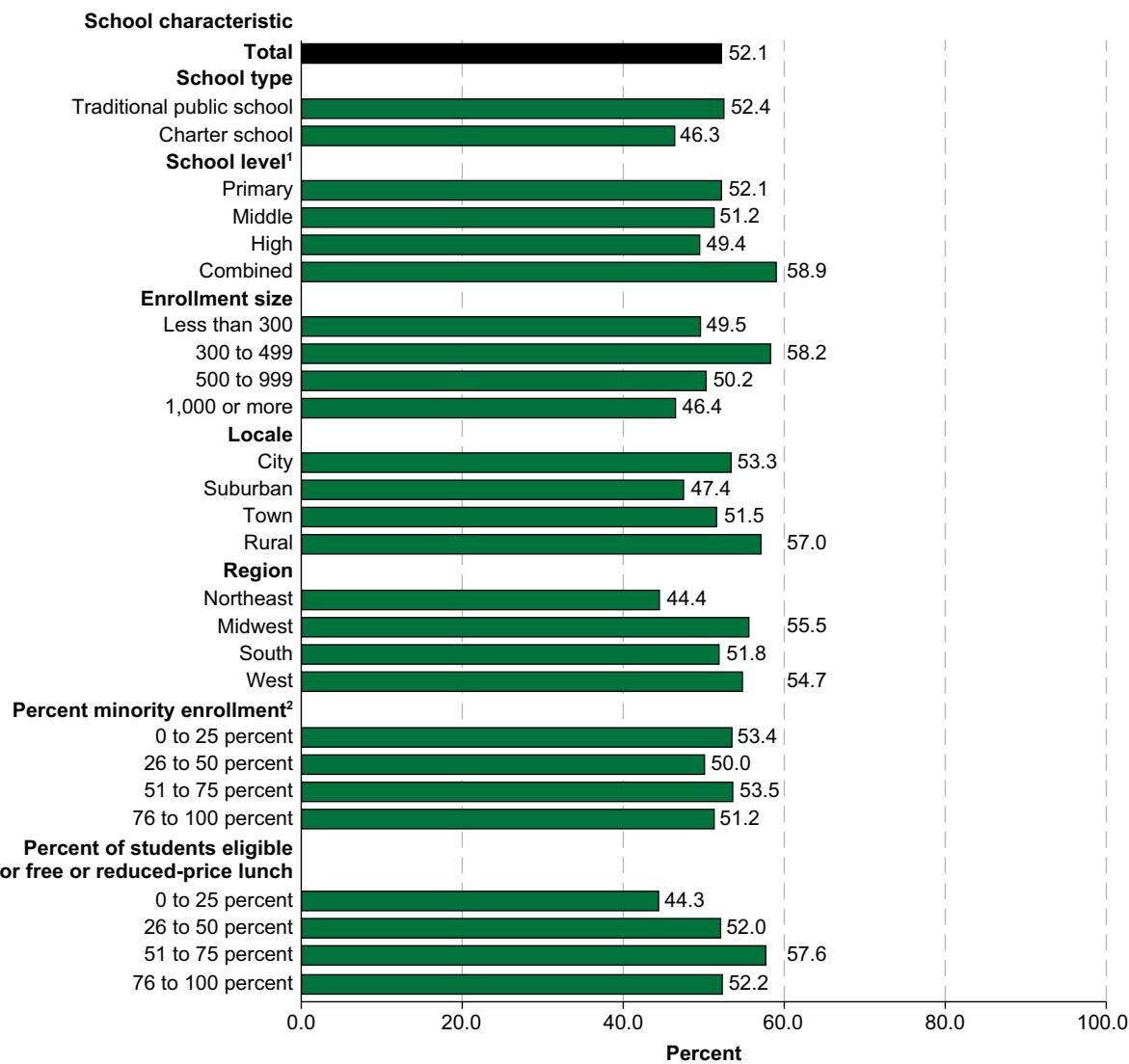
NOTE: Respondents were asked to indicate the extent to which each factor limited the school's efforts to provide mental health services to students. For each factor, they could select "limits in major way," "limits in minor way," or "does not limit." Estimates in this figure represent only those schools reporting that a factor limited their efforts in a major way. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Providing mental health services in a school setting can be difficult. Weist et al. (2012) reported that challenges in offering school mental health services may arise due to ineffective instructional delivery, lack of administrative support, inadequate staffing, budget needs, and lack of regular feedback on the implementation and effectiveness of programs. The 2017–18 SSOCS collected data on limitations in public schools' efforts to provide mental health services regardless of whether the school actually

provided mental health services. Figure S1.3 shows that the majority of schools (52 percent) reported their efforts to provide mental health services to students were limited in a major way by inadequate funding. Another 41 percent reported inadequate access to licensed mental health professionals as a major limitation. The reported rates for other categories of major limitations are shown in Figure S1.3 and Table S1.2.

Figure S1.4. Percentage of public schools reporting inadequate funding limited in a major way their efforts to provide mental health services to students, by selected school characteristics: 2017–18



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. 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: Respondents were asked to indicate the extent to which each factor limited the school's efforts to provide mental health services to students. For each factor, they could select "limits in major way," "limits in minor way," or "does not limit." Estimates in this figure represent only those schools reporting that a factor limited their efforts in a major way. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Licensed mental health professionals may include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

The types of factors that schools reported as limiting their efforts to provide mental health services varied by school characteristics. This spotlight focuses on the top two limiting factors, (1) inadequate funding and (2) inadequate access to licensed mental health professionals, and examines differences by school characteristics in the percentages of public schools citing each factor as limiting in a major way their efforts to provide mental health services.

The percentage of public schools reporting that inadequate funding limited their efforts in a major way was higher for schools with an enrollment size of 300 to 499 students (58 percent) than for schools with enrollment sizes of 500 to 999 students (50 percent) and 1,000 or more students (46 percent; figure S1.4 and table S1.2). Inadequate funding was reported as a major limitation similarly across locales except that schools in rural areas (57 percent) were more likely to report this than schools in suburban areas (47 percent). Further, there were few differences between regions of the country, with only schools in the Northeast (44 percent) reporting a lower rate than schools in the West and the Midwest (55 and 56 percent, respectively). Similarly, the only

difference by student FRPL eligibility was that a lower percentage of schools with 25 percent or less of students eligible (44 percent) reported inadequate funding as a major limitation, compared with schools where 51 to 75 percent of their students were eligible (58 percent).

Patterns in the percentages of public schools reporting limitations due to inadequate access to licensed mental health professionals by locale, region, and student FRPL eligibility were similar to those observed for the percentages of schools reporting inadequate funding. Different patterns in the percentages of schools reporting these limitations were observed for other school characteristics. For example, traditional public schools (41 percent) were more likely to report inadequate access to licensed mental health professionals as a major limitation than public charter schools (28 percent), and combined and primary schools (48 and 42 percent, respectively) were more likely to report this than high schools (35 percent; table S1.2). Schools with an enrollment size of 1,000 or more students (32 percent) were less likely to report this as a problem than smaller-sized schools.

Spotlight 2

School and School Neighborhood Problems

In spring 2016, when most fall 2010 first-time kindergartners were in fifth grade, 34 percent of these students had school administrators who reported that crime in the neighborhood was a problem, and 31 percent had school administrators who reported that selling or using drugs or excessive drinking in public in the neighborhood was a problem. Students attending schools in neighborhoods where these issues were a big problem or somewhat of a problem consistently had lower scores in reading, mathematics, and science than did those attending schools without these problems.

Prior research has found that a school environment where bullying, victimization, and violence are prevalent could have a negative impact on student achievement and, ultimately, secondary school completion and student well-being (Kutsyuruba, Klinger, and Hussain 2015). School order and discipline are also associated with student engagement and satisfaction, and this relationship holds true for students from different demographic backgrounds and levels of academic performance (Zullig, Huebner, and Patton 2011). However, few school safety studies have specifically focused on elementary school students or on the environment of the neighborhood surrounding the school.

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provides comprehensive data about students' early learning and development. The latest round of data collection was administered in spring 2016 (ECLS-K:11/16), when the majority of fall 2010 first-time kindergartners were in fifth grade.⁹ Using this latest data collection, this spotlight explores certain problems occurring both at school and in the school's neighborhood. First, this spotlight examines the prevalence of school and school neighborhood problems overall and in relation to student, family, and school characteristics. Next, it discusses the relationships between the extent of these problems and fifth-graders' academic scores. Finally, this spotlight examines the relationships between these problems and fifth-graders' positive feelings about school.

⁹ In this spotlight, fall 2010 first-time kindergartners are referred to as "fifth-graders," even if they were enrolled in a different grade in the spring of 2016. In spring 2016 most of the fall 2010 first-time kindergartners were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Off-grade status could relate to many of the variables explored in this report, which is a consideration the reader should keep in mind.

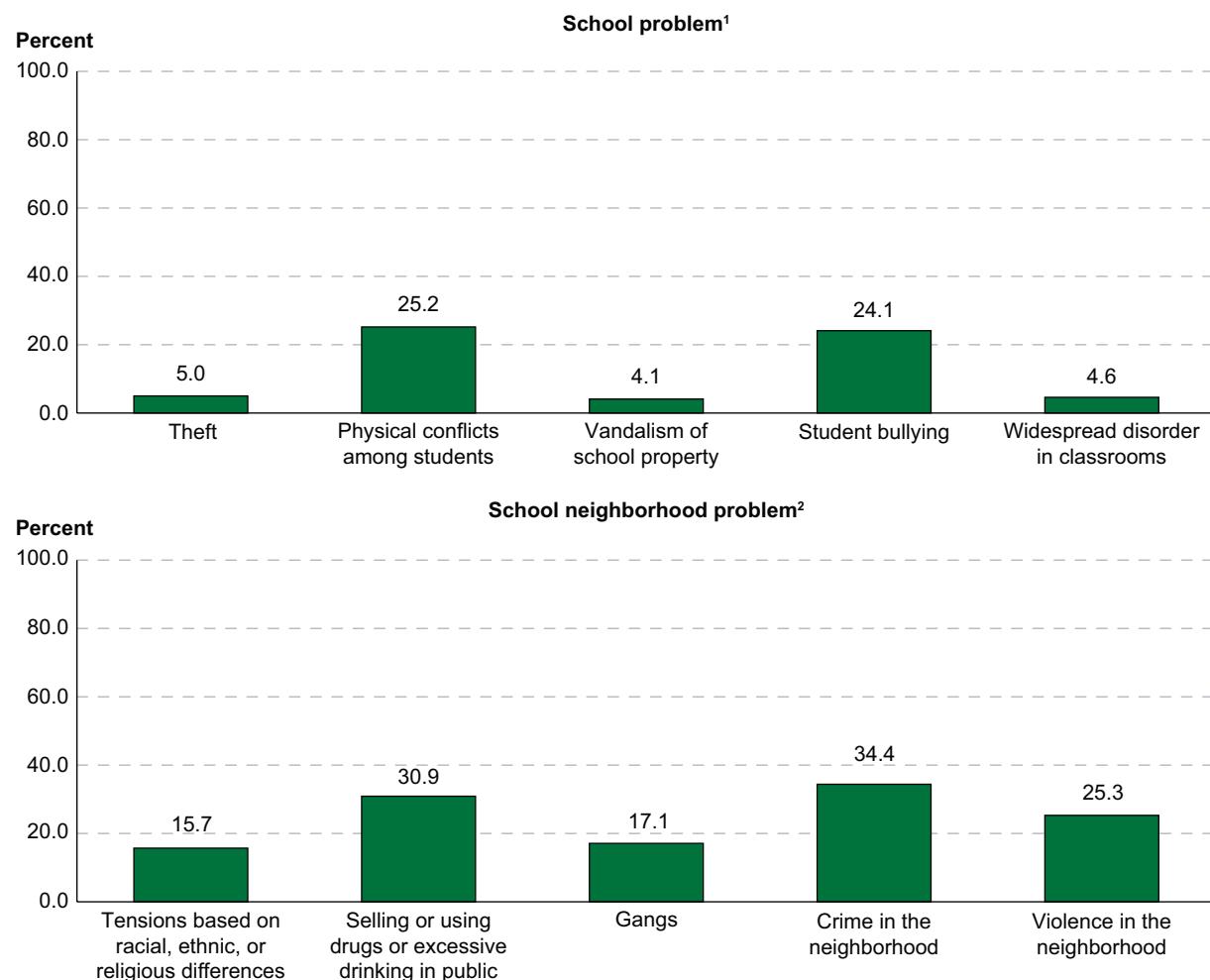
In ECLS-K:11/16, information on school and school neighborhood problems was collected from school administrators in spring 2016. School problems included theft, physical conflicts among students, vandalism of school property, student bullying, and widespread disorder in classrooms. For each school problem, the school administrator could select one response to indicate the frequency of the occurrence at school. In this spotlight, the percentages for three responses—"daily," "at least once a week," and "at least once a month"—are combined into the category "at least once a month," while "on occasion" and "never" are presented as discrete response options.

School administrators were also asked to report on specific school neighborhood problems. These included tensions based on racial, ethnic, or religious differences; selling or using drugs or excessive drinking in public; presence of gangs; crime in the neighborhood; and violence in the neighborhood. School administrators were asked the extent of each school neighborhood problem and could choose one of four responses—"big problem," "somewhat of a problem," "no problem," or "don't know."¹⁰ This spotlight combines the percentages for those reporting "big problem" and "somewhat of a problem" and refers to this combined category as the percentage of fifth-graders whose school administrator reported that a certain issue "was a problem" in the school neighborhood.

This spotlight indicator features data on a selected issue of current policy interest. For more information: Tables S2.1, S2.2, and S2.3.

¹⁰ For each reported school neighborhood problem, the percentage of fifth-graders whose school administrators selected the explicit "don't know" option ranged from 10 to 13 percent.

Figure S2.1. Percentage of fifth-graders whose school administrator reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood: Spring 2016



¹ For each problem, the school administrator could select only one response indicating how often the problem occurred at school. This figure shows the combined percentages for three responses—"happens daily," "happens at least once a week," and "happens at least once a month."

² For each problem, the school administrator could choose only one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure shows the combined percentages for "big problem" and "somewhat of a problem."

NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms).

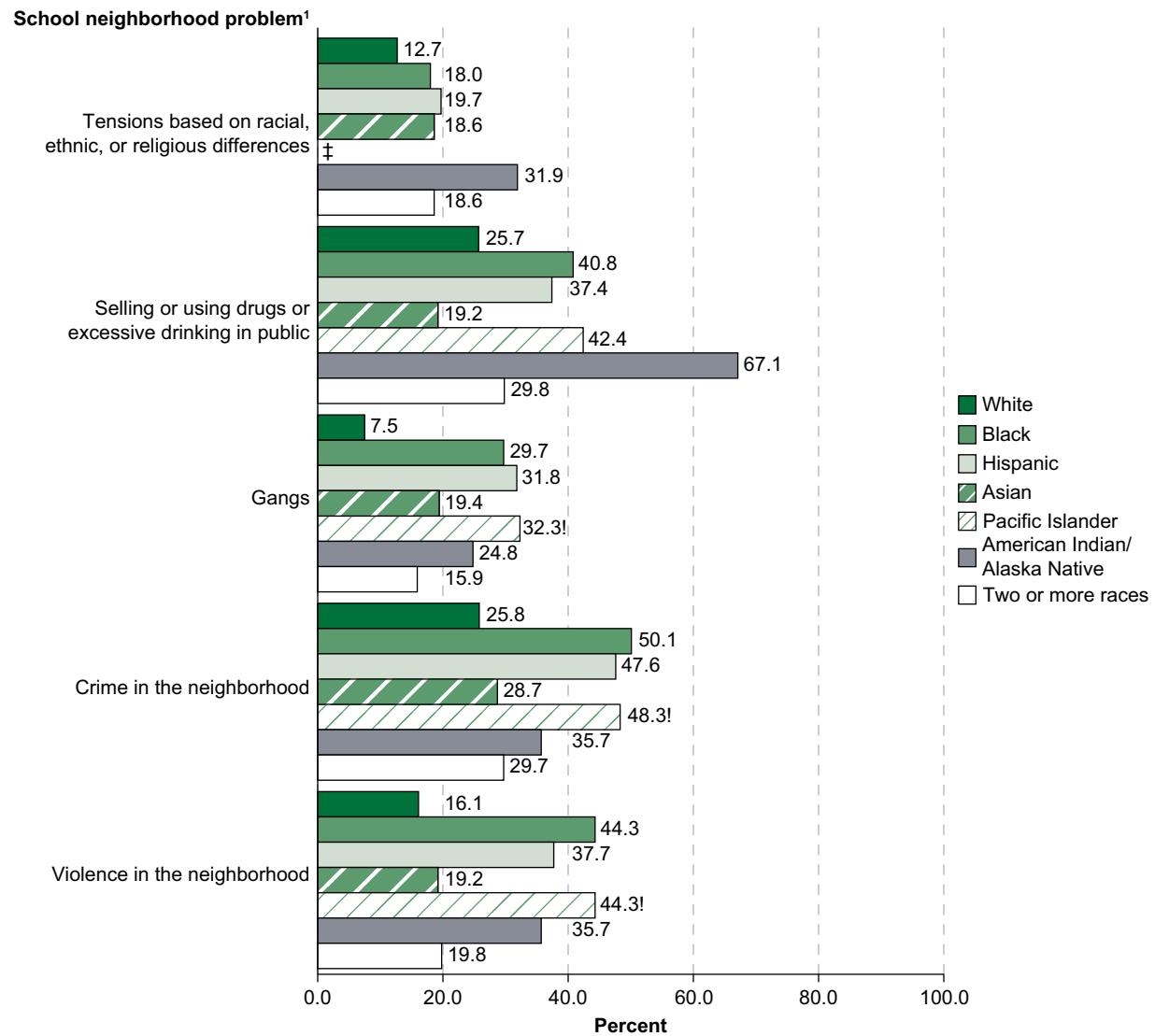
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Restricted-Use Data File.

Prevalence of school and school neighborhood problems

In spring 2016, physical conflicts among students and student bullying were the two most commonly reported school problems. Based on school administrator

reports, 25 percent of fifth-graders attended schools where physical conflicts among students occurred at least once a month, and 24 percent attended schools where student bullying occurred at least once a month (figure S2.1 and table S2.1).

Figure S2.2. Percentage of fifth-graders whose school administrator reported selected problems in the school's neighborhood, by student race/ethnicity: Spring 2016



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 For each problem, the school administrator could only choose one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure shows the combined percentages for "big problem" and "somewhat of a problem."

NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data.

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

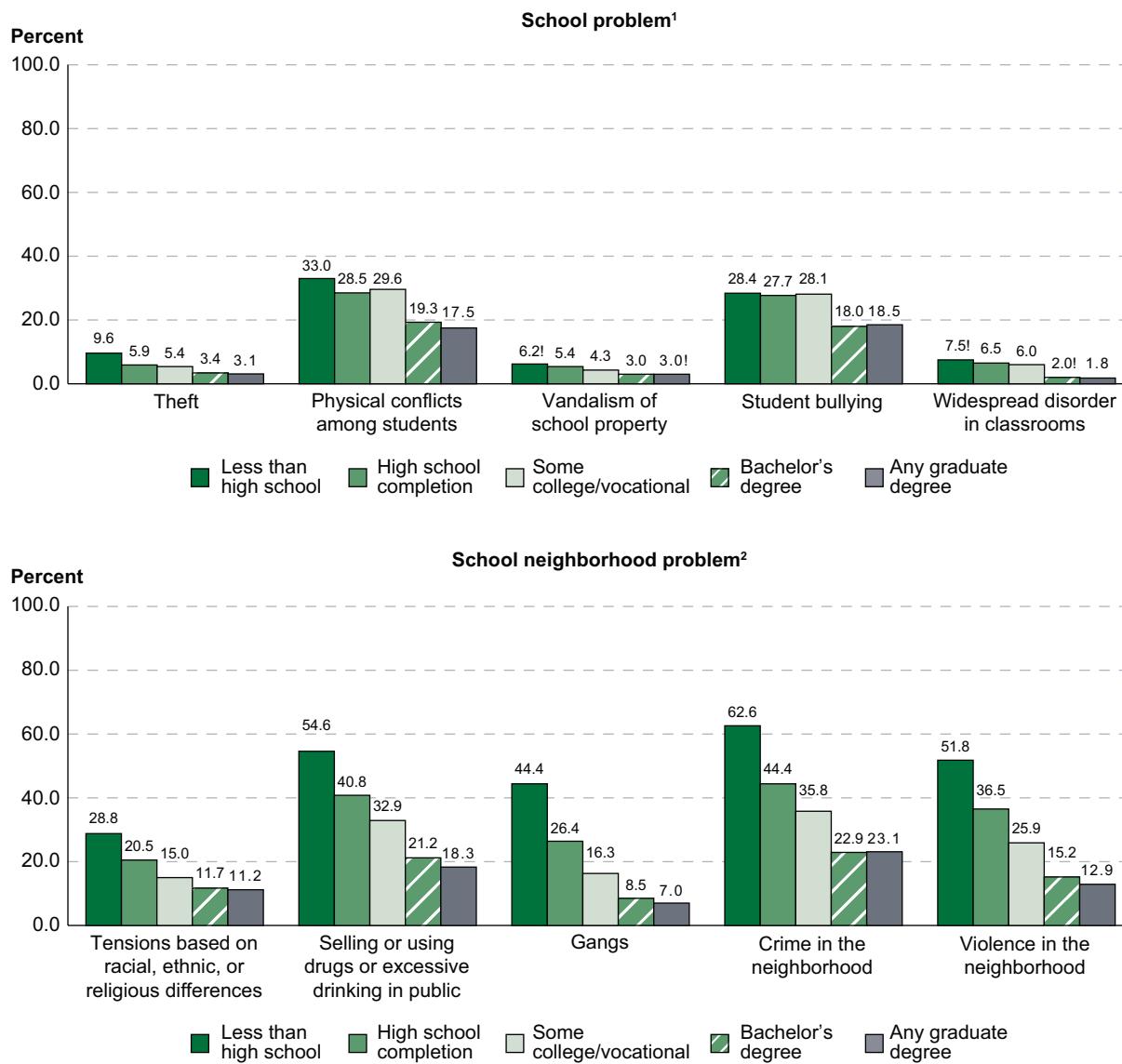
School administrators were also asked to report the prevalence of five problems in the neighborhood where the school is located. Crime in the neighborhood and selling or using drugs or excessive drinking in public were the two most commonly reported school neighborhood problems. Based on school administrator reports, 34 percent of fifth-graders attended schools where crime in the neighborhood was a problem, 31 percent attended schools where selling or using drugs or excessive drinking in public was a problem, 25 percent attended schools with violence in the neighborhood, 17 percent attended schools with gangs in the neighborhood, and 16 percent attended schools with tensions based on racial, ethnic, or religious differences in the neighborhood.

In spring 2016, the percentages of fifth-graders whose school administrators reported school and school neighborhood problems varied by student race/ethnicity. For instance, 36 percent of Black fifth-graders attended schools where physical conflicts among students occurred at school at least once a month, compared with 25 percent of Hispanic fifth-graders, 24 percent of fifth-graders of Two or more races, 23 percent of White fifth-graders, and 13 percent of Asian fifth-graders (table S2.1). Some

67 percent of American Indian/Alaska Native fifth-graders attended schools with the neighborhood problem of individuals selling or using drugs or excessive drinking in public. This was higher than the percentages for most other groups, ranging from 19 percent for Asian fifth-graders to 41 percent for Black fifth-graders; the only exception was that the percentage was not measurably different between American Indian/Alaska Native and Pacific Islander fifth-graders. Likewise, a higher percentage of American Indian/Alaska Native fifth-graders (32 percent) attended schools with the neighborhood problem of tensions based racial, ethnic, or religious differences than did fifth-graders of all other racial/ethnic groups (figure S2.2 and table S2.1).

For each of the five reported school problems, a higher percentage of fifth-graders living in mother-only households had school administrators who reported the problem than did fifth-graders living in two-parent households. Similarly, higher percentages of fifth-graders living in mother-only households than of those living in two-parent households attended schools with the neighborhood problems of crime (42 vs. 32 percent), selling or using drugs or excessive drinking in public (38 vs. 29 percent), violence (31 vs. 23 percent), or gangs (23 vs. 15 percent; table S2.1).

Figure S2.3. Percentage of fifth-graders whose school administrator reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood, by parents' highest level of education: Spring 2016



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

¹ For each problem, the school administrator could select only one response indicating how often the problem occurred at school. This figure shows the combined percentages for three responses—"happens daily," "happens at least once a week," and "happens at least once a month."

² For each problem, the school administrator could only choose one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure shows the combined percentages for "big problem" and "somewhat of a problem."

NOTE: Estimates weighted by W9C29P_9790. Estimates pertain to a sample of children who were enrolled in Kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents. Although rounded numbers are displayed, the figures are based on unrounded data.

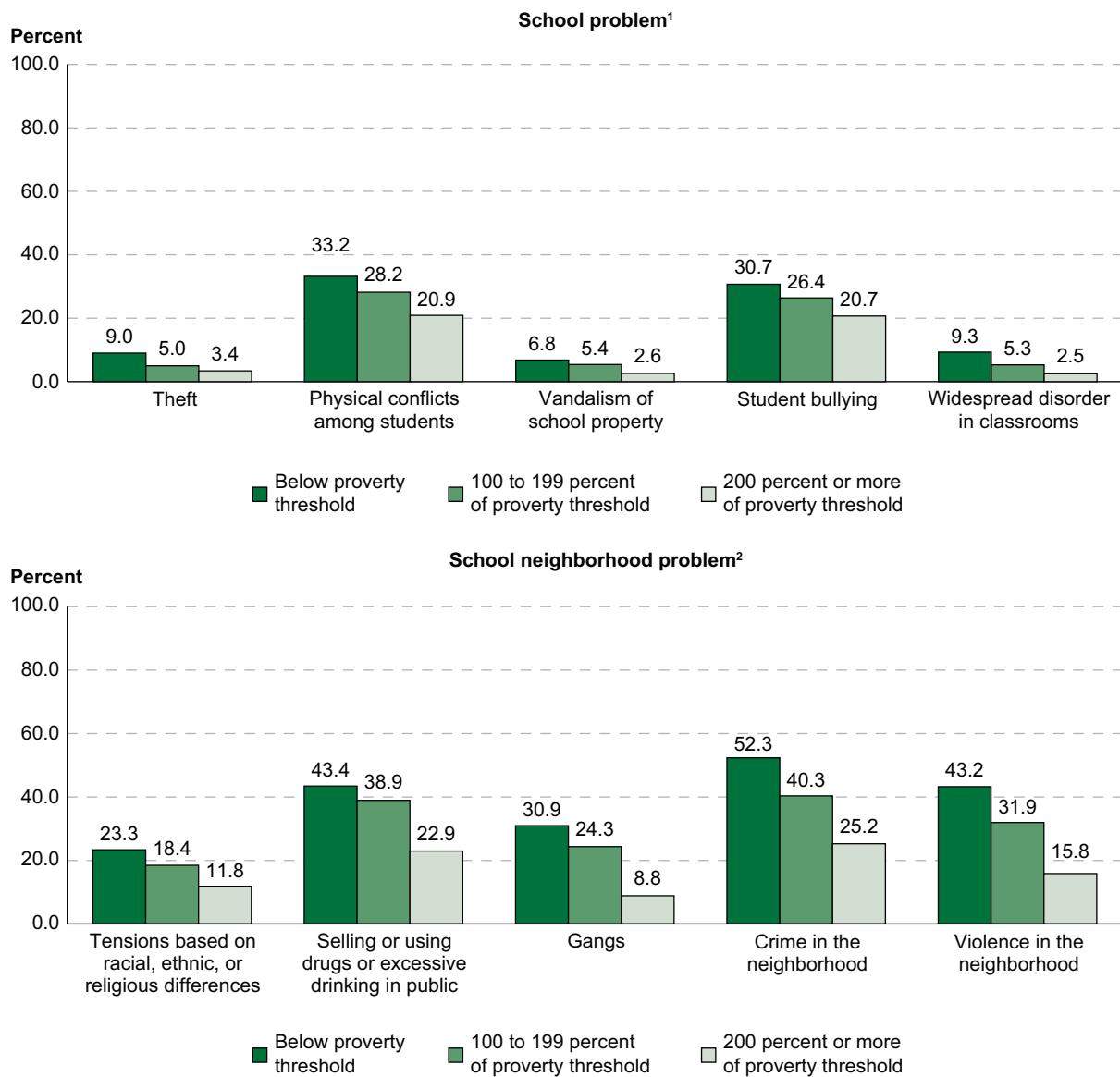
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Restricted-Use Data File.

In spring 2016, the percentages of fifth-graders whose school administrators reported school and school neighborhood problems tended to be higher for fifth-graders whose parents had lower levels of educational attainment. The percentage of fifth-graders attending schools with widespread disorder in classrooms occurring at least once a month was higher for those whose parents' highest level of education was less than high school (8 percent) or high school completion (7 percent) than for those whose parents' highest level of education was a bachelor's degree or any graduate education (2 percent each; figure S2.3 and table S2.1). The same pattern can be observed for theft, physical conflicts among students, and student bullying, as well as for all five reported school neighborhood problems. For instance, the percentage of fifth-graders who attended schools where gangs were a problem in the neighborhood was higher for fifth-graders whose parents' highest level of education was less than high school (44 percent) or high school completion (26 percent) than for those whose parents' highest level of education was a bachelor's degree (8 percent) or any graduate education (7 percent).

ECLS-K:11/16 includes measures of income which were used to derive three categories related to poverty. The first category is students from families with family incomes below the poverty level for a

family of their size. The second category is students from families with family incomes between 100 to 199 percent of the poverty level. The final category is families with incomes at 200 percent or more of the poverty level. These categories are roughly comparable to measures of poverty using eligibility for free or reduced-price lunch, as the thresholds for free lunches and reduced-price lunches are 130 percent and 185 percent, respectively, of the poverty level. In spring 2016, it was generally more common for fifth-graders living in poverty and for those living at 100 to 199 percent of the poverty threshold to have school administrators who reported school and school neighborhood problems, compared with those living at 200 percent or more of the poverty threshold. For instance, 31 percent of fifth-graders living in poverty and 26 percent of those living at 100 to 199 percent of the poverty threshold attended schools where student bullying occurred at least once a month, compared with 21 percent of those living at 200 percent or more of the poverty threshold (figure S2.4 and table S2.1). Similarly, 52 percent of fifth-graders living in poverty and 40 percent of those living at 100 to 199 percent of the poverty threshold attended schools where crime was a problem in the school's neighborhood, compared with 25 percent of those living at 200 percent or more of the poverty threshold.

Figure S2.4. Percentage of fifth-graders whose school administrator reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood, by household poverty status: Spring 2016



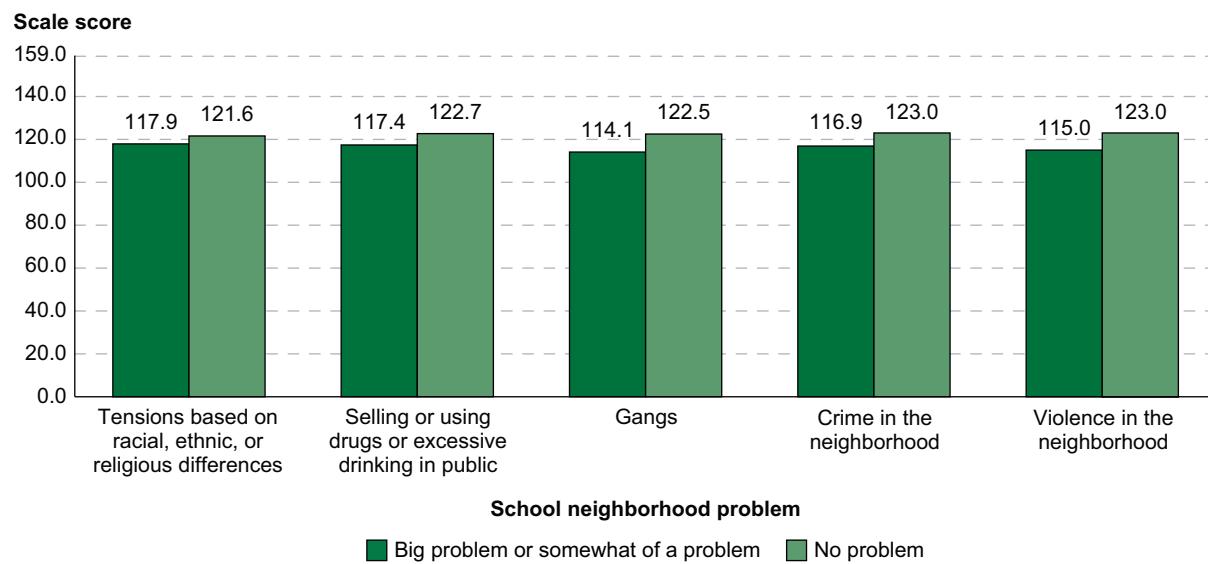
¹ For each problem, the school administrator could select only one response indicating how often the problem occurred at school. This figure shows the combined percentages for three responses—"happens daily," "happens at least once a week," and "happens at least once a month."

² For each problem, the school administrator could choose only one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure shows the combined percentages for "big problem" and "somewhat of a problem."

NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Poverty status is based on U.S. Census Bureau income thresholds for 2015, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$19,078 in 2015.

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

Figure S2.5. Fifth-graders' mean mathematics scale scores, by extent of selected school neighborhood problems reported by school administrator: Spring 2016



NOTE: Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and prealgebra skills such as identification of patterns. The mathematics assessment was designed to measure skills in conceptual knowledge, procedural knowledge, and problem solving. Possible scores for the mathematics assessment range from 0 to 159. Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). For each school neighborhood problem, the school administrator could choose only one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure combines the responses "big problem" and "somewhat of a problem" and omits the category for "don't know."

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

In spring 2016, there were few differences by school locale in the percentages of fifth-graders whose school administrators reported problems at school at least once a month but a larger number of differences in reported problems in the school neighborhood. Higher percentages of fifth-graders who were enrolled in schools in cities attended schools with the reported problems of crime and violence in the neighborhood than did fifth-graders in other locales. However, the percentage of students attending schools where selling or using drugs or excessive drinking in public was reported as a problem in the neighborhood was lower only in suburban areas (23 percent) compared with the other three locales, where the percentages ranged from 35 to 36 percent. Some measurable differences by locale were observed for two out of the five school problem areas. The percentage of fifth-graders attending schools where student bullying occurred at school at least once a month was higher for those enrolled in schools in towns (39 percent) than for those enrolled in schools in cities (25 percent), rural areas (24 percent), and suburban areas (20 percent); also, the percentage of fifth-graders attending schools where physical conflicts among students occurred at school at least once a month was higher for those

enrolled in schools in towns (38 percent) than for those enrolled in schools in rural areas (20 percent; table S2.1).

School and school neighborhood problems and academic skills

In spring 2016, fifth-graders were directly assessed in reading, mathematics, and science.¹¹ These assessment data allow for an examination of the relationships between school and school neighborhood problems and students' academic achievement. Possible scores range from 0 to 167 for reading, from 0 to 159 for mathematics, and from 0 to 100 for science.

¹¹ The reading assessment includes questions measuring basic skills (e.g., word recognition); vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences within texts, and considering the text objectively and judging its appropriateness and quality. The mathematics assessment includes questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and prealgebra skills such as identification of patterns. The mathematics assessment was designed to measure skills in conceptual knowledge, procedural knowledge, and problem solving. The science assessment includes questions on physical sciences, life sciences, Earth and space sciences, and scientific inquiry.

In spring 2016, fifth-graders whose school administrators reported that certain school problems occurred at least once a month generally had lower scores in reading, mathematics, and science than did those whose school administrators reported that the problem never occurred. For example, the mean reading score for fifth-graders attending schools where theft occurred at least once a month was 135 points, compared with 139 points for those attending schools where theft never occurred (table S2.2).¹² The only exceptions among the five school problem areas were that there were no measurable differences in the reading or mathematics mean scores between fifth-graders attending schools where bullying occurred at least once a month and those attending schools where bullying never occurred; in addition, there was no measurable difference in the mathematics mean scores for vandalism of school property.

For all five school neighborhood problems reported by school administrators, fifth-graders attending schools where these were a big problem or somewhat of a problem consistently had lower scores in reading, mathematics, and science than did those whose school administrators reported that their school did not experience the neighborhood problem. For instance, in mathematics, the mean score for fifth-graders attending schools where crime in the neighborhood was a problem was 117 points, compared with a mean score of 123 points for those attending schools where crime in the neighborhood was not a problem (figure S2.5 and table S2.2).

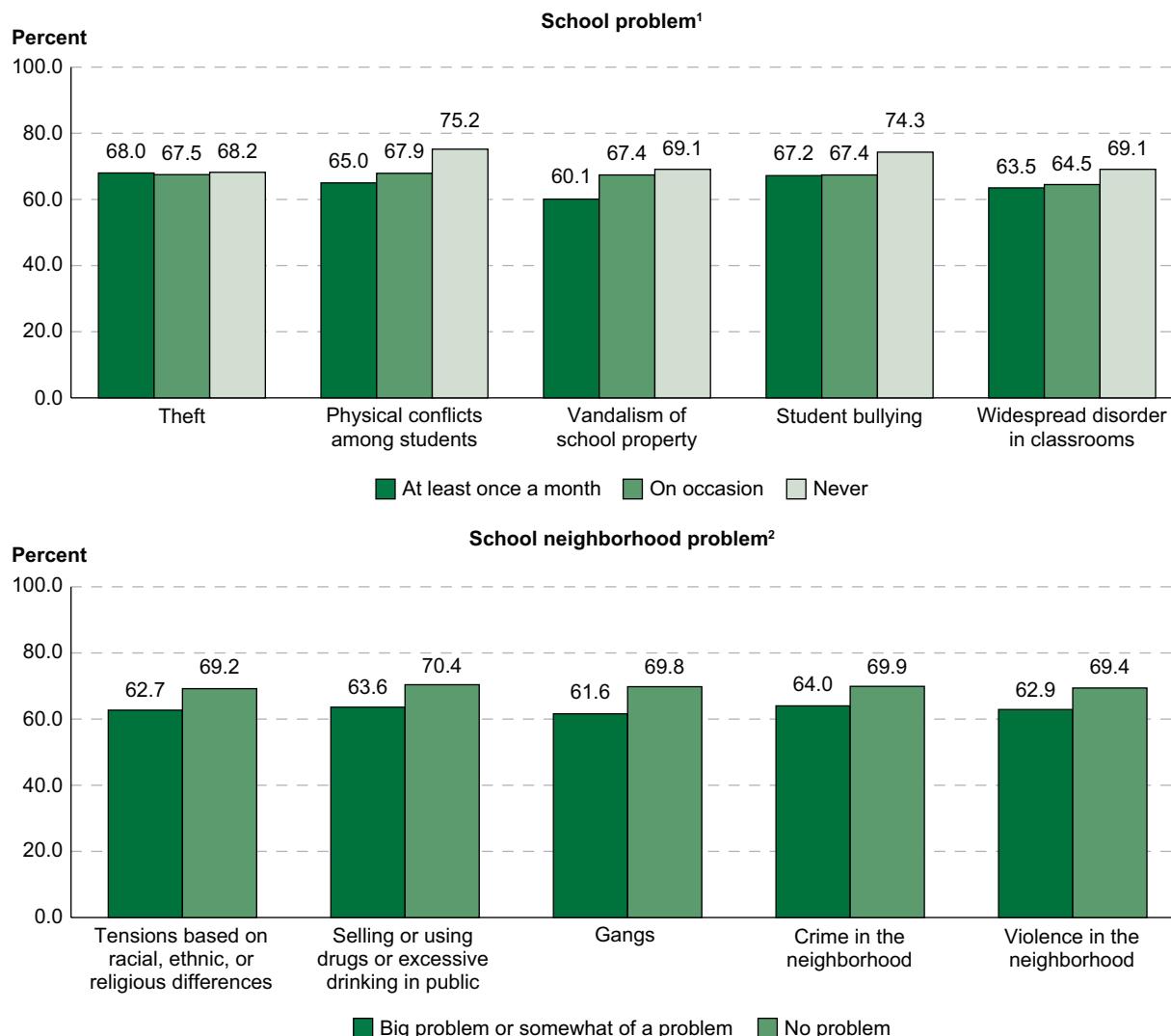
Positive feelings about school, by nature of school and school neighborhood problems

ECLS-K:11/16 also collected data directly from the students about their positive feelings about school. Students were asked about the following: feeling like they fit in at school, feeling close to classmates at school, feeling close to teachers at school, enjoying being at school, and feeling safe at school. This spotlight focuses on when students responded “always” to these questions.

In spring 2016, for many of the questions about students’ positive feelings about school, students’ responses were not related to the frequency or extent of their school administrator-reported problems in the schools and school neighborhoods. However, the percentages of fifth-graders who reported always feeling close to classmates were lower for those attending schools where vandalism of school property or widespread disorder in classrooms occurred at least once a month than for those attending schools where these problems never occurred (table S2.3). Similarly, the percentage of fifth-graders who reported always feeling safe at school was lower for those attending schools where physical conflicts among students occurred at least once a month (65 percent) than for those attending schools where this problem never occurred (75 percent), and the percentages of fifth-graders who reported always feeling safe at school were lower for students attending schools where each of the five types of reported school neighborhood problems were a big problem or somewhat of a problem than for those attending schools where these problems were not a problem (figure S2.6 and table S2.3).

¹² Note, however, that comparisons of assessment scores for students whose school administrator reported different frequencies of school problems do not account for other potentially related factors and cannot be used to establish a cause-and-effect relationship.

Figure S2.6. Percentage of fifth-graders who reported always feeling safe at school, by frequency or extent of selected school and school neighborhood problems reported by school administrator: Spring 2016



¹For each problem, the school administrator could select only one response indicating how often the problem occurred at school. The percentages for three responses—"happens daily," "happens at least once a week," and "happens at least once a month"—are combined into the category "at least once a month."

²For each problem, the school administrator could only choose one of four responses: "big problem," "somewhat of a problem," "no problem," and "don't know." This figure shows the combined percentages for "big problem" and "somewhat of a problem" and omits the percentages for "don't know." NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms).

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

Violent Deaths

Indicator 1

Violent Deaths at School and Away From School and School Shootings

Figure 1.1.	26
Figure 1.2.	26
Figure 1.3.	27

Indicator 1

Violent Deaths at School and Away From School and School Shootings

In school year 2018–19, there were 66 reported school shootings with casualties at public and private elementary and secondary schools, including 29 school shootings with deaths and 37 school shootings with injuries only.

Violent deaths and shootings at schools are rare but tragic events with far-reaching effects on the school population and surrounding community. This indicator first presents data on school-associated violent deaths that were collected through the School-Associated Violent Death Surveillance System (SAVD-SS), as well as data on total homicides and suicides collected through the National Vital Statistics System by school year. The indicator then examines data on school shootings and casualties from the K-12 School Shooting Database (K-12 SSDB) from the Center for Homeland Defense and Security.

The SAVD-SS defines a school-associated violent death as “a homicide, suicide, or legal intervention death (involving a law enforcement officer),¹³ 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,¹⁴ such as students’ parents and community members.

The most recent data released by the SAVD-SS cover the period from July 1, 2016, through June 30, 2017. During this period, there were a total of 42 school-associated violent deaths in the United States, which included 28 homicides, 13 suicides, and 1 legal intervention death (figure 1.1 and table 1.1).¹⁵ Of these

¹³ 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.

¹⁴ “At school” includes on the property of a functioning public or private elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term “at school” is comparable in meaning to the term “school-associated.”

¹⁵ Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

42 school-associated violent deaths, 18 homicides and 6 suicides were of school-age youth (ages 5–18; also referred to as “youth” in this indicator).

Data on total violent deaths, consisting of those occurring both at school and away from school, are included as a point of comparison for violent deaths occurring at school. During the 2016–17 school year,¹⁶ there were 1,587 youth homicides and 2,186 youth suicides¹⁷ in the United States (figure 1.2 and table 1.1).

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 2016–17, even though the absolute number of homicides of school-age youth at school varied across the years.¹⁸ Between 1992–93 and 2016–17, the number of school-age youth who died by suicide at school each year ranged from 1 to 10. The percentage of youth suicides occurring at school remained at less than 1 percent of the total number of youth suicides over these years.

School shootings are of high concern to all those interested in the safety of our nation’s students. The K-12 SSDB aims to compile information on school shootings from publicly available sources into a single comprehensive database. SSDB defines “school shootings” 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, or day of the week. An instance of threatening or attempting to shoot can be included even if no shots were fired.

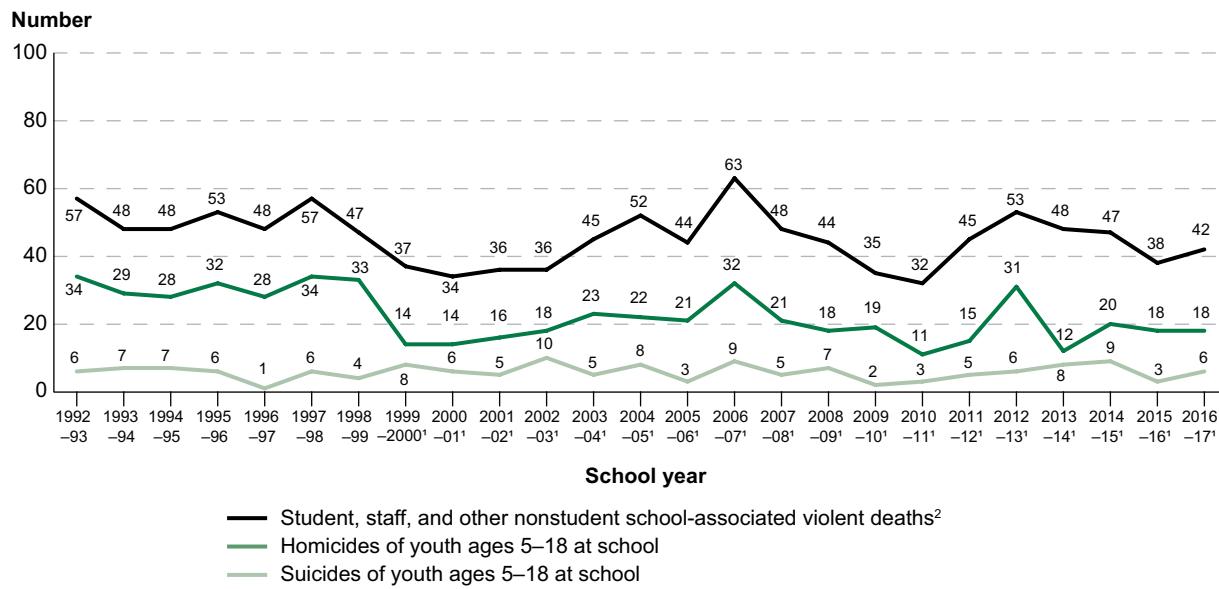
¹⁶ Also defined as July 1, 2016, through June 30, 2017.

¹⁷ Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds. Suicide rates were analyzed only for persons ages 10 and over because determining suicidal intent in younger children can be difficult (Crepeau-Hobson 2010).

¹⁸ Single incidents occurring at school with a large number of school-age victims could result in large variations in the number of homicides of school-age youth at school between two years. Please use caution when making comparisons over time.

This indicator has been updated to include 2016–17 data for school-associated violent deaths and for total homicides and suicides among youth in the United States; this indicator has also been expanded to include 2018–19 data on school shootings. For more information: Tables 1.1, 1.2, and 1.3, and <https://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 2016–17

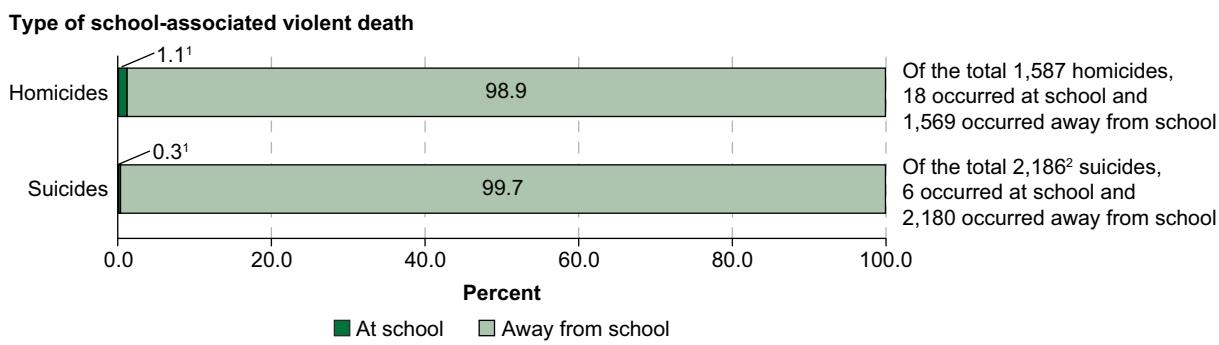


¹Data from 1999–2000 onward are subject to change until law enforcement reports have been obtained and interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this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

²A school-associated violent death is defined as “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 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. NOTE: “At school” includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. In this indicator, the term “at school” is comparable in meaning to the term “school-associated.” All data are reported for the school year, defined as July 1 through June 30.

SOURCE: Centers for Disease Control and Prevention (CDC), 1992–2017 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (November 2019).

Figure 1.2. Percentage distribution and number of homicides and suicides of youth ages 5–18, by location: School year 2016–17



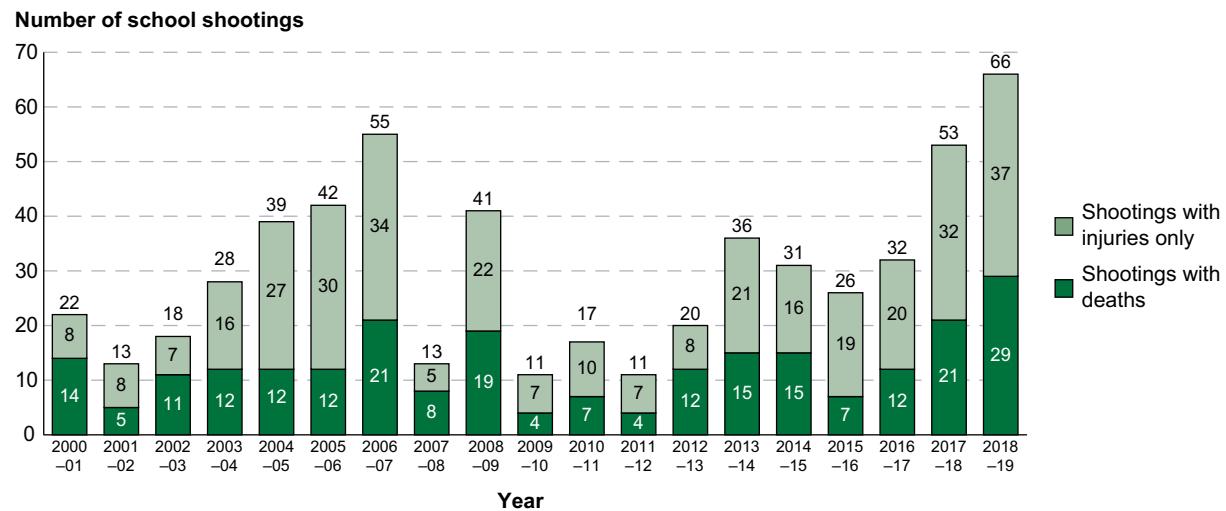
¹Data from the School-Associated Violent Death Surveillance System (SAVD-SS) are subject to change until interviews with school and law enforcement officials have been completed. The details learned during the interviews can occasionally change the classification of a case. For more information on this survey, please see appendix A.

²Total youth suicides exclude self-inflicted deaths among 5- to 9-year-olds. Suicide rates were analyzed only for persons ages 10 and over because determining suicidal intent in younger children can be difficult.

NOTE: “At school” includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. All data are reported for the school year, defined as July 1 through June 30.

SOURCE: Data on homicides and suicides of youth ages 5–18 at school are from the Centers for Disease Control and Prevention (CDC), 2017 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation (November 2019); and data on total homicides and suicides of youth ages 5–18 are from the CDC, National Center for Health Statistics, 2017 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC’s National Center for Injury Prevention and Control (November 2019).

Figure 1.3. Number of school shootings with casualties at public and private elementary and secondary schools: 2000–01 through 2018–19



NOTE: "School shootings" include all 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, or day of the week. (An instance of threatening or attempting to shoot can be included even if no shots were fired.) 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/2018/10/Intro-and-Methodology-K-12-SSDB.pdf>).

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/dataset/>.

Between 2000–01 and 2018–19, the number of school shootings with casualties per year at public and private elementary and secondary schools ranged from 11 to 66 (figure 1.3 and table 1.2). In 2018–19, there were a total of 66 school shootings with casualties, including 29 school shootings with deaths and 37 school shootings with injuries only. In addition, data were also available for school shootings with no casualties. There were 33 reported school shootings with no casualties in 2018–19 (table 1.2). The majority of the school shootings (including those with and without casualties) in 2018–19 occurred at high schools or other schools ending in grade 12. Fifty-three high schools or other schools ending in grade 12 had school shootings in 2018–19, compared with 31 primary schools, 12 middle or junior high schools, and 3 schools of other types.

Data are also available on the type of situation associated with school shootings (including those with and without casualties). In 2018–19, the most common situations associated with school shootings were escalation of dispute (30 incidents);¹⁹ accidental (9 incidents);²⁰ gang-related (7 incidents);²¹ suicide or attempted suicide (7 incidents);²² and domestic, with targeted victim (6 incidents; table 1.3).²³ There were 31 incidents for which there was not enough information available to determine the associated situation.

Between 2000–01 and 2018–19, the number of casualties per year as a result of school shootings ranged from 15 to 176 (table 1.2). In 2018–19, there were 101 casualties (30 deaths and 71 injuries) from school shootings.

¹⁹ Argument or fight between the shooter and victim prior to the shooting.

²⁰ No intent to fire the weapon (e.g., showing off gun and it went off; gun in backpack went off).

²¹ Involved gang members but non-gang members bystanders/students may be victims.

²² Suicide or attempted suicide by shooter (not an indiscriminate shooting or revenge/bullying where shooter kills self during the shooting).

²³ Shooter had a romantic or familial relationship with the victim, or victim was in a romantic relationship with a former lover of the shooter.

Nonfatal Student and Teacher Victimization

Indicator 2

Incidence of Victimization at School and Away From School

Figure 2.1.	30
Figure 2.2.	31
Figure 2.3.	32

Indicator 3

Prevalence of Victimization at School

Figure 3.1.	35
Figure 3.2.	37

Indicator 4

Threats and Injuries With Weapons on School Property

Figure 4.1.	39
Figure 4.2.	40

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students [Web-only]

Indicator 2

Incidence of Victimization at School and Away From School²⁴

For students ages 12–18, the rate of victimization reported in 2018 was higher at, or on the way to or from, school (33 victimizations per 1,000 students) than not in connection with school (16 victimizations per 1,000 students).

Data from the 2018 National Crime Victimization Survey (NCVS) indicated that students ages 12–18 experienced 836,100 total victimizations (i.e., thefts²⁵ and nonfatal violent victimizations²⁶) at, or on the way to or from, school and 410,200 total victimizations not in connection with school (table 2.1).²⁷ The total victimization rates were 33 victimizations per 1,000 students at, or on the way to or from, school, compared with 16 victimizations per 1,000 students not in connection with school. (For ease of communication, victimizations taking place in the school building, on school property, or on the way to or from school, will hereafter be referred to as “at school,” while victimizations taking place elsewhere will be referred to as “away from school.”)

The NCVS is a self-reported survey that is administered annually from January 1 to December 31. Annual NCVS estimates are based on the number and characteristics of crimes that respondents experienced during the prior 6 months, not including the month in which they were interviewed. Therefore, the 2018 survey covers crimes experienced from July 1, 2017, to November 30, 2018; and March 15, 2018, is the middle of the reference period. Crimes are classified by the year of the survey, not by the year of the crime.

²⁴ 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), while *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.

²⁵ “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.

²⁶ “Violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault.

²⁷ “Students” refers to youth ages 12–18 whose educational attainment did not exceed grade 12 at the time of the survey. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school or away from school. “At school” includes in the school building, on school property, and on the way to or from school.

From 1992 to 2018, the total victimization rate and the rates of specific crimes—thefts and violent victimizations—declined for students ages 12–18, both at school and away from school (figure 2.1).²⁸ The total victimization rate at school declined from 181 victimizations per 1,000 students in 1992 to 33 victimizations per 1,000 students in 2018—more than an 80 percent decrease. The total victimization rate away from school declined from 173 victimizations per 1,000 students in 1992 to 16 victimizations per 1,000 students in 2018—more than a 90 percent decrease. The total victimization rate reported in 2018 was higher at school than away from school.

In most years between 1992 and 2008, as well as in 2012 and in 2017, the rate of theft for students ages 12–18 was higher at school than away from school. In every year between 2009 and 2015—except for 2012—and in 2018, there were no statistically significant differences between the rates of theft at school and away from school. In 2018, the rate of theft was 9 per 1,000 students at school and 6 per 1,000 students away from school.

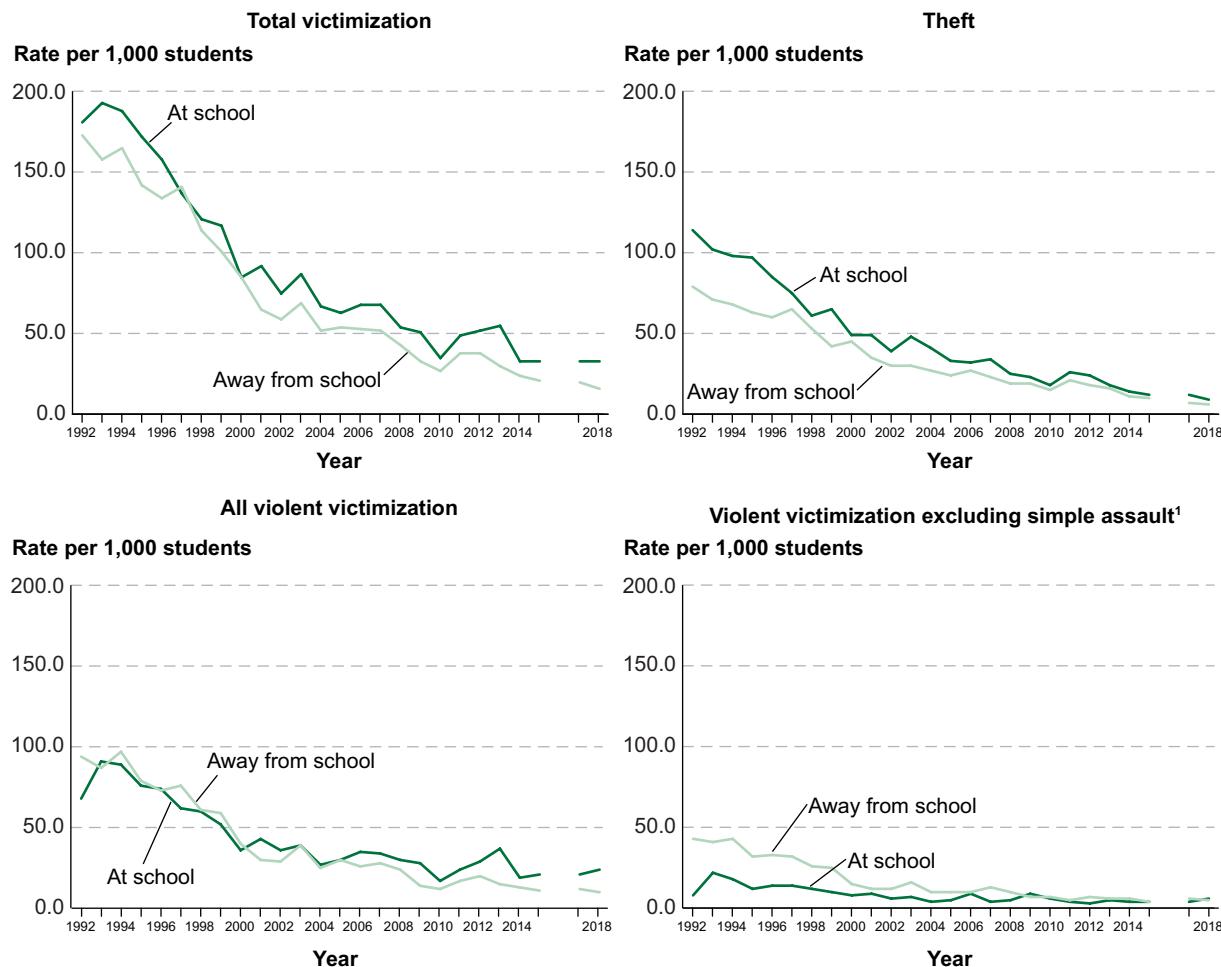
Between 1992 and 2000, the rate of violent victimization among students ages 12–18 at school was either lower than or not statistically different from the rate away from school. From 2001 to 2018, the rate of violent victimization at school was generally higher than or not statistically different from the rate away from school. Based on the 2018 survey, the rate of violent victimization at school (24 victimizations per 1,000 students) was higher than the rate of violent victimization away from school (10 victimizations per 1,000 students). This difference was driven primarily by the higher rate of simple assault at school (18 victimizations per 1,000 students) than away from school (5 victimizations per 1,000).²⁹

²⁸ Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years.

²⁹ “Simple assault” is the difference between total violent victimizations and violent victimizations excluding simple assault. It includes threats, as well as attacks without a weapon that do not result in serious injury.

This indicator has been updated to include 2018 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 2018



¹In prior reports, “violent victimization excluding simple assault” was labeled as “serious 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 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. “All violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Total victimization” includes theft and violent crimes. “At school” includes in the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the NCVS, while *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 25,403,200 in 2018. Estimates may vary from previously published reports.

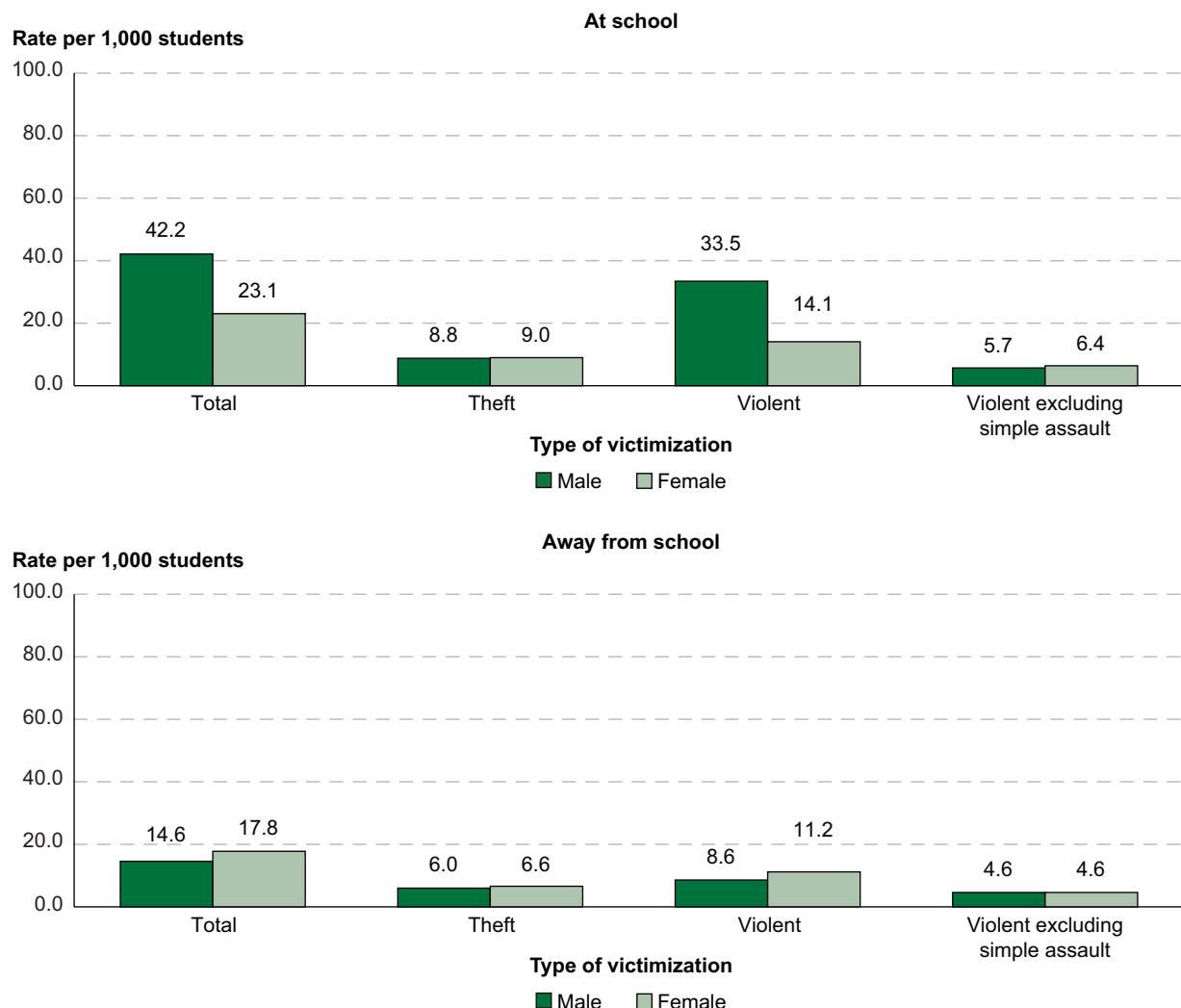
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2018.

Among students ages 12–18, the rate of violent victimization excluding simple assault³⁰ was lower at school than away from school in most years between 1992 and 2008. Between 2009 and 2018, there was no statistically significant difference between the rates

of violent victimization excluding simple assault at school and away from school. In 2018, the rates of violent victimization excluding simple assault were 6 victimizations per 1,000 students at school and 5 victimizations per 1,000 students away from school.

³⁰ “Violent victimization excluding simple assault” includes rape, sexual assault, robbery, and aggravated assault. In prior reports, this was labeled as “serious violent victimization.”

Figure 2.2. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and sex: 2018



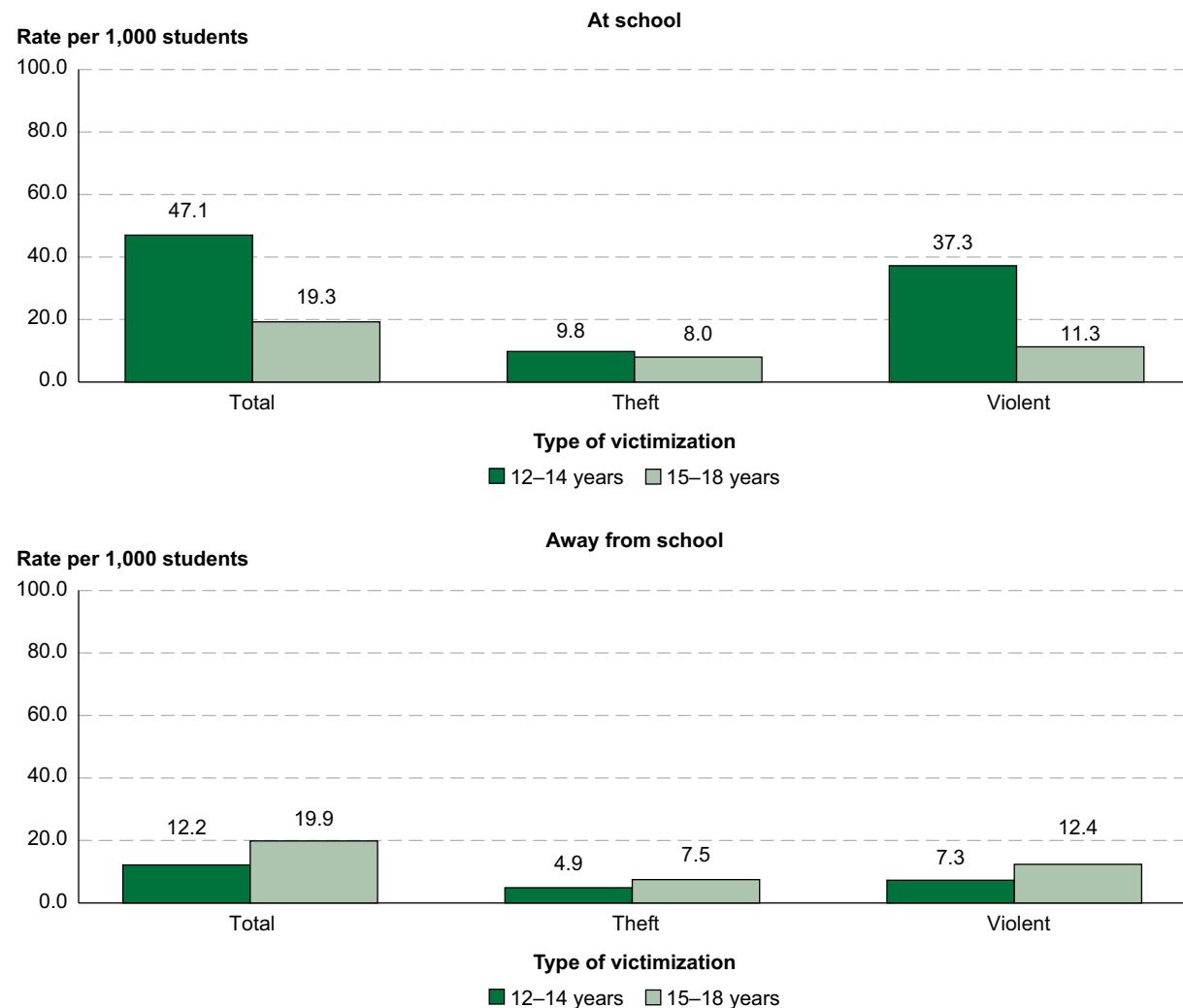
NOTE: "Violent victimization" includes rape, sexual assault, robbery, aggravated assault, and simple assault. "Theft" includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. "Total victimization" includes thefts and violent crimes. "At school" includes in the school building, on school property, and on the way to or from school. Although *Indicator 2* and *Indicator 3* present information on similar topics, *Indicator 2* is based solely on data collected in National Crime Victimization Survey (NCVS), while *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 25,403,200 in 2018. 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), 2018.

Based on the 2018 survey, the total victimization rate at school was higher for male students ages 12–18 (42 victimizations per 1,000 students) than for female students ages 12–18 (23 victimizations per 1,000 students; figure 2.2 and table 2.2). This difference was driven primarily by the higher rate of violent victimization against male students (33 victimizations per 1,000 students) than against female students (14 victimizations per

1,000 students). At school, there were no statistically significant differences in the rates of theft and violent victimization excluding simple assault between male and female students. Away from school, the rates of total victimization, theft, violent victimization, and violent victimization excluding simple assault also did not differ significantly between male and female students.

Figure 2.3. Rate of nonfatal victimization against students ages 12–18 per 1,000 students, by location, type of victimization, and age: 2018



NOTE: “Violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Total victimization” includes thefts and violent crimes. “At school” includes in the school building, on school property, and on the way to or from school. Although *Indicators 2* and *3* present information on similar topics, *Indicator 2* is based solely on data collected in the National Crime Victimization Survey (NCVS), while *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 25,403,200 in 2018. 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), 2018.

Based on the 2018 survey, the total victimization rate at school was higher for students ages 12–14 (47 victimizations per 1,000 students) than for students ages 15–18 (19 victimizations per 1,000 students; figure 2.3 and table 2.2). This was primarily driven by the higher rate of violent victimization for students ages 12–14 (37 victimizations per 1,000 students) than for students ages 15–18 (11 victimizations per

1,000 students). There were no statistically significant differences in the rates of theft and violent crime excluding simple assault at school between students ages 12–14 and students ages 15–18. Away from school, the rates of total victimization, theft, and violent victimization for students ages 12–14 did not differ significantly from the rates for students ages 15–18.

At school, the total victimization rate reported in 2018 was higher for White students (39 victimizations per 1,000 students) than for Hispanic students (25 victimizations per 1,000 students; table 2.2). This was driven by the higher rate of violent victimization against White students (30 victimizations per 1,000 students) than against Hispanic students (15 victimizations per 1,000 students); the rate of theft at school did not differ significantly between Hispanic students and White students. In addition, the total victimization rate at school was higher for White students than for students of Two or more races or of a race/ethnicity other than White, Black, or Hispanic (22 total victimizations per 1,000 students).³¹ At school, there were 33 victimizations per 1,000 Black students, which did not differ significantly from other racial/ethnic groups. The total victimization rate away from school was higher for students of Two or more races or of a race/ethnicity other than White, Black, or Hispanic (28 victimizations per 1,000 students) than for Hispanic students (11 victimizations per 1,000 students). The total victimization rates did not differ significantly for other racial/ethnic groups away from school.

The total victimization rates at school for students ages 12–18 varied by urbanicity in 2018 (table 2.2). At school, the total victimization rate was higher for students in rural areas (52 victimizations per 1,000 students) than for students in suburban areas (27 victimizations per 1,000 students). In addition, the violent victimization rate at school was higher for students in rural areas (43 victimizations per 1,000 students) than for students in suburban areas (19 victimizations per 1,000 students) and urban areas (24 victimizations per 1,000 students). This pattern was driven by a higher rate of simple assault at school among students in rural areas than among students in suburban and urban areas. Away from school, there were no statistically significant differences by urbanicity in the rates of total victimization, thefts, and violent victimization in 2018.

At school, students living in households with incomes of \$100,000 or more per year had the highest total victimization rate (56 victimizations per 1,000 students), compared with 22 to 25 victimizations per 1,000 students living in households with incomes lower than \$100,000. The same pattern was observed at school for the rate of violent victimization. The higher rates of total and violent victimization among students living in households with incomes of \$100,000 or more were driven primarily by the higher rate of simple assault at school among these students (37 simple assaults per 1,000 students compared to 4 to 14 simple assaults per 1,000 students living in households earning less than \$100,000). Theft victimization rates were higher for students living in households with incomes of \$50,000–\$99,999 (11 victimizations per 1,000 students) and \$100,000 or more (12 victimizations per 1,000 students) than for students living in households with incomes of less than \$25,000 (5 victimizations per 1,000 students) and \$25,000–\$49,999 (5 victimizations per 1,000 students).

Away from school, the 2018 total victimization rate was highest for students living in households with incomes less than \$25,000 per year (34 victimizations per 1,000 students). In comparison, the total victimization rates away from school were lower for students living in households with incomes of \$25,000–\$49,999 (16 victimizations per 1,000 students), \$50,000–\$99,999 (13 victimizations per 1,000 students), and \$100,000 or more (9 victimizations per 1,000 students). In addition, the violent victimization rate away from school was highest for students living in households with incomes of less than \$25,000 (23 victimizations per 1,000 students). The 2018 theft rate away from school was higher for students with household incomes of less than \$25,000 (11 victimizations per 1,000 students) than for students with household incomes of \$50,000–\$99,999 (5 victimizations per 1,000 students).

³¹ All students who were of a race/ethnicity other than White, Black, or Hispanic were combined for reporting and analyses. These students include those who were Asian, Pacific Islander, American Indian/Alaska Native, and of Two or more races.

Indicator 3

Prevalence of Victimization at School

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

The School Crime Supplement (SCS)³² to the National Crime Victimization Survey (NCVS) allows for the comparison of victimization rate data across student demographic characteristics (e.g., grade, sex, and race/ethnicity). Results from the most recent data collection show that in 2017 about 2 percent of students ages 12–18 reported being victimized at school³³ during the previous 6 months (figure 3.1 and table 3.1). One percent of students reported theft,³⁴ 1 percent reported violent victimization,³⁵ and less than one-half of 1 percent reported violent victimization excluding simple assault.³⁶

Between 2001 and 2017, the overall percentage of students ages 12–18 who reported being victimized at school during the previous 6 months decreased (from 6 to 2 percent), as did the percentages of students

who reported theft (from 4 to 1 percent) and violent victimization (from 2 to 1 percent). The percentage of students who reported violent victimization excluding simple assault fluctuated during this period, but the percentage was less than one-half of 1 percent lower in 2017 than in 2001.

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

³² 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), while *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*.

³³ “At school” includes in the school building, on school property, on a school bus, and going to and from school.

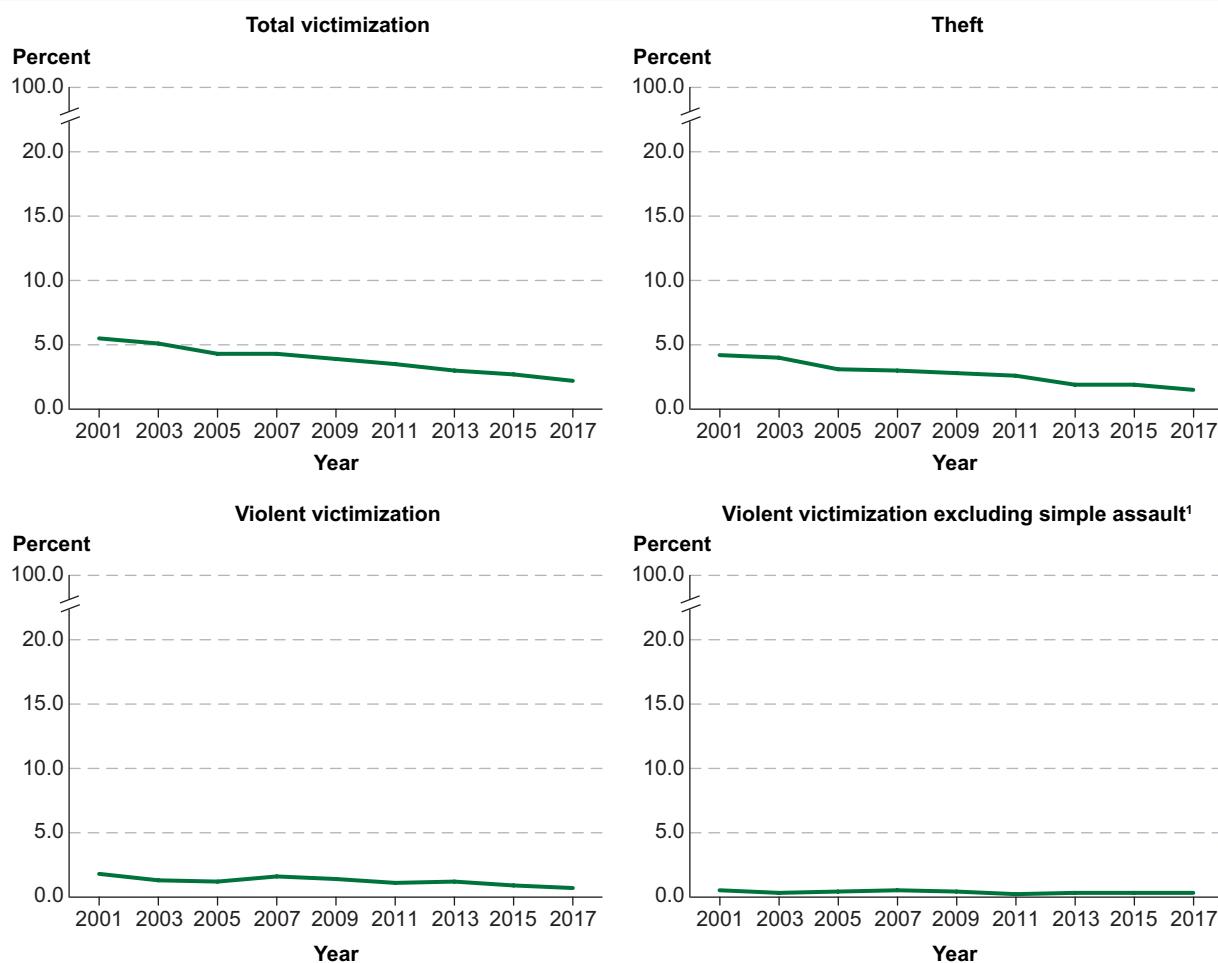
³⁴ “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime.

³⁵ “Violent victimization” includes rape, sexual assault, robbery, aggravated assault, and simple assault.

³⁶ “Violent victimization excluding simple assault” includes rape, sexual assault, robbery, and aggravated assault. In prior reports, this was labeled as “serious violent victimization.”

This indicator repeats information from the *Indicators of School Crime and Safety: 2018* 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, 2001 through 2017



¹ In prior reports, “violent victimization excluding simple assault” was labeled as “serious violent victimization.”

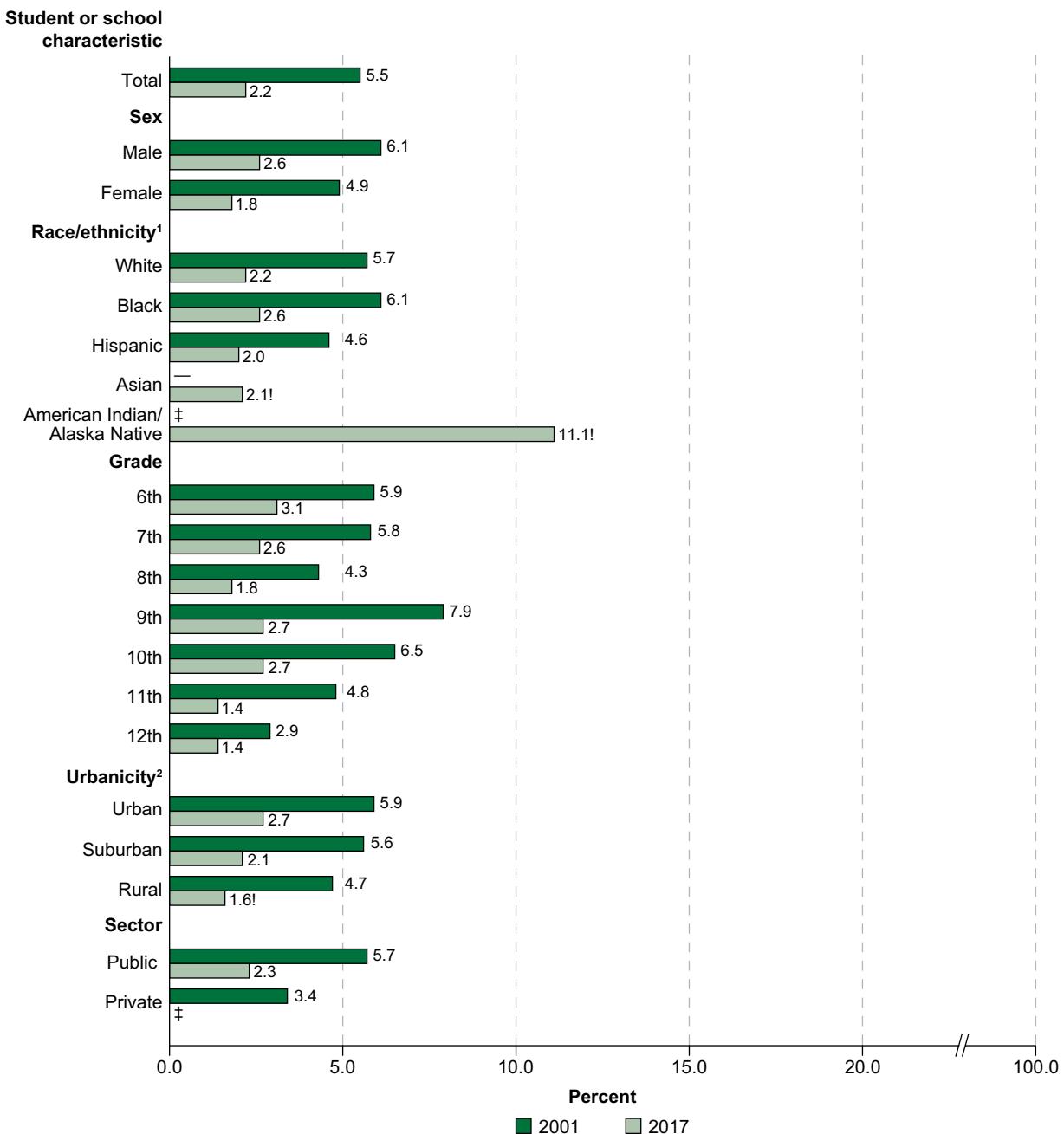
NOTE: “Total victimization” includes theft and violent victimization. “Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

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

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

Figure 3.2. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by selected student and school characteristics: 2001 and 2017



— Not available.

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

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

¹ Race categories exclude persons of Hispanic ethnicity. Data for Pacific Islander students and students of Two or more races were not available in 2001 and did not meet reporting standards in 2017; therefore, data for these two groups are not shown.

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

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 and 2017.

Indicator 4

Threats and Injuries With Weapons on School Property

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

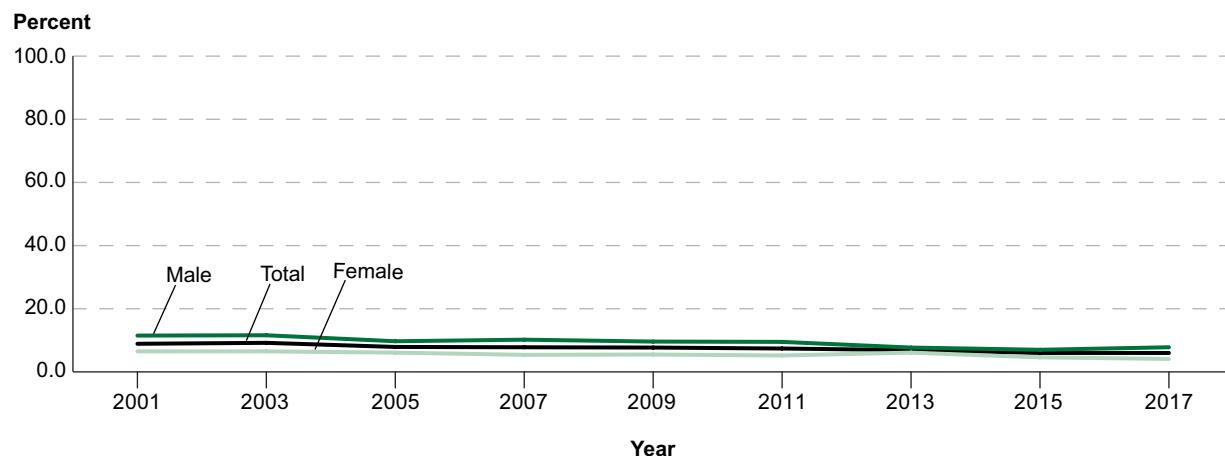
In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked whether they had been threatened or injured “with a weapon such as a gun, knife, or club on school property”³⁷ during the 12 months preceding the survey. In 2017, about 6 percent of students in grades 9–12 reported that they had been threatened or injured with a weapon on school property during the previous 12 months: 3 percent reported being threatened or injured with a weapon on school property once, and 1 percent each reported being threatened or injured with a weapon on school property 2 or 3 times, 4 to 11 times, and 12 or more times (tables 4.1 and 4.2).

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

³⁷ “On school property” was not defined for survey respondents.

This indicator repeats information from the *Indicators of School Crime and Safety: 2018* report. For more information: Tables 4.1, 4.2, and 4.3, and Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>).

Figure 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by sex: Selected years, 2001 through 2017



NOTE: Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

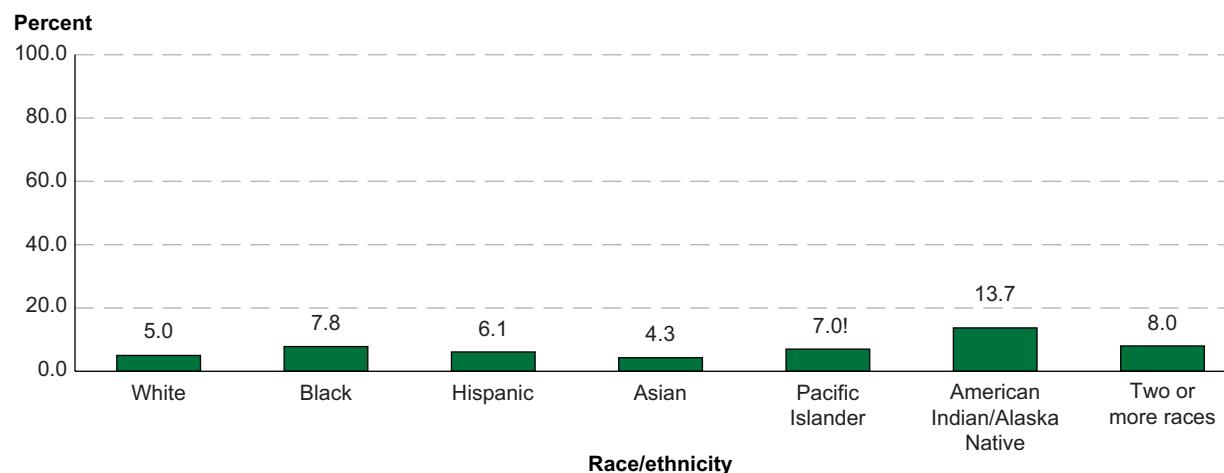
In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months differed by race/ethnicity and grade level. Lower percentages of Asian students (4 percent) and White students (5 percent) than of Black students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

9th- and 10th-graders (7 percent each) reported being threatened or injured with a weapon on school property.

Since 2015, the YRBS has included a question to identify students’ sexual orientation by asking students in grades 9–12 which of the following best described them—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure.”³⁸ In 2017, the percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property during the previous 12 months was higher for students who were not sure about their sexual orientation (11 percent) and gay, lesbian, or bisexual students (9 percent) than for heterosexual students (5 percent; table 4.1).

³⁸ In this indicator, students who identified as “gay or lesbian” or “bisexual” are discussed together as the “gay, lesbian, or bisexual” group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

Figure 4.2. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by race/ethnicity: 2017



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

NOTE: Race categories exclude persons of Hispanic ethnicity. Survey respondents were asked about being threatened or injured “with a weapon such as a gun, knife, or club on school property.” “On school property” was not defined for respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

In 2017, data on the percentage of public school students who reported being threatened or injured with a weapon on school property during the previous 12 months were available for 33 states and the District of Columbia.³⁹ Among these jurisdictions, the

percentages of students who reported being threatened or injured with a weapon on school property ranged from 5 percent in Oklahoma, Massachusetts, Vermont, California, and Pennsylvania to 13 percent in Louisiana (table 4.3).

³⁹ U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Indicator 5

Teachers Threatened With Injury or Physically Attacked by Students

This indicator is intentionally left blank. Weights developed for the teacher data in the National Teacher and Principal Survey (NTPS) of 2015–16 are being reevaluated at the time of the development of this report. This indicator will be updated and published online at <https://nces.ed.gov/programs/crimeindicators/> after the revised data are available..

School Environment

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Indicator 6

Violent and Other Criminal Incidents Recorded by Public Schools and Those Reported to the Police

In 2017–18, about 71 percent of public schools recorded one or more violent incidents, 21 percent recorded one or more serious violent incidents, and 33 percent recorded one or more thefts.

Between 1999–2000 and 2009–10, as well as in 2015–16 and 2017–18, 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 criminal incidents⁴² that occurred at their school.⁴³ Public school principals were also asked to provide the number of such incidents they reported to the police. This indicator presents the percentage of public schools that recorded one or more of these specified incidents, the total number of incidents recorded, and the rate of incidents per 1,000 students. These data are also presented for incidents that were reported to the police.

During the 2017–18 school year, 80 percent of public schools recorded that one or more incidents of violence, theft, or other crimes had taken place, amounting to 1.4 million incidents. This translates to a rate of 29 incidents per 1,000 students enrolled in 2017–18 (figure 6.1 and tables 6.1 and 6.2). 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 9 incidents per 1,000 students enrolled.

Not all recorded incidents of violence, theft, or other crimes were reported to the police. In 2017–18, across

all types of incidents, the percentage of public schools that reported one or more incidents to the police was lower than the percentage that recorded incidents: violent incidents (32 vs. 71 percent), serious violent incidents (15 vs. 21 percent), thefts (15 vs. 33 percent), and other incidents (35 vs. 60 percent). In terms of rates, there were 4 violent incidents per 1,000 students reported to the police by schools compared with 20 violent incidents per 1,000 students recorded by schools; 1 theft per 1,000 students reported compared with 3 thefts per 1,000 students recorded; and 4 other incidents per 1,000 students reported compared with 7 other incidents per 1,000 students recorded.

The percentage of public schools that recorded one or more incidents of violence, theft, or other crimes was lower in 2017–18 (80 percent) than in every survey year between 1999–2000 and 2009–10 (ranging from 85 to 89 percent); however, there was no measurable difference between the percentages in 2015–16 and 2017–18. Similarly, the percentage of schools that reported one or more incidents of violence, theft, or other crimes to the police was lower in 2017–18 (47 percent) than in every survey year between 1999–2000 and 2009–10 (ranging from 60 to 65 percent); however, there was no measurable difference between the percentages in 2015–16 and 2017–18. The same patterns can be observed for the rates of incidents per 1,000 students recorded by schools and reported to the police by schools. Specifically, schools recorded an average of 29 incidents per 1,000 students in 2017–18, compared with rates ranging from 40 to 48 incidents per 1,000 students between 1999–2000 and 2009–10; schools reported to the police an average of 9 incidents per 1,000 students in 2017–18, compared with rates ranging from 14 to 16 incidents per 1,000 students between 1999–2000 and 2009–10.

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

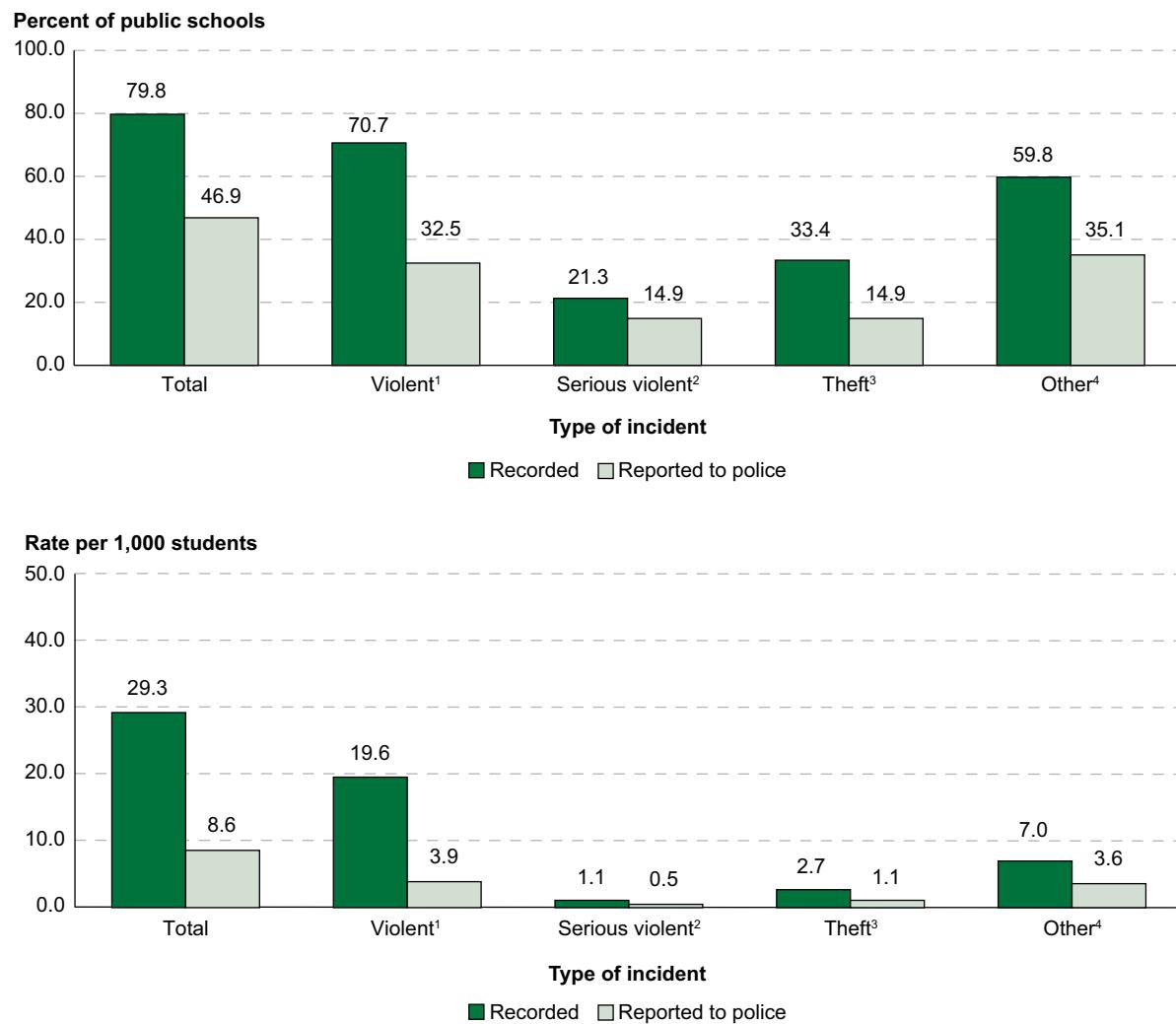
⁴¹ “Serious violent incidents” include rape, sexual assault other than rape, physical attacks or fights with a weapon, threat of physical attacks with a weapon, and robbery with or without a weapon.

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 as including 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 2017–18 data. For more information: Tables 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and Diliberti, Jackson, Correa, and Padgett (2019), (<https://nces.ed.gov/pubs2019/2019061.pdf>).

Figure 6.1. Percentage of public schools recording incidents of violence, theft, and other crimes at school, percentage reporting these incidents to the police, and rate of these incidents per 1,000 students, by type of incident: School year 2017–18



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

² "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.

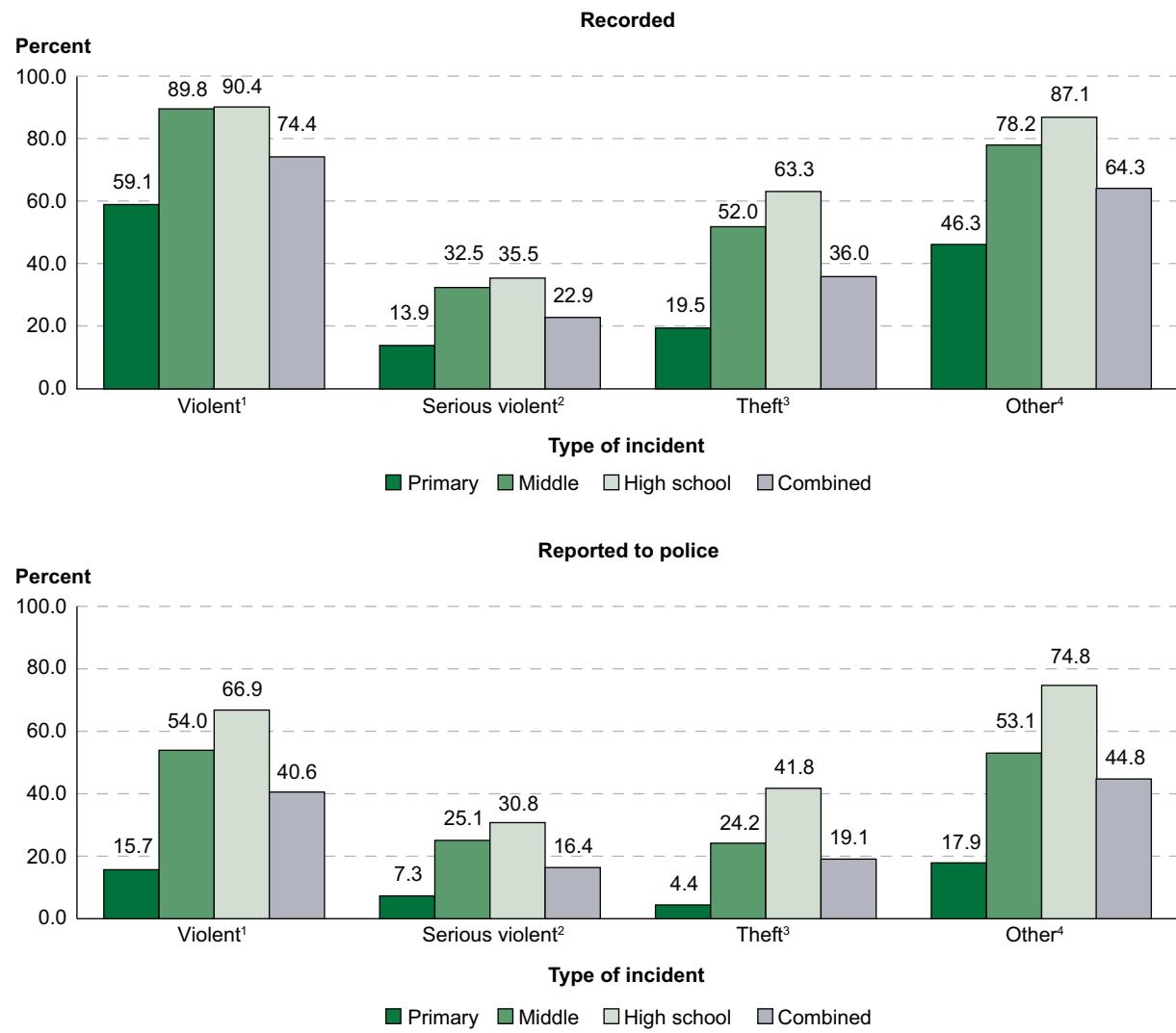
³ Theft or larceny is taking things worth over \$10 without personal confrontation.

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 as including 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Figure 6.2. Percentage of public schools recording incidents of violence, theft, and other crimes at school and percentage reporting these incidents to the police, by school level: School year 2017–18



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

² "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.

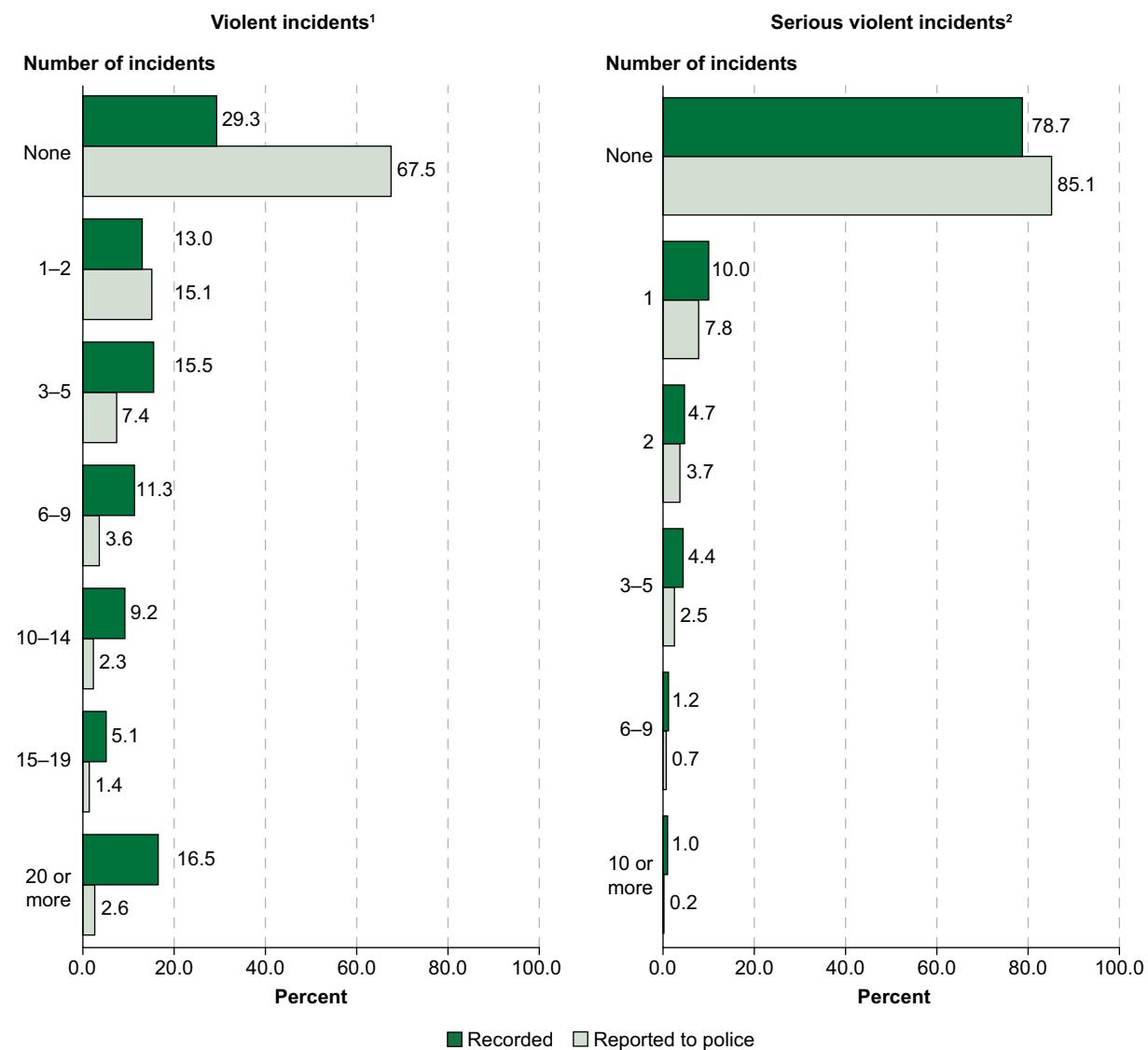
³ Theft or larceny is taking things worth over \$10 without personal confrontation.

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 as including 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. Combined schools include all other combinations of grades, including K-12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Figure 6.3. Percentage of public schools recording and reporting to the police violent and serious violent incidents, by number of incidents: School year 2017–18



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

² "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.

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 as including 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Although there were no measurable differences between 2015–16 and 2017–18 in the total percentages of public schools that recorded and reported any incidents of violence, theft, or other crimes, for specific types of crimes, there were some measurable differences between these two years. For instance, the percentage of schools that recorded incidents of theft was lower in 2017–18 than in 2015–16 (33 vs. 39 percent). However, the percentage of schools that recorded serious violent incidents was higher in 2017–18 than in 2015–16 (21 vs. 15 percent). This increase was mostly driven by the increase in the percentages of schools that recorded incidents of sexual assault other than rape (from 3 to 5 percent) and threat of physical attack with a weapon (from 9 to 13 percent). The same patterns can be observed for the percentages of schools that reported thefts and serious violent incidents to the police: the percentage of schools that reported incidents of theft to the police was lower in 2017–18 than in 2015–16 (15 vs. 18 percent), while the percentage of schools that reported serious violent incidents to the police was higher in 2017–18 than in 2015–16 (15 vs. 10 percent).

In 2017–18, lower percentages of primary schools than of middle schools and high schools recorded incidents of violent crime, serious violent crime, theft, and other crimes. For instance, 59 percent of primary schools recorded violent incidents, compared with 90 percent each of middle schools and high schools (figure 6.2 and table 6.3).

A similar pattern was observed for public schools that reported such incidents of violent crime, serious violent crime, theft, and other crimes to the police. The percentages of primary schools that reported each of these types of incidents to the police were lower than the percentages of middle schools and high schools that did so (figure 6.2 and table 6.4).

Data on the number of violent incidents recorded and reported by public schools in 2017–18 were also

categorized by the number of incidents. For example, 29 percent of schools did not record any violent incidents, whereas 17 percent of schools recorded 20 or more violent incidents (figure 6.3 and table 6.5). Sixty-eight percent of schools did not report any violent incidents to the police, while 3 percent of schools reported 20 or more violent incidents to the police. With regard to serious violent incidents, 79 percent of schools did not record any serious violent incidents, while 1 percent of schools recorded 10 or more serious violent incidents (figure 6.3 and table 6.6). Eighty-five percent of schools did not report any serious violent incidents to the police, while less than 1 percent of schools reported 10 or more serious violent incidents to the police.

The number of violent incidents recorded and reported by public schools by frequency range also varied by school characteristics. For instance, 10 percent of schools in rural areas recorded 20 or more violent incidents in 2017–18, compared with 16 percent of schools in suburban areas, 17 percent of schools in towns, and 23 percent of schools in cities (table 6.5). Similarly, a lower percentage of schools in rural areas (1 percent) reported 20 or more violent incidents to the police than did schools in suburban areas (3 percent), towns (3 percent), and cities (4 percent). In addition, the percentage of schools that recorded 20 or more violent incidents in 2017–18 was generally lower for schools where a smaller percentage of the students were eligible for free or reduced-price lunch (FRPL).⁴⁴ For instance, 5 percent of schools where 0 to 25 percent of the students were eligible for FRPL recorded 20 or more violent incidents, compared with 23 percent of schools where 76 percent or more of the students were eligible. The percentage of schools that reported 20 or more violent incidents to the police was lower for schools where 0 to 25 percent of the students were eligible for FRPL (1 percent) than for schools where larger percentages of the students were eligible (3 percent each for schools where 26 to 50 percent, 51 to 75 percent, and 76 percent or more of the students were eligible).

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

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 14 percent in 2017–18.

Between 1999–2000 and 2009–10, as well as in 2015–16 and 2017–18, 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 as occurring at least once a week: student racial/ethnic tensions, student bullying,⁴⁷ 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 happening at all and cyberbullying⁴⁸ at least once a week during the school year; however, these items were not collected in the FRSS survey.

In 2017–18, about 14 percent of public schools reported that bullying occurred among students at

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 include discipline problems 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 FRSS survey was designed to allow comparisons with SSOCS data. However, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey’s smaller sample size and difference in survey administration may have impacted the 2013–14 results.

⁴⁷ The 2015–16 and 2017–18 questionnaires 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.

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.”

least once a week (figure 7.1 and table 7.1). 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 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 11 percent of public schools reported that gang activities had happened at all during the 2017–18 school year.

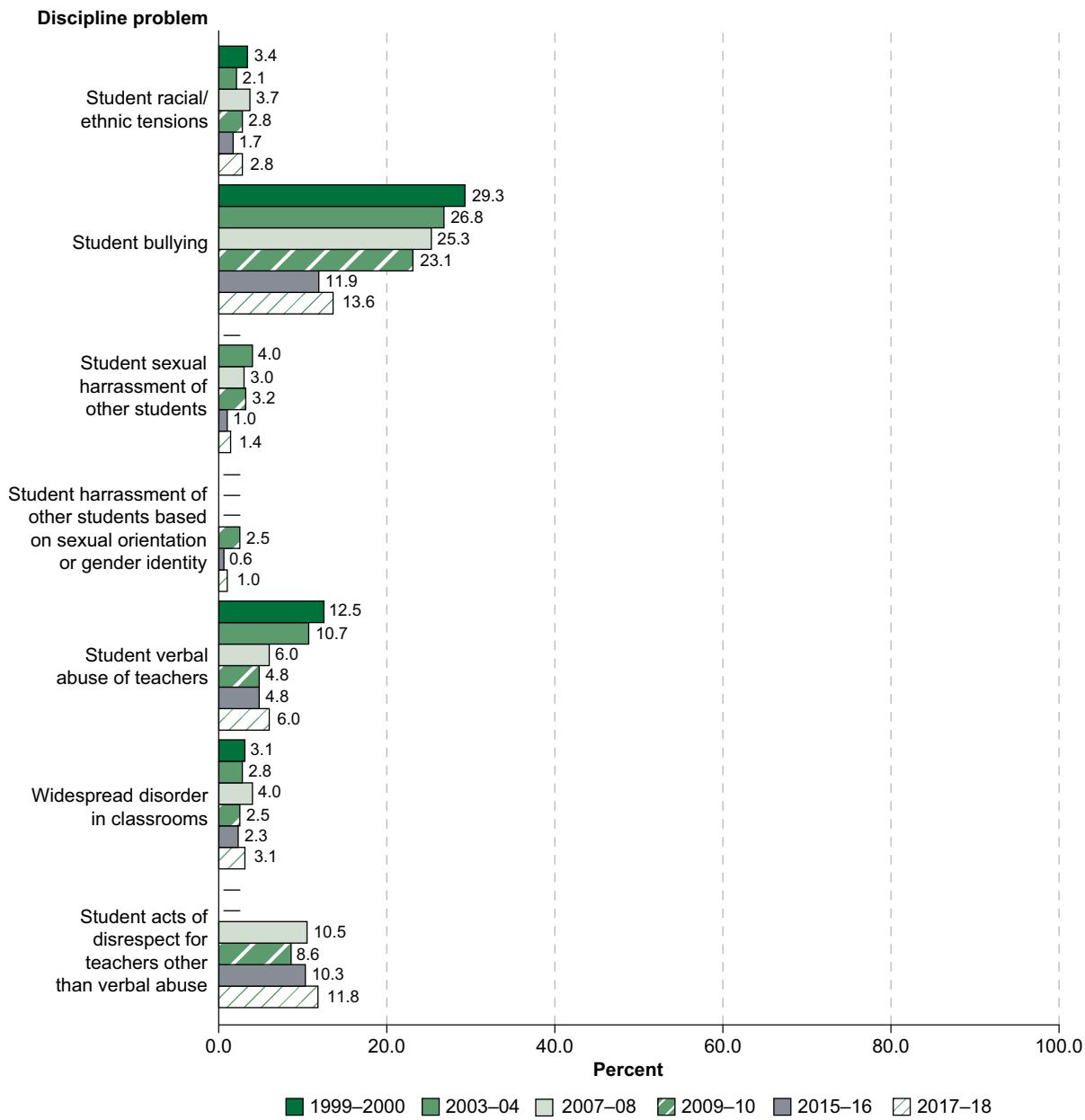
The percentage of public schools that reported student bullying occurred at least once a week decreased from 29 percent in 1999–2000 to 14 percent in 2017–18 (figure 7.1 and table 7.1). Similarly, the percentage of public schools that reported the occurrence of student verbal abuse of teachers at least once a week decreased from 13 percent in 1999–2000 to 6 percent in 2017–18. The percentage of public schools reporting student acts of disrespect for teachers other than verbal abuse at least once a week was not measurably different between 2017–18 and 2007–08 (the first year of data collection for this item). Similarly, there were no measurable differences between 2017–18 and 1999–2000 in the percentages of public schools reporting the occurrence of widespread disorder in the classroom or student racial/ethnic tensions at least once a week.

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 2003–2004 (the first year of data collection for this item) to 1 percent in 2017–18.⁴⁹ 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 2017–18

⁴⁹ Since 2009–10, the questionnaires defined sexual harassment as “conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. The behavior may be verbal, nonverbal, or physical.” In 2007–08 and earlier years, the term was defined for respondents as “unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.” Caution should be used when comparing changes in this item over time.

This indicator has been updated to include 2017–18 data. For more information: Tables 7.1 and 7.2, and Diliberti, Jackson, Correa, and Padgett (2019), (<https://nces.ed.gov/pubs2019/2019061.pdf>).

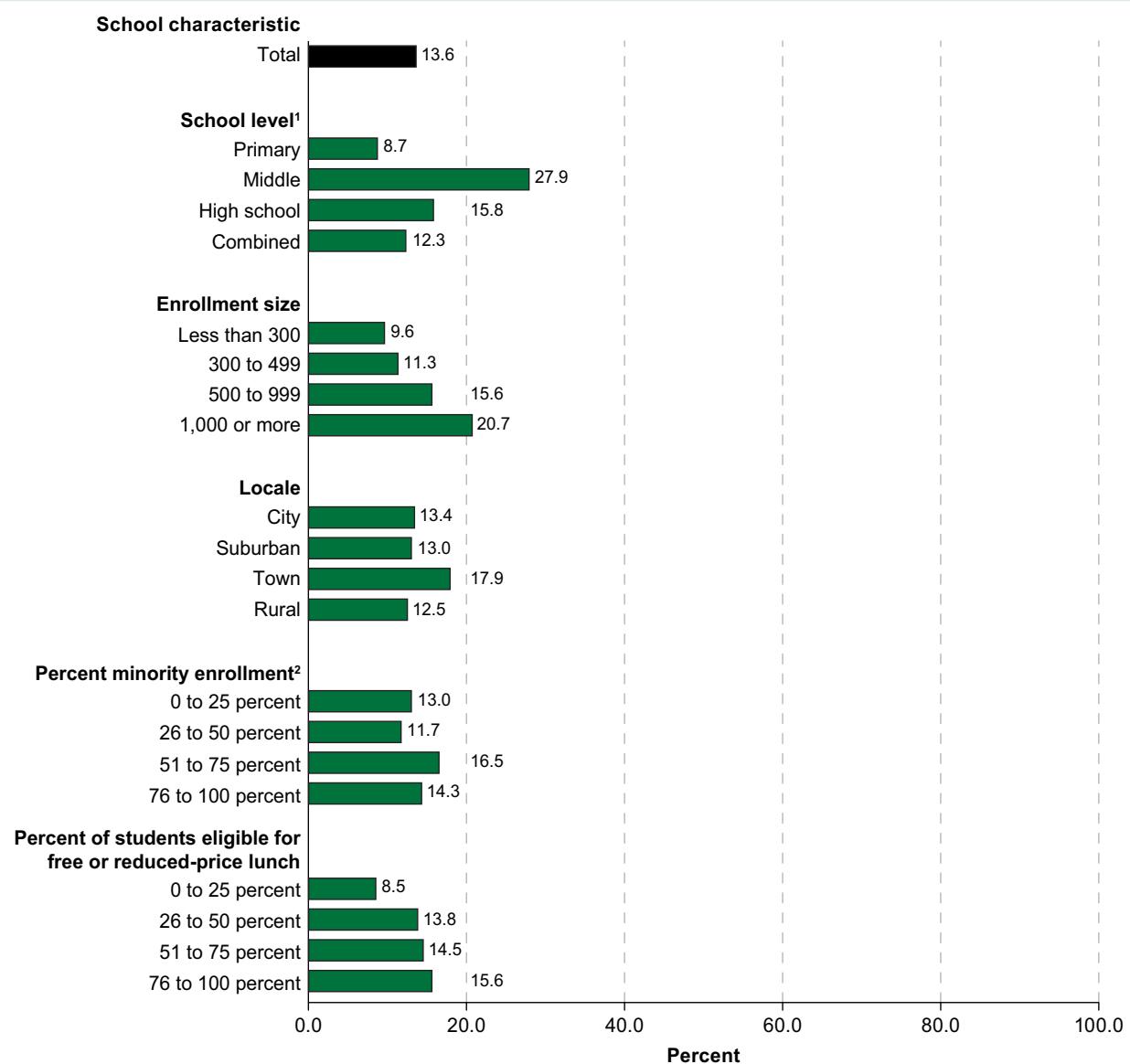
Figure 7.1. Percentage of public schools reporting selected discipline problems that occurred at school at least once a week: Selected school years, 1999–2000 through 2017–18



— 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 include discipline problems only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999–2000, 2003–04, 2007–08, 2009–10, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2008, 2010, 2016, and 2018.

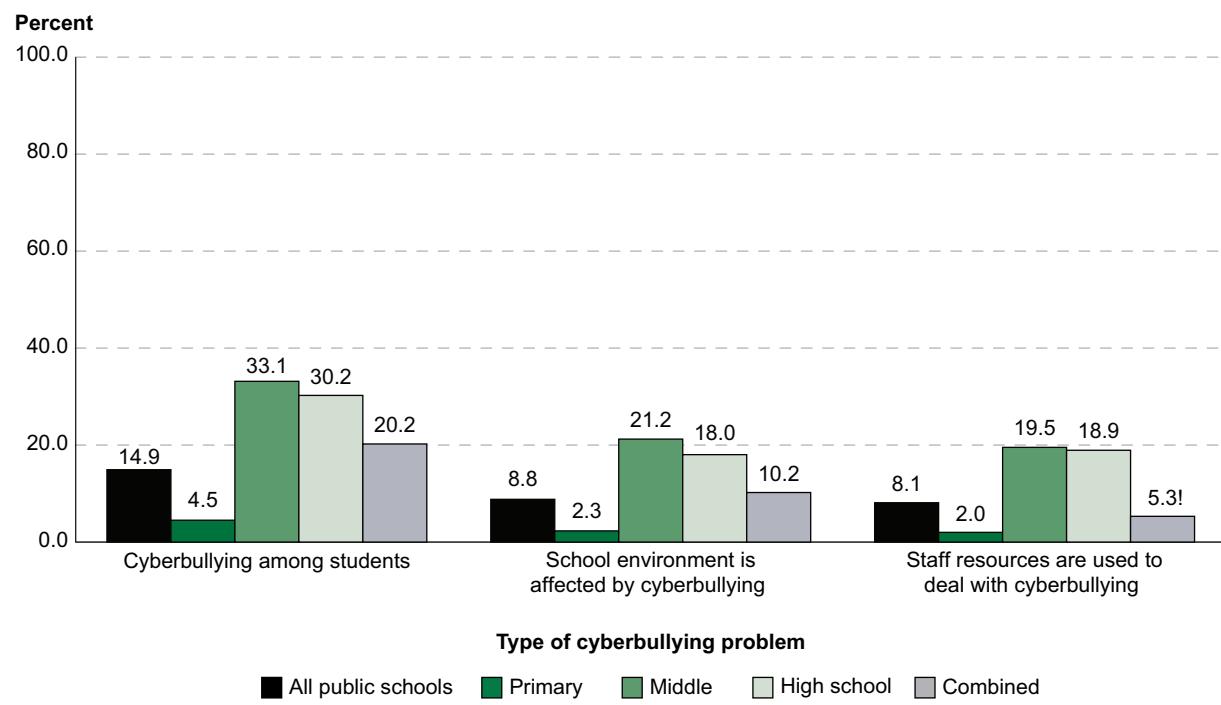
Figure 7.2. Percentage of public schools reporting student bullying occurred at school at least once a week, by selected school characteristics: School year 2017–18



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. Combined schools include all other combinations of grades, including K–12 schools.

²Percent 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 include discipline problems only for those times that were during normal school hours or when school activities or events were in session, unless the survey specified otherwise. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

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 2017–18



[!] 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. "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." "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 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. Combined schools include all other combinations of grades, including K–12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

(1 percent) than in 2009–10 (3 percent; the first year of data collection for this item). The percentage of public schools that reported gang activities at their schools at all during the school year decreased from 19 percent in 1999–2000 to 11 percent in 2017–18.

Student bullying was the most commonly reported discipline problem among public schools across survey years.⁵⁰ During the 2017–18 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 (28 percent) than for high

schools (16 percent), combined schools (12 percent), and primary schools (9 percent). The percentage for high schools was also higher than the percentage for primary schools (figure 7.2 and table 7.1).⁵¹

In 2017–18, a higher percentage of public schools with 1,000 or more students enrolled reported student bullying at least once a week (21 percent) than schools of smaller enrollment sizes. The percentage of public schools reporting student bullying was also higher for those with 500 to 999 students enrolled (16 percent) than for those with 300 to 499 students enrolled (11 percent) or with under 300 students enrolled (10 percent).

⁵⁰ The only exceptions were that in 2015–16 and 2017–18, the percentage of public schools reporting student bullying at least once a week was not measurably different from the percentage reporting student acts of disrespect for teachers other than verbal abuse at least once a week.

⁵¹ 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. Combined schools include all other combinations of grades, including K–12 schools.

In 2017–18, public schools where 25 percent or less of the students were eligible for free or reduced-price lunch reported the lowest percentage of student bullying (9 percent); the percentage of student bullying reported by other schools ranged from 14 to 16 percent.⁵² There were no measurable differences by locale or by percent minority enrollment⁵³ in the percentages of public schools reporting student bullying.

In the 2017–18 SSOCS survey administration, schools were also asked to report selected types of cyberbullying problems at school or away from school that occurred at least once a week. About 15 percent of public schools reported that cyberbullying had occurred among students at least once a week at school or away from school in 2017–18. Nine percent of public schools also reported that the school environment was affected by cyberbullying, and 8 percent of schools reported that staff resources were used to deal with cyberbullying (figure 7.3 and table 7.2).

Public schools' reports on the occurrence of cyberbullying at school and away from school varied by school characteristics in 2017–18. Higher percentages of middle schools (33 percent) and high schools (30 percent) than of combined schools

(20 percent) and primary schools (5 percent) reported cyberbullying among students. The percentage of public schools that reported cyberbullying among students was generally higher for schools with larger enrollment sizes (table 7.2). For instance, 32 percent of schools with an enrollment size of 1,000 or more students reported cyberbullying among students, compared with 16 percent of schools with 500 to 999 students enrolled and 11 percent each of schools with 300 to 499 students enrolled and schools with 300 or fewer students enrolled.

A higher percentage of public schools in towns (20 percent) than in suburban areas (14 percent) and cities (13 percent) reported cyberbullying among students in 2017–18. Public schools where 76 percent or more of the students were minorities reported the lowest percentage of cyberbullying at least once a week (10 percent); the percentage of cyberbullying reported by other schools ranged from 14 to 18 percent. In addition, the percentage of public schools reporting cyberbullying was lower for those where 76 percent or more of the students were eligible for free or reduced-price lunch (12 percent) than for those where 51 to 75 percent of the students (17 percent) and 26 to 50 percent of the student (18 percent) were eligible for free or reduced-price lunch.

⁵² 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?](#)"

⁵³ "Percent minority enrollment" was defined as percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

Indicator 8

Students' Reports of Gangs at School

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

In order to assess gang activity in and around schools, the School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 if gangs were present at their school⁵⁴ during the school year. All gangs, whether or not they were involved in violent or illegal activity, were included. Between 2001 and 2017, the percentage of students ages 12–18 who reported that gangs were present at their school decreased from 20 to 9 percent. The percentage who reported that gangs were present at their school was also lower in 2017 than in 2015 (11 percent; figure 8.1 and table 8.1).

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

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

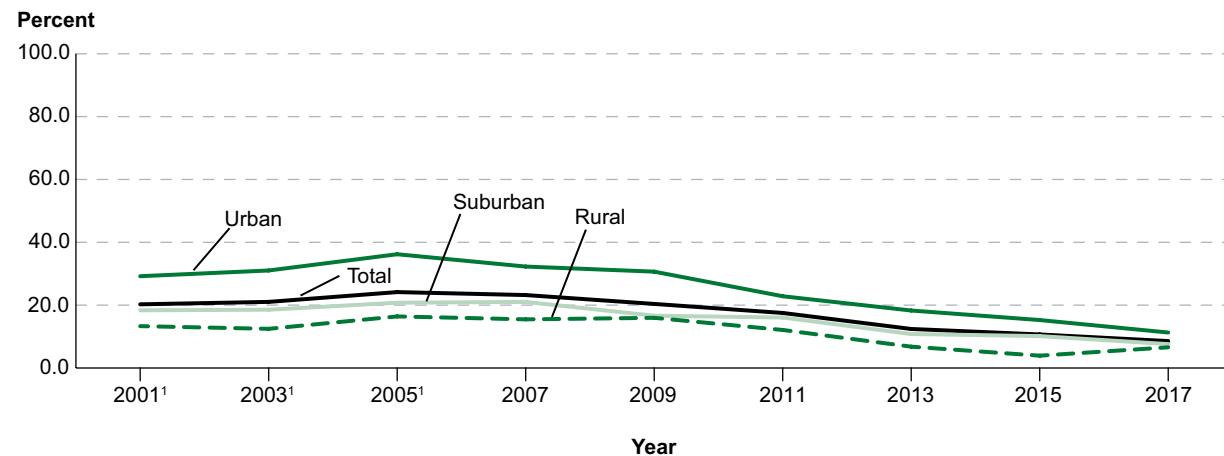
In 2017, a higher percentage of Black students ages 12–18 than of students of any other racial/ethnic group for which data were available⁵⁵ reported the presence of gangs at their school during the school year. Specifically, 17 percent of Black students reported a gang presence, compared with 12 percent of Hispanic students, 10 percent of students of Two or more races, 5 percent of White students, and 2 percent of Asian students. In addition, a higher percentage of Hispanic students than of White students and Asian students reported the presence of gangs at their school, and higher percentages of students of Two or more races and White students than of Asian students also reported so. The percentage of White students who reported a gang presence was lower in 2017 than in 2015 (5 vs. 7 percent), while the percentages reported in 2017 by students of other racial/ethnic groups were not measurably different from the percentages reported in 2015.

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

⁵⁴ "At school" includes in the school building, on school property, on a school bus, and going to and from school.

⁵⁵ Data for Pacific Islander students and American Indian/Alaska Native students did not meet reporting standards.

Figure 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by urbanicity: Selected years, 2001 through 2017

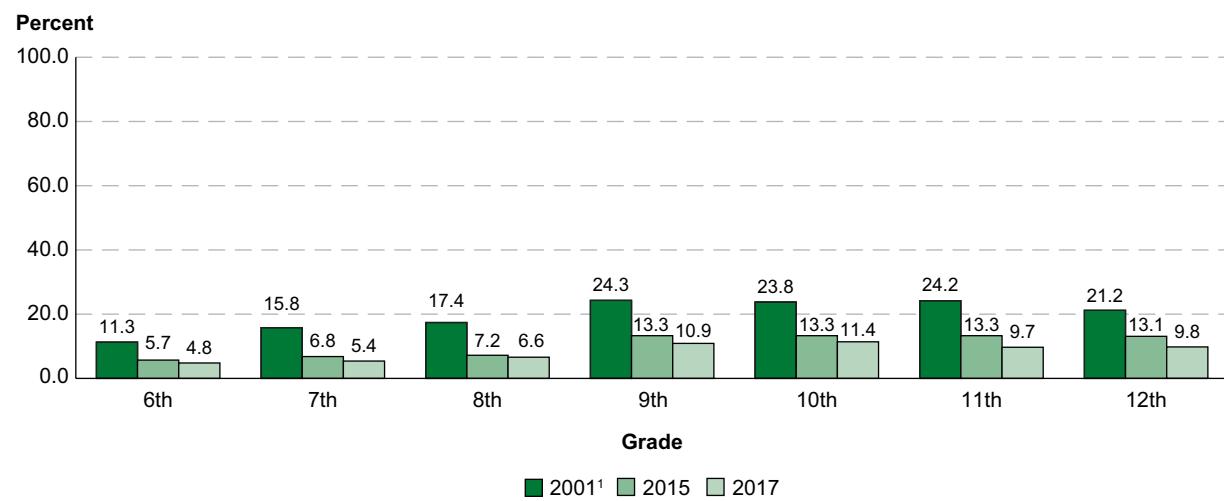


¹In 2005 and prior years, the period covered by the survey question was “during the last 6 months,” whereas the period was “during this school year” beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

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



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.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. “At school” includes in the school building, on school property, on a school bus, and going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001, 2015, and 2017.

Indicator 9

Students' Reports of Hate-Related Words and Hate-Related Graffiti and Schools' Reports of Hate Crimes

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

The School Crime Supplement (SCS) to the National Crime Victimization Survey collects data on students' reports of being called hate-related⁵⁶ words and seeing hate-related graffiti at school.⁵⁷ 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. Students were also 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. The School Survey on Crime and Safety (SSOCS) records data on hate crimes⁵⁸ that occurred at school during the school year. In addition, public school principals were asked to report whether any of the hate crimes were motivated by biases against a specific characteristic, including race or color, national origin or ethnicity, sex, religion, disability, sexual orientation, and gender identity.

Based on data from the SCS, about 6 percent of students ages 12–18 reported being called hate-related words at school during the school year in 2017, representing a decrease from 12 percent in 2001 (figure 9.1 and table 9.1). The percentage of students who reported being called hate-related words at school in 2017 was not measurably different from

the percentage in 2015. In 2017, about 23 percent of students reported seeing hate-related graffiti at school during the school year, representing a decrease from 36 percent in 2001. In addition, the percentage of students who reported seeing hate-related graffiti at school in 2017 was lower than the percentage in 2015 (27 percent).

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

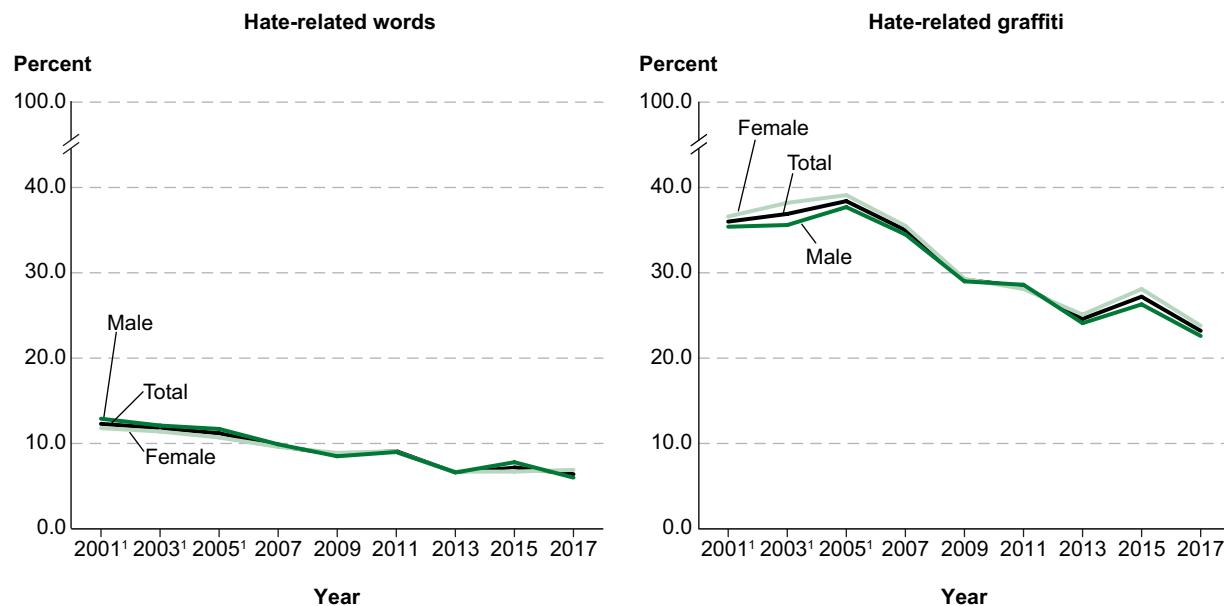
⁵⁶ "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics.

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

⁵⁸ A hate crime was defined as a "committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate crimes are also known as bias crimes.

This indicator repeats student-reported data on hate-related words and graffiti from the *Indicators of School Crime and Safety: 2018* report but has been expanded to include 2017–18 school-reported hate crime data. For more information: Tables 9.1, 9.2, and 9.3, and <https://nces.ed.gov/programs/crime/>.

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



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.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

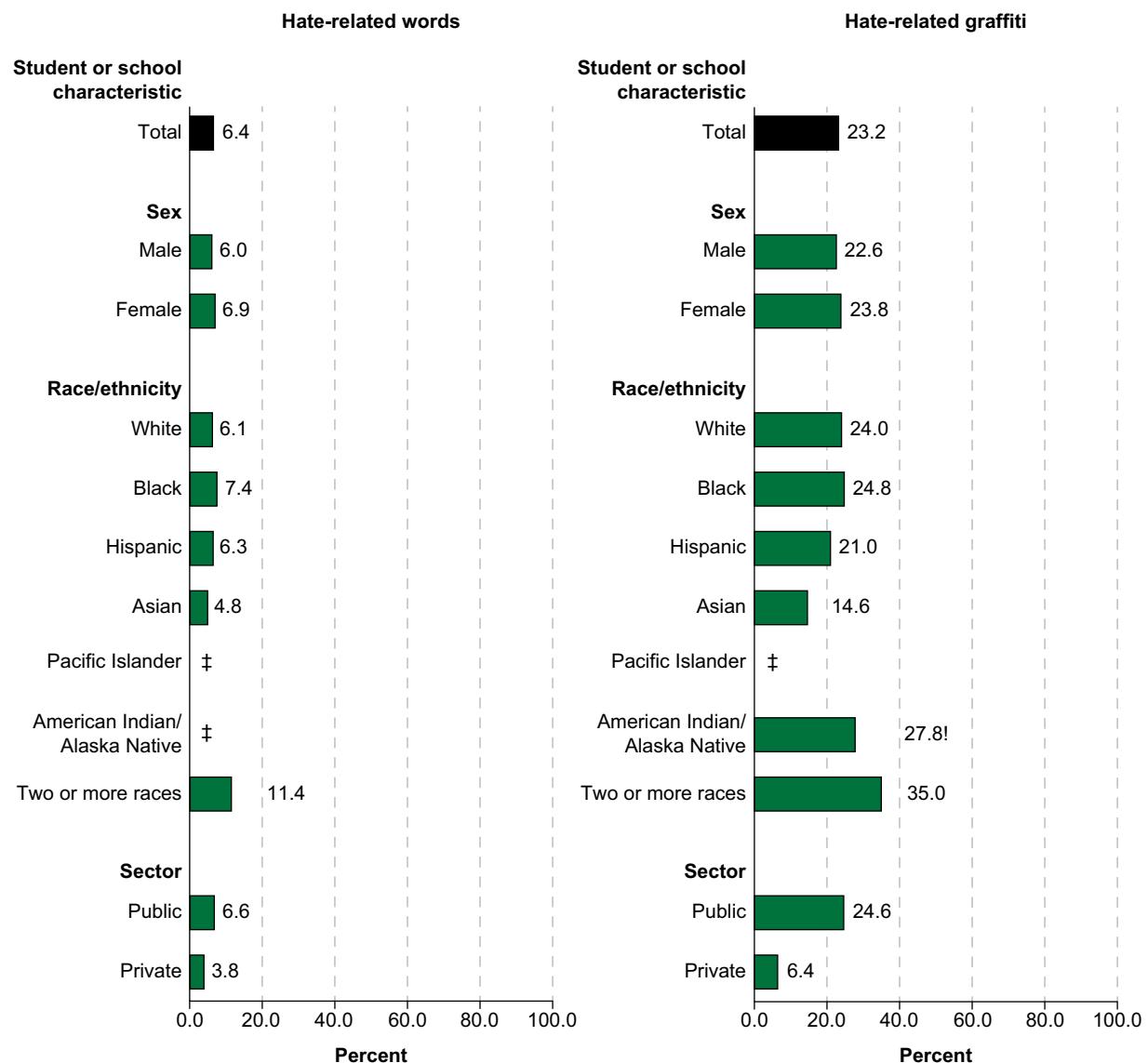
In 2017, lower percentages of Asian students (5 percent) and White students (6 percent) than of students of Two or more races (11 percent) reported being called a hate-related word at school during the school year (figure 9.2 and table 9.1). Also in 2017, a lower percentage of Asian students (15 percent)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

Some measurable differences were observed across grade levels in students’ reports of being called a hate-related word and seeing hate-related graffiti at school

during the school year. In 2017, lower percentages of 11th- and 12th-graders (5 percent each) than of 7th- and 9th-graders (7 and 8 percent, respectively) reported being called a hate-related word at school, and lower percentages of 6th- and 7th-graders (21 percent each) than of 10th-graders (27 percent) reported seeing hate-related graffiti at school.

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

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



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

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

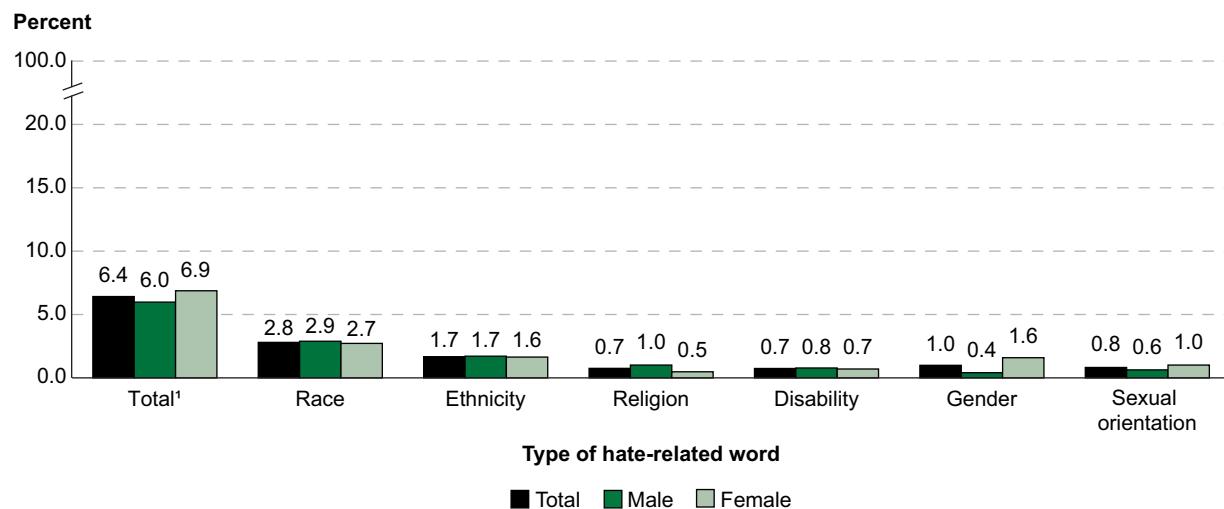
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Students who reported being called hate-related words at school during the school year were asked to indicate whether the derogatory word they were called referred to their race, ethnicity, religion, disability, gender, or sexual orientation. In 2017, a lower percentage of male students than of female students reported

being called a hate-related word referring to their gender (less than 1 percent vs. 2 percent; figure 9.3 and table 9.2). However, a lower percentage of female students than of male students reported being called a hate-related word referring to their religion (less than 1 percent vs. 1 percent).

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



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

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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

Public school principals reported the total number of hate crimes that occurred at school in the SSOCS. In 2017–18, some 5,700 hate crimes occurred at public schools (table 9.3). The percentage of

public schools reporting hate crimes in 2017–18 (2 percent) was higher than the percentage in 2015–16 (1 percent). In addition, a lower percentage of primary schools (1 percent) reported hate crimes than did middle schools and high schools (4 and 5 percent, respectively).

Public school principals were also asked whether any of the hate crimes were motivated by biases against individuals with certain characteristics. In 2017–18, some two percent of public schools reported hate crimes motivated by race or color, 1 percent each reported hate crimes motivated by national origin or ethnicity and sexual orientation, and less than 1 percent each reported hate crimes motivated by religion, gender identity, sex, and disability.⁵⁹

⁵⁹ Schools that reported hate crimes motivated by multiple types of bias are counted separately under each type of bias reported.

Indicator 10

Bullying at School and Electronic Bullying

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

The School Crime Supplement (SCS) to the National Crime Victimization Survey collected data on bullying⁶⁰ by asking students ages 12–18 if they had been bullied at school⁶¹ during the school year. Students were also asked about the types and frequencies of bullying they had been subjected to, the specific characteristics related to the bullying, and whether bullying had a negative effect on various aspects of their life. The Youth Risk Behavior Survey (YRBS) also collected data on students in grades 9–12 who reported being bullied on school property⁶² or electronically bullied⁶³ during the previous 12 months. This indicator first discusses bullying at school using the SCS data. It then uses the YRBS data to discuss electronic bullying by student characteristics and electronic bullying and bullying on school property by state. Readers should take note of the differing data sources and terminology.

Between 2005 and 2017, the percentage of students ages 12–18 who reported being bullied at school during the school year decreased from 29 to 20 percent (figure 10.1 and table 10.1).⁶⁴ However, there was no

measurable difference between the percentages in 2015 and 2017. A declining trend between 2005 and 2017 in the percentage of students who reported being bullied at school was observed for most of the student and school characteristics examined: the percentage decreased for male students (from 27 to 17 percent) and female students (from 30 to 24 percent); White students (from 30 to 23 percent), Black students (from 29 to 23 percent), Hispanic students (from 22 to 16 percent), Asian students (from 21 to 7 percent), and students of Two or more races (from 35 to 23 percent); students in each grade from 6 through 12 (with decreases ranging from 6 to 11 percentage points); students in urban areas (from 26 to 18 percent) and suburban areas (from 29 to 20 percent); and public school students (from 29 to 21 percent). In addition, the percentage of private school students who reported being bullied at school was lower in 2017 than in 2005 (16 vs. 23 percent). Although the percentage of students in rural areas who reported being bullied at school in 2017 was not measurably different from the percentage in 2005, it was higher than the percentage in 2015 (27 vs. 18 percent).

⁶⁰ “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.

⁶¹ “At school” includes in the school building, on school property, on a school bus, and going to and from school.

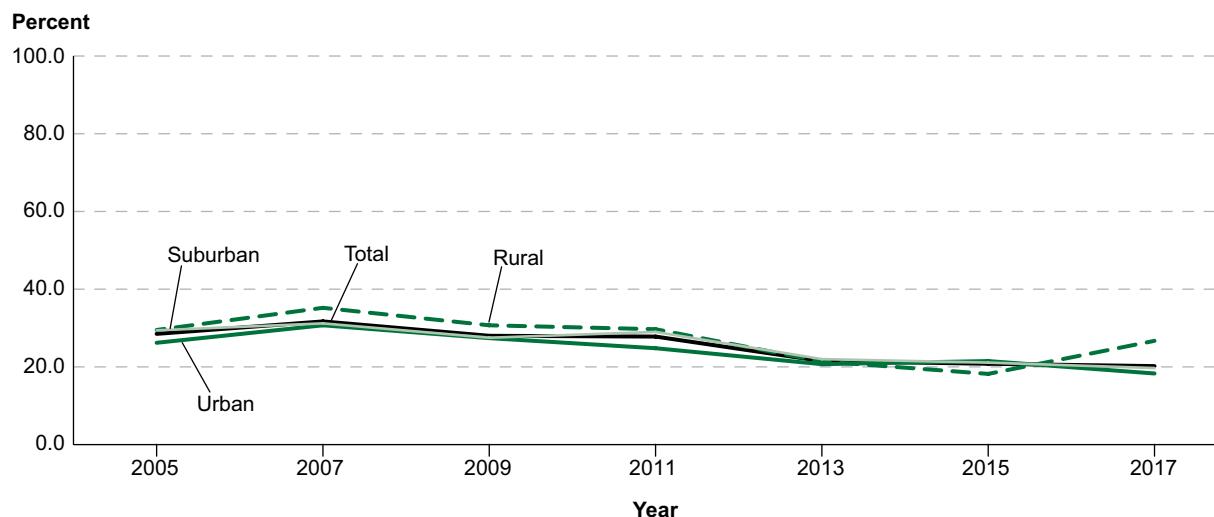
⁶² In the Youth Risk Behavior Survey (YRBS), bullying was defined for respondents as “when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again.” “On school property” was not defined for survey respondents.

⁶³ 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.

⁶⁴ Prior data are excluded from the time series due to a significant redesign of the bullying items in 2005.

This indicator repeats information from the *Indicators of School Crime and Safety: 2018* report. For more information: Tables 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, and 10.8, Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>), and <https://nces.ed.gov/programs/crime/>.

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



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2005 through 2017.

In 2017, about 20 percent of students ages 12–18 reported being bullied at school during the school year (figure 10.2 and table 10.2). Of students ages 12–18, about 13 percent reported being the subject of rumors; 13 percent reported being made fun of, called names, or insulted; 5 percent reported being pushed, shoved, tripped, or spit on; and 5 percent reported being excluded from activities on purpose. Additionally, 4 percent of students reported being threatened with harm, 2 percent reported that others tried to make them do things they did not want to do, and 1 percent reported that their property was destroyed by others on purpose.

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

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

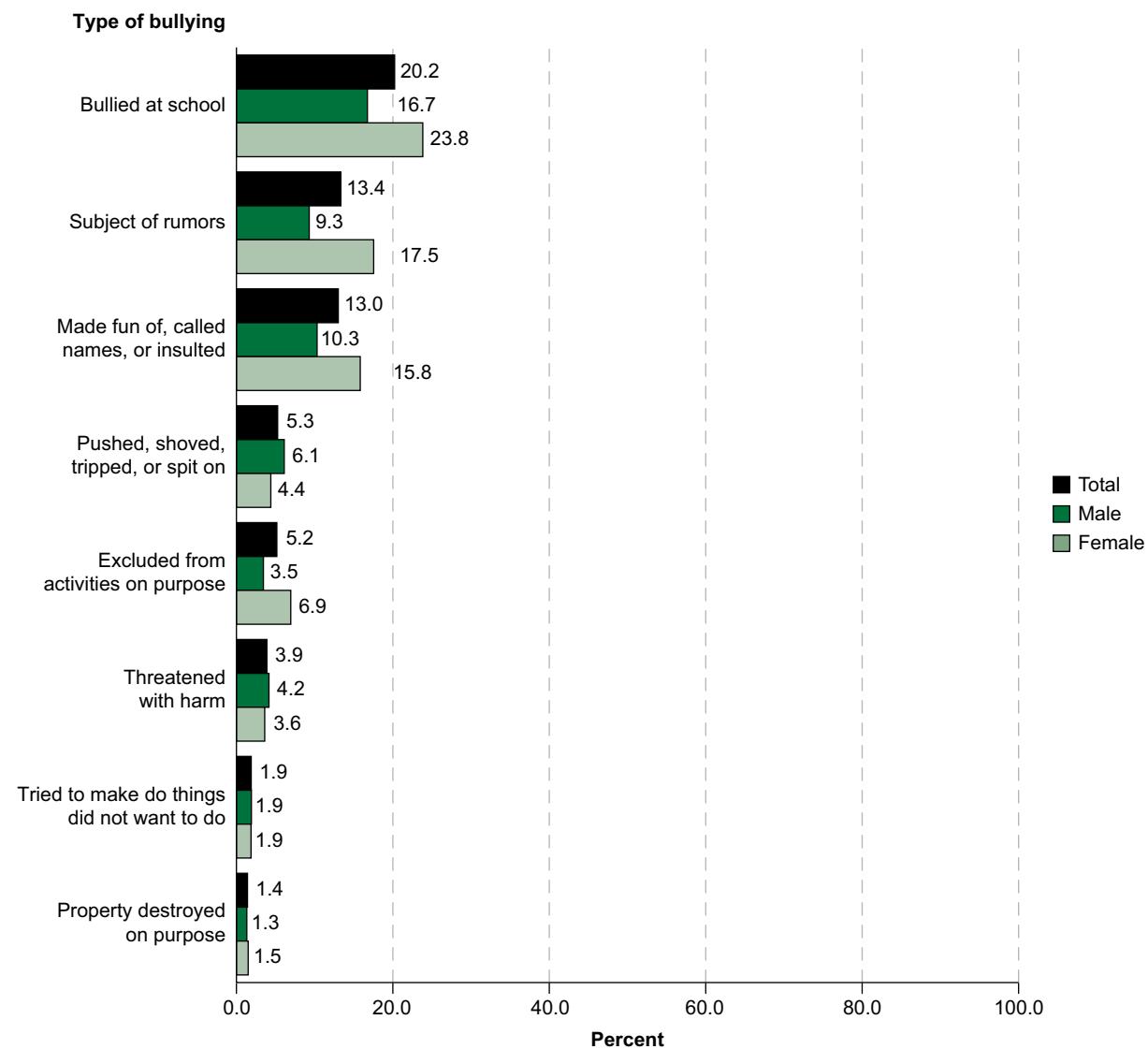
Higher percentages of students in each grade from 6 through 8 than of students in each grade from 9 through 12 reported being bullied at school during the school year. In 2017, about 29 percent of 6th-graders, 25 percent of 8th-graders, and 24 percent

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

In 2017, a higher percentage of students ages 12–18 in rural areas (27 percent) than of students in suburban areas (20 percent) and urban areas (18 percent) reported being bullied at school during the school year. A higher percentage of students in rural areas

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

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



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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

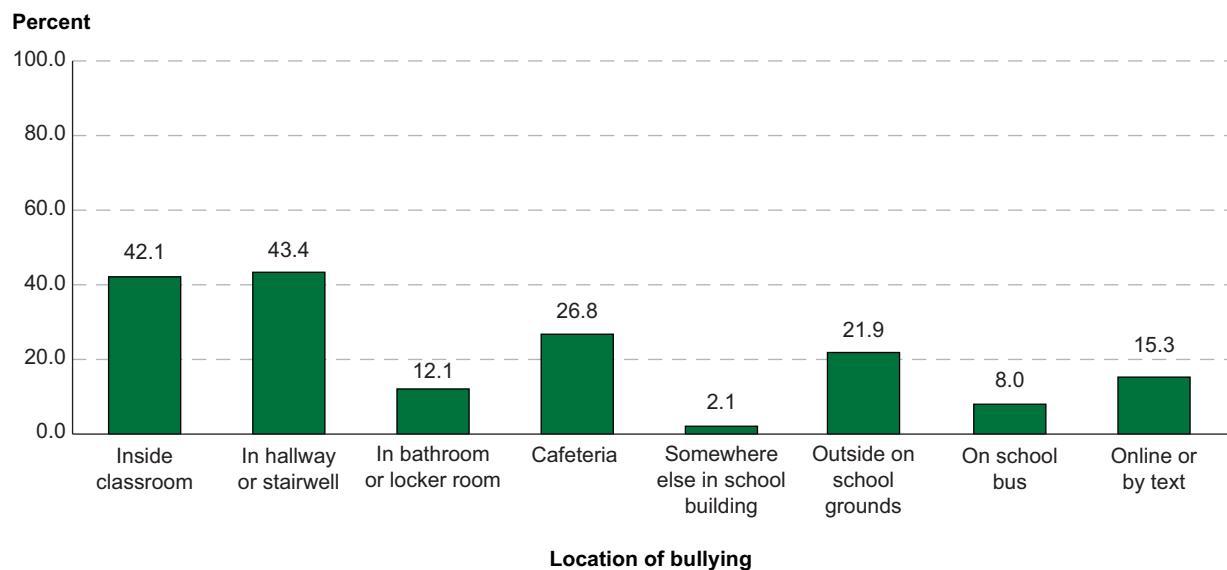
There were some differences by student and school characteristics in the locations where students ages 12–18 reported they were bullied during the school year. For example, a higher percentage of female students than of male students reported being bullied online or by text (21 vs. 7 percent). The percentage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

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

Among students ages 12–18 who reported being bullied at school during the school year in 2017, about 46 percent reported notifying an adult at school⁶⁵ about the incident. Higher percentages of 6th- and 7th- graders (57 percent each) than of 9th-graders (39 percent), 10th-graders (38 percent), and 12th-graders (33 percent) and a higher percentage of 8th-graders (47 percent) than of 12th-graders reported notifying an adult at school after being bullied. The percentage of students who reported notifying an adult at school after being bullied was highest for those who reported being bullied on more than ten days in the school year (64 percent) and lowest for those who reported being bullied on one day in the school year (31 percent).

⁶⁵ “Adult at school” refers to a teacher or other adult at school.

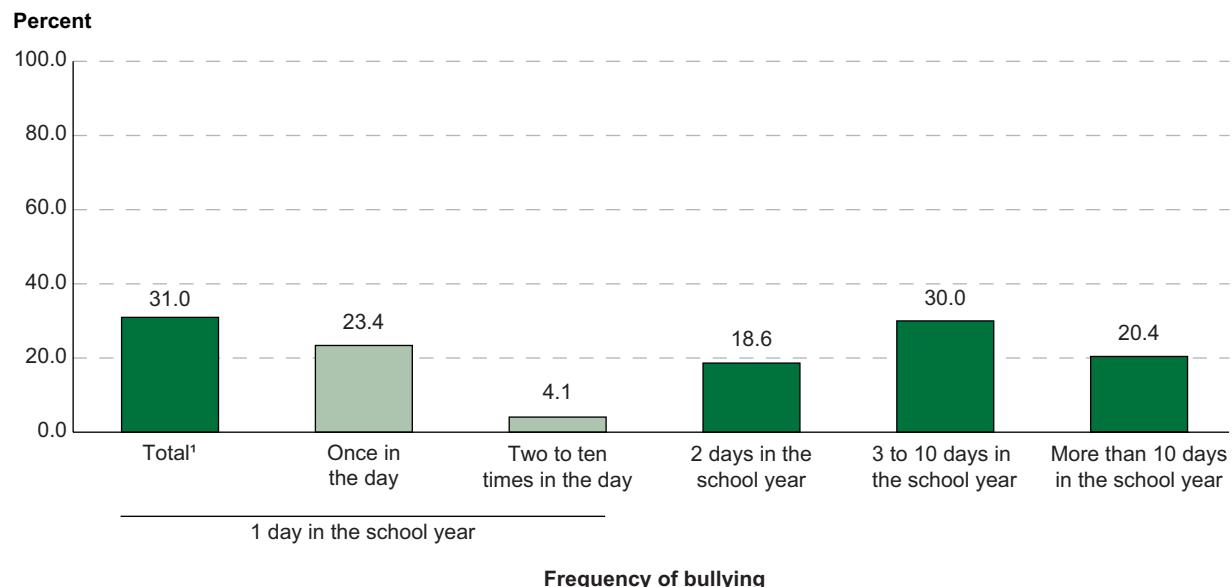
Figure 10.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2017



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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



¹Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied during the school year were asked to report whether they were bullied on 1 day in the school year, 2 days in the school year, 3 to 10 days in the school year, or more than 10 days in the school year. Those who reported being bullied on 1 day in the school year were further asked to report how many times in the day they were bullied. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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

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

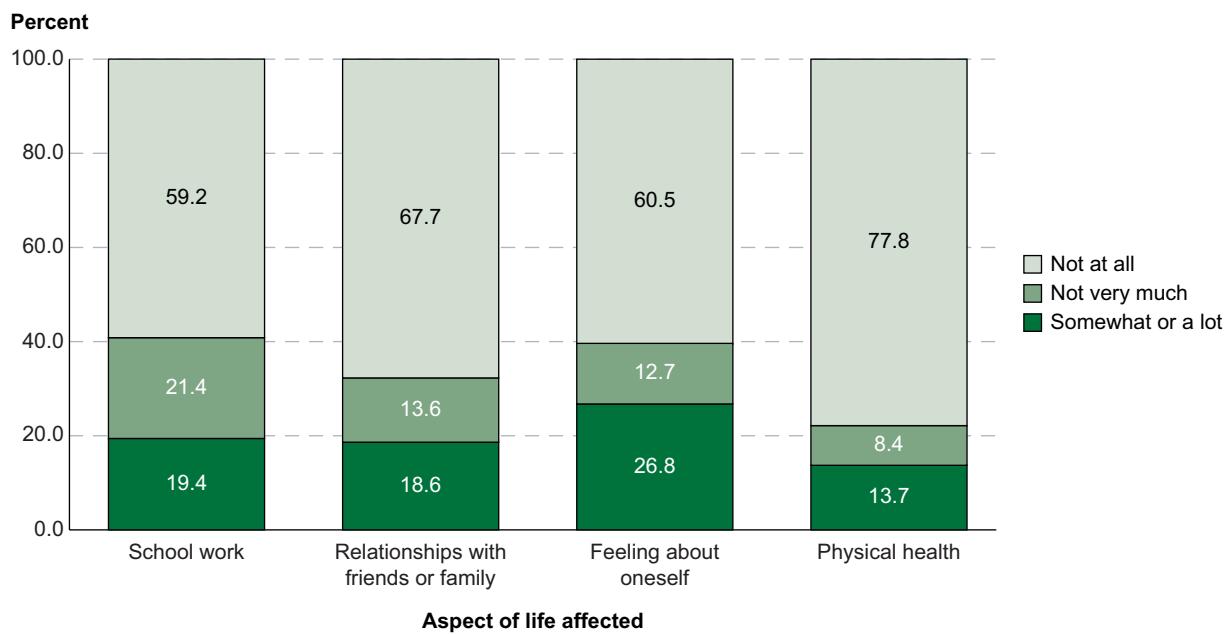
As mentioned in the introduction, the YRBS collected data on electronic bullying for students in grades 9–12. In 2017, about 15 percent of students in grades 9–12 reported being electronically bullied during the previous 12 months (figure 10.6 and table 10.7). This percentage was not measurably different from the percentages reported in 2011 (the first year of data collection for this item) or in

2015. The percentage of students who reported being electronically bullied in 2017 was higher for female students than for male students (20 vs. 10 percent); higher for White students (17 percent) and students of Two or more races (16 percent) than for Black students (11 percent) and Asian students (10 percent) and higher for White students than for Hispanic students (12 percent); higher for gay, lesbian, or bisexual students (27 percent) and students who were not sure of their sexual orientation (22 percent) than for heterosexual students (13 percent); and higher for 9th-graders than for 12th-graders (17 vs. 13 percent).

The YRBS also collected data on electronic bullying anywhere and bullying on school property at the state level. In 2017, data on the percentages of students in grades 9–12 who reported being electronically bullied during the previous 12 months were available for 39 states and the District of Columbia (table 10.8).⁶⁶ Among these jurisdictions, the percentages of students who reported being electronically bullied ranged from 9 percent in the District of Columbia to 21 percent in Louisiana. Data on the percentages of students in grades 9–12 who reported being bullied on school property during the previous 12 months were also available for 38 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported being bullied on school property ranged from 12 percent in the District of Columbia to 27 percent in Arkansas. On this survey, 19 percent of students in the United States reported being bullied on school property in 2017.

⁶⁶ U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

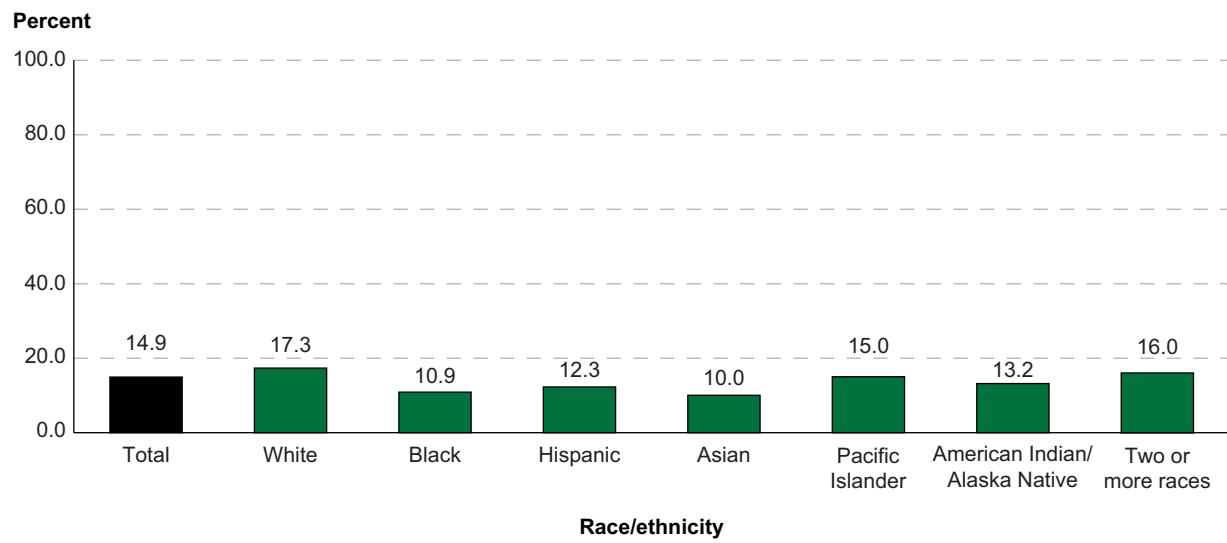
Figure 10.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected: 2017



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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

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



NOTE: Electronic bullying includes "being bullied through texting, Instagram, Facebook, or other social media." Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Indicator 11

Teachers' Reports on Managing Classroom Behaviors

In 2018, some 93 percent of lower secondary teachers in U.S. public schools reported that they were able to make expectations about student behavior clear quite a bit or a lot, 88 percent reported that they were able to get students to follow classroom rules quite a bit or a lot, 85 percent reported that they were able to control disruptive behavior in the classroom quite a bit or a lot, and 80 percent reported that they were able to calm a student who is disruptive or noisy quite a bit or a lot. These percentages were not measurably different from the respective OECD averages.

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 in managing student 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. This indicator presents the percentages of lower secondary teachers in public schools who reported being able to manage student behaviors in the United States and across participating Organization for Economic Cooperation and Development (OECD) countries or education systems. Then, focusing on teachers in the United States, this indicator examines whether these data vary by teacher and school characteristics.

In 2018, 80 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.⁶⁷ Specifically, 93 percent of teachers reported that they were able to make expectations about student behavior clear quite a bit or a lot, 88 percent reported that they were able to get students to follow classroom rules quite a bit or a lot, 85 percent reported that they were able to control disruptive behavior in the classroom quite a bit or a lot, and 80 percent reported that they were able to calm a student who is disruptive or noisy quite a bit or a lot (table 11.1). These percentages were not measurably different from the respective OECD averages.

The percentages of teachers who reported being able to manage student behaviors quite a bit or a lot varied by education system. For instance, among the 30 education systems⁶⁸ reporting these data in 2018, the percentage of lower secondary teachers in public schools who reported being able to make expectations about student behavior clear quite a bit or a lot ranged from 60 percent in Japan to 98 percent in Colombia, Netherlands, Portugal, Hungary, and Denmark; the percentage was higher in the United States (93 percent) than in 11 education systems and lower in the United States than in 10 education systems (figure 11.1 and table 11.1).

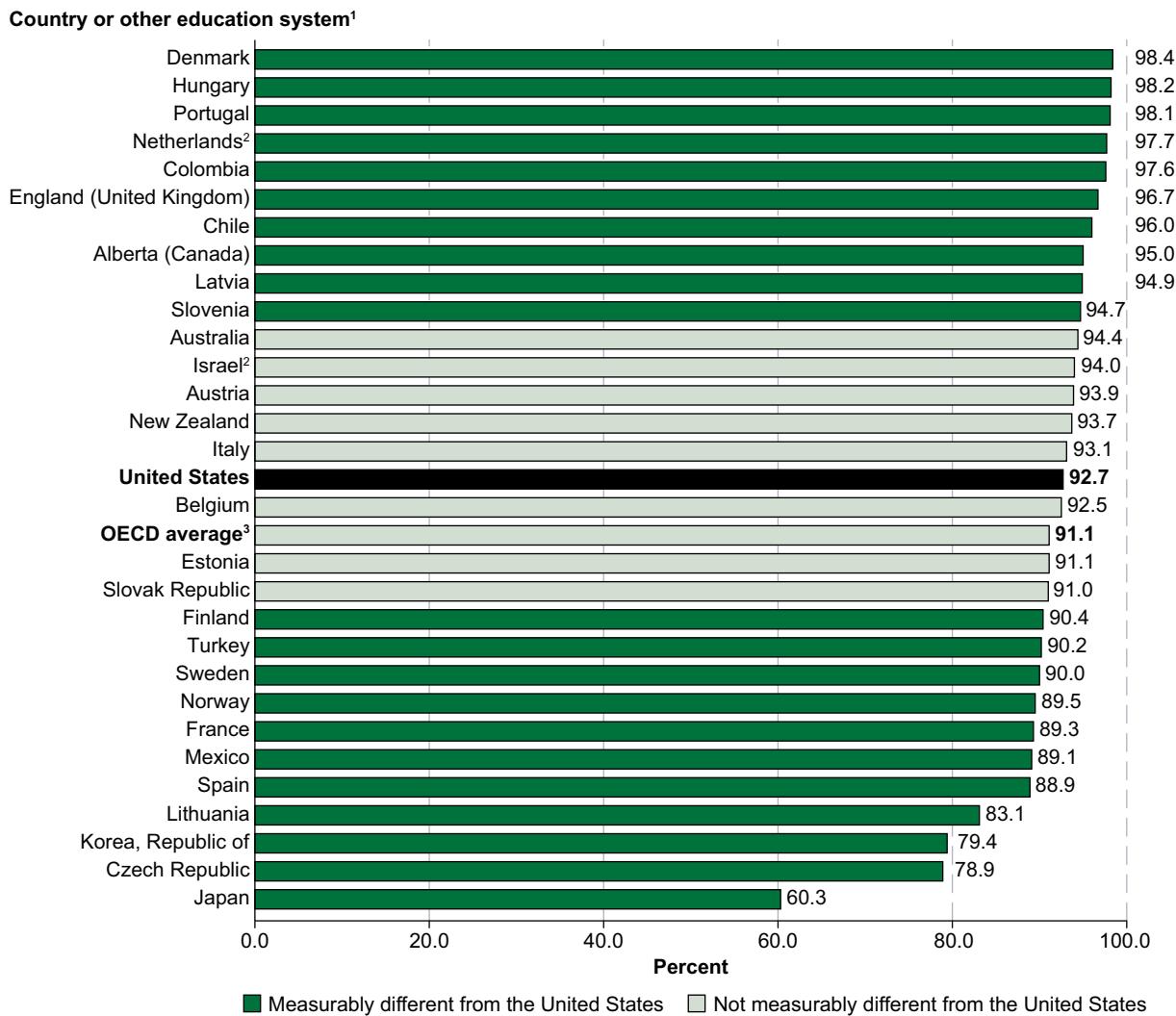
Among lower secondary teachers in public schools in the United States, differences in the percentages of teachers who reported being able to manage student behaviors quite a bit or a lot were observed by teacher's age in 2018. In the United States, higher percentages of teachers between 40 and 49 than of teachers under 30 reported that they were able to manage each aspect of student behavior quite a bit or a lot: control disruptive behavior in the classroom (89 vs. 82 percent), make expectations about student behavior clear (96 vs. 89 percent), get students to follow classroom rules (92 vs. 85 percent), and calm a student who is disruptive or noisy (84 vs. 72 percent; table 11.2). In addition, higher percentages of teachers between 40 and 49 than of teachers who were 50 or above reported that they were able to control disruptive behavior in the classroom quite a bit or a lot (89 vs. 80 percent), make expectations about student behavior clear quite a bit or a lot (96 vs. 91 percent), and calm a student who is disruptive or noisy quite a bit or a lot (84 vs. 77 percent).

⁶⁷ 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 indicator combines the percentages for "quite a bit" and "a lot."

⁶⁸ Most of the education systems represent complete OECD countries, but two represent subnational entities: Alberta is a province of Canada, and England is a component of the United Kingdom.

The previous version of this indicator used data from the National Teacher and Principal Survey (NTPS) and the Schools and Staff Survey (SASS) to examine teachers' reports on school conditions. This year's indicator has been revised to instead highlight data on teacher self-efficacy in managing classroom behaviors, using the 2018 Teaching and Learning International Survey (TALIS). For more information: Tables 11.1 and 11.2 and <https://www.oecd.org/education/talis/>.

Figure 11.1. Percentage of lower secondary teachers in public schools who reported being able to make expectations about student behavior clear “quite a bit” or “a lot,” by country or other education system: 2018



¹ Most of the education systems represent complete countries, but two represent subnational entities: Alberta is a province of Canada, and England is a component of the United Kingdom.

² Estimates may include some teachers in private schools. The survey item about whether a school is publicly or privately managed was withdrawn at this country's request because the classifications of private schools were not defined well enough to ensure non-misinterpretation of data.

³ Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries for which 2018 data are available. Each OECD country with available data contributes equally to the OECD average.

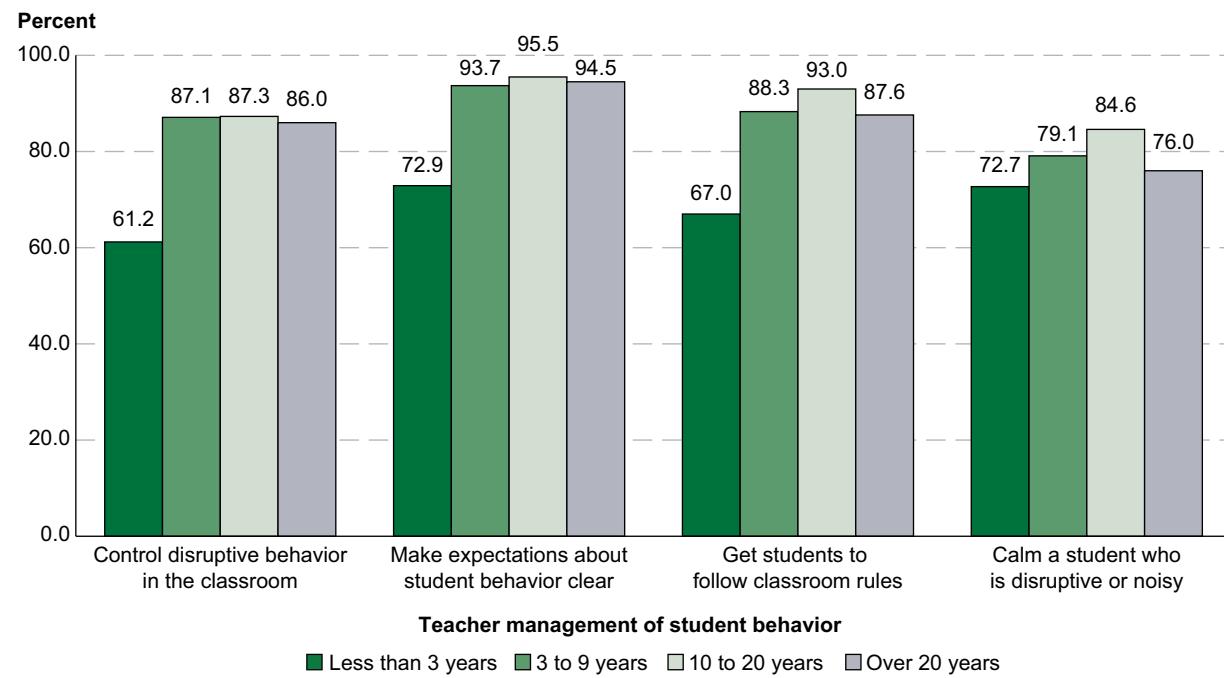
NOTE: In each participating country, the survey collected data from a nationally representative sample of teachers who taught at International Standard Classification of Education (ISCED) 2011 level 2. ISCED level 2 refers to lower secondary education, which corresponds to grades 7–9 in the United States. Unless otherwise noted, results are for only those lower secondary teachers who taught in public schools. 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 figure combines the percentages for “quite a bit” and “a lot.” Although rounded numbers are displayed, the figures are based on the unrounded data.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

Similarly, differences in the percentages of teachers who were able to manage student behaviors were observed by years of full- and part-time teaching experience in 2018. Among lower secondary teachers in public schools in the United States, 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 (figure 11.2 and table 11.2). For instance, 61 percent of teachers with less than 3 years of teaching experience reported that they were able to control disruptive behavior in the classroom quite a bit or a lot, compared with 86 to 87 percent

Figure 11.2. Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior “quite a bit” or “a lot,” by years of full- and part-time teaching experience: 2018



NOTE: Data were based on teacher responses. The survey collected data from nationally representative samples of teachers at the lower secondary level (ISCED 2011 level 2, which corresponds to grades 7–9 in the United States). This figure includes only lower secondary teachers who taught in U.S. public schools. 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 figure combines the percentages for “quite a bit” and “a lot.” Although rounded numbers are displayed, the figures are based on the unrounded data.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018.

of teachers with more experience. In addition, the percentage of teachers who reported being able to calm a student who is disruptive or noisy quite a bit or a lot was lower for teachers with 3 to 9 years of experience (79 percent) than for teachers with 10 to 20 years of experience (85 percent). There were no measurable differences by gender or highest level of formal education completed in the percentages of teachers who reported being able to manage student behaviors quite a bit or a lot.

There were few differences by school characteristics in the percentages of lower secondary teachers in public schools who reported being able to manage student behaviors quite a bit or a lot in 2018. In the United States, the percentage of teachers who reported being able to make expectations about student behavior clear quite a bit or a lot was higher

for those teaching at schools with 30 percent or less of students from socioeconomically disadvantaged homes (95 percent) than for teachers teaching at schools with more than 30 percent of students from these homes (92 percent; table 11.2).⁶⁹ The same pattern was observed for calming a student who is disruptive or noisy. Some 85 percent of teachers at schools with 30 percent or less of students from socioeconomically disadvantaged homes reported being able to calm a student who is disruptive or noisy quite a bit or a lot, compared with 78 percent of teachers at schools with more than 30 percent of students from these homes. In general, there were no measurable differences by school enrollment or school location in the percentages of teachers who reported being able to manage student behaviors quite a bit or a lot.

⁶⁹ In TALIS, principals were asked to estimate the broad percentage of lower secondary students in their school from socioeconomically disadvantaged homes. “Socioeconomically disadvantaged homes” were defined as “homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.”

Fights, Weapons, and Illegal Substances

Indicator 12

Physical Fights on School Property and Anywhere

Figure 12.1.	71
Figure 12.2.	71
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Indicator 13

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

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Indicator 14

Students' Use of Alcohol

Figure 14.1.	79
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Figure 14.3.	81

Indicator 15

Marijuana Use and Illegal Drug Availability

Figure 15.1.	83
Figure 15.2.	83
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Indicator 12

Physical Fights on School Property and Anywhere

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

In the Youth Risk Behavior Survey (YRBS), students in grades 9–12 were asked about their involvement in physical fights, both in general (referred to as “anywhere” in this indicator) and on school property, during the 12 months preceding the survey.⁷⁰ In this indicator, percentages of students reporting involvement in a physical fight occurring anywhere are used as a point of comparison with percentages of students reporting involvement in a physical fight occurring on school property.

Overall, the percentage of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months decreased between 2001 and 2017 (from 33 to 24 percent), and the percentage of students who reported having been in a physical fight on school property also decreased during this period (from 13 to 9 percent; figure 12.1 and table 12.1). However, there were no measurable differences between the two most recent survey years (2015 and 2017) in the percentage of students who reported having been in a physical fight, both anywhere and on school property.

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

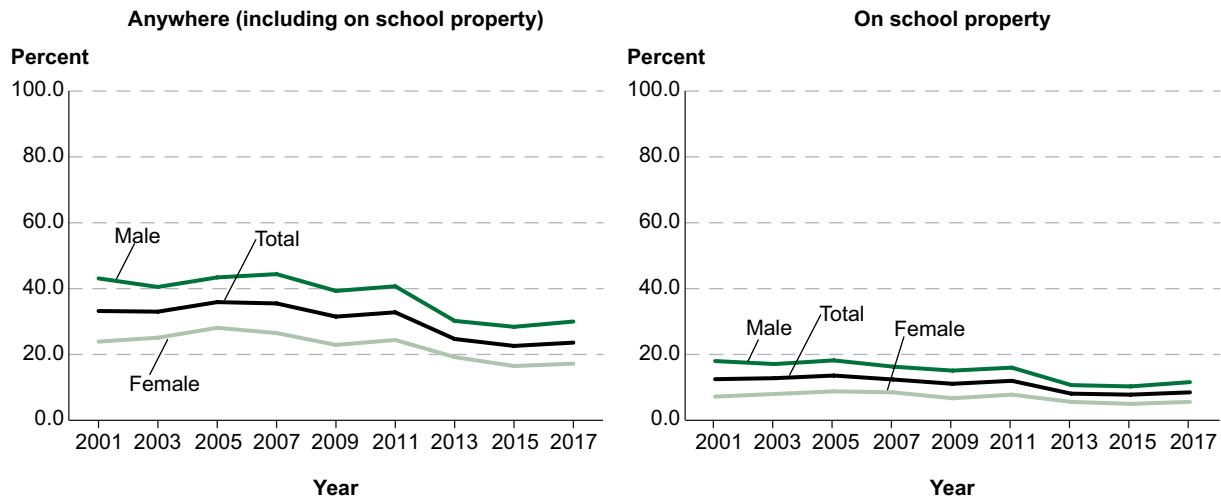
Similar to the pattern for students overall, the percentages of both male and female students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months also decreased between 2001 and 2017. During this time, the percentage of students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

The percentages of students in grades 9–12 who reported having been in a physical fight, both anywhere and on school property, during the previous 12 months differed by race/ethnicity. For example, in 2017, the percentage of students who reported having been in a physical fight anywhere was higher for Black students (33 percent) than for Hispanic students (26 percent), students of Two or more races (26 percent), Pacific Islander students (23 percent), and White students (21 percent); and the percentage for Asian students (11 percent) was lower compared with all these groups (figure 12.2 and table 12.1). In addition, the percentages of students who reported having been in a physical fight anywhere were higher for American Indian/Alaska Native students (35 percent) and Hispanic students than for White students. Of students who reported having been in a physical fight on school property, the percentages were higher for those who were Black (15 percent), Pacific Islander (14 percent), and Hispanic (9 percent) than for those who were White (6 percent); and the percentage for Asian students (4 percent) was lower compared with all these groups. In addition, the percentage of students who reported having been in a physical fight on school property was higher for Black students than for Hispanic students and students of Two or more races (9 percent).

⁷⁰ “Anywhere” includes fights that occurred on school property. The term “anywhere” is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many times in the past 12 months they had been in a physical fight. In the question asking students about physical fights at school, “on school property” was not defined for survey respondents.

This indicator repeats information from the *Indicators of School Crime and Safety: 2018* report. For more information: Tables 12.1, 12.2, and 12.3, and Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>).

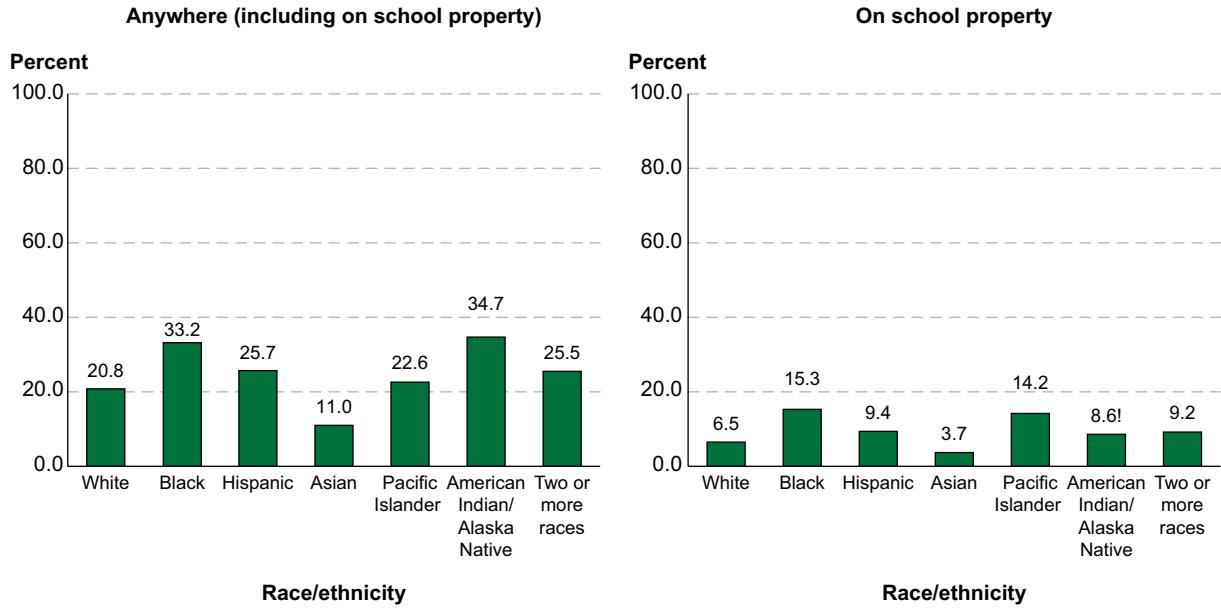
Figure 12.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and sex: Selected years, 2001 through 2017



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

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 12.2. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and race/ethnicity: 2017



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

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

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Between 2001 and 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere decreased for White students (from 32 to 21 percent), Hispanic students (from 36 to 26 percent), Asian students (from 22 to 11 percent), and students of Two or more races (from 40 percent to 26 percent), but there were no measurable differences between these two years for Black students and American Indian/Alaska Native students. Similarly, during the same period, the percentages of students who reported having been in a physical fight on school property decreased for White students (from 11 to 6 percent), Hispanic students (from 14 to 9 percent), Asian students (from 11 to 4 percent), and students of Two or more races (from 15 to 9 percent), and there were no measurable differences between these two years for Black, American Indian/Alaska Native, and Pacific Islander students.

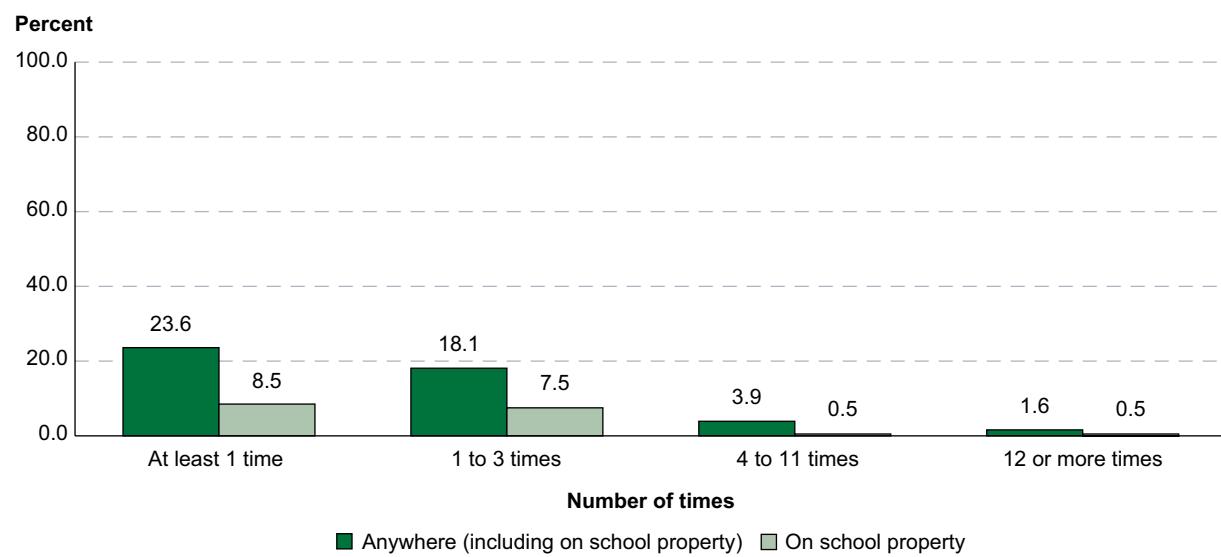
Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁷¹ In 2017, a higher percentage of gay, lesbian, or bisexual students (28 percent) reported having been in a physical fight anywhere during the previous 12 months than did heterosexual students (23 percent) or students who were not sure about their sexual orientation (20 percent; table 12.1). There were no measurable differences by sexual orientation in the percentages of students who reported having been involved in a physical fight on school property.

In 2017, the percentages of students in grades 9–12 who reported having been in a physical fight anywhere during the previous 12 months were higher for 9th-graders (28 percent) and 10th-graders (26 percent) than for 11th-graders (20 percent) and 12th-graders (18 percent). Similarly, higher percentages of 9th-graders (12 percent) and 10th-graders (10 percent) than 11th-graders (6 percent) and 12th-graders (5 percent) reported having been in a physical fight on school property in 2017. In addition, the percentage of students who reported having been in a physical fight on school property was higher for 9th-graders than for 10th-graders.

Students in grades 9–12 were also asked how many times they had been in a physical fight, both anywhere and on school property, during the previous 12 months. In 2017, about 18 percent of students in these grades reported having been in a physical fight anywhere 1 to 3 times, 4 percent reported having been in a physical fight anywhere 4 to 11 times, and 2 percent reported having been in a physical fight anywhere 12 or more times (figure 12.3 and table 12.2). When students in these grades were asked about physical fights on school property, 7 percent reported having been in a physical fight on school property 1 to 3 times and 1 percent each reported having been in a physical fight on school property 4 to 11 times and 12 or more times.

⁷¹ In this indicator, students who identified as "gay or lesbian" or "bisexual" are discussed together as the "gay, lesbian, or bisexual" group. Although there are likely to be differences among students who identify with each of these orientations, small sample sizes preclude analysis for each of these groups separately. Students were not asked whether they identified as transgender on the YRBS.

Figure 12.3. Percentage of students in grades 9–12 who reported having been in a physical fight during the previous 12 months, by number of times and location: 2017



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

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Data for the percentage of public school students in grades 9–12 who reported having been in a physical fight anywhere in 2017 were available for 36 states and the District of Columbia.⁷² Among these jurisdictions, the percentages of students who reported having been in a physical fight anywhere ranged from 15 percent in Maine to 31 percent in Louisiana and the District of Columbia (table 12.3).

In 2017, data for physical fights on school property involving these students were available for 32 states and the District of Columbia. Among these jurisdictions, the percentages of students who reported having been in a physical fight on school property ranged from 5 percent in Kansas and Maine to 15 percent in the District of Columbia.

⁷² U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Indicator 13

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

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days and 4 percent reported carrying a weapon on school property at least 1 day during the previous 30 days. The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017. However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentages of students in grades 9–12 who reported carrying a weapon on school property and anywhere during the previous 30 days, then uses data from the EDFacts data collection to examine by state the numbers of students reported by schools to have possessed firearms at school during the school year. It concludes with a discussion of data from the School Crime Supplement (SCS) to the National Crime Victimization Survey on students ages 12–18 who reported having access to loaded firearms at school or away from school during the school year without adult permission. Readers should take note of the differing data sources and terminology.

In the YRBS, students in grades 9–12 were asked if they had carried a weapon such as a gun, knife, or club⁷³ anywhere during the previous 30 days and if they had carried such a weapon on school property during the same time period.⁷⁴ In this indicator, the percentage of students carrying a weapon “anywhere”⁷⁵ is included as a point of comparison with the percentage of students carrying a weapon on school property.

In 2017, about 16 percent of students in grades 9–12 reported that they had carried a weapon anywhere at least 1 day during the previous 30 days: 7 percent reported carrying a weapon anywhere on 6 or more

⁷³ The question asked about these weapon types combined. Separate data on each type of weapon were not collected.

⁷⁴ 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.

⁷⁵ “Anywhere” includes on school property.

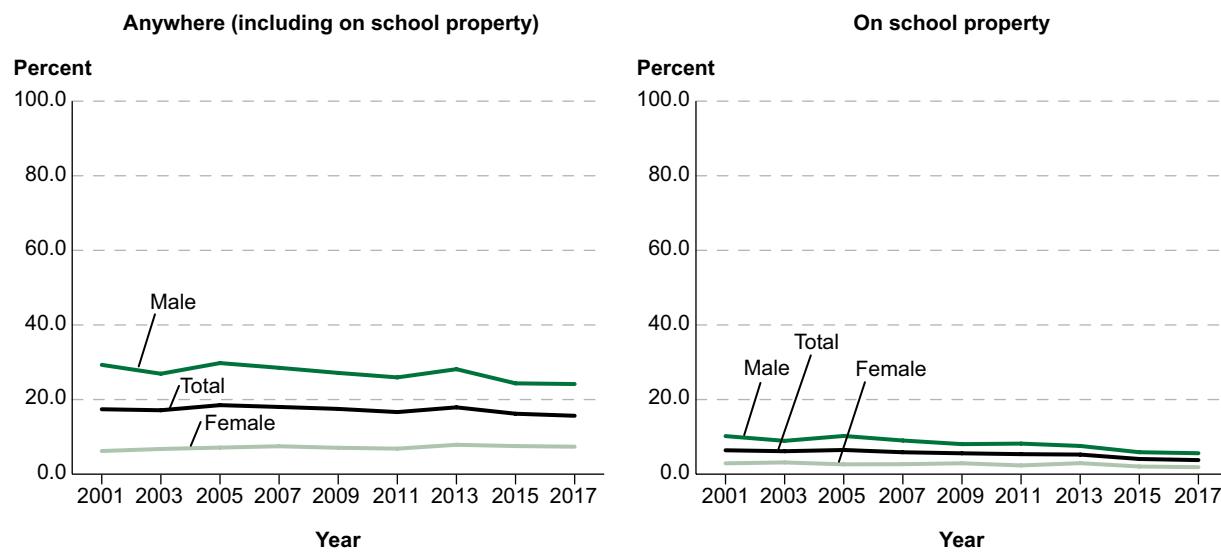
days, 5 percent reported carrying a weapon on 2 to 5 days, and 3 percent reported carrying a weapon on 1 day (tables 13.1 and 13.2). In the same year, 4 percent of students reported carrying a weapon on school property at least 1 day during the previous 30 days. This percentage included 2 percent of students who reported carrying a weapon on 6 or more days, 1 percent of students who reported carrying a weapon on 2 to 5 days, and 1 percent of students who reported carrying a weapon on 1 day during the previous 30 days.

The percentage of students in grades 9–12 who reported carrying a weapon on school property during the previous 30 days decreased from 6 percent in 2001 to 4 percent in 2017 (figure 13.1 and table 13.1). However, there was no measurable difference between 2001 and 2017 in the percentage of students who reported carrying a weapon anywhere during the previous 30 days. There were also no measurable differences between 2015 and 2017 in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

In every survey year from 2001 to 2017, a higher percentage of male students than of female students in grades 9–12 reported that they had carried a weapon, both anywhere and on school property, during the previous 30 days. In 2017, for example, 24 percent of male students reported carrying a weapon anywhere, compared with 7 percent of female students. Similarly, 6 percent of male students in 2017 reported carrying a weapon on school property, compared with 2 percent of female students.

This indicator repeats student-reported information from the *Indicators of School Crime and Safety: 2018* report, but has been updated to include 2017–18 data compiled by state education agencies on students involving in activities related to weapons possession. For more information: Tables 13.1, 13.2, 13.3, 13.4, and 13.5, and Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbss/2017/ss6708.pdf>), and <https://nces.ed.gov/programs/crime/>.

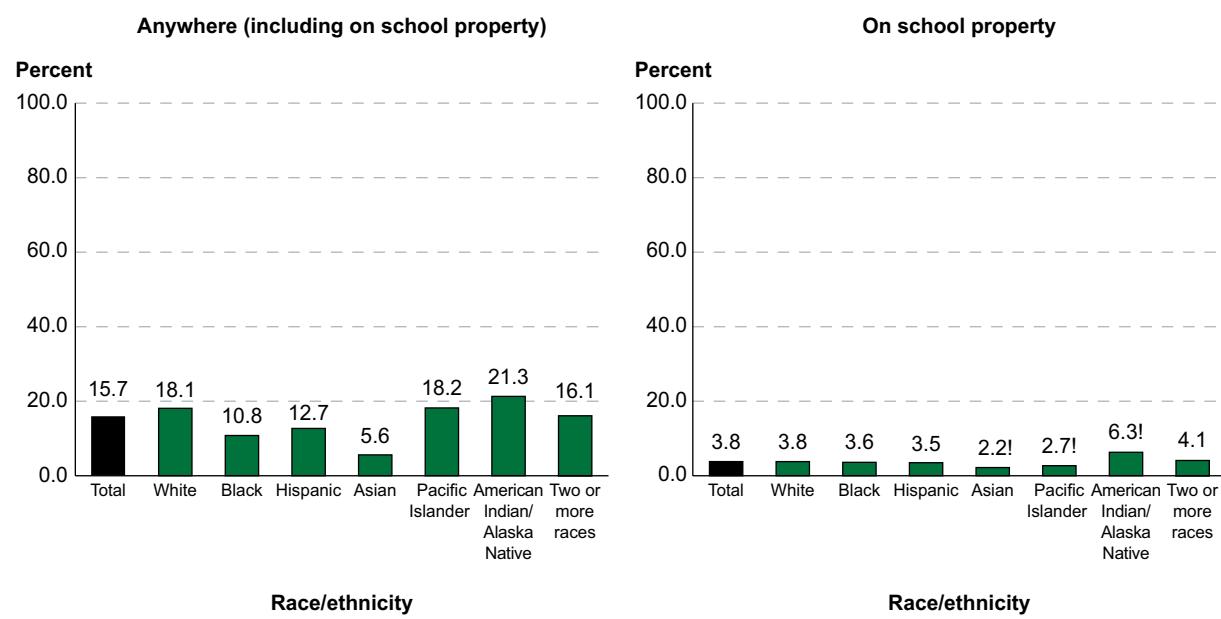
Figure 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and sex: Selected years, 2001 through 2017



NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 13.2. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and race/ethnicity: 2017



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

NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." Race categories exclude persons of Hispanic ethnicity. The term "anywhere" is not used in the Youth Risk Behavior Survey (YRBS) questionnaire; students were simply asked how many days they carried a weapon during the past 30 days. In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

In 2017, the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days was higher for students of all other racial/ethnic groups than for Asian students. Specifically, 21 percent of American Indian/Alaska Native students, 18 percent each of Pacific Islander and White students, 16 percent of students of Two or more races, 13 percent of Hispanic students, and 11 percent of Black students reported carrying a weapon anywhere during the previous 30 days, compared with 6 percent of Asian students (figure 13.2 and table 13.1). Additionally, a higher percentage of White students than of Hispanic students and Black students, and a higher percentage of American Indian/Alaska Native students than of Black students, reported carrying a weapon anywhere. In 2017, there were no measurable differences by race/ethnicity in the percentage of students who reported carrying a weapon on school property during the previous 30 days.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁷⁶ In 2017, there were no measurable differences by sexual orientation in the percentages of students who reported carrying a weapon anywhere and on school property during the previous 30 days.

There were no measurable differences by grade in the percentage of students in grades 9–12 who reported carrying a weapon anywhere during the previous 30 days in 2017 (ranging from 15 to 17 percent in each grade). However, the percentage of students who reported carrying a weapon on school property during the previous 30 days was higher for 11th-graders (5 percent) than for 10th-graders (3 percent) and 9th-graders (2 percent), and this percentage was higher for 12th-graders (4 percent) than for 9th-graders. While the percentage of students who reported carrying a weapon on school property on 1 day was higher for 9th-, 10th-, and 11th-graders than for 12th-graders (1 percent each vs. less than 1 percent), the percentage who reported carrying a weapon on school property on 6 or more

days was higher for 11th- and 12th-graders than for 9th- and 10th-graders (3 percent each vs. 1 percent each).

In 2017, data on percentages of public school students in grades 9–12 who reported carrying a weapon anywhere were available for 26 states and the District of Columbia (table 13.3).⁷⁷ Among these jurisdictions, the percentages of students who reported carrying a weapon anywhere ranged from 11 percent in Massachusetts to 30 percent in Idaho. There were also 35 states that had 2017 data available on the percentages of students reporting that they carried a weapon on school property during the previous 30 days; the percentages ranged from 2 percent in Pennsylvania to 10 percent in Idaho and Alaska.

As part of the *EDFacts* data collection, state education agencies report the number of public school students from kindergarten to 12th grade who brought firearms to or possessed firearms at school. State education agencies compile these data based on student counts that were reported by their schools and school districts. During the 2017–18 school year, 3,500 students were reported to have brought firearms to or possessed firearms at schools in the United States (table 13.4).⁷⁸ The number of students varies widely across jurisdictions, due in large part to those jurisdictions' differing populations. Therefore, the rate per 100,000 students can provide a more comparable indication of the frequency of students involved in these activities across jurisdictions. During the 2017–18 school year, the overall rate of students who brought firearms to or possessed firearms at school was 7 per 100,000 students in the United States.

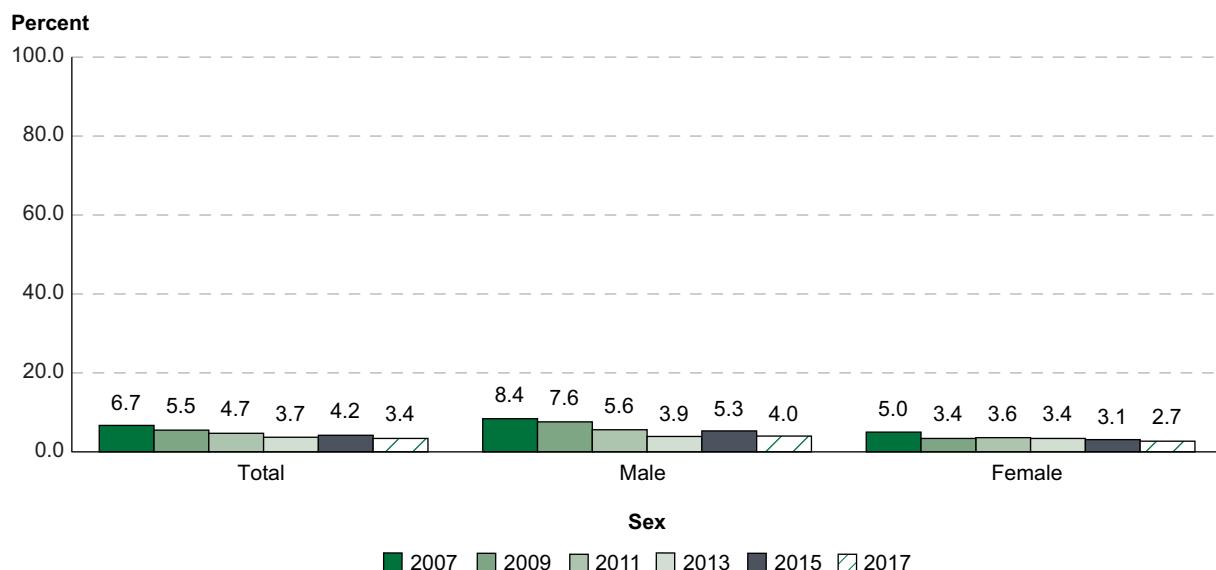
In 2017–18, data on the rates of students who brought firearms to or possessed firearms at school during the school year were available for 50 states and the District of Columbia. The majority of jurisdictions (45 states and the District of Columbia) had rates between 1 and 20 per 100,000 students. Three states—Rhode Island, New Jersey, and Missouri—had rates below 1 per 100,000 students, while two states had rates above 20 per 100,000 students: Louisiana and Arkansas.

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.

⁷⁷ U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

⁷⁸ U.S. total includes 50 states and the District of Columbia.

Figure 13.3. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by sex: Selected years, 2007 through 2017



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017.

Information about students' access to firearms can provide context for student reports of carrying a weapon anywhere and on school property. In the SCS survey, students ages 12–18 were asked if they could have obtained a loaded gun without adult permission, either at school or away from school, during the current school year. In 2017, about 3 percent of students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school, during the school year (figure 13.3 and table 13.5). This percentage represents a decrease from 7 percent in 2007 (the first year of data collection for this item). Between 2015 and 2017, there was no measurable difference in the percentage of students who reported having such access to a loaded gun.

In every survey year from 2007 to 2017 (except in 2013 when there was no measurable difference between male and female students), a higher percentage of male students than of female students ages 12–18 reported having access to a loaded gun without adult permission, either at school or away from school during the school year. In 2017, about

4 percent of male students reported having access to a loaded gun without adult permission, compared with 3 percent of female students. The percentages of male and female students who reported having such access to a loaded gun both decreased between 2007 and 2017 (from 8 to 4 percent for males and from 5 to 3 percent for females), but there were no measurable differences between the percentages in 2015 and 2017.

In 2017, higher percentages of students in 9th, 10th, 11th, and 12th grade than of those in 7th grade reported having access to a loaded gun without adult permission, either at school or away from school during the school year. About 6 percent of 12th-graders, 5 percent of 11th-graders, 4 percent of 10th-graders, and 3 percent of 9th-graders reported having access to a loaded gun without adult permission, compared with 1 percent of 7th-graders. In addition, the percentage of students who reported having access to a loaded gun without adult permission was higher for 11th- and 12th-graders than for 8th-graders (2 percent), and this percentage was higher for 12th-graders than for 9th-graders.

Indicator 14

Students' Use of Alcohol

The percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent between 2001 and 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days.⁷⁹ Adolescent alcohol use is associated with various negative outcomes, such as physical injury, suicide ideation, delinquency, and risky behaviors (Barnes, Welte, and Hoffman 2002; Bonomo et al. 2001; Mason et al. 2010; Schilling et al. 2009). In most states, the purchase or public possession of alcohol anywhere by students in grades 9–12 is illegal, since most students are under the minimum legal drinking age.

Between 2001 and 2017, the percentage of students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days decreased from 47 to 30 percent (figure 14.1 and table 14.1). However, the percentages of students who reported using alcohol in 2015 and in 2017 were not measurably different. In 2017, about 16 percent of students in grades 9–12 reported using alcohol on 1 or 2 days during the previous 30 days, 13 percent reported using alcohol on 3 to 29 of the previous 30 days, and 1 percent reported using alcohol on all of the previous 30 days (table 14.2).

In 2001, the percentage of male students in grades 9–12 who reported using alcohol on at least 1 day during the previous 30 days was higher than the percentage of female students who reported doing so (49 vs. 45 percent). In every survey year between 2003 and 2015, the percentages of male and female students who reported using alcohol on at least 1 day during the previous 30 days were not measurably different

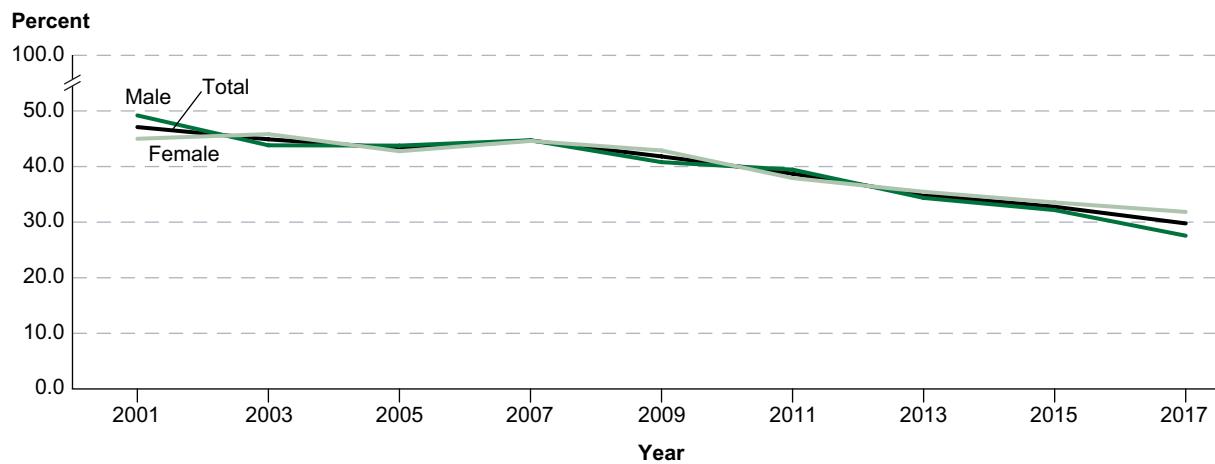
(figure 14.1 and table 14.1). However, in 2017, a higher percentage of female than of male students reported using alcohol on at least 1 of the previous 30 days (32 vs. 28 percent). While the percentage of students who reported using alcohol decreased for both male (from 49 to 28 percent) and female (from 45 to 32 percent) students between 2001 and 2017, the decrease was larger for male students (22 percentage points) than for female students (13 percentage points). Consistent with the difference between male and female students in overall alcohol use in 2017, a higher percentage of female than of male students in 2017 reported using alcohol on 1 or 2 days during the previous 30 days (18 vs. 15 percent; table 14.2). In contrast, a higher percentage of male than of female students reported using alcohol on all of the previous 30 days (0.9 vs. 0.3 percent).

In 2017, the percentage of students in grades 9–12 who reported using alcohol during the previous 30 days increased with grade level. About 19 percent of 9th-graders reported using alcohol on at least 1 day during the previous 30 days, compared with 27 percent of 10th-graders, 34 percent of 11th-graders, and 41 percent of 12th-graders (figure 14.2 and table 14.1). Additionally, a higher percentage of 12th-graders reported using alcohol on 3 to 29 days during the previous 30 days (18 percent) than 9th- and 10th-graders (7 percent and 11 percent, respectively), and a higher percentage of 12th-graders reported consuming alcohol on all of the previous 30 days (1 percent) than 9th-graders (less than 1 percent; table 14.2).

⁷⁹ In 2011 and earlier years, the YRBS also collected data on student alcohol use on school property during the previous 30 days. Readers interested in these data should refer to the appendix tables or earlier editions of the report.

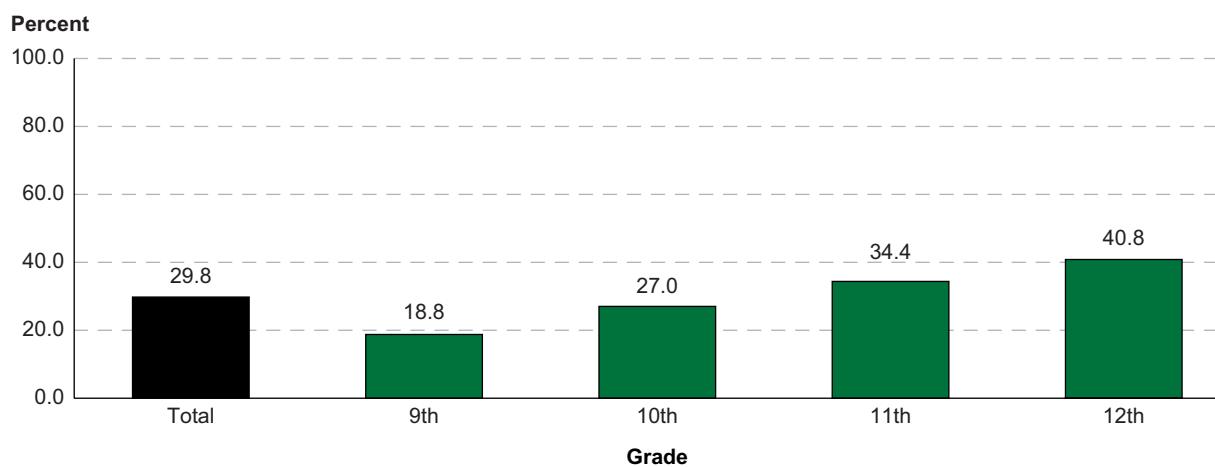
This indicator repeats information from the *Indicators of School Crime and Safety: 2018* report. For more information: Tables 14.1, 14.2, and 14.3, and Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>).

Figure 14.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by sex: Selected years, 2001 through 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 14.2. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by grade: 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

The percentage of students in grades 9–12 who reported using alcohol during the previous 30 days also varied by race/ethnicity. In 2017, the percentage of students who reported using alcohol on at least 1 day during the previous 30 days was higher for students of Two or more races (33 percent), White students (32 percent), and Hispanic students (31 percent) than for Black students (21 percent), Pacific Islander students (19 percent), and Asian students (12 percent; table 14.1). In addition, the percentage was higher for American Indian/Alaska Native students (32 percent) and Black students than for Asian students.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁸⁰ In 2017, a higher percentage of gay, lesbian, or bisexual students than

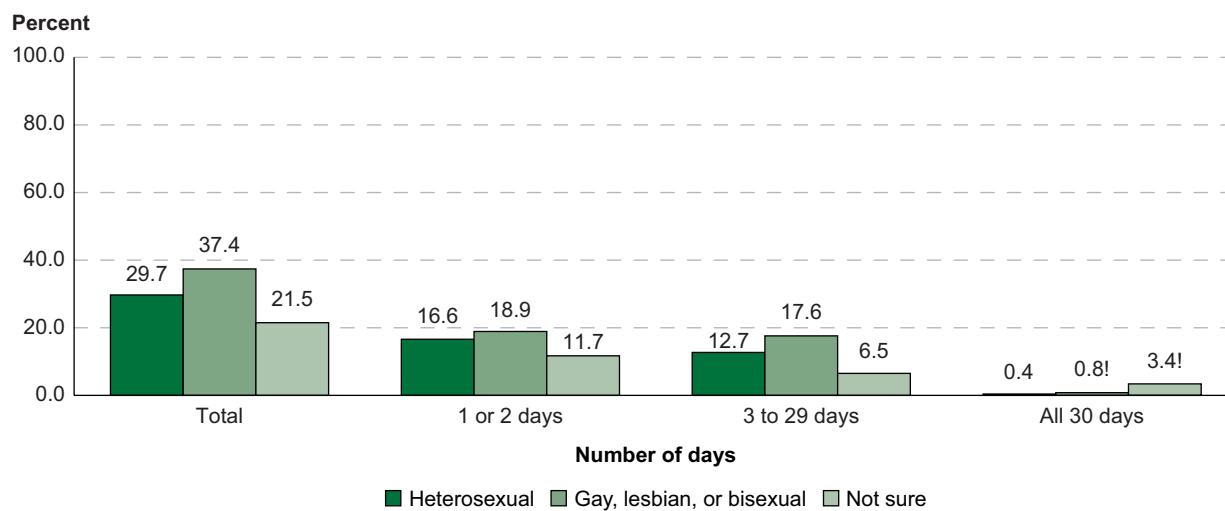
of heterosexual students reported using alcohol on at least 1 day during the previous 30 days (37 vs. 30 percent), as well as on 3 to 29 days during the previous 30 days (18 vs. 13 percent; figure 14.3 and table 14.2). Additionally, higher percentages of gay, lesbian, or bisexual students and heterosexual students than of students who were not sure about their sexual orientation reported using alcohol on at least 1 day during the previous 30 days, as well as on 1 or 2 days and 3 to 29 days during the previous 30 days.

In 2017, state-level data on the percentages of students in grades 9–12 who reported using alcohol during the previous 30 days were available for 39 states and the District of Columbia (table 14.3).⁸¹ Among these jurisdictions, the percentages of students who reported using alcohol on at least 1 day during the previous 30 days ranged from 11 percent in Utah to 34 percent in Louisiana.

⁸⁰ 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.

⁸¹ U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

Figure 14.3. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by number of days and sexual orientation: 2017



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

NOTE: Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

Indicator 15

Marijuana Use and Illegal Drug Availability

The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property in the last 12 months decreased from 29 percent in 2001 to 20 percent in 2017.

This indicator uses data from the Youth Risk Behavior Survey (YRBS) to examine the percentage of students in grades 9–12 who reported they had used marijuana during the previous 30 days. It then examines the percentage of students who reported they had been offered, sold, or given an illegal drug on school property in the 12 months preceding the survey. Readers should take note of the differing time spans and locations. While marijuana use on school property was not asked in more recent versions of the YRBS, students' overall use can be important to know within a school context. For example, marijuana use has been associated with decreased academic performance in adolescence (Meier et al. 2015; Pardini et al. 2015) and a higher risk of dropping out of high school (Bray et al. 2000).

In 2017, about 20 percent of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days. This was lower than the percentage reported in 2001 (24 percent) but not measurably different from the percentage reported in 2015 (figure 15.1 and table 15.1). Specifically, in 2017 about 7 percent of students in grades 9–12 reported using marijuana 1 or 2 times during the previous 30 days, 9 percent reported using marijuana 3 to 39 times during the previous 30 days, and 4 percent reported using marijuana 40 or more times during the previous 30 days (table 15.2).

In every survey year between 2001 and 2011, the percentages of students in grades 9–12 reported using marijuana at least 1 time during the previous 30 days were higher for male students than for female students (figure 15.1 and table 15.1). Since 2013, there has been no measurable difference in the percentages of males and females that reported using marijuana at least 1 time during the previous 30 days. In 2017, a higher percentage of males (5 percent) than of females (3 percent) reported using marijuana 40 or more times during the previous 30 days (table 15.2).

In 2017, some differences in the percentages of students who reported marijuana use were observed

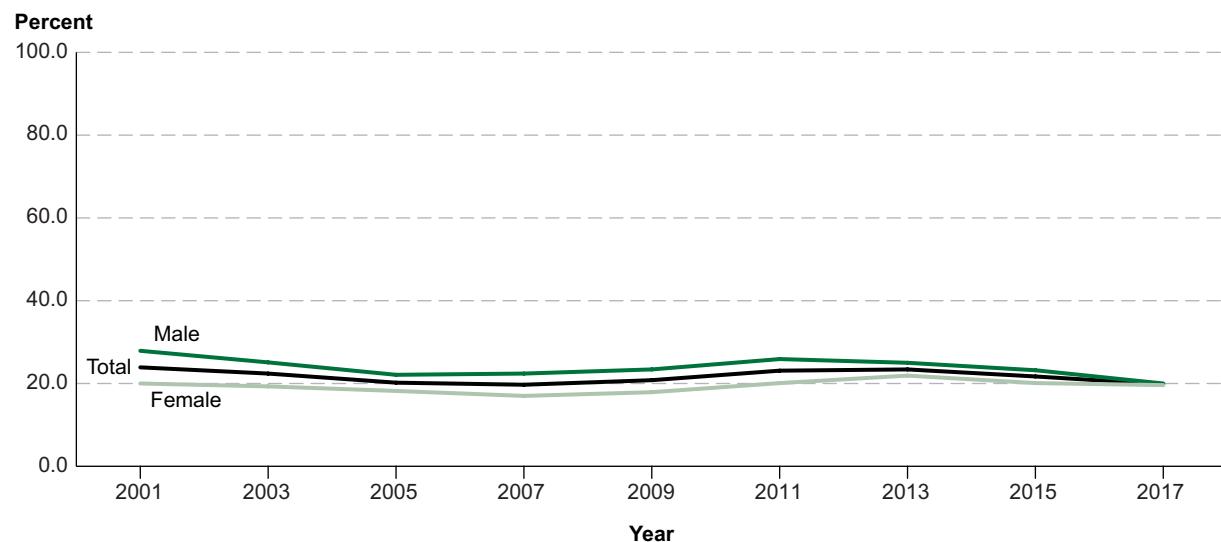
by race/ethnicity and grade level. The percentage of Asian students (7 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages reported by Pacific Islander students (16 percent), White students (18 percent), students of Two or more races (20 percent), Hispanic students (23 percent), Black students (25 percent), and American Indian/Alaska Native students (30 percent; table 15.1). The percentage for White students was also lower than the percentages for Hispanic and Black students. In addition, the percentage of 9th-graders (13 percent) who reported using marijuana at least 1 time during the previous 30 days was lower than the percentages of 10th-graders (19 percent), 11th-graders (23 percent), and 12th-graders (26 percent) who reported doing so. The percentage for 10th-graders was also lower than the percentages for 11th- and 12th-graders.

Since 2015, the YRBS has included a question to identify students' sexual orientation by asking students in grades 9–12 which of the following best described them—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure."⁸² In 2017, a higher percentage of gay, lesbian, or bisexual students (31 percent) than of heterosexual students and students who were not sure about their sexual orientation (19 percent each) reported using marijuana at least 1 time during the previous 30 days (figure 15.2 and table 15.1). Additionally, a higher percentage of gay, lesbian, or bisexual students reported using marijuana 1 to 2 times and 3 to 39 times, compared to heterosexual students and students who were not sure about their sexual orientation (table 15.2). A higher percentage of gay, lesbian, or bisexual students than heterosexual students reported using marijuana 40 or more times.

⁸² 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.

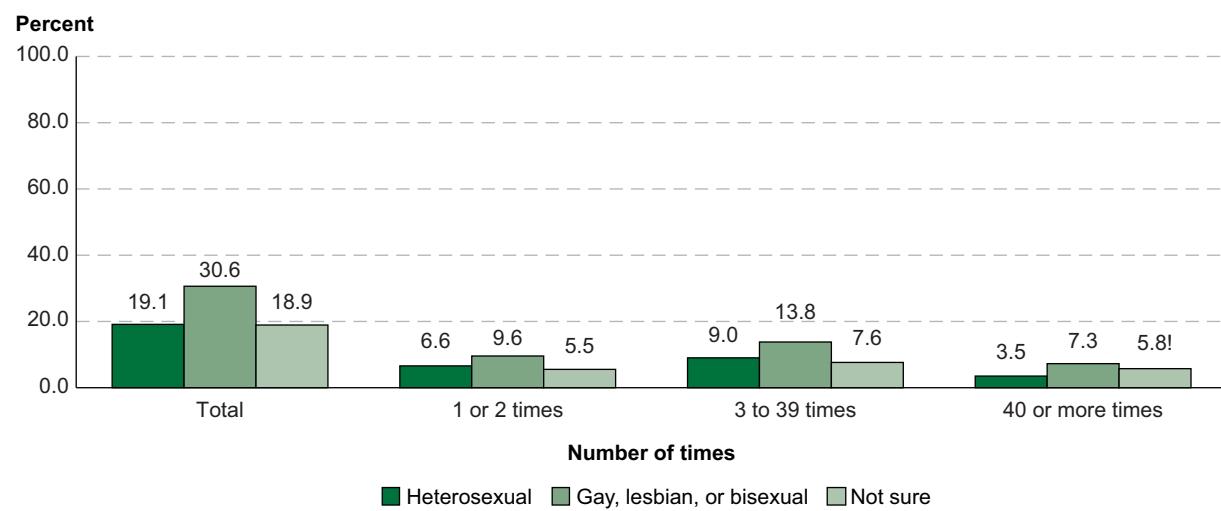
This indicator repeats information from the *Indicators of School Crime and Safety: 2018* report. For more information: Tables 15.1, 15.2, 15.3, 15.4, and 15.5, and Centers for Disease Control and Prevention (2018), (<https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>).

Figure 15.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by sex: Selected years, 2001 through 2017



SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 15.2. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by number of times and sexual orientation: 2017



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

NOTE: Detail may not sum to totals because of rounding. Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017.

In 2017, state-level data for students who reported using marijuana at least 1 time during the previous 30 days were available for 39 states and the District of Columbia (table 15.3).⁸³ Among these jurisdictions, the percentages of students who reported using marijuana ranged from 8 percent in Utah to 33 percent in the District of Columbia.

In the YRBS, students in grades 9–12 were asked whether someone had offered, sold, or given them an illegal drug on school property in the 12 months preceding the survey.⁸⁴ The percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property decreased from 29 percent in 2001 to 20 percent in 2017 (figure 15.3 and table 15.4). However, no measurable differences were found between the percentages in 2015 and 2017.

In 2017, there was no measurable difference in the percentage of males and females who reported that illegal drugs were offered, sold, or given to them on school property. In contrast, in every survey year from 2001 to 2015, a higher percentage of male than of female students reported that illegal drugs were offered, sold, or given to them on school property.

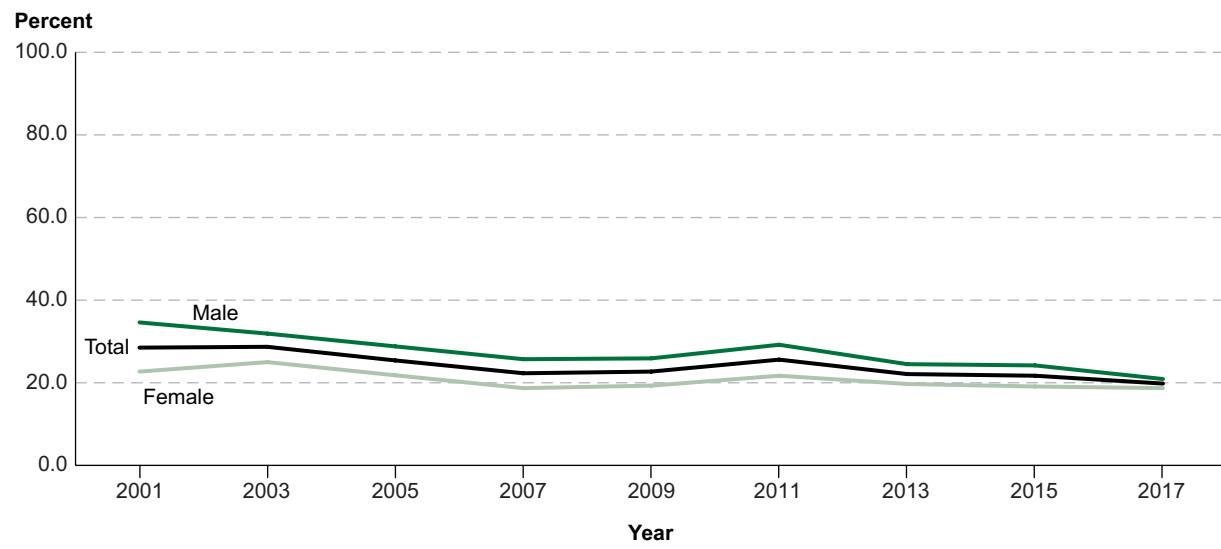
In 2017, a higher percentage of Hispanic students (25 percent) than of students of Two or more races (19 percent), Black students (19 percent), White students (18 percent), Asian students (18 percent), and American Indian/Alaska Native students (17 percent) reported that illegal drugs were made available to them on school property (figure 15.4). The percentage of students who reported that illegal drugs were made available to them on school property was lower in 2017 than in 2001 for students from all racial/ethnic groups, with the exception of Black students for whom there was no measurable change over time. Although these longer-term changes were observed, no measurable differences were found between the 2015 and 2017 percentages for students of any racial/ethnic groups (table 15.4).

In 2017, public school students' reports of the availability of illegal drugs on school property varied across the 34 states for which data were available (table 15.5). Among these states, the percentages of students reporting that illegal drugs were offered, sold, or given to them on school property ranged from 12 percent in North Dakota to 31 percent in Arkansas.

⁸³ U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data were collected through a separate national survey rather than being aggregated from state-level data.

⁸⁴ “On school property” was not defined for survey respondents.

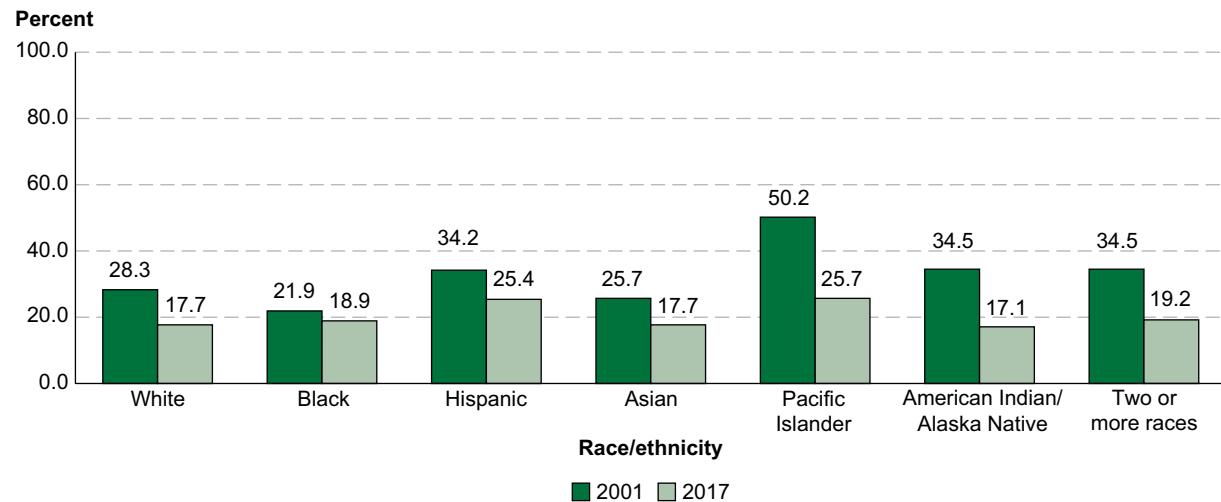
Figure 15.3. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by sex: Selected years, 2001 through 2017



NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 through 2017.

Figure 15.4. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by race/ethnicity: 2001 and 2017



NOTE: "On school property" was not defined for survey respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2001 and 2017.

Fear and Avoidance

Indicator 16

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

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

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Indicator 16

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

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased from 6 percent to 4 percent, and the percentage who reported being afraid of attack or harm away from school during the school year decreased from 5 percent to 3 percent.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked how often⁸⁵ they had been afraid of attack or harm at school⁸⁶ and away from school during the school year. In 2017, about 4 percent of students ages 12–18 reported that they had been afraid of attack or harm at school during the school year (figure 16.1 and table 16.1). A lower percentage of students (3 percent) reported that they had been afraid of attack or harm away from school during the school year.

Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm at school during the school year decreased overall (from 6 to 4 percent), as well as among male students (from 6 to 3 percent) and female students (from 6 to 5 percent). In addition, the percentage of students who reported being afraid of attack or harm at school decreased between 2001 and 2017 for White students (from 5 to 4 percent) and Hispanic students (from 11 to 4 percent); the percentage of Black students who reported being afraid of attack or harm at school first decreased from 9 percent in 2001 to 3 percent in 2015, but then increased to 7 percent in 2017. Despite the long-term overall decrease,

more recently a higher percentage of students overall reported being afraid of attack or harm at school in 2017 (4 percent) than in 2015 (3 percent).

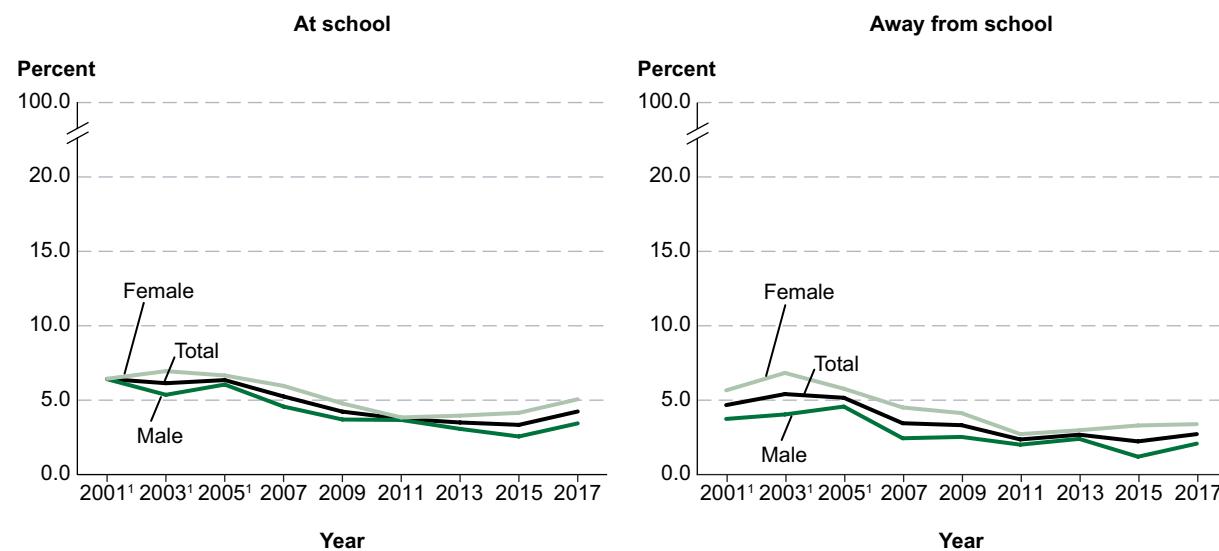
Between 2001 and 2017, the percentage of students ages 12–18 who reported being afraid of attack or harm away from school during the school year decreased from 5 to 3 percent overall, from 4 to 2 percent for male students, and from 6 to 3 percent for female students. The percentage of students who reported being afraid of attack or harm away from school also decreased during this period for White students (from 4 to 2 percent) and for Hispanic students (from 7 to 3 percent); during this period, the percentage of Black students who reported being afraid of attack or harm away from school first increased from 6 percent in 2001 to 10 percent in 2003, but then decreased to 4 percent in 2017. The overall percentage of students who reported being afraid of attack or harm away from school did not measurably differ between 2015 and 2017. However, the percentage of male students who reported being afraid of attack or harm away from school was higher in 2017 (2 percent) than in 2015 (1 percent).

⁸⁵ Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid. For the 2001 survey only, the wording was “attack or threaten to attack” instead of “attack or harm.”

⁸⁶ “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: 2018* report. For more information: Table 16.1, and <https://nces.ed.gov/programs/crime/>.

Figure 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and sex: Selected years, 2001 through 2017



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.

NOTE: “At school” includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were “never,” “almost never,” “sometimes,” or “most of the time” afraid that someone would attack or harm them at school or away from school. Students responding “sometimes” or “most of the time” were considered afraid. For the 2001 survey only, the wording was “attack or threaten to attack” instead of “attack or harm.” For more information, see appendix A.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017.

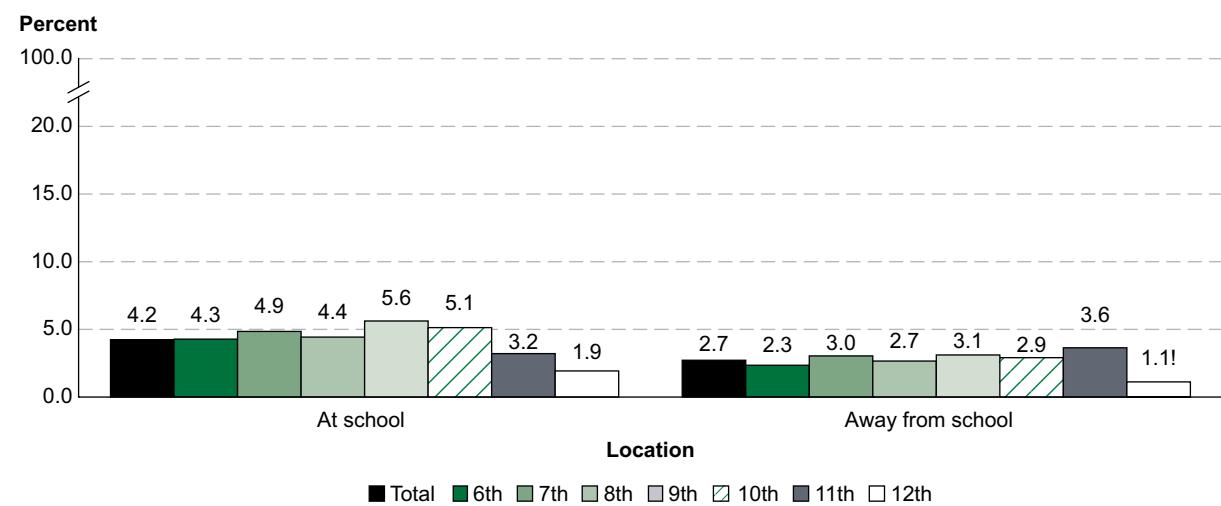
In 2017, higher percentages of female students ages 12–18 than of male students ages 12–18 reported being afraid of attack or harm at school (5 vs. 3 percent) and away from school (3 vs. 2 percent) during the school year. A higher percentage of American Indian/Alaska Native students (14 percent) than of Asian students, Hispanic students, White students, and students of Two or more races (4 percent each) reported being afraid of attack or harm at school. In addition, the percentage of students who reported being afraid of attack or harm at school was higher for Black students (7 percent) than for Hispanic students and White students. The percentage of students who reported being afraid of attack or harm away from school in 2017 did not measurably differ by race/ethnicity.

In 2017, higher percentages of 6th- (4 percent), 7th- (5 percent), 8th- (4 percent), 9th- (6 percent), and 10th-graders (5 percent) than of 12th-graders

(2 percent) reported being afraid of attack or harm at school during the school year (figure 16.2 and table 16.1). The percentage was also higher for 9th-graders than for 11th-graders (3 percent). The percentage of students who reported being afraid of attack or harm away from school during the school year was higher for 7th-, 8th-, 9th-, and 10th-graders (3 percent each), and for 11th-graders (4 percent), than for 12th-graders (1 percent).

In 2017, a higher percentage of students ages 12–18 in urban areas (5 percent) than of students in suburban areas (4 percent) reported being afraid of attack or harm at school during the school year (table 16.1). However, in 2017 the percentage of students who reported being afraid of attack or harm away from school during the school year did not measurably differ by urbanicity.

Figure 16.2. Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and grade: 2017



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

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students were asked if they were "never," "almost never," "sometimes," or "most of the time" afraid that someone would attack or harm them at school or away from school. Students responding "sometimes" or "most of the time" were considered afraid.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Indicator 17

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

In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school during the previous school year because they thought someone might attack or harm them. This percentage was higher than the percentage in 2015 (5 percent).

The School Crime Supplement to the National Crime Victimization Survey asked students ages 12–18 whether they avoided school activities or classes⁸⁷ or one or more places in school⁸⁸ because they were fearful that someone might attack or harm them.⁸⁹ In 2017, about 6 percent of students reported avoiding school activities or classes or one or more places in school⁹⁰ during the previous school year because they thought someone might attack or harm them (figure 17.1 and table 17.1). Two percent of students reported avoiding school activities or classes, and 5 percent reported avoiding one or more places in school.

There was no overall pattern of increase or decrease between 2001 and 2017 in the total percentage of students ages 12–18 who reported avoiding school activities or classes or one or more places in school because of fear of attack or harm. However, the total percentage in 2017 was higher than the total percentage in 2015 (6 vs. 5 percent). The percentage of students who reported avoiding one or more places in school was also higher in 2017 than in 2015 (5 vs. 4 percent), while the percentage who reported avoiding school activities or classes was not measurably different between the two years.

⁸⁷ "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.

⁸⁸ "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.

⁸⁹ 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.

⁹⁰ In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.

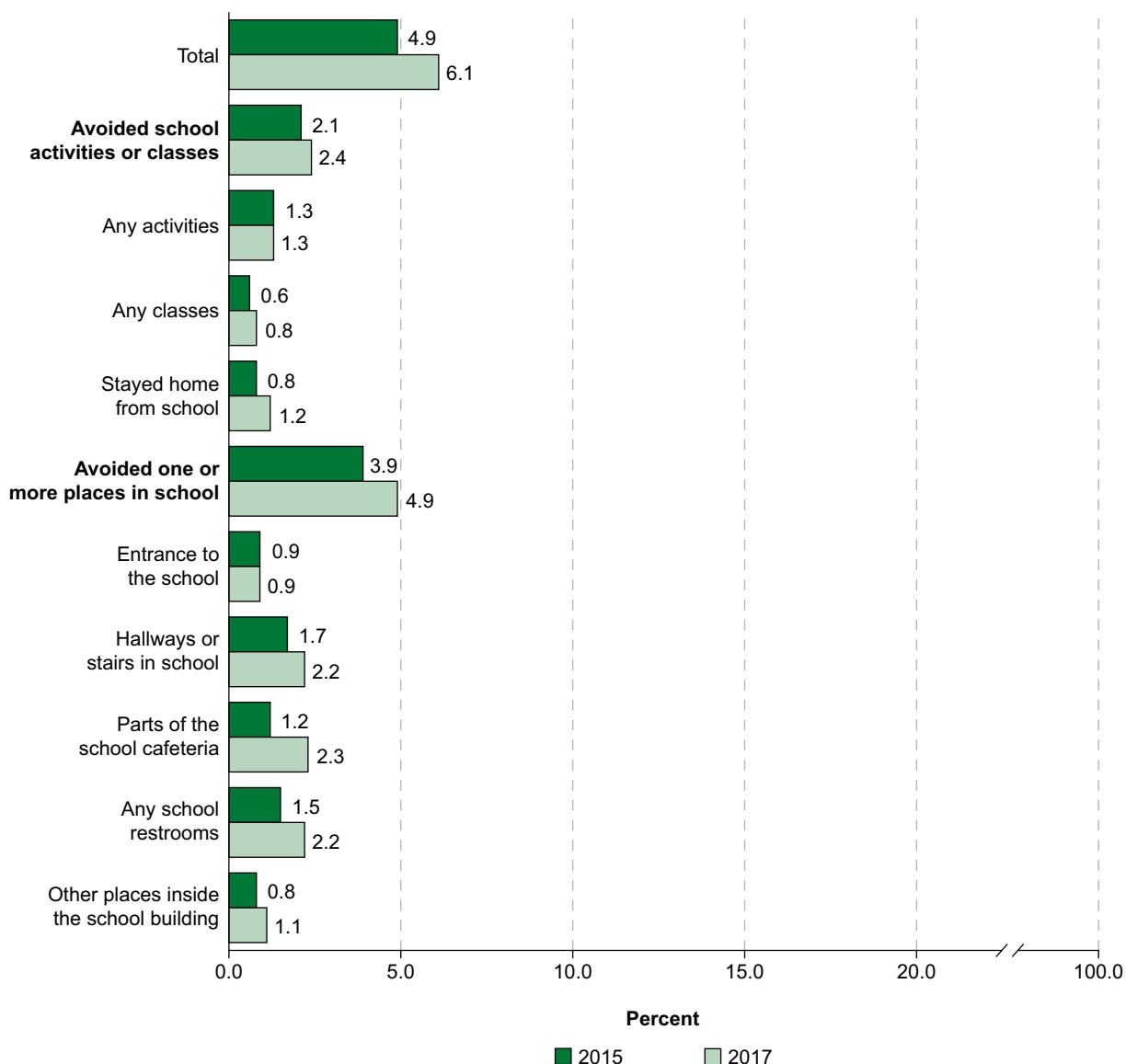
In 2017, about 1 percent each of students ages 12–18 reported avoiding any activities, avoiding any classes, and staying home from school because of fear of attack or harm. With respect to avoiding specific places in school, 2 percent each of students reported avoiding parts of the school cafeteria, any school restrooms, and the hallways or stairs in school, and 1 percent each reported avoiding the entrance to the school and other places inside the school building. The percentages of students who reported avoiding parts of the school cafeteria and any school restrooms were one percentage point higher in 2017 than in 2015.

Students' reports of avoiding one or more places in school because of fear of attack or harm varied by sex and grade. In 2017, a higher percentage of female students ages 12–18 than of male students ages 12–18 reported avoiding one or more places in school (6 vs. 4 percent; figure 17.2 and table 17.1). In addition, higher percentages of 6th-, 7th-, and 9th-graders (7 percent each) than of 8th- (4 percent) and 12th-graders (3 percent) reported avoiding one or more places in school. There were no measurable differences by race/ethnicity in the percentage of students who reported avoiding one or more places in school because of fear of attack or harm.

In 2017, a higher percentage of students ages 12–18 in urban areas than of students in rural areas reported avoiding one or more places in school (6 vs. 4 percent). In addition, a higher percentage of public school students than of private school students reported avoiding one or more places in school (5 vs. 3 percent).

This indicator repeats information from the *Indicators of School Crime and Safety: 2018* 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 avoiding school activities or classes or avoiding one or more places in school because of fear of attack or harm during the school year: 2015 and 2017

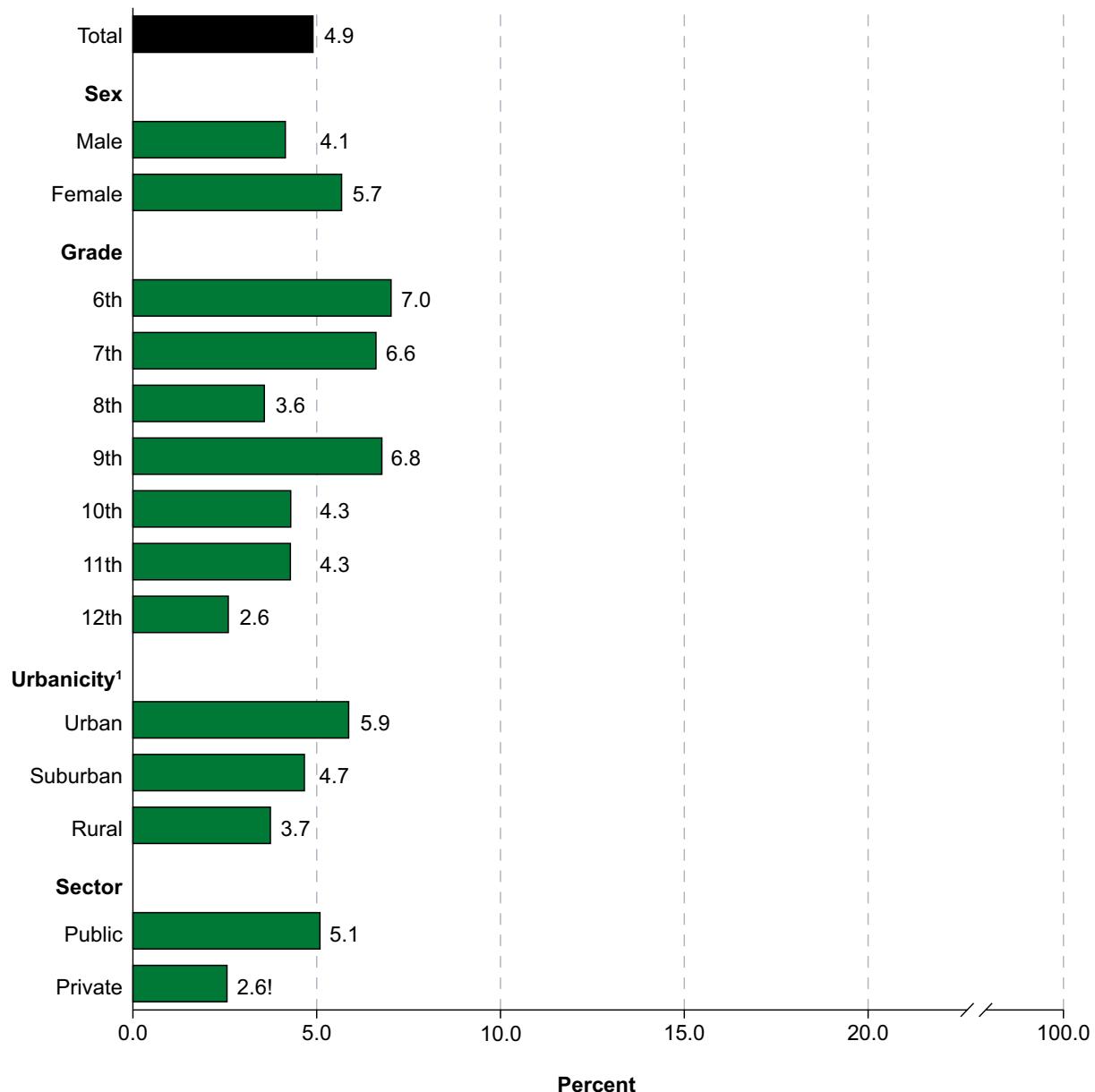


NOTE: "Avoided school activities or classes" includes avoiding any (extracurricular) activities, avoiding any classes, and staying home from school. "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015 and 2017.

Figure 17.2. Percentage of students ages 12–18 who reported avoiding one or more places in school because of fear of attack or harm during the school year, by selected student and school characteristics: 2017

Student or school characteristic



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

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

NOTE: "Avoided one or more places in school" includes avoiding entrance to the school, hallways or stairs in school, parts of the school cafeteria, any school restrooms, and other places inside the school building.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017.

Discipline, Safety, and Security Practices

Indicator 18

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Indicator 18

Serious Disciplinary Actions Taken by Public Schools

During the 2017–18 school year, higher percentages of high schools (76 percent) and middle schools (58 percent) took at least one serious disciplinary action than did primary schools (17 percent).

In the School Survey on Crime and Safety, public school principals were asked to report the number of disciplinary actions their schools had taken against students for specific offenses. The student offenses reported by principals during the 2017–18 school year and discussed in this indicator are 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 2017–18 school year, 35 percent of public schools (28,700 schools) took at least one serious disciplinary action—including out-of-school suspensions lasting 5 or more days, removals with no services for the remainder of the school year, and transfers to specialized schools—for specific offenses (figure 18.1 and table 18.1).

Out of all offenses reported during the 2017–18 school year, physical attacks or fights prompted the largest

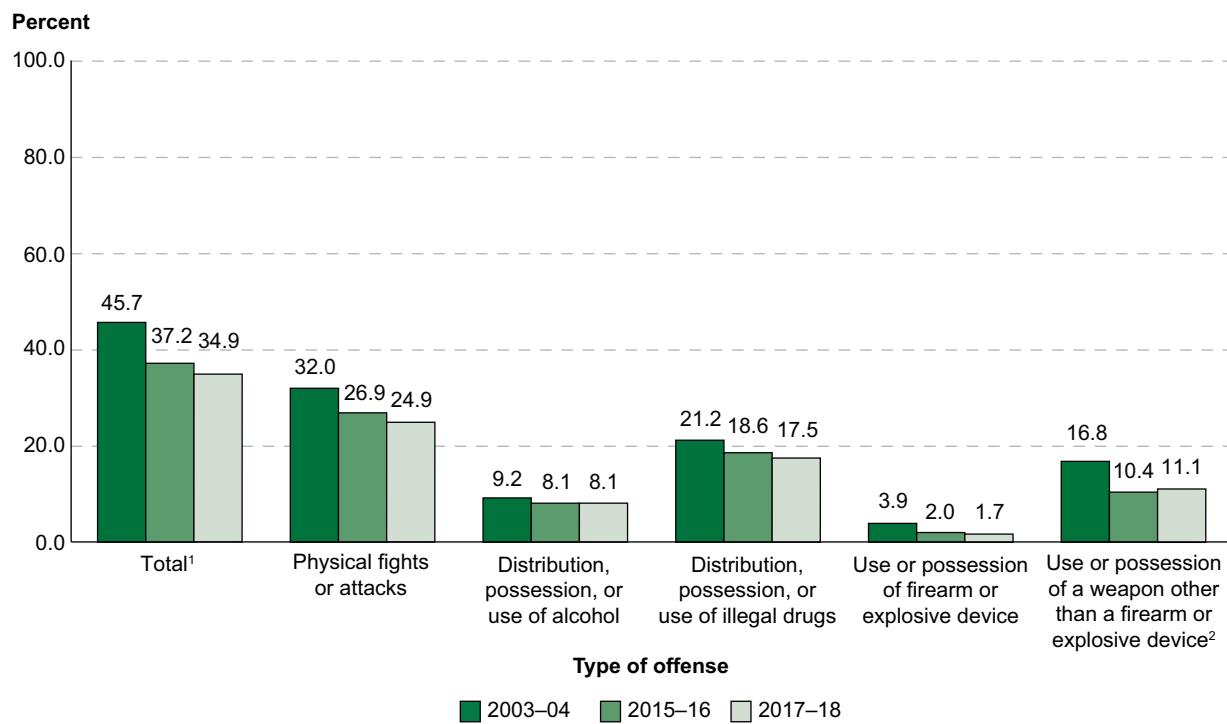
percentage of schools (25 percent) to respond with at least one serious disciplinary action. In response to other offenses by students, 18 percent of schools took serious disciplinary actions for the distribution, possession, or use of illegal drugs; 11 percent did so for the use or possession of a weapon 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 during the 2017–18 school year than during the 2003–04 school year across all specific offense types except the distribution, possession, or use of alcohol, for which there was no measurable difference between the two years.⁹¹ There were no measurable differences between the 2015–16 school year and the 2017–18 school year in the percentages of schools taking at least one serious disciplinary action for any offenses, including the total number of offenses.

⁹¹ Totals for 2003–04 are not directly comparable to totals for 2017–18, because the 2017–18 questionnaire did not include an item on insubordination.

This indicator has been updated to include 2017–18 data. For more information: Tables 18.1 and 18.2, and Diliberti, Jackson, Correa, and Padgett (2019), (<https://nces.ed.gov/pubs2019/2019061.pdf>).

Figure 18.1. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense: School years 2003–04, 2015–16, and 2017–18



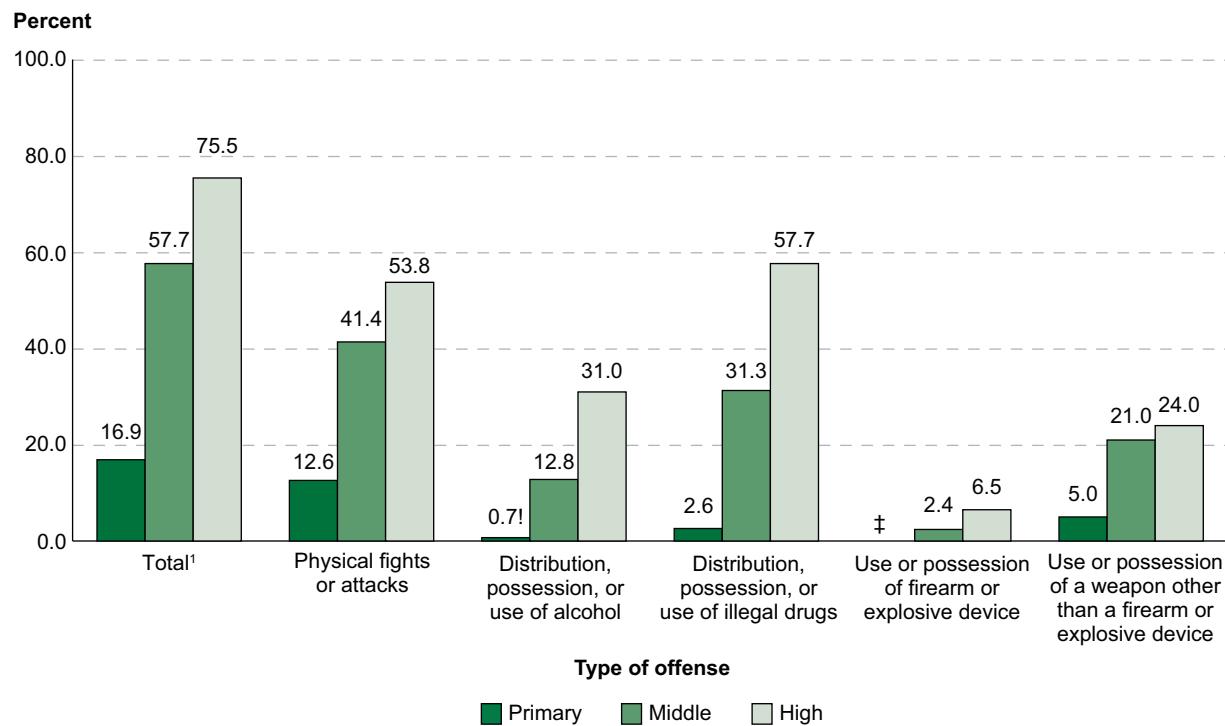
¹Totals for 2003–04 are not directly comparable to totals for 2015–16 and 2017–18, because the 2015–16 and 2017–18 questionnaires did not include an item on insubordination. Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

²In 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. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2004, 2016, and 2018.

Figure 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and school level: School year 2017–18



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 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. 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. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

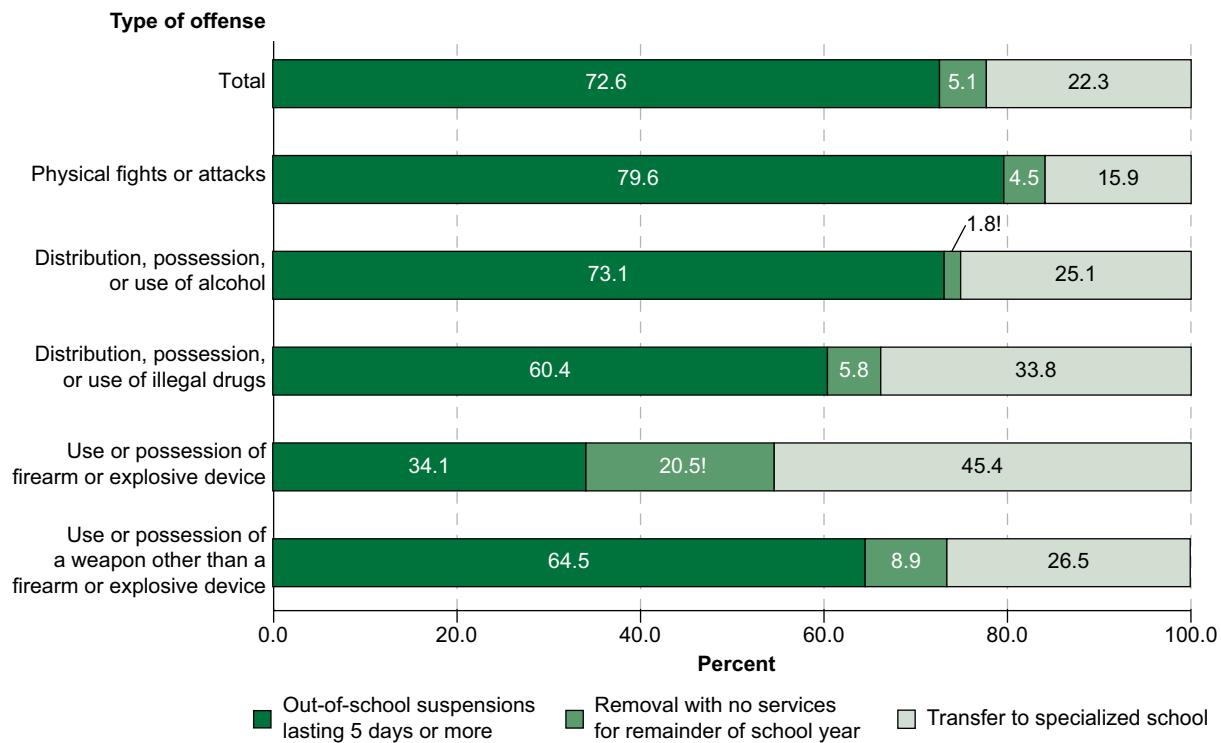
During the 2017–18 school year, higher percentages of high schools (76 percent) and middle schools (58 percent) took at least one serious disciplinary action than did primary schools (17 percent; figure 18.2 and table 18.2). This pattern by school level was generally observed for disciplinary actions taken in response to specific offenses as well. For example, 58 percent of high schools and 31 percent of middle schools, compared with 3 percent of primary schools, took serious disciplinary actions in response to the distribution, possession, or use of illegal drugs.

During the 2017–18 school year, the percentage of public schools that took at least one serious disciplinary action was highest among public schools

with 1,000 or more students enrolled (74 percent); this percentage ranged from 25 to 35 percent among schools with smaller enrollment sizes (table 18.2). The percentage of public schools that took at least one serious disciplinary action was lower for schools in suburban areas (30 percent) than for schools in cities (35 percent), rural areas (38 percent), and towns (39 percent). Additionally, the percentage of public schools that took at least one serious disciplinary action was 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).⁹²

⁹² The percentage of students eligible for free or reduced-price lunch (FRPL) programs is a proxy measure of school poverty. For more information on eligibility for FRPL and its relationship to poverty, see the NCES blog post "[Free or reduced price lunch: A proxy for poverty?](#)"

Figure 18.3. Percentage distribution of serious disciplinary actions taken by public schools, by type of offense and type of disciplinary action: School year 2017–18



!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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

A total of 291,100 serious disciplinary actions were taken by public schools during the 2017–18 school year for specific offenses (table 18.1). The largest number of these reported disciplinary actions were taken in response to physical attacks or fights (170,400 actions; 59 percent). Of the serious disciplinary actions taken during the 2017–18 school year, 73 percent were out-of-school suspensions for 5 or more days, 22 percent were transfers to specialized schools, and 5 percent were removals with no services for the remainder of the school year (figure 18.3 and table 18.1).

During the 2017–18 school year, out-of-school suspensions lasting 5 or more days constituted a greater percentage of responses to physical attacks or fights (80 percent) than of responses to the distribution, possession, or use of alcohol (73 percent), the use or possession of a weapon other than a firearm

or explosive device (65 percent), the distribution, possession, or use of illegal drugs (60 percent), and the use or possession of a firearm or explosive device (34 percent). Removals with no services for the remainder of the school year constituted a greater percentage of responses to the use or possession of a firearm or explosive device (21 percent) than of responses to the distribution, possession, or use of illegal drugs (6 percent), physical attacks or fights (4 percent), and the distribution, possession, or use of alcohol (2 percent). Transfers to specialized schools constituted greater percentages of responses to the use or possession of a firearm or explosive device (45 percent) and the distribution, possession, or use of illegal drugs (34 percent) than of responses to the use or possession of a weapon other than a firearm or explosive device (27 percent), the distribution, possession, or use of alcohol (25 percent), and physical attacks or fights (16 percent).

Indicator 19

Safety and Security Practices at Public Schools

The percentage of public schools that had a written plan in place for procedures to be performed in the event of an active shooter increased over time, from 79 percent in 2003–04 to 92 percent in 2017–18.

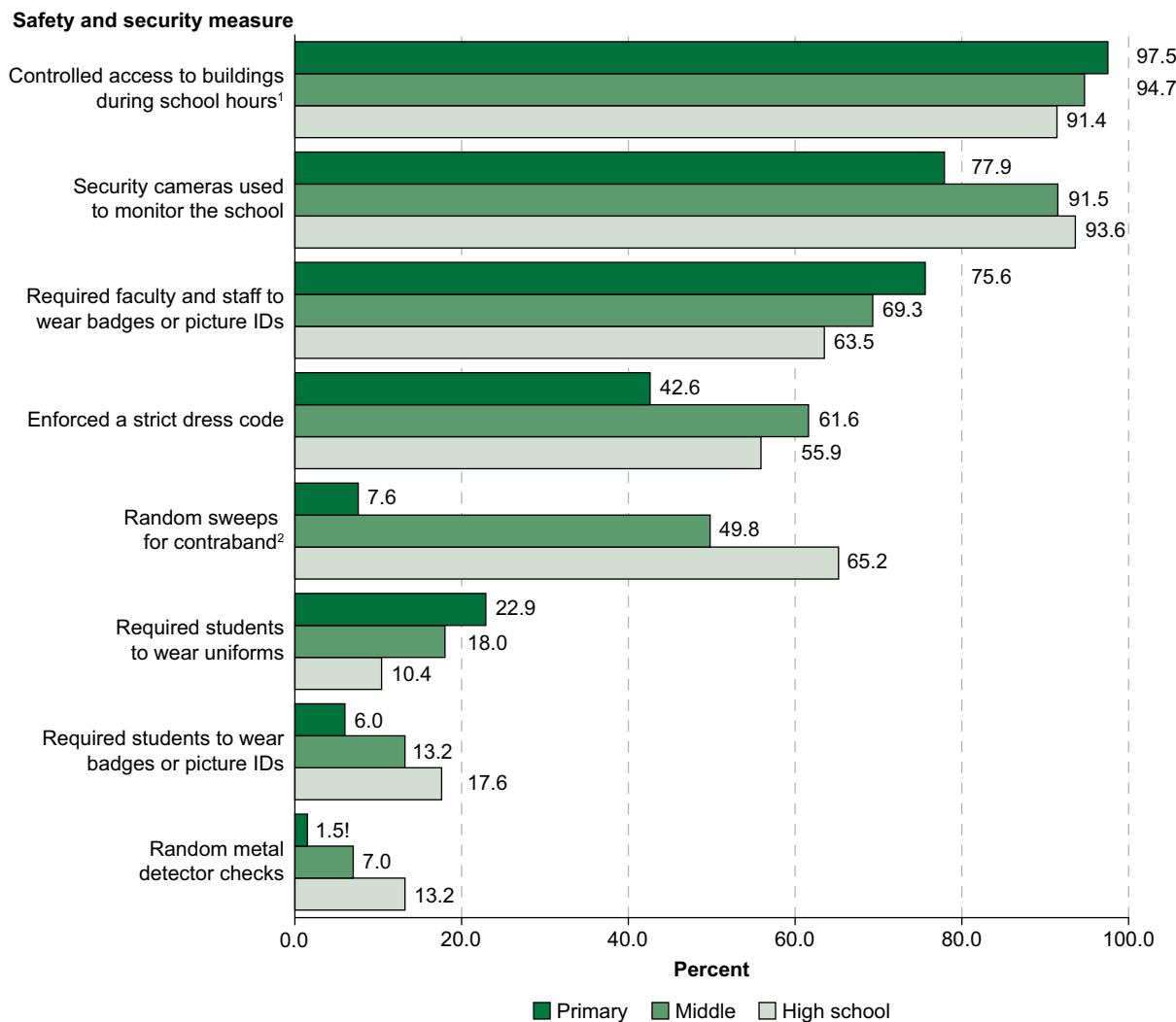
Schools use a variety of practices and procedures to promote the safety of students, faculty, and staff. The School Survey on Crime and Safety (SSOCS) collects data on school safety and security practices by asking public school principals about their school's use of safety and security measures, as well as whether their school had written procedures for responding to selected scenarios and whether it had emergency drills for students. SSOCS also asked schools about the presence of security staff and the availability of trainings for classroom teachers or aides on school safety and discipline provided by the school or school district.⁹³

In the 2017–18 school year, 95 percent of public schools reported that they controlled access to school buildings by locking or monitoring doors during school hours (table 19.1). Other safety and security measures reported by public schools included the use of security cameras to monitor the school (83 percent), a requirement that faculty and staff wear badges or picture IDs (70 percent), and the enforcement of a strict dress code (49 percent). In addition, 27 percent of public schools reported the use of random sweeps for contraband, 20 percent required that students wear uniforms, 9 percent required students to wear badges or picture IDs, and 5 percent used random metal detector checks.

⁹³ In 2013–14, data on many of these items were collected from the Fast Response Survey System (FRSS) "School Safety and Discipline" survey. In this indicator, data for 2013–14 were collected using FRSS, while data for all other years were collected using SSOCS. The 2013–14 FRSS survey was designed to allow comparisons with SSOCS data. However, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013–14 results.

This indicator has been updated to include 2017–18 data. For more information: Tables 19.1, 19.2, 19.3, 19.4, and 19.5, and Diliberti, Jackson, Correa, and Padgett (2019), (<https://nces.ed.gov/pubs2019/2019061.pdf>).

Figure 19.1. Percentage of public schools that used selected safety and security measures, by school level: School year 2017–18



¹ 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 or loading docks.

² Examples of random sweeps include locker checks and dog sniffs. Examples of contraband include drugs and weapons.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Public schools' use of various safety and security measures differed by school characteristics during the 2017–18 school year. For example, a greater percentage of primary schools than of middle schools required students to wear uniforms (23 vs. 18 percent), and both percentages were greater than the percentage of high schools requiring uniforms (10 percent); for schools that used the measures of controlling access to school buildings and requiring faculty and staff to wear badges or picture IDs, the same pattern of percentages by school level can be

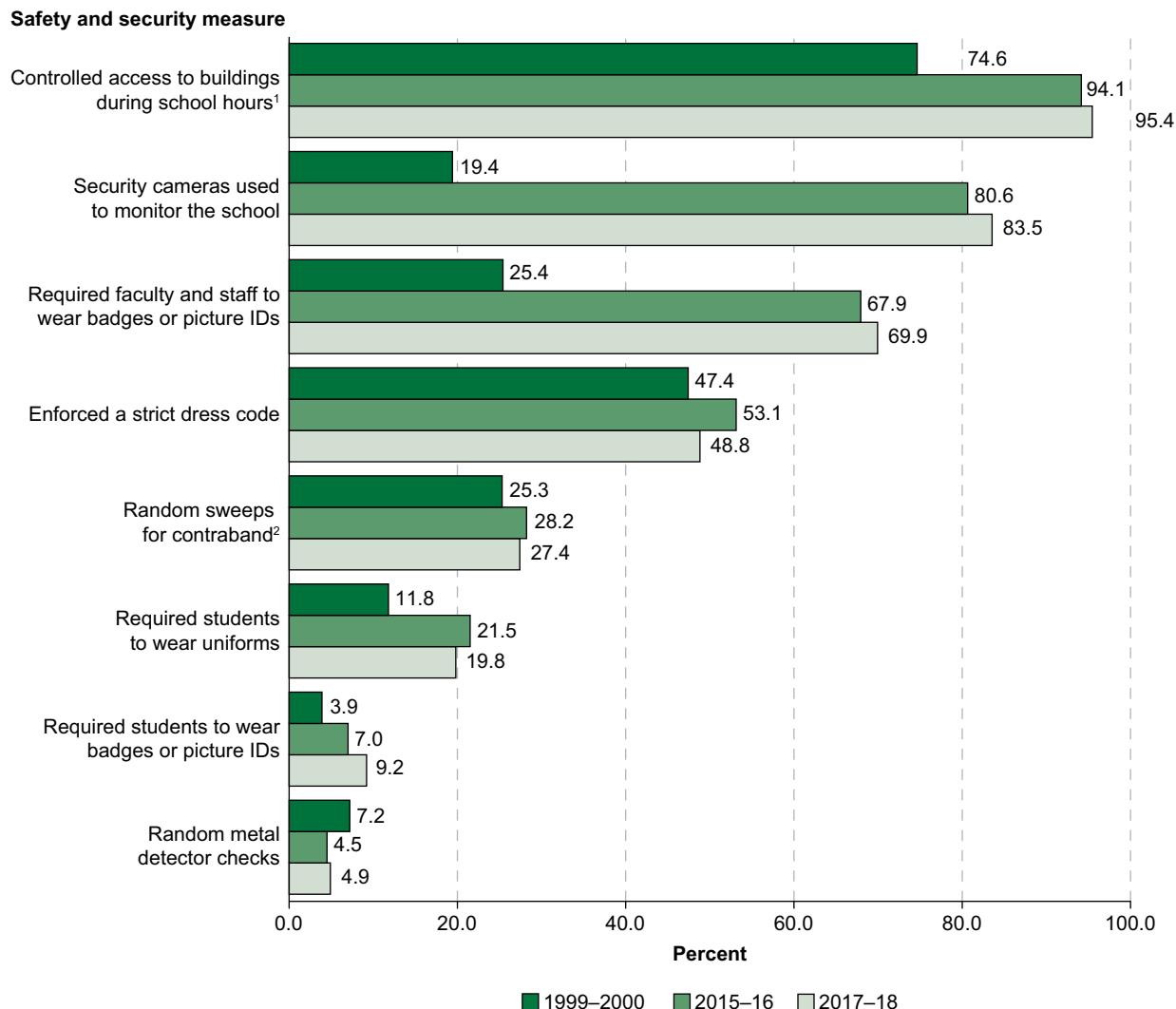
observed (figure 19.1 and table 19.2). In contrast, greater percentages of high schools and middle schools than of primary schools reported the use of security cameras to monitor the school, the use of random sweeps for contraband, a requirement that students wear badges or picture IDs, and the use of random metal detector checks. For instance, 65 percent of high schools and 50 percent of middle schools reported the use of random sweeps for contraband, compared with 8 percent of primary schools. The percentage of schools reporting the

enforcement of a strict dress code was greater for middle schools (62 percent) than for high schools (56 percent), and both percentages were greater than the percentage of primary schools enforcing a strict dress code (43 percent).

A greater percentage of public schools in cities than of those in suburban areas, towns, and rural areas reported in 2017–18 that they enforced strict dress code, required students to wear uniforms, and used random metal detector checks on students (table 19.2). The percentage of schools in suburban areas requiring faculty or staff to wear badges or picture IDs (83 percent) was greater than the percentages of schools in towns (71 percent), cities (66 percent), and rural areas (56 percent) having this requirement. In addition, the percentage of schools that reported requiring students to wear badges or picture IDs was greater for schools in cities (12 percent) and suburban areas (10 percent) than for those in rural areas (6 percent). In contrast, higher percentages of schools in rural areas (39 percent) and towns (38 percent) reported the use of random sweeps for contraband, compared with schools in suburban areas (21 percent) and cities (19 percent). In addition, the percentage of schools that reported using security cameras was greater for schools in rural areas and in towns (88 percent each) than for those in cities (78 percent).

A greater percentage of schools where 76 percent or more of the students were eligible for free or reduced-price lunch (FRPL) than of schools where lower percentages of the students were eligible reported that they enforced a strict dress code, required school uniforms, required students to wear badges or picture IDs, and used random metal detector checks (table 19.2). In contrast, a greater percentage of schools where 25 percent or less of the students were eligible for FRPL reported requiring faculty and staff to wear badges or picture IDs (79 percent), compared with schools where higher percentages of the students were eligible (64 to 71 percent). The percentage of schools that reported the use of random sweeps for contraband was greater for those where 26 to 50 percent of the students and 51 to 75 percent of the students were eligible for FRPL (35 and 30 percent, respectively) than for those where 76 percent or more of the students and 25 percent or less of the students were eligible (23 and 21 percent, respectively). In addition, greater percentages of schools where 26 to 50 percent of the students and 51 to 75 percent of the students were eligible for FRPL (89 and 86 percent, respectively) reported using security cameras, compared with schools where 76 percent or more of the students were eligible (78 percent).

Figure 19.2. Percentage of public schools that used selected safety and security measures: School years 1999–2000, 2015–16, and 2017–18



¹ Prior to 2017–18, the examples of controlled access to buildings included only “locked or monitored doors” and did not include loading docks.

² The 2017–18 questionnaire included only a single item about random sweeps for contraband, and it provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017–18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017–18, schools are treated as using random sweeps for contraband if they answered “yes” to either or both of these items; each school is counted only once, even if it answered “yes” to both items.

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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2016, and 2018.

The percentage of public schools reporting the use of security cameras increased from 19 percent in 1999–2000 to 83 percent in 2017–18 (figure 19.2 and table 19.1). During this period, the percentage of public schools reporting the use of the following safety and security measures also increased: controlling access to school buildings (from 75 to 95 percent), requiring faculty and staff to wear badges or picture IDs (from 25 to 70 percent), requiring school uniforms (from 12 to 20 percent), and requiring students to wear badges or picture IDs (from 4 to 9 percent). Conversely, the percentage of schools that reported using random metal detector checks decreased from 7 percent in 1999–2000 to 5 percent in 2017–18. There were no measurable differences between 1999–2000 and 2017–18 in the percentages of public schools that reported enforcing a strict dress code or using random sweeps for contraband.⁹⁴

Another aspect of school safety and security is ensuring that plans are in place to be enacted in the event of

specific scenarios. 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 (figure 19.3 and table 19.3).⁹⁵ Ninety-one 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 an active shooter increased over time, from 79 percent in 2003–04 to 92 percent in 2017–18.⁹⁶

In 2017–18, schools were also asked whether they had drilled students during the current school year on the use of selected emergency procedures. About 96 percent of public schools had drilled students on a lockdown procedure,⁹⁷ 93 percent had drilled students on evacuation procedures,⁹⁸ and 83 percent had drilled students on shelter-in-place procedures⁹⁹ (table 19.3).

⁹⁵ For example, earthquakes or tornadoes.

⁹⁶ Prior to 2015–16, “active shooter” was described in the questionnaire as “shootings.”

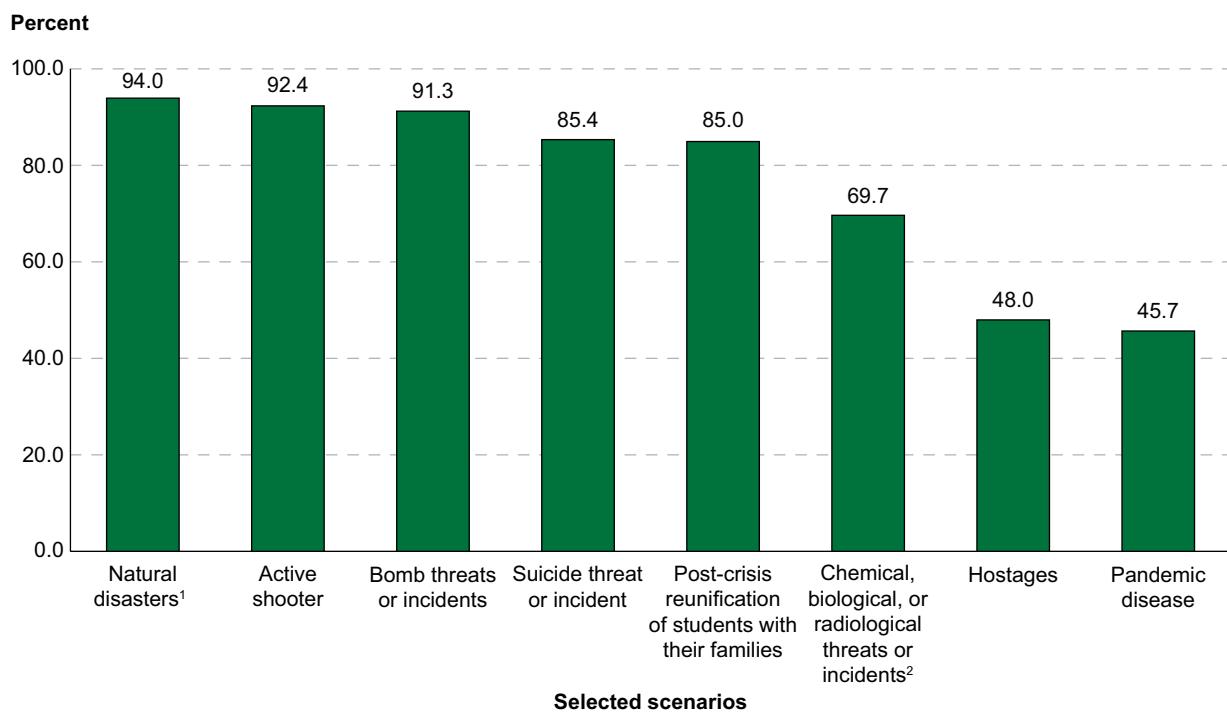
⁹⁷ Defined for respondents as “a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown 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.”

⁹⁸ 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.”

⁹⁹ 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.”

⁹⁴ The 2017–18 questionnaire included only a single item about random sweeps for contraband, and it provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017–18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017–18, schools are treated as using random sweeps for contraband if they answered “yes” to either or both of these items; each school is counted only once, even if it answered “yes” to both items.

Figure 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2017–18



¹For example, earthquakes or tornadoes.

²For 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.

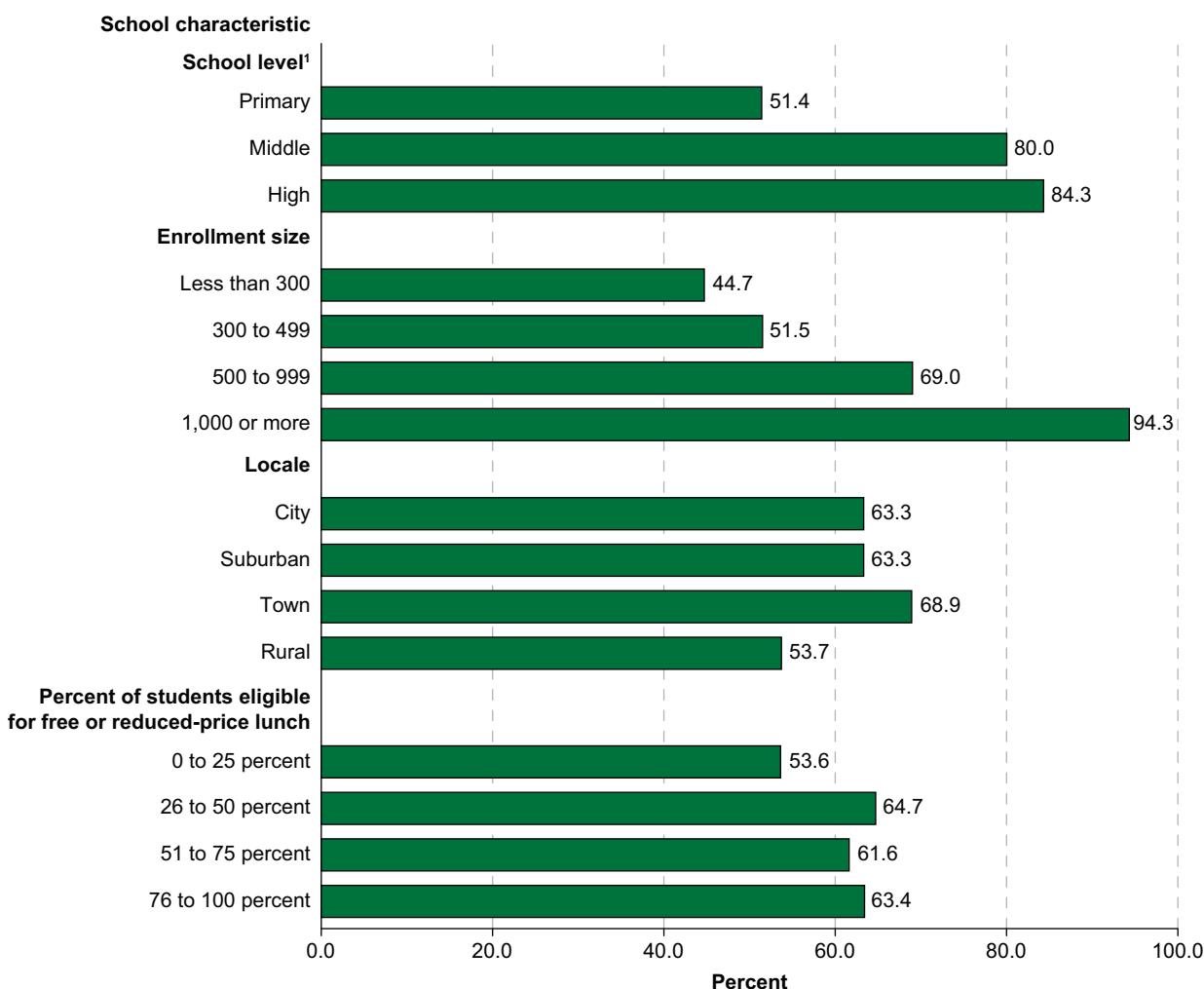
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Schools were asked to report whether they had any security staff—including security guards, security personnel, School Resource Officers (SROs), and sworn law enforcement officers who are not SROs—present at their school at least once a week.¹⁰⁰ Between 2005–06 and 2017–18, the percentage of public schools that reported having one or more security staff present at school at least once a week increased from 42 to 61 percent (table 19.4). In 2017–18, greater percentages of high schools (84 percent) and middle schools (80 percent) reported having any security staff, compared with primary schools (51 percent; figure 19.4 and table 19.4). The percentage of schools reporting the presence of any security staff was

generally greater for schools with higher enrollment sizes; for instance, 94 percent of schools with 1,000 or more students enrolled reported having one or more security staff present, compared with 45 percent of schools with less than 300 students enrolled. In addition, the percentage of schools reporting any security staff was lower for schools in rural areas (54 percent) than for schools in cities (63 percent), suburban areas (63 percent), and towns (69 percent). This percentage was also lower for schools where 25 percent or less of the students were eligible for FRPL (54 percent) than for schools where higher percentages of the students were eligible (62 to 65 percent).

¹⁰⁰ “Security guards” and “security personnel” do not include law enforcement. SROs include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

Figure 19.4. Percentage of public schools with one or more security staff present at least once a week, by selected school characteristics: School year 2017–18



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.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. Security staff include security guards, security personnel, School Resource Officers (SROs), and sworn law enforcement officers who are not SROs. "Security guards" and "security personnel" do not include law enforcement. SROs include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Most schools and school districts provide training on school safety and security to classroom teachers and aides. During the 2017–18 school year, about 95 percent of public schools reported that they provided training on safety procedures (e.g., how to handle emergencies) for classroom teachers or aides, and 87 percent of schools reported providing training on classroom management (figure 19.5 and table 19.5). Schools also reported providing training to classroom

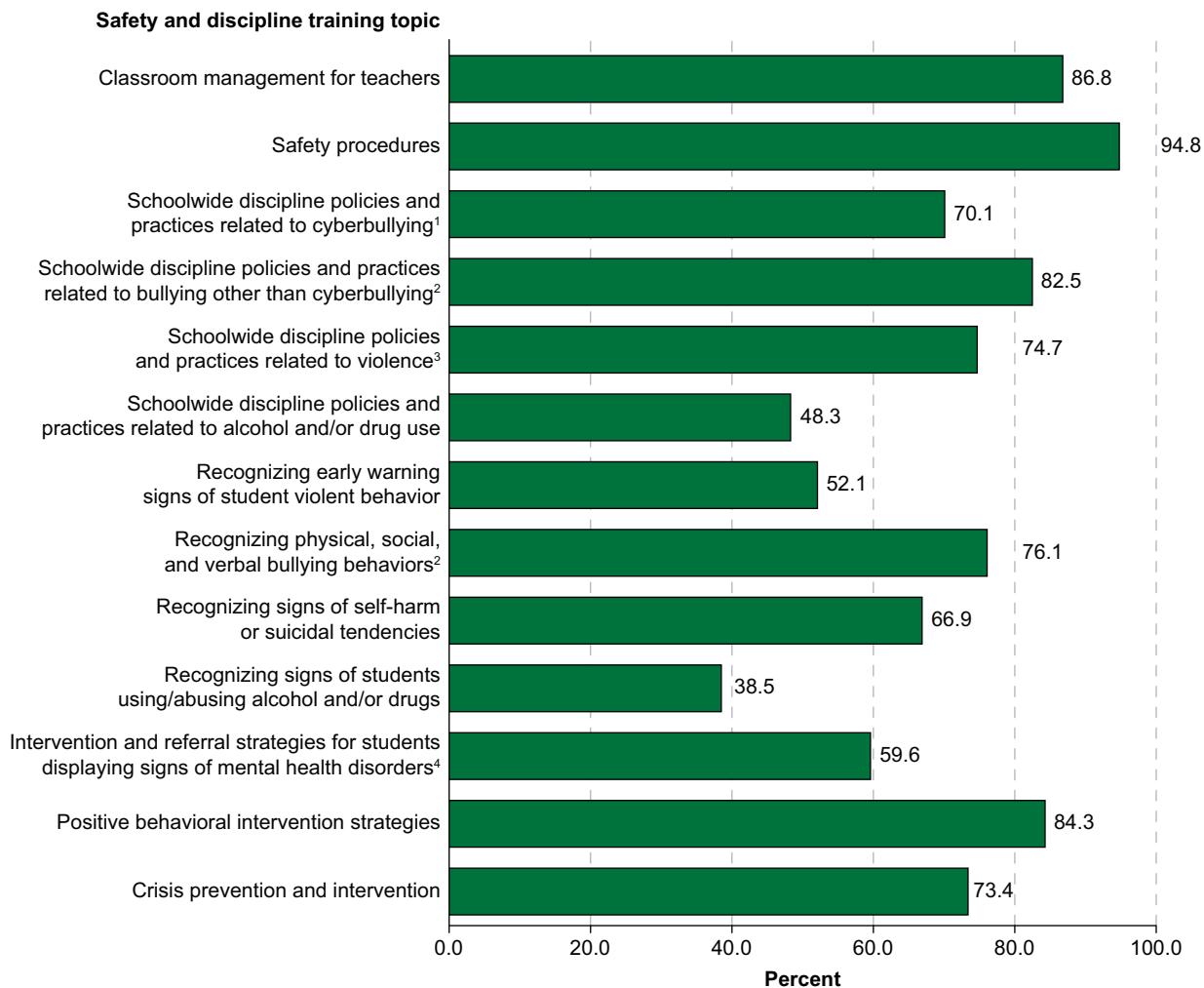
teachers or aides on schoolwide discipline policies and practices related to cyberbullying¹⁰¹ (70 percent), bullying other than cyberbullying¹⁰² (82 percent), violence¹⁰³ (75 percent), and alcohol and/or drug use (48 percent).

¹⁰¹ The questionnaire defined cyberbullying as "bullying that occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices."

¹⁰² The questionnaire defined 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."

¹⁰³ The questionnaire defined violence as "actual, attempted, or threatened fight or assault."

Figure 19.5. Percentage of public schools providing training for classroom teachers or aides in specific safety and discipline topics: School year 2017–18



¹The questionnaire defined cyberbullying as “bullying that occurs 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 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.”

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.”

NOTE: Includes trainings provided by the school or school district. 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Schools were also asked whether they provided trainings on recognizing warning signs of potential safety or discipline problems. About 76 percent of public schools reported providing training for classroom teachers or aides on recognizing physical, social, and verbal bullying behaviors, 67 percent reported providing training on recognizing signs of self-harm or suicidal tendencies, 52 percent reported providing training on recognizing early warning signs of student violent behavior, and 39 percent reported providing training on recognizing signs

of students using/abusing alcohol and/or drugs. Additionally, intervention strategies can help inform teachers on how to appropriately intervene in various safety-related scenarios involving students. About 84 percent of schools reported providing training on positive behavioral intervention strategies, 73 percent reported providing training on crisis prevention and intervention, and 60 percent reported providing training on intervention and referral strategies for students displaying signs of mental health disorders.¹⁰⁴

¹⁰⁴ 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.”

Indicator 20

Students' Reports of Safety and Security Measures Observed at School

In 2017, about 84 percent of students ages 12–18 reported observing one or more security cameras to monitor the school, and 79 percent of students reported observing locked entrance or exit doors during the day at their schools.

In the School Crime Supplement to the National Crime Victimization Survey, students ages 12–18 were asked whether their schools used certain safety and security measures.¹⁰⁵ Students were asked about metal detectors, locker checks, security cameras, security guards or assigned police officers, other adults supervising the hallway, a requirement that students wear badges or picture identification, a written code of student conduct, locked entrance or exit doors during the day, and a requirement that visitors sign in and wear visitor badges or stickers. In 2017, about 99 percent of students ages 12–18 reported that they observed the use of at least one of the selected safety and security measures at their schools (figure 20.1 and table 20.1).

In 2017, about 95 percent of students ages 12–18 reported that their schools had a written code of student conduct, higher than the percentages for all other safety and security measures examined. Most students also reported a requirement that visitors sign in and wear visitor badges or stickers (90 percent), and most reported the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway (88 percent). About 84 percent of students reported the use of one or more security cameras to monitor the school, 79 percent reported locked entrance or exit doors during the day, 71 percent reported the presence of security guards or assigned police officers, 48 percent reported locker checks, and 24 percent reported that students were required to wear badges or picture identification at their schools. Ten percent of students reported the use of metal detectors at their schools, making this the least observed of all selected safety and security measures in 2017.

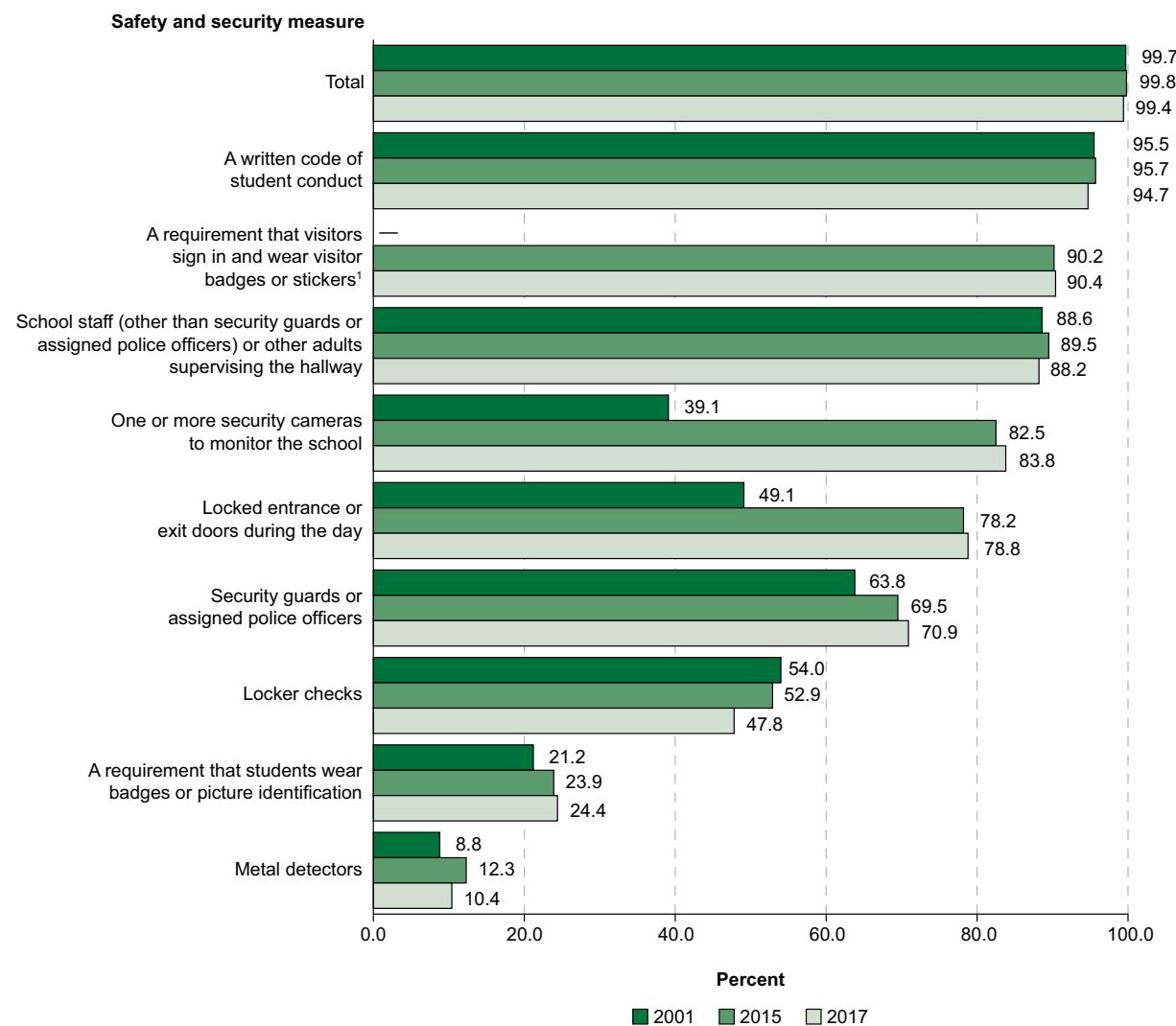
¹⁰⁵ This indicator relies on student reports of safety and security measures and provides estimates based on students' awareness of the measure rather than on documented practice. See *Indicator 19* for a summary of the use of various safety and security measures as reported by schools.

The percentage of students ages 12–18 who reported observing the use of one or more security cameras to monitor the school increased between 2001 and 2017 (from 39 to 84 percent), as did the percentages of students who reported observing the use of locked entrance or exit door during the day (from 49 to 79 percent) and who reported observing the presence of security guards or assigned police officers (from 64 to 71 percent). However, the percentages of students reporting these three safety and security measures did not measurably differ between the two most recent survey years (2015 and 2017). The percentage of students who reported a requirement that students wear badges or picture identification was higher in 2017 than in 2001 (24 vs. 21 percent), but this percentage was also not measurably different between the two most recent survey years.

The percentage of students ages 12–18 who reported observing locker checks decreased between 2001 and 2017 (from 54 to 48 percent). The percentages of students who reported locker checks and the presence of metal detectors were both lower in 2017 than in 2015 (48 vs. 53 percent and 10 vs. 12 percent, respectively). The percentages of students who reported a written code of student conduct and the presence of school staff (other than security guards or assigned police officers) or other adults supervising the hallway were not measurably different between 2001 and 2017, or between 2015 and 2017. The percentage of students who reported a requirement that visitors sign in and wear visitor badges or stickers was not measurably different between 2015 and 2017.¹⁰⁶

¹⁰⁶ Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

Figure 20.1. Percentage of students ages 12–18 who reported various safety and security measures at school: 2001, 2015, and 2017



— Not available.

¹ Prior to 2015, the question asked simply whether the school had “A requirement that visitors sign in.” As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for 2001 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

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

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001, 2015, and 2017.

Postsecondary Campus Safety and Security

Indicator 21

Criminal Incidents at Postsecondary Institutions

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Indicator 22

Hate Crime Incidents at Postsecondary Institutions

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Indicator 21

Criminal Incidents at Postsecondary Institutions

In 2017, about 28,900 criminal incidents on campuses at postsecondary institutions were reported to police and security agencies, representing a 2 percent increase from 2016, when 28,400 criminal incidents were reported. The number of on-campus crimes reported per 10,000 full-time-equivalent students also increased, from 19.3 in 2016 to 19.6 in 2017.

Since 1990, postsecondary institutions participating in Title IV federal student financial aid programs have been required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. The Clery Act requires institutions to distribute timely warnings about crime occurrences to students and staff; to publicly report campus crime and safety policies; and to collect, report, and disseminate campus crime data. Since 1999, data on campus safety and security have been reported by institutions through the Campus Safety and Security Survey, sponsored by the Office of Postsecondary Education of the U.S. Department of Education. These reports include on-campus criminal offenses and arrests involving students, faculty, staff, and the general public, as well as referrals for disciplinary action primarily dealing with persons associated formally with the institution (i.e., students, faculty, and other staff). Due to underreporting, figures for reported offenses, arrests, and disciplinary referrals likely do not capture all incidents that actually occurred. For example, according to reports in a student survey administered at several dozen large universities, officially reported sexual assaults represented only a minority of sexual assaults that occurred.¹⁰⁷

In 2017, a total of 28,900 criminal incidents against persons and property on campuses of postsecondary institutions were reported to police and security agencies, representing a 2 percent increase from 2016, when 28,400 criminal incidents were reported (table 21.1). The number of on-campus crimes reported per 10,000 full-time-equivalent (FTE)

students¹⁰⁸ also increased by 2 percent, from 19.3 in 2016 to 19.6 in 2017 (table 21.2).

Among the various types of on-campus crimes reported in 2017, there were 11,100 burglaries,¹⁰⁹ which constituted 38 percent of all criminal incidents (table 21.1). Other commonly reported crimes included forcible sex offenses (10,400 incidents, or 36 percent of crimes) and motor vehicle thefts (3,500 incidents, or 12 percent of crimes). In addition, 2,200 aggravated assaults and 1,000 robberies¹¹⁰ were reported. These estimates translate to 7.5 burglaries, 7.1 forcible sex offenses, 2.3 motor vehicle thefts, 1.5 aggravated assaults, and 0.7 robberies per 10,000 FTE students (table 21.2).

Between 2001 and 2017, the overall number of reported on-campus crimes decreased by 31 percent (figure 21.1 and table 21.1). During this period, the number of reported on-campus crimes increased by 7 percent between 2001 and 2006 (from 41,600 to 44,500), decreased by 40 percent between 2006 and 2014 (from 44,500 to 26,800), and finally increased by 8 percent between 2014 and 2017 (from 26,800 to 28,900). This recent increase was driven primarily by the increase in the number of reported forcible sex offenses. The number of on-campus crimes reported in 2017 was lower than the number reported in 2001 for every category except forcible sex offenses, murder, and negligent manslaughter.¹¹¹ The number of reported forcible sex offenses on campus increased from 2,200 in 2001 to 10,400 in 2017 (a 372 percent increase). More recently, the number of reported forcible sex offenses increased by 16 percent between 2016 and 2017 (from 8,900 to

¹⁰⁷ Cantor, D., Fisher, B., Chibnail, S., Harps, S., Townsend, S., Thomas, G., Lee, H., Kranz, V., Herbison, R., and Madden, K. (2020). *Report on the AAU Campus Climate Survey on Sexual Assault and Misconduct*. Rockville, MD: Westat. Retrieved October 22, 2019, from [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_\(01-16-2020_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf).

¹⁰⁸ 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.

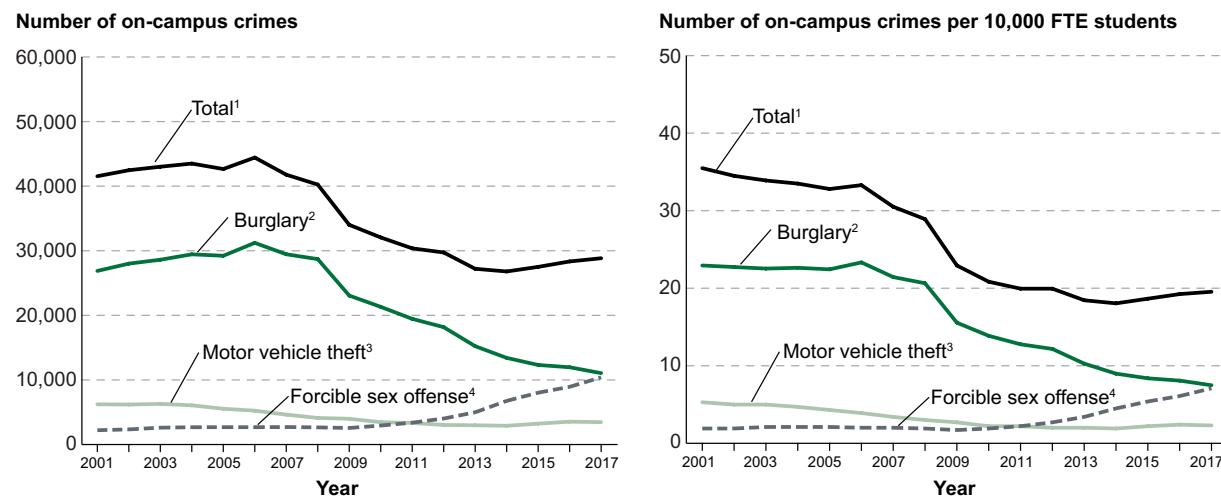
¹⁰⁹ Unlawful entry of a structure to commit a felony or theft.

¹¹⁰ Taking or attempting to take anything of value using actual or threatened force or violence.

¹¹¹ Twenty-one murder and 3 negligent manslaughter offenses were reported in 2017, compared with 17 murder and 2 negligent manslaughter offenses in 2001.

This indicator has been updated to include 2017 data. For more information: *Digest of Education Statistics 2018*, tables 21.1 and 21.2, and <https://ope.ed.gov/security/>.

Figure 21.1. Number of on-campus crimes reported and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by selected type of crime: 2001 through 2017



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 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018, Fall Enrollment component.

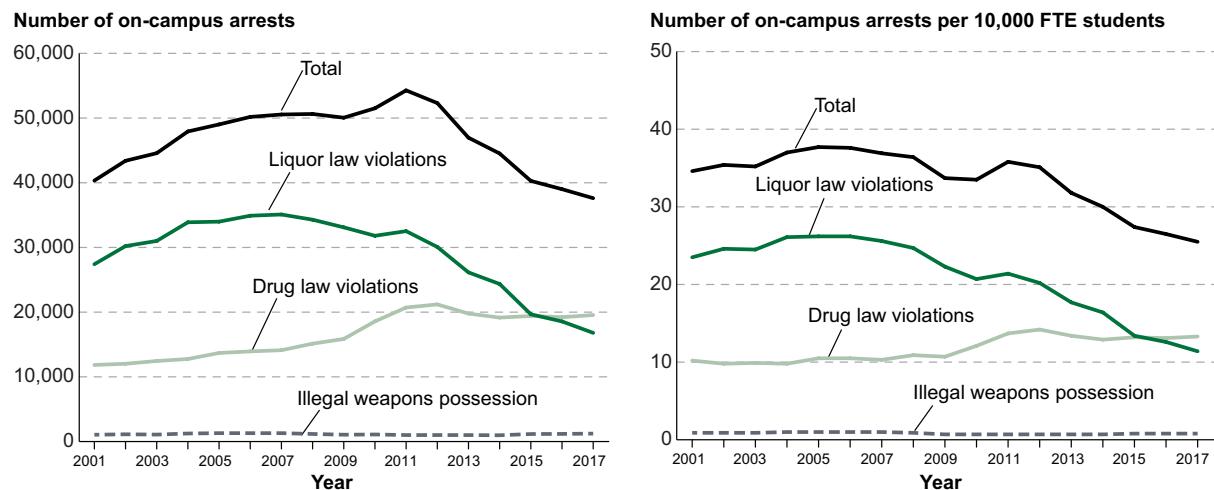
10,400). Data on reported forcible sex offenses have been collected differently since 2014. Beginning in 2014, schools were asked to report the numbers of two different types of forcible sex offenses, rape and fondling, and these were added together to reach the total number of reported forcible sex offenses. In years prior to 2014, schools only reported a total number of reported forcible sex offenses, with no breakouts for specific types of offenses. About 6,500 rapes and 3,900 fondling incidents were reported in 2017.

The number of on-campus crimes per 10,000 FTE students changed between 2001 and 2017 due to changes both in the FTE college enrollment and in the number of reported on-campus crimes during that period (see *Digest of Education Statistics 2018* for details about college enrollment). Overall, the number of on-campus crimes per 10,000 students decreased from 35.6 in 2001 to 19.6 in 2017 (figure 21.1 and table 21.2). Between 2001 and 2006,

both postsecondary enrollment and the number of reported on-campus crimes increased. However, because enrollment increased by a larger percentage than the number of reported crimes, the number of reported on-campus crimes per 10,000 students was actually lower in 2006 (33.4) than in 2001 (35.6). Between 2006 and 2014, the number of reported on-campus crimes decreased, enrollment increased, and the number of on-campus crimes reported per 10,000 students decreased from 33.4 to 18.1. Between 2014 and 2017, the number of reported on-campus crimes increased, enrollment decreased, and the number of reported on-campus crimes per 10,000 students increased from 18.1 to 19.6. The rate per 10,000 students was lower in 2017 than in 2001 for all types of reported on-campus crimes except forcible sex offenses and negligent manslaughter.¹¹² The rate for forcible sex offenses increased from 1.9 per 10,000 students in 2001 to 7.1 per 10,000 students in 2017.

¹¹² The rate for negligent manslaughter was higher in 2017 than in 2001, though the rates in both years round to zero.

Figure 21.2. Number of on-campus arrests and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of arrest: 2001 through 2017



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 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018, Fall Enrollment component.

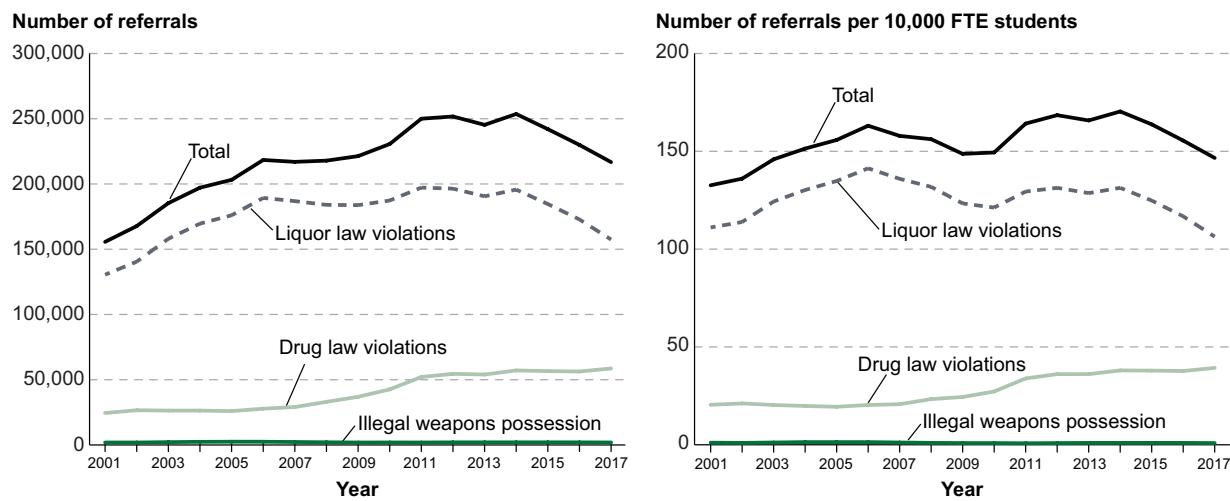
In 2017, the number of crimes reported on college campuses differed by type of institution, although to some extent this reflects the enrollment size of the types of institutions and the presence of student residence halls. Crimes involving students on campus after normal class hours, such as those occurring in residence halls, are included in campus crime reports, while crimes involving students off campus are not. In 2017, institutions with residence halls reported higher rates of on-campus crime than institutions without residence halls (25.1 vs. 6.2 per 10,000 FTE students; table 21.2). The rate for each individual type of crime was also higher for institutions with residence halls. For example, more burglaries were reported at institutions with residence halls than at institutions without residence halls (9.6 vs. 2.3 per 10,000 students), and more forcible sex offenses were reported at institutions with residence halls than at institutions without them (9.5 vs. 1.0 per 10,000 students).

Although data for different types of institutions are difficult to compare directly because of the differing structures of student services and campus arrangements, there were decreases in the overall numbers of on-campus crimes reported at all institution types between 2006 (when the overall number of reported on-campus crimes reached its peak since data collection began) and 2017. For

example, the number of reported on-campus crimes decreased over this period from 20,600 to 14,800 for public 4-year institutions, from 16,900 to 11,000 for nonprofit 4-year institutions, and from 5,700 to 2,600 for public 2-year institutions (table 21.1). The decreases in the number of on-campus crimes reported per 10,000 FTE students over the period were from 35.5 to 20.4 for public 4-year institutions, from 57.7 to 32.1 for nonprofit 4-year institutions, and from 15.4 to 8.2 for public 2-year institutions (table 21.2).

As part of the Clery Act, postsecondary institutions are also required to report the number of arrests made on campus for illegal weapons possession, drug law violations, and liquor law violations. The total number of these reported on-campus arrests increased between 2001 and 2011 (from 40,300 to 54,300), then decreased between 2011 and 2017 (from 54,300 to 37,600; figure 21.2 and table 21.1). The number of arrests for drug law violations increased from 11,900 to 19,600 between 2001 and 2017. 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 2017, and the 2017 figure (16,800) was lower than in any year between 2001 and 2016. There was no clear pattern of change in the number of arrests for illegal weapons possession between 2001

Figure 21.3. Number of referrals for disciplinary action resulting from on-campus violations and number per 10,000 full-time-equivalent (FTE) students in degree-granting postsecondary institutions, by type of referral: 2001 through 2017



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 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018, Fall Enrollment component.

and 2017; 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 13.3 in 2017 (figure 21.2 and table 21.2). In contrast, the number of arrests per 10,000 students for liquor law violations decreased from 23.5 to 11.4, and the number of arrests per 10,000 students for illegal weapons possession was lower in 2017 (0.8) than in 2001 (0.9).

In addition to reporting on-campus arrests, institutions report referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations. Disciplinary action counts only include incidents for which there was a referral for institutional disciplinary action, but no arrest. In 2017, there were 216,400 referrals for disciplinary action for cases involving illegal weapons possession, drug law violations, and liquor law violations, with most of the referrals (92 percent) involving violations in residence halls (table 21.1). The largest number of disciplinary referrals (157,000) involved liquor law violations.

The total number of disciplinary referrals increased between 2001 and 2017 (from 155,200 to 216,400). Similar to the pattern observed for on-campus arrests for drug law violations, the number of disciplinary referrals for these incidents increased between 2001 and 2017 (from 23,900 to 58,100; figure 21.3 and table 21.1). The number of referrals for liquor law violations also increased during this period (from 130,000 to 157,000). There was no clear pattern of change in the number of referrals for illegal weapons possession between 2001 and 2017; the number ranged from 1,300 to 1,900 each year during this time span.

The number of referrals per 10,000 FTE students for drug law violations increased between 2001 and 2017 (from 20.5 to 39.4; figure 21.3 and table 21.2). However, the number of referrals per 10,000 students for illegal weapons possession was lower in 2017 (0.9) than in 2001 (1.1); the number of referrals per 10,000 students for liquor law violations decreased between 2006 and 2017 (from 141.6 to 106.6), following an increase between 2001 and 2006 (from 111.3 to 141.6).

Indicator 22

Hate Crime Incidents at Postsecondary Institutions

Three-fourths (77 percent) of the total reported on-campus hate crimes in 2017 were motivated by race, religion, or sexual orientation. Race was the motivating bias in 43 percent of reported hate crimes (413 incidents); religion was the motivating bias in 18 percent of reported hate crimes (172 incidents); and sexual orientation was the motivating bias in 16 percent of reported hate crimes (154 incidents) in 2017.

A 2008 amendment to the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (see *Indicator 21, Criminal Incidents at Postsecondary Institutions*) requires postsecondary institutions to report hate crime incidents. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against the victim(s) based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. In addition to reporting data on hate-related incidents for the seven types of crimes already specified in the Clery Act—murder, sex offenses (forcible and nonforcible), robbery, aggravated assault, burglary, motor vehicle theft, and arson—the 2008 amendment to the Clery Act requires campuses to report hate-related incidents for four additional types of crimes: simple assault; larceny; intimidation; and destruction, damage, and vandalism.

In 2017, of the criminal incidents on the campuses of postsecondary institutions that were reported to police and security agencies, 958 incidents were classified as hate crimes (table 22.1). The three most common types of hate crimes reported by institutions were destruction, damage, and vandalism (437 incidents; hereafter referred to as “vandalism” in this indicator), intimidation (385 incidents), and simple assault (83 incidents). Other reported hate crimes included larceny (24 incidents), aggravated assault (15 incidents), forcible sex offenses (6 incidents),

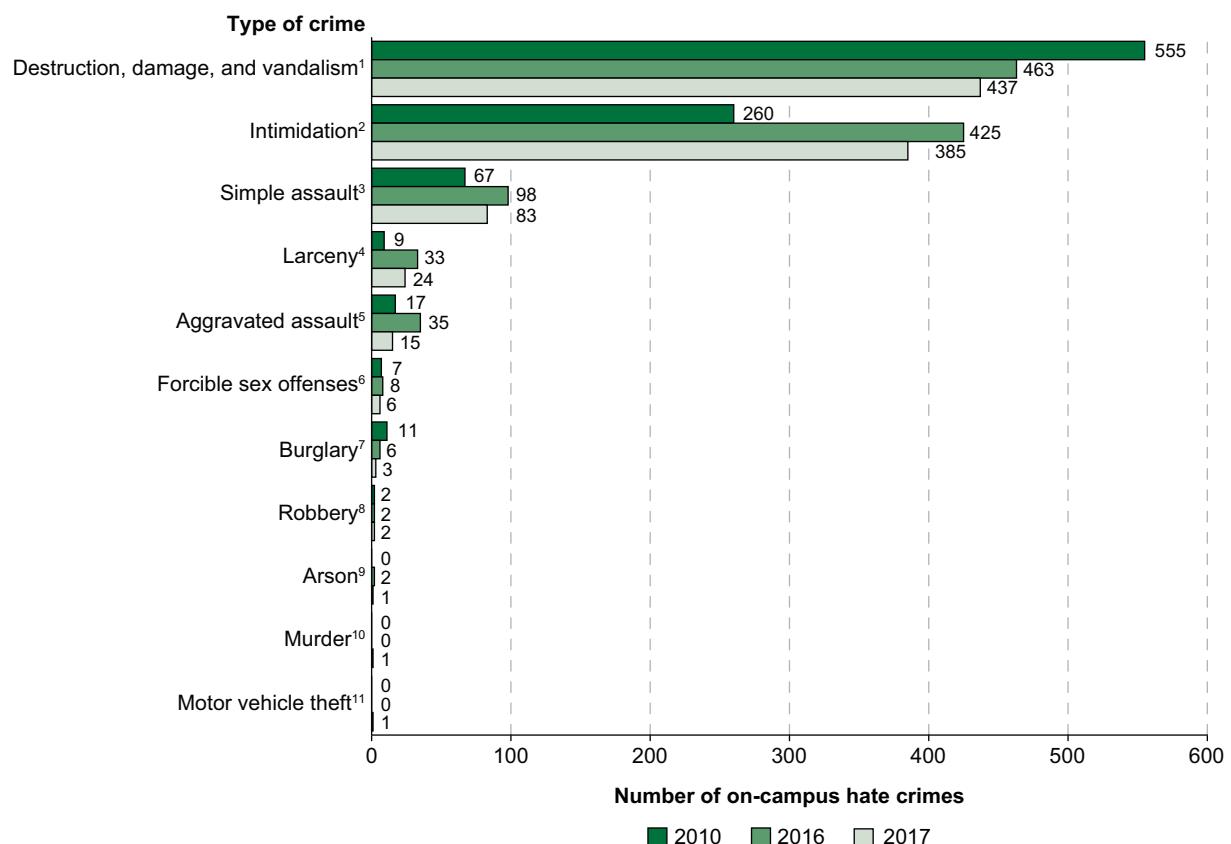
burglary (3 incidents), and robbery (2 incidents), as well as murder, motor vehicle theft, and arson (1 incident each; figure 22.1 and table 22.1). No nonforcible sex offenses were classified as hate crimes in 2017.

The distribution of reported on-campus hate crimes in 2017 was similar to the distributions in previous years. For instance, vandalism, intimidation, and simple assault constituted the three most common types of hate crimes reported by institutions in every year from 2010 to 2017. Also, there were no reported incidents of nonforcible sex offenses classified as hate crimes in any year from 2010 to 2017.

Race, religion, and sexual orientation were the top three categories of bias associated with hate crimes at postsecondary institutions in 2017. Three-fourths (77 percent) of the total reported on-campus hate crimes in 2017 were motivated by these three categories of bias. Race was the motivating bias in 43 percent of reported hate crimes (413 incidents); religion was the motivating bias in 18 percent of reported hate crimes (172 incidents); and sexual orientation was the motivating bias in 16 percent of reported hate crimes (154 incidents) in 2017. The other 23 percent of reported hate crimes were motivated by ethnicity (95 incidents), gender (63 incidents), gender identity (51 incidents), and disability (10 incidents).

This indicator has been updated to include 2017 data. For more information: Table 22.1 and <https://ope.ed.gov/security/>.

Figure 22.1. Number of on-campus hate crimes at degree-granting postsecondary institutions, by selected types of crime: 2010, 2016, and 2017



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

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

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

⁴ Unlawful taking, carrying, leading, or riding away of property from the possession of another.

⁵ Attack upon a person for the purpose of inflicting severe or aggravated bodily injury.

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

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

⁸ Taking or attempting to take anything of value using actual or threatened force or violence.

⁹ Willful or malicious burning or attempt to burn a dwelling house, public building, motor vehicle, or personal property of another.

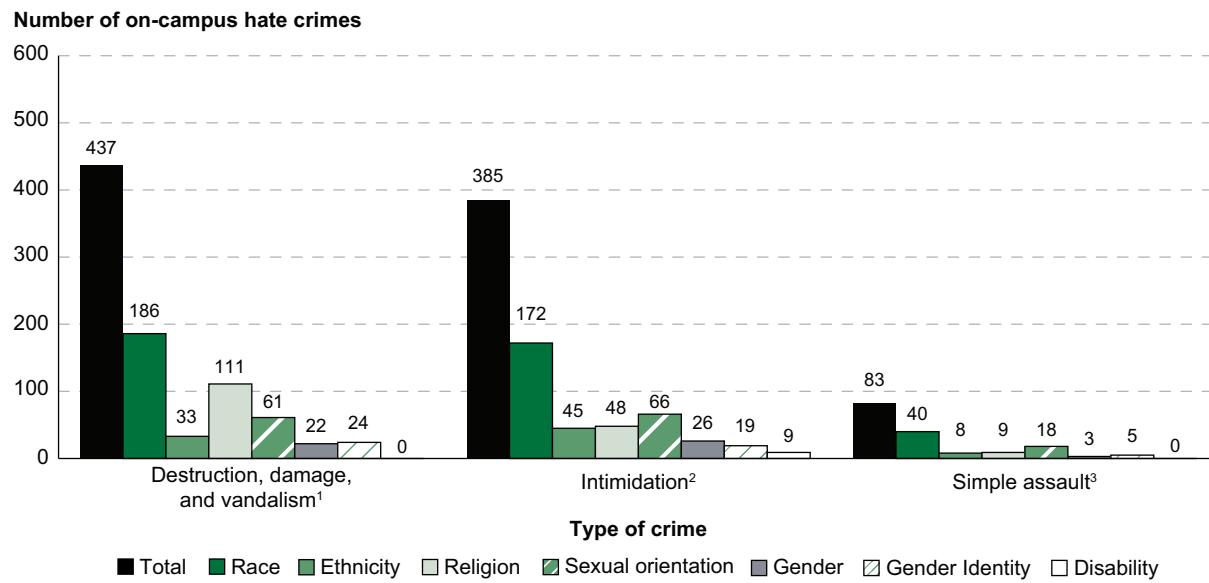
¹⁰ Excludes suicides, fetal deaths, traffic fatalities, accidental deaths, and justifiable homicide (such as the killing of a felon by a law enforcement officer in the line of duty).

¹¹ Theft or attempted theft of a motor vehicle.

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2010, 2016, and 2017.

Figure 22.2. Number of selected types of on-campus hate crimes at degree-granting postsecondary institutions, by category of bias motivating the crime: 2017



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

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

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

NOTE: Data are for degree-granting institutions, which are institutions that grant associate's or higher degrees and participate in Title IV federal financial aid programs. Some institutions that report Clery Act data—specifically, non-degree-granting institutions and institutions outside of the 50 states and the District of Columbia—are excluded. A hate crime is a criminal offense that is motivated, in whole or in part, by the perpetrator's bias against a group of people based on their race, ethnicity, religion, sexual orientation, gender, gender identity, or disability. Includes on-campus incidents involving students, staff, and guests. Excludes off-campus crimes and arrests even if they involve students or staff.

SOURCE: U.S. Department of Education, Office of Postsecondary Education, Campus Safety and Security Reporting System, 2017.

Similar to the overall pattern, race was also the most frequent category of motivating bias associated with the three most common types of hate crimes reported in 2017—vandalism, intimidation, and simple assault. Race accounted for 43 percent of reported vandalisms classified as hate crimes (186 incidents), 45 percent of reported intimidations (172 incidents), and 48 percent of reported simple assaults (40 incidents; figure 22.2 and table 22.1). The second or the third most frequent motivating bias for these three types of reported hate crimes was either religion or sexual orientation. Religion was the second most frequent motivating bias for reported vandalisms (25 percent; 111 incidents); sexual orientation was the second most frequent motivating bias for reported intimidations (17 percent; 66 incidents) and reported simple assaults (22 percent; 18 incidents). The third most frequent motivating bias for reported vandalisms was sexual

orientation (14 percent; 61 incidents); religion was the third most frequent motivating bias for reported intimidations (12 percent; 48 incidents) and reported simple assaults (11 percent; 9 incidents).

Across different types of institutions, the total number of hate crimes reported in 2017 was highest at 4-year public and 4-year private nonprofit postsecondary institutions (416 and 405 incidents, respectively); to some extent, this reflects their larger enrollment size and number of students living on campus. Public 2-year institutions, which also enroll a large number of students, had the third highest total number of reported hate crimes (136 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. Number and percentage of public schools providing diagnostic mental health assessments and treatment to students and, among schools providing these services, percentage providing them at school and outside of school, by selected school characteristics: 2017–18

[Standard errors appear in parentheses]

School characteristic	Diagnostic mental health assessments to evaluate students for mental health disorders						Treatment to students for mental health disorders													
	Number of schools providing these assessments	Percent of schools providing these assessments	Among schools providing these assessments, percent providing them at school and outside of school ¹			Number of schools providing treatment	Percent of schools providing treatment	Among schools providing treatment, percent providing it at school and outside of school ¹			At school only	Outside of school only								
			At school only	Outside of school only	Both at school and outside of school			At school only	Outside of school only	Both at school and outside of school										
1	2	3	4	5	6	7	8	9	10	11										
Total	42,200	(1,000)	51.2	(1.20)	32.2	(1.50)	11.8	(1.00)	52.4	(1.73)	31,500	(870)	38.3	(1.09)	33.0	(2.15)	9.7	(1.48)	54.7	(2.10)
Traditional or charter status																				
Traditional public school	39,400	(1,010)	51.1	(1.23)	31.9	(1.54)	12.5	(1.07)	52.5	(1.82)	29,800	(830)	38.5	(1.10)	32.6	(1.99)	9.9	(1.55)	55.2	(1.97)
Charter school	2,700	(330)	54.2	(5.39)	36.9	(6.73)	‡	(†)	51.9	(6.44)	1,800	(340)	34.9	(5.84)	39.6	(8.98)	‡	(†)	45.2	(9.64)
School level ²																				
Primary	23,500	(980)	48.7	(2.02)	33.5	(2.64)	11.6	(1.82)	50.9	(3.02)	17,800	(900)	36.9	(1.90)	34.3	(3.08)	10.5	(2.24)	52.4	(3.20)
Middle	8,400	(260)	55.7	(1.68)	29.3	(1.94)	11.6	(1.66)	58.0	(2.51)	5,900	(260)	39.1	(1.72)	29.9	(2.25)	8.5	(1.54)	60.3	(2.64)
High school	7,700	(220)	60.8	(1.77)	30.3	(1.70)	10.2	(1.52)	57.7	(1.95)	5,600	(210)	44.5	(1.68)	33.0	(2.80)	5.1	(1.07)	60.0	(2.61)
Combined	2,600	(330)	41.2	(4.84)	36.1	(7.85)	19.4!	(6.29)	33.1	(7.01)	2,200	(350)	34.6	(5.59)	30.5!	(9.48)	18.7!	(7.68)	44.9	(9.22)
Enrollment size																				
Less than 300	7,300	(570)	43.2	(3.44)	28.9	(5.21)	15.4	(4.09)	49.8	(5.09)	5,800	(540)	34.5	(3.32)	41.5	(6.94)	16.2!	(5.71)	40.1	(6.44)
300 to 499	12,200	(630)	49.0	(2.54)	32.7	(3.00)	10.4	(2.07)	53.7	(3.97)	10,000	(630)	40.3	(2.55)	31.7	(3.13)	7.3	(1.87)	58.4	(3.36)
500 to 999	17,000	(630)	53.7	(1.98)	33.9	(2.11)	13.1	(1.64)	50.0	(2.43)	11,800	(560)	37.2	(1.76)	31.2	(3.17)	9.0	(2.00)	56.5	(3.44)
1,000 or more	5,700	(180)	64.0	(2.09)	30.5	(1.90)	6.6	(1.51)	60.2	(2.18)	3,900	(190)	44.0	(2.13)	29.1	(3.05)	8.2	(2.36)	61.2	(3.28)
Locale																				
City	13,100	(470)	58.4	(2.13)	32.9	(2.38)	8.4	(1.76)	53.9	(2.84)	9,400	(420)	41.7	(1.89)	35.5	(4.17)	8.0!	(2.46)	53.1	(3.97)
Suburban	14,400	(680)	52.9	(2.37)	32.3	(2.44)	8.9	(1.57)	56.6	(2.94)	9,700	(670)	35.7	(2.43)	30.2	(2.91)	9.6!	(2.97)	57.6	(4.11)
Town	4,900	(390)	46.3	(3.70)	28.6	(4.92)	18.5	(4.10)	49.8	(4.47)	4,300	(370)	40.5	(3.48)	26.6	(4.06)	6.9!	(3.01)	64.9	(4.27)
Rural	9,700	(510)	44.3	(2.31)	33.0	(3.97)	17.5	(2.60)	45.6	(3.58)	8,200	(540)	37.1	(2.48)	36.8	(4.82)	13.3	(3.20)	47.7	(5.02)
Region																				
Northeast	8,500	(640)	59.4	(3.12)	24.1	(3.45)	14.5	(2.73)	58.4	(4.14)	6,200	(620)	43.2	(3.45)	36.2	(6.25)	5.9!	(2.20)	57.5	(5.85)
Midwest	8,300	(620)	42.3	(2.33)	31.3	(3.85)	12.5	(2.60)	53.1	(4.06)	7,700	(650)	39.6	(2.15)	31.4	(4.86)	6.6	(1.82)	57.1	(4.55)
South	14,900	(730)	50.9	(2.25)	35.0	(2.63)	12.0	(1.96)	49.0	(3.06)	10,900	(670)	37.2	(2.12)	29.9	(2.85)	13.3	(2.66)	53.9	(3.43)
West	10,600	(730)	54.9	(2.95)	35.6	(3.63)	9.0!	(2.72)	52.0	(3.69)	6,700	(580)	35.0	(2.34)	36.8	(4.41)	10.9!	(3.76)	50.6	(4.52)
Percent minority enrollment ³																				
0 to 25 percent	12,900	(640)	43.3	(1.88)	28.3	(3.18)	14.6	(2.15)	54.7	(2.95)	11,100	(570)	37.2	(1.75)	32.8	(3.55)	8.2	(1.91)	56.8	(3.60)
26 to 50 percent	9,300	(580)	51.8	(2.55)	32.0	(3.28)	17.4	(3.09)	48.2	(3.53)	7,100	(570)	39.6	(2.67)	30.7	(4.23)	11.2	(3.00)	56.3	(4.10)
51 to 75 percent	7,200	(600)	57.9	(3.85)	41.5	(4.73)	5.6!	(1.68)	46.8	(4.67)	4,600	(480)	37.0	(3.27)	37.7	(6.00)	7.1!	(2.73)	51.1	(6.04)
76 to 100 percent	12,700	(780)	57.8	(2.95)	31.1	(2.91)	8.5	(2.09)	56.4	(3.10)	8,700	(520)	39.4	(2.03)	32.7	(4.20)	11.8	(3.18)	52.5	(4.09)
Percent of students eligible for free or reduced-price lunch																				
0 to 25 percent	7,500	(530)	50.3	(2.57)	35.5	(3.62)	10.8	(2.38)	50.9	(3.53)	5,000	(430)	33.6	(2.63)	44.0	(4.83)	4.4!	(1.88)	51.1	(4.14)
26 to 50 percent	9,000	(560)	46.1	(2.58)	34.3	(3.40)	13.3	(2.41)	49.2	(3.54)	6,900	(480)	35.0	(2.17)	37.3	(4.22)	8.9!	(2.93)	50.9	(4.57)
51 to 75 percent	9,600	(710)	46.6	(2.71)	30.0	(3.14)	12.2	(1.95)	56.1	(3.58)	8,000	(570)	39.0	(2.34)	29.6	(3.42)	8.3	(2.22)	57.7	(3.58)
76 to 100 percent	16,000	(900)	59.1	(2.94)	30.9	(2.88)	11.3	(2.27)	52.8	(3.01)	11,600	(620)	42.8	(1.82)	28.0	(4.00)	13.4	(3.01)	56.4	(3.69)

¹Not applicable.

²Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

³Reporting standards not met. Either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

¹Percentages do not sum to 100 percent because some schools reported providing assessments or treatment but did not specify the location at which these services were provided.

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. Combined schools include all other combinations of grades, including K–12 schools.

³Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

NOTE: A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder. Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. Licensed mental health professionals include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table S1.2. Percentage of public schools reporting that various factors limited in a major way their efforts to provide mental health services to students, by selected school characteristics: 2017–18

[Standard errors appear in parentheses]

School characteristic	Inadequate access to licensed mental health professionals ¹	Inadequate funding	Potential legal issues for school or district ²	Concerns about reactions from parents	Lack of community support for providing mental health services to students in their school	Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students ³	Reluctance to label students with mental health disorders to avoid stigmatizing the child							
1	2	3	4	5	6	7	8							
Total	40.5	(1.53)	52.1	(1.40)	18.3	(1.13)	9.5	(0.74)	11.0	(0.71)	20.6	(1.20)	10.5	(0.89)
Traditional or charter status														
Traditional public school	41.3	(1.54)	52.4	(1.32)	18.5	(1.17)	9.5	(0.75)	11.1	(0.75)	20.7	(1.21)	10.7	(0.91)
Charter school	28.4	(5.39)	46.3	(7.57)	15.5	(4.29)	8.6!	(2.68)	8.2!	(2.46)	18.9	(5.36)	7.9!	(2.52)
School level ⁴														
Primary	41.7	(2.26)	52.1	(2.00)	18.9	(1.74)	10.4	(1.25)	12.3	(1.15)	22.0	(1.73)	10.9	(1.44)
Middle	38.7	(1.77)	51.2	(1.94)	17.8	(1.25)	7.6	(0.84)	9.1	(0.97)	18.9	(1.15)	10.4	(1.11)
High school	34.8	(1.43)	49.4	(1.46)	16.2	(1.17)	7.6	(0.84)	8.7	(0.90)	15.7	(1.23)	8.2	(1.06)
Combined	47.8	(5.33)	58.9	(5.87)	19.5	(5.02)	10.5!	(3.55)	9.7!	(3.31)	24.2	(4.57)	11.9!	(3.80)
Enrollment size														
Less than 300	41.3	(3.95)	49.5	(3.76)	16.0	(3.16)	4.3!	(1.39)	6.3	(1.78)	21.4	(3.23)	12.0	(2.58)
300 to 499	43.5	(2.77)	58.2	(2.43)	17.9	(1.92)	12.1	(1.59)	13.2	(1.56)	19.8	(2.07)	9.3	(1.40)
500 to 999	40.2	(2.01)	50.2	(1.77)	19.9	(1.48)	10.6	(1.28)	12.2	(1.31)	21.5	(1.69)	11.1	(1.26)
1,000 or more	32.0	(2.26)	46.4	(2.14)	18.4	(1.56)	8.0	(1.13)	9.1	(1.05)	18.2	(1.39)	8.9	(1.01)
Locale														
City	40.9	(2.57)	53.3	(2.78)	22.5	(2.16)	15.0	(2.08)	16.7	(2.13)	23.1	(2.50)	12.6	(1.80)
Suburban	35.6	(2.18)	47.4	(2.25)	18.8	(2.04)	7.6	(1.17)	11.2	(1.54)	18.7	(2.00)	8.8	(1.22)
Town	41.1	(2.87)	51.5	(3.45)	14.4	(2.28)	10.1	(2.31)	7.5	(1.76)	18.8	(2.56)	10.2	(2.09)
Rural	46.0	(2.69)	57.0	(2.63)	15.4	(1.81)	5.9	(1.09)	6.5	(1.16)	21.3	(2.21)	10.6	(1.68)
Region														
Northeast	33.0	(3.14)	44.4	(3.40)	13.8	(2.79)	7.4	(2.09)	9.9	(1.84)	10.6	(2.39)	8.6	(2.40)
Midwest	44.8	(3.16)	55.5	(3.21)	17.4	(2.19)	8.0	(1.34)	8.0	(1.31)	21.5	(2.52)	7.0	(1.20)
South	39.7	(2.21)	51.8	(2.02)	21.0	(1.48)	10.9	(1.43)	12.3	(1.45)	24.0	(2.01)	14.2	(1.70)
West	43.0	(2.93)	54.7	(2.66)	18.6	(2.10)	10.4	(1.59)	12.7	(1.43)	21.9	(2.07)	9.8	(1.60)
Percent minority enrollment ⁵														
0 to 25 percent	41.9	(2.29)	53.4	(2.25)	14.4	(1.59)	6.2	(0.96)	8.0	(1.15)	17.8	(1.57)	7.8	(1.15)
26 to 50 percent	37.7	(2.25)	50.0	(2.22)	17.1	(2.26)	7.1	(1.30)	8.5	(1.88)	17.8	(2.23)	8.8	(1.54)
51 to 75 percent	43.4	(3.61)	53.5	(3.90)	19.8	(2.64)	13.8	(2.37)	14.2	(2.37)	26.9	(3.08)	15.3	(2.87)
76 to 100 percent	39.3	(2.24)	51.2	(2.26)	23.8	(2.08)	13.5	(1.73)	15.1	(1.89)	23.1	(2.18)	12.8	(2.00)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	35.4	(2.83)	44.3	(3.48)	15.5	(2.41)	8.5	(1.77)	9.2	(1.53)	18.0	(1.93)	9.3	(1.80)
26 to 50 percent	40.9	(2.81)	52.0	(2.73)	16.1	(1.74)	7.4	(1.26)	7.2	(1.48)	17.3	(1.85)	10.1	(1.45)
51 to 75 percent	44.5	(3.17)	57.6	(2.77)	18.0	(2.26)	8.2	(1.70)	12.7	(1.73)	23.2	(2.33)	9.2	(1.50)
76 to 100 percent	40.1	(2.41)	52.2	(2.44)	21.8	(1.79)	12.5	(1.63)	13.2	(1.44)	22.4	(2.11)	12.4	(1.56)

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

¹Licensed mental health professionals include psychiatrists, psychologists, psychiatric/mental health practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

²Examples of legal issues provided to respondents were malpractice, insufficient supervision, and confidentiality.

³A diagnostic mental health assessment is an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. Treatment is a clinical intervention—which may include psychotherapy, medication, and/or counseling—addressed at lessening or eliminating the symptoms of a mental health disorder.

⁴Primary 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. Combined schools include all other combinations of grades, including K–12 schools.

⁵Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

NOTE: Respondents were asked to indicate the extent to which each factor limited the school's efforts to provide mental health services to students. For each factor, they could select "limits in major way," "limits in minor way," or "does not limit."

Estimates in this table represent only those schools reporting that a factor limited their efforts in a major way. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table S2.1. Percentage of fall 2010 first-time kindergartners whose school administrator in fifth grade reported that selected problems occurred at the school at least once a month or were a problem in the school's neighborhood, by selected child, family, and school characteristics in spring of fifth grade: Spring 2016

[Standard errors appear in parentheses]

Selected child, family, or school characteristic in spring of fifth grade (2016)	Occurred at child's school at least once a month ¹						Was a "big problem" or "somewhat of a problem" in the neighborhood where child's school is located ²					
	Theft	Physical conflicts among students	Vandalism of school property	Student bullying	Widespread disorder in classrooms	Tensions based on racial, ethnic, or religious differences	Selling or using drugs or excessive drinking in public	Crime in the neighborhood		Violence in the neighborhood		
								3	4	5	6	7
1	2	3	4	5	6	7	8	9	10	11		
Total	5.0 (0.58)	25.2 (1.55)	4.1 (0.76)	24.1 (1.65)	4.6 (0.77)	15.7 (1.51)	30.9 (1.77)	17.1 (1.20)	34.4 (1.76)	25.3 (1.46)		
Race/ethnicity of child												
White	4.0 (0.67)	23.2 (1.67)	3.2! (0.98)	23.2 (2.02)	3.0 (0.86)	12.7 (2.12)	25.7 (2.28)	7.5 (1.19)	25.8 (1.96)	16.1 (1.34)		
Black	8.6 (1.83)	36.4 (3.71)	7.0! (2.11)	26.1 (3.60)	13.2 (2.68)	18.0 (2.46)	40.8 (3.03)	29.7 (3.85)	50.1 (4.66)	44.3 (4.59)		
Hispanic	5.6 (1.15)	25.5 (2.45)	5.0 (1.27)	25.3 (2.54)	3.6 (1.01)	19.7 (2.05)	37.4 (2.14)	31.8 (2.30)	47.6 (2.55)	37.7 (2.18)		
Asian	† (†)	13.1 (3.37)	3.3! (1.62)	21.0 (4.16)	† (†)	18.6 (4.71)	19.2 (4.11)	19.4 (5.11)	28.7 (4.60)	19.2 (3.45)		
Pacific Islander	† (†)	32.9! (14.13)	† (†)	† (†)	† (†)	† (†)	42.4 (10.94)	32.3! (14.22)	48.3! (15.26)	44.3! (15.13)		
American Indian/Alaska Native	† (†)	29.9 (8.26)	† (†)	34.2 (6.77)	† (†)	31.9 (4.52)	67.1 (11.53)	24.8 (7.33)	35.7 (8.44)	35.7 (8.44)		
Two or more races	3.9! (1.33)	24.2 (3.10)	2.2! (0.96)	23.4 (3.26)	7.3! (2.30)	18.6 (3.17)	29.8 (3.52)	15.9 (2.68)	29.7 (3.80)	19.8 (3.00)		
Household type ³												
Two-parent household	4.2 (0.57)	23.0 (1.43)	3.3 (0.63)	22.6 (1.71)	3.4 (0.70)	15.6 (1.68)	28.7 (1.93)	15.3 (1.30)	32.1 (1.82)	23.5 (1.48)		
Mother-only household	7.4 (1.26)	33.5 (2.85)	7.1 (1.66)	30.0 (2.57)	8.6 (1.60)	16.4 (1.99)	38.0 (2.06)	23.2 (1.68)	42.2 (2.65)	31.0 (2.42)		
Father-only household	4.5! (1.84)	27.5 (3.45)	3.6! (1.71)	21.2 (3.14)	† (†)	14.2 (3.11)	35.9 (5.45)	17.6 (4.91)	36.4 (4.76)	26.7 (3.96)		
Other household type	8.7 (2.21)	24.3 (4.18)	5.1! (1.54)	27.3 (4.43)	10.2! (3.11)	14.6! (4.51)	37.7 (5.36)	20.6 (4.72)	40.9 (4.28)	34.4 (4.53)		
Parents' highest level of education ⁴												
Less than high school	9.6 (2.23)	33.0 (3.28)	6.2! (2.05)	28.4 (3.32)	7.5! (2.28)	28.8 (3.57)	54.6 (3.54)	44.4 (3.78)	62.6 (3.05)	51.8 (3.55)		
High school completion	5.9 (0.88)	28.5 (2.38)	5.4 (0.98)	27.7 (2.52)	6.5 (1.24)	20.5 (2.32)	40.8 (2.43)	26.4 (2.28)	44.4 (2.45)	36.5 (2.46)		
Some college/vocational	5.4 (0.84)	29.6 (2.13)	4.3 (0.95)	28.1 (2.26)	6.0 (1.22)	15.0 (1.70)	32.9 (2.03)	16.3 (1.47)	35.8 (2.07)	25.9 (1.83)		
Bachelor's degree	3.4 (0.73)	19.3 (1.57)	3.0 (0.82)	18.0 (1.73)	2.0! (0.75)	11.7 (1.90)	21.2 (2.37)	8.5 (1.08)	22.9 (2.07)	15.2 (1.49)		
Any graduate education	3.1 (0.69)	17.5 (1.65)	3.0! (0.93)	18.5 (1.91)	1.8 (0.49)	11.2 (1.79)	18.3 (2.33)	7.0 (1.07)	23.1 (2.78)	12.9 (1.86)		
Poverty status ⁵												
Below poverty threshold	9.0 (1.20)	33.2 (2.61)	6.8 (1.69)	30.7 (2.69)	9.3 (1.85)	23.3 (2.32)	43.4 (1.95)	30.9 (2.32)	52.3 (2.45)	43.2 (2.50)		
100 to 199 percent of poverty threshold	5.0 (0.88)	28.2 (2.41)	5.4 (1.01)	26.4 (2.13)	5.3 (1.01)	18.4 (2.25)	38.9 (2.26)	24.3 (2.61)	40.3 (2.65)	31.9 (2.27)		
200 percent or more of poverty threshold	3.4 (0.59)	20.9 (1.51)	2.6 (0.58)	20.7 (1.85)	2.5 (0.72)	11.8 (1.59)	22.9 (2.15)	8.8 (0.97)	25.2 (1.92)	15.8 (1.34)		
Socioeconomic status ⁶												
Lowest 20 percent	8.7 (1.25)	32.9 (2.68)	6.5 (1.62)	30.2 (2.75)	8.3 (1.67)	24.5 (2.65)	47.9 (2.40)	36.7 (2.85)	53.8 (2.46)	45.5 (2.71)		
Middle 60 percent	4.7 (0.64)	25.6 (1.73)	3.9 (0.76)	24.6 (1.84)	4.5 (0.84)	14.9 (1.69)	30.4 (2.12)	14.9 (1.35)	33.2 (1.84)	23.6 (1.51)		
Highest 20 percent	2.4 (0.59)	17.2 (1.51)	2.6! (0.82)	17.1 (1.85)	1.6! (0.54)	10.2 (1.73)	17.0 (2.15)	5.5 (0.99)	20.5 (2.62)	11.9 (1.76)		
School enrollment size												
Less than 400	† (†)	16.8 (4.40)	‡ (†)	21.0 (3.50)	3.4! (1.22)	12.4 (3.18)	29.1 (3.68)	12.1 (3.01)	30.1 (3.85)	18.1 (2.88)		
400 to 599	4.9 (1.32)	23.7 (3.18)	2.0! (0.88)	24.5 (2.80)	4.6 (2.11)	14.3 (2.23)	41.4 (3.99)	17.0 (2.50)	34.4 (3.05)	26.1 (2.94)		
600 to 799	4.7 (0.85)	26.1 (2.73)	6.4 (1.53)	23.2 (2.63)	5.1 (1.07)	15.3 (1.95)	26.2 (2.22)	16.8 (1.62)	37.0 (2.87)	25.9 (2.57)		
800 or more	7.4 (2.00)	31.7 (5.14)	3.7! (1.23)	27.5 (4.73)	‡ (†)	20.9 (3.93)	25.1 (4.42)	21.1 (3.48)	33.0 (3.82)	28.2 (3.51)		
School locale												
City	6.1 (1.08)	26.3 (2.70)	5.5 (1.35)	25.4 (2.35)	6.9 (1.37)	20.8 (2.32)	35.7 (2.98)	29.3 (2.52)	51.9 (3.32)	40.3 (3.28)		
Suburban	5.4 (1.22)	24.3 (2.41)	4.2! (1.59)	19.7 (2.23)	4.1 (1.04)	14.2 (2.12)	23.2 (2.60)	15.1 (2.09)	30.0 (2.98)	22.9 (2.52)		
Town	3.9! (1.21)	37.8 (6.51)	‡ (†)	39.2 (6.40)	‡ (†)	12.5! (4.38)	34.8 (5.26)	‡ (†)	26.6 (3.31)	15.2 (4.13)		
Rural	3.6! (1.46)	20.0 (3.32)	‡ (†)	24.1 (3.72)	‡ (†)	11.9 (3.22)	36.2 (4.73)	7.8 (2.33)	21.6 (2.69)	12.3 (2.07)		
School control												
Public	5.4 (0.63)	27.6 (1.68)	4.5 (0.83)	25.7 (1.78)	5.0 (0.83)	16.2 (1.66)	32.0 (1.82)	17.7 (1.28)	35.0 (1.82)	26.3 (1.54)		
Private	† (†)	‡ (†)	‡ (†)	7.1! (2.72)	0.3 (0.06)	10.9! (3.31)	19.7 (4.81)	10.4 (2.50)	29.0 (5.65)	14.6 (3.87)		

†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.

¹For each problem, the school administrator could select only one response indicating how often the problem occurred at school. This table combines the percentages for "happens daily," "happens at least once a week," and "happens at least once a month."

²The school administrator could choose only one of the four responses: "big problem," "somewhat of a problem," "no problem," or "don't know." This table combines the percentages for "big problem" and "somewhat of a problem."

³A two-parent household may have two biological parents, two adoptive parents, or one biological/adoptive parent and one other parent/partner. A mother-only or father-only household has one biological or adoptive parent only, without another parent/partner. In other household types, which do not include biological or adoptive parents, the guardian or guardians may be related or unrelated to the child.

⁴Parents' highest level of education is the highest level of education achieved by either of the parents or guardians in a two-parent household, by the only parent in a single-parent household, or by any guardian in a household with no parents.

⁵Poverty status is based on U.S. Census Bureau income thresholds for 2015, which identify incomes determined to meet household needs, given family size and composition. For example, a family of three with one child was below the poverty threshold if its income was less than \$19,078 in 2015.

⁶Socioeconomic status (SES) was measured by a composite score based on parental education and occupations and household income.

NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Restricted-Use Data File. (This table was prepared September 2019.)

Table S2.2. Percentage distribution of fall 2010 first-time kindergartners in spring of fifth grade and fifth-grade scores on and standard deviations of various academic, social, and emotional scales, by frequency or extent of selected school or neighborhood problems reported by the school administrator: Spring 2016

[Standard errors appear in parentheses]

Frequency or extent of selected problem reported by school administrator	Percentage distribution of children	Academic, social, and emotional scales									
		Reading ¹		Mathematics ²		Science ³		Approaches to learning ⁴		Self-control ⁵	
		1	2	3	4	5	6	7	8	9	10
Mean fifth-grade (spring 2016) scale scores											
Total	100.0 (†)	137.2 (0.37)	120.4 (0.44)	74.1 (0.32)	3.1 (0.01)	3.3 (0.01)	3.1 (0.01)	1.6 (0.01)	1.6 (0.01)		
Frequency of occurrence at child's school ⁹											
Theft											
At least once a month	5.0 (0.58)	134.7 (1.11)	117.6 (1.52)	70.9 (1.17)	3.0 (0.06)	3.2 (0.06)	3.1 (0.05)	1.6 (0.06)	1.5 (0.05)		
On occasion	81.4 (1.12)	137.1 (0.38)	120.5 (0.46)	74.0 (0.33)	3.1 (0.01)	3.3 (0.01)	3.1 (0.01)	1.6 (0.01)	1.6 (0.01)		
Never	13.6 (0.92)	139.1 (0.85)	121.8 (0.93)	75.8 (0.65)	3.2 (0.02)	3.3 (0.02)	3.2 (0.02)	1.6 (0.02)	1.5 (0.02)		
Physical conflicts among students											
At least once a month	25.2 (1.55)	134.8 (0.70)	117.4 (0.85)	72.2 (0.51)	3.0 (0.02)	3.2 (0.02)	3.1 (0.03)	1.7 (0.02)	1.6 (0.02)		
On occasion	69.1 (1.51)	137.9 (0.41)	121.6 (0.49)	74.6 (0.37)	3.2 (0.01)	3.3 (0.02)	3.1 (0.02)	1.6 (0.01)	1.6 (0.01)		
Never	5.7 (0.66)	139.7 (0.83)	121.7 (1.03)	76.4 (0.68)	3.1 (0.05)	3.4 (0.04)	3.2 (0.04)	1.6 (0.04)	1.5 (0.04)		
Vandalism of school property											
At least once a month	4.1 (0.76)	135.1 (1.29)	118.1 (1.85)	71.5 (1.22)	3.0 (0.07)	3.2 (0.06)	3.0 (0.07)	1.7 (0.05)	1.6 (0.05)		
On occasion	69.7 (1.51)	137.0 (0.41)	120.5 (0.53)	73.9 (0.40)	3.1 (0.01)	3.3 (0.01)	3.1 (0.01)	1.6 (0.01)	1.6 (0.01)		
Never	26.2 (1.38)	138.2 (0.71)	120.9 (0.67)	75.2 (0.47)	3.1 (0.02)	3.3 (0.02)	3.1 (0.02)	1.6 (0.01)	1.5 (0.02)		
Student bullying											
At least once a month	24.1 (1.65)	135.7 (0.82)	119.1 (0.92)	72.8 (0.67)	3.1 (0.02)	3.3 (0.02)	3.1 (0.02)	1.7 (0.02)	1.6 (0.02)		
On occasion	72.5 (1.55)	137.8 (0.37)	121.0 (0.45)	74.5 (0.34)	3.1 (0.01)	3.3 (0.01)	3.1 (0.01)	1.6 (0.01)	1.6 (0.01)		
Never	3.4 (0.81)	136.7 (1.35)	118.5 (1.62)	75.5 (0.99)	3.1 (0.06)	3.3 (0.08)	3.1 (0.07)	1.6 (0.06)	1.5 (0.04)		
Widespread disorder in classrooms											
At least once a month	4.6 (0.77)	130.9 (1.86)	112.3 (2.57)	68.0 (1.73)	3.0 (0.05)	3.1 (0.04)	3.0 (0.06)	1.8 (0.06)	1.6 (0.05)		
On occasion	25.2 (1.33)	135.3 (0.72)	118.4 (0.88)	72.7 (0.63)	3.0 (0.03)	3.2 (0.03)	3.1 (0.03)	1.7 (0.02)	1.6 (0.02)		
Never	70.2 (1.35)	138.4 (0.40)	121.8 (0.45)	75.1 (0.34)	3.2 (0.01)	3.3 (0.01)	3.2 (0.02)	1.6 (0.01)	1.6 (0.01)		
Extent of problem in the neighborhood where child's school is located											
Tensions based on racial, ethnic, or religious differences											
Big problem or somewhat of a problem	15.7 (1.51)	135.1 (0.79)	117.9 (1.11)	71.8 (0.73)	3.1 (0.03)	3.2 (0.03)	3.1 (0.03)	1.7 (0.03)	1.6 (0.02)		
Big problem	0.6 (0.28)	133.9 (3.80)	117.8 (6.65)	71.9 (3.37)	3.0 (0.16)	3.2 (0.09)	3.0 (0.08)	1.6 (0.15)	1.6 (0.14)		
Somewhat of a problem	15.1 (1.47)	135.2 (0.78)	117.9 (1.05)	71.8 (0.72)	3.1 (0.03)	3.2 (0.03)	3.1 (0.03)	1.7 (0.03)	1.6 (0.02)		
No problem	73.8 (1.63)	138.2 (0.40)	121.6 (0.46)	75.0 (0.32)	3.1 (0.01)	3.3 (0.01)	3.1 (0.01)	1.6 (0.01)	1.5 (0.01)		
Don't know	10.5 (1.24)	133.7 (1.01)	116.3 (1.21)	71.2 (0.91)	3.1 (0.04)	3.2 (0.04)	3.1 (0.04)	1.7 (0.03)	1.6 (0.03)		
Selling or using drugs or excessive drinking in public											
Big problem or somewhat of a problem	30.9 (1.77)	134.5 (0.53)	117.4 (0.70)	71.5 (0.52)	3.1 (0.03)	3.2 (0.03)	3.1 (0.03)	1.7 (0.02)	1.6 (0.02)		
Big problem	4.7 (0.63)	131.6 (0.93)	113.7 (1.51)	69.2 (0.97)	3.0 (0.07)	3.1 (0.07)	3.0 (0.07)	1.7 (0.06)	1.7 (0.06)		
Somewhat of a problem	26.2 (1.67)	135.1 (0.61)	118.0 (0.76)	72.0 (0.57)	3.1 (0.03)	3.3 (0.03)	3.1 (0.03)	1.7 (0.03)	1.6 (0.02)		
No problem	56.1 (1.90)	139.2 (0.41)	122.7 (0.44)	75.8 (0.35)	3.2 (0.01)	3.3 (0.01)	3.2 (0.01)	1.6 (0.01)	1.5 (0.01)		
Don't know	13.0 (1.49)	135.0 (1.04)	118.0 (1.03)	72.8 (0.83)	3.1 (0.03)	3.3 (0.03)	3.1 (0.03)	1.7 (0.03)	1.6 (0.02)		
Gangs											
Big problem or somewhat of a problem	17.1 (1.20)	131.8 (0.85)	114.1 (1.13)	68.7 (0.80)	3.0 (0.03)	3.2 (0.03)	3.0 (0.03)	1.7 (0.03)	1.6 (0.02)		
Big problem	1.7 (0.28)	128.8 (2.46)	111.2 (2.98)	67.0 (1.53)	2.9 (0.07)	3.2 (0.06)	3.0 (0.08)	1.7 (0.08)	1.6 (0.07)		
Somewhat of a problem	15.4 (1.20)	132.1 (0.88)	114.4 (1.18)	68.9 (0.86)	3.0 (0.03)	3.2 (0.03)	3.1 (0.03)	1.7 (0.03)	1.6 (0.02)		
No problem	71.8 (1.39)	138.9 (0.34)	122.5 (0.35)	75.7 (0.27)	3.2 (0.01)	3.3 (0.01)	3.2 (0.01)	1.6 (0.01)	1.5 (0.01)		
Don't know	11.1 (1.31)	134.7 (1.05)	116.9 (1.17)	72.1 (0.91)	3.1 (0.04)	3.3 (0.04)	3.1 (0.03)	1.7 (0.04)	1.6 (0.03)		
Crime in the neighborhood											
Big problem or somewhat of a problem	34.4 (1.76)	133.9 (0.65)	116.9 (0.86)	70.9 (0.63)	3.0 (0.02)	3.2 (0.02)	3.1 (0.02)	1.7 (0.02)	1.6 (0.02)		
Big problem	4.7 (0.61)	130.6 (1.68)	111.9 (1.78)	68.2 (1.37)	3.0 (0.05)	3.2 (0.07)	3.0 (0.06)	1.7 (0.06)	1.6 (0.05)		
Somewhat of a problem	29.7 (1.70)	134.5 (0.72)	117.7 (0.86)	71.4 (0.64)	3.0 (0.02)	3.2 (0.02)	3.1 (0.02)	1.7 (0.02)	1.6 (0.02)		
No problem	53.0 (1.74)	139.6 (0.33)	123.0 (0.37)	76.1 (0.29)	3.2 (0.01)	3.3 (0.02)	3.2 (0.02)	1.6 (0.01)	1.5 (0.01)		
Don't know	12.5 (1.39)	136.2 (1.19)	119.5 (1.14)	74.4 (0.80)	3.1 (0.04)	3.3 (0.03)	3.2 (0.03)	1.6 (0.02)	1.5 (0.03)		
Violence in the neighborhood											
Big problem or somewhat of a problem	25.3 (1.46)	132.6 (0.72)	115.0 (0.86)	69.6 (0.63)	3.0 (0.02)	3.2 (0.02)	3.1 (0.02)	1.7 (0.02)	1.6 (0.02)		
Big problem	3.7 (0.51)	129.4 (1.89)	109.9 (2.24)	66.9 (1.41)	2.9 (0.05)	3.1 (0.06)	3.0 (0.06)	1.8 (0.06)	1.7 (0.06)		
Somewhat of a problem	21.6 (1.40)	133.1 (0.76)	115.9 (0.85)	70.0 (0.67)	3.0 (0.02)	3.2 (0.03)	3.1 (0.02)	1.7 (0.03)	1.6 (0.02)		
No problem	63.1 (1.72)	139.3 (0.33)	123.0 (0.36)	76.0 (0.27)	3.2 (0.01)	3.3 (0.01)	3.2 (0.01)	1.6 (0.01)	1.5 (0.01)		
Don't know	11.6 (1.31)	136.0 (0.97)	118.6 (1.07)	73.5 (0.89)	3.1 (0.03)	3.3 (0.03)	3.1 (0.04)	1.6 (0.03)	1.6 (0.03)		
Standard deviations of the scale scores											
Total	100.0 (†)	10.7 (0.31)	12.3 (0.36)	8.9 (0.24)	0.5 (0.01)	0.4 (0.01)	0.5 (0.01)	0.4 (0.01)	0.4 (0.01)		

See notes at end of table.

Table S2.2. Percentage distribution of fall 2010 first-time kindergartners in spring of fifth grade and fifth-grade scores on and standard deviations of various academic, social, and emotional scales, by frequency or extent of selected school or neighborhood problems reported by the school administrator: Spring 2016—Continued

†Not applicable.	‡The interpersonal skills scale is based on teachers' reports on the student's skill in forming and maintaining friendships; getting along with people who are different; comforting or helping other children; expressing feelings, ideas, and opinions in positive ways; and showing sensitivity to the feelings of others. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child interacted with others in a positive way more often.
!Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.	§The externalizing problem behaviors scale is based on teachers' reports on how frequently a student argues, fights, gets angry, acts impulsively, disturbs ongoing activities, and talks at inappropriate times. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited externalized problem behaviors more often.
¹Reflects performance on questions measuring basic skills (e.g., word recognition; vocabulary knowledge; and reading comprehension, including identifying information specifically stated in text (e.g., definitions, facts, and supporting details), making complex inferences within texts, and considering the text objectively and judging its appropriateness and quality. Possible scores for the reading assessment range from 0 to 167.	¶The internalizing problem behaviors scale is based on teachers' reports on how frequently a student exhibits the apparent presence of anxiety, loneliness, low self-esteem, and sadness. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited internalized problem behaviors more often.
²Reflects performance on questions on number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and prealgebra skills such as identification of patterns. The mathematics assessment was designed to measure skills in conceptual knowledge, procedural knowledge, and problem solving. Possible scores for the mathematics assessment range from 0 to 159.	For each problem, the school administrator could select only one response indicating how often the problem occurred at school. The percentages for three responses—"happens daily," "happens at least once a week," and "happens at least once a month"—are combined in the row labeled "at least once a month." In contrast, the "on occasion" and "never" rows represent discrete response options.
³Reflects performance on questions on physical sciences, life sciences, Earth and space sciences, and scientific inquiry. Possible scores for the science assessment range from 0 to 100.	NOTE: Estimates weighted by W9C29P_9790. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms). Detail may not sum to totals because of rounding.
⁴The approaches to learning scale is based on teachers' reports on how often students exhibited the following learning behaviors: keeping belongings organized, showing eagerness to learn new things, working independently, easily adapting to changes in routine, persisting in completing tasks, paying attention well, and following classroom rules. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibits positive learning behaviors more often.	SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Restricted-Use Data File. (This table was prepared September 2019.)
⁵The self-control scale is based on teachers' reports on the student's ability to control behavior by respecting the property rights of others, controlling temper, accepting peer ideas for group activities, and responding appropriately to pressure from peers. Possible scores on the scale range from 1 to 4, with higher scores indicating that a child exhibited behaviors indicative of self-control more often.	

Table S2.3. Percentage of fall 2010 first-time kindergartners who reported consistent positive feelings about school in fifth grade and percentage whose parents reported frequent avoidance of school by their child, by frequency or extent of selected school or neighborhood problems reported by school administrator: Spring 2016

[Standard errors appear in parentheses]

Frequency or extent of selected problem reported by school administrator	Percent of children who reported "always" having the positive feeling about school					Percent of children whose parents reported that child engaged in the school-avoidance behavior "a lot" or "almost always" ¹					
	Feeling like they fit in at school	Feeling close to classmates at school	Feeling close to teachers in the school	Enjoying being at school	Feeling safe at school	Making up reasons to stay home from school	Seeming to dread going to school	Becoming upset when it is time to go to school in the morning	Asking to stay home from school	Complaining about going to school	
	1	2	3	4	5	6	7	8	9	10	11
Total	54.3 (0.69)	46.0 (0.75)	37.9 (0.77)	51.0 (0.88)	67.1 (0.74)	1.7 (0.21)	2.6 (0.26)	2.1 (0.21)	1.7 (0.20)	3.0 (0.27)	
Frequency of occurrence at child's school²											
Theft											
At least once a month	52.3 (2.79)	43.6 (2.90)	38.4 (3.60)	53.8 (4.17)	68.0 (2.77)	3.7! (1.26)	4.1! (1.36)	3.6 (1.07)	2.9! (0.91)	4.5 (1.15)	
On occasion	54.3 (0.80)	45.5 (0.85)	37.8 (0.97)	50.8 (0.98)	67.5 (0.84)	1.7 (0.25)	2.6 (0.30)	2.1 (0.26)	1.7 (0.24)	3.1 (0.31)	
Never	55.3 (2.61)	49.9 (2.01)	40.1 (2.02)	51.6 (2.21)	68.2 (1.83)	1.3 (0.36)	2.0 (0.48)	1.6 (0.37)	1.3! (0.43)	2.2 (0.51)	
Physical conflicts among students											
At least once a month	56.0 (1.45)	45.9 (1.70)	41.5 (1.71)	50.0 (1.82)	65.0 (1.42)	2.4 (0.45)	3.4 (0.59)	2.6 (0.46)	2.8 (0.53)	4.2 (0.68)	
On occasion	53.8 (0.82)	45.8 (0.87)	36.9 (1.05)	51.5 (1.20)	67.9 (1.01)	1.5 (0.24)	2.4 (0.29)	2.0 (0.23)	1.4 (0.23)	2.8 (0.29)	
Never	54.2 (2.77)	48.9 (3.22)	37.7 (2.78)	51.7 (2.14)	75.2 (2.54)	1.4! (0.42)	1.5! (0.50)	1.4! (0.58)	0.8! (0.39)	1.7! (0.51)	
Vandalism of school property											
At least once a month	54.7 (3.73)	39.3 (3.72)	39.6 (3.96)	44.5 (5.13)	60.1 (5.18)	‡ (†)	4.1! (1.78)	4.1! (1.77)	3.7! (1.49)	7.2! (2.33)	
On occasion	53.6 (0.70)	45.5 (0.93)	37.8 (1.03)	50.9 (1.01)	67.4 (0.75)	1.8 (0.28)	2.6 (0.27)	2.2 (0.24)	1.7 (0.25)	2.9 (0.29)	
Never	56.1 (1.59)	48.2 (1.39)	38.4 (1.68)	52.5 (1.59)	69.1 (1.91)	1.5 (0.29)	2.5 (0.52)	1.5 (0.33)	1.5 (0.36)	3.0 (0.51)	
Student bullying											
At least once a month	54.4 (1.51)	45.7 (1.67)	39.3 (1.67)	48.9 (2.02)	67.2 (1.29)	1.9 (0.42)	2.7 (0.53)	2.2 (0.44)	1.9 (0.38)	3.4 (0.62)	
On occasion	54.1 (0.86)	45.8 (0.92)	37.5 (0.99)	51.5 (1.15)	67.4 (0.87)	1.7 (0.24)	2.7 (0.31)	2.1 (0.26)	1.7 (0.25)	3.0 (0.29)	
Never	59.8 (2.80)	51.8 (2.87)	43.1 (4.19)	58.8 (4.03)	74.3 (6.95)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	2.0! (0.85)	
Widespread disorder in classrooms											
At least once a month	56.3 (4.29)	37.2 (4.25)	42.2 (4.45)	50.4 (4.76)	63.5 (4.05)	2.7! (1.22)	4.2! (1.58)	1.5! (0.62)	3.2! (1.24)	5.0! (1.94)	
On occasion	53.6 (1.37)	44.6 (1.22)	37.6 (1.79)	49.9 (1.80)	64.5 (1.48)	2.5 (0.56)	3.5 (0.45)	2.8 (0.43)	2.6 (0.54)	4.2 (0.52)	
Never	54.4 (0.94)	47.0 (0.88)	38.0 (0.95)	51.7 (1.04)	69.1 (1.01)	1.4 (0.20)	2.2 (0.29)	1.9 (0.25)	1.3 (0.18)	2.5 (0.26)	
Extent of problem in the neighborhood where child's school is located											
Tensions based on racial, ethnic, or religious differences											
Big problem or somewhat of a problem	51.5 (2.57)	43.4 (1.95)	39.7 (1.47)	49.5 (2.21)	62.7 (1.65)	2.2 (0.56)	2.8 (0.62)	2.1 (0.51)	2.6 (0.64)	3.1 (0.56)	
Big problem	51.9 (12.01)	29.2 (6.39)	21.9! (9.79)	54.1! (17.06)	69.5 (12.68)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Somewhat of a problem	51.5 (2.64)	44.0 (2.09)	40.3 (1.57)	49.3 (2.24)	62.4 (1.58)	2.2 (0.59)	2.8 (0.64)	2.1 (0.52)	2.7 (0.67)	3.2 (0.56)	
No problem	54.9 (0.93)	46.3 (0.90)	38.0 (1.05)	51.3 (0.99)	69.2 (0.98)	1.8 (0.23)	2.6 (0.27)	2.1 (0.26)	1.6 (0.22)	3.2 (0.30)	
Don't know	55.5 (2.63)	47.0 (2.89)	36.1 (3.04)	53.0 (2.89)	64.1 (2.59)	0.8! (0.29)	2.6 (0.70)	2.2 (0.49)	1.3! (0.50)	2.3 (0.58)	
Selling or using drugs or excessive drinking in public											
Big problem or somewhat of a problem	54.7 (1.44)	44.4 (1.31)	37.4 (1.37)	51.1 (1.46)	63.6 (1.47)	2.5 (0.44)	3.4 (0.54)	2.7 (0.50)	2.5 (0.48)	3.6 (0.56)	
Big problem	55.6 (3.31)	46.1 (3.24)	38.0 (3.30)	49.5 (3.92)	59.3 (3.51)	‡ (†)	3.7! (1.27)	1.7! (0.62)	1.7! (0.63)	3.4 (0.86)	
Somewhat of a problem	54.6 (1.65)	44.1 (1.31)	37.3 (1.64)	51.4 (1.52)	64.4 (1.45)	2.8 (0.51)	3.3 (0.56)	2.9 (0.56)	2.7 (0.55)	3.6 (0.61)	
No problem	53.8 (1.02)	46.7 (1.00)	39.1 (1.03)	51.1 (1.18)	70.4 (1.06)	1.3 (0.22)	2.1 (0.24)	1.6 (0.18)	1.1 (0.14)	2.7 (0.30)	
Don't know	56.0 (2.76)	46.7 (2.45)	35.7 (2.51)	51.4 (2.91)	65.2 (2.25)	1.8! (0.60)	3.2 (0.76)	3.1 (0.67)	2.5 (0.64)	3.5 (0.78)	
Gangs											
Big problem or somewhat of a problem	54.5 (2.08)	44.5 (2.01)	38.2 (1.75)	55.0 (1.95)	61.6 (1.85)	2.5 (0.56)	3.0 (0.63)	2.3 (0.45)	2.2 (0.51)	3.2 (0.62)	
Big problem	60.3 (6.31)	41.6 (4.91)	38.0 (6.98)	65.3 (4.30)	66.7 (6.30)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Somewhat of a problem	53.8 (2.03)	44.8 (2.18)	38.3 (1.66)	53.9 (1.96)	61.0 (1.64)	2.7 (0.63)	3.0 (0.67)	2.5 (0.48)	2.5 (0.56)	3.3 (0.64)	
No problem	54.4 (0.77)	45.8 (0.85)	38.2 (0.95)	50.1 (0.94)	69.8 (0.86)	1.5 (0.21)	2.4 (0.26)	2.0 (0.26)	1.4 (0.17)	2.9 (0.29)	
Don't know	53.8 (2.63)	48.3 (2.79)	37.1 (2.73)	52.5 (2.74)	62.4 (2.72)	2.4! (0.78)	3.4 (0.80)	2.7 (0.60)	3.0 (0.77)	3.6 (0.82)	
Crime in the neighborhood											
Big problem or somewhat of a problem	54.1 (1.35)	43.8 (1.23)	38.0 (1.23)	50.1 (1.63)	64.0 (1.25)	2.3 (0.41)	3.5 (0.55)	2.6 (0.41)	2.6 (0.45)	4.0 (0.52)	
Big problem	53.8 (4.53)	47.1 (3.97)	42.8 (4.04)	55.4 (5.07)	59.3 (4.76)	2.0! (0.71)	2.7! (0.96)	2.7! (0.84)	1.6! (0.67)	4.6 (1.38)	
Somewhat of a problem	54.1 (1.44)	43.2 (1.26)	37.3 (1.27)	49.3 (1.69)	64.8 (1.26)	2.3 (0.46)	3.7 (0.58)	2.6 (0.46)	2.7 (0.51)	3.9 (0.58)	
No problem	54.8 (0.90)	46.8 (1.08)	38.6 (1.23)	51.8 (1.19)	69.9 (1.22)	1.5 (0.24)	2.2 (0.26)	1.6 (0.18)	1.2 (0.17)	2.7 (0.34)	
Don't know	54.0 (2.46)	48.0 (2.36)	36.4 (3.24)	51.7 (2.12)	68.2 (2.25)	1.2! (0.57)	2.1 (0.58)	3.0 (0.90)	1.5! (0.47)	2.2 (0.55)	

See notes at end of table.

Table S2.3. Percentage of fall 2010 first-time kindergartners who reported consistent positive feelings about school in fifth grade and percentage whose parents reported frequent avoidance of school by their child, by frequency or extent of selected school or neighborhood problems reported by school administrator: Spring 2016—Continued

[Standard errors appear in parentheses]

Frequency or extent of selected problem reported by school administrator	Percent of children who reported "always" having the positive feeling about school					Percent of children whose parents reported that child engaged in the school-avoidance behavior "a lot" or "almost always" [†]				
	Feeling like they fit in at school	Feeling close to classmates at school	Feeling close to teachers in the school	Enjoying being at school	Feeling safe at school	Making up reasons to stay home from school	Seeming to dread going to school	Becoming upset when it is time to go to school in the morning	Asking to stay home from school	Complaining about going to school
1	2	3	4	5	6	7	8	9	10	11
Violence in the neighborhood										
Big problem or somewhat of a problem	54.3 (1.56)	44.8 (1.42)	39.7 (1.47)	51.2 (1.95)	62.9 (1.59)	2.5 (0.54)	3.3 (0.68)	2.3 (0.40)	2.5 (0.53)	3.8 (0.56)
Big problem	56.9 (4.69)	46.9 (5.12)	42.7 (5.43)	58.6 (5.92)	59.9 (6.76)	1.9! (0.82)	2.8! (1.11)	2.3! (0.90)	1.8! (0.83)	3.0! (1.13)
Somewhat of a problem	53.8 (1.67)	44.4 (1.55)	39.2 (1.38)	50.0 (1.84)	63.4 (1.29)	2.7 (0.62)	3.4 (0.74)	2.3 (0.42)	2.6 (0.61)	3.9 (0.58)
No problem	54.3 (0.84)	46.3 (1.08)	37.9 (1.27)	51.1 (1.07)	69.4 (1.09)	1.6 (0.22)	2.3 (0.26)	2.0 (0.26)	1.4 (0.18)	2.8 (0.31)
Don't know	55.3 (3.02)	45.9 (2.46)	35.6 (2.87)	51.7 (3.02)	68.5 (2.16)	‡ (†)	2.8 (0.75)	2.6 (0.68)	1.8 (0.54)	2.7! (0.82)

[†]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.

[†]For each school-avoidance behavior, parents could choose one of the following response options: "almost never," "rarely," "sometimes," "a lot," or "almost always." This table combines the percentages for "a lot" and "almost always."

[‡]For each problem, the school administrator could select only one response indicating how often the problem occurred at school. The percentages for three responses—"happens daily," "happens at least once a week," and "happens at least

once a month"—are combined in the row labeled "at least once a month." In contrast, the "on occasion" and "never" rows represent discrete response options.

NOTE: Estimates weighted by W9C29P_9T90. Estimates pertain to a sample of children who were enrolled in kindergarten for the first time in the 2010–11 school year. In 2015–16, most of the children were in fifth grade, but 7.6 percent were in fourth grade or other grades (e.g., sixth grade, ungraded classrooms).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), Kindergarten–Fifth Grade Restricted-Use Data File. (This table was prepared September 2019.)

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 2016–17

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	3,003	6	1,657
1993–94	48	38	10	0	0	0	29	3,253	7	1,779
1994–95	48	39	8	0	1	0	28	3,001	7	1,704
1995–96	53	46	6	1	0	0	32	2,791	6	1,691
1996–97	48	45	2	1	0	0	28	2,430	1	1,584
1997–98	57	47	9	1	0	0	34	2,231	6	1,681
1998–99	47	38	6	2	1	0	33	1,923	4	1,480
1999–2000	37 ⁵	26 ⁵	11 ⁵	0 ⁵	0 ⁵	0 ⁵	14 ⁵	1,694	8 ⁵	1,420
2000–01	34 ⁵	26 ⁵	7 ⁵	1 ⁵	0 ⁵	0 ⁵	14 ⁵	1,636	6 ⁵	1,451
2001–02	36 ⁵	27 ⁵	8 ⁵	1 ⁵	0 ⁵	0 ⁵	16 ⁵	1,593	5 ⁵	1,343
2002–03	36 ⁵	25 ⁵	11 ⁵	0 ⁵	0 ⁵	0 ⁵	18 ⁵	1,658	10 ⁵	1,264
2003–04	45 ⁵	37 ⁵	7 ⁵	1 ⁵	0 ⁵	0 ⁵	23 ⁵	1,620	5 ⁵	1,411
2004–05	52 ⁵	40 ⁵	10 ⁵	2 ⁵	0 ⁵	0 ⁵	22 ⁵	1,720	8 ⁵	1,484
2005–06	44 ⁵	37 ⁵	6 ⁵	1 ⁵	0 ⁵	0 ⁵	21 ⁵	1,859	3 ⁵	1,311
2006–07	63 ⁵	48 ⁵	13 ⁵	2 ⁵	0 ⁵	0 ⁵	32 ⁵	1,906	9 ⁵	1,243
2007–08	48 ⁵	39 ⁵	7 ⁵	2 ⁵	0 ⁵	0 ⁵	21 ⁵	1,858	5 ⁵	1,256
2008–09	44 ⁵	29 ⁵	15 ⁵	0 ⁵	0 ⁵	0 ⁵	18 ⁵	1,720	7 ⁵	1,425
2009–10	35 ⁵	27 ⁵	5 ⁵	3 ⁵	0 ⁵	0 ⁵	19 ⁵	1,551	2 ⁵	1,441
2010–11	32 ⁵	26 ⁵	6 ⁵	0 ⁵	0 ⁵	0 ⁵	11 ⁵	1,436	3 ⁵	1,559
2011–12	45 ⁵	26 ⁵	14 ⁵	5 ⁵	0 ⁵	0 ⁵	15 ⁵	1,360	5 ⁵	1,541
2012–13	53 ⁵	41 ⁵	11 ⁵	1 ⁵	0 ⁵	0 ⁵	31 ⁵	1,310	6 ⁵	1,608
2013–14	48 ⁵	26 ⁵	20 ⁵	1 ⁵	0 ⁵	1 ⁵	12 ⁵	1,160	8 ⁵	1,638
2014–15	47 ⁵	28 ⁵	17 ⁵	2 ⁵	0 ⁵	0 ⁵	20 ⁵	1,273	9 ⁵	1,882
2015–16	38 ⁵	30 ⁵	7 ⁵	1 ⁵	0 ⁵	0 ⁵	18 ⁵	1,478	3 ⁵	1,941
2016–17	42 ⁵	28 ⁵	13 ⁵	1 ⁵	0 ⁵	0 ⁵	18 ⁵	1,587	6 ⁵	2,186

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.

³At school¹ includes on the property of a functioning elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event.

⁴Excludes self-inflicted deaths among 5- to 9-year-olds. Suicide rates were analyzed only for persons ages 10 and over because determining suicidal intent in younger children can be difficult.

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: All data are reported for the school year, defined as July 1 through June 30.

SOURCE: Centers for Disease Control and Prevention (CDC). 1992–2017 School-Associated Violent Death Surveillance System (SAVD-SS) (partially funded by the U.S. Department of Education, Office of Safe and Healthy Students), previously unpublished tabulation; and CDC, National Center for Health Statistics, 1992–2017 National Vital Statistics System (NVSS), previously unpublished tabulation prepared by CDC’s National Center for Injury Prevention and Control. (This table was prepared November 2019.)

Table 1.2. Number of school shootings and casualties at public and private elementary and secondary schools and number of schools with shootings, by type of school: 2000–01 through 2018–19

School year	Number of school shootings, by type of casualties				Number of schools with shootings, by type of school				Number of casualties from shootings		
	Total	Number with deaths	Number with injuries only	Number with no casualties	Elementary schools	Middle or junior high schools	High schools or other schools ending in grade 12	Other types of schools	Total	Deaths	Injuries
1	2	3	4	5	6	7	8	9	10	11	12
Total, 2000–01 through 2018–19	733	240	334	159	135	88	488	22	1,024	346	678
2000–01	29	14	8	7	3	3	23	0	45	15	30
2001–02	17	5	8	4	2	1	14	0	18	5	13
2002–03	23	11	7	5	2	6	15	0	28	12	16
2003–04	34	12	16	6	5	3	26	0	45	15	30
2004–05	44	12	27	5	9	1	32	2	66	23	43
2005–06	51	12	30	9	5	6	40	0	55	12	43
2006–07	64	21	34	9	9	12	42	1	89	28	61
2007–08	15	8	5	2	1	2	11	1	21	10	11
2008–09	52	19	22	11	11	6	31	4	61	19	42
2009–10	15	4	7	4	1	2	12	0	15	4	11
2010–11	18	7	10	1	4	1	12	1	30	8	22
2011–12	12	4	7	1	3	3	6	0	18	7	11
2012–13	24	12	8	4	5	5	13	1	53	40	13
2013–14	45	15	21	9	6	3	32	4	54	19	35
2014–15	39	15	16	8	12	4	20	3	57	20	37
2015–16	35	7	19	9	7	4	23	1	41	8	33
2016–17	39	12	20	7	6	7	26	0	51	15	36
2017–18	78	21	32	25	13	7	57	1	176	56	120
2018–19	99	29	37	33	31	12	53	3	101	30	71

NOTE: “School shootings” include all 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, or day of the week. (An instance of threatening or attempting to shoot can be included even if no shots were fired.) This table was created 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/2018/10/Intro-and-Methodology-K-12-SSDB.pdf>).

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/dataset/>. (This table was prepared November 2019.)

Table 1.3. Number of school shootings at public and private elementary and secondary schools, by type of situation associated with shooting: 2000–01 through 2018–19

School year	Total	Situation associated with shooting																	
		Escalation of dispute ¹	Gang-related ²	Accidental ³	Suicide or attempted suicide ⁴	Domestic, with targeted victim ⁵	Indiscriminate shooting ⁶	Robbery ⁷	Anger over grade/suspension/discipline ⁸	Murder or murder/suicide ⁹	Bullying ¹⁰	Mental health ¹¹	Hostage standoff ¹²	Officer-involved shooting ¹³	Intentional property damage ¹⁴	Racial/ethnic-related ¹⁵	Illegal-drug-related ¹⁶	Self-defense ¹⁷	Unknown ¹⁸
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Total, 2000–01 through 2018–19 ...	733	184	83	98	76	33	34	14	8	14	15	10	18	17	10	0	11	2	106
2000–01	29	5	2	3	5	0	1	1	1	1	2	0	5	0	0	0	0	0	3
2001–02	17	5	0	3	1	1	0	0	0	0	0	0	3	1	0	0	0	0	2
2002–03	23	3	4	2	6	1	2	0	2	1	0	0	1	0	0	0	0	0	1
2003–04	34	8	6	3	3	2	1	1	0	1	1	0	2	2	0	0	1	0	3
2004–05	44	14	5	9	2	2	1	0	1	2	0	0	0	0	0	0	0	1	7
2005–06	51	21	3	6	2	1	0	1	0	0	1	1	1	1	0	0	2	0	11
2006–07	64	13	7	7	9	1	4	0	1	3	2	1	1	2	0	0	0	0	13
2007–08	15	2	3	1	3	0	0	0	1	0	1	0	1	1	1	0	0	0	1
2008–09	52	14	10	6	8	2	1	0	0	0	0	1	1	0	0	0	1	0	8
2009–10	15	2	2	1	0	3	0	0	0	1	3	1	0	1	0	0	0	0	1
2010–11	18	4	4	3	0	0	1	0	1	0	0	0	2	0	1	0	1	0	1
2011–12	12	4	1	2	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0
2012–13	24	4	3	3	6	0	2	1	0	0	1	0	1	1	0	0	1	1	0
2013–14	45	16	7	3	5	2	3	2	0	1	1	1	0	1	1	0	0	0	2
2014–15	39	14	6	4	6	2	1	0	0	0	1	1	0	1	0	0	0	0	3
2015–16	35	5	3	11	0	4	2	0	1	1	0	2	0	0	1	0	1	0	4
2016–17	39	9	5	6	5	1	4	2	0	1	0	0	0	1	0	0	0	0	5
2017–18	78	11	5	16	7	4	8	2	0	1	2	2	0	3	4	0	3	0	10
2018–19	99	30	7	9	7	6	2	3	0	0	0	0	0	1	2	0	1	0	31

¹Argument or fight between the shooter and victim prior to the shooting.

²Involved gang members, but non-gang members/bystanders/students may be victims.

³No intent to fire the weapon (e.g., showing off gun and it went off; gun in backpack went off.)

⁴Suicide or attempted suicide by shooter (not an indiscriminate shooting or revenge/bullying where shooter kills self during the shooting).

⁵Shooter had a romantic or familial relationship with the victim, or victim was in a romantic relationship with a former lover of the shooter.

⁶Shooting at random victims with the intent to kill or injure as many as possible.

⁷Shot was fired during a robbery.

⁸Shooter primarily targeted teacher or school administrator due to recent poor grade, suspension, expulsion, or discipline.

⁹Intentional killing not related to any other category, or shot victim and killed self (including other bystanders who were not intended targets).

¹⁰Shooter was bullied by at least one of the victims.

¹¹Severe psychotic episode, insanity, or psychosis during the shooting (e.g., shooter believed the school was sending mind control signals or part of a government conspiracy.)

¹²Hostages held at gunpoint during a standoff with law enforcement. Hostages may have been released without injury and/or no shots were fired during the standoff.

¹³Police officer, School Resource Officer (SRO), or armed security guard was the only person to fire a weapon.

¹⁴Shots were fired to cause damage to the school building or vehicles on school property without intent to cause injury.

¹⁵Shooter targeted victim based on race.

¹⁶Shots fired related to illegal drug sales or possession.

¹⁷Shooter fired in self-defense or defense of someone else.

¹⁸There is not enough information available to determine the category.

NOTE: "School shootings" include all 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, or day of the week. (An instance of threatening or attempting to shoot can be included even if no shots were fired.) This table was created 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/2018/10/Intro-and-Methodology-K-12-SSDB.pdf>).

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/dataset/>. (This table was prepared November 2019.)

Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization and location: 1992 through 2018

[Standard errors appear in parentheses]

Location and year	Number of nonfatal victimizations					Rate of victimization per 1,000 students						
	Total	Theft	Violent		Violent excluding simple assault ¹	Total	Theft	Violent		Violent excluding simple assault ¹		
			All violent	Violent excluding simple assault ¹				All violent	Violent excluding simple assault ¹			
1	2	3	4	5	6	7	8	9				
At school²												
1992	4,281,200	(225,600)	2,679,400	(147,660)	1,601,800	(121,630)	197,600	(35,430)	181.5	(7.99)	113.6	(5.64)
1993	4,692,800	(321,220)	2,477,100	(121,200)	2,215,700	(194,520)	535,500	(76,050)	193.5	(11.02)	102.1	(4.61)
1994	4,721,000	(271,730)	2,474,100	(121,260)	2,246,900	(165,530)	459,100	(58,110)	187.7	(9.04)	98.4	(4.46)
1995	4,400,700	(267,610)	2,468,400	(120,690)	1,932,200	(152,670)	294,500	(42,890)	172.2	(8.82)	96.6	(4.37)
1996	4,130,400	(281,640)	2,205,200	(107,650)	1,925,300	(166,690)	371,900	(54,150)	158.4	(9.17)	84.5	(3.88)
1997	3,610,900	(282,430)	1,975,000	(111,830)	1,635,900	(164,530)	376,200	(60,990)	136.6	(9.25)	74.7	(3.95)
1998	3,247,300	(254,250)	1,635,100	(104,210)	1,612,200	(155,840)	314,500	(49,770)	121.3	(8.27)	61.1	(3.69)
1999	3,152,400	(258,560)	1,752,200	(104,970)	1,400,200	(148,230)	281,100	(50,060)	117.0	(8.43)	65.1	(3.69)
2000	2,301,000	(211,140)	1,331,500	(95,940)	969,500	(115,680)	214,200	(40,980)	84.9	(7.00)	49.1	(3.34)
2001	2,521,300	(202,890)	1,348,500	(93,240)	1,172,700	(120,560)	259,400	(44,110)	92.3	(6.67)	49.4	(3.23)
2002	2,082,600	(212,520)	1,088,800	(77,110)	993,800	(126,210)	173,500	(37,300)	75.4	(6.96)	39.4	(2.69)
2003	2,308,800	(210,930)	1,270,500	(88,550)	1,038,300	(121,490)	188,400	(38,240)	87.4	(7.16)	48.1	(3.18)
2004	1,762,200	(154,390)	1,065,400	(75,160)	696,800	(83,090)	107,300	(25,110)	67.2	(5.40)	40.6	(2.76)
2005	1,678,600	(169,040)	875,900	(70,140)	802,600	(102,360)	140,300	(32,400)	63.2	(5.85)	33.0	(2.56)
2006 ³	1,799,900	(170,490)	859,000	(68,730)	940,900	(109,880)	249,900	(45,670)	67.5	(5.86)	32.2	(2.52)
2007	1,801,200	(188,450)	896,700	(66,230)	904,400	(114,320)	116,100	(25,430)	67.8	(6.40)	33.7	(2.41)
2008	1,435,500	(161,330)	648,000	(61,170)	787,500	(108,480)	128,700	(34,370)	54.3	(5.67)	24.5	(2.26)
2009	1,322,800	(168,370)	594,500	(54,480)	728,300	(111,550)	233,700	(51,610)	51.0	(6.00)	22.9	(2.05)
2010	892,000	(124,260)	469,800	(45,300)	422,300	(73,310)	155,000	(36,500)	34.9	(4.55)	18.4	(1.73)
2011	1,246,200	(139,940)	647,700	(61,500)	598,600	(84,090)	89,500	(23,360)	49.3	(5.11)	25.6	(2.36)
2012	1,364,900	(133,810)	615,600	(51,440)	749,200	(90,250)	89,000	(23,850)	52.4	(4.78)	23.6	(1.93)
2013	1,420,900	(176,390)	454,900	(43,390)	966,000	(134,140)	125,500	(32,110)	55.0	(6.24)	17.6	(1.65)
2014	850,100	(109,100)	363,700	(39,120)	486,400	(74,790)	93,800	(25,550)	33.0	(4.00)	14.1	(1.50)
2015	841,100	(112,860)	309,100	(36,480)	531,900	(82,870)	99,000	(27,740)	32.9	(4.17)	12.1	(1.41)
2016	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)	—	(†)
2017	827,000	(91,040)	306,500	(31,360)	520,500	(67,030)	110,600	(24,960)	32.7	(3.41)	12.1	(1.23)
2018	836,100	(99,530)	225,600	(26,450)	610,500	(80,190)	152,400	(31,550)	32.9	(3.69)	8.9	(1.03)
Away from school												
1992	4,084,100	(218,910)	1,857,600	(118,610)	2,226,500	(149,210)	1,025,100	(92,600)	173.1	(7.81)	78.7	(4.66)
1993	3,835,900	(280,790)	1,731,100	(96,700)	2,104,800	(187,960)	1,004,300	(114,870)	158.2	(9.90)	71.4	(3.75)
1994	4,147,100	(249,260)	1,713,900	(96,250)	2,433,200	(174,580)	1,074,900	(101,370)	164.9	(8.44)	68.1	(3.61)
1995	3,626,600	(234,640)	1,604,800	(92,000)	2,021,800	(157,470)	829,700	(85,830)	141.9	(7.91)	62.8	(3.41)
1996	3,483,200	(250,620)	1,572,700	(87,830)	1,910,600	(165,810)	870,000	(96,510)	133.5	(8.32)	60.3	(3.22)
1997	3,717,600	(288,080)	1,710,700	(101,810)	2,006,900	(189,180)	853,300	(105,660)	140.7	(9.41)	64.7	(3.62)
1998	3,047,800	(243,270)	1,408,000	(94,900)	1,639,800	(157,700)	684,900	(85,520)	113.8	(7.96)	52.6	(3.38)
1999	2,713,800	(233,350)	1,129,200	(79,770)	1,584,500	(161,350)	675,400	(90,150)	100.8	(7.71)	41.9	(2.85)
2000	2,303,600	(211,310)	1,228,900	(90,770)	1,074,800	(124,280)	402,100	(62,950)	85.0	(7.01)	45.3	(3.17)
2001	1,780,300	(160,090)	961,400	(74,230)	819,000	(94,590)	314,800	(50,070)	65.2	(5.39)	35.2	(2.60)
2002	1,619,500	(178,050)	820,100	(64,530)	799,400	(108,260)	341,200	(59,590)	58.6	(5.92)	29.7	(2.27)
2003	1,824,100	(179,240)	780,900	(64,210)	1,043,200	(121,880)	412,800	(64,660)	69.1	(6.19)	29.6	(2.34)
2004	1,371,800	(130,480)	718,000	(59,070)	653,700	(79,660)	272,500	(45,080)	52.3	(4.63)	27.4	(2.19)
2005	1,429,000	(151,460)	637,700	(57,740)	791,300	(101,380)	257,100	(47,950)	53.8	(5.29)	24.0	(2.12)
2006 ³	1,413,100	(144,660)	714,200	(61,900)	698,900	(89,980)	263,600	(47,280)	53.0	(5.04)	26.8	(2.27)
2007	1,371,700	(154,740)	614,300	(52,740)	757,400	(100,440)	337,700	(55,630)	51.6	(5.34)	23.1	(1.94)
2008	1,132,600	(137,840)	498,500	(52,350)	634,100	(94,160)	258,600	(52,980)	42.8	(4.90)	18.9	(1.94)
2009	857,200	(124,770)	484,200	(48,320)	372,900	(70,660)	176,800	(42,890)	33.1	(4.54)	18.7	(1.83)
2010	689,900	(103,620)	378,800	(40,200)	311,200	(59,190)	167,300	(38,460)	27.0	(3.83)	14.8	(1.55)
2011	966,100	(117,200)	541,900	(55,160)	424,300	(66,350)	137,600	(31,000)	38.2	(4.33)	21.4	(2.13)

See notes at end of table.

Table 2.1. Number of nonfatal victimizations against students ages 12–18 and rate of victimization per 1,000 students, by type of victimization and location: 1992 through 2018—Continued

[Standard errors appear in parentheses]

Location and year	Number of nonfatal victimizations					Rate of victimization per 1,000 students					
	Total	Theft	Violent			Total	Theft	Violent			Violent excluding simple assault ¹
			All violent	Violent excluding simple assault ¹	Violent			All violent	Violent	Violent excluding simple assault ¹	
1	2	3	4	5	6	7	8	9	10	11	12
2012	991,200 (108,370)	470,800 (44,070)	520,400 (71,280)	169,900 (35,260)	38.0 (3.93)	18.1 (1.66)	20.0 (2.64)	6.5 (1.33)			
2013	778,500 (115,110)	403,000 (40,470)	375,500 (68,800)	151,200 (36,490)	30.1 (4.19)	15.6 (1.54)	14.5 (2.56)	5.8 (1.38)			
2014	621,300 (88,190)	288,900 (34,370)	332,400 (58,000)	165,000 (36,650)	24.1 (3.27)	11.2 (1.32)	12.9 (2.18)	6.4 (1.40)			
2015	545,100 (84,230)	263,100 (33,310)	281,900 (54,370)	110,900 (29,800)	21.3 (3.16)	10.3 (1.29)	11.0 (2.07)	4.3 (1.15)			
2016 ²	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
2017	503,800 (65,600)	188,600 (24,340)	315,200 (48,350)	145,300 (29,570)	19.9 (2.49)	7.4 (0.96)	12.4 (1.86)	5.7 (1.15)			
2018	410,200 (61,150)	158,800 (21,960)	251,400 (43,970)	117,500 (26,620)	16.1 (2.32)	6.3 (0.86)	9.9 (1.68)	4.6 (1.03)			

—Not available.

†Not applicable.

¹In previous versions of the table, “violent excluding simple assault” was labeled as “serious violent” victimization.²At school” includes in the school building, on school property, on a school bus, and going to or from school.³Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to the sample redesign and other methodological changes implemented in 2006, use caution when comparing 2006 estimates to other years.⁴Every 10 years, the survey sample is redesigned to reflect changes in the population. Due to a sample increase and redesign in 2016, victimization estimates among youth in 2016 were not comparable to estimates for other years.

NOTE: “All violent” victimization includes the crimes of rape, sexual assault, robbery, aggravated assault, and simple assault.

“Theft” includes attempted and completed purse-snatching, completed pickpocketing, and all attempted and completed thefts, with the exception of motor vehicle thefts. Theft does not include robbery, which involves the threat or use of force and is classified as a violent crime. “Total victimization” includes theft and violent crimes. Data in this table are from the National Crime Victimization Survey (NCVS); due to differences in time coverage and administration between the NCVS and the School Crime Supplement (SCS) to the NCVS, data in this table cannot be compared with data in tables that are based on the SCS. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 1992 through 2018. (This table was prepared September 2019.)

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: 2018

[Standard errors appear in parentheses]

Location and student characteristic	Number of nonfatal victimizations						Rate of victimization per 1,000 students					
	Total	Theft	Violent		Violent excluding simple assault ¹	Total	Theft	Violent		Violent excluding simple assault ¹		
			All violent	Violent excluding simple assault ¹				All violent	Violent excluding simple assault ¹			
1	2	3	4	5	6	7	8	9				
At school²												
Total	836,100	(99,530)	225,600	(26,450)	610,500	(80,190)	152,400	(31,550)	32.9	(3.69)	8.9	(1.03)
Sex												
Male	551,200	(74,770)	114,500	(18,490)	436,700	(63,800)	73,800	(19,740)	42.2	(5.32)	8.8	(1.41)
Female	285,000	(47,820)	111,100	(18,200)	173,800	(34,410)	78,500	(20,530)	23.1	(3.68)	9.0	(1.46)
Age												
12–14	585,900	(77,960)	121,700	(19,090)	464,200	(66,510)	69,300	(18,960)	47.1	(5.79)	9.8	(1.52)
15–18	250,200	(43,830)	103,900	(17,570)	146,400	(30,720)	83,100	(21,280)	19.3	(3.23)	8.0	(1.35)
Race/ethnicity ³												
White	516,600	(71,540)	119,100	(18,880)	397,500	(59,860)	87,400	(21,990)	39.0	(5.03)	9.0	(1.41)
Black	111,200	(25,680)	20,500	(7,600)	90,600	(22,510)	42,900	(14,020)	32.5	(7.08)	6.0	(2.22)
Hispanic	153,000	(31,630)	61,300	(13,350)	91,700	(22,680)	20,800	(9,010)	24.7	(4.84)	9.9	(2.13)
Other	55,400	(16,460)	24,700	(8,350)	30,700!	(11,420)	1,300!	(1,860)	21.9	(6.24)	9.8	(2.38)
Urbanicity ⁴												
Urban	263,800	(45,410)	75,900	(14,920)	187,900	(36,220)	87,200	(21,960)	34.3	(5.53)	9.9	(1.92)
Suburban	387,200	(58,800)	115,900	(18,610)	271,300	(46,270)	51,000	(15,630)	27.3	(3.93)	8.2	(1.30)
Rural	185,100	(35,860)	33,700	(9,810)	151,300	(31,410)	14,100!	(7,150)	52.4	(9.33)	9.6	(2.76)
Household income ⁵												
Less than \$25,000	92,700	(22,830)	22,700	(8,010)	69,900	(19,070)	50,200!	(15,470)	22.0	(5.19)	5.4	(1.90)
\$25,000 to 49,999	156,600	(32,120)	33,100	(9,700)	123,500	(27,510)	38,500!	(13,120)	25.2	(4.91)	5.3	(1.55)
\$50,000 to 99,999	207,800	(38,720)	88,100	(16,120)	119,700	(26,940)	20,600!	(8,970)	25.5	(4.51)	10.8	(1.96)
\$100,000 or more	379,100	(57,970)	81,700	(15,500)	297,400	(49,210)	43,000	(14,050)	55.5	(7.75)	12.0	(2.25)
Away from school												
Total	410,200	(61,150)	158,800	(21,960)	251,400	(43,970)	117,500	(26,620)	16.1	(2.32)	6.3	(0.86)
Sex												
Male	190,300	(36,530)	77,700	(15,100)	112,600	(25,900)	60,500	(17,400)	14.6	(2.70)	6.0	(1.15)
Female	219,900	(40,210)	81,200	(15,450)	138,800	(29,670)	56,900	(16,750)	17.8	(3.12)	6.6	(1.24)
Age												
12–14	151,600	(31,450)	61,400	(13,360)	90,200	(22,440)	47,900	(15,020)	12.2	(2.45)	4.9	(1.07)
15–18	258,600	(44,810)	97,400	(16,990)	161,200	(32,740)	69,600	(19,000)	19.9	(3.30)	7.5	(1.30)
Race/ethnicity ³												
White	219,100	(40,110)	68,600	(14,150)	150,500	(31,290)	78,400	(20,500)	16.5	(2.91)	5.2	(1.06)
Black	52,300	(15,870)	27,800	(8,870)	24,500!	(9,960)	13,500!	(6,980)	15.3	(4.49)	8.1	(2.58)
Hispanic	66,900	(18,540)	39,400	(10,620)	27,500!	(10,670)	15,100!	(7,460)	10.8	(2.91)	6.4	(1.70)
Other	72,000	(19,430)	23,100	(8,070)	48,900!	(15,220)	10,400!	(6,010)	28.5	(7.30)	9.1	(3.17)
Urbanicity ⁴												
Urban	110,100	(25,520)	59,200	(13,110)	50,900	(15,600)	41,200	(13,670)	14.3	(3.20)	7.7	(1.69)
Suburban	208,100	(38,770)	65,000	(13,760)	143,100	(30,280)	48,300	(15,090)	14.7	(2.64)	4.6	(0.97)
Rural	92,000	(22,730)	34,600	(9,940)	57,400	(16,830)	28,000!	(10,800)	26.1	(6.12)	9.8	(2.79)
Household income ⁵												
Less than \$25,000	143,100	(30,280)	45,100	(11,390)	98,000	(23,670)	39,100	(13,250)	34.0	(6.77)	10.7	(2.69)
\$25,000 to 49,999	102,000	(24,280)	37,200	(10,320)	64,700	(18,160)	33,700	(12,080)	16.4	(3.76)	6.0	(1.65)
\$50,000 to 99,999	104,100	(24,610)	36,900	(10,260)	67,200	(18,600)	33,000!	(11,930)	12.8	(2.92)	4.5	(1.25)
\$100,000 or more	61,100	(17,500)	39,600	(10,660)	21,400!	(9,170)	11,700!	(6,400)	8.9	(2.50)	5.8	(1.55)

¹Interpret data with caution. Estimate based on 10 or fewer sample cases, or the coefficient of variation (CV) is greater than 50 percent.

²In previous versions of the table, "violent excluding simple assault" was labeled as "serious violent" victimization.

³"At school" includes in the school building, on school property, on a school bus, and going to or from school.

⁴Race categories exclude persons of Hispanic ethnicity. "Other" includes Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races.

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)."

⁶Income data for 2018 were imputed. For more information, see Criminal Victimization, 2018, available at <https://www.bjs.gov/index.cfm?ty=pb&id=6686>.

NOTE: "All violent" victimization includes the crimes of rape, sexual assault, robbery, aggravated assault, and 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. The population size for students ages 12–18 was 25,403,200 in 2018.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey (NCVS), 2018. (This table was prepared September 2019.)

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Total	9.1 (0.33)	5.5 (0.31)	5.1 (0.24)	4.3 (0.31)	4.3 (0.29)	3.9 (0.28)	3.5 (0.28)	3.0 (0.25)	2.7 (0.25)	2.2 (0.22)
Sex										
Male	9.6 (0.44)	6.1 (0.41)	5.3 (0.33)	4.6 (0.43)	4.5 (0.43)	4.6 (0.40)	3.7 (0.35)	3.2 (0.40)	2.6 (0.35)	2.6 (0.34)
Female	8.5 (0.45)	4.9 (0.39)	4.8 (0.36)	3.9 (0.38)	3.9 (0.38)	3.2 (0.35)	3.4 (0.38)	2.8 (0.34)	2.8 (0.38)	1.8 (0.28)
Race/ethnicity ¹										
White	9.4 (0.36)	5.7 (0.40)	5.4 (0.32)	4.6 (0.36)	4.2 (0.38)	3.9 (0.37)	3.6 (0.35)	3.0 (0.32)	2.9 (0.36)	2.2 (0.27)
Black	9.6 (1.02)	6.1 (0.78)	5.1 (0.78)	3.9 (0.80)	4.3 (0.83)	4.4 (0.74)	4.6 (0.89)	3.2 (0.71)	2.2! (0.77)	2.6 (0.52)
Hispanic	7.1 (0.96)	4.6 (0.64)	3.9 (0.50)	3.9 (0.70)	3.6 (0.54)	3.9 (0.75)	2.9 (0.47)	3.2 (0.46)	2.3 (0.47)	2.0 (0.45)
Asian/Pacific Islander	8.3 (1.63)	3.7 (1.08)	3.2 (0.93)	1.4! (0.64)	3.4! (1.33)	† (†)	2.3! (1.13)	2.4! (0.99)	† (†)	2.1! (1.02)
Asian	— (†)	— (†)	3.3! (1.00)	1.5! (0.69)	3.6! (1.38)	† (†)	2.5! (1.23)	2.6! (1.08)	† (†)	2.1! (1.05)
Pacific Islander	— (†)	— (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
American Indian/Alaska Native	9.6! (3.27)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	11.1! (4.80)
Two or more races	— (†)	— (†)	9.8 (2.85)	‡ (†)	10.1 (2.59)	‡ (†)	4.9! (1.77)	3.0! (1.46)	6.5! (2.24)	‡ (†)
Grade										
6th	8.8 (0.92)	5.9 (0.90)	3.8 (0.77)	4.6 (0.83)	3.9 (0.86)	3.7 (0.91)	3.8 (0.85)	4.1 (0.92)	3.1 (0.79)	3.1 (0.75)
7th	10.6 (0.79)	5.8 (0.67)	6.3 (0.74)	5.4 (0.71)	4.7 (0.69)	3.4 (0.70)	3.1 (0.61)	2.5 (0.51)	3.4 (0.70)	2.6 (0.60)
8th	10.1 (0.76)	4.3 (0.61)	5.2 (0.65)	3.6 (0.63)	4.4 (0.63)	3.8 (0.78)	3.8 (0.67)	2.3 (0.52)	2.3 (0.57)	1.8 (0.51)
9th	11.4 (0.86)	7.9 (0.81)	6.3 (0.70)	4.7 (0.69)	5.3 (0.75)	5.3 (0.85)	5.1 (0.83)	4.1 (0.76)	3.0 (0.62)	2.7 (0.67)
10th	8.7 (0.73)	6.5 (0.77)	4.7 (0.63)	4.3 (0.71)	4.4 (0.67)	4.2 (0.79)	3.0 (0.58)	3.3 (0.57)	1.6 (0.47)	2.7 (0.49)
11th	7.0 (0.72)	4.8 (0.62)	5.0 (0.69)	3.6 (0.51)	4.0 (0.75)	4.7 (0.88)	3.1 (0.65)	3.3 (0.65)	4.4 (1.04)	1.4 (0.40)
12th	5.8 (0.73)	2.9 (0.52)	3.6 (0.71)	3.7 (0.85)	2.7 (0.70)	2.0 (0.52)	2.9 (0.68)	2.0! (0.67)	1.3! (0.45)	1.4 (0.41)
Urbanicity ²										
Urban	8.6 (0.59)	5.9 (0.58)	6.0 (0.58)	5.3 (0.66)	4.5 (0.58)	4.2 (0.56)	4.3 (0.56)	3.3 (0.47)	3.3 (0.51)	2.7 (0.45)
Suburban	9.9 (0.48)	5.6 (0.41)	4.7 (0.32)	4.2 (0.34)	4.1 (0.38)	4.0 (0.36)	3.3 (0.34)	3.2 (0.35)	2.8 (0.35)	2.1 (0.25)
Rural	8.1 (0.78)	4.7 (0.93)	4.7 (0.75)	2.8 (0.69)	4.4 (0.55)	3.1 (0.66)	2.8 (0.57)	2.0 (0.58)	1.5 (0.37)	1.6! (0.49)
Control of school										
Public	9.3 (0.37)	5.7 (0.34)	5.1 (0.26)	4.4 (0.32)	4.5 (0.32)	4.1 (0.30)	3.7 (0.29)	3.1 (0.27)	2.8 (0.26)	2.3 (0.23)
Private	6.2 (0.89)	3.4 (0.72)	4.9 (0.79)	2.7 (0.77)	1.1! (0.50)	1.8! (0.76)	1.9! (0.68)	2.8! (0.89)	‡ (†)	‡ (†)
Theft	7.0 (0.28)	4.2 (0.24)	4.0 (0.20)	3.1 (0.27)	3.0 (0.23)	2.8 (0.23)	2.6 (0.23)	1.9 (0.20)	1.9 (0.22)	1.5 (0.17)
Sex										
Male	7.0 (0.37)	4.5 (0.34)	3.9 (0.27)	3.1 (0.34)	3.0 (0.34)	3.4 (0.36)	2.6 (0.29)	2.0 (0.30)	1.7 (0.26)	1.6 (0.27)
Female	7.0 (0.41)	3.8 (0.33)	4.1 (0.31)	3.2 (0.36)	3.0 (0.32)	2.1 (0.28)	2.6 (0.33)	1.8 (0.28)	2.0 (0.34)	1.3 (0.24)
Race/ethnicity ¹										
White	7.3 (0.32)	4.1 (0.31)	4.3 (0.28)	3.4 (0.32)	3.1 (0.29)	2.9 (0.31)	2.5 (0.28)	1.6 (0.22)	2.0 (0.28)	1.3 (0.20)
Black	6.9 (0.87)	5.0 (0.68)	3.8 (0.64)	2.7 (0.66)	3.1 (0.70)	2.5 (0.61)	3.7 (0.78)	2.7 (0.67)	1.3! (0.63)	1.8 (0.51)
Hispanic	5.7 (0.79)	3.7 (0.69)	3.0 (0.41)	3.1 (0.64)	2.2 (0.47)	3.0 (0.63)	2.0 (0.41)	1.8 (0.39)	1.6 (0.39)	1.4 (0.36)
Asian/Pacific Islander	6.4 (1.47)	3.5 (1.03)	3.2 (0.93)	‡ (†)	3.0! (1.27)	‡ (†)	2.3! (1.13)	2.4! (0.99)	‡ (†)	2.1! (1.02)
Asian	— (†)	— (†)	3.3! (1.00)	‡ (†)	3.2! (1.32)	‡ (†)	2.5! (1.23)	2.6! (1.08)	‡ (†)	2.1! (1.05)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	7.2! (3.04)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	7.2! (3.37)
Two or more races	— (†)	— (†)	8.3! (2.72)	‡ (†)	5.3! (2.01)	‡ (†)	3.7! (1.56)	‡ (†)	4.3! (1.80)	‡ (†)
Grade										
6th	5.4 (0.66)	4.0 (0.70)	2.2 (0.63)	2.8 (0.75)	2.6 (0.75)	1.3! (0.52)	2.7 (0.70)	1.4! (0.57)	1.6! (0.65)	1.0! (0.42)
7th	8.1 (0.72)	3.4 (0.51)	4.8 (0.67)	2.9 (0.50)	2.7 (0.54)	2.1 (0.57)	1.9 (0.44)	1.4 (0.38)	1.6! (0.54)	1.3! (0.39)
8th	7.8 (0.72)	3.3 (0.50)	4.1 (0.57)	2.4 (0.53)	2.5 (0.54)	2.0 (0.55)	2.0 (0.48)	1.0! (0.33)	1.8 (0.50)	1.1! (0.41)
9th	8.8 (0.76)	6.2 (0.76)	5.2 (0.63)	3.7 (0.61)	4.6 (0.70)	4.9 (0.80)	4.4 (0.78)	2.7 (0.58)	2.1 (0.52)	2.4 (0.60)
10th	7.6 (0.70)	5.7 (0.72)	3.7 (0.59)	3.8 (0.66)	3.6 (0.63)	3.5 (0.72)	2.1 (0.50)	2.6 (0.48)	1.4! (0.43)	2.1 (0.39)
11th	5.4 (0.66)	3.8 (0.57)	4.1 (0.64)	2.8 (0.45)	2.6 (0.61)	3.3 (0.74)	2.7 (0.58)	2.3 (0.50)	3.4 (0.85)	1.1! (0.36)
12th	4.5 (0.67)	2.3 (0.45)	3.1 (0.68)	3.4 (0.84)	1.9 (0.55)	1.5 (0.44)	2.4 (0.62)	1.6! (0.62)	1.0! (0.40)	1.2! (0.42)
Urbanicity ²										
Urban	6.4 (0.51)	4.5 (0.52)	4.5 (0.46)	3.6 (0.52)	2.8 (0.48)	2.9 (0.45)	3.0 (0.45)	2.4 (0.44)	2.3 (0.45)	1.8 (0.39)
Suburban	7.5 (0.40)	4.3 (0.32)	3.8 (0.26)	3.2 (0.31)	3.0 (0.31)	2.8 (0.32)	2.5 (0.30)	1.9 (0.27)	1.8 (0.30)	1.4 (0.18)
Rural	6.8 (0.66)	3.4 (0.65)	3.9 (0.66)	2.2! (0.68)	3.2 (0.46)	2.3 (0.59)	2.0 (0.47)	0.8 (0.24)	1.2 (0.32)	0.9! (0.35)
Control of school										
Public	7.2 (0.31)	4.4 (0.26)	4.0 (0.22)	3.3 (0.28)	3.2 (0.25)	2.9 (0.25)	2.7 (0.24)	1.9 (0.21)	1.9 (0.22)	1.6 (0.19)
Private	4.9 (0.73)	2.4 (0.67)	4.0 (0.77)	1.3! (0.48)	1.1! (0.50)	‡ (†)	1.2! (0.52)	2.0! (0.76)	‡ (†)	‡ (†)
All violent	2.5 (0.19)	1.8 (0.19)	1.3 (0.15)	1.2 (0.15)	1.6 (0.18)	1.4 (0.17)	1.1 (0.15)	1.2 (0.15)	0.9 (0.15)	0.7 (0.12)
Sex										
Male	3.0 (0.26)	2.1 (0.26)	1.7 (0.23)	1.6 (0.25)	1.7 (0.26)	1.6 (0.25)	1.2 (0.21)	1.3 (0.23)	1.0 (0.21)	1.0 (0.20)
Female	2.0 (0.22)	1.4 (0.24)	0.9 (0.16)	0.8 (0.15)	1.4 (0.23)	1.1 (0.21)	0.9 (0.17)	1.1 (0.23)	0.9 (0.19)	0.5 (0.14)
Race/ethnicity ¹										
White	2.5 (0.21)	2.0 (0.24)	1.4 (0.17)	1.3 (0.21)	1.5 (0.22)	1.2 (0.21)	1.2 (0.17)	1.5 (0.24)	1.0 (0.22)	0.9 (0.19)
Black	3.0 (0.57)	1.3! (0.40)	1.5 (0.41)	1.3! (0.47)	1.6! (0.50)	2.3 (0.62)	1.1! (0.42)	‡ (†)	0.9! (0.44)	0.8! (0.31)
Hispanic	2.0 (0.47)	1.5 (0.41)	1.1 (0.28)	0.9 (0.24)	1.4 (0.42)	1.3! (0.40)	1.0 (0.28)	1.5 (0.26)	0.6! (0.23)	0.5! (0.23)
Asian/Pacific Islander	2.2! (0.98)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Asian	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)

See notes at end of table.

Table 3.1. Percentage of students ages 12–18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student and school characteristics: Selected years, 1995 through 2017—Continued

[Standard errors appear in parentheses]

Type of victimization and student or school characteristic	1995	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Grade										
6th	4.3 (0.68)	2.6 (0.66)	1.9 (0.53)	1.9 (0.55)	1.5! (0.54)	2.6! (0.83)	1.3! (0.49)	2.7 (0.73)	1.6! (0.65)	2.1 (0.60)
7th	3.1 (0.50)	2.6 (0.46)	1.7 (0.43)	2.6 (0.53)	2.4 (0.50)	1.2! (0.42)	1.2! (0.41)	1.2! (0.38)	1.9 (0.47)	1.4! (0.45)
8th	2.7 (0.39)	1.3 (0.34)	1.4 (0.34)	1.4 (0.39)	2.1 (0.47)	2.0 (0.60)	2.1 (0.50)	1.4 (0.42)	0.6! (0.30)	0.7! (0.29)
9th	2.9 (0.47)	2.4 (0.46)	1.5 (0.31)	1.0 (0.29)	1.2! (0.37)	0.9! (0.37)	1.1! (0.35)	1.4! (0.44)	0.8! (0.34)	‡ (†)
10th	1.8 (0.35)	1.2 (0.31)	1.3 (0.36)	0.5! (0.24)	1.2! (0.39)	1.0! (0.37)	0.9! (0.34)	1.0! (0.35)	‡ (†)	0.7! (0.32)
11th	1.6 (0.35)	1.6 (0.39)	0.9! (0.32)	0.7! (0.31)	1.5 (0.46)	1.5! (0.51)	‡ (†)	1.0! (0.43)	1.3! (0.49)	‡ (†)
12th	1.6 (0.36)	0.9! (0.31)	0.5! (0.26)	‡ (†)	0.8! (0.35)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Urbanicity ²										
Urban	2.6 (0.34)	1.7 (0.29)	1.8 (0.31)	1.8 (0.34)	2.0 (0.35)	1.8 (0.41)	1.4 (0.31)	0.9 (0.21)	1.0 (0.27)	0.9 (0.21)
Suburban	3.0 (0.29)	1.7 (0.20)	1.2 (0.19)	1.1 (0.18)	1.3 (0.23)	1.3 (0.23)	0.9 (0.16)	1.4 (0.21)	1.0 (0.20)	0.6 (0.17)
Rural	1.5 (0.27)	2.0! (0.64)	0.9! (0.31)	0.6! (0.26)	1.7 (0.36)	0.8! (0.32)	1.0! (0.31)	1.1! (0.46)	0.5! (0.22)	0.7! (0.33)
Control of school										
Public	2.6 (0.19)	1.8 (0.20)	1.4 (0.15)	1.2 (0.15)	1.7 (0.20)	1.4 (0.19)	1.1 (0.15)	1.2 (0.16)	1.0 (0.15)	0.8 (0.12)
Private	1.6 (0.44)	1.0! (0.32)	0.9! (0.39)	1.4! (0.60)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.8 (0.12)
Violent excluding simple assault ³										
	0.5 (0.08)	0.4 (0.08)	0.2 (0.05)	0.3 (0.07)	0.4 (0.08)	0.3 (0.09)	0.1! (0.05)	0.2! (0.07)	0.2! (0.07)	0.2! (0.06)
Sex										
Male	0.7 (0.12)	0.5 (0.11)	0.3! (0.09)	0.3! (0.10)	0.5! (0.14)	0.6 (0.16)	0.2! (0.08)	0.2! (0.10)	0.2! (0.12)	0.2! (0.10)
Female	0.3 (0.08)	0.4! (0.12)	‡ (†)	0.3 (0.07)	0.2! (0.08)	‡ (†)	‡ (†)	0.2! (0.10)	‡ (†)	0.2! (0.08)
Race/ethnicity ¹										
White	0.5 (0.08)	0.4 (0.08)	0.2! (0.07)	0.3! (0.09)	0.2! (0.08)	0.3! (0.10)	0.2! (0.07)	0.2! (0.09)	0.3! (0.10)	0.3! (0.11)
Black	0.8! (0.28)	0.5! (0.25)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Hispanic	0.4! (0.18)	0.8! (0.33)	0.4! (0.18)	0.4! (0.16)	0.8! (0.32)	‡ (†)	‡ (†)	0.4! (0.17)	‡ (†)	‡ (†)
Asian/Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Asian	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Grade										
6th	1.2! (0.38)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.8! (0.42)	‡ (†)	‡ (†)
7th	0.5! (0.19)	0.6! (0.24)	‡ (†)	‡ (†)	0.4! (0.20)	‡ (†)	0.5! (0.23)	‡ (†)	‡ (†)	‡ (†)
8th	0.6! (0.19)	0.3! (0.14)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
9th	0.5! (0.19)	0.8! (0.31)	0.6! (0.21)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
10th	0.2! (0.11)	0.4! (0.18)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
11th	0.3! (0.16)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
12th	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)
Urbanicity ²										
Urban	0.9 (0.20)	0.5 (0.15)	0.3! (0.14)	0.4! (0.17)	0.7! (0.23)	0.6! (0.22)	‡ (†)	0.3! (0.16)	‡ (†)	‡ (†)
Suburban	0.4 (0.10)	0.4 (0.09)	0.1! (0.05)	0.3! (0.08)	0.2! (0.09)	0.3! (0.11)	‡ (†)	0.2! (0.08)	0.3! (0.12)	0.2! (0.09)
Rural	0.2! (0.09)	0.5! (0.24)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Control of school										
Public	0.5 (0.08)	0.5 (0.09)	0.2 (0.06)	0.3 (0.06)	0.4 (0.09)	0.4 (0.10)	0.1! (0.06)	0.2! (0.08)	0.2! (0.08)	0.2! (0.07)
Private	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	# (†)	‡ (†)	‡ (†)	‡ (†)

—Not available.

†Not applicable.

#Rounds to zero.

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

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

¹Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

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.)"

³In previous versions of this table, "violent excluding simple assault" was labeled as "serious violent" victimization. This category includes all types of violent victimization with the exception of simple assault.

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. "All violent" victimization includes the crimes of rape, sexual assault, robbery, aggravated assault, and simple assault. "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared December 2019.)

Table 4.1. Percentage of students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Student characteristic	1993 2	1995 3	1997 4	1999 5	2001 6	2003 7	2005 8	2007 9	2009 10	2011 11	2013 12	2015 13	2017 14
Total	7.3 (0.44)	8.4 (0.52)	7.4 (0.45)	7.7 (0.42)	8.9 (0.55)	9.2 (0.75)	7.9 (0.35)	7.8 (0.44)	7.7 (0.37)	7.4 (0.31)	6.9 (0.38)	6.0 (0.38)	6.0 (0.33)
Sex													
Male	9.2 (0.64)	10.9 (0.57)	10.2 (0.71)	9.5 (0.80)	11.5 (0.66)	11.6 (0.96)	9.7 (0.42)	10.2 (0.59)	9.6 (0.59)	9.5 (0.39)	7.7 (0.54)	7.0 (0.50)	7.8 (0.39)
Female	5.4 (0.40)	5.8 (0.68)	4.0 (0.32)	5.8 (0.64)	6.5 (0.52)	6.5 (0.61)	6.1 (0.41)	5.4 (0.41)	5.5 (0.37)	5.2 (0.37)	6.1 (0.40)	4.6 (0.42)	4.1 (0.46)
Race/ethnicity													
White	6.3 (0.58)	7.0 (0.53)	6.2 (0.56)	6.6 (0.35)	8.5 (0.66)	7.8 (0.77)	7.2 (0.46)	6.9 (0.52)	6.4 (0.43)	6.1 (0.35)	5.8 (0.32)	4.9 (0.50)	5.0 (0.51)
Black	11.2 (0.95)	11.0 (1.61)	9.9 (0.91)	7.6 (0.85)	9.3 (0.71)	10.9 (0.80)	8.1 (0.69)	9.7 (0.86)	9.4 (0.80)	8.9 (0.64)	8.4 (0.82)	7.9 (1.10)	7.8 (0.66)
Hispanic	8.6 (0.83)	12.4 (1.44)	9.0 (0.63)	9.8 (1.09)	8.9 (1.05)	9.4 (1.23)	9.8 (0.86)	8.7 (0.60)	9.1 (0.61)	9.2 (0.81)	8.5 (0.73)	6.6 (0.65)	6.1 (0.45)
Asian ¹	— (†)	— (†)	— (†)	7.7 (1.05)	11.3 (2.73)	11.5 (2.66)	4.6 (1.10)	7.6! (2.29)	5.5 (0.91)	7.0 (0.99)	5.3 (1.41)	3.6! (1.40)	4.3 (0.89)
Pacific Islander ¹	— (†)	— (†)	— (†)	15.6 (4.46)	24.8 (7.16)	16.3 (4.31)	14.5! (4.93)	8.1! (2.45)	12.5 (3.11)	11.3 (3.23)	8.7! (2.71)	20.5! (7.28)	7.0! (2.33)
American Indian/ Alaska Native	11.7 (2.50)	11.4! (4.22)	12.5! (5.15)	13.2! (5.45)	15.2! (4.57)	22.1 (4.79)	9.8 (2.67)	5.9 (1.24)	16.5 (2.68)	8.2 (1.52)	18.5 (5.24)	8.2! (2.69)	13.7 (3.57)
Two or more races ¹	— (†)	— (†)	— (†)	9.3 (1.22)	10.3 (2.33)	18.7 (3.11)	10.7 (2.33)	13.3 (2.25)	9.2 (1.50)	9.9 (1.35)	7.7 (2.11)	8.0 (1.82)	8.0 (1.23)
Sexual orientation ²													
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	5.1 (0.36)	5.4 (0.30)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	10.0 (1.19)	9.4 (1.08)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	12.6 (2.03)	11.1 (1.84)
Grade													
9th	9.4 (0.92)	9.6 (0.96)	10.1 (1.02)	10.5 (0.95)	12.7 (0.89)	12.1 (1.25)	10.5 (0.63)	9.2 (0.69)	8.7 (0.53)	8.3 (0.63)	8.5 (0.75)	7.2 (0.51)	6.8 (0.60)
10th	7.3 (0.59)	9.6 (1.03)	7.9 (1.14)	8.2 (0.92)	9.1 (0.75)	9.2 (1.02)	8.8 (0.72)	8.4 (0.51)	8.4 (0.72)	7.7 (0.58)	7.0 (0.67)	6.2 (0.57)	6.8 (0.60)
11th	7.3 (0.64)	7.7 (0.64)	5.9 (0.70)	6.1 (0.46)	6.9 (0.65)	7.3 (0.69)	5.5 (0.43)	6.8 (0.57)	7.9 (0.60)	7.3 (0.61)	6.8 (0.60)	5.5 (0.68)	5.1 (0.57)
12th	5.5 (0.62)	6.7 (0.57)	5.8 (0.80)	5.1 (0.79)	5.3 (0.52)	6.3 (0.92)	5.8 (0.52)	6.3 (0.64)	5.2 (0.53)	5.9 (0.45)	4.9 (0.61)	4.4 (0.69)	4.6 (0.52)

—Not available.

†Not applicable.

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

¹Before 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.

²Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Survey respondents were asked about being threatened or injured "with a weapon such as a gun, knife, or club on school property." "On school property" was not defined for respondents. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

Table 4.2. Percentage distribution of students in grades 9–12, by number of times they reported being threatened or injured with a weapon on school property during the previous 12 months and selected student characteristics: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

Student characteristic	Total	0 times	1 time	2 or 3 times	4 to 11 times	12 or more times
1	2	3	4	5	6	7
Total						
2009	100.0 (†)	92.3 (0.37)	3.2 (0.18)	1.9 (0.15)	1.4 (0.11)	1.2 (0.13)
2011	100.0 (†)	92.6 (0.31)	3.1 (0.17)	1.9 (0.15)	1.4 (0.13)	1.0 (0.12)
2013	100.0 (†)	93.1 (0.38)	3.0 (0.22)	1.7 (0.14)	1.3 (0.14)	0.9 (0.11)
2015						
Total	100.0 (†)	94.0 (0.38)	2.7 (0.22)	1.5 (0.16)	1.0 (0.14)	0.8 (0.12)
Sex						
Male	100.0 (†)	93.0 (0.50)	3.1 (0.30)	1.6 (0.19)	1.3 (0.21)	1.0 (0.18)
Female	100.0 (†)	95.4 (0.42)	2.3 (0.23)	1.3 (0.23)	0.6 (0.12)	0.4! (0.12)
Race/ethnicity						
White	100.0 (†)	95.1 (0.50)	2.4 (0.24)	1.5 (0.25)	0.6 (0.12)	0.4 (0.10)
Black	100.0 (†)	92.1 (1.10)	4.1 (0.80)	1.6! (0.47)	1.4! (0.51)	0.9! (0.34)
Hispanic	100.0 (†)	93.4 (0.65)	2.6 (0.36)	1.4 (0.27)	1.4 (0.24)	1.2 (0.19)
Asian	100.0 (†)	96.4 (1.40)	‡ (†)	0.5! (0.25)	‡ (†)	‡ (†)
Pacific Islander	100.0 (†)	79.5 (7.28)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	100.0 (†)	91.8 (2.69)	‡ (†)	3.1! (1.18)	‡ (†)	‡ (†)
Two or more races	100.0 (†)	92.0 (1.82)	3.8! (1.37)	1.7! (0.71)	1.2! (0.52)	1.3! (0.60)
Sexual orientation ¹						
Heterosexual	100.0 (†)	94.9 (0.36)	2.6 (0.24)	1.2 (0.17)	0.8 (0.12)	0.5 (0.10)
Gay, lesbian, or bisexual	100.0 (†)	90.0 (1.19)	4.3 (0.71)	2.7 (0.71)	2.3 (0.63)	0.7 (0.21)
Not sure	100.0 (†)	87.4 (2.01)	3.1! (0.98)	4.3! (1.40)	‡ (†)	3.5! (1.42)
Grade						
9th	100.0 (†)	92.8 (0.51)	3.5 (0.36)	2.1 (0.34)	0.9 (0.15)	0.6 (0.15)
10th	100.0 (†)	93.8 (0.57)	2.9 (0.35)	1.3 (0.26)	1.3 (0.28)	0.7 (0.15)
11th	100.0 (†)	94.5 (0.68)	2.5 (0.45)	1.1 (0.20)	1.1! (0.33)	0.8 (0.23)
12th	100.0 (†)	95.6 (0.69)	1.8 (0.34)	1.3 (0.29)	0.7! (0.23)	0.6 (0.17)
2017						
Total	100.0 (†)	94.0 (0.33)	2.7 (0.26)	1.5 (0.14)	1.0 (0.11)	0.8 (0.10)
Sex						
Male	100.0 (†)	92.2 (0.39)	3.2 (0.29)	2.0 (0.23)	1.3 (0.15)	1.3 (0.17)
Female	100.0 (†)	95.9 (0.46)	2.2 (0.35)	1.0 (0.14)	0.6 (0.15)	0.2 (0.07)
Race/ethnicity						
White	100.0 (†)	95.0 (0.51)	2.6 (0.41)	1.3 (0.17)	0.7 (0.15)	0.5 (0.12)
Black	100.0 (†)	92.2 (0.66)	2.9 (0.47)	2.2 (0.43)	1.6 (0.43)	1.1! (0.33)
Hispanic	100.0 (†)	93.9 (0.45)	2.5 (0.32)	1.5 (0.24)	1.1 (0.22)	1.0 (0.25)
Asian	100.0 (†)	95.7 (0.89)	2.0! (0.81)	0.3! (0.15)	‡ (†)	‡ (†)
Pacific Islander	100.0 (†)	93.0 (2.33)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	100.0 (†)	86.3 (3.57)	‡ (†)	4.4! (2.07)	1.7! (0.72)	‡ (†)
Two or more races	100.0 (†)	92.0 (1.23)	3.7 (0.70)	2.0! (0.85)	1.5! (0.68)	0.7! (0.35)
Sexual orientation ¹						
Heterosexual	100.0 (†)	94.6 (0.30)	2.5 (0.26)	1.4 (0.13)	0.8 (0.11)	0.6 (0.10)
Gay, lesbian, or bisexual	100.0 (†)	90.6 (1.08)	4.0 (0.67)	2.6 (0.67)	1.7 (0.37)	1.1! (0.39)
Not sure	100.0 (†)	88.9 (1.84)	3.4 (0.99)	1.3! (0.57)	3.2! (1.17)	3.2! (1.09)
Grade						
9th	100.0 (†)	93.2 (0.60)	3.5 (0.49)	1.9 (0.28)	1.0 (0.24)	0.5 (0.12)
10th	100.0 (†)	93.2 (0.60)	3.4 (0.42)	1.4 (0.28)	1.1 (0.23)	0.8 (0.20)
11th	100.0 (†)	94.9 (0.57)	2.0 (0.30)	1.4 (0.29)	0.8 (0.23)	0.9 (0.19)
12th	100.0 (†)	95.4 (0.52)	1.7 (0.31)	1.3 (0.26)	1.0 (0.21)	0.7 (0.18)

†Not applicable.

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

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

¹Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2017. (This table was prepared July 2018.)

Table 4.3. Percentage of public school students in grades 9–12 who reported being threatened or injured with a weapon on school property at least one time during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9
United 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)	6.0 (0.33)
Alabama	7.2 (0.91)	10.6 (0.86)	— (†)	10.4 (1.56)	7.6 (1.20)	9.9 (1.17)	8.8 (0.92)	— (†)
Alaska	8.1 (1.01)	— (†)	7.7 (0.88)	7.3 (0.90)	5.6 (0.70)	— (†)	— (†)	— (†)
Arizona	9.7 (1.10)	10.7 (0.55)	11.2 (0.79)	9.3 (0.92)	10.4 (0.74)	9.1 (1.32)	7.5 (0.97)	7.9 (1.05)
Arkansas	— (†)	9.6 (1.06)	9.1 (1.03)	11.9 (1.38)	6.3 (0.85)	10.9 (1.14)	10.6 (0.66)	11.7 (1.00)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	5.2 (0.72)	5.0 (0.81)
Colorado	— (†)	7.6 (0.75)	— (†)	8.0 (0.74)	6.7 (0.80)	— (†)	— (†)	5.8 (0.47)
Connecticut	— (†)	9.1 (0.91)	7.7 (0.59)	7.0 (0.62)	6.8 (0.71)	7.1 (0.74)	6.7 (0.71)	7.1 (0.82)
Delaware	7.7 (0.60)	6.2 (0.63)	5.6 (0.50)	7.8 (0.63)	6.4 (0.62)	5.6 (0.46)	6.2 (0.90)	6.0 (0.62)
District of Columbia	12.7 (1.42)	12.1 (0.78)	11.3 (0.98)	— (†)	8.7 (0.92)	8.5 (0.30)	7.6 (0.27)	9.8 (0.37)
Florida	8.4 (0.44)	7.9 (0.45)	8.6 (0.57)	8.2 (0.39)	7.2 (0.31)	7.1 (0.37)	7.4 (0.42)	8.4 (0.48)
Georgia	8.2 (0.75)	8.3 (2.08)	8.1 (0.81)	8.2 (0.83)	11.7 (2.08)	7.2 (0.81)	— (†)	— (†)
Hawaii	— (†)	6.8 (0.87)	6.4 (1.10)	7.7 (1.03)	6.3 (0.62)	— (†)	— (†)	— (†)
Idaho	9.4 (0.82)	8.3 (0.59)	10.2 (1.07)	7.9 (0.62)	7.3 (0.99)	5.8 (0.59)	6.1 (0.48)	6.2 (0.61)
Illinois	— (†)	— (†)	7.8 (0.69)	8.8 (0.86)	7.6 (0.48)	8.5 (0.82)	6.6 (0.80)	7.5 (0.49)
Indiana	6.7 (0.91)	8.8 (0.96)	9.6 (0.68)	6.5 (0.66)	6.8 (1.14)	— (†)	6.6 (1.02)	— (†)
Iowa	— (†)	7.8 (1.02)	7.1 (0.86)	— (†)	6.3 (0.85)	— (†)	— (†)	8.2 (1.26)
Kansas	— (†)	7.4 (0.82)	8.6 (1.12)	6.2 (0.62)	5.6 (0.68)	5.3 (0.65)	— (†)	5.8 (0.60)
Kentucky	5.2 (0.72)	8.0 (0.75)	8.3 (0.53)	7.9 (1.00)	7.4 (0.98)	5.4 (0.57)	7.2 (0.87)	7.1 (0.83)
Louisiana	— (†)	— (†)	— (†)	9.5 (1.29)	8.7 (1.18)	10.5 (0.99)	— (†)	12.8 (1.75)
Maine	8.5 (0.78)	7.1 (0.68)	6.8 (0.84)	7.7 (0.32)	6.8 (0.26)	5.3 (0.29)	5.2 (0.36)	5.5 (0.39)
Maryland	— (†)	11.7 (1.30)	9.6 (0.86)	9.1 (0.75)	8.4 (0.67)	9.4 (0.22)	7.3 (0.17)	7.8 (0.18)
Massachusetts	6.3 (0.54)	5.4 (0.44)	5.3 (0.47)	7.0 (0.58)	6.8 (0.67)	4.4 (0.38)	4.1 (0.46)	4.8 (0.62)
Michigan	9.7 (0.57)	8.6 (0.81)	8.1 (0.77)	9.4 (0.63)	6.8 (0.50)	6.7 (0.52)	6.6 (0.67)	6.5 (0.55)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	6.6 (0.82)	— (†)	8.3 (0.59)	8.0 (0.69)	7.5 (0.63)	8.8 (0.78)	10.1 (0.98)	— (†)
Missouri	7.5 (0.93)	9.1 (1.19)	9.3 (1.03)	7.8 (0.76)	— (†)	— (†)	— (†)	— (†)
Montana	7.1 (0.46)	8.0 (0.64)	7.0 (0.51)	7.4 (0.99)	7.5 (0.53)	6.3 (0.40)	5.5 (0.48)	7.0 (0.60)
Nebraska	8.8 (0.80)	9.7 (0.68)	— (†)	— (†)	6.4 (0.54)	6.4 (0.57)	7.1 (0.83)	7.1 (1.07)
Nevada	6.0 (0.65)	8.1 (0.96)	7.8 (0.70)	10.7 (0.84)	— (†)	6.4 (0.80)	6.9 (0.79)	8.1 (0.84)
New Hampshire	7.5 (0.98)	8.6 (0.91)	7.3 (0.69)	— (†)	— (†)	— (†)	— (†)	6.7 (0.29)
New Jersey	— (†)	8.0 (1.07)	— (†)	6.6 (0.75)	5.7 (0.51)	6.2 (0.81)	— (†)	— (†)
New Mexico	— (†)	10.4 (0.96)	10.1 (0.68)	— (†)	— (†)	— (†)	— (†)	— (†)
New York	7.2 (0.44)	7.2 (0.47)	7.3 (0.57)	7.5 (0.55)	7.3 (0.60)	7.3 (0.61)	8.4 (0.68)	8.0 (1.00)
North Carolina	7.2 (0.74)	7.9 (0.92)	6.6 (0.62)	6.8 (0.61)	9.1 (0.95)	6.9 (0.45)	4.9 (0.69)	6.9 (0.73)
North Dakota	5.9 (0.89)	6.6 (0.58)	5.2 (0.59)	— (†)	— (†)	— (†)	— (†)	— (†)
Ohio ²	7.7 (1.30)	8.2 (0.67)	8.3 (0.77)	— (†)	— (†)	— (†)	— (†)	— (†)
Oklahoma	7.4 (1.10)	6.0 (0.65)	7.0 (0.72)	5.8 (0.66)	5.7 (0.88)	4.6 (0.53)	5.1 (0.78)	4.8 (0.77)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	5.6 (0.73)	— (†)	— (†)	5.0 (0.47)	5.4 (0.49)
Rhode Island	8.2 (0.84)	8.7 (0.87)	8.3 (0.42)	6.5 (0.65)	— (†)	6.4 (0.51)	— (†)	— (†)
South Carolina	— (†)	10.1 (0.93)	9.8 (0.85)	8.8 (1.48)	9.2 (0.92)	6.5 (0.83)	5.3 (0.73)	9.4 (1.16)
South Dakota ³	6.5 (0.71)	8.1 (1.04)	5.9 (0.87)	6.8 (0.87)	6.1 (0.77)	5.0 (0.69)	7.3 (1.10)	— (†)
Tennessee	8.4 (1.17)	7.4 (0.79)	7.3 (0.76)	7.0 (0.71)	5.8 (0.52)	9.3 (0.73)	10.2 (1.04)	6.5 (0.74)
Texas	— (†)	9.3 (0.84)	8.7 (0.52)	7.2 (0.52)	6.8 (0.40)	7.1 (0.62)	— (†)	7.4 (0.96)
Utah	7.3 (1.44)	9.8 (1.32)	11.4 (1.92)	7.7 (0.88)	7.0 (0.98)	5.5 (0.59)	— (†)	7.0 (0.75)
Vermont ⁴	7.3 (0.20)	6.3 (0.46)	6.2 (0.56)	6.0 (0.30)	5.5 (0.37)	6.4 (0.43)	5.3 (0.16)	4.8 (0.15)
Virginia	— (†)	— (†)	— (†)	— (†)	7.0 (0.86)	6.1 (0.43)	6.4 (0.62)	6.4 (0.69)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	8.5 (1.26)	8.0 (0.78)	9.7 (0.77)	9.2 (0.77)	6.6 (0.93)	5.6 (0.51)	6.9 (0.58)	6.5 (1.07)
Wisconsin	5.5 (0.70)	7.6 (0.73)	5.6 (0.66)	6.7 (0.75)	5.1 (0.48)	4.3 (0.64)	— (†)	6.9 (1.30)
Wyoming	9.7 (1.00)	7.8 (0.67)	8.3 (0.67)	9.4 (0.58)	7.3 (0.58)	6.8 (0.47)	6.6 (0.74)	— (†)
Puerto Rico	— (†)	6.3 (0.62)	— (†)	— (†)	4.9 (0.93)	4.1 (0.54)	4.7 (0.70)	7.5! (2.33)

—Not available.

†Not applicable.

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

²U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

³Ohio data for 2003 through 2013 include both public and private schools.

⁴South Dakota data for 2003 through 2015 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 specific states, a given year’s data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2017. (This table was prepared July 2018.)

Table 6.1. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999–2000 through 2017–18

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Percent of schools						2015–16		2017–18	
	1999–2000		2003–04		2005–06		Percent of schools	Number of incidents	Percent of schools	Number of incidents
	2	3	4	5	6	7	8	9	10	11
Recorded incidents										
Total	86.4	(1.23)	88.5	(0.85)	85.7	(1.07)	85.5	(0.87)	85.0	(1.07)
Violent incidents										
Serious violent incidents	71.4	(1.37)	81.4	(1.05)	77.7	(1.11)	75.5	(1.09)	73.8	(1.07)
Rape or attempted rape	19.7	(0.98)	18.3	(0.99)	17.1	(0.91)	17.2	(1.06)	16.4	(0.94)
Sexual assault other than rape ²	0.7	(0.10)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)
Physical attack or fight with a weapon	2.5	(0.33)	3.0	(0.32)	2.8	(0.24)	2.5	(0.33)	2.3	(0.34)
Threat of physical attack with a weapon	5.2	(0.60)	4.0	(0.46)	3.0	(0.38)	3.0	(0.33)	3.9	(0.48)
Robbery with a weapon	11.1	(0.70)	8.6	(0.71)	8.8	(0.66)	9.3	(0.77)	7.7	(0.72)
Robbery without a weapon	0.51	(0.15)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)
Physical attack or fight without a weapon	5.3	(0.56)	6.3	(0.60)	6.4	(0.59)	5.2	(0.56)	4.4	(0.49)
Threat of physical attack without a weapon	63.7	(1.52)	76.7	(1.21)	74.3	(1.20)	72.7	(1.07)	70.5	(1.11)
Theft/larceny ³	52.2	(1.47)	53.0	(1.34)	52.2	(1.27)	47.8	(1.19)	46.4	(1.33)
—	—	—	—	—	—	—	—	—	—	—
45.6	(1.37)	46.0	(1.29)	46.0	(1.07)	47.3	(1.29)	44.1	(1.31)	—
—	(†)	—	—	—	—	—	—	—	—	—
48.7	(1.30)	64.0	(1.27)	68.2	(1.07)	67.4	(1.13)	68.1	(1.12)	—
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)
Possession of a knife or sharp object	42.6	(1.28)	—	(†)	42.8	(1.23)	40.6	(1.10)	39.7	(1.06)
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)
Inappropriate distribution, possession, or use of prescription drugs ⁷	—	(†)	—	(†)	—	(†)	12.1	(0.47)	—	(†)
Distribution, possession, or use of alcohol ⁸	—	(†)	—	(†)	16.2	(0.68)	14.9	(0.57)	14.1	(0.50)
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)
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)
—	—	—	—	—	—	—	—	—	—	—
62.5	(1.37)	65.2	(1.35)	60.9	(1.15)	62.0	(1.24)	60.0	(1.58)	—
—	(†)	—	—	—	—	—	—	—	—	—
36.0	(0.82)	43.6	(1.15)	37.7	(1.09)	37.8	(1.16)	39.9	(1.13)	—
Serious violent incidents	14.8	(0.10)	13.3	(0.88)	12.6	(0.70)	12.6	(0.86)	10.4	(0.62)
Rape or attempted rape	0.6	(0.34)	0.8	(0.17)	0.3	(0.07)	0.8	(0.17)	0.5	(0.10)
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)
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)
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)
Robbery with a weapon	0.3!	(0.41)	0.6	(0.15)	0.4	(0.12)	0.4!	(0.14)	0.2	(0.05)
Robbery without a weapon	3.4	(0.91)	4.2	(0.51)	4.9	(0.48)	4.1	(0.42)	3.5	(0.40)
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)
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)
Theft/larceny ³	28.5	(1.04)	30.5	(1.17)	27.9	(0.97)	31.0	(1.12)	25.4	(1.01)
—	—	—	—	—	—	—	—	—	—	—
52.0	(1.14)	50.0	(1.18)	50.6	(1.00)	48.7	(1.17)	46.3	(1.23)	—
Other incidents ⁴	—	(†)	—	(†)	5.5	(0.51)	3.6	(0.32)	3.1	(0.39)
Possession of a firearm/explosive device	4.5	(0.41)	4.9	(0.44)	—	(†)	—	(†)	1.9	(0.29)
Possession of a knife or sharp object	23.0	(0.84)	—	(†)	25.0	(1.00)	23.3	(0.69)	20.0	(0.88)
Distribution of illegal drugs ⁵	11.4	(0.48)	12.4	(0.57)	—	(†)	—	(†)	15.8	(0.66)
Possession or use of alcohol or illegal drugs ⁵	22.2	(0.67)	26.0	(0.76)	—	(†)	—	(†)	—	(†)
Distribution, possession, or use of illegal drugs ⁶	—	(†)	—	(†)	22.8	(0.62)	20.7	(0.60)	21.4	(0.57)
Inappropriate distribution, possession, or use of prescription drugs ⁷	—	(†)	—	(†)	—	(†)	9.6	(0.42)	—	(†)
Distribution, possession, or use of alcohol ⁸	—	(†)	—	(†)	11.6	(0.61)	10.6	(0.55)	10.0	(0.41)
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)

See notes at end of table.

Table 6.1. Percentage of public schools recording incidents of crime at school, percentage reporting incidents of crime at school to police, and number of incidents recorded or reported, by type of crime: Selected years, 1999–2000 through 2017–18—Continued

—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.

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, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013–14 results.

²Prior to 2015–16, the wording of the survey item was “sexual battery other than rape.”

³Theft/larceny is taking things worth over \$10 without personal confrontation.

⁴Caution 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, and because sexual harassment was only included in 1999–2000.

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 SSOCS questionnaires for 2009–10 and later years.

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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared July 2019.)

Table 6.2. Rate of crime incidents at school per 1,000 students recorded by public schools and reported to police by public schools, by school level, percentage of students eligible for free or reduced-price lunch, and type of crime: Selected years, 1999–2000 through 2017–18

[Standard errors appear in parentheses]

Type of crime recorded or reported to police	Rate of crime incidents at school per 1,000 students ¹													
	1999–2000	2003–04	2005–06	2007–08	2009–10	2015–16	Total	School level ²			Percent of students eligible for free or reduced-price lunch			
								Primary	Middle	High school	0 to 25	26 to 50	51 to 75	76 to 100
Type of crime recorded or reported to police	1999–2000	2003–04	2005–06	2007–08	2009–10	2015–16	Total	Primary	Middle	High school	0 to 25	26 to 50	51 to 75	76 to 100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Incidents recorded														
Total	48.5 (2.52)	45.7 (1.65)	45.8 (0.96)	42.7 (1.34)	39.6 (1.04)	28.0 (0.90)	29.3 (1.18)	22.5 (1.93)	42.4 (1.32)	33.6 (1.06)	13.6 (0.67)	25.3 (1.53)	33.0 (1.89)	40.1 (3.37)
Violent incidents														
Serious violent incidents	31.5 (2.24)	33.3 (1.55)	31.2 (0.82)	27.9 (1.28)	25.0 (0.91)	17.5 (0.89)	19.6 (0.98)	18.3 (1.67)	29.6 (1.07)	16.0 (0.69)	7.0 (0.46)	15.2 (1.20)	22.0 (1.76)	29.6 (2.79)
Rape or attempted rape	1.3 (0.15)	1.2 (0.10)	1.2 (0.14)	1.2 (0.14)	1.1 (0.12)	0.8 (0.07)	1.1 (0.16)	0.9 (0.24)	1.7 (0.25)	1.1 (0.09)	0.6 (0.08)	1.0 (0.14)	0.9 (0.10)	1.7 (0.47)
Sexual assault other than rape ³	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)
Physical attack or fight with a weapon	0.1 (0.02)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.03)	0.1 (0.01)	0.1 (0.02)	0.2 (0.03)	0.3 (0.03)	0.1 (0.02)	0.1 (0.02)	0.2 (0.03)	0.2 (0.03)
Threat of physical attack with a weapon	0.3 (0.05)	0.3 (0.05)	0.1 (0.03)	0.3 (0.08)	0.3 (0.08)	0.1 (0.03)	0.2 (0.06)	0.1! (0.06)	0.5! (0.24)	0.1! (0.05)	‡ (†)	0.1! (0.04)	0.2! (0.07)	0.4! (0.17)
Robbery with a weapon	0.5 (0.04)	0.4 (0.05)	0.5 (0.14)	0.4 (0.05)	0.4 (0.06)	0.4 (0.05)	0.5 (0.09)	0.6! (0.18)	0.7 (0.06)	0.4 (0.04)	0.3 (0.05)	0.5 (0.10)	0.4 (0.06)	0.8! (0.26)
Robbery without a weapon	0.4 (0.07)	0.3 (0.04)	0.5 (0.05)	0.4 (0.07)	0.3 (0.04)	0.2 (0.03)	0.2 (0.02)	0.1! (0.04)	0.3 (0.04)	0.3 (0.04)	0.1 (0.03)	0.2 (0.03)	0.1 (0.04)	0.2 (0.06)
Physical attack or fight without a weapon	17.3 (1.29)	20.0 (0.82)	18.8 (0.55)	17.0 (0.94)	15.3 (0.58)	11.5 (0.75)	12.2 (0.71)	11.8 (1.26)	18.4 (0.89)	9.3 (0.41)	3.9 (0.32)	8.9 (0.93)	14.3 (1.56)	18.6 (1.71)
Threat of physical attack without a weapon	12.9 (1.13)	12.1 (1.01)	11.1 (0.43)	9.7 (0.62)	8.6 (0.47)	5.2 (0.33)	6.3 (0.38)	5.7 (0.70)	9.5 (0.54)	5.6 (0.41)	2.5 (0.23)	5.3 (0.46)	6.8 (0.58)	9.3 (1.19)
Theft/larceny⁴	4.7 (0.20)	4.3 (0.15)	5.1 (0.13)	5.6 (0.20)	5.5 (0.18)	3.4 (0.11)	2.7 (0.13)	1.2 (0.17)	4.2 (0.29)	4.3 (0.19)	1.8 (0.15)	2.9 (0.23)	3.0 (0.24)	2.8 (0.32)
Other incidents⁵	12.3 (0.45)	8.1 (0.20)	9.6 (0.24)	9.2 (0.23)	9.2 (0.23)	7.1 (0.22)	7.0 (0.20)	3.0 (0.24)	8.6 (0.28)	13.3 (0.52)	4.8 (0.30)	7.2 (0.40)	7.9 (0.44)	7.6 (0.56)
Possession of a firearm/explosive device	0.2 (0.05)	0.2 (0.01)	0.3 (0.04)	0.1 (0.01)	0.1 (0.01)	0.2 ! (0.06)	0.1 (0.01)	# (†)	0.1 (0.02)	0.1 (0.02)	# (†)	0.1 (0.02)	0.1 (0.02)	0.1 (0.02)
Possession of a knife or sharp object	1.8 (0.09)	0.6 (0.03)	1.9 (0.05)	1.6 (0.05)	1.5 (0.05)	1.4 (0.07)	1.4 (0.05)	1.0 (0.07)	1.9 (0.08)	1.7 (0.08)	0.7 (0.06)	1.5 (0.11)	1.9 (0.10)	1.5 (0.11)
Distribution of illegal drugs ⁶	0.6 (0.03)	0.7 (0.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ⁶	2.5 (0.10)	2.8 (0.09)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁷	— (†)	— (†)	2.4 (0.09)	2.2 (0.08)	2.4 (0.10)	2.3 (0.09)	2.4 (0.09)	0.2 (0.05)	2.7 (0.14)	6.6 (0.28)	1.7 (0.14)	2.6 (0.19)	2.6 (0.19)	2.7 (0.25)
Inappropriate distribution, possession, or use of prescription drugs ⁸	— (†)	— (†)	— (†)	— (†)	0.6 (0.04)	0.4 (0.03)	0.4 (0.03)	# (†)	0.5 (0.04)	1.1 (0.10)	0.4 (0.05)	0.4 (0.05)	0.5 (0.06)	0.4 (0.08)
Distribution, possession, or use of alcohol ⁷	— (†)	— (†)	1.0 (0.05)	0.8 (0.03)	0.9 (0.04)	0.6 (0.03)	0.6 (0.03)	# (†)	0.8 (0.06)	1.5 (0.07)	0.6 (0.07)	0.8 (0.06)	0.7 (0.07)	0.4 (0.06)
Sexual harassment	2.7 (0.13)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	4.5 (0.29)	3.8 (0.14)	4.0 (0.15)	4.4 (0.19)	3.6 (0.15)	2.2 (0.14)	2.0 (0.12)	1.7 (0.19)	2.7 (0.13)	2.2 (0.20)	1.3 (0.15)	1.8 (0.18)	2.3 (0.22)	2.5 (0.31)
Incidents reported to police														
Total	14.1 (0.44)	16.4 (0.49)	16.0 (0.44)	14.7 (0.44)	14.6 (0.41)	9.1 (0.27)	8.6 (0.27)	1.8 (0.21)	12.9 (0.70)	18.2 (0.59)	5.6 (0.41)	10.0 (0.70)	9.6 (0.66)	8.8 (0.65)
Violent incidents														
Serious violent incidents	5.5 (0.30)	8.3 (0.38)	7.4 (0.28)	6.3 (0.28)	6.4 (0.28)	4.0 (0.20)	3.9 (0.17)	0.9 (0.12)	7.0 (0.50)	7.4 (0.43)	1.9 (0.16)	4.6 (0.39)	4.4 (0.40)	4.4 (0.42)
Rape or attempted rape	0.7 (0.06)	0.7 (0.05)	0.7 (0.05)	0.6 (0.05)	0.5 (0.05)	0.4 (0.04)	0.5 (0.03)	0.3 (0.06)	0.9 (0.07)	0.8 (0.04)	0.3 (0.05)	0.6 (0.08)	0.5 (0.05)	0.6 (0.06)
Sexual assault other than rape ³	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)
Physical attack or fight with a weapon	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.2 (0.03)	0.2 (0.02)	0.1 (0.02)	0.1 (0.02)	0.1 (0.02)	0.1 (0.02)
Threat of physical attack with a weapon	0.1 (0.01)	0.1 (0.03)	0.1 (0.01)	0.1 (0.01)	0.1 (0.03)	0.1 (0.02)	0.1 ! (0.02)	# (†)	0.1 (0.03)	0.1 (0.01)	# (†)	# (†)	# (†)	0.1 (0.02)
Threat of physical attack with a weapon	0.3 (0.03)	0.2 (0.03)	0.2 (0.02)	0.2 (0.02)	0.2 (0.02)	0.2 (0.02)	0.2 (0.02)	0.3 (0.03)	0.2 (0.05)	0.4 (0.03)	0.3 (0.03)	0.2 (0.03)	0.3 (0.04)	0.3 (0.04)
Robbery with a weapon	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)	# (†)
Robbery without a weapon	0.2 (0.04)	0.2 (0.02)	0.3 (0.04)	0.2 (0.03)	0.2 (0.02)	0.1 (0.01)	0.1 (0.01)	0.1 (0.01)	0.1 (0.04)	0.1 (0.02)	0.1! (0.03)	0.1 (0.02)	0.1 (0.02)	0.1 (0.03)
Physical attack or fight without a weapon	3.0 (0.12)	5.3 (0.26)	4.3 (0.20)	3.6 (0.15)	4.1 (0.25)	2.5 (0.18)	2.2 (0.12)	0.3 (0.06)	3.7 (0.34)	4.6 (0.30)	1.0 (0.10)	2.4 (0.22)	2.6 (0.25)	2.6 (0.30)
Threat of physical attack without a weapon	1.8 (0.21)	2.3 (0.21)	2.4 (0.12)	2.1 (0.16)	1.8 (0.11)	1.1 (0.07)	1.2 (0.08)	0.3 (0.07)	2.4 (0.29)	2.0 (0.23)	0.6 (0.08)	1.6 (0.22)	1.3 (0.20)	1.2 (0.15)
Theft/larceny⁴	2.3 (0.12)	2.4 (0.10)	2.5 (0.09)	2.8 (0.14)	2.6 (0.09)	1.5 (0.07)	1.1 (0.06)	0.1 (0.03)	1.5 (0.16)	2.5 (0.14)	0.9 (0.11)	1.4 (0.15)	1.1 (0.13)	0.9 (0.11)
Other incidents⁵	6.3 (0.18)	5.6 (0.15)	6.1 (0.19)	5.6 (0.17)	5.5 (0.17)	3.7 (0.11)	3.6 (0.11)	0.8 (0.10)	4.4 (0.25)	8.3 (0.25)	2.8 (0.22)	4.0 (0.27)	4.1 (0.28)	3.5 (0.23)
Possession of a firearm/explosive device	0.1 (0.01)	0.1 (0.01)	0.2 (0.04)	0.1 (0.01)	0.1 (0.01)	0.2 ! (0.06)	# (†)	# (†)	# (†)	0.1 (0.02)	# (†)	0.1 (0.02)	0.1 (0.02)	0.1 (0.01)
Possession of a knife or sharp object	1.0 (0.05)	0.5 (0.03)	1.1 (0.04)	0.9 (0.03)	0.8 (0.04)	0.6 (0.03)	0.6 (0.03)	0.3 (0.04)	0.9 (0.08)	1.0 (0.05)	0.3 (0.04)	0.6 (0.06)	0.8 (0.08)	0.6 (0.05)
Distribution of illegal drugs ⁶	0.5 (0.03)	0.7 (0.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Possession or use of alcohol or illegal drugs ⁶	1.9 (0.07)	2.3 (0.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Distribution, possession, or use of illegal drugs ⁷	— (†)	— (†)	2.1 (0.09)	2.0 (0.08)	2.0 (0.07)	1.7 (0.07)	1.7 (0.07)	0.1! (0.05)	1.8 (0.12)	4.7 (0.21)	1.3 (0.12)	2.0 (0.17)	1.9 (0.15)	1.7 (0.18)
Inappropriate distribution, possession, or use of prescription drugs ⁸	— (†)	— (†)	— (†)	— (†)	0.5 (0.04)	0.3 (0.03)	0.3 (0.02)	# (†)	0.4 (0.04)	0.8 (0.05)	0.3 (0.04)	0.3 (0.04)	0.4 (0.06)	0.3 (0.04)
Distribution, possession, or use of alcohol ⁷	— (†)	— (†)	0.7 (0.05)	0.6 (0.02)	0.6 (0.03)	0.4 (0.03)	0.3 (0.02)	# (†)	0.5 (0.05)	0.9 (0.05)	0.3 (0.03)	0.5 (0.05)	0.4 (0.05)	0.2 (0.03)
Sexual harassment	0.7 (0.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Vandalism	2.0 (0.13)	2.0 (0.09)	1.9 (0.09)	2.1 (0.12)	1.6 (0.09)	0.6 (0.05)	0.6 (0.04)	0.3 (0.06)	0.7 (0.08)	0.9 (0.09)	0.5 (0.09)	0.6 (0.09)	0.6 (0.08)	0.6 (0.09)

See notes at end of table.

Table 6.2. Rate of crime incidents at school per 1,000 students recorded by public schools and reported to police by public schools, by school level, percentage of students eligible for free or reduced-price lunch, and type of crime: Selected years, 1999–2000 through 2017–18—Continued

—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 number of incidents of crime at school per 1,000 students enrolled.

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 not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools—which are included in the totals but not shown separately—include all other combinations of grades, including K–12 schools.

³Prior to 2015–16, the wording of the survey item was “sexual battery other than rape.”

⁴Theft/larceny is taking things worth over \$10 without personal confrontation.

⁵Caution should be used when making direct comparisons of “Other incidents” between years because the survey questions about alcohol and drugs changed, as outlined in footnotes 6, 7, and 8, and because sexual harassment was only included in 1999–2000.

⁶The 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.

⁷The 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.

⁸The survey item “Inappropriate distribution, possession, or use of prescription drugs” appears only on the SSOCS questionnaires for 2009–10 and later years.

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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018. (This table was prepared July 2019.)

Table 6.3. 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: 2017–18

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents						Theft/larceny ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Theft/larceny ³			Other incidents ⁴		
		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	82,300 (350)	70.7 (1.38)	962,300 (45,850)	19.6 (0.98)	21.3 (0.98)	54,400 (7,770)	1.1 (0.16)	33.4 (1.31)	132,500 (6,130)	2.7 (0.13)	59.8 (1.18)	343,700 (9,270)	7.0 (0.20)
School level ⁵													
Primary	48,300 (290)	59.1 (2.17)	441,700 (38,950)	18.3 (1.67)	13.9 (1.55)	21,200 (5,660)	0.9 (0.24)	19.5 (1.73)	29,500 (4,100)	1.2 (0.17)	46.3 (2.10)	72,000 (5,870)	3.0 (0.24)
Middle	15,100 (60)	89.8 (1.02)	287,800 (11,470)	29.6 (1.07)	32.5 (1.52)	16,700 (2,410)	1.7 (0.25)	52.0 (1.83)	41,200 (2,850)	4.2 (0.29)	78.2 (1.77)	83,800 (2,830)	8.6 (0.28)
High school	12,600 (40)	90.4 (1.12)	205,200 (8,830)	16.0 (0.69)	35.5 (1.69)	14,300 (1,090)	1.1 (0.09)	63.3 (1.27)	55,000 (2,560)	4.3 (0.19)	87.1 (1.24)	170,400 (6,860)	13.3 (0.52)
Combined	6,300 (180)	74.4 (4.95)	27,600 (3,690)	11.1 (1.40)	22.9 (5.23)	2,200 (550)	0.9 (0.22)	36.0 (4.99)	6,800 (1,220)	2.7 (0.48)	64.3 (5.35)	17,400 (2,310)	7.0 (0.92)
Enrollment size													
Less than 300	16,800 (310)	53.1 (3.36)	74,000 (9,980)	20.3 (2.83)	13.7 (2.38)	4,500 (1,060)	1.2 (0.29)	19.9 (3.61)	9,500 (2,360)	2.6 (0.63)	44.3 (3.43)	27,000 (4,340)	7.4 (1.20)
300 to 499	24,900 (120)	69.2 (2.44)	242,400 (31,230)	22.7 (2.97)	17.9 (1.46)	15,800! (5,100)	1.5! (0.48)	27.7 (1.96)	24,700 (3,190)	2.3 (0.30)	55.2 (2.00)	58,900 (4,470)	5.5 (0.41)
500 to 999	31,700 (70)	75.0 (1.86)	430,300 (28,770)	19.9 (1.32)	22.0 (1.60)	18,200 (2,090)	0.8 (0.10)	35.3 (2.06)	45,400 (3,600)	2.1 (0.16)	63.2 (1.70)	110,000 (4,250)	5.1 (0.19)
1,000 or more	8,900 (20)	92.7 (1.43)	215,600 (10,170)	16.3 (0.80)	42.8 (2.04)	15,900 (2,610)	1.2 (0.20)	68.9 (1.64)	52,900 (3,230)	4.0 (0.24)	90.4 (1.61)	147,800 (6,570)	11.2 (0.49)
Locale													
City	22,500 (170)	75.0 (2.22)	377,600 (32,520)	26.2 (2.26)	23.1 (1.79)	14,300 (1,280)	1.0 (0.09)	35.6 (2.58)	44,500 (3,960)	3.1 (0.26)	63.9 (2.38)	113,000 (6,770)	7.9 (0.47)
Suburban	27,300 (150)	67.7 (2.24)	299,800 (18,780)	14.9 (0.98)	21.5 (1.52)	20,000 (3,830)	1.0 (0.19)	31.5 (1.74)	45,700 (3,390)	2.3 (0.17)	54.4 (2.15)	117,900 (4,790)	5.9 (0.25)
Town	10,500 (150)	72.0 (2.95)	118,400 (12,100)	21.1 (2.18)	20.4 (2.18)	5,800 (740)	1.0 (0.13)	43.8 (2.99)	18,200 (1,570)	3.2 (0.27)	65.0 (2.77)	47,100 (2,770)	8.4 (0.48)
Rural	22,000 (210)	69.3 (2.79)	166,500 (23,340)	18.3 (2.55)	19.5 (2.00)	14,300! (4,730)	1.6! (0.52)	28.7 (2.54)	24,100 (2,340)	2.6 (0.25)	59.8 (2.93)	65,700 (3,940)	7.2 (0.41)
Percent minority enrollment ⁶													
0 to 25 percent	29,800 (930)	66.8 (2.47)	193,000 (13,430)	12.6 (0.84)	19.3 (1.44)	15,200 (1,800)	1.0 (0.12)	32.2 (2.10)	36,700 (2,740)	2.4 (0.18)	59.2 (2.42)	102,200 (5,980)	6.7 (0.36)
26 to 50 percent	18,000 (870)	69.5 (2.30)	203,200 (26,580)	18.3 (2.24)	20.9 (2.16)	13,200! (4,780)	1.2! (0.43)	32.4 (2.17)	29,300 (2,950)	2.6 (0.24)	60.3 (2.58)	75,400 (5,070)	6.8 (0.37)
51 to 75 percent	12,500 (850)	75.1 (3.90)	210,100 (24,470)	24.7 (2.78)	21.9 (2.68)	7,800 (1,240)	0.9 (0.14)	40.2 (3.61)	28,200 (2,720)	3.3 (0.34)	64.8 (3.88)	63,100 (5,400)	7.4 (0.68)
76 to 100 percent	22,000 (800)	74.4 (1.93)	356,000 (32,450)	25.1 (2.16)	24.0 (1.87)	18,200 (2,870)	1.3 (0.20)	32.2 (2.34)	38,200 (3,820)	2.7 (0.26)	57.3 (2.06)	103,000 (6,620)	7.3 (0.46)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	15,000 (610)	57.6 (3.14)	72,400 (4,810)	7.0 (0.46)	17.5 (2.20)	6,100 (820)	0.6 (0.08)	27.3 (2.04)	18,900 (1,610)	1.8 (0.15)	48.6 (2.91)	49,400 (3,240)	4.8 (0.30)
26 to 50 percent	19,600 (870)	71.5 (2.74)	180,700 (16,090)	15.2 (1.20)	21.8 (1.50)	11,600 (1,710)	1.0 (0.14)	38.0 (1.95)	35,100 (3,040)	2.9 (0.23)	60.9 (2.74)	85,200 (5,750)	7.2 (0.40)
51 to 75 percent	20,600 (950)	74.7 (3.07)	256,500 (21,600)	22.0 (1.76)	20.2 (1.93)	10,400 (1,360)	0.9 (0.10)	38.1 (2.63)	35,400 (3,100)	3.0 (0.24)	67.2 (2.85)	92,500 (6,350)	7.9 (0.44)
76 to 100 percent	27,100 (880)	74.3 (2.11)	452,700 (41,400)	29.6 (2.79)	23.9 (1.86)	26,300 (7,130)	1.7 (0.47)	30.0 (2.30)	43,100 (4,750)	2.8 (0.32)	59.6 (2.23)	116,500 (8,580)	7.6 (0.56)

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

²"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.

³"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.

⁴Theft/larceny is taking things worth over \$10 without personal confrontation.

⁵"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.

⁶Primary 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. Combined schools include all other combinations of grades, including K-12 schools.

⁷Percent 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 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table 6.4. 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: 2017–18

[Standard errors appear in parentheses]

School characteristic	Total number of schools	Violent incidents						Theft/larceny ³			Other incidents ⁴		
		All violent ¹			Serious violent ²			Theft/larceny ³			Other incidents ⁴		
		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	82,300 (350)	32.5 (1.08)	192,100 (8,050)	3.9 (0.17)	14.9 (0.86)	26,100 (1,680)	0.5 (0.03)	14.9 (0.75)	53,900 (2,780)	1.1 (0.06)	35.1 (0.86)	176,900 (5,210)	3.6 (0.11)
School level ⁵													
Primary	48,300 (290)	15.7 (1.43)	22,100 (2,950)	0.9 (0.12)	7.3 (1.25)	6,300 (1,410)	0.3 (0.06)	4.4 (0.91)	3,600 (800)	0.1 (0.03)	17.9 (1.33)	18,900 (2,620)	0.8 (0.10)
Middle	15,100 (60)	54.0 (1.75)	67,700 (5,010)	7.0 (0.50)	25.1 (1.50)	8,300 (660)	0.9 (0.07)	24.2 (1.48)	14,800 (1,610)	1.5 (0.16)	53.1 (1.92)	42,700 (2,440)	4.4 (0.25)
High school	12,600 (40)	66.9 (1.82)	94,300 (5,530)	7.4 (0.43)	30.8 (1.59)	9,900 (560)	0.8 (0.04)	41.8 (1.40)	32,600 (1,830)	2.5 (0.14)	74.8 (1.41)	106,700 (3,430)	8.3 (0.25)
Combined	6,300 (180)	40.6 (5.84)	8,000 (1,770)	3.2 (0.69)	16.4 (3.88)	1,600 (480)	0.6! (0.19)	19.1 (3.90)	3,000! (960)	1.2! (0.38)	44.8 (5.23)	8,600 (1,510)	3.4 (0.59)
Enrollment size													
Less than 300	16,800 (310)	19.8 (2.82)	13,800 (3,100)	3.8 (0.84)	8.6 (1.92)	2,200 (590)	0.6 (0.17)	8.8 (2.52)	3,400! (1,250)	0.9! (0.34)	23.1 (2.68)	8,200 (1,590)	2.2 (0.42)
300 to 499	24,900 (120)	24.7 (1.72)	26,800 (3,490)	2.5 (0.33)	10.9 (1.12)	4,800 (780)	0.5 (0.07)	9.7 (1.24)	6,000 (1,020)	0.6 (0.10)	28.1 (1.58)	20,600 (1,670)	1.9 (0.16)
500 to 999	31,700 (70)	34.6 (1.62)	64,600 (4,250)	3.0 (0.19)	15.3 (1.49)	10,000 (1,010)	0.5 (0.05)	13.3 (1.00)	13,800 (1,480)	0.6 (0.07)	35.6 (1.56)	55,100 (2,530)	2.5 (0.11)
1,000 or more	8,900 (20)	70.6 (1.74)	86,800 (5,640)	6.6 (0.44)	36.0 (1.68)	9,100 (610)	0.7 (0.05)	46.7 (1.46)	30,800 (2,110)	2.3 (0.16)	75.6 (1.82)	93,000 (4,100)	7.0 (0.31)
Locale													
City	22,500 (170)	32.2 (1.89)	64,400 (5,390)	4.5 (0.35)	15.8 (1.71)	7,900 (810)	0.5 (0.06)	17.5 (1.70)	19,500 (2,140)	1.4 (0.14)	37.6 (2.08)	54,000 (2,960)	3.8 (0.19)
Suburban	27,300 (150)	32.0 (1.49)	69,000 (4,440)	3.4 (0.24)	15.3 (1.30)	9,500 (1,080)	0.5 (0.05)	13.5 (0.77)	19,400 (1,540)	1.0 (0.07)	30.9 (1.74)	66,800 (3,300)	3.3 (0.17)
Town	10,500 (150)	39.4 (2.40)	31,200 (3,610)	5.6 (0.62)	14.9 (1.66)	3,300 (410)	0.6 (0.07)	19.1 (1.99)	7,000 (760)	1.2 (0.14)	43.0 (2.70)	26,000 (1,960)	4.6 (0.32)
Rural	22,000 (210)	29.9 (2.49)	27,400 (1,980)	3.0 (0.21)	13.4 (1.75)	5,400 (790)	0.6 (0.09)	11.8 (1.31)	8,000 (1,080)	0.9 (0.12)	34.1 (2.23)	30,100 (2,590)	3.3 (0.27)
Percent minority enrollment ⁶													
0 to 25 percent	29,800 (930)	33.5 (2.11)	50,200 (3,000)	3.3 (0.22)	13.5 (1.13)	8,400 (930)	0.5 (0.06)	14.8 (1.12)	16,200 (1,410)	1.1 (0.09)	35.2 (1.80)	53,200 (3,960)	3.5 (0.25)
26 to 50 percent	18,000 (870)	31.5 (2.21)	36,900 (3,210)	3.3 (0.29)	13.6 (1.66)	4,900 (690)	0.4 (0.06)	15.9 (1.47)	11,800 (1,360)	1.1 (0.12)	34.2 (2.08)	38,300 (2,890)	3.4 (0.24)
51 to 75 percent	12,500 (850)	31.0 (2.44)	40,200 (4,230)	4.7 (0.55)	14.7 (1.96)	4,400 (680)	0.5 (0.08)	16.7 (1.73)	13,300 (1,560)	1.6 (0.19)	38.0 (2.98)	34,100 (3,110)	4.0 (0.39)
76 to 100 percent	22,000 (800)	32.7 (2.16)	64,800 (5,990)	4.6 (0.42)	17.9 (1.71)	8,300 (750)	0.6 (0.05)	13.1 (1.53)	12,600 (1,790)	0.9 (0.12)	34.2 (1.98)	51,300 (3,140)	3.6 (0.21)
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	15,000 (610)	27.4 (1.95)	20,000 (1,690)	1.9 (0.16)	11.1 (1.19)	3,500 (500)	0.3 (0.05)	14.0 (1.49)	9,700 (1,200)	0.9 (0.11)	27.5 (1.83)	28,500 (2,200)	2.8 (0.22)
26 to 50 percent	19,600 (870)	36.4 (2.15)	54,200 (4,160)	4.6 (0.39)	15.6 (1.38)	7,200 (900)	0.6 (0.08)	17.5 (1.44)	16,800 (1,800)	1.4 (0.15)	37.3 (2.04)	47,500 (3,390)	4.0 (0.27)
51 to 75 percent	20,600 (950)	35.9 (2.38)	50,700 (5,070)	4.4 (0.40)	15.8 (1.68)	6,100 (720)	0.5 (0.05)	15.0 (1.77)	13,200 (1,550)	1.1 (0.13)	40.0 (2.59)	47,900 (3,760)	4.1 (0.28)
76 to 100 percent	27,100 (880)	29.8 (1.87)	67,200 (6,500)	4.4 (0.42)	15.7 (1.38)	9,300 (890)	0.6 (0.06)	13.3 (1.64)	14,100 (1,760)	0.9 (0.11)	34.0 (1.90)	53,000 (3,630)	3.5 (0.23)

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

¹All violent¹ 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.

²Serious violent¹ 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 is taking things worth over \$10 without personal confrontation.

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. Combined schools include all other combinations of grades, including K-12 schools.

⁶Percent 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 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, 2017-18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table 6.5. Percentage distribution of public schools, by number of violent incidents of crime at school recorded and reported to the police and selected school characteristics: 2017–18

[Standard errors appear in parentheses]

School characteristic	Number of violent incidents recorded							Number of violent incidents reported to the police						
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total	29.3 (1.38)	13.0 (0.92)	15.5 (0.77)	11.3 (0.66)	9.2 (0.66)	5.1 (0.40)	16.5 (0.78)	67.5 (1.08)	15.1 (1.04)	7.4 (0.63)	3.6 (0.27)	2.3 (0.26)	1.4 (0.16)	2.6 (0.22)
School level ¹														
Primary	40.9 (2.17)	11.7 (1.33)	14.8 (1.19)	9.1 (1.17)	7.5 (1.06)	3.3 (0.65)	12.7 (1.26)	84.3 (1.43)	10.3 (1.13)	3.9 (0.82)	0.8! (0.32)	‡ (†)	‡ (†)	‡ (†)
Middle	10.2 (1.02)	9.7 (0.97)	15.4 (1.15)	15.7 (1.22)	11.4 (0.86)	9.8 (0.92)	27.8 (1.01)	46.0 (1.75)	22.0 (1.31)	13.1 (1.02)	6.6 (0.77)	3.9 (0.57)	3.1 (0.51)	5.3 (0.66)
High school	9.6 (1.12)	12.1 (1.37)	17.7 (1.52)	15.7 (1.39)	13.9 (1.24)	7.5 (0.80)	23.5 (1.25)	33.1 (1.82)	20.3 (1.58)	14.1 (1.17)	10.3 (1.03)	7.9 (0.94)	4.5 (0.62)	10.0 (0.84)
Combined	25.6 (4.95)	33.4 (4.61)	17.3 (3.55)	9.7! (3.13)	6.7! (2.86)	‡ (†)	4.6! (1.90)	59.4 (5.84)	25.2 (4.98)	7.7 (1.90)	4.1! (1.94)	‡ (†)	‡ (†)	‡ (†)
Enrollment size														
Less than 300	46.9 (3.36)	18.1 (2.53)	14.3 (2.31)	10.0 (2.15)	3.7! (1.21)	1.3! (0.61)	5.8 (1.59)	80.2 (2.82)	14.2 (2.78)	3.3 (0.89)	1.3! (0.63)	‡ (†)	‡ (†)	0.7! (0.30)
300 to 499	30.8 (2.44)	13.9 (1.54)	19.4 (1.80)	10.3 (1.38)	9.3 (1.31)	4.1 (0.74)	12.2 (1.60)	75.3 (1.72)	12.9 (1.63)	6.8 (1.19)	2.2 (0.57)	1.1! (0.53)	‡ (†)	1.0! (0.35)
500 to 999	25.0 (1.86)	11.8 (1.13)	14.3 (1.19)	11.9 (1.07)	10.8 (1.21)	6.4 (0.94)	19.8 (1.34)	65.4 (1.62)	16.8 (1.32)	8.1 (1.05)	3.8 (0.47)	2.5 (0.42)	1.6 (0.29)	1.8 (0.29)
1,000 or more	7.3 (1.43)	5.6 (1.10)	11.5 (1.55)	14.7 (1.46)	13.2 (0.98)	10.5 (1.07)	37.2 (1.72)	29.4 (1.74)	16.8 (1.39)	14.6 (1.16)	10.9 (1.12)	9.0 (1.08)	5.5 (0.78)	13.8 (1.08)
Locale														
City	25.0 (2.22)	10.2 (1.50)	13.7 (1.97)	12.0 (2.00)	10.2 (1.45)	5.5 (1.10)	23.3 (1.83)	67.8 (1.89)	14.1 (1.83)	7.3 (1.08)	3.0 (0.46)	2.4 (0.59)	1.7 (0.38)	3.7 (0.45)
Suburban	32.3 (2.24)	11.9 (1.14)	14.3 (1.34)	9.5 (1.07)	9.7 (1.22)	6.0 (0.94)	16.3 (1.61)	68.0 (1.49)	14.5 (1.38)	6.6 (0.73)	4.2 (0.65)	2.5 (0.42)	1.4 (0.23)	2.8 (0.33)
Town	28.0 (2.95)	6.7 (1.63)	14.7 (2.46)	14.7 (2.30)	11.9 (2.32)	7.4 (1.45)	16.6 (1.65)	60.6 (2.40)	14.1 (2.10)	11.5 (2.11)	5.0 (0.88)	3.2 (0.65)	2.4! (0.84)	3.3 (0.89)
Rural	30.7 (2.79)	20.4 (2.14)	19.3 (1.89)	11.3 (1.60)	6.2 (1.09)	2.5 (0.56)	9.6 (1.48)	70.1 (2.49)	17.4 (2.38)	6.6 (1.03)	2.8 (0.60)	1.6 (0.40)	0.7 (0.19)	0.9 (0.19)
Percent minority enrollment ²														
0 to 25 percent	33.2 (2.47)	16.4 (1.68)	17.3 (1.46)	11.7 (1.01)	8.6 (1.09)	4.0 (0.61)	8.9 (1.16)	66.5 (2.11)	16.6 (1.63)	8.7 (1.08)	3.4 (0.43)	2.6 (0.36)	0.9 (0.19)	1.3 (0.30)
26 to 50 percent	30.5 (2.30)	14.3 (2.32)	15.1 (1.65)	12.5 (1.54)	6.8 (1.15)	6.5 (1.12)	14.3 (1.58)	68.5 (2.21)	14.9 (1.91)	6.5 (0.90)	3.8 (0.62)	2.0 (0.42)	2.3 (0.57)	2.0 (0.36)
51 to 75 percent	24.9 (3.90)	9.1 (2.09)	16.6 (2.71)	10.7 (1.84)	7.8 (1.88)	6.5 (1.42)	24.4 (2.70)	69.0 (2.44)	12.7 (1.77)	6.5 (1.21)	3.7 (1.01)	1.9 (0.42)	1.6 (0.40)	4.6 (0.71)
76 to 100 percent	25.6 (1.93)	9.7 (1.51)	13.0 (1.81)	10.3 (1.63)	12.6 (1.59)	4.7 (0.93)	24.1 (1.86)	67.3 (2.16)	14.6 (1.79)	7.0 (1.20)	3.6 (0.66)	2.4 (0.68)	1.3! (0.40)	3.7 (0.47)
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	42.4 (3.14)	16.4 (2.50)	13.4 (1.79)	10.3 (1.44)	8.6 (1.41)	4.1 (1.00)	4.8 (0.72)	72.6 (1.95)	14.6 (1.93)	5.8 (1.03)	3.6 (0.75)	1.4 (0.32)	1.0 (0.24)	1.0 (0.25)
26 to 50 percent	28.5 (2.74)	15.5 (1.87)	16.9 (1.65)	10.9 (1.27)	8.1 (1.24)	6.5 (0.84)	13.5 (1.67)	63.6 (2.15)	16.1 (1.77)	7.6 (0.94)	3.6 (0.61)	3.7 (0.61)	2.3 (0.56)	3.1 (0.56)
51 to 75 percent	25.3 (3.07)	11.8 (1.86)	17.8 (1.76)	12.5 (1.33)	9.3 (1.52)	4.5 (0.75)	18.8 (1.57)	64.1 (2.38)	15.9 (1.87)	10.1 (1.55)	3.5 (0.54)	2.7 (0.75)	1.2 (0.23)	2.5 (0.40)
76 to 100 percent	25.7 (2.11)	10.3 (1.33)	14.0 (1.81)	11.3 (1.60)	10.1 (1.47)	5.1 (0.87)	23.4 (1.79)	70.2 (1.87)	14.1 (1.76)	6.2 (0.91)	3.6 (0.64)	1.5 (0.30)	1.2 (0.30)	3.2 (0.40)

¹Not applicable.²Interpret 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. Combined schools include all other combinations of grades, including K–12 schools.²Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table 6.6. 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: 2017–18

[Standard errors appear in parentheses]

School characteristic	Number of serious violent incidents recorded						Number of serious violent incidents reported to the police					
	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents	None	1 incident	2 incidents	3–5 incidents	6–9 incidents	10 or more incidents
1	2	3	4	5	6	7	8	9	10	11	12	13
Total	78.7 (0.98)	10.0 (0.74)	4.7 (0.48)	4.4 (0.44)	1.2 (0.20)	1.0 (0.27)	85.1 (0.86)	7.8 (0.59)	3.7 (0.36)	2.5 (0.28)	0.7 (0.14)	0.2 (0.05)
School level ¹												
Primary	86.1 (1.55)	6.7 (1.09)	3.2 (0.74)	2.6 (0.71)	0.8! (0.34)	‡ (†)	92.7 (1.25)	4.3 (0.85)	1.9! (0.57)	0.9! (0.34)	‡ (†)	‡ (†)
Middle	67.5 (1.52)	14.1 (1.31)	8.1 (0.78)	6.6 (0.70)	1.4 (0.34)	2.2 (0.43)	74.9 (1.50)	12.5 (1.28)	7.0 (0.81)	4.2 (0.66)	0.7! (0.22)	0.7! (0.25)
High school	64.5 (1.69)	14.6 (1.32)	7.3 (0.77)	8.7 (0.92)	3.0 (0.41)	1.8 (0.46)	69.2 (1.59)	14.0 (1.34)	7.0 (0.82)	6.7 (0.80)	2.7 (0.40)	0.3! (0.15)
Combined	77.1 (5.23)	16.5 (4.90)	2.8! (1.23)	‡ (†)	‡ (†)	‡ (†)	83.6 (3.88)	10.7! (3.22)	3.6! (1.46)	‡ (†)	‡ (†)	‡ (†)
Enrollment size												
Less than 300	86.3 (2.38)	9.7 (2.08)	‡ (†)	1.6! (0.63)	‡ (†)	‡ (†)	91.4 (1.92)	6.2 (1.63)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
300 to 499	82.1 (1.46)	9.0 (1.25)	3.7 (0.74)	3.5 (0.85)	0.6! (0.32)	1.0! (0.49)	89.1 (1.12)	6.4 (1.02)	2.8 (0.62)	1.3! (0.52)	‡ (†)	‡ (†)
500 to 999	78.0 (1.60)	9.4 (0.99)	5.9 (0.86)	5.0 (0.65)	0.9! (0.32)	0.8! (0.34)	84.7 (1.49)	7.9 (0.89)	4.2 (0.67)	2.5 (0.47)	0.5! (0.21)	‡ (†)
1,000 or more	57.2 (2.04)	15.7 (1.58)	10.1 (1.28)	9.6 (1.10)	4.0 (0.57)	3.4 (0.65)	64.0 (1.68)	13.9 (1.38)	9.5 (1.20)	8.1 (0.87)	3.5 (0.54)	1.0! (0.32)
Locale												
City	76.9 (1.79)	11.6 (1.80)	4.8 (0.86)	4.5 (0.88)	1.1 (0.29)	1.1 (0.24)	84.2 (1.71)	8.4 (1.55)	4.3 (0.82)	1.8 (0.39)	0.9! (0.28)	0.5! (0.17)
Suburban	78.5 (1.52)	9.4 (1.07)	4.7 (0.72)	4.7 (0.61)	1.4 (0.35)	1.3! (0.66)	84.7 (1.30)	8.1 (1.05)	3.1 (0.35)	2.8 (0.46)	1.1! (0.33)	0.1! (0.07)
Town	79.6 (2.18)	8.3 (1.49)	4.6 (1.28)	5.6 (1.34)	1.4! (0.61)	‡ (†)	85.1 (1.66)	7.3 (1.36)	3.7! (1.12)	3.3 (0.96)	0.6! (0.25)	‡ (†)
Rural	80.5 (2.00)	9.9 (1.27)	4.6 (1.11)	3.2 (0.64)	‡ (†)	‡ (†)	86.6 (1.75)	7.0 (1.05)	4.0 (1.03)	2.3 (0.66)	‡ (†)	‡ (†)
Percent minority enrollment ²												
0 to 25 percent	80.7 (1.44)	9.6 (1.04)	3.8 (0.69)	4.2 (0.66)	1.0 (0.28)	0.7! (0.30)	86.5 (1.13)	6.9 (0.75)	3.5 (0.59)	2.3 (0.39)	0.8! (0.37)	‡ (†)
26 to 50 percent	79.1 (2.16)	11.5 (1.58)	4.1 (0.82)	3.8! (1.19)	‡ (†)	1.2! (0.56)	86.4 (1.66)	7.9 (1.22)	2.3 (0.51)	3.0 (0.66)	0.3! (0.16)	‡ (†)
51 to 75 percent	78.1 (2.68)	8.0 (2.16)	6.8 (1.44)	4.7 (1.19)	1.4! (0.69)	1.0! (0.35)	85.3 (1.96)	5.8 (1.12)	5.1 (0.95)	2.6! (0.92)	0.9! (0.27)	‡ (†)
76 to 100 percent	76.0 (1.87)	10.5 (1.74)	5.2 (0.96)	4.9 (0.82)	2.0! (0.66)	1.4! (0.43)	82.1 (1.71)	10.0 (1.68)	4.4 (0.77)	2.2 (0.50)	0.7 (0.18)	0.5! (0.17)
Percent of students eligible for free or reduced-price lunch												
0 to 25 percent	82.5 (2.20)	8.8 (1.30)	3.6 (0.83)	4.0 (0.95)	1.0! (0.39)	0.2! (0.12)	88.9 (1.19)	6.1 (1.02)	2.2 (0.36)	2.2 (0.58)	‡ (†)	‡ (†)
26 to 50 percent	78.2 (1.50)	10.7 (1.51)	4.5 (0.75)	4.9 (0.76)	0.8 (0.23)	1.0! (0.47)	84.4 (1.38)	7.3 (1.07)	4.0 (0.60)	3.1 (0.55)	1.1! (0.48)	‡ (†)
51 to 75 percent	79.8 (1.93)	10.1 (1.40)	4.9 (0.89)	3.6 (0.68)	0.8! (0.37)	0.7! (0.26)	84.2 (1.68)	8.8 (1.19)	4.3 (0.81)	2.2 (0.50)	0.4! (0.13)	‡ (†)
76 to 100 percent	76.1 (1.86)	10.2 (1.30)	5.3 (0.91)	4.8 (0.89)	1.9 (0.54)	1.8 (0.51)	84.3 (1.38)	8.3 (1.14)	4.0 (0.65)	2.4 (0.63)	0.7 (0.17)	0.3! (0.13)

†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. Combined schools include all other combinations of grades, including K–12 schools.

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

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

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 2017–18

[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)	—	(†) (0.85)
2003–04	2.1 (0.28)	26.8 (1.09)	4.0 (0.40)	—	(†)	10.7 (0.80)	2.8 (0.39)	—	(†) (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)	—	(†) (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	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)	— (†)	— (†)
2017–18										
All schools		2.8 (0.42)	13.6 (0.72)	1.4 (0.27)	1.0 (0.19)	6.0 (0.53)	3.1 (0.41)	11.8 (0.72)	11.0 (0.66)	— (†)
School level ⁷		1.9 (0.51)	8.7 (0.94)	‡ (†)	‡ (†)	4.6 (0.83)	2.6 (0.62)	10.1 (1.02)	4.9 (0.85)	— (†)
Primary	4.9 (0.68)	27.9 (1.51)	3.3 (0.58)	2.6 (0.47)	10.3 (0.89)	5.5 (0.79)	17.3 (1.18)	19.0 (1.19)	— (†)	— (†)
Middle	4.5 (0.69)	15.8 (1.25)	2.8 (0.49)	2.3 (0.49)	7.1 (0.81)	2.6 (0.60)	13.1 (1.25)	27.9 (1.20)	— (†)	— (†)
High school	‡ (†)	12.3 (3.17)	‡ (†)	‡ (†)	4.3! (1.98)	‡ (†)	8.2! (2.67)	4.5! (1.46)	— (†)	— (†)
Enrollment size		‡ (†)	9.6 (1.89)	‡ (†)	‡ (†)	3.0! (1.04)	1.5! (0.64)	4.9 (1.29)	3.3 (0.56)	— (†)
Less than 300	3.4 (0.76)	11.3 (1.26)	1.2! (0.41)	0.6! (0.23)	5.9 (1.18)	4.3 (0.97)	14.4 (1.60)	6.6 (1.19)	— (†)	— (†)
300 to 499	2.3 (0.45)	15.6 (1.20)	0.9 (0.25)	0.8 (0.18)	6.8 (0.87)	2.7 (0.51)	12.1 (1.09)	12.3 (1.15)	— (†)	— (†)
500 to 999	5.9 (0.89)	20.7 (1.67)	3.3 (0.56)	2.2 (0.45)	9.5 (1.29)	3.9 (0.71)	16.2 (1.48)	33.4 (1.61)	— (†)	— (†)
1,000 or more										
Locale		3.1 (0.69)	13.4 (1.11)	0.9 (0.24)	0.6! (0.18)	8.9 (1.32)	3.9 (0.74)	14.9 (1.64)	17.8 (1.37)	— (†)
City	3.7 (0.79)	13.0 (1.51)	1.4 (0.36)	0.7 (0.18)	5.3 (0.74)	2.7 (0.64)	10.5 (1.23)	10.1 (0.89)	— (†)	— (†)
Suburban	2.6! (0.85)	17.9 (2.35)	2.4! (0.73)	1.8! (0.57)	6.6 (1.80)	4.8! (1.63)	14.8 (2.16)	10.0 (1.20)	— (†)	— (†)
Town	1.4! (0.60)	12.5 (1.53)	1.5! (0.62)	1.3! (0.60)	3.7 (0.90)	1.8! (0.66)	8.7 (1.44)	5.7 (0.84)	— (†)	— (†)
Percent minority enrollment ⁸		1.7 (0.40)	13.0 (1.10)	1.5! (0.49)	1.5! (0.45)	2.3 (0.44)	1.5! (0.46)	7.8 (1.10)	2.7 (0.48)	— (†)
0 to 25 percent	2.4 (0.57)	11.7 (1.48)	1.3 (0.29)	0.7! (0.24)	5.2 (1.17)	3.6 (0.98)	10.1 (1.50)	9.8 (1.13)	— (†)	— (†)
26 to 50 percent	5.1 (1.52)	16.5 (2.45)	2.3! (0.82)	0.9! (0.37)	10.1 (1.91)	4.2! (1.38)	18.9 (2.45)	17.8 (1.62)	— (†)	— (†)
51 to 75 percent	3.3 (0.85)	14.3 (1.50)	0.8 (0.25)	0.6! (0.23)	9.5 (1.23)	4.1 (0.77)	14.5 (1.47)	19.3 (1.52)	— (†)	— (†)
76 to 100 percent										
Percent of students eligible for free or reduced-price lunch		1.5 (0.36)	8.5 (0.97)	1.5! (0.49)	1.2 (0.32)	1.4 (0.36)	1.1! (0.44)	5.8 (1.43)	3.2 (0.54)	— (†)
0 to 25 percent	3.5 (0.76)	13.8 (1.45)	1.9 (0.55)	1.1 (0.28)	3.0 (0.71)	2.5! (0.77)	8.1 (1.07)	7.5 (0.79)	— (†)	— (†)
26 to 50 percent	2.2 (0.61)	14.5 (1.63)	0.4! (0.15)	‡ (†)	7.1 (0.98)	3.3 (0.83)	13.8 (1.35)	12.2 (1.39)	— (†)	— (†)
51 to 75 percent	3.5 (0.93)	15.6 (1.52)	1.7! (0.63)	0.7! (0.24)	10.0 (1.25)	4.4 (0.82)	16.2 (1.73)	16.9 (1.43)	— (†)	— (†)
Prevalence of violent incidents ⁹ at school during school year		‡ (†)	4.2 (1.06)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	3.0! (0.95)	2.6 (0.65)	— (†)
No violent incidents	3.9 (0.61)	17.5 (0.93)	1.7 (0.29)	1.4 (0.26)	8.2 (0.74)	3.9 (0.50)	15.4 (0.98)	14.5 (0.86)	— (†)	— (†)
Any violent incidents										

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 2017–18—Continued

—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.

¹Includes schools that reported the problem happens either at least once a week or daily.

²Includes schools that reported the problem 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. As of 2013–14, the questionnaires have no longer asked about cult or extremist group activities.

³Prior to the 2007–08 survey administration, the questionnaire wording was “student racial tensions.”

⁴The 2015–16 and 2017–18 questionnaires 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.

⁵Prior 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 and 2017–18 questionnaires had one item asking about “student harassment of other students based on sexual orientation,” followed by a separate item asking about “student harassment of other students based on gender identity.” For 2015–16 and 2017–18, 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 and 2017–18 questionnaires 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.” These terms were not defined for respondents in previous survey administrations.

⁶Data 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, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey’s smaller sample size and difference in survey administration may have impacted the 2013–14 results.

⁷Primary 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. Combined schools include all other combinations of grades, including K–12 schools.

⁸Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared July 2019.)

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: 2017–18

[Standard errors appear in parentheses]

School characteristic	Cyberbullying among students	School environment is affected by cyberbullying		Staff resources are used to deal with cyberbullying	
1	2	3	4		
All public schools	14.9 (0.59)	8.8 (0.50)	8.1 (0.40)		
School level ¹					
Primary	4.5 (0.81)	2.3 (0.58)	2.0 (0.51)		
Middle	33.1 (1.65)	21.2 (1.28)	19.5 (1.32)		
High school	30.2 (1.21)	18.0 (1.19)	18.9 (1.27)		
Combined	20.2 (3.60)	10.2 (2.87)	5.3! (2.00)		
Enrollment size					
Less than 300	10.9 (1.94)	5.8 (1.51)	4.4 (1.27)		
300 to 499	10.9 (1.22)	6.2 (0.88)	4.6 (0.71)		
500 to 999	15.5 (0.97)	9.1 (0.74)	9.5 (0.81)		
1,000 or more	31.6 (1.67)	20.5 (1.40)	19.9 (1.32)		
Locale					
City	12.7 (1.18)	7.4 (0.68)	7.4 (0.82)		
Suburban	14.1 (1.06)	9.0 (0.91)	8.7 (0.81)		
Town	20.2 (1.90)	10.3 (1.62)	9.4 (1.14)		
Rural	15.8 (1.60)	9.3 (1.35)	7.4 (1.10)		
Percent minority enrollment ²					
0 to 25 percent	17.4 (1.20)	10.2 (1.01)	8.8 (0.86)		
26 to 50 percent	14.2 (1.35)	8.7 (1.05)	8.1 (1.05)		
51 to 75 percent	18.2 (2.04)	10.7 (1.60)	9.6 (1.31)		
76 to 100 percent	10.2 (1.07)	5.8 (0.75)	6.1 (0.66)		
Percent of students eligible for free or reduced-price lunch					
0 to 25 percent	12.9 (1.50)	6.8 (1.12)	7.2 (1.06)		
26 to 50 percent	18.4 (1.44)	11.2 (1.13)	9.7 (0.98)		
51 to 75 percent	16.5 (1.60)	10.1 (1.25)	8.1 (0.98)		
76 to 100 percent	12.2 (1.22)	7.1 (0.84)	7.3 (0.82)		
Prevalence of violent incidents ³ at school during school year					
No violent incidents	3.4 (0.88)	2.4! (0.81)	2.4! (0.79)		
Any violent incidents	19.7 (0.83)	11.4 (0.64)	10.4 (0.51)		

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

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. Combined schools include all other combinations of grades, including K–12 schools.

³Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

^{3a}"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: 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared July 2019.)

Table 8.1. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by sex, race/ethnicity, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity ²	Total	Sex		Race/ethnicity ¹						American Indian/ Alaska Native	Two or more races		
				White	Black	Hispanic	Asian/Pacific Islander						
		Male	Female				Total	Asian	Pacific Islander				
Year and urbanicity ²	Total	2	3	4	5	6	7	8	9	10	11	12	
1													
2001³	Total	20.3 (0.72)	21.5 (0.87)	18.9 (0.90)	15.5 (0.73)	28.8 (1.92)	32.3 (1.84)	23.3 (2.38)	— (†)	— (†)	13.2! (4.49)	— (†)	
Urban	29.2	(1.24)	32.0	(1.61)	26.3	(1.55)	20.6	(1.31)	33.1	(2.85)	40.5	(2.46)	
Suburban	18.4	(0.72)	19.1	(0.92)	17.6	(1.08)	15.6	(0.76)	25.1	(2.82)	27.4	(2.27)	
Rural	13.3	(1.72)	14.1	(2.10)	12.5	(1.84)	12.0	(1.69)	22.8	(5.98)	16.8! (7.49)	— (†)	
2003³	Total	21.0 (0.71)	22.4 (0.95)	19.6 (0.80)	14.2 (0.59)	29.7 (2.15)	37.3 (1.73)	21.8 (3.04)	21.2 (3.03)	‡ (†)	24.8! (10.51)	22.3 (3.65)	
Urban	31.0	(1.34)	32.2	(1.71)	29.8	(1.85)	19.8	(1.72)	33.1	(2.44)	42.8	(2.17)	
Suburban	18.5	(0.84)	20.6	(1.07)	16.4	(0.93)	13.9	(0.68)	28.6	(3.96)	34.7	(2.11)	
Rural	12.5	(1.86)	12.4	(2.04)	12.5	(2.39)	10.9	(1.44)	21.4! (7.02)	12.8! (4.10)	— (†)	— (†)	
2005³	Total	24.2 (0.93)	25.3 (1.07)	22.9 (1.09)	16.7 (0.83)	37.5 (2.42)	38.9 (2.69)	21.3 (2.59)	20.3 (2.61)	‡ (†)	‡ (†)	23.6 (4.85)	
Urban	36.2	(2.00)	37.4	(2.31)	35.0	(2.42)	23.6	(1.88)	41.7	(2.97)	48.9	(4.44)	
Suburban	20.8	(0.93)	22.4	(1.14)	19.1	(1.15)	15.9	(0.86)	36.2	(4.41)	32.1	(2.52)	
Rural	16.4	(2.53)	16.1	(3.20)	16.7	(2.79)	14.1	(2.46)	24.4	(6.75)	26.2	(6.51)	
2007	Total	23.2 (0.80)	25.1 (1.07)	21.3 (0.87)	16.0 (0.70)	37.5 (2.28)	36.1 (2.04)	18.1 (2.58)	17.4 (2.72)	‡ (†)	17.2! (6.52)	28.3 (4.52)	
Urban	32.3	(1.49)	35.3	(2.01)	29.2	(1.62)	23.4	(1.98)	39.5	(3.11)	40.4	(2.90)	
Suburban	21.0	(0.97)	23.1	(1.36)	18.9	(1.19)	15.9	(0.92)	35.5	(3.16)	33.3	(2.66)	
Rural	15.5	(2.78)	14.9	(2.69)	16.1	(3.18)	10.9	(1.59)	36.8	(10.42)	27.5! (10.34)	— (†)	
2009	Total	20.4 (0.85)	20.9 (1.12)	19.9 (1.03)	14.1 (0.79)	31.4 (2.62)	33.0 (2.20)	16.9 (3.14)	17.2 (3.21)	‡ (†)	‡ (†)	18.0 (5.18)	
Urban	30.7	(1.86)	32.8	(2.35)	28.6	(2.29)	19.4	(1.99)	40.0	(3.76)	38.9	(3.31)	
Suburban	16.6	(0.80)	17.2	(1.10)	16.0	(1.17)	13.5	(0.91)	20.2	(2.75)	28.3	(2.64)	
Rural	16.0	(3.08)	13.7	(3.37)	18.1	(3.18)	11.8	(2.09)	35.4	(9.77)	27.3! (10.84)	— (†)	
2011	Total	17.5 (0.71)	17.5 (0.95)	17.5 (0.88)	11.1 (0.67)	32.7 (2.23)	26.4 (1.55)	10.1 (2.09)	9.9 (2.24)	‡ (†)	‡ (†)	10.3 (2.58)	
Urban	22.8	(1.34)	23.0	(1.90)	22.6	(1.53)	13.9	(1.60)	31.6	(2.75)	31.0	(2.34)	
Suburban	16.1	(0.97)	16.5	(1.24)	15.6	(1.18)	11.3	(0.89)	33.5	(4.08)	23.2	(1.95)	
Rural	12.1	(2.42)	10.2	(2.23)	14.1	(3.18)	7.7	(1.31)	34.5	(6.62)	22.1! (10.47)	— (†)	
2013	Total	12.4 (0.62)	12.9 (0.85)	12.0 (0.73)	7.4 (0.63)	18.6 (1.72)	20.1 (1.34)	9.8 (1.85)	9.4 (1.85)	‡ (†)	18.3! (9.01)	13.3 (3.10)	
Urban	18.3	(1.23)	18.6	(1.61)	18.0	(1.38)	14.3	(1.73)	20.6	(2.36)	22.6	(2.15)	
Suburban	10.8	(0.76)	11.7	(1.09)	9.8	(0.92)	6.4	(0.76)	17.3	(3.02)	19.3	(1.69)	
Rural	6.8	(1.44)	5.7	(1.38)	7.9	(1.92)	4.1	(1.20)	16.1	(4.49)	9.4! (4.52)	— (†)	
2015	Total	10.7 (0.60)	10.9 (0.79)	10.4 (0.82)	7.4 (0.56)	17.1 (1.85)	15.3 (1.45)	5.0! (1.58)	4.1! (1.47)	‡ (†)	‡ (†)	13.5 (3.77)	
Urban	15.3	(1.22)	14.8	(1.74)	15.8	(1.60)	12.3	(1.69)	19.3	(2.93)	17.8	(2.19)	
Suburban	10.2	(0.75)	10.7	(1.07)	9.6	(0.98)	7.1	(0.77)	19.3	(2.50)	14.7	(1.82)	
Rural	3.9	(0.90)	4.2	(1.19)	3.7	(1.03)	3.5	(0.92)	3.4!	(1.71)	— (†)	— (†)	
2017	Total	8.6 (0.48)	7.9 (0.62)	9.3 (0.73)	5.3 (0.50)	16.6 (1.75)	12.3 (1.13)	2.4! (0.96)	2.0! (0.89)	‡ (†)	‡ (†)	9.7 (2.65)	
Urban	11.3	(1.06)	9.8	(1.31)	12.8	(1.45)	8.0	(1.41)	17.2	(3.22)	13.4	(1.96)	
Suburban	7.6	(0.56)	7.8	(0.74)	7.4	(0.90)	4.9	(0.56)	14.8	(2.09)	12.6	(1.57)	
Rural	6.6	(1.56)	4.4!	(1.50)	8.9	(2.16)	3.6	(1.04)	22.7	(4.32)	4.0! (1.52)	— (†)	

— Not available.

†Not applicable.

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

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

¹Race categories exclude persons of Hispanic ethnicity. In 2001, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

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

³In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

Table 8.2. Percentage of students ages 12–18 who reported that gangs were present at school during the school year, by grade, control of school, and urbanicity: Selected years, 2001 through 2017

[Standard errors appear in parentheses]

Year and urbanicity ¹	Total	Grade								Control of school	
		6th grade	7th grade	8th grade	9th grade	10th grade	11th grade	12th grade	Public	Private	
1	2	3	4	5	6	7	8	9	10	11	
2001²	Total	20.3 (0.72)	11.3 (1.29)	15.8 (1.09)	17.4 (1.23)	24.3 (1.27)	23.8 (1.49)	24.2 (1.56)	21.2 (1.55)	21.7 (0.78)	5.0 (1.06)
Urban	29.2 (1.24)	15.2 (2.45)	23.9 (2.53)	24.5 (2.70)	35.4 (2.78)	33.6 (3.08)	34.2 (3.18)	34.2 (3.23)	32.2 (3.35)	32.2 (1.35)	5.1 (1.41)
Suburban	18.4 (0.72)	9.1 (1.53)	13.8 (1.17)	16.6 (1.51)	20.9 (1.48)	22.5 (1.58)	22.9 (1.71)	18.8 (4.53)	19.6 (0.80)	4.3! (1.46)	
Rural	13.3 (1.72)	11.2 (2.80)	8.9 (1.87)	10.1 (2.24)	18.9 (3.03)	14.5 (3.05)	15.8 (3.86)	11.6! (4.53)	13.8 (1.81)	‡ (†)	
2003²	Total	21.0 (0.71)	10.9 (1.28)	16.4 (1.15)	17.9 (1.29)	26.2 (1.45)	26.6 (1.39)	23.5 (1.67)	22.4 (1.52)	22.6 (0.78)	3.9 (0.82)
Urban	31.0 (1.34)	21.6 (3.42)	25.6 (2.33)	25.3 (2.62)	38.3 (3.25)	35.6 (2.86)	34.6 (2.81)	35.1 (2.76)	33.8 (1.51)	6.0 (1.63)	
Suburban	18.5 (0.84)	7.6 (1.26)	13.3 (1.29)	16.3 (1.66)	24.3 (1.58)	24.3 (1.74)	20.5 (2.34)	19.6 (1.94)	20.1 (0.92)	2.4! (0.78)	
Rural	12.5 (1.86)	‡ (†)	9.5 (2.58)	10.9 (3.26)	13.8 (3.00)	18.7 (3.66)	15.4 (3.64)	13.3 (3.60)	12.9 (2.04)	‡ (†)	
2005²	Total	24.2 (0.93)	12.1 (1.41)	17.3 (1.21)	19.1 (1.79)	28.3 (1.59)	32.6 (1.89)	28.0 (1.89)	27.9 (2.16)	25.8 (1.01)	4.2 (0.94)
Urban	36.2 (2.00)	19.9 (3.11)	24.2 (2.64)	30.5 (3.81)	40.3 (3.70)	50.6 (3.79)	44.3 (3.89)	39.5 (3.73)	39.1 (2.12)	7.7 (2.26)	
Suburban	20.8 (0.93)	8.9 (1.52)	14.9 (1.46)	14.6 (2.01)	24.8 (1.92)	27.9 (2.37)	25.5 (2.21)	25.1 (2.60)	22.3 (1.01)	3.0! (1.02)	
Rural	16.4 (2.53)	8.3! (3.29)	15.2 (3.46)	14.7 (4.22)	21.0 (4.00)	22.0 (3.61)	13.3! (4.36)	15.8! (5.82)	17.2 (2.67)	‡ (†)	
2007	Total	23.2 (0.80)	15.3 (1.99)	17.4 (1.28)	20.6 (1.68)	28.0 (1.51)	28.1 (1.73)	25.9 (1.61)	24.4 (1.69)	24.9 (0.87)	5.2 (1.14)
Urban	32.3 (1.49)	17.8 (3.45)	24.1 (2.96)	25.9 (2.90)	41.1 (3.40)	38.6 (3.36)	34.7 (3.05)	38.4 (4.01)	35.6 (1.61)	7.3 (2.07)	
Suburban	21.0 (0.97)	14.0 (2.40)	15.4 (1.67)	19.6 (2.23)	23.1 (1.78)	26.6 (2.01)	23.6 (2.22)	22.4 (2.26)	22.7 (1.05)	2.8! (1.09)	
Rural	15.5 (2.78)	15.6! (6.21)	13.1 (2.79)	14.7 (4.26)	21.7 (4.43)	15.2 (3.39)	18.7 (3.98)	7.6! (2.90)	15.6 (2.91)	11.8! (5.84)	
2009	Total	20.4 (0.85)	11.0 (1.76)	14.8 (1.70)	15.9 (1.60)	24.9 (2.01)	27.7 (1.75)	22.6 (1.53)	21.9 (2.02)	22.0 (0.89)	2.3! (0.82)
Urban	30.7 (1.86)	14.5 (4.13)	21.0 (3.37)	24.4 (3.24)	34.2 (4.01)	44.8 (3.41)	34.9 (4.08)	36.0 (4.32)	33.7 (1.94)	4.1! (1.83)	
Suburban	16.6 (0.80)	9.7 (1.90)	11.2 (1.89)	11.8 (1.73)	22.4 (2.10)	21.0 (2.07)	19.4 (1.88)	17.6 (2.29)	18.1 (0.85)	‡ (†)	
Rural	16.0 (3.08)	8.3! (3.11)	16.5 (4.19)	14.2! (4.41)	18.8 (5.04)	19.6 (5.02)	13.4 (3.50)	17.3! (5.37)	16.2 (3.18)	‡ (†)	
2011	Total	17.5 (0.71)	8.2 (1.20)	10.2 (1.08)	11.3 (1.02)	21.7 (1.47)	23.0 (1.63)	23.2 (1.74)	21.3 (1.82)	18.9 (0.77)	1.9! (0.69)
Urban	22.8 (1.34)	5.4! (1.98)	11.7 (2.02)	16.2 (2.29)	27.5 (3.12)	31.1 (3.13)	28.1 (3.17)	32.9 (3.88)	25.7 (1.47)	‡ (†)	
Suburban	16.1 (0.97)	8.6 (1.79)	9.3 (1.37)	9.0 (1.22)	18.9 (1.79)	21.5 (2.10)	23.7 (2.46)	18.5 (2.27)	17.1 (1.01)	2.9! (1.20)	
Rural	12.1 (2.42)	11.1 (2.97)	10.1 (2.64)	9.6! (2.89)	19.3 (4.99)	13.9 (4.02)	10.6! (3.69)	9.2! (3.04)	12.5 (2.49)	‡ (†)	
2013	Total	12.4 (0.62)	5.0 (1.15)	7.7 (0.96)	7.8 (0.96)	13.9 (1.43)	17.7 (1.46)	17.1 (1.65)	14.6 (1.58)	13.3 (0.67)	2.3! (0.94)
Urban	18.3 (1.23)	9.6 (2.75)	12.0 (2.44)	13.2 (2.30)	19.6 (2.53)	24.8 (2.86)	26.7 (3.21)	18.2 (3.07)	19.9 (1.35)	4.6! (2.08)	
Suburban	10.8 (0.76)	3.0! (1.25)	6.6 (1.14)	6.3 (1.19)	12.2 (1.95)	15.4 (1.91)	15.1 (2.00)	14.1 (2.06)	11.7 (0.82)	‡ (†)	
Rural	6.8 (1.44)	‡ (†)	4.2! (1.88)	‡ (†)	8.0! (3.19)	11.3 (3.37)	8.1! (3.32)	9.0! (3.56)	6.8 (1.47)	‡ (†)	
2015	Total	10.7 (0.60)	5.7 (1.13)	6.8 (0.95)	7.2 (1.00)	13.3 (1.42)	13.3 (1.27)	13.3 (1.74)	13.1 (1.58)	11.3 (0.64)	2.4! (0.90)
Urban	15.3 (1.22)	6.4! (2.02)	9.0 (2.10)	10.9 (2.21)	19.5 (3.12)	19.8 (2.48)	21.9 (3.69)	17.3 (3.12)	16.4 (1.31)	4.4! (1.89)	
Suburban	10.2 (0.75)	6.0 (1.46)	5.8 (1.11)	6.3 (1.37)	13.4 (1.93)	12.1 (1.82)	12.1 (2.02)	13.3 (2.07)	10.7 (0.80)	‡ (†)	
Rural	3.9 (0.90)	‡ (†)	5.5! (1.96)	3.2! (1.60)	4.5! (1.80)	5.3! (2.63)	‡ (†)	‡ (†)	4.1 (0.93)	‡ (†)	
2017	Total	8.6 (0.48)	4.8 (1.10)	5.4 (0.82)	6.6 (0.96)	10.9 (1.15)	11.4 (1.16)	9.7 (1.15)	9.8 (1.28)	9.2 (0.53)	1.6! (0.79)
Urban	11.3 (1.06)	5.2! (2.36)	5.8 (1.55)	10.1 (2.31)	13.2 (2.49)	14.9 (2.80)	14.2 (2.95)	12.9 (2.72)	12.0 (1.14)	‡ (†)	
Suburban	7.6 (0.56)	3.7 (0.97)	5.1 (1.00)	5.2 (1.06)	10.1 (1.55)	10.6 (1.59)	8.5 (1.21)	8.5 (1.39)	8.2 (0.61)	‡ (†)	
Rural	6.6 (1.56)	7.5! (3.34)	5.9! (2.42)	4.7! (2.19)	9.3 (2.46)	6.3! (2.26)	5.2! (2.24)	7.5! (2.79)	6.7 (1.62)	‡ (†)	

[†]Not applicable.

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

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

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

²In 2005 and prior years, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for earlier years are comparable to those for 2007 and later years.

NOTE: All gangs, whether or not they are involved in violent or illegal activity, are included. "At school" includes in the school building, on school property, on a school bus, and going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2001 through 2017. (This table was prepared September 2018.)

Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Hate-related words										
Total	13.3 (0.53)	12.3 (0.47)	11.8 (0.47)	11.2 (0.50)	9.7 (0.43)	8.7 (0.52)	9.1 (0.48)	6.6 (0.40)	7.2 (0.43)	6.4 (0.34)
Sex										
Male	12.4 (0.66)	12.9 (0.65)	12.1 (0.61)	11.7 (0.68)	9.9 (0.61)	8.5 (0.62)	9.0 (0.60)	6.6 (0.51)	7.8 (0.58)	6.0 (0.41)
Female	14.4 (0.71)	11.8 (0.52)	11.4 (0.64)	10.7 (0.64)	9.6 (0.57)	8.9 (0.72)	9.1 (0.68)	6.7 (0.53)	6.7 (0.61)	6.9 (0.50)
Race/ethnicity ²										
White	12.6 (0.68)	12.0 (0.58)	11.0 (0.57)	10.4 (0.60)	8.9 (0.50)	7.2 (0.59)	8.3 (0.60)	5.3 (0.43)	6.3 (0.60)	6.1 (0.48)
Black	16.6 (1.17)	14.1 (1.10)	14.3 (1.13)	15.0 (1.49)	11.4 (1.35)	11.1 (1.35)	10.7 (1.30)	7.8 (1.20)	9.4 (1.07)	7.4 (1.03)
Hispanic	12.1 (1.08)	11.1 (1.15)	11.4 (0.96)	10.5 (1.15)	10.6 (1.18)	11.2 (1.13)	9.8 (0.98)	7.4 (0.84)	6.5 (0.78)	6.3 (0.74)
Asian/Pacific Islander	13.9 (1.98)	13.0 (2.07)	11.4 (2.06)	10.7 (2.45)	10.5 (1.91)	10.9 (2.61)	9.6 (1.92)	9.8 (2.02)	11.2 (2.28)	4.7 (1.21)
Asian	— (†)	— (†)	11.4 (2.17)	11.0 (2.57)	11.1 (1.97)	10.7 (2.81)	9.0 (2.00)	10.3 (2.19)	10.8 (2.39)	4.8 (1.24)
Pacific Islander	— (†)	— (†)	‡ (†)							
American Indian/Alaska Native	28.5 (6.62)	17.4! (7.96)	18.6! (5.92)	‡ (†)						
Two or more races	— (†)	— (†)	19.4 (4.92)	10.6! (3.79)	11.7 (3.34)	9.8! (3.24)	11.1 (2.89)	13.5 (3.19)	8.5 (2.34)	11.4 (2.50)
Grade										
6th	13.1 (1.36)	12.2 (1.26)	11.9 (1.32)	11.1 (1.58)	12.1 (1.54)	8.3 (1.39)	9.0 (1.43)	6.7 (1.33)	10.1 (1.58)	6.7 (1.20)
7th	15.8 (1.14)	14.2 (1.13)	12.5 (1.05)	13.1 (1.16)	10.7 (1.02)	9.6 (1.22)	9.9 (1.02)	7.5 (0.89)	7.0 (1.03)	7.3 (0.95)
8th	16.1 (1.00)	13.0 (1.07)	12.9 (0.92)	11.2 (1.04)	11.0 (1.19)	10.9 (1.22)	8.4 (0.94)	7.4 (1.01)	9.2 (1.11)	7.0 (0.89)
9th	13.3 (0.91)	12.2 (1.00)	13.5 (1.24)	12.8 (1.12)	10.9 (1.08)	8.0 (1.09)	10.2 (1.10)	6.6 (0.94)	7.4 (0.89)	8.2 (1.07)
10th	11.9 (1.10)	13.2 (0.95)	11.7 (1.13)	10.9 (1.04)	9.0 (0.99)	9.7 (1.18)	9.6 (1.14)	6.4 (0.97)	6.5 (0.94)	6.3 (0.86)
11th	10.6 (1.04)	12.7 (1.13)	8.3 (0.97)	9.0 (1.17)	8.6 (1.01)	8.4 (1.14)	8.7 (1.01)	7.5 (1.01)	6.0 (0.97)	4.7 (0.90)
12th	11.8 (1.27)	8.0 (0.88)	10.9 (1.27)	9.7 (1.35)	6.0 (0.98)	5.8 (0.96)	7.5 (1.01)	4.1 (0.78)	5.4 (0.99)	4.6 (0.82)
Urbanicity ³										
Urban	14.2 (0.79)	12.0 (0.74)	13.3 (0.83)	12.2 (0.86)	9.7 (0.83)	9.9 (0.93)	8.0 (0.77)	7.2 (0.76)	6.5 (0.68)	6.8 (0.65)
Suburban	13.3 (0.53)	12.5 (0.63)	10.8 (0.59)	9.4 (0.52)	9.3 (0.62)	8.3 (0.64)	9.8 (0.71)	6.6 (0.50)	8.3 (0.62)	6.3 (0.45)
Rural	12.2 (1.76)	12.4 (1.11)	12.3 (1.35)	15.5 (1.74)	11.0 (1.07)	8.1 (1.37)	8.5 (1.00)	5.7 (0.80)	4.9 (0.85)	6.2 (0.99)
Control of school										
Public	13.9 (0.56)	12.7 (0.51)	11.9 (0.49)	11.6 (0.53)	10.1 (0.46)	8.9 (0.54)	9.3 (0.50)	6.6 (0.41)	7.6 (0.45)	6.6 (0.35)
Private	8.2 (1.05)	8.2 (1.13)	9.8 (1.14)	6.8 (1.18)	6.1 (1.25)	6.6 (1.62)	6.9 (1.29)	6.7 (1.41)	2.8! (0.96)	3.8 (1.00)
Hate-related graffiti										
Total	36.6 (0.95)	36.0 (0.76)	36.9 (0.83)	38.4 (0.83)	35.0 (0.89)	29.2 (0.96)	28.4 (0.88)	24.6 (0.88)	27.2 (0.98)	23.2 (0.83)
Sex										
Male	34.0 (1.06)	35.4 (0.91)	35.6 (0.97)	37.7 (1.10)	34.5 (1.12)	29.0 (1.26)	28.6 (1.11)	24.1 (1.11)	26.3 (1.20)	22.6 (1.11)
Female	39.3 (1.14)	36.6 (0.94)	38.2 (1.07)	39.1 (0.93)	35.5 (1.11)	29.3 (1.09)	28.1 (1.07)	25.1 (1.05)	28.1 (1.25)	23.8 (0.99)
Race/ethnicity ²										
White	36.8 (1.21)	36.5 (0.96)	35.8 (0.86)	38.5 (0.96)	35.6 (1.05)	28.3 (1.10)	28.2 (1.19)	23.7 (1.20)	28.6 (1.42)	24.0 (1.09)
Black	38.0 (1.74)	34.0 (1.56)	38.7 (1.99)	37.9 (2.29)	33.7 (2.37)	29.0 (2.44)	28.1 (1.90)	26.3 (2.10)	24.9 (1.92)	24.8 (1.94)
Hispanic	35.8 (1.48)	35.6 (1.88)	40.9 (2.24)	38.0 (1.78)	34.9 (1.79)	32.2 (1.61)	29.1 (1.33)	25.6 (1.52)	26.7 (1.48)	21.0 (1.48)
Asian/Pacific Islander	30.9 (2.49)	33.5 (3.23)	27.7 (3.58)	34.5 (3.64)	28.5 (3.05)	29.9 (3.56)	29.8 (4.35)	20.8 (3.07)	19.5 (2.37)	15.2 (2.71)
Asian	— (†)	— (†)	26.8 (3.68)	34.7 (3.76)	28.2 (3.01)	31.2 (3.59)	29.9 (4.56)	20.8 (3.22)	17.5 (2.62)	14.6 (2.64)
Pacific Islander	— (†)	— (†)	‡ (†)							
American Indian/Alaska Native	47.1 (7.97)	31.5 (5.28)	35.9! (13.33)	‡ (†)	27.3 (7.87)	‡ (†)	16.8! (6.61)	22.0! (8.04)	‡ (†)	27.8! (11.39)
Two or more races	— (†)	— (†)	40.8 (4.91)	47.7 (5.81)	41.9 (4.25)	30.3 (5.19)	27.4 (4.27)	31.1 (4.39)	29.1 (4.24)	35.0 (4.39)
Grade										
6th	30.7 (1.84)	35.2 (1.90)	36.1 (1.85)	34.0 (2.24)	35.6 (2.31)	28.1 (2.26)	25.9 (2.13)	21.9 (1.77)	30.0 (2.36)	20.6 (2.32)
7th	35.1 (1.42)	35.5 (1.38)	37.6 (1.43)	37.0 (1.63)	32.4 (1.52)	27.9 (1.88)	26.0 (1.70)	21.7 (1.49)	24.7 (1.77)	21.2 (1.51)
8th	35.9 (1.53)	37.2 (1.40)	35.1 (1.51)	35.7 (1.61)	33.5 (1.80)	30.8 (1.80)	25.9 (1.55)	24.0 (1.80)	27.2 (2.05)	22.4 (1.68)
9th	39.5 (1.56)	36.1 (1.56)	37.6 (1.52)	41.6 (1.64)	34.6 (1.77)	28.1 (1.83)	28.7 (1.69)	27.2 (1.74)	28.2 (1.88)	25.2 (1.49)
10th	39.3 (1.78)	36.8 (1.53)	41.4 (1.67)	40.7 (1.83)	36.5 (1.69)	31.0 (2.03)	33.3 (1.78)	26.0 (1.58)	28.6 (1.85)	27.0 (1.93)
11th	37.3 (1.75)	36.5 (1.76)	37.2 (1.76)	40.2 (1.70)	35.4 (1.81)	27.4 (2.01)	32.1 (1.70)	25.8 (2.03)	26.2 (1.72)	22.6 (1.74)
12th	35.8 (2.04)	33.5 (1.81)	32.6 (1.80)	37.8 (2.34)	37.7 (2.03)	30.4 (2.00)	25.7 (1.51)	24.2 (1.91)	26.1 (1.97)	22.2 (1.79)

See notes at end of table.

Table 9.1. Percentage of students ages 12–18 who reported being called hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics: Selected years, 1999 through 2017—Continued

[Standard errors appear in parentheses]

Student or school characteristic	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
Urbanicity ³										
Urban	37.4 (1.20)	36.3 (1.22)	39.2 (1.29)	40.9 (1.43)	34.6 (1.35)	31.1 (1.56)	27.5 (1.49)	27.8 (1.48)	26.4 (1.48)	23.6 (1.62)
Suburban	37.6 (1.12)	36.5 (0.89)	36.4 (1.15)	38.0 (1.02)	34.3 (1.03)	28.6 (1.15)	29.9 (1.08)	23.7 (1.11)	28.0 (1.09)	23.1 (0.98)
Rural	32.9 (2.61)	34.1 (2.58)	34.7 (1.99)	35.8 (2.40)	37.9 (3.06)	27.7 (2.43)	24.9 (2.25)	21.6 (2.71)	25.7 (3.50)	22.6 (2.27)
Control of school										
Public	38.3 (0.98)	37.8 (0.81)	38.5 (0.90)	40.0 (0.87)	36.5 (0.93)	30.7 (1.01)	29.7 (0.95)	25.6 (0.94)	28.3 (1.04)	24.6 (0.88)
Private	20.8 (1.86)	17.3 (1.38)	19.8 (1.74)	18.6 (1.97)	18.5 (2.07)	11.8 (1.93)	13.4 (1.56)	12.6 (1.74)	11.5 (1.82)	6.4 (1.27)

—Not available.

†Not applicable.

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

‡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.

³Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

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. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared October 2018.)

Table 9.2. Percentage of students ages 12–18 who reported being called hate-related words at school, by type of hate-related word and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total, any hate-related words ¹	Type of hate-related word (specific characteristic targeted)						
		Race	Ethnicity	Religion	Disability	Gender	Sexual orientation	
1	2	3	4	5	6	7	8	
Total	6.4 (0.34)	2.8 (0.24)	1.7 (0.21)	0.7 (0.11)	0.7 (0.13)	1.0 (0.13)	0.8 (0.13)	
Sex								
Male	6.0 (0.41)	2.9 (0.32)	1.7 (0.27)	1.0 (0.17)	0.8 (0.16)	0.4 (0.12)	0.6 (0.15)	
Female	6.9 (0.50)	2.7 (0.38)	1.6 (0.27)	0.5 (0.12)	0.7 (0.20)	1.6 (0.25)	1.0 (0.21)	
Race/ethnicity								
White	6.1 (0.48)	1.6 (0.26)	0.7 (0.20)	0.9 (0.19)	1.1 (0.20)	1.0 (0.18)	1.2 (0.21)	
Black	7.4 (1.03)	5.0 (0.87)	1.6! (0.50)	‡ (†)	‡ (†)	1.6! (0.57)	‡ (†)	
Hispanic	6.3 (0.74)	3.3 (0.52)	3.3 (0.55)	0.4! (0.21)	‡ (†)	0.8! (0.25)	0.5! (0.19)	
Asian/Pacific Islander	4.7 (1.21)	4.0 (1.13)	2.4! (0.96)	1.5! (0.61)	‡ (†)	‡ (†)	‡ (†)	
Asian	4.8 (1.24)	4.1 (1.15)	2.5! (0.98)	1.6! (0.62)	‡ (†)	‡ (†)	‡ (†)	
Pacific Islander	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
American Indian/Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Two or more races	11.4 (2.50)	7.9! (2.48)	4.9 (1.45)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Grade								
6th	6.7 (1.20)	2.3! (0.72)	1.0! (0.47)	‡ (†)	1.3! (0.53)	‡ (†)	‡ (†)	
7th	7.3 (0.95)	3.2 (0.71)	2.2 (0.60)	0.5! (0.24)	1.0! (0.34)	1.1! (0.35)	1.0! (0.37)	
8th	7.0 (0.89)	2.9 (0.65)	1.3 (0.34)	1.4! (0.42)	0.8! (0.30)	0.9! (0.35)	0.8! (0.31)	
9th	8.2 (1.07)	3.6 (0.71)	2.2 (0.59)	0.9! (0.39)	‡ (†)	1.7 (0.47)	1.0! (0.35)	
10th	6.3 (0.86)	2.9 (0.68)	1.8! (0.56)	0.8! (0.29)	0.8! (0.37)	1.0! (0.37)	1.2! (0.41)	
11th	4.7 (0.90)	2.2 (0.54)	1.4 (0.40)	0.5! (0.21)	1.0! (0.45)	0.8! (0.31)	‡ (†)	
12th	4.6 (0.82)	2.2 (0.58)	1.5 (0.45)	‡ (†)	‡ (†)	0.6! (0.28)	0.8! (0.32)	
Urbanicity ²								
Urban	6.8 (0.65)	3.3 (0.48)	2.3 (0.46)	0.7 (0.18)	0.5! (0.15)	1.2 (0.27)	0.9 (0.25)	
Suburban	6.3 (0.45)	2.8 (0.32)	1.5 (0.23)	0.8 (0.17)	0.7 (0.16)	1.0 (0.17)	0.8 (0.16)	
Rural	6.2 (0.99)	1.7 (0.49)	1.1! (0.40)	0.5! (0.21)	1.6! (0.53)	0.6! (0.29)	0.9! (0.38)	
Control of school								
Public	6.6 (0.35)	2.9 (0.25)	1.8 (0.22)	0.8 (0.12)	0.8 (0.14)	1.1 (0.14)	0.9 (0.14)	
Private	3.8 (1.00)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	

¹Not applicable.

²Interpret 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 called any hate-related words.

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. "Hate-related" refers to derogatory terms used by others in reference to students' personal characteristics. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 9.3. Number of hate crimes occurring at public schools, percentage of schools reporting any hate crimes, and percentage reporting hate crimes motivated by specific types of bias, by school level: 2015–16 and 2017–18

[Standard errors appear in parentheses]

Type of bias	2015–16					2017–18				
	Total, all public schools ¹	School level ²			Total, all public schools ¹	School level ²			Total, all public schools ¹	School level ²
		Primary school	Middle school	High school		Primary school	Middle school	High school		
1	2	3	4	5	6	7	8	9		
Number of hate crimes										
Total, all hate crimes	3,200 (950)	‡ (†)	‡ (†)	1,400 (400)	5,700! (1,800)	‡ (†)	1,900 (370)	1,100 (260)		
Percent of schools reporting hate crimes										
Total, any hate crimes ³	1.0 (0.20)	‡ (†)	1.6! (0.50)	3.6 (0.74)	1.9 (0.28)	0.7! (0.30)	4.2 (0.55)	4.5 (0.78)		
Hate crimes motivated by bias against a specific characteristic ⁴										
Race or color	0.6 (0.17)	‡ (†)	0.7! (0.26)	2.1 (0.59)	1.6 (0.25)	0.7! (0.30)	3.2 (0.49)	3.2 (0.60)		
National origin or ethnicity	0.3! (0.09)	‡ (†)	0.6! (0.26)	1.1! (0.35)	0.9 (0.21)	0.6! (0.28)	1.9 (0.38)	1.7 (0.43)		
Sex	0.1! (0.05)	‡ (†)	‡ (†)	0.6! (0.30)	0.4! (0.15)	‡ (†)	0.5! (0.25)	0.7! (0.26)		
Religion	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.4 (0.12)	‡ (†)	1.2 (0.34)	0.6! (0.23)		
Disability	‡ (†)	‡ (†)	‡ (†)	‡ (†)	0.3! (0.10)	‡ (†)	0.8! (0.29)	‡ (†)		
Sexual orientation ⁵	0.3 (0.08)	‡ (†)	0.5! (0.23)	1.5 (0.43)	0.6 (0.14)	‡ (†)	1.4 (0.35)	1.5 (0.34)		
Gender identity ⁶	0.2! (0.08)	‡ (†)	‡ (†)	0.7! (0.27)	0.4 (0.11)	‡ (†)	0.9! (0.29)	0.8 (0.22)		

[†]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.

¹Total includes data for combined schools, which are not shown separately because they did not meet reporting standards. Combined schools include those with all combinations of grades (including K–12) that do not correspond to the definition of a primary, middle, or high school.

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.

³In the total percentage of schools reporting any hate crime, each school that reported one or more hate crimes is counted only once, even if the school reported multiple hate crimes and hate crimes motivated by multiple types of bias.

⁴Schools that reported hate crimes motivated by multiple types of bias are counted separately under each type of bias reported.

⁵Sexual orientation was defined as “one’s emotional or physical attraction to the same and/or opposite sex.”

⁶Gender identity was defined as “one’s inner sense of one’s own gender, which may or may not match the sex assigned at birth.”

NOTE: A hate crime was defined as a “committed criminal offense that is motivated, in whole or in part, by the offender’s bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.” Hate crimes are also known as bias crimes. “At school” was defined as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were instructed to include incidents that occurred before, during, or after normal school hours or when school activities or events were in session.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 and 2017–18 School Survey on Crime and Safety (SSOCS), 2016 and 2018. (This table was prepared September 2019.)

Table 10.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8
Total	28.5 (0.70)	31.7 (0.74)	28.0 (0.83)	27.8 (0.76)	21.5 (0.66)	20.8 (0.99)	20.2 (0.71)
Sex							
Male	27.5 (0.90)	30.3 (0.96)	26.6 (1.04)	24.5 (0.91)	19.5 (0.81)	18.8 (1.31)	16.7 (0.87)
Female	29.7 (0.85)	33.2 (0.99)	29.5 (1.08)	31.4 (0.99)	23.7 (0.98)	22.8 (1.39)	23.8 (1.01)
Race/ethnicity							
White	30.3 (0.85)	34.1 (0.97)	29.3 (1.03)	31.5 (1.07)	23.7 (0.93)	21.6 (1.43)	22.8 (1.02)
Black	29.2 (2.23)	30.4 (2.18)	29.1 (2.29)	27.2 (1.97)	20.3 (1.81)	24.7 (3.29)	22.9 (1.98)
Hispanic	22.3 (1.29)	27.3 (1.53)	25.5 (1.71)	21.9 (1.07)	19.2 (1.30)	17.2 (1.58)	15.7 (1.12)
Asian/Pacific Islander	20.8 (2.61)	17.2 (2.47)	17.8 (2.79)	13.8 (2.48)	9.3 (1.67)	19.4 (4.45)	7.3 (1.54)
Asian	20.9 2.7	18.1 (2.60)	17.3 (3.01)	14.9 (2.70)	9.2 (1.67)	15.6 (4.02)	7.3 (1.56)
Pacific Islander	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)	† (†)
American Indian/Alaska Native	† (†)	29.8 (7.40)	† (†)	21.1! (6.72)	24.3! (9.87)	† (†)	27.2 (5.93)
Two or more races	34.6 (4.44)	38.2 (3.95)	27.3 (5.56)	26.9 (4.30)	27.6 (4.50)	17.7 (3.96)	23.2 (3.03)
Grade							
6th	37.0 (2.06)	42.7 (2.23)	39.4 (2.60)	37.0 (2.17)	27.8 (2.31)	31.0 (3.53)	29.5 (2.79)
7th	35.1 (1.70)	35.6 (1.78)	33.1 (1.87)	30.3 (1.64)	26.4 (1.65)	25.1 (2.48)	24.4 (1.60)
8th	31.3 (1.60)	36.9 (1.84)	31.7 (1.85)	30.7 (1.68)	21.7 (1.42)	22.2 (2.41)	25.3 (1.69)
9th	28.3 (1.59)	30.6 (1.72)	28.0 (1.90)	26.5 (1.66)	23.0 (1.42)	19.0 (2.11)	19.3 (1.52)
10th	25.1 (1.42)	27.7 (1.44)	26.6 (1.71)	28.0 (1.56)	19.5 (1.48)	21.2 (2.13)	18.9 (1.67)
11th	23.5 (1.62)	28.5 (1.48)	21.1 (1.69)	23.8 (1.72)	20.0 (1.50)	15.8 (2.24)	14.7 (1.45)
12th	20.8 (1.83)	23.0 (1.60)	20.4 (1.63)	22.0 (1.34)	14.1 (1.51)	14.9 (2.18)	12.2 (1.34)
Urbanicity ²							
Urban	26.2 (1.32)	30.7 (1.36)	27.4 (1.25)	24.8 (1.28)	20.7 (1.10)	21.5 (1.84)	18.3 (1.32)
Suburban	29.4 (0.80)	31.2 (1.07)	27.5 (1.06)	29.0 (1.07)	22.0 (0.90)	21.1 (1.22)	19.7 (0.80)
Rural	29.5 (1.97)	35.2 (1.73)	30.7 (1.99)	29.7 (1.82)	21.4 (1.86)	18.2 (2.86)	26.7 (2.13)
Control of school ³							
Public	29.0 (0.74)	32.0 (0.76)	28.8 (0.88)	28.4 (0.82)	21.5 (0.67)	21.1 (1.06)	20.6 (0.73)
Private	23.3 (2.16)	29.1 (2.10)	18.9 (2.16)	21.5 (1.91)	22.4 (2.71)	16.1 (3.40)	16.0 (2.39)

†Not applicable.

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.

³In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.

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)." These data by metropolitan status were based on the location of households and differ from those published in *Student Reports of Bullying: Results From the 2015 School Crime*

Supplement to the National Crime Victimization Survey, which were based on the urban-centric measure of the location of the school that the child attended.

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: Results From the 2015 School Crime Supplement to the National Crime Victimization Survey*.

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 10.2. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and selected student and school characteristics: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

Year and student or school characteristic	Total bullied at school ¹	Type of bullying						
		Made fun of, called names, or insulted	Subject of rumors	Threatened with harm	Tried to make do things did not want to do	Excluded from activities on purpose	Property destroyed on purpose	Pushed, shoved, tripped, or spit on
1	2	3	4	5	6	7	8	9
2005 ²	28.5 (0.70)	18.9 (0.58)	14.9 (0.54)	4.9 (0.32)	3.5 (0.27)	4.6 (0.30)	3.5 (0.29)	9.2 (0.46)
2007	31.7 (0.74)	21.0 (0.62)	18.1 (0.61)	5.8 (0.35)	4.1 (0.27)	5.2 (0.30)	4.2 (0.28)	11.0 (0.42)
2009	28.0 (0.83)	18.8 (0.65)	16.5 (0.66)	5.7 (0.34)	3.6 (0.28)	4.7 (0.34)	3.3 (0.28)	9.0 (0.48)
2011	27.8 (0.76)	17.6 (0.62)	18.3 (0.61)	5.0 (0.30)	3.3 (0.26)	5.6 (0.34)	2.8 (0.23)	7.9 (0.38)
2013	21.5 (0.66)	13.6 (0.51)	13.2 (0.50)	3.9 (0.27)	2.2 (0.21)	4.5 (0.30)	1.6 (0.20)	6.0 (0.39)
2015	20.8 (0.99)	13.3 (0.87)	12.3 (0.83)	3.9 (0.44)	2.5 (0.36)	5.0 (0.52)	1.8 (0.30)	5.1 (0.49)
2017								
Total	20.2 (0.71)	13.0 (0.56)	13.4 (0.59)	3.9 (0.32)	1.9 (0.23)	5.2 (0.39)	1.4 (0.16)	5.3 (0.37)
Sex								
Male	16.7 (0.87)	10.3 (0.63)	9.3 (0.59)	4.2 (0.44)	1.9 (0.30)	3.5 (0.42)	1.3 (0.20)	6.1 (0.50)
Female	23.8 (1.01)	15.8 (0.84)	17.5 (0.91)	3.6 (0.39)	1.9 (0.33)	6.9 (0.65)	1.5 (0.22)	4.4 (0.45)
Race/ethnicity								
White	22.8 (1.02)	15.0 (0.80)	15.2 (0.86)	4.2 (0.41)	2.1 (0.33)	6.7 (0.55)	1.8 (0.25)	5.4 (0.48)
Black	22.9 (1.98)	16.0 (1.93)	14.5 (1.44)	5.4 (0.90)	2.4 (0.70)	3.9 (0.91)	1.7 (0.47)	6.5 (1.26)
Hispanic	15.7 (1.12)	8.9 (0.81)	10.6 (0.82)	2.6 (0.45)	1.4 (0.41)	3.3 (0.52)	0.6! (0.19)	4.6 (0.62)
Asian/Pacific Islander	7.3 (1.54)	5.3 (1.27)	4.7 (1.30)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	1.6! (0.67)
Asian	7.3 (1.56)	5.3 (1.29)	4.7 (1.32)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	1.7! (0.68)
Pacific Islander	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	27.2 (5.93)	14.7! (4.97)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	17.0! (5.47)
Two or more races	23.2 (3.03)	12.9 (2.36)	15.7 (2.90)	7.6 (1.90)	‡ (†)	7.5 (2.10)	‡ (†)	6.9 (1.83)
Grade								
6th	29.5 (2.79)	23.1 (2.70)	17.1 (2.17)	8.5 (1.82)	2.1! (0.73)	8.4 (1.68)	3.5 (0.97)	10.5 (1.76)
7th	24.4 (1.60)	17.7 (1.45)	14.2 (1.28)	4.9 (0.79)	3.0 (0.61)	7.6 (0.97)	1.7 (0.43)	8.2 (1.03)
8th	25.3 (1.69)	16.3 (1.44)	16.0 (1.16)	4.4 (0.74)	1.8 (0.46)	5.7 (0.82)	1.6 (0.42)	6.9 (0.95)
9th	19.3 (1.52)	12.5 (1.27)	12.3 (1.17)	3.7 (0.70)	2.2 (0.55)	4.3 (0.82)	1.1! (0.42)	5.4 (0.92)
10th	18.9 (1.67)	9.4 (1.19)	16.1 (1.60)	3.6 (0.81)	2.1 (0.63)	4.4 (0.86)	1.5! (0.50)	3.7 (0.74)
11th	14.7 (1.45)	9.5 (1.22)	9.6 (1.18)	2.5 (0.65)	1.6! (0.57)	3.2 (0.68)	0.9! (0.38)	3.3 (0.85)
12th	12.2 (1.34)	6.0 (0.93)	9.1 (1.19)	1.3! (0.40)	0.4! (0.16)	3.5 (0.70)	0.5! (0.24)	0.7! (0.25)
Urbanicity ³								
Urban	18.3 (1.32)	12.5 (1.11)	11.3 (1.06)	4.3 (0.66)	2.1 (0.44)	5.0 (0.71)	1.0 (0.27)	5.0 (0.63)
Suburban	19.7 (0.80)	12.6 (0.60)	13.0 (0.73)	3.4 (0.38)	1.6 (0.25)	5.1 (0.42)	1.5 (0.21)	4.7 (0.45)
Rural	26.7 (2.13)	15.9 (1.47)	19.1 (1.84)	4.9 (0.84)	2.7 (0.73)	5.9 (1.24)	1.8 (0.51)	8.0 (1.17)
Control of school								
Public	20.6 (0.73)	13.2 (0.56)	13.6 (0.62)	4.0 (0.32)	1.9 (0.23)	5.1 (0.41)	1.5 (0.17)	5.3 (0.37)
Private	16.0 (2.39)	11.5 (2.07)	11.3 (1.82)	3.2! (1.25)	2.0! (0.84)	5.7 (1.55)	‡ (†)	4.5! (1.61)

†Not applicable.

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

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

¹In the total for students bullied at school, students who reported more than one type of bullying were counted only once.

²In 2005, the period covered by the survey question was "during the last 6 months," whereas the period was "during this school year" beginning in 2007. Cognitive testing showed that estimates for 2005 are comparable to those for 2007 and later years.

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. Race categories exclude persons of Hispanic ethnicity. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, selected years, 2005 through 2017. (This table was prepared September 2018.)

Table 10.3. Percentage of students ages 12–18 who reported being bullied at school during the school year and, among bullied students, percentage who reported being bullied in various locations, by selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Total bullied at school	Among students who were bullied, percent by location ¹								
		Inside classroom	In hallway or stairwell	In bathroom or locker room	Cafeteria	Somewhere else in school building	Outside on school grounds	On school bus	Online or by text	
1	2	3	4	5	6	7	8	9	10	
Total	20.2 (0.71)	42.1 (1.40)	43.4 (1.77)	12.1 (1.27)	26.8 (1.60)	2.1 (0.47)	21.9 (1.52)	8.0 (0.92)	15.3 (1.15)	
Sex										
Male	16.7 (0.87)	40.9 (2.48)	43.1 (2.71)	13.5 (1.86)	26.4 (2.26)	2.4! (0.97)	23.1 (2.46)	8.5 (1.42)	6.8 (1.15)	
Female	23.8 (1.01)	43.1 (1.85)	43.6 (2.25)	11.1 (1.56)	27.0 (2.09)	1.9 (0.51)	20.9 (1.74)	7.6 (1.19)	21.4 (1.90)	
Race/ethnicity										
White	22.8 (1.02)	43.4 (1.95)	41.2 (2.17)	11.9 (1.62)	26.2 (1.67)	1.8! (0.54)	20.6 (1.90)	8.7 (1.23)	17.4 (1.73)	
Black	22.9 (1.98)	46.2 (4.32)	45.3 (5.23)	13.6 (3.59)	25.6 (4.29)	5.5! (2.36)	25.6 (4.22)	10.5 (2.98)	12.1 (3.06)	
Hispanic	15.7 (1.12)	35.8 (2.94)	44.8 (3.71)	9.8 (2.02)	24.7 (3.38)	‡ (†)	23.9 (2.96)	2.7 (0.78)	12.8 (2.37)	
Asian/Pacific Islander	7.3 (1.54)	23.8! (8.66)	65.4 (9.11)	‡ (†)	36.4 (10.14)	‡ (†)	‡ (†)	‡ (†)	12.0! (5.63)	
Asian	7.3 (1.56)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Pacific Islander	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
American Indian/Alaska Native	27.2 (5.93)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	
Two or more races	23.2 (3.03)	42.5 (7.15)	52.3 (7.78)	21.1! (6.48)	42.7 (9.54)	‡ (†)	21.4! (7.29)	15.0! (6.72)	11.0! (3.94)	
Grade										
6th	29.5 (2.79)	47.2 (5.10)	47.9 (4.82)	10.8! (3.81)	28.6 (4.85)	‡ (†)	30.2 (4.47)	8.9 (2.35)	6.7! (2.28)	
7th	24.4 (1.60)	44.5 (3.38)	43.0 (3.22)	13.1 (2.85)	33.4 (4.13)	0.6! (0.22)	21.4 (3.05)	7.7 (1.83)	13.1 (2.85)	
8th	25.3 (1.69)	40.8 (3.56)	39.9 (3.84)	12.2 (2.80)	22.2 (2.83)	‡ (†)	18.5 (2.86)	8.3 (2.00)	12.5 (2.53)	
9th	19.3 (1.52)	41.4 (3.98)	40.2 (4.04)	15.8 (3.23)	28.2 (4.11)	‡ (†)	19.9 (3.62)	8.3 (2.43)	19.7 (3.59)	
10th	18.9 (1.67)	39.1 (4.17)	41.5 (4.47)	12.6 (2.96)	25.3 (3.44)	‡ (†)	25.5 (4.35)	8.3! (2.51)	22.0 (3.47)	
11th	14.7 (1.45)	42.6 (5.06)	51.6 (5.35)	7.5! (2.75)	28.0 (4.99)	‡ (†)	17.6 (3.35)	8.8! (3.23)	22.3 (4.37)	
12th	12.2 (1.34)	38.9 (5.58)	44.5 (5.34)	10.0! (3.25)	19.2 (4.18)	‡ (†)	21.3 (5.16)	4.7! (1.54)	11.5 (3.31)	
Urbanicity ²										
Urban	18.3 (1.32)	40.3 (3.09)	46.0 (3.31)	10.7 (2.43)	24.9 (3.34)	3.3! (1.46)	24.1 (3.27)	6.8 (1.64)	14.1 (2.21)	
Suburban	19.7 (0.80)	42.3 (1.81)	42.2 (2.29)	12.1 (1.54)	29.6 (2.01)	1.4! (0.52)	18.5 (1.60)	9.2 (1.21)	16.0 (1.51)	
Rural	26.7 (2.13)	44.3 (4.34)	43.0 (4.92)	13.9 (3.27)	21.1 (3.20)	2.4! (0.71)	28.5 (4.30)	6.1! (1.97)	14.6 (3.10)	
Control of school										
Public	20.6 (0.73)	42.0 (1.55)	43.1 (1.94)	11.3 (1.21)	26.9 (1.68)	1.9 (0.38)	22.0 (1.52)	8.0 (0.96)	15.4 (1.20)	
Private	16.0 (2.39)	46.2 (7.26)	45.3 (7.02)	24.8 (6.34)	25.6 (6.10)	‡ (†)	21.2! (7.07)	8.4! (4.17)	14.0! (5.16)	

[†]Not applicable.

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

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

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.

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 the school building, on school property, on a school bus, and going to and from school. Students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying and the notification of an adult at school, by selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Frequency of bullying										Adult at school was notified ²			
	1 day in the school year				2 days in the school year		3 to 10 days in the school year		More than 10 days in the school year					
	Total ¹	Once in the day	Two to ten times in the day		5	6	7	8						
1	2	3	4		5	6	7	8						
Total	31.0	(1.85)	23.4	(1.70)	4.1	(0.64)	18.6	(1.34)	30.0	(1.64)	20.4	(1.36)	46.3	(1.42)
Sex														
Male	35.7	(2.82)	27.2	(2.61)	4.0	(0.98)	18.0	(2.08)	29.6	(2.67)	16.7	(1.67)	43.1	(2.46)
Female	27.5	(2.02)	20.6	(1.81)	4.1	(0.82)	19.1	(1.78)	30.3	(1.90)	23.1	(2.07)	48.7	(2.06)
Race/ethnicity														
White	28.5	(2.08)	22.2	(1.85)	3.1	(0.68)	17.6	(1.58)	29.6	(1.97)	24.3	(1.88)	47.6	(1.83)
Black	32.6	(5.77)	23.4	(5.51)	4.1!	(1.71)	24.9	(4.31)	29.1	(4.52)	13.5	(3.09)	50.5	(4.70)
Hispanic	35.7	(3.54)	26.5	(3.25)	5.2!	(1.60)	16.6	(2.72)	33.2	(3.56)	14.4	(2.19)	42.5	(3.38)
Asian/Pacific Islander	38.7	(10.02)	23.4!	(8.32)	‡	(†)	25.3!	(8.86)	20.9!	(8.13)	‡	(†)	50.6	(10.81)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	32.0	(9.16)	24.6!	(7.42)	‡	(†)	20.1!	(6.79)	33.1	(7.43)	14.8!	(5.27)	20.9!	(7.40)
Grade														
6th	20.8	(3.99)	17.5	(3.74)	‡	(†)	19.2	(3.96)	36.1	(4.63)	23.9	(4.09)	57.2	(5.37)
7th	24.3	(3.04)	17.6	(2.89)	4.0!	(1.36)	21.3	(3.12)	32.6	(3.76)	21.8	(2.80)	57.5	(3.53)
8th	40.1	(4.00)	30.2	(3.95)	4.7!	(1.54)	17.5	(2.78)	28.0	(3.41)	14.4	(2.60)	47.0	(4.07)
9th	29.7	(4.77)	24.8	(4.33)	‡	(†)	13.2	(2.92)	38.3	(4.38)	18.7	(3.45)	38.7	(4.09)
10th	41.3	(4.05)	29.7	(4.02)	6.7!	(2.09)	16.6	(3.46)	20.4	(3.62)	21.7	(4.08)	38.1	(4.40)
11th	18.9	(4.21)	13.5	(3.82)	‡	(†)	19.2	(3.97)	29.7	(4.56)	32.2	(4.78)	45.3	(5.57)
12th	37.6	(5.13)	27.3	(4.72)	5.0!	(2.06)	26.4	(5.11)	22.6	(4.48)	13.4	(3.48)	32.9	(5.27)
Urbanicity ³														
Urban	33.6	(2.91)	24.2	(2.72)	4.6	(1.18)	13.7	(2.32)	33.0	(3.22)	19.7	(2.67)	49.3	(3.07)
Suburban	29.9	(2.42)	22.9	(2.19)	3.8	(0.82)	20.9	(1.91)	29.1	(2.08)	20.1	(1.81)	45.8	(2.27)
Rural	30.1	(4.03)	23.5	(3.36)	4.0!	(1.86)	19.4	(3.44)	28.0	(3.58)	22.5	(3.39)	43.5	(2.76)
Control of school														
Public	31.7	(1.85)	23.9	(1.73)	4.1	(0.66)	18.8	(1.39)	29.6	(1.72)	19.9	(1.42)	45.9	(1.38)
Private	18.1!	(5.89)	13.9!	(5.51)	‡	(†)	15.5!	(4.72)	38.4	(6.66)	28.0	(6.81)	52.9	(8.40)
Total indicating adult at school notified,² by frequency of bullying	31.0	(2.61)	31.7	(3.05)	34.3	(6.62)	46.4	(3.75)	50.4	(2.84)	63.9	(3.47)	†	(†)
Males indicating adult notified	30.1	(3.78)	31.6	(4.43)	‡	(†)	37.8	(5.71)	52.9	(4.81)	59.0	(5.97)	†	(†)
Females indicating adult notified	32.0	(4.03)	31.8	(4.76)	33.2	(7.63)	52.4	(5.59)	48.7	(3.67)	66.4	(4.54)	†	(†)

†Not applicable.

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

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

^Includes students who reported being bullied 1 day in the school year but did not report how many times in the day the bullying occurred. No students reported being bullied more than ten times in the day.

*Teacher or other adult at school notified.

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 the in school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.5. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected and selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Degree of negative effect and student or school characteristic	Schoolwork	Relationships with friends or family	Feeling about oneself	Physical health		
1	2	3	4	5		
Percentage distribution of bullied students, by degree of negative effect reported						
Total	100.0	(†)	100.0	(†)	100.0	(†)
Not at all	59.2	(1.62)	67.7	(1.62)	60.5	(1.66)
Not very much	21.4	(1.36)	13.6	(1.13)	12.7	(1.15)
Somewhat	14.9	(1.30)	14.3	(1.38)	17.2	(1.16)
A lot	4.5	(0.67)	4.3	(0.72)	9.5	(1.03)
Percent of bullied students reporting a somewhat negative effect or a lot of negative effect						
Total	19.4	(1.41)	18.6	(1.52)	26.8	(1.55)
Sex						
Male	18.2	(1.90)	12.7	(1.61)	21.0	(2.17)
Female	20.3	(1.74)	22.9	(2.26)	30.9	(1.97)
Race/ethnicity						
White	18.1	(1.63)	20.3	(1.86)	29.2	(2.12)
Black	20.3	(4.53)	14.8	(3.32)	23.9	(4.15)
Asian/Pacific Islander	21.5	(2.92)	15.2	(2.89)	20.7	(2.44)
Asian	26.2!	(8.99)	34.9	(10.15)	40.9	(10.42)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)
Two or more races	13.5!	(5.64)	13.8!	(5.39)	20.7	(5.68)
Grade						
6th	25.4	(4.73)	19.5	(3.73)	23.8	(4.40)
7th	20.1	(3.05)	16.8	(3.56)	24.4	(3.11)
8th	14.7	(2.56)	17.6	(3.13)	30.1	(3.37)
9th	20.0	(3.54)	18.2	(3.57)	27.6	(4.30)
10th	18.8	(3.55)	20.8	(3.75)	22.2	(3.21)
11th	22.9	(4.41)	19.3	(4.12)	35.2	(5.19)
12th	16.5	(3.94)	20.0	(4.83)	23.6	(4.70)
Urbanicity ¹						
Urban	24.9	(3.03)	19.7	(2.72)	26.9	(2.73)
Suburban	18.0	(1.74)	17.2	(1.77)	26.7	(1.99)
Rural	15.5	(3.07)	21.4	(3.97)	26.8	(3.94)
Control of school						
Public	19.4	(1.45)	19.2	(1.59)	26.2	(1.53)
Private	21.1	(6.24)	10.3!	(4.09)	36.1	(7.84)

†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.

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

NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.6. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying was related to specific characteristics, by type of characteristic related to bullying and other selected student and school characteristics: 2017

[Standard errors appear in parentheses]

Student or school characteristic	Percentage distribution of bullied students, by whether bullying was related to specific characteristics ¹			Percent of bullied students reporting that bullying was related to characteristic																
	Total	No, not related to any listed characteristic	Yes, related to at least one listed characteristic	Race	Ethnicity	Religion	Disability	Gender	Sexual orientation	Physical appearance										
1	2	3	4	5	6	7	8	9	10	11										
Total	100.0	(†)	57.5	1.8	42.5	1.8	9.5	(1.05)	7.3	(0.83)	4.5	(0.79)	7.3	(0.90)	7.5	(0.86)	3.6	(0.60)	29.7	(1.41)
Sex																				
Male	100.0	(†)	59.9	(2.79)	40.1	(2.79)	11.1	(1.73)	8.8	(1.43)	6.0	(1.23)	7.4	(1.17)	2.6!	(0.85)	2.7	(0.78)	26.2	(2.01)
Female	100.0	(†)	55.8	(2.17)	44.2	(2.17)	8.3	(1.25)	6.2	(1.03)	3.4	(0.74)	7.2	(1.29)	11.1	(1.37)	4.3	(0.91)	32.1	(2.08)
Race/ethnicity																				
White	100.0	(†)	60.2	(2.17)	39.8	(2.17)	5.5	(0.94)	3.2	(0.78)	4.4	(1.01)	8.0	(1.22)	8.2	(1.23)	4.1	(0.83)	28.9	(1.94)
Black	100.0	(†)	55.1	(5.64)	44.9	(5.64)	11.6	(3.31)	6.3!	(2.36)	‡	(†)	10.2	(3.01)	7.5!	(2.63)	3.8!	(1.74)	32.3	(4.70)
Hispanic	100.0	(†)	52.3	(3.34)	47.7	(3.34)	17.1	(2.83)	15.9	(2.51)	4.3!	(1.41)	3.0!	(1.16)	6.6!	(1.97)	‡	(†)	30.8	(2.99)
Asian/Pacific Islander	100.0	(†)	37.6	(9.47)	62.4	(9.47)	‡	(†)	39.8	(10.62)	24.0!	(9.22)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska																				
Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Two or more races	100.0	(†)	59.6	(6.93)	40.4	(6.93)	20.7!	(6.98)	16.6	(4.86)	‡	(†)	9.9!	(4.75)	‡	(†)	‡	(†)	‡	(6.06)
Grade																				
6th	100.0	(†)	55.2	(5.44)	44.8	(5.44)	8.6!	(2.91)	5.4!	(2.30)	2.2!	(1.00)	10.4	(2.98)	7.3!	(2.83)	‡	(†)	32.5	(5.25)
7th	100.0	(†)	60.3	(3.17)	39.7	(3.17)	11.4	(2.41)	7.7	(1.95)	6.3!	(2.32)	7.4	(1.77)	5.5!	(1.65)	2.9!	(1.24)	28.3	(2.80)
8th	100.0	(†)	61.9	(3.28)	38.1	(3.28)	7.8	(1.93)	4.7!	(1.45)	6.4	(1.80)	5.2	(1.34)	5.3	(1.59)	2.3!	(0.91)	22.7	(2.84)
9th	100.0	(†)	53.3	(4.58)	46.7	(4.58)	11.9	(2.72)	8.7	(2.55)	4.2!	(1.95)	7.2!	(2.51)	9.1	(2.64)	4.4!	(1.77)	30.7	(4.01)
10th	100.0	(†)	52.9	(4.16)	47.1	(4.16)	7.4	(2.00)	9.8	(2.38)	4.6!	(1.71)	6.3	(1.73)	11.5	(2.87)	4.9!	(1.91)	34.2	(4.11)
11th	100.0	(†)	53.9	(5.11)	46.1	(5.11)	9.8!	(3.13)	6.0!	(1.89)	‡	(†)	10.9!	(3.33)	7.6!	(3.18)	5.7!	(2.38)	35.6	(4.83)
12th	100.0	(†)	63.8	(5.64)	36.2	(5.64)	10.0!	(3.16)	10.3!	(3.44)	‡	(†)	5.0!	(1.88)	8.1!	(2.87)	‡	(†)	28.3	(5.61)
Urbanicity ²																				
Urban	100.0	(†)	51.6	(3.61)	48.4	(3.61)	11.3	(1.76)	11.3	(1.93)	6.1	(1.70)	7.6	(1.85)	8.8	(1.99)	5.2	(1.44)	33.7	(3.12)
Suburban	100.0	(†)	57.2	(2.35)	42.8	(2.35)	9.5	(1.47)	7.2	(1.27)	4.8	(1.05)	7.9	(1.23)	7.1	(1.18)	2.8	(0.65)	29.9	(1.85)
Rural	100.0	(†)	67.2	(3.43)	32.8	(3.43)	7.1!	(2.32)	1.5!	(0.70)	1.5!	(0.66)	5.1!	(1.94)	6.7	(1.91)	3.8!	(1.57)	22.9	(2.93)
Control of school																				
Public	100.0	(†)	58.0	(1.75)	42.0	(1.75)	9.8	(1.11)	7.5	(0.88)	4.7	(0.82)	7.4	(0.92)	7.9	(0.91)	3.8	(0.63)	28.9	(1.42)
	100.0	(†)	49.8	(6.89)	50.2	(6.89)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	41.9	(6.91)

†Not applicable.

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

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

¹Students who reported being bullied were asked whether the bullying was related to specific characteristics; for each characteristic, students could select "Yes" or "No." Students could select "Yes" for multiple characteristics. The seven characteristics that appeared on the questionnaire are shown in columns 5–11. Includes only students who answered the question about characteristics related to bullying; excludes students who reported being bullied but did not answer this question.

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. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2017. (This table was prepared October 2018.)

Table 10.7. Percentage of students in grades 9–12 who reported having been electronically bullied during the previous 12 months, by selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Student characteristic	2011	2013	2015	2017				
1	2	3	4	5				
Total	16.2	(0.45)	14.8	(0.54)	15.5	(0.53)	14.9	(0.61)
Sex								
Male	10.8	(0.60)	8.5	(0.45)	9.7	(0.68)	9.9	(0.37)
Female	22.1	(0.60)	21.0	(0.91)	21.7	(0.82)	19.7	(1.20)
Race/ethnicity								
White	18.6	(0.73)	16.9	(0.84)	18.4	(0.78)	17.3	(0.88)
Black	8.9	(0.68)	8.7	(0.78)	8.6	(0.97)	10.9	(1.01)
Hispanic	13.6	(0.80)	12.8	(0.98)	12.4	(0.97)	12.3	(0.40)
Asian	14.4	(2.45)	12.9	(1.70)	13.9	(2.42)	10.0	(1.49)
Pacific Islander	19.6	(5.25)	15.7	(3.46)	11.8!	(4.27)	15.0	(2.75)
American Indian/Alaska Native	16.2	(1.56)	18.0	(4.38)	18.7	(3.67)	13.2	(3.79)
Two or more races	21.0	(2.16)	18.9	(1.94)	20.4	(2.43)	16.0	(2.21)
Sexual orientation ¹								
Heterosexual	—	(†)	—	(†)	14.2	(0.56)	13.3	(0.49)
Gay, lesbian, or bisexual	—	(†)	—	(†)	28.0	(2.06)	27.1	(2.04)
Not sure	—	(†)	—	(†)	22.5	(2.36)	22.0	(2.73)
Grade								
9th	15.5	(0.78)	16.1	(1.00)	16.5	(1.00)	16.7	(0.67)
10th	18.1	(0.90)	14.5	(1.00)	16.6	(0.96)	14.8	(0.75)
11th	16.0	(1.19)	14.9	(0.98)	14.7	(1.17)	14.2	(1.20)
12th	15.0	(0.89)	13.5	(0.67)	14.3	(0.85)	13.5	(1.10)

—Not available.

†Not applicable.

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

¹Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Electronic bullying includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 10.8. Percentage of public school students in grades 9–12 who reported having been bullied on school property or electronically bullied during the previous 12 months, by state or jurisdiction: Selected years, 2009 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Bullied on school property ¹					Electronically bullied ²				
	2009	2011	2013	2015	2017	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11
United States³	19.9 (0.58)	20.1 (0.68)	19.6 (0.55)	20.2 (0.70)	19.0 (0.71)	— (†)	16.2 (0.45)	14.8 (0.54)	15.5 (0.53)	14.9 (0.61)
Alabama	19.3 (1.45)	14.1 (1.22)	20.8 (1.28)	19.0 (1.13)	— (†)	— (†)	12.3 (1.64)	13.5 (0.95)	13.5 (0.91)	— (†)
Alaska	20.7 (1.29)	23.0 (1.32)	20.7 (1.35)	22.8 (1.27)	23.3 (1.44)	— (†)	15.3 (1.04)	14.7 (1.10)	17.7 (1.05)	19.8 (1.38)
Arizona	— (†)	— (†)	— (†)	— (†)	19.2 (1.40)	— (†)	— (†)	— (†)	— (†)	15.2 (1.25)
Arkansas	— (†)	21.9 (1.74)	25.0 (1.51)	22.9 (1.38)	26.7 (1.57)	— (†)	16.7 (1.48)	17.6 (1.05)	18.2 (1.29)	19.7 (1.02)
California	— (†)	— (†)	— (†)	18.5 (1.61)	17.9 (1.39)	— (†)	— (†)	— (†)	13.5 (1.87)	13.6 (0.96)
Colorado	18.8 (1.60)	19.3 (1.33)	— (†)	— (†)	18.0 (1.02)	— (†)	14.4 (1.09)	— (†)	— (†)	14.5 (0.89)
Connecticut	— (†)	21.6 (1.09)	21.9 (0.96)	18.6 (0.86)	18.9 (1.08)	— (†)	16.3 (0.81)	17.5 (1.23)	13.9 (0.78)	15.8 (1.02)
Delaware	15.9 (1.11)	16.5 (1.03)	18.5 (0.96)	16.4 (0.99)	14.1 (0.80)	— (†)	— (†)	13.4 (0.78)	11.7 (0.69)	10.1 (0.82)
District of Columbia	— (†)	— (†)	10.9 (0.35)	12.1 (0.34)	11.5 (0.40)	— (†)	— (†)	7.9 (0.29)	7.9 (0.27)	8.9 (0.34)
Florida	13.4 (0.51)	14.0 (0.54)	15.7 (0.50)	15.0 (0.49)	14.3 (0.53)	— (†)	12.4 (0.53)	12.3 (0.54)	11.6 (0.35)	11.6 (0.48)
Georgia	— (†)	19.1 (1.66)	19.5 (1.36)	— (†)	— (†)	— (†)	13.6 (1.09)	13.9 (0.93)	— (†)	— (†)
Hawaii	— (†)	20.3 (1.29)	18.7 (1.00)	18.6 (1.00)	18.4 (0.69)	— (†)	14.9 (0.80)	15.6 (0.98)	14.7 (0.73)	14.6 (0.48)
Idaho	22.3 (1.03)	22.8 (1.76)	25.4 (1.12)	26.0 (1.05)	25.8 (1.19)	— (†)	17.0 (1.18)	18.8 (1.18)	21.1 (1.18)	20.3 (1.16)
Illinois	19.6 (1.46)	19.3 (1.31)	22.2 (1.00)	19.6 (1.06)	21.4 (1.29)	— (†)	16.0 (1.38)	16.9 (0.77)	15.3 (1.05)	17.3 (1.04)
Indiana	22.8 (1.69)	25.0 (1.38)	— (†)	18.7 (1.31)	— (†)	— (†)	18.7 (1.15)	— (†)	15.7 (0.91)	— (†)
Iowa	— (†)	22.5 (1.47)	— (†)	— (†)	23.3 (1.25)	— (†)	16.8 (0.97)	— (†)	— (†)	18.0 (1.61)
Kansas	18.5 (1.21)	20.5 (1.31)	22.1 (1.57)	— (†)	19.8 (1.25)	— (†)	15.5 (0.88)	16.9 (0.97)	— (†)	15.8 (0.77)
Kentucky	20.8 (1.30)	18.9 (1.24)	21.4 (1.41)	22.1 (1.40)	21.2 (1.17)	— (†)	17.4 (1.14)	13.2 (1.06)	17.0 (1.35)	18.2 (1.16)
Louisiana	15.9 (1.88)	19.2 (1.40)	24.2 (1.64)	— (†)	23.8 (1.75)	— (†)	18.0 (1.53)	16.9 (1.91)	— (†)	21.3 (1.66)
Maine	22.4 (0.49)	22.4 (0.43)	24.2 (0.66)	23.2 (0.64)	21.8 (0.88)	— (†)	19.7 (0.55)	20.6 (0.61)	18.9 (0.59)	17.8 (0.52)
Maryland	20.9 (0.96)	21.2 (1.28)	19.6 (0.25)	17.7 (0.23)	18.2 (0.26)	— (†)	14.2 (0.78)	14.0 (0.22)	13.8 (0.18)	14.1 (0.20)
Massachusetts	19.4 (0.89)	18.1 (1.04)	16.6 (0.98)	15.6 (0.84)	14.6 (0.92)	— (†)	— (†)	13.8 (0.79)	13.0 (0.76)	13.6 (0.77)
Michigan	24.0 (1.77)	22.7 (1.40)	25.3 (1.47)	25.6 (1.45)	22.8 (1.62)	— (†)	18.0 (0.91)	18.8 (1.20)	18.9 (1.14)	19.6 (1.20)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	16.0 (1.04)	15.6 (1.32)	19.2 (0.93)	19.5 (1.12)	— (†)	— (†)	12.5 (0.93)	11.9 (0.74)	15.5 (1.25)	— (†)
Missouri	22.8 (1.74)	— (†)	25.2 (1.72)	21.4 (1.65)	23.3 (1.90)	— (†)	— (†)	— (†)	16.6 (1.18)	19.4 (1.29)
Montana	23.1 (1.32)	26.0 (1.06)	26.3 (0.68)	25.3 (1.00)	21.6 (0.90)	— (†)	19.2 (0.92)	18.1 (0.62)	18.5 (0.67)	17.6 (0.67)
Nebraska	— (†)	22.9 (0.85)	20.8 (1.10)	26.3 (1.28)	22.4 (1.64)	— (†)	15.8 (0.81)	15.7 (0.91)	18.9 (1.27)	17.5 (1.48)
Nevada	— (†)	— (†)	19.7 (1.09)	18.6 (0.95)	16.1 (0.82)	— (†)	— (†)	15.0 (1.28)	14.6 (0.87)	13.0 (0.89)
New Hampshire	22.1 (1.53)	25.3 (1.21)	22.8 (1.05)	22.1 (0.46)	21.4 (0.53)	— (†)	21.6 (1.27)	18.1 (1.02)	18.6 (0.43)	19.0 (0.46)
New Jersey	20.7 (1.44)	20.0 (1.57)	21.3 (1.12)	— (†)	— (†)	— (†)	15.6 (1.65)	14.8 (1.25)	— (†)	— (†)
New Mexico	19.5 (0.80)	18.7 (0.72)	18.2 (0.95)	18.4 (0.62)	18.7 (0.66)	— (†)	13.2 (0.66)	13.1 (0.67)	13.7 (0.54)	14.0 (0.56)
New York	18.2 (1.01)	17.7 (0.66)	19.7 (1.43)	20.6 (0.81)	21.7 (1.08)	— (†)	16.2 (0.68)	15.3 (0.89)	15.7 (0.75)	17.6 (0.71)
North Carolina	16.6 (1.00)	20.5 (1.34)	19.2 (0.94)	15.6 (1.65)	18.7 (1.13)	— (†)	15.7 (0.83)	12.5 (1.11)	12.1 (1.46)	13.9 (1.05)
North Dakota	21.1 (1.29)	24.9 (1.24)	25.4 (1.28)	24.0 (1.11)	24.3 (1.25)	— (†)	17.4 (1.15)	17.1 (0.82)	15.9 (0.78)	18.8 (0.92)
Ohio ⁴	— (†)	22.7 (1.83)	20.8 (1.40)	— (†)	— (†)	— (†)	14.7 (1.08)	15.1 (1.31)	— (†)	— (†)
Oklahoma	17.5 (1.25)	16.7 (1.27)	18.6 (1.08)	20.4 (1.43)	21.3 (1.51)	— (†)	15.6 (1.21)	14.3 (1.33)	14.5 (1.14)	16.1 (1.23)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	19.2 (1.18)	— (†)	— (†)	19.9 (1.08)	21.7 (1.24)	— (†)	— (†)	— (†)	14.3 (0.97)	17.3 (0.86)
Rhode Island	16.3 (0.85)	19.1 (1.74)	18.1 (1.00)	15.5 (0.91)	17.3 (2.60)	— (†)	15.3 (1.14)	14.3 (1.11)	12.4 (1.03)	14.2 (1.51)
South Carolina	15.1 (1.53)	18.3 (1.36)	20.2 (1.33)	19.8 (1.23)	21.5 (1.13)	— (†)	15.6 (1.44)	13.8 (1.00)	14.1 (1.33)	13.6 (0.99)
South Dakota ⁵	— (†)	26.7 (1.25)	24.3 (2.05)	21.6 (2.38)	— (†)	— (†)	19.6 (0.94)	17.8 (1.05)	18.4 (1.57)	— (†)
Tennessee	17.3 (1.24)	17.5 (0.88)	21.1 (1.22)	24.1 (0.71)	20.3 (1.11)	— (†)	13.9 (0.69)	15.5 (0.94)	15.3 (0.54)	15.6 (1.18)
Texas	18.7 (1.06)	16.5 (0.73)	19.1 (1.06)	— (†)	18.9 (0.98)	— (†)	13.0 (0.66)	13.8 (1.04)	— (†)	14.7 (1.07)
Utah	18.8 (1.05)	21.7 (0.97)	21.8 (0.99)	— (†)	19.4 (1.18)	— (†)	16.6 (1.12)	16.9 (0.87)	— (†)	18.0 (1.52)
Vermont ⁶	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	15.2 (0.54)	18.0 (0.32)	16.5 (0.26)	15.9 (0.25)
Virginia	— (†)	20.3 (1.37)	21.9 (0.87)	19.5 (1.00)	15.7 (0.81)	— (†)	14.8 (1.49)	14.5 (0.61)	13.8 (0.67)	12.6 (0.70)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	23.5 (1.33)	18.6 (1.71)	22.1 (1.72)	24.4 (1.18)	23.7 (1.66)	— (†)	15.5 (1.18)	17.2 (0.89)	20.2 (1.62)	19.3 (1.53)
Wisconsin	22.5 (1.28)	24.0 (1.35)	22.7 (1.23)	— (†)	24.3 (1.39)	— (†)	16.6 (0.74)	17.6 (0.86)	— (†)	18.3 (1.10)
Wyoming	24.4 (0.93)	25.0 (0.98)	23.3 (0.82)	23.8 (1.06)	— (†)	— (†)	18.7 (0.80)	16.1 (0.71)	17.5 (0.94)	— (†)
Puerto Rico	— (†)	12.7 (1.10)	10.6 (0.72)	10.0 (1.05)	17.1 (3.00)	— (†)	8.0 (0.79)	6.7 (0.80)	6.7 (0.97)	13.2 (3.01)

¹Not available.

²Not applicable.

³Bullying 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.

⁴Includes "being bullied through e-mail, chat rooms, instant messaging, websites, or texting" for 2011 through 2015, and "being bullied through texting, Instagram, Facebook, or other social media" for 2017. Data on electronic bullying were not collected in 2009.

⁵U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

⁶Ohio data for 2009 through 2013 include both public and private schools.

⁷South Dakota data for 2009 through 2015 include both public and private schools.

⁸Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2009 through 2017. (This table was prepared July 2018.)

Table 11.1. Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior “quite a bit” or “a lot,” by country or other education system: 2018

[Standard errors appear in parentheses]

Country or other education system ²	Percent of teachers who reported being able to do the following “quite a bit” or “a lot” ¹					
	Control disruptive behavior in the classroom		Make expectations about student behavior clear		Get students to follow classroom rules	
	2	3	4	5		
1						
OECD average ³	85.1	(0.17)	91.1	(0.12)	88.6	(0.17)
Alberta (Canada)	86.8	(2.09)	95.0	(0.78)	89.8	(2.05)
Australia	83.8	(0.94)	94.4	(0.56)	89.5	(0.75)
Austria	87.6	(0.67)	93.9	(0.39)	88.1	(0.69)
Belgium	80.3	(1.07)	92.5	(0.63)	87.6	(0.81)
Chile	87.5	(1.15)	96.0	(0.89)	90.4	(1.16)
Colombia	97.8	(0.68)	97.6	(0.68)	98.0	(0.68)
Czech Republic	83.4	(0.83)	78.9	(0.85)	84.0	(0.89)
Denmark	96.0	(0.63)	98.4	(0.39)	95.7	(0.58)
England (United Kingdom)	87.7	(1.19)	96.7	(0.63)	93.5	(0.78)
Estonia	80.7	(0.87)	91.1	(0.62)	87.5	(0.74)
Finland	82.9	(0.97)	90.4	(0.70)	85.5	(0.85)
France	71.4	(0.93)	89.3	(0.59)	86.0	(0.86)
Hungary	93.2	(0.45)	98.2	(0.34)	95.2	(0.42)
Israel ⁴	84.3	(1.00)	94.0	(0.65)	86.6	(0.91)
Italy	92.9	(0.51)	93.1	(0.55)	95.5	(0.38)
Japan	60.5	(0.99)	60.3	(0.99)	62.9	(1.00)
Korea, Republic of	82.5	(0.92)	79.4	(1.10)	84.1	(0.78)
Latvia	85.7	(1.12)	94.9	(0.60)	93.1	(0.73)
Lithuania	89.3	(0.59)	83.1	(0.77)	89.9	(0.66)
Mexico	87.6	(0.94)	89.1	(0.66)	89.8	(0.75)
Netherlands ⁴	93.6	(0.90)	97.7	(0.41)	94.7	(0.85)
New Zealand	84.5	(0.90)	93.7	(0.75)	88.7	(0.84)
Norway	78.8	(1.00)	89.5	(0.62)	84.5	(0.82)
Portugal	97.9	(0.32)	98.1	(0.27)	98.0	(0.28)
Slovak Republic	78.5	(0.88)	91.0	(0.69)	88.3	(0.71)
Slovenia	84.8	(0.95)	94.7	(0.56)	84.9	(0.90)
Spain	77.6	(0.68)	88.9	(0.71)	81.1	(0.60)
Sweden	81.0	(0.99)	90.0	(0.76)	84.7	(0.91)
Turkey	90.2	(0.61)	90.2	(0.54)	92.5	(0.48)
United States	84.6	(1.07)	92.7	(0.81)	88.0	(2.03)

¹Teachers 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 table combines the percentages for “quite a bit” and “a lot.”

²Most of the education systems represent complete countries, but two represent subnational entities: Alberta is a province of Canada, and England is a component of the United Kingdom.

³Refers to the mean of the data values for all Organization for Economic Cooperation and Development (OECD) countries for which 2018 data are available. Each OECD country with available data contributes equally to the OECD average.

⁴Estimates may include some teachers in private schools. The survey item about whether a school is publicly or privately managed was withdrawn at this country’s request

because the classifications of private schools were not defined well enough to ensure non-misinterpretation of data.

NOTE: This table includes only OECD countries for which data are available. In each participating country, the survey collected data from a nationally representative sample of teachers who taught at International Standard Classification of Education (ISCED) 2011 level 2. ISCED level 2 refers to lower secondary education, which corresponds to grades 7–9 in the United States. Unless otherwise noted, results are for only those lower secondary teachers who taught in public schools.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018. (This table was prepared November 2019.)

Table 11.2. Percentage of lower secondary teachers in public schools who reported being able to manage various aspects of student behavior “quite a bit” or “a lot,” by selected teacher and school characteristics: 2018

[Standard errors appear in parentheses]

Selected teacher or school characteristic	Percent of teachers who reported being able to do the following “quite a bit” or “a lot” ¹							
	Control disruptive behavior in the classroom	Make expectations about student behavior clear	Get students to follow classroom rules	Calm a student who is disruptive or noisy	2	3	4	5
1								
Total	84.6	(1.07)	92.7	(0.81)	88.0	(2.03)	79.8	(1.61)
Sex								
Male	86.0	(2.17)	93.4	(1.25)	89.3	(1.70)	77.7	(2.32)
Female	83.8	(1.79)	92.4	(1.18)	87.3	(3.48)	80.9	(1.83)
Age								
Less than 30	81.8	(2.64)	89.1	(2.22)	85.4	(2.57)	72.1	(3.33)
30 to 39	86.9	(2.23)	93.3	(1.44)	88.7	(2.99)	82.0	(2.42)
40 to 49	88.5	(1.46)	95.6	(0.95)	92.1	(1.29)	84.0	(2.20)
50 or more	79.9	(3.13)	90.9	(2.00)	84.4	(4.17)	76.8	(2.72)
Years of full- and part-time teaching experience								
Less than 3	61.2	(4.20)	72.9	(5.89)	67.0	(5.01)	72.7	(7.08)
3 to 9	87.1	(2.43)	93.7	(1.57)	88.3	(2.44)	79.1	(2.17)
10 to 20	87.3	(1.27)	95.5	(0.74)	93.0	(1.10)	84.6	(1.56)
Over 20	86.0	(2.90)	94.5	(1.67)	87.6	(3.08)	76.0	(5.80)
Highest level of formal education completed ²								
Bachelor's degree or lower	83.6	(1.41)	91.9	(0.98)	85.0	(3.61)	77.7	(2.30)
Master's or professional degree	85.7	(1.23)	93.7	(0.89)	90.9	(1.09)	81.6	(1.47)
Doctor's degree	74.1	(10.63)	85.0	(11.00)	73.0	(9.68)	73.9	(10.62)
School enrollment								
Under 250	83.7	(3.60)	92.6	(2.42)	78.9	(6.42)	78.1	(6.66)
250 to 499	82.7	(2.81)	90.8	(2.43)	90.6	(3.55)	80.4	(2.39)
500 to 749	85.0	(1.12)	92.9	(1.43)	89.7	(1.12)	78.8	(3.22)
750 to 999	89.5	(2.35)	95.4	(1.19)	91.9	(1.23)	83.9	(2.46)
1,000 or more	84.4	(1.37)	93.1	(1.08)	89.2	(1.00)	79.7	(1.98)
School location ³								
Rural area or village (up to 3,000 people)	85.8	(2.54)	95.8	(2.15)	89.1	(2.26)	83.5	(6.30)
Town (3,001 to 100,000 people)	83.8	(1.02)	92.0	(0.67)	87.4	(2.81)	77.8	(1.83)
City (over 100,000 people)	86.1	(2.99)	93.6	(2.26)	89.1	(2.99)	83.7	(2.81)
Percent of students in school from socioeconomically disadvantaged homes ⁴								
30 percent or less	86.2	(1.21)	95.0	(0.89)	90.4	(1.20)	84.5	(2.01)
More than 30 percent	83.8	(1.39)	91.7	(1.06)	86.7	(2.80)	77.5	(1.84)

¹Teachers 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 table combines the percentages for “quite a bit” and “a lot.”

²Data were calculated using International Standard Classification of Education (ISCED) 2011. “Bachelor's degree or lower” includes all teachers who have not completed any level of education higher than ISCED 2011 level 6. “Master's or professional degree” refers to teachers whose highest level of education completed is ISCED 2011 level 7. “Doctor's degree” refers to those who have completed ISCED 2011 level 8.

³These categories differ from the National Center for Education Statistics (NCES) urban-centric locale categories (city, suburban, town, and rural) used in other tables.

⁴Principals were asked to estimate the broad percentage of lower secondary students in their school from socioeconomically disadvantaged homes. “Socioeconomically

disadvantaged homes” were defined as “homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.”

NOTE: The survey collected data from nationally representative samples of teachers at the lower secondary level (ISCED 2011 level 2, which corresponds to grades 7–9 in the United States). This table includes only lower secondary teachers who taught in U.S. public schools. Data on teacher characteristics are based on teacher responses, and data on school characteristics are based on responses provided by the school principal.

SOURCE: Organization for Economic Cooperation and Development (OECD), Teaching and Learning International Survey (TALIS), 2018. (This table was prepared November 2019.)

Table 12.1. Percentage of students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993 2	1997 3	1999 4	2001 5	2003 6	2005 7	2007 8	2009 9	2011 10	2013 11	2015 12	2017 13
Anywhere (including on school property)¹												
Total	41.8 (0.99)	36.6 (1.01)	35.7 (1.17)	33.2 (0.71)	33.0 (0.99)	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)	24.7 (0.74)	22.6 (0.87)	23.6 (0.97)
Sex												
Male	51.2 (1.05)	45.5 (1.07)	44.0 (1.27)	43.1 (0.84)	40.5 (1.32)	43.4 (1.01)	44.4 (0.89)	39.3 (1.20)	40.7 (0.74)	30.2 (1.10)	28.4 (1.04)	30.0 (1.14)
Female	31.7 (1.19)	26.0 (1.26)	27.3 (1.70)	23.9 (0.95)	25.1 (0.85)	28.1 (0.94)	26.5 (0.99)	22.9 (0.74)	24.4 (0.92)	19.2 (0.72)	16.5 (1.04)	17.2 (1.01)
Race/ethnicity												
White	40.3 (1.13)	33.7 (1.29)	33.1 (1.45)	32.2 (0.95)	30.5 (1.11)	33.1 (0.88)	31.7 (0.96)	27.8 (0.88)	29.4 (0.74)	20.9 (0.70)	20.1 (1.13)	20.8 (0.82)
Black	49.5 (1.82)	43.0 (1.92)	41.4 (3.12)	36.5 (1.60)	39.7 (1.23)	43.1 (1.74)	44.7 (1.33)	41.1 (1.71)	39.1 (1.52)	34.7 (1.67)	32.4 (2.11)	33.2 (2.49)
Hispanic	43.2 (1.58)	40.7 (1.68)	39.9 (1.65)	35.8 (0.91)	36.1 (0.98)	41.0 (1.64)	40.4 (1.25)	36.2 (0.95)	36.8 (1.44)	28.4 (1.15)	23.0 (1.10)	25.7 (1.85)
Asian ²	— (†)	— (†)	22.7 (2.71)	22.3 (2.73)	25.9 (2.99)	21.6 (2.43)	24.3 (3.50)	18.9 (1.72)	18.4 (1.87)	16.1 (1.87)	14.7 (1.12)	11.0 (1.61)
Pacific Islander ²	— (†)	— (†)	50.7 (3.42)	51.7 (6.25)	30.0 (5.21)	34.4 (5.58)	42.6 (7.74)	32.6 (3.50)	43.0 (5.14)	22.0 (4.95)	29.2 (7.98)	22.6 (2.47)
American Indian/Alaska Native	49.8 (4.79)	54.7 (5.75)	48.7 (6.78)	49.2 (6.58)	46.6 (6.53)	44.2 (3.40)	36.0 (1.49)	42.4 (5.23)	42.4 (2.12)	32.1 (7.39)	29.9 (5.07)	34.7 (6.36)
Two or more races ²	— (†)	— (†)	40.2 (2.76)	39.6 (2.85)	38.2 (3.64)	46.9 (4.16)	47.8 (3.30)	34.2 (3.51)	45.0 (2.60)	28.5 (2.31)	27.6 (2.58)	25.5 (2.30)
Sexual orientation ³												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	21.7 (0.78)	23.2 (0.95)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	28.4 (2.34)	27.9 (1.66)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	34.5 (4.44)	19.8 (2.83)
Grade												
9th	50.4 (1.54)	44.8 (1.98)	41.1 (1.96)	39.5 (1.27)	38.6 (1.38)	43.5 (1.15)	40.9 (1.16)	37.0 (1.21)	37.7 (1.11)	28.3 (1.17)	27.9 (1.51)	28.3 (1.53)
10th	42.2 (1.45)	40.2 (1.91)	37.7 (2.11)	34.7 (1.37)	33.5 (1.20)	36.6 (1.09)	36.2 (1.34)	33.5 (1.19)	35.3 (1.35)	26.4 (1.42)	23.4 (1.46)	26.2 (1.14)
11th	40.5 (1.52)	34.2 (1.72)	31.3 (1.55)	29.1 (1.10)	30.9 (1.38)	31.6 (1.44)	34.8 (1.36)	28.6 (0.93)	29.7 (1.14)	24.0 (1.04)	20.5 (1.23)	20.4 (0.91)
12th	34.8 (1.56)	28.8 (1.36)	30.4 (1.91)	26.5 (1.01)	26.5 (1.08)	29.1 (1.26)	28.0 (1.42)	24.9 (0.99)	26.9 (0.95)	18.8 (1.19)	17.4 (1.23)	17.8 (1.52)
Urbanicity ⁴												
Urban	— (†)	38.2 (2.00)	37.0 (2.66)	36.8 (1.53)	35.5 (2.17)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	36.7 (1.59)	35.0 (1.56)	31.3 (0.80)	33.1 (1.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	32.9 (2.91)	36.6 (2.14)	33.8 (2.58)	29.7 (1.61)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
On school property⁵												
Total	16.2 (0.59)	14.8 (0.64)	14.2 (0.62)	12.5 (0.49)	12.8 (0.76)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)	8.1 (0.35)	7.8 (0.54)	8.5 (0.53)
Sex												
Male	23.5 (0.71)	20.0 (1.04)	18.5 (0.66)	18.0 (0.74)	17.1 (0.92)	18.2 (0.93)	16.3 (0.60)	15.1 (1.05)	16.0 (0.58)	10.7 (0.55)	10.3 (0.79)	11.6 (0.62)
Female	8.6 (0.73)	8.6 (0.78)	9.8 (0.95)	7.2 (0.47)	8.0 (0.70)	8.8 (0.52)	8.5 (0.62)	6.7 (0.42)	7.8 (0.43)	5.6 (0.38)	5.0 (0.45)	5.6 (0.54)
Race/ethnicity												
White	15.0 (0.68)	13.3 (0.84)	12.3 (0.86)	11.2 (0.60)	10.0 (0.73)	11.6 (0.66)	10.2 (0.56)	8.6 (0.58)	9.9 (0.51)	6.4 (0.45)	5.6 (0.35)	6.5 (0.64)
Black	22.0 (1.39)	20.7 (1.20)	18.7 (1.51)	16.8 (1.26)	17.1 (1.30)	16.9 (1.39)	17.6 (1.10)	17.4 (0.99)	16.4 (0.89)	12.8 (0.84)	12.6 (1.96)	15.3 (1.45)
Hispanic	17.9 (1.75)	19.0 (1.50)	15.7 (0.91)	14.1 (0.89)	16.7 (1.14)	18.3 (1.62)	15.5 (0.81)	13.5 (0.82)	14.4 (0.79)	9.4 (0.44)	8.9 (0.87)	9.4 (0.90)
Asian ²	— (†)	— (†)	10.4 (0.95)	10.8 (1.92)	13.1 (2.26)	5.9 (1.53)	8.5 (1.99)	7.7 (1.09)	6.2 (1.06)	5.5 (1.39)	6.3 (1.63)	3.7 (1.00)
Pacific Islander ²	— (†)	— (†)	25.3 (4.60)	29.1 (7.63)	22.2 (4.82)	24.5 (5.60)	9.6! (3.47)	14.8 (2.37)	20.9 (4.41)	7.1! (2.58)	20.9! (7.11)	14.2 (3.58)
American Indian/Alaska Native	18.6 (2.74)	18.9 (5.55)	16.2! (5.23)	18.2 (4.41)	24.2 (5.03)	22.0 (3.16)	15.0 (1.12)	20.7 (3.73)	12.0 (1.77)	10.7 (3.13)	13.2 (3.54)	8.6! (3.74)
Two or more races ²	— (†)	— (†)	16.9 (2.40)	14.7 (1.97)	20.2 (3.83)	15.8 (2.61)	19.6 (2.39)	12.4 (2.19)	16.6 (1.41)	10.0 (1.04)	9.3 (1.49)	9.2 (1.36)
Sexual orientation ³												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	7.1 (0.51)	8.3 (0.56)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	11.2 (1.22)	9.6 (1.16)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	14.6 (2.38)	11.8 (2.25)
Grade												
9th	23.1 (1.55)	21.3 (1.29)	18.6 (1.02)	17.3 (0.77)	18.0 (1.24)	18.9 (0.93)	17.0 (0.67)	14.9 (0.98)	16.2 (0.77)	10.9 (0.78)	11.6 (0.82)	12.3 (1.05)
10th	17.2 (1.07)	17.0 (1.67)	17.2 (1.23)	13.5 (0.88)	12.8 (0.89)	14.4 (1.08)	11.7 (0.86)	12.1 (0.83)	12.8 (0.86)	8.3 (0.61)	7.3 (0.76)	9.6 (0.74)
11th	13.8 (1.27)	12.5 (0.87)	10.8 (1.01)	9.4 (0.71)	10.4 (0.89)	10.4 (0.75)	11.0 (0.73)	9.5 (0.63)	9.2 (0.55)	7.5 (0.53)	6.5 (0.83)	6.0 (0.66)
12th	11.4 (0.66)	9.5 (0.73)	8.1 (1.00)	7.5 (0.56)	7.3 (0.70)	8.5 (0.70)	8.6 (0.62)	6.6 (0.59)	8.8 (0.69)	4.9 (0.63)	4.5 (0.51)	5.0 (0.61)
Urbanicity ⁴												
Urban	— (†)	15.8 (1.50)	14.4 (1.08)	14.8 (0.90)	14.8 (1.31)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	14.2 (0.95)	13.7 (0.86)	11.0 (0.75)	12.8 (1.23)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	14.7 (2.09)	16.3 (2.33)	13.8 (1.10)	10.0 (1.36)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

¹Not available.

²Not applicable.

³Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

⁴The 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.

⁵Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

³Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

Table 12.2. Percentage distribution of students in grades 9–12, by number of times they reported having been in a physical fight anywhere or on school property during the previous 12 months and selected student characteristics: 2017

[Standard errors appear in parentheses]

Student characteristic	Anywhere (including on school property) ¹					On school property ²				
	0 times	1 to 3 times	4 to 11 times	12 or more times		0 times	1 to 3 times	4 to 11 times	12 or more times	
1	2	3	4	5	6	7	8	9		
Total	76.4 (0.97)	18.1 (0.68)	3.9 (0.36)	1.6 (0.17)		91.5 (0.53)	7.5 (0.48)	0.5 (0.08)	0.5 (0.07)	
Sex										
Male	70.0 (1.14)	22.4 (1.01)	5.4 (0.44)	2.3 (0.27)	88.4 (0.62)	9.9 (0.58)	0.9 (0.16)	0.8 (0.13)		
Female	82.8 (1.01)	14.1 (0.76)	2.4 (0.31)	0.8 (0.12)	94.4 (0.54)	5.2 (0.55)	0.2 (0.04)	0.2 (0.04)		
Race/ethnicity										
White	79.2 (0.82)	16.7 (0.72)	3.0 (0.27)	1.1 (0.16)	93.5 (0.64)	5.9 (0.61)	0.3! (0.10)	0.3 (0.08)		
Black	66.8 (2.49)	23.7 (1.72)	7.0 (1.01)	2.4 (0.70)	84.7 (1.45)	13.7 (1.33)	1.1 (0.30)	0.5! (0.16)		
Hispanic	74.3 (1.85)	19.6 (1.11)	4.2 (0.81)	1.9 (0.21)	90.6 (0.90)	8.0 (0.88)	0.5 (0.15)	0.8 (0.15)		
Asian	89.0 (1.61)	7.8 (1.55)	2.2 (0.54)	‡ (†)	96.3 (1.00)	2.2! (0.73)	‡ (†)	‡ (†)		
Pacific Islander	77.4 (2.47)	11.8! (3.56)	‡ (†)	‡ (†)	85.8 (3.58)	13.0 (3.32)	‡ (†)	‡ (†)		
American Indian/Alaska Native	65.3 (6.36)	26.0 (5.07)	‡ (†)	‡ (†)	91.4 (3.74)	‡ (†)	‡ (†)	‡ (†)		
Two or more races	74.5 (2.30)	20.3 (2.41)	3.7 (0.86)	1.6! (0.72)	90.8 (1.36)	8.1 (1.42)	‡ (†)	‡ (†)		
Sexual orientation ³										
Heterosexual	76.8 (0.95)	17.9 (0.67)	4.0 (0.35)	1.3 (0.20)	91.7 (0.56)	7.5 (0.51)	0.5 (0.10)	0.3 (0.07)		
Gay, lesbian, or bisexual	72.1 (1.66)	22.0 (1.50)	4.1 (0.66)	1.8 (0.38)	90.4 (1.16)	7.9 (1.08)	0.9 (0.23)	0.8! (0.25)		
Not sure	80.2 (2.83)	11.4 (2.25)	4.4 (1.04)	3.9! (1.25)	88.2 (2.25)	7.4 (1.98)	1.3! (0.41)	3.1! (1.07)		
Grade										
9th	71.7 (1.53)	21.6 (1.14)	5.0 (0.81)	1.7 (0.29)	87.7 (1.05)	11.1 (0.94)	0.8 (0.21)	0.4! (0.15)		
10th	73.8 (1.14)	20.0 (0.79)	4.2 (0.52)	1.9 (0.45)	90.4 (0.74)	8.6 (0.72)	0.7 (0.19)	0.3! (0.12)		
11th	79.6 (0.91)	16.4 (0.87)	2.9 (0.36)	1.0 (0.20)	94.0 (0.66)	5.4 (0.73)	0.2! (0.06)	0.4! (0.16)		
12th	82.2 (1.52)	13.7 (1.28)	3.0 (0.38)	1.1 (0.24)	95.0 (0.61)	4.0 (0.57)	0.4 (0.10)	0.5! (0.18)		

[†]Not applicable.

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

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

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.

³Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017. (This table was prepared July 2018.)

Table 12.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States ³	35.9 (0.77)	35.5 (0.77)	31.5 (0.70)	32.8 (0.65)	24.7 (0.74)	22.6 (0.87)	23.6 (0.97)	13.6 (0.56)	12.4 (0.48)	11.1 (0.54)	12.0 (0.39)	8.1 (0.35)	7.8 (0.54)	8.5 (0.53)
Alabama	31.7 (1.84)	— (†)	31.7 (2.44)	28.4 (1.79)	29.2 (2.32)	24.3 (1.46)	— (†)	14.6 (1.29)	— (†)	13.1 (1.41)	11.8 (1.30)	10.9 (0.93)	9.3 (0.82)	— (†)
Alaska	— (†)	29.2 (1.77)	27.8 (1.52)	23.7 (1.17)	22.7 (1.64)	20.1 (1.42)	21.2 (1.26)	— (†)	10.4 (1.17)	9.8 (1.04)	7.7 (0.90)	— (†)	5.8 (0.66)	6.8 (0.69)
Arizona	32.4 (1.43)	31.3 (1.54)	35.9 (1.83)	27.7 (1.41)	23.9 (1.48)	22.8 (1.25)	21.2 (1.53)	11.7 (0.87)	11.3 (0.72)	12.0 (0.82)	10.8 (0.78)	8.8 (0.94)	7.2 (0.94)	6.2 (0.81)
Arkansas	32.1 (1.67)	32.8 (1.79)	34.7 (2.08)	29.1 (1.76)	27.0 (1.30)	24.4 (0.81)	26.6 (1.63)	13.9 (1.33)	13.0 (1.03)	14.8 (1.30)	11.0 (1.36)	11.4 (0.89)	11.2 (0.72)	8.8 (0.74)
California	— (†)	— (†)	— (†)	— (†)	— (†)	16.3 (1.55)	17.4 (1.48)	— (†)	— (†)	— (†)	— (†)	— (†)	6.6 (0.53)	5.7 (1.07)
Colorado	32.2 (1.54)	— (†)	32.0 (1.51)	24.9 (1.69)	— (†)	— (†)	18.8 (1.01)	12.1 (0.89)	— (†)	10.7 (0.83)	— (†)	— (†)	— (†)	— (†)
Connecticut	32.7 (1.45)	31.4 (1.39)	28.3 (1.26)	25.1 (1.53)	22.4 (1.23)	18.4 (1.00)	17.3 (1.17)	10.5 (0.72)	10.5 (0.83)	9.6 (0.79)	8.7 (0.84)	— (†)	— (†)	— (†)
Delaware	30.3 (1.38)	33.0 (1.31)	30.4 (1.22)	28.0 (1.59)	25.1 (1.24)	21.2 (1.24)	20.0 (1.10)	9.8 (0.82)	10.5 (0.72)	8.6 (0.72)	8.8 (1.02)	9.3 (0.82)	8.1 (0.77)	8.4 (0.82)
District of Columbia	36.3 (1.26)	43.0 (1.45)	— (†)	37.9 (1.71)	37.7 (0.63)	32.4 (0.48)	31.0 (0.57)	16.4 (0.88)	19.8 (1.21)	— (†)	15.8 (1.55)	15.3 (0.47)	13.8 (0.37)	15.5 (0.46)
Florida	30.0 (0.94)	32.3 (1.24)	29.8 (0.83)	28.0 (0.72)	22.0 (0.77)	20.9 (0.84)	21.1 (0.70)	11.5 (0.77)	12.5 (0.84)	10.5 (0.47)	10.2 (0.44)	8.1 (0.52)	7.6 (0.53)	7.9 (0.46)
Georgia	33.8 (1.40)	34.0 (1.26)	32.3 (1.76)	33.1 (1.65)	21.4 (1.24)	— (†)	— (†)	12.1 (1.01)	13.1 (1.07)	11.7 (1.21)	11.9 (1.07)	10.3 (1.37)	— (†)	— (†)
Hawaii	27.0 (1.37)	28.6 (2.20)	29.5 (1.92)	22.3 (1.11)	16.7 (0.87)	15.0 (0.94)	16.8 (0.76)	10.0 (1.01)	7.0 (0.78)	10.2 (0.99)	8.2 (0.75)	— (†)	— (†)	— (†)
Idaho	32.3 (1.38)	30.0 (1.39)	29.0 (1.08)	26.4 (1.45)	21.6 (1.18)	23.2 (1.05)	22.7 (1.21)	12.1 (1.14)	12.3 (0.98)	10.2 (0.79)	9.4 (0.81)	7.3 (0.75)	6.0 (0.59)	7.8 (0.80)
Illinois	— (†)	33.9 (1.91)	33.0 (1.38)	29.5 (1.41)	24.6 (1.67)	22.7 (1.51)	20.3 (1.22)	— (†)	11.3 (1.11)	11.5 (0.82)	9.8 (0.69)	8.2 (0.66)	7.7 (0.94)	7.3 (0.60)
Indiana	29.3 (1.51)	29.5 (1.35)	29.1 (1.51)	29.0 (1.34)	— (†)	18.1 (1.63)	— (†)	11.2 (0.98)	11.5 (0.92)	9.5 (1.18)	8.9 (0.80)	— (†)	5.5 (0.73)	— (†)
Iowa	28.3 (1.61)	24.0 (1.39)	— (†)	24.4 (1.87)	— (†)	— (†)	19.7 (1.95)	11.3 (1.12)	9.1 (0.96)	— (†)	9.6 (0.89)	— (†)	— (†)	7.4 (1.54)
Kansas	27.9 (1.51)	30.3 (1.62)	27.8 (1.37)	22.4 (1.40)	20.4 (1.21)	— (†)	16.2 (1.11)	10.1 (0.92)	10.6 (1.04)	9.0 (0.81)	7.8 (0.84)	7.2 (0.72)	— (†)	4.6 (0.67)
Kentucky	29.6 (1.17)	27.0 (0.98)	28.7 (1.66)	28.7 (1.65)	21.2 (1.20)	19.9 (1.10)	21.4 (1.59)	12.7 (0.81)	10.6 (0.65)	9.5 (0.93)	11.4 (0.93)	6.0 (0.94)	7.8 (0.76)	7.7 (0.81)
Louisiana	— (†)	— (†)	36.1 (1.60)	36.0 (2.72)	30.8 (2.59)	— (†)	30.6 (2.22)	— (†)	— (†)	13.7 (1.28)	15.8 (2.17)	12.0 (1.68)	— (†)	12.3 (2.04)
Maine	28.2 (1.11)	26.5 (1.93)	22.8 (0.55)	19.5 (0.46)	17.0 (0.40)	15.1 (0.62)	15.3 (0.46)	10.0 (1.03)	10.1 (1.09)	9.1 (0.33)	7.9 (0.27)	5.7 (0.29)	4.9 (0.31)	5.2 (0.30)
Maryland	36.6 (1.83)	35.7 (2.62)	32.5 (2.23)	29.1 (1.80)	— (†)	— (†)	— (†)	14.9 (1.33)	12.4 (1.69)	11.2 (1.30)	11.1 (1.24)	14.3 (0.32)	12.2 (0.30)	12.2 (0.27)
Massachusetts	28.6 (1.33)	27.5 (1.34)	29.2 (1.24)	25.4 (0.92)	20.3 (0.91)	19.2 (1.32)	17.8 (0.86)	10.2 (0.67)	9.1 (0.81)	8.7 (0.68)	7.1 (0.65)	4.6 (0.49)	5.6 (0.60)	5.8 (0.56)
Michigan	30.1 (2.02)	30.7 (1.89)	31.6 (1.72)	27.4 (1.32)	21.6 (0.88)	20.4 (1.33)	24.4 (1.46)	11.4 (1.11)	11.4 (0.89)	11.3 (1.02)	9.1 (0.68)	6.9 (0.55)	7.5 (0.94)	7.9 (0.81)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	30.6 (1.43)	34.1 (1.73)	29.3 (1.72)	31.0 (1.84)	27.3 (1.78)	— (†)	— (†)	11.9 (0.96)	12.6 (1.02)	12.3 (1.06)	13.6 (1.40)	8.7 (1.08)	— (†)
Missouri	29.8 (2.12)	30.9 (2.18)	28.7 (1.34)	— (†)	— (†)	— (†)	19.7 (1.67)	10.2 (1.31)	10.7 (1.21)	9.0 (0.97)	— (†)	— (†)	— (†)	— (†)
Montana	30.5 (1.19)	32.8 (1.08)	31.7 (2.25)	25.4 (0.73)	22.8 (0.90)	22.4 (0.82)	20.1 (0.77)	10.9 (0.67)	12.0 (0.75)	10.8 (1.33)	9.1 (0.51)	7.3 (0.37)	7.6 (0.53)	6.3 (0.44)
Nebraska	28.5 (1.02)	— (†)	— (†)	26.7 (1.09)	20.1 (1.22)	19.7 (1.08)	19.2 (1.55)	9.3 (0.60)	— (†)	7.4 (0.68)	5.7 (0.70)	5.5 (0.62)	6.0 (0.81)	— (†)
Nevada	34.5 (1.78)	31.6 (1.53)	35.0 (1.45)	— (†)	23.6 (1.93)	20.1 (1.18)	19.4 (0.85)	14.2 (1.32)	11.3 (1.10)	10.0 (0.82)	— (†)	6.8 (1.12)	6.8 (0.83)	5.9 (0.79)
New Hampshire	26.4 (1.84)	27.0 (1.40)	25.9 (1.59)	23.8 (1.27)	— (†)	— (†)	19.2 (0.51)	10.7 (1.06)	11.3 (0.70)	9.1 (0.87)	9.9 (0.89)	6.9 (0.81)	6.4 (0.27)	— (†)
New Jersey	30.7 (2.18)	— (†)	27.5 (1.46)	23.9 (1.56)	21.8 (1.34)	— (†)	— (†)	10.1 (1.31)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	36.7 (1.47)	37.1 (1.06)	37.3 (1.07)	31.5 (1.02)	27.2 (1.27)	25.9 (0.86)	26.5 (0.94)	15.6 (1.19)	16.9 (0.70)	15.0 (0.85)	11.3 (0.78)	9.7 (0.61)	8.5 (0.51)	9.5 (0.61)
New York	32.1 (1.07)	31.7 (1.08)	29.6 (1.23)	27.0 (1.25)	22.8 (1.10)	20.2 (0.88)	20.8 (1.10)	12.5 (0.74)	12.2 (0.91)	11.4 (0.91)	— (†)	— (†)	— (†)	— (†)
North Carolina	29.9 (1.41)	30.1 (1.54)	28.6 (0.96)	27.6 (1.37)	24.1 (1.49)	20.7 (1.61)	22.1 (1.28)	11.6 (0.85)	10.4 (0.84)	9.4 (0.43)	10.6 (1.01)	7.6 (0.94)	6.9 (0.70)	7.6 (0.51)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	10.7 (1.13)	9.6 (0.79)	7.4 (0.78)	8.2 (0.73)	8.8 (0.75)	5.4 (0.63)	7.2 (0.74)
Ohio ⁴	30.2 (1.95)	30.4 (1.57)	— (†)	31.2 (1.58)	19.8 (1.49)	— (†)	— (†)	10.2 (1.17)	9.4 (0.82)	— (†)	8.8 (0.68)	6.2 (0.88)	— (†)	— (†)
Oklahoma	31.1 (1.63)	29.2 (1.37)	30.8 (2.10)	28.5 (1.96)	25.1 (1.79)	21.0 (1.57)	22.5 (1.33)	12.1 (1.13)	10.6 (0.81)	12.8 (1.43)	9.4 (1.25)	7.2 (1.05)	7.1 (1.03)	6.8 (1.04)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	29.6 (1.76)	— (†)	— (†)	21.7 (1.43)	22.9 (1.23)	— (†)	— (†)	9.9 (1.01)	— (†)	— (†)	6.8 (0.84)	7.4 (0.71)
Rhode Island	28.4 (1.34)	26.3 (1.61)	25.1 (0.83)	23.5 (0.81)	18.8 (1.12)	— (†)	— (†)	11.2 (0.80)	9.6 (0.93)	9.1 (0.73)	7.8 (0.52)	6.4 (0.52)	9.1 (1.00)	10.5 (1.64)

See notes at end of table.

Table 12.3. Percentage of public school students in grades 9–12 who reported having been in a physical fight at least one time during the previous 12 months, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	31.3 (1.68)	29.1 (1.37)	36.4 (2.06)	32.6 (2.04)	26.7 (1.42)	25.8 (1.95)	23.9 (1.59)	12.7 (1.18)	10.8 (0.86)	12.1 (1.43)	12.2 (1.48)	9.6 (1.17)	9.1 (1.36)	8.7 (0.95)
South Dakota ⁵	26.5 (2.86)	29.8 (2.00)	27.1 (1.36)	24.5 (2.22)	24.2 (2.04)	21.7 (2.46)	— (†)	8.4 (1.56)	9.3 (1.32)	8.3 (0.52)	8.2 (0.92)	6.6 (0.52)	6.8 (1.35)	— (†)
Tennessee	30.9 (1.66)	31.8 (1.55)	32.3 (1.31)	30.8 (1.24)	25.7 (1.69)	— (†)	22.4 (1.60)	10.9 (1.00)	12.4 (1.13)	11.3 (0.96)	10.5 (0.83)	10.4 (1.02)	10.8 (0.74)	7.4 (0.92)
Texas	34.2 (1.57)	34.9 (1.17)	33.3 (1.05)	34.1 (0.92)	25.4 (1.33)	— (†)	20.9 (1.02)	14.5 (0.94)	13.9 (0.90)	13.2 (0.67)	12.5 (0.65)	9.1 (0.79)	— (†)	— (†)
Utah	25.9 (1.84)	30.1 (2.01)	28.2 (1.61)	23.9 (1.88)	21.3 (1.16)	— (†)	20.1 (1.43)	10.4 (1.57)	11.6 (1.36)	10.6 (0.84)	8.1 (1.18)	6.9 (0.65)	— (†)	6.8 (0.76)
Vermont ⁶	24.3 (1.36)	26.0 (1.44)	25.6 (0.71)	23.1 (1.42)	— (†)	18.4 (0.27)	17.0 (0.26)	12.2 (0.98)	11.5 (0.88)	11.0 (0.36)	8.8 (0.72)	9.4 (0.50)	7.4 (0.18)	6.6 (0.17)
Virginia	— (†)	— (†)	— (†)	24.9 (1.71)	23.5 (0.90)	20.6 (1.02)	19.8 (1.18)	— (†)	— (†)	— (†)	7.9 (0.93)	— (†)	7.7 (0.63)	6.5 (0.69)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	29.1 (1.88)	29.9 (2.39)	31.7 (1.96)	25.7 (1.66)	25.2 (1.84)	20.5 (1.41)	19.3 (1.44)	12.1 (1.41)	12.9 (1.70)	11.3 (1.07)	10.3 (1.02)	9.1 (1.08)	7.3 (1.17)	6.3 (0.63)
Wisconsin	32.6 (1.51)	31.2 (1.46)	25.8 (1.52)	25.3 (1.72)	22.4 (1.46)	— (†)	20.0 (1.60)	12.2 (1.03)	11.4 (0.97)	9.6 (0.87)	9.1 (0.95)	6.8 (0.69)	— (†)	7.3 (0.86)
Wyoming	30.4 (1.08)	27.9 (1.12)	30.9 (1.17)	26.5 (1.08)	24.3 (1.11)	19.7 (1.23)	— (†)	12.2 (0.72)	11.6 (0.83)	12.6 (0.73)	11.3 (0.65)	8.9 (0.60)	6.1 (0.59)	— (†)
Puerto Rico	26.0 (1.40)	— (†)	— (†)	24.6 (1.38)	21.1 (1.54)	16.7 (1.08)	21.2 (2.64)	13.4 (0.99)	— (†)	— (†)	11.6 (1.08)	9.3 (0.96)	— (†)	13.1 (2.85)

—Not available.

†Not applicable.

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.

³U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for 2005 through 2015 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 specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

Table 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993 2	1997 3	1999 4	2001 5	2003 6	2005 7	2007 8	2009 9	2011 10	2013 11	2015 12	2017 13
Anywhere (including on school property)¹												
Total	22.1 (1.18)	18.3 (0.91)	17.3 (0.97)	17.4 (0.99)	17.1 (0.90)	18.5 (0.80)	18.0 (0.87)	17.5 (0.73)	16.6 (0.65)	17.9 (0.73)	16.2 (0.91)	15.7 (1.26)
Sex												
Male	34.3 (1.68)	27.7 (1.57)	28.6 (1.71)	29.3 (1.67)	26.9 (1.31)	29.8 (1.35)	28.5 (1.41)	27.1 (1.45)	25.9 (1.07)	28.1 (1.31)	24.3 (1.27)	24.2 (1.67)
Female	9.2 (0.85)	7.0 (0.54)	6.0 (0.56)	6.2 (0.41)	6.7 (0.60)	7.1 (0.43)	7.5 (0.66)	7.1 (0.38)	6.8 (0.41)	7.9 (0.56)	7.5 (0.79)	7.4 (0.85)
Race/ethnicity												
White	20.6 (1.43)	17.0 (1.29)	16.4 (1.36)	17.9 (1.30)	16.7 (0.95)	18.7 (1.13)	18.2 (1.28)	18.6 (1.16)	17.0 (1.05)	20.8 (0.90)	18.1 (1.37)	18.1 (1.78)
Black	28.5 (1.24)	21.7 (1.99)	17.2 (2.68)	15.2 (1.23)	17.3 (1.77)	16.4 (0.81)	17.2 (1.05)	14.4 (1.33)	14.2 (0.85)	12.5 (0.96)	12.4 (1.37)	10.8 (1.13)
Hispanic	24.4 (1.35)	23.3 (1.44)	18.7 (1.35)	16.5 (0.78)	16.5 (1.31)	19.0 (1.10)	18.5 (1.21)	17.2 (0.94)	16.2 (0.82)	15.5 (0.95)	13.7 (1.16)	12.7 (1.09)
Asian ²	— (†)	— (†)	13.0 (2.01)	10.6 (2.10)	11.6 (2.67)	7.0 (1.70)	7.8 (1.41)	8.4 (1.28)	9.1 (1.57)	8.7 (1.79)	7.1 (1.33)	5.6 (1.10)
Pacific Islander ²	— (†)	— (†)	25.3 (5.02)	17.4 (4.35)	16.3! (6.37)	20.0! (6.52)	25.5 (4.35)	20.3 (3.40)	20.7 (5.00)	12.6! (3.98)	26.3 (7.87)	18.2 (5.25)
American Indian/Alaska Native	34.2 (8.08)	26.2 (3.65)	21.8 (5.68)	31.2 (5.52)	29.3 (4.58)	25.6 (3.79)	20.6 (3.02)	20.7 (3.40)	27.6 (2.41)	17.8 (4.01)	22.4 (4.01)	21.3 (4.50)
Two or more races ²	— (†)	— (†)	22.2 (3.34)	25.2 (3.41)	29.8 (5.03)	26.7 (3.11)	19.0 (2.46)	17.9 (1.61)	23.7 (2.58)	18.8 (2.09)	20.8 (2.52)	16.1 (2.95)
Sexual orientation ³												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	16.0 (0.96)	15.6 (1.13)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	18.9 (2.07)	16.2 (1.49)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	14.7 (3.00)	17.4 (3.25)
Grade												
9th	25.5 (1.42)	22.6 (1.34)	17.6 (1.58)	19.8 (1.44)	18.0 (1.81)	19.9 (1.21)	20.1 (1.41)	18.0 (0.87)	17.3 (1.07)	17.5 (0.99)	16.1 (1.11)	15.3 (1.66)
10th	21.4 (1.11)	17.4 (1.33)	18.7 (1.31)	16.7 (1.11)	15.9 (1.14)	19.4 (1.19)	18.8 (1.21)	18.4 (1.51)	16.6 (0.89)	17.8 (1.09)	16.3 (1.49)	15.3 (1.14)
11th	21.5 (1.66)	18.2 (1.69)	16.1 (1.31)	16.8 (1.26)	18.2 (1.21)	17.1 (1.13)	16.7 (1.08)	16.2 (0.93)	16.2 (0.84)	17.9 (1.43)	16.0 (1.19)	16.8 (1.56)
12th	19.9 (1.46)	15.4 (1.65)	15.9 (1.44)	15.1 (1.28)	15.5 (1.06)	16.9 (0.95)	15.5 (1.28)	16.6 (0.85)	15.8 (0.90)	18.3 (1.17)	15.8 (1.26)	14.6 (1.32)
Urbanicity ⁴												
Urban	— (†)	18.7 (1.34)	15.8 (0.85)	15.3 (0.99)	17.0 (1.32)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	16.8 (1.02)	17.0 (1.34)	17.4 (1.39)	16.5 (1.36)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	22.3 (2.12)	22.3 (2.19)	23.0 (1.86)	18.9 (1.91)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
On school property⁵												
Total	11.8 (0.73)	8.5 (0.79)	6.9 (0.60)	6.4 (0.52)	6.1 (0.57)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)	5.2 (0.44)	4.1 (0.29)	3.8 (0.45)
Sex												
Male	17.9 (0.96)	12.5 (1.50)	11.0 (1.07)	10.2 (0.88)	8.9 (0.74)	10.2 (0.83)	9.0 (0.65)	8.0 (0.52)	8.2 (0.59)	7.6 (0.70)	5.9 (0.45)	5.6 (0.64)
Female	5.1 (0.65)	3.7 (0.37)	2.8 (0.38)	2.9 (0.27)	3.1 (0.50)	2.6 (0.30)	2.7 (0.33)	2.9 (0.24)	2.3 (0.19)	3.0 (0.40)	2.0 (0.28)	1.9 (0.29)
Race/ethnicity												
White	10.9 (0.86)	7.8 (1.16)	6.4 (0.87)	6.1 (0.62)	5.5 (0.57)	6.1 (0.66)	5.3 (0.55)	5.6 (0.44)	5.1 (0.40)	5.7 (0.65)	3.7 (0.42)	3.8 (0.63)
Black	15.0 (0.85)	9.2 (0.98)	5.0 (0.50)	6.3 (0.92)	6.9 (0.96)	5.1 (0.66)	6.0 (0.46)	5.3 (0.74)	4.6 (0.67)	3.9 (0.42)	3.4 (0.69)	3.6 (0.72)
Hispanic	13.3 (1.09)	10.4 (0.99)	7.9 (0.73)	6.4 (0.53)	6.0 (0.56)	8.2 (0.91)	7.3 (0.82)	5.8 (0.58)	5.8 (0.70)	4.7 (0.61)	4.5 (0.57)	3.5 (0.39)
Asian ²	— (†)	— (†)	6.5 (1.44)	7.2 (2.05)	6.6! (2.44)	2.8! (1.24)	4.1 (1.01)	3.6 (0.84)	4.3! (1.66)	3.8 (1.13)	2.3! (0.78)	2.2! (0.89)
Pacific Islander ²	— (†)	— (†)	9.3 (2.66)	10.0! (3.05)	4.9! (2.05)	15.4! (6.10)	9.5! (3.40)	9.8 (2.33)	10.9! (3.73)	4.0! (1.95)	15.0! (6.42)	2.7! (1.36)
American Indian/Alaska Native	17.6! (5.70)	15.9 (3.68)	11.6! (5.13)	16.4 (4.02)	12.9 (3.40)	7.2 (1.60)	7.7 (2.08)	4.2! (1.50)	7.5 (1.62)	7.0! (3.22)	10.5 (2.48)	6.3! (2.66)
Two or more races ²	— (†)	— (†)	11.4 (2.76)	13.2 (3.61)	13.3! (4.10)	11.9 (2.99)	5.0 (1.11)	5.8 (1.35)	7.5 (1.87)	6.3 (1.58)	5.7 (1.54)	4.1 (1.11)

See notes at end of table.

Table 13.1. Percentage of students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017—Continued

Location and student characteristic	1993	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
	2	3	4	5	6	7	8	9	10	11	12	13
Sexual orientation ³												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	3.7 (0.31)	3.4 (0.37)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6.2 (1.18)	5.9 (1.38)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	7.1 (1.88)	4.9 (1.09)
Grade												
9th	12.6 (0.73)	10.2 (0.90)	7.2 (1.07)	6.7 (0.66)	5.3 (1.13)	6.4 (0.75)	6.0 (0.59)	4.9 (0.46)	4.8 (0.50)	4.8 (0.69)	3.4 (0.31)	2.5 (0.46)
10th	11.5 (0.97)	7.7 (0.99)	6.6 (0.83)	6.7 (0.60)	6.0 (0.53)	6.9 (0.70)	5.8 (0.61)	6.1 (0.57)	6.1 (0.72)	4.8 (0.58)	4.1 (0.54)	3.2 (0.56)
11th	11.9 (1.41)	9.4 (1.33)	7.0 (0.60)	6.1 (0.74)	6.6 (0.80)	5.9 (0.71)	5.5 (0.68)	5.2 (0.44)	4.7 (0.44)	5.9 (1.19)	4.8 (0.50)	5.0 (0.59)
12th	10.8 (0.83)	7.0 (0.91)	6.2 (0.78)	6.1 (0.71)	6.4 (0.64)	6.7 (0.64)	6.0 (0.58)	6.0 (0.57)	5.6 (0.51)	5.3 (0.88)	3.6 (0.56)	4.2 (0.59)
Urbanicity ⁴												
Urban	— (†)	7.0 (0.67)	7.2 (1.09)	6.0 (0.67)	5.6 (0.81)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	8.7 (0.68)	6.2 (0.74)	6.3 (0.68)	6.4 (1.01)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	11.2 (2.19)	9.6 (1.61)	8.3 (1.48)	6.3 (0.67)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

³The 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.

⁴Before 1999, Asian students and Pacific Islander students were not categorized separately, and students could not be classified as Two or more races. Because the response categories changed in 1999, caution should be used in comparing data on race from 1993 and 1997 with data from later years.

⁵Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

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).”

⁷In the question asking students about carrying a weapon at school, “on school property” was not defined for survey respondents.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

Table 13.2. Percentage distribution of students in grades 9–12, by number of days they reported carrying a weapon anywhere or on school property during the previous 30 days and selected student characteristics: 2017

[Standard errors appear in parentheses]

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	84.3 (1.26)	3.2 (0.22)	5.1 (0.46)	7.3 (0.71)	96.2 (0.45)	0.9 (0.15)	1.0 (0.12)	1.9 (0.26)
Sex								
Male	75.8 (1.67)	4.3 (0.33)	7.8 (0.60)	12.1 (1.02)	94.4 (0.64)	1.2 (0.24)	1.4 (0.21)	3.0 (0.37)
Female	92.6 (0.85)	2.3 (0.26)	2.5 (0.38)	2.6 (0.47)	98.1 (0.29)	0.5 (0.12)	0.5 (0.10)	0.8 (0.19)
Race/ethnicity								
White	81.9 (1.78)	3.2 (0.41)	5.9 (0.63)	9.0 (0.93)	96.2 (0.63)	0.8 (0.16)	0.9 (0.18)	2.1 (0.41)
Black	89.2 (1.13)	3.1 (0.53)	4.1 (0.79)	3.6 (0.54)	96.4 (0.72)	1.3! (0.43)	1.0 (0.24)	1.3! (0.47)
Hispanic	87.3 (1.09)	3.1 (0.48)	4.1 (0.42)	5.5 (0.68)	96.5 (0.39)	0.8 (0.24)	0.9 (0.20)	1.8 (0.21)
Asian	94.4 (1.10)	0.9! (0.43)	1.2! (0.45)	3.4! (1.08)	97.8 (0.89)	‡ (†)	‡ (†)	‡ (†)
Pacific Islander	81.8 (5.25)	9.4! (3.67)	‡ (†)	‡ (†)	97.3 (1.36)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	78.7 (4.50)	‡ (†)	8.4! (3.47)	11.2! (4.55)	93.7 (2.66)	1.8! (0.88)	‡ (†)	‡ (†)
Two or more races	83.9 (2.95)	4.0 (0.82)	4.4 (1.29)	7.7 (1.60)	95.9 (1.11)	1.0! (0.34)	0.7! (0.31)	2.4! (0.76)
Sexual orientation ³								
Heterosexual	84.4 (1.13)	2.9 (0.17)	5.0 (0.40)	7.6 (0.75)	96.6 (0.37)	0.7 (0.13)	0.9 (0.12)	1.8 (0.22)
Gay, lesbian, or bisexual	83.8 (1.49)	4.7 (0.83)	5.6 (1.02)	5.9 (0.90)	94.1 (1.38)	2.0! (0.71)	1.8! (0.55)	2.1 (0.59)
Not sure	82.6 (3.25)	4.8! (1.64)	6.2 (1.65)	6.4 (1.55)	95.1 (1.09)	1.3! (0.49)	‡ (†)	2.5! (0.90)
Grade								
9th	84.7 (1.66)	4.1 (0.36)	5.1 (0.72)	6.2 (0.90)	97.5 (0.46)	1.1 (0.27)	0.4 (0.13)	0.9 (0.25)
10th	84.7 (1.14)	3.3 (0.36)	5.4 (0.61)	6.6 (0.80)	96.8 (0.56)	1.0 (0.24)	0.8 (0.21)	1.3 (0.32)
11th	83.2 (1.56)	3.3 (0.51)	5.8 (0.66)	7.7 (0.82)	95.0 (0.59)	0.9 (0.24)	1.5 (0.30)	2.6 (0.38)
12th	85.4 (1.32)	2.2 (0.49)	4.0 (0.40)	8.4 (1.01)	95.8 (0.59)	0.3! (0.10)	1.2 (0.20)	2.7 (0.55)

†Not applicable.

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

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

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.

³Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

NOTE: Respondents were asked about carrying “a weapon such as a gun, knife, or club.” Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2017. (This table was prepared August 2018.)

Table 13.3. Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United 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)	15.7 (1.26)	6.5 (0.46)	5.9 (0.37)	5.6 (0.32)	5.4 (0.35)	5.2 (0.44)	4.1 (0.29)	3.8 (0.45)
Alabama	21.0 (1.72)	— (†)	22.9 (2.27)	21.5 (1.54)	23.1 (1.55)	22.5 (1.91)	— (†)	8.4 (1.44)	— (†)	8.7 (1.42)	8.2 (1.02)	5.5 (0.56)	5.6 (1.15)	— (†)
Alaska	— (†)	24.4 (1.61)	20.0 (1.30)	19.0 (1.19)	19.2 (1.31)	— (†)	— (†)	8.4 (1.07)	7.8 (0.83)	5.7 (0.72)	6.1 (0.80)	8.2 (0.87)	10.2 (1.01)	
Arizona	20.6 (0.84)	20.5 (0.91)	19.9 (1.25)	17.5 (1.17)	17.5 (1.17)	18.0 (1.28)	15.6 (1.83)	7.4 (0.53)	7.0 (0.75)	6.5 (0.64)	5.7 (0.59)	4.8 (0.86)	4.5 (0.93)	3.5 (0.54)
Arkansas	25.9 (1.15)	20.7 (1.36)	22.9 (1.82)	21.1 (1.76)	27.1 (1.76)	21.0 (1.40)	22.2 (2.57)	10.5 (1.10)	6.8 (0.85)	8.4 (1.02)	6.5 (0.95)	9.1 (1.10)	5.4 (0.90)	6.3 (0.77)
California	— (†)	— (†)	— (†)	— (†)	— (†)	8.9 (1.25)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	2.8 (0.50)	4.7 (0.87)
Colorado	17.0 (1.57)	— (†)	16.7 (1.27)	15.5 (1.31)	— (†)	— (†)	— (†)	5.4 (0.81)	— (†)	5.5 (0.90)	5.5 (0.69)	— (†)	— (†)	4.9 (0.62)
Connecticut	16.3 (1.30)	17.2 (1.72)	12.4 (0.89)	— (†)	— (†)	— (†)	— (†)	6.4 (0.83)	5.5 (1.03)	3.9 (0.45)	6.6 (0.67)	6.6 (0.82)	6.2 (0.59)	5.4 (0.55)
Delaware	16.6 (1.04)	17.1 (1.00)	18.5 (0.92)	13.5 (0.88)	14.4 (0.80)	13.0 (0.91)	13.5 (0.97)	5.7 (0.54)	5.4 (0.55)	5.1 (0.59)	5.2 (0.57)	3.1 (0.34)	4.0 (0.54)	3.1 (0.42)
District of Columbia	17.2 (1.11)	21.3 (1.45)	— (†)	18.9 (1.34)	20.0 (0.47)	18.1 (0.40)	18.8 (0.48)	6.7 (0.60)	7.4 (0.76)	— (†)	5.5 (0.88)	— (†)	— (†)	— (†)
Florida	15.2 (0.68)	18.0 (0.93)	17.3 (0.60)	15.6 (0.76)	15.7 (0.67)	15.4 (0.92)	14.2 (0.64)	4.7 (0.41)	5.6 (0.41)	4.7 (0.35)	— (†)	— (†)	— (†)	3.2 (0.26)
Georgia	22.1 (1.99)	19.5 (0.96)	18.8 (1.11)	22.8 (2.25)	18.5 (1.51)	— (†)	— (†)	7.5 (1.50)	5.3 (0.48)	6.0 (0.90)	8.6 (1.80)	4.2 (0.66)	— (†)	— (†)
Hawaii	13.3 (1.03)	14.8 (1.56)	15.9 (2.06)	13.9 (0.81)	10.5 (0.87)	10.7 (0.58)	11.9 (0.79)	4.9 (0.72)	3.7 (0.92)	4.7 (0.63)	4.2 (0.45)	— (†)	— (†)	
Idaho	23.9 (1.45)	23.6 (1.35)	21.8 (1.15)	22.8 (1.30)	27.1 (1.31)	28.2 (1.52)	29.6 (1.36)	— (†)	8.9 (0.96)	6.7 (0.59)	6.3 (0.78)	6.5 (0.92)	6.8 (1.02)	9.8 (1.31)
Illinois	— (†)	14.3 (1.01)	16.0 (1.04)	12.6 (0.91)	15.8 (1.22)	15.4 (1.41)	14.0 (1.04)	— (†)	3.7 (0.67)	4.8 (0.59)	3.9 (0.53)	4.7 (0.57)	4.3 (0.51)	3.7 (0.68)
Indiana	19.2 (1.25)	20.9 (0.80)	18.1 (1.58)	17.0 (1.46)	— (†)	19.6 (1.84)	— (†)	5.8 (0.71)	6.9 (0.64)	5.7 (0.80)	3.7 (0.46)	— (†)	5.6 (1.13)	— (†)
Iowa	15.7 (1.49)	12.8 (1.13)	— (†)	15.8 (1.26)	— (†)	— (†)	18.1 (2.15)	4.3 (0.70)	4.4 (0.61)	— (†)	4.5 (0.76)	— (†)	— (†)	4.2 (0.62)
Kansas	16.2 (1.37)	18.4 (1.19)	16.0 (1.26)	— (†)	16.1 (0.87)	— (†)	16.9 (1.12)	4.9 (0.85)	5.7 (0.75)	5.1 (0.65)	5.2 (0.72)	— (†)	— (†)	— (†)
Kentucky	23.1 (1.49)	24.4 (1.08)	21.7 (1.72)	22.8 (1.72)	20.7 (1.35)	23.1 (1.62)	20.5 (1.68)	6.8 (0.72)	8.0 (0.59)	6.5 (0.77)	7.4 (1.25)	6.4 (0.73)	6.5 (1.03)	4.9 (0.87)
Louisiana	— (†)	— (†)	19.6 (1.73)	22.2 (0.98)	22.8 (2.78)	— (†)	22.8 (2.05)	— (†)	— (†)	5.8 (1.12)	4.2 (1.01)	7.0 (1.37)	— (†)	5.7 (0.83)
Maine	18.3 (2.00)	15.0 (1.47)	— (†)	— (†)	— (†)	— (†)	— (†)	5.9 (1.03)	4.9 (0.70)	— (†)	8.0 (0.45)	7.1 (0.46)	5.8 (0.37)	5.3 (0.39)
Maryland	19.1 (1.59)	19.3 (1.51)	16.6 (1.19)	15.9 (1.10)	15.8 (0.27)	14.9 (0.24)	— (†)	6.9 (0.88)	5.9 (0.81)	4.6 (0.58)	5.3 (0.55)	4.8 (0.13)	4.3 (0.14)	7.4 (0.21)
Massachusetts	15.2 (0.88)	14.9 (0.88)	12.8 (1.00)	12.3 (0.95)	11.6 (0.83)	12.6 (1.20)	11.1 (0.75)	5.8 (0.59)	5.0 (0.48)	4.4 (0.58)	3.7 (0.46)	3.1 (0.50)	3.2 (0.38)	2.7 (0.24)
Michigan	15.8 (1.49)	17.9 (1.30)	16.6 (0.69)	15.7 (0.94)	15.5 (1.06)	16.6 (1.50)	17.5 (1.21)	4.7 (0.54)	5.0 (0.66)	5.4 (0.33)	3.5 (0.37)	3.8 (0.35)	3.6 (0.60)	4.1 (0.86)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Mississippi	— (†)	17.3 (1.33)	17.2 (1.02)	18.0 (1.39)	19.1 (1.56)	21.0 (1.50)	— (†)	— (†)	4.8 (0.60)	4.5 (0.48)	4.2 (0.76)	4.1 (0.66)	5.2 (0.51)	— (†)
Missouri	19.4 (1.79)	18.6 (1.48)	16.0 (1.44)	— (†)	22.2 (1.93)	22.1 (1.72)	19.8 (1.65)	7.3 (0.99)	4.6 (0.83)	5.3 (1.02)	— (†)	5.9 (0.68)	4.2 (0.92)	
Montana	21.4 (1.20)	22.1 (0.76)	23.0 (1.07)	23.5 (0.96)	25.7 (0.84)	26.4 (0.94)	25.2 (0.82)	10.2 (0.89)	9.7 (0.57)	7.9 (0.67)	9.3 (0.69)	9.9 (0.58)	10.6 (0.80)	8.5 (0.62)
Nebraska	17.9 (0.89)	— (†)	— (†)	18.6 (0.90)	— (†)	— (†)	— (†)	4.8 (0.48)	— (†)	— (†)	3.8 (0.45)	— (†)	8.1 (0.95)	5.4 (1.00)
Nevada	18.4 (1.32)	14.5 (1.08)	19.1 (1.08)	— (†)	16.0 (1.50)	18.3 (1.53)	— (†)	6.8 (0.91)	4.7 (0.61)	6.2 (0.62)	— (†)	3.3 (0.64)	3.7 (0.59)	4.8 (0.61)
New Hampshire	16.2 (1.26)	18.1 (1.46)	— (†)	14.5 (1.04)	— (†)	— (†)	16.0 (0.46)	6.5 (0.93)	5.8 (0.61)	8.8 (1.00)	— (†)	— (†)	— (†)	3.6 (0.21)
New Jersey	10.5 (0.95)	— (†)	9.6 (0.81)	9.6 (1.17)	10.2 (1.08)	— (†)	— (†)	3.1 (0.53)	— (†)	3.1 (0.45)	— (†)	2.7 (0.34)	— (†)	— (†)
New Mexico	24.5 (1.44)	27.5 (1.20)	27.4 (0.90)	22.8 (0.93)	22.2 (0.88)	22.5 (0.82)	24.2 (0.96)	8.0 (0.29)	9.3 (0.66)	8.1 (0.59)	6.5 (0.51)	5.4 (0.42)	4.6 (0.33)	5.8 (0.52)
New York	14.3 (0.74)	14.2 (0.76)	13.9 (0.98)	12.6 (0.76)	12.8 (0.82)	13.0 (0.96)	11.6 (0.84)	5.2 (0.42)	4.7 (0.41)	4.8 (0.64)	4.2 (0.32)	4.0 (0.38)	4.5 (0.51)	3.4 (0.39)
North Carolina	21.5 (1.35)	21.2 (1.19)	19.6 (0.95)	20.8 (1.24)	20.6 (1.34)	19.3 (1.33)	18.4 (1.27)	6.4 (0.77)	6.8 (0.94)	4.7 (0.57)	6.1 (0.64)	4.5 (0.67)	3.9 (0.54)	3.4 (0.44)
North Dakota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	6.0 (0.74)	5.0 (0.57)	5.4 (0.64)	5.7 (0.73)	6.4 (0.75)	5.2 (0.49)	5.9 (0.75)
Ohio ⁴	15.2 (1.27)	16.6 (1.42)	— (†)	16.4 (1.37)	14.2 (1.61)	— (†)	— (†)	4.4 (0.63)	4.1 (0.51)	— (†)	— (†)	— (†)	— (†)	
Oklahoma	18.9 (1.38)	22.3 (1.65)	19.0 (1.44)	19.4 (1.86)	19.9 (1.41)	19.5 (1.66)	20.4 (1.55)	7.0 (0.77)	9.0 (1.43)	5.6 (0.79)	6.1 (1.14)	6.0 (0.77)	4.8 (0.80)	6.4 (0.79)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
Pennsylvania	— (†)	— (†)	14.8 (1.28)	— (†)	— (†)	17.4 (1.27)	17.4 (1.14)	— (†)	— (†)	3.3 (0.47)	— (†)	— (†)	2.0 (0.44)	2.2 (0.30)
Rhode Island	12.4 (0.90)	12.0 (0.74)	10.4 (0.50)	11.2 (0.82)	— (†)	— (†)	— (†)	4.9 (0.41)	4.9 (0.63)	4.0 (0.33)	4.0 (0.39)	5.0 (0.78)	4.8 (0.80)	5.1 (1.01)

See notes at end of table.

Table 13.3. Percentage of public school students in grades 9–12 who reported carrying a weapon at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	20.5 (1.42)	19.8 (1.69)	20.4 (2.22)	23.4 (1.86)	21.2 (1.25)	20.5 (1.88)	18.3 (1.32)	6.7 (0.82)	4.8 (0.79)	4.6 (0.67)	6.3 (0.89)	3.7 (0.48)	2.9 (0.46)	3.9 (0.65)
South Dakota ⁵	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	8.3 (0.72)	6.3 (0.80)	9.2 (0.76)	5.7 (0.52)	6.8 (0.87)	7.1 (1.29)	— (†)
Tennessee	24.1 (1.58)	22.6 (1.41)	20.5 (1.64)	21.1 (1.34)	19.2 (1.70)	— (†)	18.5 (1.45)	8.1 (0.92)	5.6 (0.70)	5.1 (0.70)	5.2 (0.80)	5.4 (0.79)	— (†)	— (†)
Texas	19.3 (0.93)	18.8 (0.71)	18.2 (0.89)	17.6 (0.73)	18.4 (1.33)	— (†)	16.5 (1.23)	7.9 (0.63)	6.8 (0.55)	6.4 (0.76)	4.9 (0.45)	5.6 (0.68)	— (†)	— (†)
Utah	17.7 (1.70)	17.1 (1.38)	16.0 (1.40)	16.8 (1.48)	17.2 (1.19)	— (†)	24.0 (1.86)	7.0 (1.03)	7.5 (1.00)	4.6 (0.63)	5.9 (1.01)	5.0 (0.57)	— (†)	7.1 (0.70)
Vermont ⁶	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	9.1 (0.90)	9.6 (1.05)	9.0 (0.61)	9.1 (0.73)	10.4 (1.28)	7.7 (0.19)	6.9 (0.18)
Virginia	— (†)	— (†)	— (†)	— (†)	20.4 (1.26)	15.8 (0.69)	15.0 (0.75)	— (†)	— (†)	— (†)	5.7 (0.64)	— (†)	2.6 (0.44)	3.8 (0.38)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	22.3 (1.32)	21.3 (1.52)	24.4 (1.05)	20.7 (1.64)	24.3 (2.16)	26.1 (1.57)	23.9 (1.63)	8.5 (1.00)	6.9 (0.89)	6.5 (0.72)	5.5 (0.75)	5.5 (0.99)	6.5 (0.87)	4.8 (0.79)
Wisconsin	15.8 (1.19)	12.7 (0.76)	10.9 (0.81)	10.4 (0.66)	14.4 (1.32)	— (†)	— (†)	3.9 (0.54)	3.6 (0.49)	3.4 (0.50)	3.1 (0.41)	3.2 (0.52)	— (†)	5.2 (0.74)
Wyoming	28.0 (1.17)	26.8 (1.28)	26.0 (1.04)	27.1 (1.19)	28.8 (0.95)	29.6 (1.33)	— (†)	10.0 (0.71)	11.4 (0.76)	11.5 (0.81)	10.5 (0.71)	9.9 (0.62)	10.7 (0.82)	— (†)
Puerto Rico	8.9 (0.80)	— (†)	— (†)	10.0 (1.19)	8.9 (0.62)	7.1 (0.90)	9.4 (2.18)	3.7 (0.49)	— (†)	— (†)	4.4 (0.58)	2.8 (0.44)	2.8 (0.42)	5.5 ! (1.80)

—Not available.

†Not applicable.

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

²The 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.

³In the question asking students about carrying a weapon at school, "on school property" was not defined for survey respondents.

⁴U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

⁵Ohio data for 2005 through 2013 include both public and private schools.

⁶South Dakota data for 2005 through 2015 include both public and private schools.

⁷Vermont data for 2013 include both public and private schools.

NOTE: Respondents were asked about carrying "a weapon such as a gun, knife, or club." For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

Table 13.4. Total number of public school students who brought firearms to or possessed firearms at school and number of students who did this per 100,000 students enrolled, by state or jurisdiction: 2009–10 through 2017–18

State or jurisdiction	Total number of students who brought firearms to or possessed firearms at school										Number of students who did this per 100,000 students enrolled									
	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
United States	2,660	2,534	2,687	2,936	3,048	2,888	3,186	3,272	3,482	5.4	5.1	5.4	5.9	6.1	5.7	6.3	6.5	6.9		
Alabama	52	39	12	91	97	67	100	70	40	6.9	5.2	1.6	12.2	13.0	9.0	13.4	9.4	5.4		
Alaska	8	3	6	5	4	4	7	7	10	6.1	2.3	4.6	3.8	3.1	3.0	5.3	5.3	7.5		
Arizona	33	33	43	39	34	36	29	79	41	3.1	4.0	3.6	3.1	3.2	2.6	7.0	3.7			
Arkansas	97	114	105	115	113	123	112	142	148	20.2	23.6	21.7	23.7	23.1	25.1	22.8	28.8	29.8		
California	375	238	157	323	316	321	380	346	376	6.0	3.8	2.5	5.1	5.0	5.1	6.0	5.5	6.0		
Colorado	47	65	67	42	45	22	27	30	48	5.6	7.7	7.8	4.9	5.1	2.5	3.0	3.3	5.3		
Connecticut	35	40	42	45	24	36	41	40	22	6.2	7.1	7.6	8.2	4.4	6.6	7.6	7.5	4.1		
Delaware	8	6	2	3	7	3	7	3	6	6.3	4.6	1.6	2.3	5.3	2.2	5.2	2.2	4.4		
District of Columbia	7	6	49	0	72	19	13	11	14	10.1	8.4	66.3	0.0	92.1	23.5	15.5	12.8	16.0		
Florida	104	113	105	96	120	134	146	131	172	3.9	4.3	3.9	3.6	4.4	4.9	5.2	4.7	6.1		
Georgia	169	180	141	179	134	122	185	204	203	10.1	10.7	8.4	10.5	7.8	7.0	10.5	11.6	11.5		
Hawaii	8	2	1	0	0	34	25	26	4.4	1.1	0.5	0.5	0.0	0.0	18.7	13.8	14.4			
Idaho	25	0	17	5	7	6	9	8	7	9.0	0.0	6.1	1.8	2.4	2.1	3.1	2.7	2.3		
Illinois	22	7	7	5	5	184	177	189	190	1.0	0.3	0.3	0.2	0.2	0.9	8.7	9.3	9.5		
Indiana	50	33	48	49	51	56	81	67	74	4.8	3.2	4.6	4.7	4.9	5.4	7.7	6.4	7.0		
Iowa	5	2	3	4	3	3	1	36	38	1.0	0.4	0.6	0.8	0.6	0.6	0.2	7.1	7.4		
Kansas	89	40	30	48	40	35	35	51	42	18.8	8.3	6.2	9.8	8.1	7.0	7.1	10.3	8.4		
Kentucky	22	19	23	36	45	50	52	58	45	3.2	2.8	3.4	5.3	6.6	7.3	7.6	8.5	6.6		
Louisiana	198	188	162	194	214	143	178	170	179	28.7	27.0	23.0	27.3	30.1	19.9	24.8	23.7	25.0		
Maine	2	2	4	2	0	1	0	3	6	1.1	1.1	2.1	1.1	0.0	0.5	0.0	1.7	3.3		
Maryland	9	12	12	11	7	8	9	14	15	1.1	1.4	1.3	0.8	0.9	1.0	1.6	1.7			
Massachusetts	77	93	67	108	91	96	60	25	22	8.0	9.7	7.0	11.3	9.5	10.0	6.2	2.6	2.3		
Michigan	48	110	110	114	70	50	58	44	134	2.9	6.9	7.0	7.3	4.5	3.3	3.8	2.9	8.8		
Minnesota	25	29	14	21	32	26	30	28	33	3.0	3.5	1.7	2.5	3.8	3.0	3.5	3.2	3.7		
Mississippi	71	32	32	39	49	18	24	38	18	14.4	6.5	7.9	9.9	3.7	4.9	7.9	3.8			
Missouri	12	9	4	8	5	9	8	9	9	1.3	1.0	0.4	0.9	0.5	1.0	0.9	1.0	1.0		
Montana	23	17	32	15	16	13	16	9	12	16.2	12.0	22.5	10.5	11.1	9.0	11.0	6.1	8.0		
Nebraska	8	14	11	17	16	17	10	12	19	2.7	4.7	3.7	5.6	5.2	5.4	3.2	3.8	5.9		
Nevada	19	20	23	25	26	12	9	28	28	4.4	4.6	5.2	5.6	5.8	2.6	1.9	5.9	5.8		
New Hampshire	4	10	19	17	22	13	9	8	16	2.0	5.1	9.9	9.0	11.8	7.0	4.9	4.4	8.9		
New Jersey	6	5	6	9	5	7	3	7	8	0.4	0.4	0.4	0.7	0.4	0.5	0.2	0.5	0.6		
New Mexico	82	65	53	52	59	25	78	70	58	24.5	19.2	15.7	15.4	17.4	7.3	23.2	20.8	17.3		
New York	73 ¹	103 ¹	253	180	238	247	184	137	277	2.6 ¹	3.8 ¹	9.4	6.6	8.7	9.0	6.8	5.0	10.2		
North Carolina	40	72	67	75	98	84	115	100	124	2.7	4.8	4.4	6.4	5.4	7.4	6.5	8.0			
North Dakota	5	15	14	8	15	4	11	4	18	5.3	15.6	14.3	7.9	14.4	3.8	10.1	3.6	16.1		
Ohio	103	91	75	71	102	88	83	81	70	5.8	5.2	4.3	4.1	5.9	5.1	4.8	4.7	4.1		
Oklahoma	49	17	25	32	23	29	38	29	41	7.5	2.6	3.8	4.8	3.4	4.2	5.5	4.2	5.9		
Oregon	43	43	59	47	37	42	30	38	51	7.4	7.5	10.4	8.0	6.2	7.0	4.9	6.3	8.4		
Pennsylvania	52	24	22	34	24	46	18	24	27	2.9	1.3	1.2	1.9	1.4	2.6	1.0	1.4	1.6		
Rhode Island	3	8	2	0	2	0	5	9	0	2.1	5.6	1.4	0.0	1.4	0.0	3.5	6.3	0.0		
South Carolina	35	10	38	74	108	76	91	102	117	4.8	1.4	5.2	10.1	14.5	10.0	11.9	13.2	15.0		
South Dakota	12	6	10	13	5	1	10	9	16	9.7	4.8	7.8	10.0	3.8	0.8	7.4	6.6	11.6		
Tennessee	115	42 ²	75 ²	64 ²	57 ²	57 ²	121	127	128	11.8	4.3 ²	7.5 ²	6.4 ²	5.7 ²	5.7 ²	12.1	12.7	12.8		
Texas	108	397	397	397	95	104	107	146	195	2.2	8.0	7.9	7.8	1.8	2.0	2.0	2.7	3.6		
Utah	35	‡	‡	‡	101	—	—	—	47	6.1	‡	‡	‡	16.1	—	—	—	7.0		
Vermont	2	9	4	3	11	4	5	5	5	2.2	9.3	4.4	3.3	12.4	4.6	5.7	5.7			
Virginia	59	57	52	50	45	54	53	65	73	4.7	4.6	4.1	4.0	3.5	4.2	4.1	5.1	5.7		
Washington	134	33	127	100	91	97	42	125	156	12.9	3.2	12.1	9.5	8.6	9.0	3.9	11.3	14.0		
West Virginia	9	7	12	1	211	220	281	229	19	3.2	2.5	4.2	0.4	75.1	78.5	101.3	83.6	7.0		
Wisconsin	31	40	39	47	43	63	51	57	55	3.6	4.6	4.5	5.4	4.9	7.2	5.9	6.6	6.4		
Wyoming	12	14	9	22	13	13	23	4	13.6	15.7	10.0	24.0	14.0	13.8	13.7	24.4	4.2			
Jurisdiction																				
Bureau of Indian Education	0	—	—	—	—	—	—	1	1	0.0	—	—	—	—	—	—	2.2	2.2		
DoDEA	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Other jurisdictions																				
American Samoa	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Guam	—	—	—	—	0	0	0	0	0	—	—	—	—	0.0	0.0	0.0	0.0	0.0		
Northern Marianas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Puerto Rico	7	24	16	10	4	0	2	12	7	1.4	5.1	3.5	2.3	0.9	0.0	0.5	3.3	2.0		
U.S. Virgin Islands	0	—	—	—	—	—	0	0	0.0	—	—	—	—	—	0.0	0.0	0.0	0.0		

—Not available.

[‡]Reporting standards not met (suppressed due to data quality concerns).

¹Data for New York City Public Schools were not reported.

²Due to data quality concerns, totals exclude students reported under the "other" firearm type category.

NOTE: Unless otherwise noted, data represent the sum of student counts for all firearm type categories (handguns, rifles/shotguns, other firearms, and multiple types of firearms).

DoDEA = Department of Defense Education Activity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts file 086, Data Group 596, extracted August 29, 2019, 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 2017–18. (This table was prepared August 2019.)

Table 13.5. Percentage of students ages 12–18 who reported having access to a loaded gun, without adult permission, at school or away from school during the school year, by selected student and school characteristics: Selected years, 2007 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	2007	2009	2011	2013	2015	2017						
1	2	3	4	5	6	7						
Total	6.7	(0.40)	5.5	(0.47)	4.7	(0.43)	3.7	(0.38)	4.2	(0.48)	3.4	(0.29)
Sex												
Male	8.4	(0.56)	7.6	(0.72)	5.6	(0.59)	3.9	(0.56)	5.3	(0.63)	4.0	(0.43)
Female	5.0	(0.47)	3.4	(0.44)	3.6	(0.44)	3.4	(0.35)	3.1	(0.50)	2.7	(0.33)
Race/ethnicity												
White	7.7	(0.55)	6.4	(0.60)	5.3	(0.50)	4.2	(0.45)	5.2	(0.67)	4.2	(0.41)
Black	6.2	(0.98)	3.9	(0.92)	4.1	(0.86)	3.4	(0.78)	3.3	(0.79)	4.1	(0.82)
Hispanic	4.8	(0.79)	4.9	(0.90)	4.1	(0.89)	3.0	(0.71)	2.8	(0.65)	1.7	(0.40)
Asian/Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Asian	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
Pacific Islander	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)
American Indian/Alaska Native	‡	(†)	‡	(†)	‡	(†)	‡	(†)	‡	(†)	9.6!	(4.35)
Two or more races	9.7	(2.67)	5.2!	(2.44)	‡	(†)	4.5!	(2.03)	5.9!	(2.27)	3.4!	(1.69)
Grade												
6th	2.4	(0.64)	0.8!	(0.40)	2.0!	(0.89)	‡	(†)	1.7!	(0.65)	‡	(†)
7th	2.6	(0.56)	3.6	(0.84)	3.0	(0.63)	2.0	(0.50)	3.0	(0.66)	1.1!	(0.33)
8th	3.2	(0.63)	3.2	(0.63)	2.9	(0.60)	2.4	(0.62)	2.6	(0.58)	2.2	(0.49)
9th	6.8	(0.98)	4.4	(0.80)	4.0	(0.75)	3.3	(0.80)	3.3	(0.72)	3.5	(0.81)
10th	9.2	(1.13)	7.3	(1.02)	5.3	(0.70)	4.7	(0.80)	4.7	(1.07)	4.0	(0.81)
11th	9.9	(1.00)	7.6	(1.16)	6.4	(1.06)	5.9	(0.99)	6.4	(1.10)	4.8	(0.82)
12th	12.3	(1.33)	9.8	(1.44)	8.2	(1.06)	5.8	(0.99)	7.3	(1.08)	5.8	(0.88)
Urbanicity ¹												
Urban	5.8	(0.67)	4.7	(0.72)	4.1	(0.61)	3.2	(0.54)	3.4	(0.73)	2.2	(0.39)
Suburban	6.4	(0.59)	5.5	(0.57)	4.9	(0.55)	3.7	(0.46)	4.4	(0.60)	3.2	(0.34)
Rural	9.1	(1.04)	7.1	(1.39)	4.9	(0.92)	4.6	(0.91)	5.0	(1.20)	6.7	(1.27)
Control of school												
Public	6.9	(0.44)	5.8	(0.49)	4.8	(0.42)	3.7	(0.40)	4.4	(0.52)	3.5	(0.30)
Private	4.5	(0.88)	2.3!	(0.83)	3.2!	(0.98)	3.6	(1.01)	2.0!	(0.76)	2.2!	(0.73)

[†]Not applicable.

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

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

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

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2007 through 2017. (This table was prepared September 2018.)

Table 14.1. Percentage of students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13
Anywhere (including on school property)¹												
Total	48.0 (1.06)	50.8 (1.43)	50.0 (1.30)	47.1 (1.11)	44.9 (1.21)	43.3 (1.38)	44.7 (1.15)	41.8 (0.80)	38.7 (0.75)	34.9 (1.08)	32.8 (1.18)	29.8 (1.27)
Sex												
Male	50.1 (1.23)	53.3 (1.22)	52.3 (1.47)	49.2 (1.42)	43.8 (1.31)	43.8 (1.40)	44.7 (1.39)	40.8 (1.11)	39.5 (0.93)	34.4 (1.30)	32.2 (0.89)	27.6 (1.24)
Female	45.9 (1.32)	47.8 (1.99)	47.7 (1.45)	45.0 (1.11)	45.8 (1.29)	42.8 (1.56)	44.6 (1.42)	42.9 (0.85)	37.9 (0.91)	35.5 (1.39)	33.5 (1.89)	31.8 (1.57)
Race/ethnicity												
White	49.9 (1.26)	54.0 (1.51)	52.5 (1.62)	50.4 (1.12)	47.1 (1.51)	46.4 (1.84)	47.3 (1.67)	44.7 (1.16)	40.3 (0.97)	36.3 (1.63)	35.2 (2.00)	32.4 (1.73)
Black	42.5 (1.82)	36.9 (1.46)	39.9 (4.07)	32.7 (2.33)	37.4 (1.67)	31.2 (1.05)	34.5 (1.65)	33.4 (1.45)	30.5 (1.40)	29.6 (1.65)	23.8 (2.82)	20.8 (2.27)
Hispanic	50.8 (2.82)	53.9 (1.96)	52.8 (2.41)	49.2 (1.52)	45.6 (1.39)	46.8 (1.39)	47.6 (1.80)	42.9 (1.43)	42.3 (1.38)	37.5 (2.11)	34.4 (1.28)	31.3 (1.53)
Asian ²	— (†)	— (†)	25.7 (2.24)	28.4 (3.22)	27.5 (3.47)	21.5 (1.98)	25.4 (2.17)	18.3 (1.60)	25.6 (2.90)	21.7 (1.80)	13.1 (1.83)	12.2 (1.74)
Pacific Islander ²	— (†)	— (†)	60.8 (5.11)	52.3 (8.54)	40.0 (7.04)	38.7 (8.43)	48.8 (6.58)	34.8 (4.36)	38.4 (6.40)	26.8 (5.84)	36.9 (10.62)	18.7 (3.17)
American Indian/Alaska Native	45.3 (7.18)	57.6 (3.79)	49.4 (6.43)	51.4 (3.97)	51.9 (5.29)	57.4 (4.13)	34.5 (1.77)	42.8 (5.43)	44.9 (2.26)	33.4 (5.13)	46.0 (8.12)	31.8 (8.15)
Two or more races ²	— (†)	— (†)	51.1 (3.98)	45.4 (4.11)	47.1 (3.59)	39.0 (3.59)	46.2 (2.89)	44.3 (2.42)	36.9 (3.08)	36.1 (2.87)	39.6 (2.68)	32.7 (2.50)
Sexual orientation ³												
Heterosexual	— (†)	32.1 (1.30)	29.7 (1.02)									
Gay, lesbian, or bisexual	— (†)	40.5 (2.07)	37.4 (2.39)									
Not sure	— (†)	34.6 (2.81)	21.5 (2.77)									
Grade												
9th	40.5 (1.79)	44.2 (3.12)	40.6 (2.17)	41.1 (1.82)	36.2 (1.43)	36.2 (1.23)	35.7 (1.15)	31.5 (1.28)	29.8 (1.35)	24.4 (1.13)	23.4 (1.28)	18.8 (1.23)
10th	44.0 (2.00)	47.2 (2.19)	49.7 (1.89)	45.2 (1.29)	43.5 (1.66)	42.0 (1.95)	41.8 (1.68)	40.6 (1.42)	35.7 (1.37)	30.9 (1.84)	29.0 (2.49)	27.0 (1.60)
11th	49.7 (1.73)	53.2 (1.49)	50.9 (1.98)	49.3 (1.70)	47.0 (2.08)	46.0 (1.98)	49.0 (1.83)	45.7 (2.05)	42.7 (1.28)	39.2 (1.52)	38.0 (1.68)	34.4 (1.68)
12th	56.4 (1.35)	57.3 (2.50)	61.7 (2.25)	55.2 (1.53)	55.9 (1.65)	50.8 (2.12)	54.9 (2.09)	51.7 (1.37)	48.4 (1.29)	46.8 (1.85)	42.4 (2.00)	40.8 (1.92)
Urbanicity ⁴												
Urban	— (†)	48.9 (2.07)	46.5 (2.75)	45.2 (1.97)	41.5 (1.48)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	50.5 (2.11)	51.4 (1.32)	47.6 (1.26)	46.5 (2.10)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	55.4 (5.36)	52.2 (4.51)	50.2 (1.91)	45.3 (2.35)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
On school property ⁵												
Total	5.2 (0.39)	5.6 (0.34)	4.9 (0.39)	4.9 (0.28)	5.2 (0.46)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)	— (†)	— (†)	— (†)
Sex												
Male	6.2 (0.39)	7.2 (0.66)	6.1 (0.54)	6.1 (0.43)	6.0 (0.61)	5.3 (0.39)	4.6 (0.35)	5.3 (0.41)	5.4 (0.43)	— (†)	— (†)	— (†)
Female	4.2 (0.54)	3.6 (0.37)	3.6 (0.39)	3.8 (0.39)	4.2 (0.41)	3.3 (0.32)	3.6 (0.37)	3.6 (0.34)	4.7 (0.35)	— (†)	— (†)	— (†)
Race/ethnicity												
White	4.6 (0.44)	4.8 (0.42)	4.8 (0.55)	4.2 (0.26)	3.9 (0.45)	3.8 (0.38)	3.2 (0.35)	3.3 (0.27)	4.0 (0.38)	— (†)	— (†)	— (†)
Black	6.9 (0.98)	5.6 (0.72)	4.3 (0.52)	5.3 (0.65)	5.8 (0.80)	3.2 (0.45)	3.4 (0.63)	5.4 (0.59)	5.1 (0.50)	— (†)	— (†)	— (†)
Hispanic	6.8 (0.84)	8.2 (0.96)	7.0 (0.88)	7.0 (0.71)	7.6 (1.08)	7.7 (1.04)	7.5 (0.86)	6.9 (0.70)	7.3 (0.68)	— (†)	— (†)	— (†)
Asian ²	— (†)	— (†)	2.0 (0.42)	6.8 (1.42)	5.6 (1.55)	1.3! (0.62)	4.4 (1.17)	2.9 (0.65)	3.5! (1.21)	— (†)	— (†)	— (†)
Pacific Islander ²	— (†)	— (†)	6.7 (1.59)	12.4 (3.50)	8.5! (3.29)	‡ (†)	‡ (†)	‡ (†)	10.0 (2.34)	8.3! (3.61)	— (†)	— (†)
American Indian/Alaska Native	6.7! (3.06)	8.6! (4.15)	‡ (†)	8.2 (1.69)	7.1! (2.61)	6.2! (2.05)	5.0 (0.89)	4.3! (1.58)	20.9 (4.15)	— (†)	— (†)	— (†)
Two or more races ²	— (†)	— (†)	5.2 (1.09)	7.0! (2.36)	13.3 (2.93)	3.5 (1.02)	5.4 (1.25)	6.7 (1.37)	5.8 (1.32)	— (†)	— (†)	— (†)
Grade												
9th	5.2 (0.38)	5.9 (0.83)	4.4 (0.60)	5.3 (0.47)	5.1 (0.69)	3.7 (0.48)	3.4 (0.43)	4.4 (0.37)	5.4 (0.56)	— (†)	— (†)	— (†)
10th	4.7 (0.43)	4.6 (0.71)	5.0 (0.67)	5.1 (0.45)	5.6 (0.60)	4.5 (0.45)	4.1 (0.50)	4.8 (0.46)	4.4 (0.51)	— (†)	— (†)	— (†)
11th	5.2 (0.80)	6.0 (0.86)	4.7 (0.57)	4.7 (0.45)	5.0 (0.57)	4.0 (0.47)	4.2 (0.54)	4.6 (0.44)	5.2 (0.56)	— (†)	— (†)	— (†)
12th	5.5 (0.64)	5.9 (0.66)	5.0 (0.89)	4.3 (0.44)	4.5 (0.68)	4.8 (0.57)	4.8 (0.55)	4.1 (0.44)	5.1 (0.48)	— (†)	— (†)	— (†)
Urbanicity ⁴												
Urban	— (†)	6.4 (0.85)	5.0 (0.60)	5.4 (0.61)	6.1 (0.94)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	5.2 (0.43)	4.6 (0.61)	4.9 (0.37)	4.8 (0.54)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	5.3 (0.55)	5.6 (0.67)	4.0 (0.83)	4.7 (0.49)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

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

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.

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 and 1997 with data from later years.

³Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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 from 2013 onward.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared July 2018.)

Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 days 2	1 or 2 days 3	3 to 29 days 4	All 30 days 5	0 days 6	1 or 2 days 7	3 to 29 days 8	All 30 days 9
1								
2011								
Total	61.3 (0.75)	19.4 (0.62)	18.3 (0.47)	0.9 (0.11)	94.9 (0.33)	3.3 (0.23)	1.3 (0.15)	0.5 (0.07)
Sex								
Male	60.5 (0.93)	18.5 (0.68)	19.5 (0.65)	1.5 (0.19)	94.6 (0.43)	3.1 (0.26)	1.5 (0.21)	0.8 (0.14)
Female	62.1 (0.91)	20.5 (0.74)	17.1 (0.63)	0.3 (0.08)	95.3 (0.35)	3.4 (0.29)	1.1 (0.16)	0.1! (0.04)
Race/ethnicity								
White	59.7 (0.97)	19.5 (0.83)	20.1 (0.62)	0.7 (0.13)	96.0 (0.38)	2.8 (0.29)	0.9 (0.12)	0.3 (0.06)
Black	69.5 (1.40)	17.5 (1.06)	12.1 (0.97)	0.9 (0.21)	94.9 (0.50)	3.2 (0.41)	1.4 (0.28)	0.5! (0.18)
Hispanic	57.7 (1.38)	21.5 (0.75)	19.4 (0.94)	1.4 (0.25)	92.7 (0.68)	4.3 (0.31)	2.2 (0.45)	0.7 (0.17)
Asian	74.4 (2.90)	16.7 (2.86)	7.3 (1.42)	1.6! (0.73)	96.5 (1.21)	2.2! (0.96)	‡ (†)	‡ (†)
Pacific Islander	61.6 (6.40)	15.6 (3.98)	21.9 (4.87)	‡ (†)	91.7 (3.61)	3.6! (1.62)	‡ (†)	‡ (†)
American Indian/Alaska Native	55.1 (2.26)	23.8 (2.23)	20.1 (1.51)	‡ (†)	79.1 (4.15)	15.0 (3.14)	5.3 (0.96)	‡ (†)
Two or more races	63.1 (3.08)	19.6 (2.94)	15.0 (1.88)	2.3! (0.96)	94.2 (1.32)	3.3 (0.86)	‡ (†)	1.6! (0.74)
Grade								
9th	70.2 (1.35)	17.8 (0.99)	11.2 (0.95)	0.7 (0.18)	94.6 (0.56)	3.7 (0.41)	1.4 (0.31)	0.4 (0.09)
10th	64.3 (1.37)	19.2 (1.11)	15.8 (0.66)	0.6 (0.15)	95.6 (0.51)	2.8 (0.40)	1.2 (0.24)	0.4 (0.11)
11th	57.3 (1.28)	21.1 (0.87)	20.6 (1.31)	1.1 (0.21)	94.8 (0.56)	3.2 (0.39)	1.3 (0.26)	0.7 (0.16)
12th	51.6 (1.29)	20.1 (0.93)	27.1 (1.25)	1.1 (0.24)	94.9 (0.48)	3.5 (0.38)	1.3 (0.26)	0.3! (0.10)
2013 ³								
Total	65.1 (1.08)	17.3 (0.56)	16.9 (0.78)	0.8 (0.12)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	65.6 (1.30)	15.7 (0.75)	17.4 (0.90)	1.2 (0.19)	— (†)	— (†)	— (†)	— (†)
Female	64.5 (1.39)	18.8 (0.98)	16.3 (0.88)	0.3 (0.09)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	63.7 (1.63)	17.6 (0.87)	18.0 (1.11)	0.6 (0.13)	— (†)	— (†)	— (†)	— (†)
Black	70.4 (1.65)	15.5 (0.90)	13.6 (1.46)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
Hispanic	62.5 (2.11)	18.0 (1.30)	18.3 (1.27)	1.2 (0.35)	— (†)	— (†)	— (†)	— (†)
Asian	78.3 (1.80)	14.8 (2.26)	6.3 (1.27)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	73.2 (5.84)	18.2 (4.71)	7.5 (2.24)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	66.6 (5.13)	14.8 (4.41)	17.4! (5.62)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	63.9 (2.87)	18.7 (1.71)	16.4 (2.12)	1.0! (0.42)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	75.6 (1.13)	13.6 (0.89)	10.0 (0.85)	0.7 (0.22)	— (†)	— (†)	— (†)	— (†)
10th	69.1 (1.84)	15.9 (1.17)	14.5 (1.22)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
11th	60.8 (1.52)	18.6 (1.01)	19.7 (1.26)	0.9 (0.23)	— (†)	— (†)	— (†)	— (†)
12th	53.2 (1.85)	21.5 (0.93)	24.6 (1.31)	0.7 (0.17)	— (†)	— (†)	— (†)	— (†)
2015 ³								
Total	67.2 (1.18)	17.6 (0.67)	14.5 (0.85)	0.7 (0.12)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	67.8 (0.89)	16.1 (0.76)	15.1 (0.87)	1.0 (0.23)	— (†)	— (†)	— (†)	— (†)
Female	66.5 (1.89)	19.3 (1.09)	13.9 (1.12)	0.3! (0.13)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	64.8 (2.00)	18.5 (0.83)	16.2 (1.40)	0.5 (0.11)	— (†)	— (†)	— (†)	— (†)
Black	76.2 (2.82)	14.4 (1.82)	8.6 (1.24)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Hispanic	65.6 (1.28)	18.9 (1.25)	14.4 (0.76)	1.1 (0.25)	— (†)	— (†)	— (†)	— (†)
Asian	86.9 (1.83)	7.1 (1.48)	4.9 (0.88)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	63.1 (10.62)	22.1! (8.78)	13.5! (5.64)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	54.0 (8.12)	16.3! (5.91)	29.3! (8.96)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Two or more races	60.4 (2.68)	20.2 (2.17)	19.0 (2.32)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Sexual orientation ⁴								
Heterosexual	67.9 (1.30)	17.5 (0.74)	13.9 (0.99)	0.6 (0.11)	— (†)	— (†)	— (†)	— (†)
Gay, lesbian, or bisexual	59.5 (2.07)	21.7 (1.84)	18.1 (1.54)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Not sure	65.4 (2.81)	14.6 (2.03)	16.6 (2.32)	3.4! (1.16)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	76.6 (1.28)	14.2 (1.20)	8.5 (0.98)	0.6 (0.16)	— (†)	— (†)	— (†)	— (†)
10th	71.0 (2.49)	16.0 (1.53)	12.2 (1.25)	0.8 (0.21)	— (†)	— (†)	— (†)	— (†)
11th	62.0 (1.68)	19.9 (1.49)	17.8 (1.39)	0.3! (0.12)	— (†)	— (†)	— (†)	— (†)
12th	57.6 (2.00)	21.0 (1.22)	20.4 (1.49)	0.9 (0.26)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 14.2. Percentage distribution of students in grades 9–12, by number of days they reported using alcohol anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017—Continued

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹					On school property ²			
	0 days 2	1 or 2 days 3	3 to 29 days 4	All 30 days 5	0 days 6	1 or 2 days 7	3 to 29 days 8	All 30 days 9	
1									
2017 ³									
Total	70.2 <i>(1.27)</i>	16.4 <i>(0.66)</i>	12.8 <i>(0.74)</i>	0.6 <i>(0.10)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Sex									
Male	72.4 <i>(1.24)</i>	14.6 <i>(0.73)</i>	12.0 <i>(0.77)</i>	0.9 <i>(0.17)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Female	68.2 <i>(1.57)</i>	18.1 <i>(0.94)</i>	13.5 <i>(0.94)</i>	0.3 <i>(0.08)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Race/ethnicity									
White	67.6 <i>(1.73)</i>	16.9 <i>(0.90)</i>	15.0 <i>(0.96)</i>	0.5! <i>(0.17)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Black	79.2 <i>(2.27)</i>	13.8 <i>(1.45)</i>	6.5 <i>(0.94)</i>	0.6! <i>(0.21)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Hispanic	68.7 <i>(1.53)</i>	17.5 <i>(0.85)</i>	13.2 <i>(1.09)</i>	0.6 <i>(0.18)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Asian	87.8 <i>(1.74)</i>	8.2 <i>(1.44)</i>	2.9! <i>(0.97)</i>	‡ <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Pacific Islander	81.3 <i>(3.17)</i>	9.5 <i>(2.45)</i>	9.0! <i>(3.20)</i>	‡ <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
American Indian/Alaska Native	68.2 <i>(8.15)</i>	14.6 <i>(3.29)</i>	‡ <i>(†)</i>	‡ <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Two or more races	67.3 <i>(2.50)</i>	20.5 <i>(2.37)</i>	11.5 <i>(1.66)</i>	‡ <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Sexual orientation ⁴									
Heterosexual	70.3 <i>(1.02)</i>	16.6 <i>(0.58)</i>	12.7 <i>(0.64)</i>	0.4 <i>(0.09)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Gay, lesbian, or bisexual	62.6 <i>(2.39)</i>	18.9 <i>(1.63)</i>	17.6 <i>(1.49)</i>	0.8! <i>(0.25)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Not sure	78.5 <i>(2.77)</i>	11.7 <i>(1.64)</i>	6.5 <i>(1.15)</i>	3.4! <i>(1.59)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
Grade									
9th	81.2 <i>(1.23)</i>	11.6 <i>(0.69)</i>	7.0 <i>(0.83)</i>	0.1! <i>(0.06)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
10th	73.0 <i>(1.60)</i>	15.2 <i>(0.92)</i>	11.3 <i>(0.93)</i>	0.6! <i>(0.26)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
11th	65.6 <i>(1.68)</i>	18.5 <i>(1.07)</i>	15.4 <i>(1.15)</i>	0.5! <i>(0.20)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	
12th	59.2 <i>(1.92)</i>	21.3 <i>(1.15)</i>	18.5 <i>(1.35)</i>	1.1! <i>(0.33)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	— <i>(†)</i>	

—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.

³The 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.

⁴In the question about drinking alcohol at school, "on school property" was not defined for survey respondents.

⁵Data on alcohol use at school were not collected from 2013 onward.

⁶Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 14.3. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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)	29.8 (1.27)	4.3 (0.30)	4.1 (0.32)	4.5 (0.29)	5.1 (0.33)	— (†)	— (†)	— (†)
Alabama	39.4 (2.55)	— (†)	39.5 (2.22)	35.6 (1.99)	35.0 (2.45)	30.7 (1.70)	— (†)	4.5 (0.59)	— (†)	5.4 (0.76)	5.7 (1.08)	— (†)	— (†)	— (†)
Alaska	— (†)	39.7 (2.11)	33.2 (1.66)	28.6 (1.95)	22.5 (1.69)	22.0 (1.21)	22.8 (1.90)	— (†)	4.1 (0.58)	3.0 (0.48)	3.4 (0.52)	— (†)	— (†)	— (†)
Arizona	47.1 (1.73)	45.6 (1.73)	44.5 (1.67)	43.8 (1.47)	36.0 (2.25)	34.8 (2.65)	33.2 (1.90)	7.5 (0.88)	6.0 (0.54)	5.9 (0.61)	6.2 (0.55)	— (†)	— (†)	— (†)
Arkansas	43.1 (1.99)	42.2 (1.75)	39.7 (1.91)	33.9 (1.81)	36.3 (1.97)	27.6 (1.58)	25.7 (2.69)	5.2 (0.62)	5.1 (0.65)	6.1 (0.89)	4.2 (0.68)	— (†)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	28.9 (2.61)	30.0 (2.69)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	47.4 (4.42)	— (†)	40.8 (2.44)	36.4 (2.29)	— (†)	— (†)	26.2 (1.74)	5.9 (1.08)	— (†)	4.1 (0.61)	5.3 (0.87)	— (†)	— (†)	— (†)
Connecticut	45.3 (2.16)	46.0 (2.13)	43.5 (2.22)	41.5 (1.90)	36.7 (2.02)	30.2 (1.50)	30.4 (1.54)	6.6 (0.71)	5.6 (0.99)	5.0 (0.47)	4.6 (0.61)	— (†)	— (†)	— (†)
Delaware	43.1 (1.16)	45.2 (1.40)	43.7 (1.65)	40.4 (1.55)	36.3 (1.34)	31.4 (1.95)	28.7 (1.39)	5.5 (0.66)	4.5 (0.48)	5.0 (0.73)	5.0 (0.50)	— (†)	— (†)	— (†)
District of Columbia	23.1 (1.40)	32.6 (1.47)	— (†)	32.8 (1.89)	31.4 (0.58)	20.2 (0.43)	20.5 (0.51)	4.6 (0.55)	6.1 (0.92)	— (†)	6.8 (0.91)	— (†)	— (†)	— (†)
Florida	39.7 (1.43)	42.3 (1.30)	40.5 (1.03)	37.0 (0.98)	34.9 (0.87)	33.0 (0.96)	27.0 (0.74)	4.5 (0.30)	5.3 (0.31)	4.9 (0.26)	5.1 (0.29)	— (†)	— (†)	— (†)
Georgia	39.9 (2.12)	37.7 (1.52)	34.3 (1.65)	34.6 (1.93)	27.9 (2.04)	— (†)	— (†)	4.3 (0.67)	4.4 (0.58)	4.2 (0.48)	5.4 (0.80)	— (†)	— (†)	— (†)
Hawaii	34.8 (2.05)	29.1 (2.93)	37.8 (3.02)	29.1 (1.64)	25.2 (1.75)	25.2 (1.02)	24.5 (1.18)	8.8 (0.93)	6.0 (0.93)	7.9 (1.31)	5.0 (0.42)	— (†)	— (†)	— (†)
Idaho	39.8 (2.62)	42.5 (2.73)	34.2 (1.97)	36.2 (2.28)	28.3 (2.23)	28.3 (2.21)	26.5 (1.83)	4.3 (0.69)	6.2 (0.81)	3.5 (0.53)	4.1 (0.50)	— (†)	— (†)	— (†)
Illinois	— (†)	43.7 (2.72)	39.8 (1.91)	37.8 (1.87)	36.6 (2.41)	30.7 (2.07)	27.4 (2.07)	— (†)	5.5 (0.75)	4.4 (0.64)	3.3 (0.40)	— (†)	— (†)	— (†)
Indiana	41.4 (2.12)	43.9 (2.24)	38.5 (2.13)	33.5 (1.65)	— (†)	30.5 (2.19)	— (†)	3.4 (0.64)	4.1 (0.47)	3.5 (0.52)	2.0 (0.36)	— (†)	— (†)	— (†)
Iowa	43.8 (2.56)	41.0 (2.36)	— (†)	37.1 (2.58)	— (†)	— (†)	27.6 (1.73)	4.6 (0.89)	3.4 (0.78)	— (†)	2.3 (0.41)	— (†)	— (†)	— (†)
Kansas	43.9 (1.74)	42.4 (1.69)	38.7 (1.93)	32.6 (1.53)	27.6 (1.02)	— (†)	29.9 (1.42)	5.1 (0.74)	4.8 (0.66)	3.2 (0.55)	2.9 (0.45)	— (†)	— (†)	— (†)
Kentucky	37.4 (1.77)	40.6 (1.25)	37.8 (1.30)	34.6 (1.56)	30.4 (1.37)	28.5 (1.70)	26.6 (1.80)	3.5 (0.37)	4.7 (0.47)	5.2 (0.87)	4.1 (0.53)	— (†)	— (†)	— (†)
Louisiana	— (†)	— (†)	47.5 (2.80)	44.4 (2.00)	38.6 (2.75)	— (†)	34.0 (3.00)	— (†)	— (†)	5.6 (1.33)	6.0 (1.36)	— (†)	— (†)	— (†)
Maine	43.0 (2.15)	39.3 (2.29)	32.2 (0.66)	28.7 (0.69)	26.6 (0.90)	24.0 (0.69)	22.0 (0.68)	3.9 (0.44)	5.6 (0.89)	4.0 (0.23)	3.1 (0.21)	— (†)	— (†)	— (†)
Maryland	39.8 (2.17)	42.9 (3.13)	37.0 (1.44)	34.8 (1.98)	31.2 (0.45)	26.1 (0.41)	25.5 (0.39)	3.2 (0.42)	6.2 (1.10)	4.8 (0.67)	5.4 (0.63)	— (†)	— (†)	— (†)
Massachusetts	47.8 (1.36)	46.2 (1.57)	43.6 (1.28)	40.1 (1.54)	35.6 (1.14)	33.9 (1.48)	31.4 (2.04)	4.2 (0.32)	4.7 (0.45)	3.8 (0.48)	3.6 (0.44)	— (†)	— (†)	— (†)
Michigan	38.1 (1.73)	42.8 (1.70)	37.0 (1.28)	30.6 (1.64)	28.3 (1.81)	25.9 (1.81)	29.6 (2.54)	3.6 (0.46)	3.6 (0.51)	3.7 (0.40)	2.7 (0.37)	— (†)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	40.6 (1.57)	39.2 (1.43)	36.2 (2.07)	32.9 (2.09)	31.5 (1.67)	— (†)	— (†)	5.1 (0.71)	4.3 (0.45)	4.6 (0.67)	— (†)	— (†)	— (†)
Missouri	40.8 (2.04)	44.4 (2.35)	39.3 (2.71)	— (†)	35.6 (1.33)	34.5 (2.09)	32.0 (2.31)	3.3 (0.57)	3.4 (0.74)	3.0 (0.55)	— (†)	— (†)	— (†)	— (†)
Montana	48.6 (1.50)	46.5 (1.39)	42.8 (1.81)	38.3 (1.08)	37.1 (1.20)	34.2 (1.03)	33.1 (1.06)	6.4 (0.73)	5.7 (0.47)	5.1 (0.69)	3.5 (0.35)	— (†)	— (†)	— (†)
Nebraska	42.9 (1.27)	— (†)	— (†)	26.6 (1.24)	22.1 (1.46)	22.7 (1.65)	24.4 (1.63)	3.6 (0.42)	— (†)	— (†)	3.0 (0.41)	— (†)	— (†)	— (†)
Nevada	41.4 (1.73)	37.0 (1.52)	38.6 (1.66)	— (†)	34.0 (2.11)	33.5 (2.29)	25.8 (1.37)	6.8 (0.92)	4.4 (0.58)	4.4 (0.52)	— (†)	— (†)	— (†)	— (†)
New Hampshire	44.0 (2.31)	44.8 (1.83)	39.3 (2.18)	38.4 (1.83)	32.9 (1.71)	30.0 (0.88)	29.6 (0.79)	— (†)	5.1 (0.73)	4.3 (0.68)	5.6 (0.70)	— (†)	— (†)	— (†)
New Jersey	46.5 (2.65)	— (†)	45.2 (2.21)	42.9 (2.46)	39.3 (1.92)	— (†)	— (†)	3.7 (0.42)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	42.3 (1.93)	43.2 (1.07)	40.5 (1.41)	36.9 (1.40)	28.9 (1.25)	26.1 (0.89)	26.3 (1.49)	7.6 (0.87)	8.7 (1.35)	8.0 (0.90)	6.4 (0.54)	— (†)	— (†)	— (†)
New York	43.4 (1.47)	43.7 (1.41)	41.4 (1.38)	38.4 (1.96)	32.5 (1.36)	29.7 (1.80)	27.1 (1.52)	4.1 (0.45)	5.1 (0.58)	— (†)	— (†)	— (†)	— (†)	— (†)
North Carolina	42.3 (2.16)	37.7 (1.36)	35.0 (2.43)	34.3 (1.41)	32.2 (1.27)	29.2 (1.63)	26.5 (1.54)	5.4 (0.74)	4.7 (0.65)	4.1 (0.57)	5.5 (0.77)	— (†)	— (†)	— (†)
North Dakota	49.0 (1.89)	46.1 (1.82)	43.3 (1.79)	38.8 (1.67)	35.3 (1.59)	30.8 (1.58)	29.1 (1.67)	3.6 (0.52)	4.4 (0.65)	4.2 (0.53)	3.1 (0.51)	— (†)	— (†)	— (†)
Ohio ⁴	42.4 (1.96)	45.7 (1.70)	— (†)	38.0 (2.94)	29.5 (2.21)	— (†)	— (†)	3.2 (0.59)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)	— (†)
Oklahoma	40.5 (1.62)	43.1 (1.88)	39.0 (1.97)	38.3 (1.75)	33.4 (1.91)	27.3 (1.95)	31.6 (1.75)	3.8 (0.49)	5.0 (0.59)	3.9 (0.55)	2.6 (0.65)	— (†)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	38.4 (2.10)	— (†)	— (†)	30.6 (1.61)	31.1 (1.28)	— (†)	— (†)	— (†)	2.8 (0.50)	— (†)	— (†)	— (†)
Rhode Island	42.7 (1.15)	42.9 (1.76)	34.0 (2.01)	34.0 (1.25)	30.9 (1.78)	26.2 (1.92)	23.2 (1.50)	5.3 (0.66)	4.8 (0.54)	3.2 (0.50)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 14.3. Percentage of public school students in grades 9–12 who reported using alcohol at least 1 day during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	43.2 (1.64)	36.8 (2.31)	35.2 (2.80)	39.7 (1.72)	28.9 (1.34)	24.6 (1.57)	25.4 (2.04)	6.0 (0.96)	4.7 (0.73)	3.6 (0.79)	5.9 (0.90)	— (†)	— (†)	— (†)
South Dakota ⁵	46.6 (2.12)	44.5 (1.80)	40.1 (1.54)	39.3 (2.14)	30.8 (1.45)	28.0 (2.53)	— (†)	4.0 (0.70)	3.6 (0.92)	— (†)	— (†)	— (†)	— (†)	— (†)
Tennessee	41.8 (1.90)	36.7 (1.90)	33.5 (1.71)	33.3 (1.39)	28.4 (1.35)	— (†)	25.9 (1.32)	3.7 (0.66)	4.1 (0.54)	3.0 (0.38)	3.2 (0.34)	— (†)	— (†)	— (†)
Texas	47.3 (1.93)	48.3 (1.64)	44.8 (1.25)	39.7 (1.15)	36.1 (1.75)	— (†)	26.8 (1.36)	5.7 (0.56)	4.9 (0.57)	4.7 (0.36)	3.9 (0.35)	— (†)	— (†)	— (†)
Utah	15.8 (1.92)	17.0 (1.88)	18.2 (2.72)	15.1 (1.54)	11.0 (0.90)	— (†)	10.6 (1.40)	2.1 (0.39)	4.7! (1.69)	2.7 (0.45)	2.7 (0.54)	— (†)	— (†)	— (†)
Vermont ⁶	41.8 (1.53)	42.6 (1.04)	39.0 (1.57)	35.3 (1.10)	— (†)	30.0 (0.33)	33.0 (0.34)	4.8 (0.54)	4.6 (0.40)	3.3 (0.28)	3.3 (0.50)	— (†)	— (†)	— (†)
Virginia	— (†)	— (†)	— (†)	30.5 (2.49)	27.3 (1.22)	23.4 (1.20)	24.5 (1.11)	— (†)	— (†)	— (†)	3.3 (0.59)	— (†)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	41.5 (1.41)	43.5 (1.45)	40.4 (1.10)	34.3 (2.40)	37.1 (2.04)	31.1 (1.45)	27.9 (1.41)	6.4 (1.08)	5.5 (0.89)	5.7 (0.61)	4.2 (0.67)	— (†)	— (†)	— (†)
Wisconsin	49.2 (1.51)	48.9 (1.56)	41.3 (1.83)	39.2 (1.35)	32.7 (1.21)	— (†)	30.4 (1.52)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	45.4 (1.47)	42.4 (1.22)	41.7 (1.36)	36.1 (1.34)	34.4 (1.14)	31.0 (1.48)	— (†)	6.2 (0.56)	6.9 (0.63)	6.4 (0.50)	5.1 (0.48)	— (†)	— (†)	— (†)
Puerto Rico	39.0 (1.71)	— (†)	— (†)	30.4 (2.37)	25.5 (2.03)	21.2 (1.45)	23.8 (1.49)	4.4 (0.49)	— (†)	— (†)	3.9 (0.85)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

²The 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.

³In the question about drinking alcohol at school, "on school property" was not defined for survey respondents. Data on alcohol use at school were not collected from 2013 onward.

⁴U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

⁵Ohio data for 2005 through 2013 include both public and private schools.

⁶South Dakota data for 2005 through 2015 include both public and private schools.

⁷Vermont data for 2013 include both public and private schools.

NOTE: For the U.S. total, data for all years include both public and private schools. State-level data include public schools only, except where otherwise noted. For specific states, a given year's data may be unavailable (†) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared June 2018.)

Table 15.1. Percentage of students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Location and student characteristic	1993 2	1997 3	1999 4	2001 5	2003 6	2005 7	2007 8	2009 9	2011 10	2013 11	2015 12	2017 13
Anywhere (including on school property)¹												
Total	17.7 (1.22)	26.2 (1.11)	26.7 (1.30)	23.9 (0.77)	22.4 (1.09)	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	23.4 (1.08)	21.7 (1.22)	19.8 (0.84)
Sex												
Male	20.6 (1.61)	30.2 (1.46)	30.8 (1.92)	27.9 (0.81)	25.1 (1.25)	22.1 (0.98)	22.4 (1.02)	23.4 (0.80)	25.9 (1.01)	25.0 (1.14)	23.2 (1.46)	20.0 (0.89)
Female	14.6 (1.02)	21.4 (1.04)	22.6 (0.96)	20.0 (0.87)	19.3 (0.96)	18.2 (0.99)	17.0 (1.13)	17.9 (0.87)	20.1 (0.95)	21.9 (1.28)	20.1 (1.33)	19.6 (1.14)
Race/ethnicity												
White	17.3 (1.41)	25.0 (1.56)	26.4 (1.59)	24.4 (1.04)	21.7 (1.20)	20.3 (1.11)	19.9 (1.28)	20.7 (0.93)	21.7 (1.09)	20.4 (1.36)	19.9 (1.67)	17.7 (1.12)
Black	18.6 (1.84)	28.2 (1.67)	26.4 (3.49)	21.8 (2.12)	23.9 (1.58)	20.4 (1.11)	21.5 (1.64)	22.2 (1.44)	25.1 (1.35)	28.9 (1.30)	27.1 (1.57)	25.3 (1.24)
Hispanic	19.4 (1.33)	28.6 (2.06)	28.2 (2.29)	24.6 (0.81)	23.8 (1.16)	23.0 (1.22)	18.5 (1.41)	21.6 (1.04)	24.4 (1.27)	27.6 (1.50)	24.5 (1.49)	23.4 (1.85)
Asian ²	— (†)	— (†)	13.5 (2.04)	10.9 (2.12)	9.5 (2.21)	6.7 (1.64)	9.4 (1.63)	7.5 (1.40)	13.6 (3.75)	16.4 (2.99)	8.2 (1.58)	7.3 (1.79)
Pacific Islander ²	— (†)	— (†)	33.8 (4.11)	21.9 (4.07)	28.1 (6.47)	12.4! (3.87)	28.7 (6.14)	24.8 (5.50)	31.1 (7.08)	23.4! (7.35)	17.4 (4.88)	16.1 (4.08)
American Indian/Alaska Native	17.4 (4.77)	44.2 (4.31)	36.2 (6.55)	36.4 (5.48)	32.8 (5.29)	30.3 (4.36)	27.4 (3.50)	31.6 (5.26)	47.4 (3.20)	35.5 (6.37)	26.9 (5.20)	29.7 (6.30)
Two or more races ²	— (†)	— (†)	29.1 (4.00)	31.8 (3.22)	28.3 (5.57)	16.9 (2.43)	20.5 (2.73)	21.7 (2.33)	26.8 (2.10)	28.8 (2.55)	23.5 (2.18)	20.3 (2.27)
Sexual orientation ³												
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	20.7 (1.29)	19.1 (0.83)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	32.0 (1.64)	30.6 (1.68)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	26.0 (2.28)	18.9 (2.76)
Grade												
9th	13.2 (1.10)	23.6 (1.95)	21.7 (1.84)	19.4 (1.25)	18.5 (1.52)	17.4 (1.16)	14.7 (1.02)	15.5 (0.97)	18.0 (1.11)	17.7 (1.13)	15.2 (0.98)	13.1 (1.07)
10th	16.5 (1.79)	25.0 (1.29)	27.8 (2.21)	24.8 (1.12)	22.0 (1.47)	20.2 (1.27)	19.3 (1.12)	21.1 (1.11)	21.6 (1.15)	23.5 (1.89)	20.0 (1.87)	18.7 (0.93)
11th	18.4 (1.77)	29.3 (1.81)	26.7 (2.47)	25.8 (1.33)	24.1 (1.56)	21.0 (1.24)	21.4 (1.49)	23.2 (1.52)	25.5 (1.44)	25.5 (1.37)	24.8 (1.27)	22.6 (1.23)
12th	22.0 (1.40)	26.6 (2.09)	31.5 (2.81)	26.9 (1.77)	25.8 (1.19)	22.8 (1.23)	25.1 (1.96)	24.6 (1.49)	28.0 (1.08)	27.7 (1.58)	27.6 (1.93)	25.7 (1.43)
Urbanicity ⁴												
Urban	— (†)	26.8 (1.50)	27.5 (2.32)	25.6 (1.23)	23.4 (1.65)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	27.0 (1.05)	26.1 (1.60)	22.5 (0.96)	22.8 (1.90)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	21.9 (3.23)	28.0 (4.36)	26.2 (2.49)	19.9 (2.80)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
On school property⁵												
Total	5.6 (0.65)	7.0 (0.52)	7.2 (0.73)	5.4 (0.37)	5.8 (0.68)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)	— (†)	— (†)	— (†)
Sex												
Male	7.8 (0.83)	9.0 (0.68)	10.1 (1.30)	8.0 (0.54)	7.6 (0.88)	6.0 (0.44)	5.9 (0.61)	6.3 (0.54)	7.5 (0.56)	— (†)	— (†)	— (†)
Female	3.3 (0.48)	4.6 (0.56)	4.4 (0.40)	2.9 (0.28)	3.7 (0.48)	3.0 (0.31)	3.0 (0.39)	2.8 (0.32)	4.1 (0.32)	— (†)	— (†)	— (†)
Race/ethnicity												
White	5.0 (0.72)	5.8 (0.69)	6.5 (0.84)	4.8 (0.45)	4.5 (0.66)	3.8 (0.41)	4.0 (0.63)	3.8 (0.38)	4.5 (0.42)	— (†)	— (†)	— (†)
Black	7.3 (1.23)	9.1 (1.07)	7.2 (1.10)	6.1 (0.60)	6.6 (0.89)	4.9 (0.65)	5.0 (0.73)	5.6 (0.64)	6.7 (0.77)	— (†)	— (†)	— (†)
Hispanic	7.5 (1.10)	10.4 (1.03)	10.7 (1.21)	7.4 (0.58)	8.2 (0.72)	7.7 (0.76)	5.4 (0.80)	6.5 (0.76)	7.7 (0.54)	— (†)	— (†)	— (†)
Asian ²	— (†)	— (†)	4.3 (0.71)	4.7! (1.56)	4.3! (1.38)	‡ (†)	2.7! (1.06)	2.0 (0.54)	4.5 (1.34)	— (†)	— (†)	— (†)
Pacific Islander ²	— (†)	— (†)	11.0 (3.21)	6.4! (2.46)	9.1! (3.17)	‡ (†)	13.4! (5.38)	9.0 (2.40)	12.5! (4.94)	— (†)	— (†)	— (†)
American Indian/Alaska Native	‡ (†)	16.2! (5.56)	‡ (†)	21.5! (6.55)	11.4! (4.42)	9.2 (1.85)	8.2 (2.30)	2.9! (1.25)	20.9 (4.05)	— (†)	— (†)	— (†)
Two or more races ²	— (†)	— (†)	7.8 (1.81)	5.2 (1.24)	11.4! (5.49)	3.6 (0.91)	5.4 (1.34)	8.1 (1.79)	— (†)	— (†)	— (†)	— (†)
Grade												
9th	4.4 (0.40)	8.1 (0.90)	6.6 (0.97)	5.5 (0.62)	6.6 (1.03)	5.0 (0.59)	4.0 (0.52)	4.3 (0.38)	5.4 (0.65)	— (†)	— (†)	— (†)
10th	6.5 (0.94)	6.4 (0.73)	7.6 (1.14)	5.8 (0.51)	5.2 (0.70)	4.6 (0.54)	4.8 (0.60)	4.6 (0.50)	6.2 (0.63)	— (†)	— (†)	— (†)
11th	6.5 (1.07)	7.9 (1.17)	7.0 (0.72)	5.1 (0.48)	5.6 (0.71)	4.1 (0.49)	4.1 (0.73)	5.0 (0.55)	6.2 (0.70)	— (†)	— (†)	— (†)
12th	5.1 (0.78)	5.7 (0.61)	7.3 (1.14)	4.9 (0.71)	5.0 (0.75)	4.1 (0.45)	5.1 (0.73)	4.6 (0.49)	5.4 (0.39)	— (†)	— (†)	— (†)
Urbanicity ⁴												
Urban	— (†)	8.0 (1.11)	8.5 (1.03)	6.8 (0.56)	6.8 (1.05)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	7.0 (0.67)	6.4 (1.03)	4.7 (0.46)	6.0 (1.03)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	4.9! (2.02)	8.1 (1.57)	5.3 (0.93)	3.9 (0.64)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

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

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.

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.

³Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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 from 2013 onward.

NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared August 2018.)

Table 15.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹					On school property ²					
	0 times		1 or 2 times		3 to 39 times	40 or more times	0 times		1 or 2 times	3 to 39 times	40 or more times
	2	3	4	5	6	7	8	9			
1											
2011											
Total	76.9 (0.80)	7.4 (0.30)	10.9 (0.42)	4.8 (0.30)	94.1 (0.39)	2.8 (0.22)	2.3 (0.21)	0.7 (0.09)			
Sex											
Male	74.1 (1.01)	7.1 (0.40)	11.8 (0.57)	7.0 (0.47)	92.5 (0.56)	3.1 (0.28)	3.2 (0.31)	1.2 (0.17)			
Female	79.9 (0.95)	7.7 (0.48)	9.9 (0.56)	2.4 (0.26)	95.9 (0.32)	2.5 (0.21)	1.4 (0.19)	0.2 (0.04)			
Race/ethnicity											
White	78.3 (1.09)	6.9 (0.42)	10.2 (0.59)	4.6 (0.44)	95.5 (0.42)	2.2 (0.26)	1.9 (0.23)	0.4 (0.09)			
Black	74.9 (1.35)	7.9 (0.69)	12.5 (0.81)	4.7 (0.63)	93.3 (0.77)	3.2 (0.43)	2.8 (0.52)	0.7 (0.18)			
Hispanic	75.6 (1.27)	8.3 (0.59)	11.5 (0.67)	4.7 (0.46)	92.3 (0.54)	3.6 (0.26)	3.1 (0.40)	1.0 (0.21)			
Asian	86.4 (3.75)	‡ (†)	5.5 (0.96)	3.2! (1.34)	95.5 (1.34)	2.4! (1.15)	‡ (†)	1.5! (0.70)			
Pacific Islander	68.9 (7.08)	11.3 (3.34)	13.2! (5.20)	6.6! (2.27)	87.5 (4.94)	5.6! (2.24)	‡ (†)	‡ (†)			
American Indian/Alaska Native	52.6 (3.20)	10.5 (2.82)	23.6 (2.57)	13.2 (1.81)	79.1 (4.05)	8.6 (2.18)	9.8 (1.79)	2.5 (0.67)			
Two or more races	73.2 (2.10)	7.2 (1.20)	12.9 (1.44)	6.7 (1.33)	91.9 (1.79)	3.7 (0.98)	2.4! (0.86)	2.0! (0.69)			
Grade											
9th	82.0 (1.11)	6.2 (0.47)	8.2 (0.63)	3.6 (0.42)	94.6 (0.65)	2.7 (0.41)	2.2 (0.33)	0.5 (0.11)			
10th	78.4 (1.15)	7.4 (0.60)	10.0 (0.65)	4.3 (0.50)	93.8 (0.63)	3.2 (0.38)	2.3 (0.40)	0.7 (0.16)			
11th	74.5 (1.44)	8.0 (0.59)	12.9 (0.82)	4.5 (0.50)	93.8 (0.70)	3.2 (0.47)	2.3 (0.35)	0.7 (0.16)			
12th	72.0 (1.08)	8.3 (0.59)	13.0 (0.69)	6.7 (0.53)	94.6 (0.39)	2.2 (0.30)	2.4 (0.30)	0.8 (0.18)			
2013³											
Total	76.6 (1.08)	7.1 (0.42)	11.3 (0.68)	5.0 (0.39)	— (†)	— (†)	— (†)	— (†)	— (†)		
Sex											
Male	75.0 (1.14)	6.5 (0.42)	12.0 (0.72)	6.5 (0.53)	— (†)	— (†)	— (†)	— (†)	— (†)		
Female	78.1 (1.28)	7.8 (0.59)	10.7 (0.77)	3.4 (0.36)	— (†)	— (†)	— (†)	— (†)	— (†)		
Race/ethnicity											
White	79.6 (1.36)	6.3 (0.63)	9.7 (0.75)	4.4 (0.42)	— (†)	— (†)	— (†)	— (†)	— (†)		
Black	71.1 (1.30)	8.2 (0.52)	14.3 (0.90)	6.3 (0.71)	— (†)	— (†)	— (†)	— (†)	— (†)		
Hispanic	72.4 (1.50)	8.6 (0.52)	13.4 (1.22)	5.6 (0.70)	— (†)	— (†)	— (†)	— (†)	— (†)		
Asian	83.6 (2.99)	4.1 (1.02)	7.6 (1.32)	4.7! (2.03)	— (†)	— (†)	— (†)	— (†)	— (†)		
Pacific Islander	76.6 (7.35)	4.9! (2.31)	17.1! (5.82)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)		
American Indian/Alaska Native	64.5 (6.37)	8.8! (2.70)	18.9 (4.54)	7.9! (2.77)	— (†)	— (†)	— (†)	— (†)	— (†)		
Two or more races	71.2 (2.55)	9.7 (1.36)	12.4 (1.45)	6.7 (1.29)	— (†)	— (†)	— (†)	— (†)	— (†)		
Grade											
9th	82.3 (1.13)	6.3 (0.59)	8.6 (0.70)	2.8 (0.38)	— (†)	— (†)	— (†)	— (†)	— (†)		
10th	76.5 (1.89)	7.2 (0.65)	11.3 (1.35)	5.0 (0.81)	— (†)	— (†)	— (†)	— (†)	— (†)		
11th	74.5 (1.37)	7.6 (0.68)	12.0 (0.85)	6.0 (0.56)	— (†)	— (†)	— (†)	— (†)	— (†)		
12th	72.3 (1.58)	7.6 (0.68)	13.8 (1.00)	6.4 (0.63)	— (†)	— (†)	— (†)	— (†)	— (†)		
2015³											
Total	78.3 (1.22)	7.0 (0.37)	10.4 (0.81)	4.2 (0.40)	— (†)	— (†)	— (†)	— (†)	— (†)		
Sex											
Male	76.8 (1.46)	6.4 (0.47)	11.4 (0.91)	5.5 (0.61)	— (†)	— (†)	— (†)	— (†)	— (†)		
Female	79.9 (1.33)	7.6 (0.44)	9.6 (0.87)	2.9 (0.31)	— (†)	— (†)	— (†)	— (†)	— (†)		
Race/ethnicity											
White	80.1 (1.67)	6.9 (0.45)	9.6 (1.20)	3.5 (0.44)	— (†)	— (†)	— (†)	— (†)	— (†)		
Black	72.9 (1.57)	8.3 (1.14)	13.7 (1.06)	5.1 (0.99)	— (†)	— (†)	— (†)	— (†)	— (†)		
Hispanic	75.5 (1.49)	7.7 (0.64)	11.4 (0.84)	5.3 (0.62)	— (†)	— (†)	— (†)	— (†)	— (†)		
Asian	91.8 (1.58)	2.6! (0.87)	4.1 (0.87)	1.5! (0.72)	— (†)	— (†)	— (†)	— (†)	— (†)		
Pacific Islander	82.6 (4.88)	‡ (†)	5.5! (2.03)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)		
American Indian/Alaska Native	73.1 (5.20)	6.3! (2.47)	12.1! (3.74)	‡ (†)	— (†)	— (†)	— (†)	— (†)	— (†)		
Two or more races	76.5 (2.18)	6.0 (1.08)	12.1 (1.58)	5.4 (1.10)	— (†)	— (†)	— (†)	— (†)	— (†)		
Sexual orientation ⁴											
Heterosexual	79.3 (1.29)	6.7 (0.41)	10.0 (0.87)	4.0 (0.40)	— (†)	— (†)	— (†)	— (†)	— (†)		
Gay, lesbian, or bisexual	68.0 (1.64)	10.3 (1.31)	15.7 (1.28)	6.0 (1.00)	— (†)	— (†)	— (†)	— (†)	— (†)		
Not sure	74.0 (2.28)	6.7 (1.50)	11.4 (1.56)	7.8 (1.44)	— (†)	— (†)	— (†)	— (†)	— (†)		
Grade											
9th	84.8 (0.98)	5.5 (0.56)	7.3 (0.56)	2.4 (0.34)	— (†)	— (†)	— (†)	— (†)	— (†)		
10th	80.0 (1.87)	6.1 (0.73)	10.0 (1.18)	3.9 (0.59)	— (†)	— (†)	— (†)	— (†)	— (†)		
11th	75.2 (1.27)	7.7 (0.55)	12.9 (1.13)	4.3 (0.55)	— (†)	— (†)	— (†)	— (†)	— (†)		
12th	72.4 (1.93)	8.9 (0.61)	12.2 (1.33)	6.4 (0.82)	— (†)	— (†)	— (†)	— (†)	— (†)		

See notes at end of table.

Table 15.2. Percentage distribution of students in grades 9–12, by number of times they reported using marijuana anywhere or on school property during the previous 30 days and selected student characteristics: Selected years, 2011 through 2017—Continued

[Standard errors appear in parentheses]

Year and student characteristic	Anywhere (including on school property) ¹				On school property ²			
	0 times	1 or 2 times	3 to 39 times	40 or more times	0 times	1 or 2 times	3 to 39 times	40 or more times
1	2	3	4	5	6	7	8	9
2017³								
Total	80.2 (0.84)	6.7 (0.33)	9.1 (0.52)	3.9 (0.34)	— (†)	— (†)	— (†)	— (†)
Sex								
Male	80.0 (0.89)	6.3 (0.45)	8.9 (0.48)	4.7 (0.45)	— (†)	— (†)	— (†)	— (†)
Female	80.4 (1.14)	7.1 (0.45)	9.3 (0.73)	3.1 (0.44)	— (†)	— (†)	— (†)	— (†)
Race/ethnicity								
White	82.3 (1.12)	6.1 (0.51)	8.1 (0.62)	3.5 (0.46)	— (†)	— (†)	— (†)	— (†)
Black	74.7 (1.24)	7.6 (0.81)	12.4 (1.04)	5.3 (0.66)	— (†)	— (†)	— (†)	— (†)
Hispanic	76.6 (1.85)	8.6 (0.42)	10.8 (1.39)	4.0 (0.51)	— (†)	— (†)	— (†)	— (†)
Asian	92.7 (1.79)	2.3 (0.68)	3.5 (0.98)	‡ (†)	— (†)	— (†)	— (†)	— (†)
Pacific Islander	83.9 (4.08)	7.1! (2.46)	6.3! (2.64)	‡ (†)	— (†)	— (†)	— (†)	— (†)
American Indian/Alaska Native	70.3 (6.30)	3.0! (1.34)	12.7! (4.28)	14.1! (5.10)	— (†)	— (†)	— (†)	— (†)
Two or more races	79.7 (2.27)	6.9 (1.14)	8.7 (1.41)	4.7 (1.17)	— (†)	— (†)	— (†)	— (†)
Sexual orientation ⁴								
Heterosexual	80.9 (0.83)	6.6 (0.36)	9.0 (0.50)	3.5 (0.35)	— (†)	— (†)	— (†)	— (†)
Gay, lesbian, or bisexual	69.4 (1.68)	9.6 (1.39)	13.8 (1.12)	7.3 (1.12)	— (†)	— (†)	— (†)	— (†)
Not sure	81.1 (2.76)	5.5 (1.37)	7.6 (1.52)	5.8! (2.00)	— (†)	— (†)	— (†)	— (†)
Grade								
9th	86.9 (1.07)	5.2 (0.43)	5.7 (0.65)	2.1 (0.37)	— (†)	— (†)	— (†)	— (†)
10th	81.3 (0.93)	6.7 (0.50)	9.0 (0.76)	3.0 (0.41)	— (†)	— (†)	— (†)	— (†)
11th	77.4 (1.23)	7.3 (0.46)	10.9 (0.90)	4.4 (0.45)	— (†)	— (†)	— (†)	— (†)
12th	74.3 (1.43)	8.0 (0.70)	11.5 (1.03)	6.2 (0.73)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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.

³The 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.

⁴In the question about using marijuana at school, “on school property” was not defined for survey respondents.

⁵Data on marijuana use at school were not collected from 2013 onward.

⁶Students were asked which sexual orientation—“heterosexual (straight),” “gay or lesbian,” “bisexual,” or “not sure”—best described them.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2011 through 2017. (This table was prepared August 2018.)

Table 15.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States ³	20.2 (0.84)	19.7 (0.97)	20.8 (0.70)	23.1 (0.80)	23.4 (1.08)	21.7 (1.22)	19.8 (0.84)	4.5 (0.32)	4.5 (0.46)	4.6 (0.35)	5.9 (0.39)	— (†)	— (†)	— (†)
Alabama	18.5 (1.49)	— (†)	16.2 (1.28)	20.8 (1.62)	19.2 (1.46)	17.3 (1.08)	— (†)	3.5 (0.80)	— (†)	4.6 (0.81)	4.0 (0.68)	— (†)	— (†)	— (†)
Alaska	— (†)	20.5 (1.47)	22.7 (1.65)	21.2 (1.68)	19.7 (1.35)	19.0 (1.15)	21.5 (1.42)	— (†)	5.9 (0.70)	5.9 (0.69)	4.3 (0.59)	— (†)	— (†)	— (†)
Arizona	20.0 (1.08)	22.0 (1.38)	23.7 (1.90)	22.9 (1.59)	23.5 (1.75)	23.3 (1.98)	19.5 (2.00)	5.1 (0.63)	6.1 (0.68)	6.4 (0.74)	5.6 (0.75)	— (†)	— (†)	— (†)
Arkansas	18.9 (1.70)	16.4 (1.08)	17.8 (1.24)	16.8 (1.72)	19.0 (0.98)	17.8 (0.95)	14.7 (1.49)	4.1 (0.61)	2.8 (0.50)	4.5 (1.02)	3.9 (0.78)	— (†)	— (†)	— (†)
California	— (†)	— (†)	— (†)	— (†)	— (†)	22.9 (2.19)	21.8 (1.92)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Colorado	22.7 (2.99)	— (†)	24.8 (2.22)	22.0 (1.16)	— (†)	— (†)	19.6 (1.78)	6.0 (0.88)	— (†)	6.1 (0.89)	6.0 (0.77)	— (†)	— (†)	— (†)
Connecticut	23.1 (1.37)	23.2 (1.35)	21.8 (1.52)	24.2 (1.44)	26.1 (1.44)	20.4 (1.41)	20.4 (1.16)	5.1 (0.49)	5.9 (0.77)	6.2 (0.76)	5.2 (0.68)	— (†)	— (†)	— (†)
Delaware	22.8 (1.12)	25.1 (1.03)	25.8 (1.30)	27.6 (1.37)	25.6 (1.17)	23.3 (1.61)	26.1 (1.38)	5.6 (0.57)	5.4 (0.53)	5.6 (0.71)	6.1 (0.65)	— (†)	— (†)	— (†)
District of Columbia	14.5 (1.08)	20.8 (1.33)	— (†)	26.1 (1.29)	32.2 (0.58)	28.7 (0.48)	33.0 (0.58)	4.8 (0.62)	5.8 (0.66)	— (†)	7.9 (0.91)	— (†)	— (†)	— (†)
Florida	16.8 (0.86)	18.9 (0.88)	21.4 (0.72)	22.5 (0.86)	22.0 (0.81)	21.5 (0.79)	20.2 (0.70)	4.0 (0.31)	4.7 (0.40)	5.2 (0.39)	6.3 (0.39)	— (†)	— (†)	— (†)
Georgia	18.9 (1.59)	19.6 (0.96)	18.3 (1.02)	21.2 (1.23)	20.3 (1.64)	— (†)	— (†)	3.3 (0.58)	3.6 (0.58)	3.4 (0.62)	5.6 (0.70)	— (†)	— (†)	— (†)
Hawaii	17.2 (1.73)	15.7 (1.78)	22.1 (2.03)	22.0 (1.32)	18.9 (1.54)	19.4 (0.98)	18.1 (1.07)	7.2 (1.14)	5.7 (0.85)	8.3 (1.86)	7.6 (0.67)	— (†)	— (†)	— (†)
Idaho	17.1 (1.32)	17.9 (1.73)	13.7 (1.07)	18.8 (1.76)	15.3 (1.10)	17.1 (1.55)	16.2 (1.43)	3.9 (0.61)	4.7 (0.80)	3.0 (0.44)	4.9 (0.73)	— (†)	— (†)	— (†)
Illinois	— (†)	20.3 (1.38)	21.0 (1.53)	23.1 (1.59)	24.0 (1.70)	18.7 (1.47)	20.8 (1.90)	— (†)	4.2 (0.76)	5.0 (0.77)	4.7 (0.50)	— (†)	— (†)	— (†)
Indiana	18.9 (1.38)	18.9 (1.19)	20.9 (1.83)	20.0 (1.13)	— (†)	16.4 (1.17)	— (†)	3.4 (0.57)	4.1 (0.45)	4.4 (0.62)	3.3 (0.66)	— (†)	— (†)	— (†)
Iowa	15.6 (1.74)	11.5 (1.53)	— (†)	14.6 (1.99)	— (†)	— (†)	13.2 (1.80)	2.7 (0.64)	2.5 (0.66)	— (†)	3.4 (0.88)	— (†)	— (†)	— (†)
Kansas	15.6 (1.46)	15.3 (0.93)	14.7 (1.19)	16.8 (0.87)	14.3 (1.19)	— (†)	13.5 (0.87)	3.2 (0.51)	3.8 (0.53)	2.7 (0.35)	2.9 (0.53)	— (†)	— (†)	— (†)
Kentucky	15.8 (1.19)	16.4 (1.07)	16.1 (1.15)	19.2 (1.47)	17.7 (1.50)	17.2 (1.34)	15.8 (1.41)	3.2 (0.45)	3.9 (0.44)	3.1 (0.54)	4.2 (0.65)	— (†)	— (†)	— (†)
Louisiana	— (†)	— (†)	16.3 (1.29)	16.8 (1.02)	17.5 (1.38)	— (†)	18.8 (2.00)	— (†)	— (†)	3.6 (0.89)	4.1 (0.59)	— (†)	— (†)	— (†)
Maine	22.2 (2.13)	22.0 (1.55)	20.5 (0.57)	21.2 (0.72)	21.3 (0.89)	19.9 (0.58)	18.8 (0.74)	4.6 (0.72)	5.2 (0.65)	— (†)	— (†)	— (†)	— (†)	— (†)
Maryland	18.5 (2.25)	19.4 (1.91)	21.9 (1.57)	23.2 (1.51)	19.8 (0.36)	18.8 (0.32)	18.4 (0.34)	3.7 (0.82)	4.7 (1.13)	5.0 (0.65)	5.7 (0.70)	— (†)	— (†)	— (†)
Massachusetts	26.2 (1.22)	24.6 (1.43)	27.1 (1.24)	27.9 (1.31)	24.8 (0.92)	24.5 (1.42)	24.1 (1.40)	5.3 (0.54)	4.8 (0.44)	5.9 (0.79)	6.3 (0.51)	— (†)	— (†)	— (†)
Michigan	18.8 (1.29)	18.0 (1.10)	20.7 (0.91)	18.6 (1.15)	18.2 (0.73)	19.3 (1.51)	23.7 (2.42)	3.7 (0.50)	4.0 (0.57)	4.8 (0.59)	3.3 (0.44)	— (†)	— (†)	— (†)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	— (†)	16.7 (1.02)	17.7 (1.21)	17.5 (1.18)	17.7 (1.28)	19.7 (1.24)	— (†)	— (†)	2.7 (0.35)	2.5 (0.46)	3.2 (0.58)	— (†)	— (†)	— (†)
Missouri	18.1 (2.23)	19.0 (1.23)	20.6 (2.02)	— (†)	20.5 (1.69)	16.3 (1.34)	19.9 (1.54)	4.0 (0.82)	3.6 (0.63)	3.4 (0.48)	— (†)	— (†)	— (†)	— (†)
Montana	22.3 (1.43)	21.0 (1.44)	23.1 (1.58)	21.2 (1.50)	21.0 (1.18)	19.5 (1.10)	19.8 (0.95)	6.1 (0.70)	5.0 (0.49)	5.8 (0.67)	5.5 (0.59)	— (†)	— (†)	— (†)
Nebraska	17.5 (1.05)	— (†)	— (†)	12.7 (1.06)	11.7 (1.10)	13.7 (1.60)	13.4 (1.36)	3.1 (0.41)	— (†)	— (†)	2.7 (0.43)	— (†)	— (†)	— (†)
Nevada	17.3 (1.34)	15.5 (1.07)	20.0 (1.36)	— (†)	18.7 (1.57)	19.3 (1.50)	17.9 (1.44)	5.7 (0.81)	3.6 (0.55)	4.9 (0.53)	— (†)	— (†)	— (†)	— (†)
New Hampshire	25.9 (1.69)	22.9 (1.39)	25.6 (1.86)	28.4 (1.82)	24.4 (1.36)	22.2 (0.76)	23.1 (0.68)	— (†)	4.7 (0.64)	6.8 (0.78)	7.3 (0.87)	— (†)	— (†)	— (†)
New Jersey	19.9 (2.18)	— (†)	20.3 (1.53)	21.1 (1.33)	21.0 (1.20)	— (†)	— (†)	3.4 (0.67)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
New Mexico	26.2 (2.00)	25.0 (2.07)	28.0 (1.52)	27.6 (1.58)	27.8 (1.70)	25.3 (0.88)	27.3 (1.68)	8.4 (0.98)	7.9 (0.86)	9.7 (1.06)	9.7 (0.84)	— (†)	— (†)	— (†)
New York	18.3 (1.13)	18.6 (0.78)	20.9 (1.32)	20.6 (1.07)	21.4 (1.04)	19.3 (1.23)	18.4 (0.93)	3.6 (0.41)	4.1 (0.44)	— (†)	— (†)	— (†)	— (†)	— (†)
North Carolina	21.4 (1.61)	19.1 (1.27)	19.8 (1.67)	24.2 (1.25)	23.2 (1.83)	22.3 (1.15)	19.3 (1.53)	4.1 (0.65)	4.3 (0.54)	4.0 (0.63)	5.2 (0.91)	— (†)	— (†)	— (†)
North Dakota	15.5 (1.62)	14.8 (1.18)	16.9 (1.55)	15.3 (1.52)	15.9 (1.26)	15.2 (1.12)	15.5 (1.12)	4.0 (0.71)	2.7 (0.43)	3.8 (0.59)	3.4 (0.45)	— (†)	— (†)	— (†)
Ohio ⁴	20.9 (1.79)	17.7 (1.50)	— (†)	23.6 (1.95)	20.7 (2.30)	— (†)	— (†)	4.3 (0.62)	3.7 (0.67)	— (†)	— (†)	— (†)	— (†)	— (†)
Oklahoma	18.7 (1.12)	15.9 (1.37)	17.2 (2.04)	19.1 (1.90)	16.3 (1.57)	17.5 (1.79)	15.9 (1.74)	3.0 (0.38)	2.6 (0.40)	2.9 (0.70)	2.4 (0.58)	— (†)	— (†)	— (†)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	19.3 (1.43)	— (†)	— (†)	18.2 (1.17)	17.7 (1.18)	— (†)	— (†)	— (†)	3.5 (0.58)	— (†)	— (†)	— (†)
Rhode Island	25.0 (1.16)	23.2 (1.85)	26.3 (1.33)	26.3 (1.35)	23.9 (1.92)	23.6 (0.73)	23.3 (1.21)	7.2 (0.65)	6.5 (0.93)	5.1 (0.60)	— (†)	— (†)	— (†)	— (†)

See notes at end of table.

Table 15.3. Percentage of public school students in grades 9–12 who reported using marijuana at least one time during the previous 30 days, by location and state or jurisdiction: Selected years, 2005 through 2017—Continued

[Standard errors appear in parentheses]

State or jurisdiction	Anywhere (including on school property) ¹							On school property ²						
	2005	2007	2009	2011	2013	2015	2017	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
South Carolina	19.0 (1.24)	18.6 (1.44)	20.4 (1.56)	24.1 (1.99)	19.7 (1.22)	17.8 (1.70)	18.6 (1.38)	4.6 (0.64)	3.3 (0.52)	3.7 (0.63)	5.2 (0.75)	— (†)	— (†)	— (†)
South Dakota ⁵	16.8 (1.87)	17.7 (3.72)	15.2 (1.36)	17.8 (3.57)	16.1 (3.01)	12.4 (2.21)	— (†)	2.9 (0.73)	5.0! (2.41)	2.9 (0.49)	— (†)	— (†)	— (†)	— (†)
Tennessee	19.5 (1.38)	19.4 (1.29)	20.1 (1.31)	20.6 (0.96)	21.4 (1.70)	— (†)	18.1 (0.95)	3.5 (0.67)	4.1 (0.60)	3.8 (0.65)	3.6 (0.40)	— (†)	— (†)	— (†)
Texas	21.7 (0.99)	19.3 (1.01)	19.5 (0.71)	20.8 (1.30)	20.5 (1.26)	— (†)	17.0 (1.24)	3.8 (0.52)	3.6 (0.30)	4.6 (0.51)	4.8 (0.47)	— (†)	— (†)	— (†)
Utah	7.6 (1.18)	8.7 (2.00)	10.0 (1.53)	9.6 (1.26)	7.6 (0.79)	— (†)	8.1 (0.89)	1.7 (0.42)	3.8! (1.24)	2.5 (0.48)	4.0 (0.72)	— (†)	— (†)	— (†)
Vermont ⁶	25.3 (1.59)	24.1 (0.88)	24.6 (1.14)	24.4 (1.43)	25.7 (0.83)	22.4 (0.29)	23.5 (0.30)	7.0 (0.80)	6.3 (0.63)	6.3 (0.57)	6.0 (0.84)	— (†)	— (†)	— (†)
Virginia	— (†)	— (†)	— (†)	— (†)	18.0 (1.79)	17.9 (0.85)	16.2 (0.96)	16.5 (0.92)	— (†)	— (†)	3.5 (0.70)	— (†)	— (†)	— (†)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	19.6 (1.70)	23.5 (1.05)	20.3 (1.73)	19.7 (1.61)	18.9 (1.39)	16.5 (1.65)	18.5 (1.60)	4.9 (0.85)	5.8 (0.97)	3.9 (0.37)	3.0 (0.45)	— (†)	— (†)	— (†)
Wisconsin	15.9 (1.07)	20.3 (1.30)	18.9 (1.64)	21.6 (1.78)	17.3 (1.12)	— (†)	16.0 (1.60)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Wyoming	17.8 (1.05)	14.4 (0.79)	16.9 (0.91)	18.5 (1.23)	17.8 (0.81)	18.3 (1.55)	— (†)	4.0 (0.43)	4.7 (0.52)	5.3 (0.45)	4.7 (0.44)	— (†)	— (†)	— (†)
Puerto Rico	6.8 (0.66)	— (†)	— (†)	4.6 (0.71)	4.8 (0.55)	6.0 (0.54)	7.9 (0.84)	2.5 (0.37)	— (†)	— (†)	1.6 (0.36)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

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 from 2013 onward.

³U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

⁴Ohio data for 2005 through 2013 include both public and private schools.

⁵South Dakota data for 2005 through 2015 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 specific states, a given year's data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2005 through 2017. (This table was prepared July 2018.)

Table 15.4. Percentage of students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by selected student characteristics: Selected years, 1993 through 2017

[Standard errors appear in parentheses]

Student characteristic	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	24.0 (1.33)	32.1 (1.55)	31.7 (0.90)	30.2 (1.23)	28.5 (1.01)	28.7 (1.95)	25.4 (1.05)	22.3 (1.04)	22.7 (1.04)	25.6 (0.99)	22.1 (0.96)	21.7 (1.18)	19.8 (0.78)
Sex													
Male	28.5 (1.50)	38.8 (1.73)	37.4 (1.19)	34.7 (1.69)	34.6 (1.20)	31.9 (2.07)	28.8 (1.23)	25.7 (1.15)	25.9 (1.36)	29.2 (1.10)	24.5 (1.21)	24.2 (1.29)	20.9 (0.77)
Female	19.1 (1.31)	24.8 (1.43)	24.7 (1.22)	25.7 (1.26)	22.7 (1.03)	25.0 (1.92)	21.8 (1.03)	18.7 (1.16)	19.3 (1.01)	21.7 (1.17)	19.7 (0.89)	19.1 (1.29)	18.7 (0.98)
Race/ethnicity													
White	24.1 (1.69)	31.7 (2.24)	31.0 (1.36)	28.8 (1.50)	28.3 (1.31)	27.5 (2.68)	23.6 (1.32)	20.8 (1.23)	19.8 (1.13)	22.7 (0.96)	20.4 (1.11)	19.8 (1.66)	17.7 (1.04)
Black	17.5 (1.49)	28.5 (1.98)	25.4 (1.69)	25.3 (2.03)	21.9 (1.72)	23.1 (1.42)	23.9 (2.22)	19.2 (1.36)	22.2 (1.42)	22.8 (1.82)	18.6 (1.11)	20.6 (2.54)	18.9 (1.45)
Hispanic	34.1 (1.58)	40.7 (2.45)	41.1 (2.04)	36.9 (2.10)	34.2 (1.17)	36.5 (1.91)	33.5 (1.18)	29.1 (1.94)	31.2 (1.53)	33.2 (1.70)	27.4 (1.42)	27.2 (1.25)	25.4 (1.22)
Asian ¹	— (†)	— (†)	— (†)	25.7 (2.65)	25.7 (2.92)	22.5 (3.71)	15.9 (2.68)	21.0 (2.78)	18.3 (2.03)	23.3 (2.46)	22.6 (2.57)	15.3 (2.42)	17.7 (1.63)
Pacific Islander ¹	— (†)	— (†)	— (†)	46.9 (4.33)	50.2 (5.73)	34.7 (6.19)	41.3 (5.75)	38.5 (5.45)	27.6 (5.10)	38.9 (5.01)	27.7 (3.68)	30.1! (9.25)	25.7 (4.57)
American Indian/Alaska Native	20.9 (4.55)	22.8 (4.78)	30.1 (4.54)	30.6 (5.90)	34.5 (5.15)	31.3 (5.64)	24.4 (3.57)	25.1 (2.04)	34.0 (4.81)	40.5 (2.80)	25.5 (4.10)	19.8 (3.87)	17.1 (3.42)
Two or more races ¹	— (†)	— (†)	— (†)	36.0 (2.72)	34.5 (3.22)	36.6 (3.99)	31.6 (3.13)	24.6 (3.55)	26.9 (2.62)	33.3 (2.79)	26.4 (2.67)	24.7 (2.45)	19.2 (2.56)
Sexual orientation ²													
Heterosexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	20.8 (1.24)	18.9 (0.65)
Gay, lesbian, or bisexual	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	29.3 (2.03)	28.2 (2.00)
Not sure	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	28.4 (3.03)	19.6 (2.65)
Grade													
9th	21.8 (1.24)	31.1 (1.69)	31.4 (2.33)	27.6 (2.51)	29.0 (1.59)	29.5 (2.39)	24.0 (1.21)	21.2 (1.23)	22.0 (1.32)	23.7 (1.22)	22.4 (1.15)	21.6 (1.28)	18.9 (1.18)
10th	23.7 (1.86)	35.0 (1.54)	33.4 (1.71)	32.1 (1.94)	29.0 (1.39)	29.2 (2.02)	27.5 (1.68)	25.3 (1.29)	23.7 (1.11)	27.8 (1.21)	23.2 (1.54)	21.9 (1.96)	20.3 (1.32)
11th	27.5 (1.61)	32.8 (1.88)	33.2 (1.42)	31.1 (2.16)	28.7 (1.39)	29.9 (2.33)	24.9 (1.03)	22.8 (1.42)	24.3 (1.44)	27.0 (1.51)	23.2 (1.32)	22.7 (1.42)	20.0 (1.15)
12th	23.0 (1.82)	29.1 (2.63)	29.0 (1.80)	30.5 (1.11)	26.9 (1.30)	24.9 (2.24)	24.9 (1.40)	19.6 (1.26)	20.6 (1.21)	23.8 (1.13)	18.8 (1.11)	20.3 (1.41)	19.6 (1.04)
Urbanicity ³													
Urban	— (†)	— (†)	31.2 (1.11)	30.3 (1.50)	32.0 (1.36)	31.1 (2.12)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Suburban	— (†)	— (†)	34.2 (0.94)	29.7 (1.87)	26.6 (1.34)	28.4 (2.16)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Rural	— (†)	— (†)	22.7 (1.91)	32.1 (5.76)	28.2 (3.10)	26.2 (5.08)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)

—Not available.

†Not applicable.

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

¹Before 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.

²Students were asked which sexual orientation—"heterosexual (straight)," "gay or lesbian," "bisexual," or "not sure"—best described them.

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. Race categories exclude persons of Hispanic ethnicity.

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 1993 through 2017. (This table was prepared June 2018.)

Table 15.5. Percentage of public school students in grades 9–12 who reported that illegal drugs were made available to them on school property during the previous 12 months, by state or jurisdiction: Selected years, 2003 through 2017

[Standard errors appear in parentheses]

State or jurisdiction	2003	2005	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9
United 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)	19.8 (0.78)
Alabama	26.0 (1.78)	26.2 (1.90)	— (†)	27.6 (1.30)	20.3 (1.32)	25.3 (1.11)	24.8 (1.68)	— (†)
Alaska	28.4 (1.24)	— (†)	25.1 (1.36)	24.8 (1.25)	23.2 (0.98)	— (†)	— (†)	— (†)
Arizona	28.6 (1.23)	38.7 (1.18)	37.1 (1.45)	34.6 (1.43)	34.6 (1.55)	31.3 (1.46)	29.3 (1.35)	29.1 (1.67)
Arkansas	— (†)	29.2 (1.35)	28.1 (1.28)	31.4 (1.56)	26.1 (1.30)	27.4 (1.28)	27.1 (1.57)	30.7 (4.82)
California	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	26.1 (1.83)	27.0 (1.48)
Colorado	— (†)	21.2 (1.81)	— (†)	22.7 (1.52)	17.2 (1.28)	— (†)	— (†)	18.0 (0.82)
Connecticut	— (†)	31.5 (0.90)	30.5 (1.52)	28.9 (1.25)	27.8 (1.43)	27.1 (0.85)	28.5 (1.32)	28.6 (1.39)
Delaware	27.9 (0.90)	26.1 (1.05)	22.9 (0.99)	20.9 (0.87)	23.1 (1.20)	19.1 (0.83)	15.6 (0.84)	16.8 (1.07)
District of Columbia	30.2 (1.46)	20.3 (1.18)	25.7 (1.20)	— (†)	22.6 (1.53)	— (†)	— (†)	— (†)
Florida	25.7 (0.81)	23.2 (0.85)	19.0 (0.80)	21.8 (0.72)	22.9 (0.84)	20.0 (0.64)	18.4 (0.69)	17.0 (0.67)
Georgia	33.3 (1.00)	30.7 (1.25)	32.0 (1.23)	32.9 (1.22)	32.1 (1.34)	26.5 (1.32)	— (†)	— (†)
Hawaii	— (†)	32.7 (1.74)	36.2 (2.46)	36.1 (1.51)	31.7 (1.48)	31.2 (0.99)	25.4 (0.98)	— (†)
Idaho	19.6 (1.26)	24.8 (1.52)	25.1 (1.63)	22.7 (1.39)	24.4 (1.56)	22.1 (1.31)	21.5 (1.39)	22.2 (1.19)
Illinois	— (†)	— (†)	21.2 (1.18)	27.5 (1.97)	27.3 (1.46)	27.2 (1.06)	25.6 (1.55)	25.3 (1.70)
Indiana	28.3 (1.55)	28.9 (1.33)	20.5 (1.02)	25.5 (1.24)	28.3 (1.33)	— (†)	22.5 (1.13)	— (†)
Iowa	— (†)	15.5 (1.37)	10.1 (1.08)	— (†)	11.9 (1.16)	— (†)	— (†)	22.1 (1.99)
Kansas	— (†)	16.7 (1.27)	15.0 (1.24)	15.1 (0.78)	24.9 (1.19)	19.4 (1.06)	— (†)	18.0 (0.99)
Kentucky	30.4 (1.51)	19.8 (1.23)	27.0 (1.11)	25.6 (1.49)	24.4 (1.40)	20.6 (1.15)	20.9 (1.27)	22.4 (1.23)
Louisiana	— (†)	— (†)	— (†)	22.8 (1.66)	25.1 (1.82)	— (†)	— (†)	28.5 (1.86)
Maine	32.6 (1.73)	33.5 (1.89)	29.1 (1.67)	21.2 (0.51)	21.7 (0.80)	18.4 (0.87)	14.7 (0.56)	14.0 (0.68)
Maryland	— (†)	28.9 (2.04)	27.4 (1.46)	29.3 (1.35)	30.4 (1.99)	29.1 (0.37)	26.2 (0.28)	23.6 (0.30)
Massachusetts	31.9 (1.08)	29.9 (1.09)	27.3 (1.06)	26.1 (1.34)	27.1 (1.04)	23.0 (0.90)	20.3 (0.87)	20.1 (0.95)
Michigan	31.3 (1.50)	28.8 (1.37)	29.1 (1.07)	29.5 (0.90)	25.4 (0.90)	23.8 (0.94)	25.4 (1.75)	26.0 (1.84)
Minnesota	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Mississippi	22.3 (1.31)	— (†)	15.6 (1.53)	18.0 (1.07)	15.9 (0.89)	12.1 (1.00)	23.7 (1.40)	— (†)
Missouri	21.6 (2.09)	18.2 (1.92)	17.8 (1.49)	17.3 (1.32)	— (†)	— (†)	— (†)	— (†)
Montana	26.9 (1.23)	25.3 (1.09)	24.9 (0.83)	20.7 (1.10)	25.2 (0.93)	22.8 (0.71)	21.7 (0.77)	21.7 (0.72)
Nebraska	23.3 (1.04)	22.0 (0.82)	— (†)	— (†)	20.3 (1.01)	19.2 (1.15)	19.9 (1.57)	18.5 (1.40)
Nevada	34.5 (1.30)	32.6 (1.53)	28.8 (1.39)	35.6 (1.30)	— (†)	31.2 (1.90)	29.8 (1.50)	29.8 (0.95)
New Hampshire	28.2 (1.87)	26.9 (1.40)	22.5 (1.25)	22.1 (1.44)	23.2 (1.44)	20.1 (1.03)	16.6 (0.48)	16.3 (0.43)
New Jersey	— (†)	32.6 (1.32)	— (†)	32.2 (1.38)	27.3 (1.41)	30.7 (1.70)	— (†)	— (†)
New Mexico	— (†)	33.5 (1.37)	31.3 (1.39)	30.9 (1.54)	34.5 (1.24)	32.8 (1.04)	27.5 (0.82)	26.2 (0.94)
New York	23.0 (0.97)	23.7 (0.76)	26.6 (1.09)	24.0 (1.05)	— (†)	— (†)	— (†)	— (†)
North Carolina	31.9 (1.74)	27.4 (1.66)	28.5 (1.37)	30.2 (1.51)	29.8 (1.87)	23.6 (1.61)	24.5 (1.67)	21.9 (1.02)
North Dakota	21.3 (1.07)	19.6 (1.10)	18.7 (1.05)	19.5 (1.16)	20.8 (1.03)	14.1 (0.79)	18.2 (0.91)	12.1 (0.91)
Ohio ²	31.1 (1.68)	30.9 (1.88)	26.7 (1.26)	— (†)	24.3 (1.70)	19.9 (1.41)	— (†)	— (†)
Oklahoma	22.2 (1.23)	18.4 (1.49)	19.1 (1.12)	16.8 (1.50)	17.2 (1.36)	14.0 (1.07)	15.0 (1.12)	22.5 (1.42)
Oregon	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
Pennsylvania	— (†)	— (†)	— (†)	16.1 (1.07)	— (†)	— (†)	19.4 (1.04)	17.9 (0.88)
Rhode Island	26.0 (1.26)	24.1 (1.11)	25.3 (1.33)	25.2 (1.52)	22.4 (0.95)	22.6 (1.16)	— (†)	— (†)
South Carolina	— (†)	29.1 (1.45)	26.6 (1.58)	27.6 (1.74)	29.3 (1.83)	24.5 (1.43)	22.8 (1.36)	26.0 (1.55)
South Dakota ³	22.1 (1.25)	20.9 (2.30)	21.1 (1.98)	17.7 (0.64)	16.0 (1.81)	15.4 (1.70)	19.0 (1.88)	— (†)
Tennessee	24.3 (2.25)	26.6 (1.21)	21.6 (1.35)	18.8 (1.06)	16.6 (0.88)	24.8 (1.57)	— (†)	23.7 (1.38)
Texas	— (†)	30.7 (1.73)	26.5 (0.83)	25.9 (1.25)	29.4 (1.34)	26.4 (1.24)	— (†)	26.7 (1.24)
Utah	24.7 (2.04)	20.6 (1.36)	23.2 (1.83)	19.7 (1.52)	21.4 (1.55)	20.0 (1.57)	— (†)	25.9 (2.89)
Vermont ⁴	29.4 (1.67)	23.1 (1.59)	22.0 (0.99)	21.1 (1.21)	17.6 (1.51)	— (†)	18.1 (0.27)	15.2 (0.25)
Virginia	— (†)	— (†)	— (†)	— (†)	24.0 (1.67)	— (†)	15.6 (0.75)	15.5 (0.76)
Washington	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
West Virginia	26.5 (2.06)	24.8 (1.36)	28.6 (2.76)	28.0 (1.27)	17.3 (1.04)	17.1 (1.16)	25.9 (1.49)	24.0 (1.57)
Wisconsin	26.3 (1.18)	21.7 (1.18)	22.7 (1.34)	20.5 (1.03)	20.9 (1.29)	18.3 (1.01)	— (†)	18.4 (1.01)
Wyoming	18.1 (0.99)	22.7 (0.97)	24.7 (1.08)	23.7 (0.93)	25.2 (0.97)	20.2 (0.74)	22.0 (1.46)	— (†)
Puerto Rico	— (†)	18.3 (0.89)	— (†)	— (†)	18.7 (1.65)	18.3 (1.06)	18.6 (1.32)	22.8 (2.21)

—Not available.

†Not applicable.

¹U.S. total data are representative of all public and private school students in grades 9–12 in the 50 states and the District of Columbia. U.S. total data for all years were collected through a separate national survey (rather than being aggregated from state-level data) and include both public and private schools.

²Ohio data for 2003 through 2013 include both public and private schools.

³South Dakota data for 2003 through 2015 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 (2003 through 2015), and Vermont (2013 only). For specific states, a given year’s data may be unavailable (1) because the state did not participate in the survey that year; (2) because the state omitted this particular survey item from the state-level questionnaire; or (3) because the state had an overall response rate of less than 60 percent (the overall response rate is the school response rate multiplied by the student response rate).

SOURCE: Centers for Disease Control and Prevention, Division of Adolescent and School Health, Youth Risk Behavior Surveillance System (YRBSS), 2003 through 2017. (This table was prepared June 2018.)

Table 16.1. Percentage of students ages 12–18 who reported being afraid of attack or harm, by location and selected student and school characteristics: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Student or school characteristic	1995 ¹	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12
At school											
Total	11.8 (0.40)	7.4 (0.37)	6.4 (0.31)	6.1 (0.31)	6.4 (0.39)	5.3 (0.33)	4.2 (0.33)	3.7 (0.28)	3.5 (0.33)	3.3 (0.31)	4.2 (0.32)
Sex											
Male	10.9 (0.51)	6.5 (0.44)	6.4 (0.38)	5.4 (0.34)	6.1 (0.56)	4.6 (0.42)	3.7 (0.38)	3.7 (0.41)	3.1 (0.38)	2.6 (0.34)	3.4 (0.38)
Female	12.9 (0.58)	8.3 (0.54)	6.4 (0.43)	7.0 (0.48)	6.7 (0.47)	6.0 (0.45)	4.8 (0.51)	3.8 (0.36)	4.0 (0.48)	4.1 (0.50)	5.1 (0.47)
Race/ethnicity ²											
White	8.2 (0.36)	5.0 (0.32)	4.9 (0.35)	4.2 (0.35)	4.6 (0.39)	4.2 (0.37)	3.3 (0.35)	3.0 (0.31)	2.6 (0.33)	2.8 (0.34)	3.6 (0.40)
Black	20.9 (1.36)	13.6 (1.30)	9.0 (0.88)	10.7 (1.23)	9.3 (1.19)	8.6 (1.18)	7.0 (1.12)	4.9 (1.03)	4.6 (0.85)	3.4 (0.76)	6.9 (1.06)
Hispanic	21.1 (1.30)	11.8 (1.20)	10.7 (1.08)	9.6 (0.75)	10.3 (1.16)	7.1 (0.88)	4.9 (0.89)	4.8 (0.59)	4.9 (0.78)	4.8 (0.72)	3.9 (0.50)
Asian/Pacific Islander	16.5 (1.88)	6.2 (0.98)	6.4 (1.22)	6.3 (1.79)	6.1! (1.99)	2.2! (1.00)	5.7! (2.16)	4.3! (1.45)	3.2! (1.04)	2.6! (1.13)	4.0! (1.36)
Asian	— (†)	— (†)	— (†)	6.4 (1.76)	6.2! (2.10)	2.3! (1.05)	5.9! (2.25)	4.2! (1.52)	3.1! (1.09)	2.7! (1.19)	3.9! (1.38)
Pacific Islander	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)
American Indian/ Alaska Native	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	— (†)	— (†)	— (†)	5.0! (2.18)	2.7! (1.28)	— (†)	4.3! (1.59)	3.9! (1.76)	— (†)	3.5! (1.63)
Grade											
6th	14.5 (1.15)	10.9 (1.39)	10.7 (1.27)	10.0 (1.35)	9.5 (1.14)	9.9 (1.33)	6.4 (1.20)	5.6 (1.08)	4.7 (1.01)	4.6 (1.11)	4.3 (0.81)
7th	15.4 (1.03)	9.5 (0.79)	9.3 (0.96)	8.2 (0.87)	9.1 (1.04)	6.7 (0.86)	6.2 (1.06)	4.5 (0.69)	4.3 (0.69)	4.2 (0.74)	4.9 (0.84)
8th	13.1 (0.84)	8.2 (0.74)	7.6 (0.69)	6.3 (0.68)	7.1 (0.95)	4.6 (0.71)	3.5 (0.75)	4.6 (0.71)	3.3 (0.78)	4.1 (0.73)	4.4 (0.76)
9th	11.7 (0.82)	7.1 (0.75)	5.6 (0.63)	6.3 (0.61)	5.9 (0.71)	5.5 (0.87)	4.6 (0.75)	4.2 (0.66)	3.4 (0.71)	3.9 (0.75)	5.6 (0.89)
10th	11.0 (0.83)	7.1 (0.77)	5.1 (0.72)	4.5 (0.68)	5.5 (0.89)	5.2 (0.87)	4.6 (0.79)	3.9 (0.63)	4.4 (0.75)	2.1 (0.56)	5.1 (0.92)
11th	8.9 (0.81)	4.9 (0.68)	4.8 (0.65)	4.8 (0.66)	4.6 (0.73)	3.1 (0.63)	3.3 (0.74)	1.8 (0.48)	2.6 (0.55)	2.6 (0.65)	3.2 (0.68)
12th	7.9 (0.95)	4.8 (0.89)	2.9 (0.55)	3.7 (0.54)	3.3 (0.69)	3.1 (0.65)	1.9! (0.57)	2.2 (0.57)	2.0 (0.56)	2.0! (0.61)	1.9 (0.48)
Urbanicity ³											
Urban	18.6 (0.84)	11.7 (0.82)	9.8 (0.59)	9.5 (0.69)	10.5 (0.92)	7.1 (0.81)	6.9 (0.84)	5.2 (0.60)	4.5 (0.60)	4.0 (0.61)	5.5 (0.63)
Suburban	9.9 (0.50)	6.2 (0.42)	4.9 (0.34)	4.8 (0.30)	4.7 (0.41)	4.4 (0.41)	3.0 (0.33)	3.1 (0.39)	3.0 (0.38)	3.1 (0.39)	3.7 (0.35)
Rural	8.7 (0.80)	4.8 (0.70)	6.0 (0.98)	4.8 (0.94)	5.1 (0.97)	4.9 (0.59)	3.9 (0.63)	3.0 (0.63)	3.3 (0.62)	3.0 (0.62)	3.8 (0.78)
Control of school											
Public	12.3 (0.43)	7.8 (0.38)	6.6 (0.33)	6.4 (0.34)	6.6 (0.42)	5.5 (0.34)	4.4 (0.35)	3.9 (0.30)	3.5 (0.35)	3.5 (0.30)	4.5 (0.34)
Private	7.4 (1.01)	3.6 (0.81)	4.6 (0.93)	3.0 (0.75)	3.8 (0.82)	2.5! (0.89)	1.9! (0.74)	1.5! (0.64)	2.6! (0.83)	‡ (†)	‡ (†)
Away from school											
Total	— (†)	5.7 (0.32)	4.7 (0.29)	5.4 (0.29)	5.2 (0.33)	3.5 (0.29)	3.3 (0.32)	2.4 (0.23)	2.7 (0.35)	2.2 (0.29)	2.7 (0.26)
Sex											
Male	— (†)	4.1 (0.34)	3.7 (0.32)	4.0 (0.30)	4.6 (0.42)	2.4 (0.31)	2.5 (0.34)	2.0 (0.27)	2.4 (0.40)	1.2 (0.25)	2.1 (0.33)
Female	— (†)	7.4 (0.50)	5.7 (0.42)	6.8 (0.48)	5.8 (0.48)	4.5 (0.40)	4.1 (0.51)	2.7 (0.30)	3.0 (0.44)	3.3 (0.48)	3.4 (0.42)
Race/ethnicity ²											
White	— (†)	4.3 (0.32)	3.7 (0.30)	3.8 (0.32)	4.2 (0.40)	2.5 (0.28)	2.2 (0.28)	1.6 (0.24)	1.6 (0.30)	1.7 (0.30)	2.3 (0.32)
Black	— (†)	8.8 (1.02)	6.4 (0.89)	10.1 (1.14)	7.4 (0.96)	4.9 (0.73)	5.7 (1.10)	3.5 (0.86)	3.6 (0.78)	2.7! (0.82)	4.1 (1.04)
Hispanic	— (†)	9.0 (1.04)	6.6 (0.76)	7.5 (0.80)	6.2 (0.84)	5.9 (0.80)	3.9 (0.70)	3.3 (0.50)	4.5 (0.86)	3.4 (0.61)	2.8 (0.45)
Asian/Pacific Islander	— (†)	5.5 (1.12)	6.6 (1.46)	4.9 (1.28)	6.6! (2.66)	‡ (†)	7.4! (2.44)	3.9! (1.23)	2.6! (0.94)	‡ (†)	2.1! (1.04)
Asian	— (†)	‡ (†)	‡ (†)	4.9 (1.31)	7.1! (2.86)	‡ (†)	7.1! (2.50)	3.2! (1.15)	2.9! (1.03)	‡ (†)	2.1! (1.06)
Pacific Islander	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/ Alaska Native	— (†)	‡ (†)	7.7! (3.67)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
Two or more races	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	4.4! (1.96)	‡ (†)	4.5! (1.75)
Grade											
6th	— (†)	7.9 (1.12)	6.4 (1.16)	6.8 (1.01)	5.6 (0.99)	5.9 (1.20)	3.3 (0.89)	3.0 (0.86)	3.9 (0.88)	2.8! (0.96)	2.3 (0.69)
7th	— (†)	6.1 (0.73)	5.5 (0.80)	6.7 (0.81)	7.5 (0.89)	3.0 (0.55)	4.0 (0.78)	2.7 (0.58)	2.2 (0.54)	2.2 (0.54)	3.0 (0.73)
8th	— (†)	5.6 (0.67)	4.5 (0.61)	5.4 (0.71)	5.0 (0.72)	3.6 (0.65)	3.3 (0.72)	2.1 (0.43)	2.4! (0.80)	2.9 (0.68)	2.7 (0.57)
9th	— (†)	4.6 (0.63)	4.5 (0.63)	4.3 (0.55)	3.8 (0.61)	4.0 (0.75)	2.6 (0.62)	3.5 (0.65)	2.8 (0.59)	2.5 (0.58)	3.1 (0.63)
10th	— (†)	4.8 (0.63)	4.2 (0.64)	5.4 (0.68)	4.7 (0.66)	3.0 (0.60)	5.5 (0.96)	1.7 (0.46)	4.4 (0.83)	1.2! (0.41)	2.9 (0.71)
11th	— (†)	5.9 (0.72)	4.7 (0.62)	4.7 (0.69)	4.2 (0.74)	2.3 (0.56)	2.2 (0.56)	2.9 (0.70)	2.2 (0.47)	2.0! (0.64)	3.6 (0.79)
12th	— (†)	6.1 (0.87)	3.3 (0.63)	5.0 (0.73)	5.4 (0.98)	3.2 (0.61)	2.1 (0.63)	1.0! (0.37)	1.3! (0.46)	2.1 (0.63)	1.1! (0.35)
Urbanicity ³											
Urban	— (†)	9.2 (0.83)	7.5 (0.69)	8.2 (0.61)	6.7 (0.61)	5.3 (0.67)	5.8 (0.87)	3.4 (0.42)	4.0 (0.54)	2.8 (0.54)	3.3 (0.56)
Suburban	— (†)	5.1 (0.32)	3.9 (0.33)	4.4 (0.35)	4.6 (0.43)	2.7 (0.36)	2.5 (0.33)	2.2 (0.30)	2.2 (0.42)	2.3 (0.39)	2.4 (0.28)
Rural	— (†)	3.0 (0.71)	3.0 (0.59)	4.1 (0.70)	4.7 (0.98)	2.8 (0.54)	1.9 (0.48)	1.0! (0.35)	1.7 (0.49)	1.1! (0.36)	2.6 (0.70)
Control of school											
Public	— (†)	5.8 (0.33)	4.6 (0.30)	5.5 (0.31)	5.2 (0.34)	3.6 (0.30)	3.5 (0.33)	2.4 (0.23)	2.7 (0.36)	2.2 (0.27)	2.7 (0.26)
Private	— (†)	5.0 (0.93)	5.2 (1.09)	4.8 (0.92)	4.9 (1.41)	2.1! (0.72)	1.8! (0.71)	1.6! (0.68)	2.0! (0.70)	3.0! (1.16)	‡ (†)

[—]Not available.

[†]Not applicable.

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

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

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. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

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 who responded “sometimes” or “most of the time” were considered afraid. For the 2001 survey only, the wording was changed from “attack or harm” to “attack or threaten to attack.” Some data have been revised from previously reported figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 17.1. Percentage of students ages 12–18 who reported avoiding one or more places in school or avoiding school activities or classes because of fear of attack or harm, by selected student and school characteristics: Selected years, 1995 through 2017

[Standard errors appear in parentheses]

Type of avoidance and student or school characteristic	1995 ¹	1999 ¹	2001 ¹	2003 ¹	2005 ¹	2007	2009	2011	2013	2015	2017
1	2	3	4	5	6	7	8	9	10	11	12
Total, any avoidance ²	— (†) 6.9 (0.34)	6.1 (0.32)	5.0 (0.30)	5.5 (0.32)	7.2 (0.36)	5.0 (0.35)	5.5 (0.34)	4.7 (0.31)	4.9 (0.37)	4.1 (0.39)	4.1 (0.39)
Avoided one or more places in school ³											
Total	8.7 (0.30)	4.7 (0.29)	4.7 (0.27)	4.0 (0.27)	4.5 (0.28)	5.8 (0.31)	4.0 (0.32)	4.7 (0.30)	3.7 (0.27)	3.9 (0.32)	4.9 (0.34)
Entrance to the school	2.1 (0.15)	1.1 (0.14)	1.3 (0.11)	1.2 (0.12)	1.0 (0.14)	1.5 (0.15)	0.9 (0.15)	0.9 (0.13)	0.8 (0.14)	0.9 (0.14)	0.9 (0.13)
Hallways or stairs in school	4.3 (0.21)	2.1 (0.17)	2.1 (0.18)	1.7 (0.17)	2.1 (0.21)	2.6 (0.21)	2.2 (0.23)	2.5 (0.21)	1.7 (0.18)	1.7 (0.20)	2.2 (0.24)
Parts of the school cafeteria	2.5 (0.19)	1.3 (0.15)	1.4 (0.16)	1.2 (0.13)	1.8 (0.16)	1.9 (0.19)	1.1 (0.17)	1.8 (0.18)	1.4 (0.19)	1.2 (0.19)	2.3 (0.27)
Any school restrooms	4.5 (0.22)	2.2 (0.19)	2.2 (0.19)	2.1 (0.16)	2.1 (0.20)	2.6 (0.24)	1.4 (0.19)	1.7 (0.19)	1.3 (0.16)	1.5 (0.21)	2.2 (0.25)
Other places inside the school building	2.5 (0.18)	1.4 (0.17)	1.4 (0.14)	1.3 (0.14)	1.4 (0.18)	1.5 (0.17)	1.0 (0.16)	1.1 (0.15)	0.8 (0.13)	0.8 (0.13)	1.1 (0.18)
Sex											
Male	8.9 (0.43)	4.7 (0.35)	4.8 (0.40)	3.9 (0.34)	4.9 (0.46)	6.1 (0.47)	3.9 (0.45)	3.9 (0.42)	3.4 (0.34)	3.4 (0.41)	4.1 (0.40)
Female	8.6 (0.46)	4.6 (0.40)	4.7 (0.35)	4.1 (0.37)	4.1 (0.40)	5.5 (0.41)	4.0 (0.42)	5.5 (0.40)	3.9 (0.43)	4.4 (0.45)	5.7 (0.51)
Race/ethnicity ⁴											
White	7.1 (0.33)	3.8 (0.29)	3.9 (0.29)	3.1 (0.27)	3.6 (0.30)	5.3 (0.36)	3.3 (0.38)	4.4 (0.38)	3.0 (0.34)	3.8 (0.43)	4.5 (0.49)
Black	12.2 (1.04)	6.8 (0.92)	6.6 (0.74)	5.1 (0.79)	7.2 (0.98)	8.3 (1.02)	6.1 (1.04)	4.5 (0.80)	3.3 (0.79)	3.9 (0.80)	6.5 (1.10)
Hispanic	13.0 (0.98)	6.2 (0.73)	5.6 (0.72)	6.3 (0.70)	6.0 (0.80)	6.8 (0.82)	4.8 (0.86)	6.0 (0.68)	4.9 (0.63)	4.2 (0.68)	5.0 (0.72)
Asian/Pacific Islander	12.8 (1.87)	4.7 (0.92)	7.0 (1.35)	4.6 (1.14)	3.2! (1.06)	1.8! (0.88)	3.5! (1.47)	2.5! (0.99)	4.0! (1.25)	3.7! (1.28)	3.5! (1.28)
Asian	— (†)	— (†)	— (†)	3.9 (1.04)	2.5! (0.88)	‡ (†)	3.7! (1.53)	2.7! (1.06)	3.8! (1.26)	3.7! (1.33)	3.6! (1.30)
Pacific Islander	— (†)	— (†)	— (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)
American Indian/Alaska Native	‡ (†)	10.0! (4.47)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	‡ (†)	12.2! (4.95)	‡ (†)	‡ (†)
Two or more races	— (†)	— (†)	— (†)	5.7! (2.52)	‡ (†)	4.7! (1.65)	‡ (†)	3.7! (1.31)	4.5! (1.87)	‡ (†)	6.6! (2.08)
Grade											
6th	11.8 (1.01)	6.0 (0.93)	6.9 (0.93)	5.6 (0.94)	7.9 (1.27)	7.8 (1.20)	7.1 (1.13)	6.9 (0.99)	4.4 (0.92)	6.2 (1.15)	7.0 (1.29)
7th	11.9 (0.90)	6.1 (0.72)	6.3 (0.80)	5.7 (0.73)	5.8 (0.93)	7.5 (0.86)	5.5 (0.86)	5.1 (0.76)	4.6 (0.72)	5.4 (0.88)	6.6 (0.93)
8th	8.9 (0.77)	5.6 (0.71)	5.2 (0.63)	4.7 (0.64)	4.5 (0.67)	5.9 (0.84)	4.8 (0.93)	5.2 (0.75)	2.7 (0.62)	4.0 (0.80)	3.6 (0.65)
9th	9.6 (0.71)	5.3 (0.63)	5.0 (0.61)	5.1 (0.62)	5.2 (0.78)	6.7 (0.81)	4.5 (0.89)	3.7 (0.67)	5.1 (0.78)	4.0 (0.71)	6.8 (1.04)
10th	7.8 (0.76)	4.8 (0.61)	4.3 (0.64)	3.1 (0.55)	4.2 (0.65)	5.5 (0.80)	4.2 (0.88)	5.4 (0.72)	4.0 (0.72)	2.8 (0.53)	4.3 (0.84)
11th	6.9 (0.64)	2.5 (0.46)	2.8 (0.43)	2.5 (0.53)	3.3 (0.58)	4.2 (0.70)	1.2! (0.44)	3.6 (0.65)	2.5 (0.61)	2.2 (0.56)	4.3 (0.83)
12th	4.1 (0.74)	2.4 (0.51)	3.0 (0.65)	1.2! (0.42)	1.3! (0.41)	3.2 (0.71)	1.6! (0.50)	3.7 (0.71)	2.3 (0.62)	3.3 (0.81)	2.6 (0.59)
Urbanicity ⁵											
Urban	11.8 (0.74)	5.8 (0.48)	6.0 (0.53)	5.7 (0.59)	6.3 (0.67)	6.1 (0.65)	5.5 (0.69)	5.3 (0.61)	4.3 (0.54)	4.7 (0.67)	5.9 (0.77)
Suburban	8.0 (0.40)	4.7 (0.38)	4.4 (0.38)	3.5 (0.31)	3.8 (0.36)	5.2 (0.38)	3.1 (0.38)	4.6 (0.36)	3.3 (0.33)	4.0 (0.42)	4.7 (0.39)
Rural	7.1 (0.65)	3.0 (0.57)	3.9 (0.70)	2.8 (0.53)	4.2 (0.74)	6.9 (0.69)	4.3 (0.80)	3.5 (0.54)	3.5 (0.68)	1.9! (0.57)	3.7 (0.67)
School control											
Public	9.4 (0.33)	5.0 (0.31)	5.0 (0.29)	4.2 (0.29)	4.8 (0.30)	6.2 (0.35)	4.2 (0.34)	4.9 (0.32)	3.9 (0.29)	4.0 (0.33)	5.1 (0.36)
Private	2.2 (0.47)	1.6 (0.45)	2.0! (0.70)	1.5! (0.49)	1.4! (0.55)	1.4! (0.54)	1.8! (0.73)	2.1! (0.70)	1.0! (0.49)	1.7! (0.76)	2.6! (0.98)
Avoided school activities or classes ⁶											
Total	— (†) 3.2 (0.22)	2.3 (0.19)	1.9 (0.18)	2.1 (0.23)	2.6 (0.23)	2.1 (0.25)	2.0 (0.20)	2.0 (0.21)	2.1 (0.24)	2.4 (0.24)	
Any activities ⁷	1.7 (0.15)	0.9 (0.10)	1.1 (0.12)	1.0 (0.11)	1.0 (0.16)	1.8 (0.20)	1.3 (0.20)	1.2 (0.16)	1.0 (0.13)	1.3 (0.18)	1.3 (0.17)
Any classes	— (†) 0.6 (0.09)	0.6 (0.09)	0.6 (0.11)	0.7 (0.13)	0.7 (0.12)	0.6 (0.13)	0.7 (0.10)	0.5 (0.10)	0.6 (0.11)	0.8 (0.12)	
Stayed home from school	— (†) 2.3 (0.19)	1.1 (0.13)	0.8 (0.11)	0.7 (0.11)	0.8 (0.13)	0.6 (0.14)	0.8 (0.12)	0.9 (0.13)	0.8 (0.14)	1.2 (0.16)	

—Not available.

†Not applicable.

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.

³In 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.

⁴In the total for any avoidance, students who reported both avoiding one or more places in school and avoiding school activities or classes were counted only once.

⁵Students who reported avoiding multiple places in school were counted only once in the total for students avoiding one or more places.

⁶Race categories exclude persons of Hispanic ethnicity. Prior to 2003, separate data for Asian students, Pacific Islander students, and students of Two or more races were not collected.

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." Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1995 through 2017. (This table was prepared September 2018.)

Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2017–18

[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	2017–18 ²
1	2	3	4	5	6	7	8
Number of schools taking at least one action							
Total, in response to any listed offense ³							
Physical fights or attacks	—	(†)	36,800 (960)	40,000 (990)	38,500 (1,010)	32,300 (940)	31,100 (900)
Insubordination	29,000 (840)	25,800 (780)	26,300 (880)	26,100 (740)	24,000 (770)	22,500 (900)	28,700 (20,500)
Distribution, possession, or use of alcohol	15,000 (640)	17,400 (690)	17,700 (700)	17,800 (800)	—	(†)	(†)
Distribution, possession, or use of illegal drugs	—	(†)	7,400 (400)	8,500 (380)	8,100 (400)	7,600 (320)	6,700 (340)
Use or possession of firearm or explosive device	—	(†)	17,000 (470)	17,400 (490)	16,000 (470)	16,100 (400)	15,600 (500)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	3,200 (320)	3,800 (290)	2,300 (220)	2,500 (340)	1,700 (240)
	—	(†)	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							
Physical fights or attacks	—	(†)	45.7 (1.15)	48.1 (1.17)	46.4 (1.16)	39.1 (1.14)	37.2 (1.06)
Insubordination	35.4 (1.02)	32.0 (0.94)	31.6 (1.00)	31.5 (0.89)	29.0 (0.94)	26.9 (1.06)	24.9 (1.07)
Distribution, possession, or use of alcohol	18.3 (0.79)	21.6 (0.85)	21.2 (0.84)	21.4 (0.95)	—	(†)	(†)
Distribution, possession, or use of illegal drugs	—	(†)	9.2 (0.50)	10.2 (0.47)	9.8 (0.48)	9.2 (0.39)	8.1 (0.40)
Use or possession of firearm or explosive device	—	(†)	21.2 (0.58)	20.8 (0.61)	19.3 (0.53)	19.5 (0.48)	18.6 (0.59)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	3.9 (0.40)	4.5 (0.35)	2.8 (0.26)	3.0 (0.41)	2.0 (0.29)
	—	(†)	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							
Physical fights or attacks	—	(†)	655,700 (29,160)	842,400 (46,080)	767,900 (44,010)	433,800 (22,880)	305,700 (11,500)
Insubordination	332,500 (27,420)	273,500 (14,450)	328,900 (16,880)	271,800 (15,180)	265,100 (22,170)	178,000 (10,890)	291,100 (12,730)
Distribution, possession, or use of alcohol	253,500 (27,720)	220,400 (16,990)	312,900 (34,200)	327,100 (38,470)	—	(†)	170,400 (10,380)
Distribution, possession, or use of illegal drugs	—	(†)	25,500 (1,600)	30,500 (1,910)	28,400 (1,470)	28,700 (1,920)	18,400 (1,180)
Use or possession of firearm or explosive device	—	(†)	91,100 (3,410)	108,300 (4,930)	98,700 (5,780)	105,400 (4,070)	83,800 (3,670)
Use or possession of weapon other than firearm or explosive device ⁴	—	(†)	9,900! (4,300)	14,500 (2,740)	5,200 (910)	5,800 (1,360)	4,100! (1,240)
	—	(†)	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							
Out-of-school suspensions lasting 5 days or more	—	(†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)	100.0 (†)
Removal with no services for remainder of school year	—	(†)	74.2 (1.60)	74.2 (1.98)	76.0 (1.63)	73.9 (1.79)	71.7 (1.32)
Transfer to specialized schools	—	(†)	4.8 (0.72)	5.4 (0.77)	5.4 (1.06)	6.1 (0.86)	4.3 (0.49)
	—	(†)	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 (†)	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)	79.6 (1.38)
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)	4.5 (0.81)
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)	15.9 (1.27)
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)
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)

See notes at end of table.

Table 18.1. Number and percentage of public schools that took a serious disciplinary action in response to specific offenses, number and percentage distribution of serious actions taken, and number of students involved in specific offenses, by type of offense and type of action: Selected years, 1999–2000 through 2017–18—Continued

[Standard errors appear in parentheses]

Type of offense and type of serious disciplinary action	1999–2000 ¹ 2	2003–04 3	2005–06 4	2007–08 5	2009–10 ² 6	2015–16 ³ 7	2017–18 ² 8	
1	2	3	4	5	6	7	8	
Use or possession of weapon other than firearm or explosive device ⁴	— — — — —	(†) (†) (†) (†)	100.0 57.2 7.7 35.1	(†) (2.20) (0.81) (2.04)	100.0 60.3 10.8 29.2	(†) (2.24) (1.09) (1.83)	100.0 62.2 7.8 31.9	(†) (2.44) (1.29) (1.75)
Out-of-school suspensions lasting 5 days or more	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Removal with no services for remainder of school year	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Transfer to specialized schools	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Number of students involved in offenses⁵								
Total, all listed offenses	— 766,900 1,104,200	(†) (50,410) (69,490)	3,912,500 1,108,600 2,558,500	(162,670) (46,250) (131,830)	3,919,500 1,026,100 2,606,700	(129,350) (35,050) (107,660)	4,783,700 987,900 3,589,300	(324,130) (42,620) (319,390)
Physical fights or attacks	— — — — —	(†) (†) (†) (†)	44,100 118,900 57,500	(2,290) (4,590) (4,260)	49,900 119,400 61,700	(2,750) (4,350) (2,540)	38,700 106,300 48,100	(1,690) (4,240) (3,430)
Insubordination	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Distribution, possession, or use of alcohol	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Distribution, possession, or use of illegal drugs	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Use or possession of firearm or explosive device	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	
Use or possession of weapon other than firearm or explosive device ⁴	— — — — —	(†) (†) (†) (†)	— — — —	— — — —	— — — —	— — — —	— — — —	

—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, 2015–16, and 2017–18 are not comparable to totals for earlier years, because the 2009–10, 2015–16, and 2017–18 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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018. (This table was prepared July 2019.)

Table 18.2. Percentage of public schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school characteristics: 2017–18

[Standard errors appear in parentheses]

School characteristic	Total, at least one action ¹	Type of offense						Use or possession of a weapon other than a firearm or explosive device
		Physical attacks or fights	Distribution, possession, or use of alcohol	Distribution, possession, or use of illegal drugs	Use or possession of a firearm or explosive device	Use or possession of a weapon other than a firearm or explosive device		
1	2	3	4	5	6	7		
Total	34.9	(1.27)	24.9	(1.07)	8.1	(0.33)	17.5	(0.53)
School level ²								
Primary	16.9	(1.74)	12.6	(1.47)	0.7!	(0.35)	2.6	(0.59)
Middle	57.7	(1.60)	41.4	(1.39)	12.8	(0.90)	31.3	(1.63)
High school	75.5	(1.65)	53.8	(1.64)	31.0	(1.28)	57.7	(1.46)
Combined	36.7	(5.54)	21.8	(4.31)	7.6	(1.95)	18.8	(3.68)
Enrollment size								
Less than 300	24.6	(3.69)	16.5	(2.70)	3.0	(0.88)	6.7	(1.47)
300 to 499	27.4	(2.13)	17.3	(1.51)	3.3	(0.43)	10.7	(1.11)
500 to 999	35.2	(1.51)	26.9	(1.69)	7.9	(0.66)	16.9	(0.83)
1,000 or more	74.0	(1.50)	54.8	(1.76)	31.9	(1.56)	59.3	(1.67)
Locale								
City	35.2	(1.94)	26.0	(1.86)	6.2	(0.71)	15.3	(1.03)
Suburban	30.5	(1.34)	22.7	(1.39)	8.3	(0.66)	17.7	(0.75)
Town	39.4	(2.31)	27.9	(2.39)	11.0	(1.12)	20.8	(1.55)
Rural	37.8	(3.22)	25.0	(2.42)	8.5	(0.90)	18.1	(1.38)
Percent minority enrollment ³								
0 to 25 percent	33.1	(2.16)	22.9	(1.76)	9.4	(0.76)	17.5	(1.22)
26 to 50 percent	36.1	(2.39)	24.4	(2.10)	9.0	(0.97)	19.2	(1.31)
51 to 75 percent	33.6	(2.53)	25.1	(1.92)	8.3	(0.97)	18.1	(1.70)
76 to 100 percent	36.9	(2.34)	27.8	(2.20)	5.4	(0.83)	15.9	(1.19)
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	22.7	(1.92)	14.5	(1.71)	8.3	(1.12)	13.3	(1.08)
26 to 50 percent	37.6	(2.66)	26.1	(2.17)	11.6	(0.99)	20.8	(1.61)
51 to 75 percent	39.4	(2.31)	28.9	(2.07)	9.3	(0.99)	20.9	(1.63)
76 to 100 percent	36.1	(2.27)	26.6	(1.81)	4.6	(0.64)	14.9	(1.21)

†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. Combined schools include all other combinations of grades, including K–12 schools.

³Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared July 2019.)

Table 19.1. Percentage of public schools with various safety and security measures: Selected years, 1999–2000 through 2017–18

[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	2017–18
1	2	3	4	5	6	7	8	9
Controlled access during school hours								
Buildings (e.g., locked or monitored doors, loading docks) ²	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)	95.4 (0.52)
Visitors required to sign or check in and wear badges ³	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)	94.6 (0.65)
Classrooms equipped with locks so that doors can be locked from inside	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	66.7 (1.34)	64.8 (1.01)
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)	19.8 (0.87)
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)	48.8 (1.32)
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)	9.2 (0.60)
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)	69.9 (1.18)
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)	3.5 (0.42)
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)	49.0 (1.25)
Drug testing								
Students participating in athletics or other extracurricular activities ⁴	— (†)	4.3 (0.44)	5.0 (0.46)	6.6 (0.53)	6.2 (0.51)	6.7 (0.61)	7.7 (0.57)	8.9 (0.57)
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)	4.9 (0.49)
Metal detector checks on students every day ⁵	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)	2.2 (0.35)
Random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons) ⁶	25.3 (0.77)	26.6 (0.73)	28.0 (0.89)	26.3 (0.77)	27.7 (0.86)	28.2 (1.02)	28.2 (0.89)	27.4 (0.88)
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 (not including dog sniffs) for contraband	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)	71.6 (1.17)
Provided structured anonymous threat reporting system ⁷	— (†)	— (†)	— (†)	31.2 (1.22)	35.9 (1.19)	46.5 (1.63)	43.9 (1.58)	49.3 (1.32)
Had silent alarms directly connected to law enforcement	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	27.1 (1.23)	29.1 (1.15)
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)	83.5 (1.09)
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)	77.8 (1.06)
Limited access to social networking sites from school computers	— (†)	— (†)	— (†)	— (†)	93.4 (0.59)	91.9 (0.80)	89.1 (0.88)	— (†)
Prohibited non-academic use of cell phones or smartphones during school hours ⁸	— (†)	— (†)	— (†)	— (†)	90.9 (0.67)	75.9 (1.07)	65.8 (1.36)	70.3 (1.30)

—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, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey's smaller sample size and difference in survey administration may have impacted the 2013–14 results.

²Prior to 2017–18, the examples of controlled access to buildings included only “locked or monitored doors” and did not include loading docks.

³Prior to 2015–16, the questionnaire asked only if visitors were required “to sign or check in” and did not include the requirement to wear badges.

⁴In the 2017–18 questionnaire, a single item asked about drug testing “for students participating in athletics or other extracurricular activities.” Prior to 2017–18, the questionnaire included one item about testing for athletes, followed by a separate item about testing for students in other extracurricular activities. For years prior to 2017–18, schools are included in this row if they answered “yes” to either or both of these items; each school is counted only once in this row, even if it answered “yes” to both items.

⁵The wording of this item was revised in 2015–16. Prior to 2015–16, the item asked whether students were required “to pass through metal detectors each day.”

⁶The 2017–18 questionnaire included only a single item about random sweeps for contraband, and it provided locker checks and dog sniffs as examples of types of sweeps. Prior to 2017–18, the questionnaire included one item about dog sniffs for drugs, followed by a separate item about sweeps not including dog sniffs. For years prior to 2017–18, schools are included in this row if they answered “yes” to either or both of these items; each school is counted only once in this row, even if it answered “yes” to both items.

⁷For example, a system for reporting threats through online submission, telephone hotline, or written submission via drop box.

⁸Prior to 2017–18, the questionnaire asked about prohibiting the “use of cell phones and text messaging devices during school hours.” It did not refer to “non-academic” use or “smartphones.”

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, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2000, 2004, 2006, 2008, 2010, 2016, and 2018; and Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014. (This table was prepared August 2019.)

Table 19.2. Percentage of public schools with various safety and security measures, by selected school characteristics: 2017–18

[Standard errors appear in parentheses]

School characteristic	Total schools		Percent of schools with safety and security measures												Used security cameras to monitor the school											
			Controlled access		Student dress, IDs, and school supplies					Metal detectors and sweeps																
	Number	Percentage distribution	School buildings ¹	School grounds ²	School uniforms required	Strict dress code enforced	Student badges or picture IDs required	Faculty/staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks on students	Daily metal detector checks on students	Random sweeps for contraband ³														
1	2	3	4	5	6	7	8	9	10	11	12	13	14													
Total	82,300	(350)	100.0	(†)	95.4	(0.52)	50.8	(1.38)	19.8	(0.87)	48.8	(1.32)	9.2	(0.60)	69.9	(1.18)	3.5	(0.42)	4.9	(0.49)	2.2	(0.35)	27.4	(0.88)	83.5	(1.09)
School level ⁴																										
Primary	48,300	(290)	58.7	(0.20)	97.5	(0.65)	55.2	(2.10)	22.9	(1.44)	42.6	(1.98)	6.0	(0.89)	75.6	(1.71)	1.8!	(0.59)	1.5!	(0.48)	‡	(†)	7.6	(1.12)	77.9	(1.79)
Middle	15,100	(60)	18.4	(0.10)	94.7	(0.70)	45.2	(1.63)	18.0	(1.16)	61.6	(1.86)	13.2	(1.08)	69.3	(1.59)	8.0	(0.92)	7.0	(0.84)	2.5	(0.48)	49.8	(1.72)	91.5	(0.81)
High school	12,600	(40)	15.3	(0.08)	91.4	(0.91)	46.3	(1.47)	10.4	(1.13)	55.9	(1.94)	17.6	(1.06)	63.5	(1.96)	5.4	(0.80)	13.2	(1.25)	7.3	(0.87)	65.2	(1.71)	93.6	(0.97)
Combined	6,300	(180)	7.7	(0.20)	89.1	(3.66)	39.4	(4.68)	18.8	(3.06)	51.4	(5.35)	7.6!	(2.50)	39.8	(5.08)	‡	(†)	8.8!	(3.18)	‡	(†)	49.3	(5.94)	86.6	(4.13)
Enrollment size																										
Less than 300	16,800	(310)	20.4	(0.31)	93.6	(1.63)	48.2	(4.27)	15.8	(2.70)	41.3	(3.63)	4.3	(1.10)	49.5	(3.62)	‡	(†)	4.6	(1.15)	1.9	(0.50)	27.5	(2.65)	79.1	(3.49)
300 to 499	24,900	(120)	30.3	(0.15)	95.4	(0.94)	47.8	(2.58)	19.8	(1.41)	47.3	(2.33)	7.5	(1.21)	72.2	(2.06)	3.0	(0.60)	3.4	(0.81)	2.3	(0.67)	19.8	(1.43)	84.1	(1.89)
500 to 999	31,700	(70)	38.5	(0.17)	97.0	(0.57)	52.3	(1.80)	23.3	(1.71)	52.2	(1.86)	10.2	(1.15)	77.4	(1.69)	3.9	(0.58)	4.5	(0.76)	1.7	(0.46)	25.5	(1.21)	82.9	(1.52)
1,000 or more	8,900	(20)	10.8	(0.04)	92.8	(0.99)	58.6	(1.84)	14.6	(1.46)	55.1	(1.96)	20.2	(1.77)	75.0	(1.63)	5.1	(1.11)	10.9	(1.22)	4.0	(0.64)	55.0	(1.81)	91.9	(1.32)
Locale																										
City	22,500	(170)	27.3	(0.20)	95.6	(0.90)	61.7	(2.62)	39.8	(2.22)	57.9	(2.51)	11.6	(1.44)	66.4	(1.93)	4.7	(0.73)	8.4	(0.98)	6.0	(1.06)	18.6	(1.22)	77.9	(2.57)
Suburban	27,300	(150)	33.2	(0.16)	96.4	(0.72)	49.4	(2.38)	17.9	(1.56)	47.1	(2.02)	10.4	(0.92)	83.1	(1.60)	2.5	(0.65)	3.5	(0.73)	0.9	(0.25)	21.2	(0.96)	82.6	(1.79)
Town	10,500	(150)	12.8	(0.16)	94.4	(1.20)	46.2	(3.74)	11.1	(2.28)	48.9	(3.50)	8.8	(1.70)	70.8	(3.25)	3.9	(1.03)	2.6	(0.65)	‡	(†)	37.9	(2.59)	87.8	(2.48)
Rural	22,000	(210)	26.7	(0.20)	94.5	(1.24)	43.5	(2.78)	5.8	(1.03)	41.6	(2.92)	5.6	(0.93)	56.4	(2.55)	3.3	(0.74)	4.1	(0.90)	0.6!	(0.28)	38.9	(2.61)	88.1	(2.14)
Percent minority enrollment ⁵																										
0 to 25 percent	29,800	(930)	36.2	(1.10)	95.8	(0.97)	35.5	(1.84)	2.4	(0.66)	35.7	(1.78)	4.0	(0.76)	71.0	(2.26)	3.1	(0.60)	2.9	(0.69)	‡	(†)	35.2	(2.00)	88.7	(1.68)
26 to 50 percent	18,000	(870)	21.9	(1.07)	96.3	(0.75)	52.8	(2.91)	11.2	(1.82)	48.7	(3.18)	7.5	(1.45)	76.5	(2.54)	2.7	(0.63)	1.6	(0.41)	‡	(†)	25.7	(1.93)	87.7	(1.96)
51 to 75 percent	12,500	(850)	15.1	(1.02)	94.4	(1.05)	56.7	(2.88)	20.4	(2.61)	52.1	(3.10)	12.5	(2.00)	69.7	(3.58)	2.2!	(0.66)	4.7	(0.96)	1.6!	(0.65)	22.6	(2.25)	81.0	(3.16)
76 to 100 percent	22,000	(800)	26.8	(0.99)	94.7	(1.07)	66.4	(2.49)	49.9	(2.75)	64.7	(2.54)	16.0	(1.70)	63.0	(2.43)	5.5	(0.98)	10.4	(1.40)	6.4	(1.05)	20.8	(1.54)	74.2	(2.44)
Percent of students eligible for free or reduced-price lunch																										
0 to 25 percent	15,000	(610)	18.2	(0.73)	94.3	(1.73)	38.9	(2.90)	3.4!	(1.38)	32.3	(2.69)	4.8	(0.95)	78.5	(2.68)	1.5!	(0.45)	0.5!	(0.19)	‡	(†)	21.3	(1.75)	82.4	(2.23)
26 to 50 percent	19,600	(870)	23.8	(1.05)	95.8	(0.93)	43.7	(2.71)	7.0	(1.14)	42.5	(2.29)	6.5	(1.27)	71.1	(2.33)	3.4	(0.68)	2.1	(0.43)	‡	(†)	35.3	(2.32)	88.9	(1.90)
51 to 75 percent	20,600	(950)	25.1	(1.13)	96.1	(0.91)	46.2	(2.59)	13.2	(1.63)	51.6	(3.03)	9.5	(1.32)	70.1	(2.50)	2.1	(0.41)	5.6	(1.14)	1.7!	(0.75)	30.5	(2.08)	86.1	(2.09)
76 to 100 percent	27,100	(880)	32.9	(1.09)	95.1	(0.88)	66.0	(2.51)	43.1	(2.58)	60.4	(2.50)	13.5	(1.19)	63.9	(2.09)	5.8	(1.14)	8.7	(1.08)	5.0	(0.81)	22.6	(1.47)	78.1	(1.68)

[†]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, loading docks).²Access to grounds is controlled during school hours (e.g., by locked or monitored gates).³Examples of random sweeps include locker checks and dog sniffs. Examples of contraband include drugs and weapons.⁴Primary 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. Combined schools include all other combinations of grades, including K–12 schools.

⁵Percent 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. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2017–18

[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		
	Active shooter ¹	Natural disasters ²	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ³	Suicide threat or incident	Pandemic flu	Pandemic disease	Post-crisis reunification of students with their families	Evacuation ⁴	Lockdown ⁵	Shelter-in-place ⁶	
1	2	3	4	5	6	7	8	9	10	11	12	13	
2003–04	78.5 (1.17)	96.0 (0.52)	73.5 (1.12)	94.0 (0.71)	69.2 (1.15)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
2005–06	79.3 (1.31)	95.0 (0.65)	73.1 (1.12)	94.5 (0.65)	70.5 (1.04)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	— (†)	
2007–08	83.0 (1.31)	95.8 (0.48)	71.3 (1.26)	93.8 (0.65)	71.5 (1.16)	74.1 (1.33)	36.1 (1.10)	— (†)	— (†)	— (†)	— (†)	— (†)	
2009–10	84.3 (1.10)	95.1 (0.54)	74.3 (1.20)	93.5 (0.66)	71.1 (1.28)	74.9 (1.30)	69.4 (1.34)	— (†)	— (†)	— (†)	— (†)	— (†)	
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 ⁷													
Primary	91.2 (1.22)	96.4 (0.86)	57.1 (2.07)	92.5 (1.36)	71.4 (1.84)	80.7 (1.76)	50.9 (2.26)	— (†)	87.2 (1.39)	91.2 (1.60)	95.5 (0.95)	75.2 (1.56)	
Middle	94.0 (0.94)	96.3 (0.79)	62.6 (1.73)	96.5 (0.87)	75.2 (1.78)	89.4 (1.06)	49.5 (1.91)	— (†)	84.1 (1.49)	93.2 (0.96)	95.5 (0.86)	79.0 (1.91)	
High school	95.3 (1.07)	95.5 (0.79)	67.3 (1.79)	97.3 (0.76)	77.2 (1.74)	91.3 (1.03)	50.9 (1.96)	— (†)	87.2 (1.49)	91.5 (1.23)	94.1 (1.05)	80.8 (1.57)	
Combined	91.6 (3.24)	93.5 (2.99)	68.4 (5.96)	94.5 (2.76)	73.1 (5.24)	89.8 (3.57)	55.2 (6.23)	— (†)	82.6 (4.49)	89.8 (3.33)	86.2 (5.17)	63.0 (6.55)	
Enrollment size													
Less than 300	89.0 (2.48)	93.1 (1.82)	58.7 (3.55)	88.9 (2.74)	70.4 (2.97)	79.2 (2.94)	43.8 (3.73)	— (†)	81.7 (2.76)	87.7 (2.93)	89.9 (2.47)	68.2 (3.47)	
300 to 499	94.3 (1.28)	96.5 (1.01)	59.7 (2.97)	94.8 (1.31)	72.3 (3.05)	85.1 (2.16)	52.4 (3.44)	— (†)	85.9 (2.14)	90.2 (2.13)	94.9 (1.51)	77.1 (2.23)	
500 to 999	91.5 (1.39)	97.6 (0.74)	60.5 (2.18)	95.3 (1.06)	73.6 (1.90)	84.8 (1.54)	53.5 (2.05)	— (†)	87.9 (1.57)	94.5 (1.04)	96.6 (0.78)	78.1 (1.70)	
1,000 or more	96.9 (0.76)	95.3 (0.99)	67.1 (2.40)	98.9 (0.37)	79.6 (1.95)	93.8 (0.88)	52.7 (2.40)	— (†)	90.7 (1.44)	92.3 (1.30)	96.8 (0.78)	80.2 (1.92)	
Locale													
City	91.3 (1.76)	96.6 (1.03)	63.3 (2.93)	93.6 (1.83)	74.9 (2.27)	85.4 (2.72)	50.5 (2.68)	— (†)	90.0 (1.82)	94.0 (1.37)	95.9 (1.26)	80.5 (2.27)	
Suburban	92.3 (1.25)	95.5 (1.00)	57.3 (2.56)	94.9 (1.29)	71.2 (2.22)	85.8 (1.53)	52.0 (2.42)	— (†)	85.1 (1.82)	91.0 (1.46)	96.7 (0.89)	79.1 (1.72)	
Town	94.4 (1.92)	96.6 (1.48)	54.5 (3.87)	96.2 (1.55)	75.2 (3.43)	82.0 (3.47)	48.0 (3.94)	— (†)	84.2 (3.11)	91.7 (2.20)	97.6 (0.83)	66.8 (3.71)	
Rural	92.6 (1.71)	95.9 (1.23)	64.7 (2.84)	92.8 (1.79)	72.7 (2.45)	83.6 (2.38)	51.6 (2.87)	— (†)	84.9 (2.17)	89.5 (1.60)	89.5 (1.85)	71.7 (2.63)	
Percent minority enrollment ⁸													
0 to 25 percent	93.7 (1.14)	96.3 (0.89)	58.4 (2.12)	94.1 (1.36)	71.8 (2.08)	86.3 (1.71)	52.7 (2.20)	— (†)	85.4 (1.82)	89.2 (1.62)	93.3 (1.34)	75.9 (2.46)	
26 to 50 percent	93.6 (1.63)	96.0 (1.48)	57.5 (3.36)	92.7 (2.16)	71.9 (2.82)	81.7 (2.61)	52.0 (3.30)	— (†)	86.0 (2.26)	92.0 (2.22)	98.1 (0.54)	76.7 (2.73)	
51 to 75 percent	92.9 (1.98)	96.9 (0.99)	64.7 (3.80)	96.5 (1.62)	75.2 (3.18)	82.8 (3.00)	47.7 (3.72)	— (†)	88.1 (1.97)	93.3 (1.75)	94.7 (1.93)	79.6 (3.12)	
76 to 100 percent	89.2 (2.09)	95.1 (1.11)	63.6 (3.07)	93.8 (1.50)	74.8 (2.73)	85.7 (2.41)	49.6 (2.87)	— (†)	86.6 (2.30)	93.5 (1.68)	93.8 (1.65)	72.8 (2.64)	
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)	
2017–18													
All public schools	92.4 (0.73)	94.0 (0.57)	48.0 (1.38)	91.3 (0.72)	69.7 (1.44)	85.4 (1.06)	— (†)	45.7 (1.34)	85.0 (0.89)	92.8 (0.71)	95.7 (0.53)	82.6 (1.14)	
School level ⁷													
Primary	92.5 (1.16)	95.0 (0.80)	46.2 (1.99)	89.7 (1.12)	70.1 (2.17)	82.8 (1.78)	— (†)	45.0 (1.83)	86.2 (1.38)	92.8 (1.13)	96.5 (0.71)	83.4 (1.57)	
Middle	92.5 (0.96)	94.0 (0.79)	49.4 (1.50)	93.7 (0.78)	69.6 (1.37)	89.1 (1.06)	— (†)	44.9 (1.74)	84.7 (1.36)	92.6 (0.89)	96.9 (0.56)	83.2 (1.17)	
High school	93.0 (1.02)	92.5 (0.96)	51.4 (1.62)	94.7 (0.84)	71.9 (1.63)	92.1 (1.18)	— (†)	50.1 (1.93)	83.5 (1.33)	94.0 (0.73)	95.6 (0.75)	83.8 (1.27)	
Combined	90.6 (3.43)	89.7 (3.29)	50.9 (5.81)	90.5 (3.59)	62.7 (5.94)	82.6 (4.39)	— (†)	44.7 (5.68)	79.3 (4.16)	90.6 (3.50)	86.8 (4.00)	72.8 (4.55)	

See notes at end of table.

Table 19.3. Percentage of public schools with a written plan for procedures to be performed in selected scenarios and percentage that have drilled students on the use of selected emergency procedures, by selected school characteristics: Selected years, 2003–04 through 2017–18—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		
	Active shooter ¹	Natural disasters ²	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ³	Suicide threat or incident	Pandemic flu	Pandemic disease	Post-crisis reunification of students with their families	Evacuation ⁴	Lockdown ⁵	Shelter-in-place ⁶	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Enrollment size													
Less than 300	88.3 (2.41)	93.6 (1.64)	43.2 (4.15)	92.3 (1.87)	66.3 (3.92)	79.0 (2.93)	—	37.6 (3.65)	79.7 (3.16)	93.0 (1.99)	93.6 (1.72)	79.5 (3.45)	
300 to 499	92.3 (1.42)	94.3 (1.14)	48.6 (2.42)	88.9 (1.60)	68.9 (2.41)	83.9 (1.80)	—	47.5 (2.51)	85.4 (1.52)	92.9 (1.24)	95.3 (1.08)	82.0 (1.87)	
500 to 999	94.3 (0.87)	93.8 (0.89)	49.9 (2.17)	91.3 (1.11)	71.2 (1.41)	87.4 (1.27)	—	47.7 (2.02)	86.8 (1.37)	92.0 (1.15)	96.2 (0.73)	84.0 (1.49)	
1,000 or more	94.1 (1.08)	95.0 (0.82)	48.3 (2.13)	96.2 (0.60)	73.2 (1.94)	94.5 (0.86)	—	49.3 (2.14)	87.6 (1.33)	95.0 (0.82)	98.7 (0.42)	85.3 (1.68)	
Locale													
City	91.7 (1.56)	93.4 (0.95)	45.2 (2.11)	89.8 (1.48)	68.4 (2.52)	86.4 (1.95)	—	44.6 (2.09)	85.3 (2.02)	94.2 (1.37)	96.3 (1.17)	84.0 (1.79)	
Suburban	93.3 (1.02)	92.7 (1.06)	45.3 (2.04)	91.8 (1.09)	69.9 (1.97)	86.6 (1.41)	—	46.1 (2.59)	84.9 (1.33)	93.9 (1.06)	97.0 (0.83)	86.6 (1.45)	
Town	92.5 (1.69)	97.7 (0.94)	53.0 (3.26)	91.4 (1.94)	70.5 (3.28)	83.9 (2.66)	—	45.1 (4.00)	85.3 (2.15)	91.2 (2.27)	94.0 (1.76)	82.4 (2.11)	
Rural	92.1 (1.61)	94.7 (1.27)	51.7 (2.94)	92.1 (1.36)	70.4 (2.72)	83.6 (2.09)	—	46.7 (2.40)	84.6 (2.28)	90.8 (1.53)	94.2 (1.12)	76.4 (2.74)	
Percent minority enrollment ⁸													
0 to 25 percent	93.5 (1.24)	94.5 (1.05)	50.0 (2.62)	93.4 (1.08)	71.1 (2.52)	86.0 (1.51)	—	45.8 (2.15)	84.4 (1.63)	91.7 (1.02)	95.6 (0.71)	83.7 (1.91)	
26 to 50 percent	93.5 (1.28)	94.4 (1.34)	49.2 (3.08)	91.7 (1.61)	72.9 (2.70)	86.3 (2.10)	—	49.9 (2.78)	88.7 (1.61)	93.7 (1.80)	96.7 (0.97)	83.3 (2.23)	
51 to 75 percent	91.4 (1.85)	95.1 (1.39)	43.5 (3.81)	88.3 (1.96)	65.9 (3.25)	83.9 (2.63)	—	39.6 (3.34)	85.0 (2.53)	92.1 (2.22)	95.4 (2.14)	80.2 (2.58)	
76 to 100 percent	90.7 (1.29)	92.5 (1.27)	46.7 (2.32)	89.7 (1.68)	67.4 (2.58)	84.7 (2.15)	—	45.7 (2.51)	82.7 (2.11)	93.9 (1.33)	95.0 (1.26)	81.9 (2.19)	
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	92.1 (1.84)	93.5 (1.26)	50.9 (3.09)	90.2 (2.04)	72.3 (2.60)	87.9 (2.08)	—	45.7 (3.05)	84.4 (2.13)	94.9 (1.02)	96.4 (1.18)	87.2 (2.15)	
26 to 50 percent	93.4 (1.33)	94.0 (1.37)	46.0 (2.58)	94.0 (1.12)	75.0 (2.60)	86.3 (2.10)	—	48.4 (3.46)	86.6 (1.55)	91.1 (1.66)	95.7 (0.81)	83.0 (2.14)	
51 to 75 percent	92.6 (1.52)	94.5 (1.29)	46.3 (2.63)	92.1 (1.32)	68.1 (3.15)	85.2 (2.07)	—	44.2 (2.75)	86.1 (1.82)	92.4 (1.47)	95.6 (1.30)	81.3 (2.10)	
76 to 100 percent	91.8 (1.13)	94.0 (0.83)	49.0 (2.55)	89.3 (1.52)	65.7 (2.29)	83.6 (1.96)	—	45.0 (2.47)	83.3 (1.79)	93.1 (1.18)	95.3 (1.21)	80.8 (2.15)	

—Not available.

¹Not applicable.

²Prior to 2015–16, this scenario was described in the questionnaire as “shootings.”

³For example, earthquakes or tornadoes.

⁴For example, release of mustard gas, anthrax, smallpox, or radioactive materials.

⁵Defined 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.”

⁶Defined 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.”

⁷Defined 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.”

⁸Primary 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. Combined schools include all other combinations of grades, including K–12 schools.

⁹Percent 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2004, 2006, 2008, 2010, 2016, and 2018. (This table was prepared August 2019.)

Table 19.4. Percentage of public schools with security staff present at least once a week, and percentage with security staff routinely carrying a firearm, by selected school characteristics: 2005–06 through 2017–18

[Standard errors appear in parentheses]

School characteristic	Percent with one or more security staff ¹						Percent with any security staff routinely carrying a firearm ²				Percent with sworn law enforcement officers routinely carrying a firearm ²	
	2005–06	2007–08	2009–10	2013–14 ³	2015–16	2017–18	2005–06	2007–08	2009–10	2015–16	2017–18	
1	2	3	4	5	6	7	8	9	10	11	12	
All public schools	41.7 (1.28)	46.3 (1.29)	42.8 (1.07)	43.0 (1.48)	56.5 (1.29)	61.4 (1.27)	30.7 (1.10)	34.1 (1.11)	28.0 (0.97)	42.9 (1.50)	46.7 (1.06)	
School level ⁴												
Primary	26.2 (1.87)	33.1 (2.04)	27.7 (1.50)	28.6 (2.15)	45.4 (1.95)	51.4 (2.00)	15.7 (1.55)	20.1 (1.68)	12.5 (1.25)	30.6 (2.35)	36.0 (1.68)	
Middle	63.7 (1.30)	65.5 (1.59)	66.4 (1.45)	63.3 (2.15)	73.4 (1.65)	80.0 (1.32)	51.8 (1.32)	54.2 (1.92)	51.0 (1.84)	60.0 (1.52)	67.6 (1.68)	
High school/combined	62.9 (2.65)	65.5 (2.02)	62.8 (1.74)	64.1 (2.44)	71.3 (2.19)	72.3 (1.67)	51.8 (2.39)	54.9 (1.90)	50.1 (1.80)	60.7 (1.96)	57.1 (1.78)	
High school	75.2 (1.66)	79.6 (1.47)	76.4 (1.45)	— (†)	81.0 (1.40)	84.3 (1.11)	64.0 (1.71)	67.5 (1.51)	63.3 (1.75)	70.9 (1.55)	72.0 (1.55)	
Combined	43.5 (5.25)	39.9 (5.59)	36.6 (4.89)	— (†)	51.2 (5.86)	48.4 (4.86)	32.4 (4.50)	32.1 (4.89)	24.6 (4.26)	39.7 (5.34)	27.5 (4.17)	
Enrollment size												
Less than 300	22.7 (2.65)	27.6 (2.55)	25.6 (2.91)	21.7 (3.05)	34.8 (3.61)	44.7 (3.28)	16.2 (2.17)	16.1 (2.39)	13.5 (2.16)	26.8 (3.38)	34.4 (3.30)	
300 to 499	29.8 (2.29)	36.1 (2.66)	33.5 (2.26)	35.4 (2.90)	49.9 (2.66)	51.5 (2.49)	20.5 (1.83)	26.7 (2.37)	19.8 (1.84)	37.8 (2.70)	36.0 (2.06)	
500 to 999	50.5 (1.90)	52.7 (1.99)	47.3 (1.60)	50.6 (2.37)	64.6 (1.99)	69.0 (1.62)	36.9 (1.67)	39.5 (1.98)	30.3 (1.42)	46.0 (2.16)	52.4 (1.77)	
1,000 or more	86.9 (1.39)	90.6 (1.59)	90.0 (1.37)	87.2 (2.27)	91.4 (1.73)	94.3 (0.97)	70.3 (1.67)	73.5 (1.62)	74.6 (1.75)	80.5 (1.65)	79.4 (1.63)	
Locale												
City	49.1 (2.57)	57.3 (3.05)	50.9 (2.51)	45.5 (3.13)	61.9 (2.87)	63.3 (2.48)	30.5 (1.73)	33.1 (2.32)	27.6 (1.98)	36.0 (2.89)	36.0 (1.76)	
Suburban	42.7 (1.67)	45.4 (2.08)	45.4 (1.90)	47.7 (2.70)	57.9 (2.30)	63.3 (1.78)	32.2 (1.51)	33.7 (1.94)	29.6 (1.45)	44.6 (2.28)	51.0 (1.89)	
Town	44.4 (3.86)	51.1 (3.50)	39.0 (3.11)	48.0 (4.08)	62.0 (3.55)	68.9 (3.46)	38.1 (3.62)	45.0 (3.54)	31.6 (2.81)	56.5 (3.56)	59.4 (3.82)	
Rural	33.8 (1.87)	36.0 (1.98)	35.2 (2.20)	35.5 (2.33)	46.7 (2.54)	53.7 (3.02)	27.1 (1.84)	30.5 (2.05)	25.3 (1.78)	41.3 (2.48)	46.1 (2.58)	
Percent minority enrollment ⁵												
0 to 25 percent	34.9 (1.53)	40.7 (1.55)	35.0 (1.98)	— (†)	51.1 (2.36)	58.3 (2.34)	27.6 (1.33)	34.3 (1.54)	25.9 (1.56)	45.6 (2.31)	52.5 (2.06)	
26 to 50 percent	42.4 (2.64)	44.9 (3.16)	42.8 (2.21)	— (†)	51.6 (2.83)	59.2 (2.81)	36.7 (2.29)	38.2 (3.01)	32.1 (2.25)	43.3 (3.04)	47.4 (2.81)	
51 to 75 percent	47.5 (4.20)	44.8 (4.35)	49.5 (3.17)	— (†)	62.9 (3.61)	61.5 (4.04)	34.3 (3.12)	31.7 (3.07)	33.4 (2.97)	47.3 (3.29)	48.1 (3.87)	
76 to 100 percent	53.9 (3.12)	62.3 (3.14)	54.5 (2.89)	— (†)	64.5 (2.88)	67.4 (2.36)	28.5 (2.53)	31.6 (2.56)	26.1 (2.00)	35.8 (2.79)	37.4 (2.05)	
Percent of students eligible for free or reduced-price lunch ⁶												
0 to 25 percent	37.9 (2.14)	46.5 (2.33)	39.2 (2.44)	41.6 (3.81)	52.9 (3.77)	53.6 (2.69)	30.3 (1.95)	34.8 (2.12)	27.2 (1.93)	42.5 (3.25)	44.1 (2.78)	
26 to 50 percent	42.1 (2.08)	40.8 (2.52)	40.0 (1.68)	39.6 (3.10)	50.8 (2.89)	64.7 (2.69)	33.8 (1.78)	35.2 (2.02)	30.3 (1.59)	41.3 (2.61)	55.4 (2.95)	
51 to 75 percent	39.3 (2.21)	46.1 (2.83)	42.3 (2.60)	44.4 (2.71)	58.7 (2.47)	61.6 (2.96)	31.8 (2.05)	35.8 (2.77)	27.4 (2.07)	49.0 (2.76)	51.3 (2.89)	
76 to 100 percent	49.8 (2.73)	55.0 (3.68)	49.8 (2.76)	45.8 (3.24)	62.2 (2.62)	63.4 (2.01)	25.6 (2.17)	29.7 (2.68)	26.8 (2.32)	38.9 (3.04)	38.2 (1.79)	

— Not available.

†Not applicable.

¹Security staff include security guards, security personnel, School Resource Officers (SROs), and sworn law enforcement officers who are not SROs. “Security guards” and “security personnel” do not include law enforcement. SROs include all career law enforcement officers with arrest authority who have specialized training and are assigned to work in collaboration with school organizations.

²Prior to 2015–16, the School Survey on Crime and Safety (SSOCS) questionnaire asked respondents whether any of the security guards, security personnel, or sworn law enforcement officers at their school routinely carried a firearm. In 2015–16 and 2017–18, the SSOCS questionnaire asked respondents only whether any of the sworn law enforcement officers (including SROs) at their school routinely carried a firearm; therefore, direct comparisons with earlier years should be avoided. Data on security staff routinely carrying a firearm were not collected in the 2013–14 Fast Response Survey System (FRSS). “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, all 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 all respondents to SSOCS had only the option of completing a paper survey prior to 2017–18, when SSOCS experimented with offering an online option to some respondents. The 2013–14 FRSS survey also relied on a smaller sample than SSOCS. The FRSS survey’s smaller sample size and difference in survey administration may have impacted the 2013–14 results.

⁴Primary 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. 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.

⁵Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

⁶Because 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 eligible students was computed based on data obtained from the Common Core of Data.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 School Survey on Crime and Safety (SSOCS), 2006, 2008, 2010, 2016, and 2018; 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 August 2019.)

Table 19.5. 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: 2017–18

[Standard errors appear in parentheses]

School characteristic	Safety and discipline training topic														Positive behavioral intervention strategies	Crisis prevention and intervention		
	Classroom management for teachers	Safety procedures	Schoolwide discipline policies and practices related to					Recognizing				Intervention and referral strategies for students displaying signs of mental health disorders ⁴						
			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 ² behaviors	Signs of self-harm or suicidal tendencies	Signs of students using/abusing alcohol and/or drugs								
1	2	3	4	5	6	7	8	9	10	11	12	13	14					
Total	86.8 (0.94)	94.8 (0.64)	70.1 (1.48)	82.5 (1.20)	74.7 (1.08)	48.3 (1.26)	52.1 (1.25)	76.1 (1.17)	66.9 (0.98)	38.5 (1.43)	59.6 (1.39)	84.3 (0.98)	73.4 (1.06)					
School level ⁵																		
Primary	87.7 (1.28)	94.9 (0.84)	67.4 (2.20)	83.5 (1.66)	73.4 (1.63)	41.7 (1.97)	51.1 (1.89)	76.4 (1.51)	63.0 (1.46)	32.4 (2.05)	58.6 (1.86)	89.0 (1.31)	73.7 (1.68)					
Middle	86.4 (0.94)	96.2 (0.59)	77.0 (1.20)	84.6 (1.07)	76.4 (1.29)	53.4 (1.45)	50.1 (1.50)	79.1 (1.28)	74.6 (1.45)	42.1 (1.59)	62.8 (1.53)	82.8 (1.36)	73.9 (1.49)					
High school	85.0 (1.31)	95.5 (0.89)	74.1 (1.45)	80.4 (1.26)	77.5 (1.47)	64.3 (1.54)	58.5 (1.71)	75.3 (1.36)	76.3 (1.64)	53.4 (1.86)	63.1 (1.77)	76.1 (1.75)	74.3 (1.28)					
Combined	83.8 (3.85)	88.4 (3.82)	66.4 (5.66)	73.8 (4.70)	74.3 (4.79)	54.3 (5.56)	51.2 (5.79)	68.4 (5.09)	59.0 (5.79)	46.8 (6.03)	52.2 (6.14)	68.1 (5.14)	68.5 (4.89)					
Enrollment size																		
Less than 300	81.7 (2.87)	92.5 (2.12)	68.4 (3.58)	80.8 (3.05)	73.8 (2.98)	53.3 (3.99)	49.1 (3.70)	73.2 (3.04)	67.0 (3.19)	44.5 (4.15)	55.7 (3.68)	80.4 (3.06)	73.5 (3.10)					
300 to 499	84.3 (1.65)	93.4 (1.38)	65.6 (2.49)	79.7 (1.94)	71.2 (2.21)	40.7 (2.45)	51.9 (2.09)	75.4 (2.17)	62.1 (2.21)	30.8 (2.22)	57.0 (2.43)	84.7 (1.68)	69.9 (2.31)					
500 to 999	90.4 (1.03)	96.3 (0.65)	72.3 (1.67)	84.8 (1.26)	76.8 (1.53)	46.8 (1.67)	53.1 (1.88)	77.6 (1.43)	67.7 (1.42)	37.0 (1.64)	61.4 (1.67)	86.5 (1.08)	75.3 (1.66)					
1,000 or more	90.7 (1.00)	97.6 (0.57)	78.1 (1.95)	84.9 (1.33)	78.4 (1.77)	65.5 (1.71)	54.3 (1.48)	78.3 (1.72)	77.1 (1.51)	54.1 (1.96)	67.3 (1.84)	83.0 (1.46)	76.6 (1.75)					
Locale																		
City	94.0 (1.03)	95.6 (1.12)	75.7 (2.58)	86.4 (1.93)	81.8 (1.78)	49.3 (2.39)	54.7 (2.48)	80.1 (2.33)	71.2 (2.26)	40.4 (2.56)	64.5 (2.83)	92.1 (1.10)	76.5 (1.74)					
Suburban	85.4 (1.58)	95.3 (0.88)	70.9 (2.07)	84.4 (1.62)	74.0 (2.00)	48.5 (2.46)	52.6 (2.22)	79.3 (1.83)	67.0 (1.76)	38.2 (1.90)	61.3 (2.30)	85.3 (1.53)	73.9 (1.84)					
Town	85.2 (2.45)	94.0 (1.64)	69.6 (2.95)	82.4 (2.78)	71.8 (2.91)	46.0 (3.03)	54.7 (2.99)	74.8 (3.13)	67.5 (3.23)	37.9 (3.35)	60.4 (2.97)	84.2 (2.15)	74.8 (3.07)					
Rural	81.8 (2.24)	93.6 (1.40)	63.7 (3.20)	76.0 (2.57)	69.5 (2.36)	48.0 (2.67)	47.5 (2.74)	68.7 (2.64)	62.0 (2.67)	37.3 (2.90)	52.0 (3.09)	75.1 (2.35)	69.2 (2.58)					
Percent minority enrollment ⁶																		
0 to 25 percent	80.7 (2.05)	94.0 (1.17)	64.3 (2.38)	77.3 (2.08)	69.5 (2.34)	45.1 (2.17)	50.3 (1.86)	70.6 (2.31)	63.5 (2.21)	37.5 (2.36)	56.2 (2.37)	76.2 (2.17)	70.6 (2.26)					
26 to 50 percent	89.4 (1.96)	97.3 (0.80)	71.9 (3.00)	86.7 (2.02)	79.2 (1.77)	49.5 (2.88)	53.0 (3.15)	80.4 (2.43)	68.2 (2.56)	35.5 (2.52)	59.4 (3.62)	88.7 (1.41)	79.4 (2.18)					
51 to 75 percent	90.0 (2.18)	96.1 (1.55)	71.3 (2.84)	84.3 (2.65)	75.4 (2.91)	43.8 (2.93)	53.3 (3.52)	78.0 (2.82)	69.5 (2.95)	37.8 (3.82)	62.5 (3.26)	88.4 (1.75)	75.3 (2.65)					
76 to 100 percent	90.9 (1.61)	93.0 (1.29)	75.9 (2.72)	84.9 (2.26)	77.6 (1.87)	54.1 (2.38)	53.0 (2.70)	78.9 (2.34)	68.9 (2.21)	42.7 (2.27)	62.6 (2.72)	89.3 (1.57)	71.4 (2.27)					
Percent of students eligible for free or reduced-price lunch																		
0 to 25 percent	81.1 (2.40)	94.5 (1.41)	66.9 (2.97)	80.4 (2.53)	69.7 (3.36)	42.0 (2.99)	47.5 (2.82)	72.7 (2.99)	63.0 (2.95)	34.6 (2.64)	58.2 (2.90)	81.1 (2.28)	69.9 (2.60)					
26 to 50 percent	84.2 (1.97)	95.0 (1.13)	68.0 (2.66)	82.3 (2.01)	73.5 (2.42)	45.6 (2.37)	49.2 (2.63)	76.4 (2.50)	67.8 (2.62)	38.4 (2.10)	59.0 (2.49)	79.1 (2.46)	73.2 (2.43)					
51 to 75 percent	86.7 (1.84)	94.4 (1.43)	68.8 (2.35)	82.1 (2.21)	73.4 (2.96)	46.9 (2.42)	51.1 (3.10)	75.4 (2.73)	65.9 (2.50)	34.4 (2.47)	54.8 (2.93)	83.9 (2.18)	74.2 (2.41)					
76 to 100 percent	91.8 (1.23)	95.0 (0.92)	74.5 (2.29)	84.0 (1.92)	79.2 (1.77)	54.8 (2.19)	57.4 (2.25)	78.3 (1.93)	69.2 (1.82)	43.8 (2.59)	64.3 (2.15)	90.2 (1.20)	75.0 (1.78)					

¹The questionnaire defined cyberbullying as “bullying that occurs 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 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.”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 8. High schools are defined as schools in which the lowest grade is not lower than grade 9. Combined schools include all other combinations of grades, including K–12 schools.⁶Percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students, and students of Two or more races.

NOTE: Includes trainings provided by the school or school district. 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018. (This table was prepared August 2019.)

Table 20.1. Percentage of students ages 12–18 who reported various security measures at school: Selected years, 1999 through 2017

[Standard errors appear in parentheses]

Year	Total, at least one of the listed security measures	Metal detectors	Locker checks	One or more security cameras to monitor the school	Security guards and/or assigned police officers	Other school staff or other adults supervising the hallway	A requirement that students wear badges or picture identification	A written code of student conduct	Locked entrance or exit doors during the day	A requirement that visitors sign in and wear visitor badges or stickers ¹
1	2	3	4	5	6	7	8	9	10	11
1999	— (†)	9.1 (0.51)	54.6 (0.84)	— (†)	54.4 (1.37)	85.8 (0.54)	— (†)	— (†)	38.9 (1.00)	— (†)
2001	99.7 (0.07)	8.8 (0.61)	54.0 (0.93)	39.1 (1.14)	63.8 (1.25)	88.6 (0.45)	21.2 (0.99)	95.5 (0.33)	49.1 (1.13)	— (†)
2003	99.5 (0.10)	10.2 (0.84)	53.3 (0.92)	48.1 (1.17)	69.8 (0.91)	90.8 (0.39)	22.6 (1.11)	95.6 (0.35)	53.0 (1.16)	— (†)
2005	99.6 (0.10)	10.7 (0.74)	53.2 (0.90)	57.9 (1.35)	68.3 (1.13)	90.1 (0.42)	24.9 (1.20)	95.5 (0.36)	54.3 (1.06)	— (†)
2007	99.8 (0.06)	10.1 (0.51)	53.6 (0.95)	66.0 (0.99)	68.8 (0.98)	90.0 (0.50)	24.3 (1.00)	95.9 (0.29)	60.9 (1.07)	— (†)
2009	99.3 (0.10)	10.6 (0.76)	53.8 (1.17)	70.0 (1.05)	68.1 (1.05)	90.6 (0.46)	23.4 (1.14)	95.6 (0.39)	64.3 (1.27)	— (†)
2011	99.6 (0.08)	11.2 (0.64)	53.0 (0.99)	76.7 (0.83)	69.8 (1.01)	88.9 (0.46)	24.8 (1.02)	95.7 (0.30)	64.5 (1.02)	— (†)
2013	99.6 (0.07)	11.0 (0.72)	52.0 (1.13)	76.7 (1.06)	70.4 (1.04)	90.5 (0.51)	26.2 (1.02)	95.9 (0.30)	75.8 (1.10)	— (†)
2015	99.8 (0.06)	12.3 (0.74)	52.9 (1.25)	82.5 (0.85)	69.5 (1.07)	89.5 (0.55)	23.9 (1.06)	95.7 (0.38)	78.2 (0.97)	90.2 (0.62)
2017	99.4 (0.10)	10.4 (0.57)	47.8 (1.03)	83.8 (0.76)	70.9 (1.06)	88.2 (0.58)	24.4 (0.99)	94.7 (0.40)	78.8 (0.85)	90.4 (0.53)

—Not available.

†Not applicable.

¹Prior to 2015, the question asked simply whether the school had "A requirement that visitors sign in." As of 2015, the question has also included the requirement that visitors wear badges or stickers. Data for years prior to 2015 have been omitted because the change in questionnaire wording may affect comparability of the data over time.

NOTE: "At school" includes in the school building, on school property, on a school bus, and, from 2001 onward, going to and from school. Some data have been revised from previously published figures.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 1999 through 2017. (This table was prepared September 2018.)

Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017

Control and level of institution and type of incident	Number of incidents															In residence halls	At other locations	
	Total, in residence halls and at other locations													2017				
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
All institutions																		
Selected crimes against persons and property	41,596	42,710	44,492	41,829	40,296	34,054	32,097	30,407	29,766	27,236	26,818	27,532	28,376	28,873	14,671	14,202		
Murder ¹	17	11	8	44	12	16	15	16	12	23	11	28	15	21	2	19		
Negligent manslaughter ²	2	2	0	3	3	0	1	1	1	0	2	2	2	3	1	2		
Sex offenses—forcible ³	2,201	2,674	2,670	2,694	2,639	2,544	2,927	3,375	4,015	4,977	6,751	8,022	8,931	10,398	7,517	2,881		
Rape	—	—	—	—	—	—	—	—	—	—	4,431	5,119	5,853	6,521	5,386	1,135		
Fondling	—	—	—	—	—	—	—	—	—	—	2,320	2,903	3,078	3,877	2,131	1,746		
Sex offenses—nonforcible ⁴	461	42	43	40	35	65	33	46	46	45	53	63	60	80	57	23		
Robbery ⁵	1,663	1,551	1,547	1,561	1,576	1,409	1,392	1,285	1,368	1,317	1,041	1,044	1,097	1,040	230	810		
Aggravated assault ⁶	2,947	2,656	2,817	2,604	2,495	2,327	2,221	2,239	2,423	2,044	2,048	2,258	2,181	2,216	699	1,517		
Burglary ⁷	26,904	20,256	31,260	29,488	28,737	23,083	21,335	19,472	18,183	15,232	13,419	12,320	11,965	11,053	5,810	5,243		
Motor vehicle theft ⁸	6,221	5,531	5,231	4,619	4,104	3,977	3,441	3,334	3,013	2,971	2,890	3,218	3,528	3,450	26	3,424		
Arson ⁹	1,180	987	916	776	695	633	732	639	705	627	603	577	597	612	329	283		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	40,348	49,024	50,187	50,558	50,639	50,066	51,519	54,285	52,325	46,975	44,531	40,299	39,018	37,626	18,527	19,099		
Illegal weapons possession	1,073	1,316	1,316	1,318	1,190	1,077	1,112	1,023	1,023	1,018	990	1,183	1,200	1,245	317	928		
Drug law violations	11,854	13,707	13,952	14,135	15,146	15,871	18,589	20,729	21,212	19,799	19,172	19,431	19,239	19,568	9,441	10,127		
Liquor law violations	27,421	34,001	34,919	35,105	34,303	33,118	31,818	32,533	30,090	26,158	24,369	19,685	18,579	16,813	8,769	8,044		
Referrals for disciplinary action ¹⁰	155,201	202,816	218,040	216,600	217,526	220,987	230,269	249,694	251,402	244,985	253,315	241,687	229,589	216,379	198,302	18,077		
Illegal weapons possession	1,277	1,882	1,871	1,658	1,455	1,275	1,314	1,282	1,404	1,410	1,425	1,425	1,405	1,309	923	386		
Drug law violations	23,900	25,356	27,251	28,476	32,469	36,344	42,022	51,562	53,959	53,439	56,575	56,037	55,768	58,079	49,700	8,379		
Liquor law violations	130,024	175,578	188,918	186,466	183,602	186,938	196,850	196,039	190,136	195,315	184,225	172,416	156,991	147,679	9,312			
Public 4-year																		
Selected crimes against persons and property	18,710	19,582	20,648	19,579	18,695	15,975	15,503	14,675	14,510	13,127	13,346	13,592	14,189	14,814	7,138	7,676		
Murder ¹	9	4	5	42	9	8	9	10	7	10	3	13	8	12	1	11		
Negligent manslaughter ²	2	1	0	2	1	0	0	1	1	0	1	1	2	3	1	2		
Sex offenses—forcible ³	1,245	1,398	1,400	1,425	1,317	1,214	1,461	1,638	1,973	2,264	3,211	3,960	4,421	5,252	3,674	1,578		
Rape	—	—	—	—	—	—	—	—	—	—	2,118	2,541	2,945	3,379	2,728	651		
Fondling	—	—	—	—	—	—	—	—	—	—	1,093	1,419	1,476	1,873	946	927		
Sex offenses—nonforcible ⁴	207	25	15	23	12	40	15	17	17	18	28	37	30	63	49	14		
Robbery ⁵	584	696	680	722	750	647	662	612	657	635	550	580	590	525	400			
Aggravated assault ⁶	1,434	1,280	1,338	1,258	1,182	1,134	1,076	1,076	1,200	1,000	1,016	1,144	1,153	1,139	394	745		
Burglary ⁷	11,520	12,935	14,027	13,371	12,970	10,708	10,219	9,373	8,821	7,258	6,678	5,782	5,599	5,429	2,688	2,741		
Motor vehicle theft ⁸	3,072	2,667	2,662	2,266	2,027	1,824	1,604	1,592	1,406	1,537	1,500	1,770	2,049	2,036	8	2,028		
Arson ⁹	637	576	521	470	427	400	457	356	428	405	359	305	337	355	198	157		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	31,077	38,051	39,900	39,570	40,607	40,780	41,992	44,891	43,155	38,073	36,249	32,717	31,606	30,062	14,455	15,607		
Illegal weapons possession	692	878	859	825	759	659	669	629	621	637	619	721	759	813	226	587		
Drug law violations	9,125	10,606	10,850	10,693	11,714	12,186	14,362	16,323	16,792	15,571	15,119	15,509	15,545	15,610	7,624	7,986		
Liquor law violations	21,260	26,567	28,191	28,052	28,134	27,935	26,961	27,934	25,742	21,865	20,511	16,487	15,302	13,639	6,605	7,034		
Referrals for disciplinary action ¹⁰	79,152	100,211	107,289	106,148	104,585	108,756	116,029	129,667	132,363	127,155	134,310	127,315	119,009	112,112	102,052	10,060		
Illegal weapons possession	678	1,097	972	867	792	669	664	610	644	604	646	569	602	530	388	142		
Drug law violations	13,179	13,020	13,798	14,458	16,656	18,260	21,451	27,339	28,880	28,259	30,376	30,599	29,759	31,990	26,769	5,221		
Liquor law violations	65,295	86,094	92,519	90,823	87,137	89,827	93,914	101,718	102,839	98,292	103,288	96,147	88,648	79,592	74,895	4,697		
Nonprofit 4-year																		
Selected crimes against persons and property	14,844	15,574	16,864	15,452	14,892	11,964	11,202	10,740	10,790	10,290	9,995	10,460	11,062	10,954	6,748	4,206		
Murder ¹	5	5	3	2	1	6	5	3	2	5	5	2	4	6	0	6		
Negligent manslaughter ²	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0		
Sex offenses—forcible ³	820	1,088	1,080	1,065	1,083	1,102	1,225	1,431	1,741	2,379	3,105	3,510	3,961	4,497	3,580	917		
Rape	—	—	—	—	—	—	—	—	—	—	2,152	2,366	2,704	2,876	2,469	407		
Fondling	—	—	—	—	—	—	—	—	—	—	953	1,144	1,257	1,621	1,111	510		
Sex offenses—nonforcible ⁴	113	6	10	8	16	11	8	13	10	12	7	15	11	8	6	2		
Robbery ⁵	649	500	502	460	437	366	319	320	386	373	263	280	330	352	90	262		
Aggravated assault ⁶	882	744	834	768	754	661	641	631	667	681	655	727	763	756	249	507		
Burglary ⁷	10,471	11,657	13,051	11,941	11,551	8,810	8,138	7,421	7,046	5,999	5,020	4,894	5,035	4,284	2,695	1,589		
Motor vehicle theft ⁸	1,471	1,248	1,077	984	859	834	641	704	711	667	754	821	836	847	7	840		
Arson ⁹	433	325	307	223	191	174	225	217	227	174	186	210	212	204	121	83		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹⁰	6,329	7,406	6,134	6,732	6,112	5,777	5,459	5,444	5,477	5,642	4,950	4,583	4,505	4,216	2,423	1,793		
Illegal weapons possession	167	150	146	178	158	148	137	129	127	131	129	168	195	188	61	127		
Drug law violations	1,628	1,691	1,650	1,804	1,883	2,080	2,248	2,425	2,415	2,503	2,258	2,237	2,199	2,281	1,298	983		
Liquor law violations	4,534	5,565	4,338	4,750	4,071	3,549	3,074	2,890	2,935	3,008	2,563	2,178	2,111	1,747	1,064	683		
Referrals for disciplinary action ¹⁰	71,293	96,646	103,484	103,254	105,289	103,457	104,939	110,607	110,268	109,298	110,150	105,567	102,444	95,840	89,287	6,553		
Illegal weapons possession	443	590	622	545	457	358	393	417	498	535	481	569	573	535	428	107		
Drug law violations	9,688	11,208	12,114	12,685	14,157	15,845	17,841	21,240	22,168	22,116	23,000	22,180	22,931	22,867	20,645	2,222		
Liquor law violations	61,162	84,848	90,748	90,024	90,675	87,254	86,705	88,950	87,602	86,647	86,669	82,818	78,940	72,438	68,214			

Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

Control and level of institution and type of incident	Number of incidents															In residence halls	At other locations
	Total, in residence halls and at other locations													2017			
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	15	16	17
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
For-profit 4-year																	
Selected crimes against persons and property	505	829	641	612	574	525	561	446	364	511	442	295	293	317	130	187	
Murder ¹	0	0	0	0	0	0	0	1	0	1	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	0
Sex offenses—forcible ³	4	4	12	12	9	9	22	26	18	18	43	34	32	56	42	14	
Rape	—	—	—	—	—	—	—	—	—	—	26	11	18	33	28	5	
Fondling	—	—	—	—	—	—	—	—	—	—	17	23	14	23	14	9	
Sex offenses—nonforcible ⁴	13	1	0	2	0	1	1	0	3	2	2	0	1	0	0	0	0
Robbery ⁵	64	43	25	31	38	86	70	74	51	86	52	24	26	23	1	22	
Aggravated assault ⁶	23	59	31	31	63	43	51	36	43	58	33	27	41	32	3	29	
Burglary ⁷	347	607	489	446	385	299	350	249	195	276	251	162	126	147	72	75	
Motor vehicle theft ⁸	52	110	78	89	79	85	65	58	53	68	59	47	64	56	11	45	
Arson ⁹	2	5	6	1	0	2	2	2	1	2	2	1	3	3	1	2	
Weapons-, drug-, and liquor-related arrests and referrals																	
Arrests ¹⁰	11	28	52	28	40	54	165	152	126	74	117	102	116	132	57	75	
Illegal weapons possession	2	2	5	3	8	6	13	11	10	12	9	14	11	7	0	7	
Drug law violations	4	16	14	16	14	22	66	41	49	48	68	78	83	114	54	60	
Liquor law violations	5	10	33	9	18	26	86	100	67	14	40	10	22	11	3	8	
Referrals for disciplinary action ¹⁰	316	529	513	519	566	882	760	718	668	1,161	935	804	747	1,035	883	152	
Illegal weapons possession	11	42	13	11	13	23	9	16	23	18	16	11	8	12	10	2	
Drug law violations	92	128	138	132	159	231	221	233	254	537	403	330	298	334	241	93	
Liquor law violations	213	359	362	376	394	628	530	469	391	606	516	463	441	689	632	57	
Public 2-year																	
Selected crimes against persons and property	6,817	5,981	5,669	5,381	5,464	4,984	4,396	4,141	3,749	3,075	2,845	3,014	2,660	2,643	628	2,015	
Murder ¹	2	2	0	0	2	2	1	2	3	7	3	13	3	2	1	1	
Negligent manslaughter ²	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	
Sex offenses—forcible ³	118	175	167	181	210	205	210	262	263	303	385	495	492	575	209	366	
Rape	—	—	—	—	—	—	—	—	—	—	132	197	176	222	153	69	
Fondling	—	—	—	—	—	—	—	—	—	—	253	298	316	353	56	297	
Sex offenses—nonforcible ⁴	119	10	16	7	7	12	8	16	13	11	16	11	18	9	2	7	
Robbery ⁵	245	248	284	279	285	251	298	262	244	197	148	149	138	129	14	115	
Aggravated assault ⁶	545	501	546	462	401	431	409	406	437	278	305	335	281	261	52	209	
Burglary ⁷	4,132	3,541	3,261	3,202	3,430	2,920	2,398	2,235	1,964	1,583	1,383	1,411	1,135	1,147	342	805	
Motor vehicle theft ⁸	1,552	1,428	1,319	1,174	1,059	1,109	1,028	899	776	651	548	541	549	471	0	471	
Arson ⁹	104	76	76	76	70	54	43	59	49	45	56	59	44	49	8	41	
Weapons-, drug-, and liquor-related arrests and referrals																	
Arrests ¹⁰	2,660	3,416	3,993	4,124	3,764	3,335	3,811	3,723	3,464	3,060	3,121	2,840	2,701	3,146	1,571	1,575	
Illegal weapons possession	198	278	300	304	258	256	282	248	253	230	220	268	215	227	27	200	
Drug law violations	989	1,326	1,378	1,563	1,490	1,507	1,866	1,892	1,885	1,588	1,671	1,568	1,373	1,505	447	1,058	
Liquor law violations	1,473	1,812	2,315	2,257	2,016	1,572	1,663	1,583	1,326	1,242	1,230	1,004	1,113	1,414	1,097	317	
Referrals for disciplinary action ¹⁰	3,529	4,688	5,897	5,987	6,425	7,241	8,017	8,174	7,586	6,845	7,240	7,292	6,868	6,816	5,555	1,261	
Illegal weapons possession	127	133	238	218	183	210	242	228	224	243	269	271	214	220	89	131	
Drug law violations	761	819	908	1,006	1,302	1,745	2,336	2,573	2,468	2,304	2,548	2,626	2,575	2,661	1,853	808	
Liquor law violations	2,641	3,736	4,751	4,763	4,940	5,286	5,439	5,373	4,894	4,298	4,423	4,395	4,079	3,935	3,613	322	
Nonprofit 2-year																	
Selected crimes against persons and property	248	314	250	258	272	147	120	148	107	66	64	53	57	60	25	35	
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	1	0	0	0	0	0	0	0	0	0	0	0	
Sex offenses—forcible ³	2	8	3	9	16	8	7	11	8	4	3	11	16	13	12	1	
Rape	—	—	—	—	—	—	—	—	—	—	2	1	8	9	8	1	
Fondling	—	—	—	—	—	—	—	—	—	1	10	8	4	4	4	0	
Sex offenses—nonforcible ⁴	2	0	1	0	0	0	0	0	0	2	0	0	0	0	0	0	
Robbery ⁵	54	9	7	2	13	9	5	1	2	3	0	2	5	2	0	2	
Aggravated assault ⁶	23	22	35	52	66	5	9	53	46	13	27	7	8	12	1	11	
Burglary ⁷	142	266	187	178	160	120	95	74	47	41	29	27	24	20	11	9	
Motor vehicle theft ⁸	23	7	14	14	9	4	2	7	4	3	5	4	3	12	0	12	
Arson ⁹	1	2	3	3	7	1	2	2	0	0	0	2	1	1	1	0	
Weapons-, drug-, and liquor-related arrests and referrals																	
Arrests ¹⁰	108	76	67	59	93	58	49	52	52	66	39	32	56	47	18	29	
Illegal weapons possession	1	5	3	4	3	4	6	5	5	5	5	9	12	9	2	7	
Drug law violations	21	32	34	27	33	35	18	34	31	49	28	20	21	37	16	21	
Liquor law violations	86	39	30	28	57	19	25	13	16	12	6	3	23	1	0	1	
Referrals for disciplinary action ¹⁰	624	514	537	519	413	348	377	360	300	320	448	546	420	488	462	26	
Illegal weapons possession	2	12	19	10	6	7	4	1	6	7	11	2	3	7	7	0	
Drug law violations	91	47	74	73	85	100	105	109	103	129	155	214	163	185	165	20	
Liquor law violations	531	455	444	436	322	241	268	250	191	184	282	330	254	296	290	6	

See notes at end of table.

Table 21.1. On-campus crimes, arrests, and referrals for disciplinary action at degree-granting postsecondary institutions, by location of incident, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

Control and level of institution and type of incident	Number of incidents															In residence halls	At other locations	
	Total, in residence halls and at other locations													2017				
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
For-profit 2-year																		
Selected crimes against persons and property	472	430	420	547	399	459	315	257	246	167	126	118	115	85	2	83		
Murder ¹	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0		
Negligent manslaughter ²	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0		
Sex offenses—forcible ³	12	1	8	2	4	6	2	7	12	9	4	12	9	5	0	5		
Rape	—	—	—	—	—	—	—	—	—	—	1	3	2	2	0	2		
Fondling	—	—	—	—	—	—	—	—	—	—	3	9	7	3	0	3		
Sex offenses—nonforcible ⁴	7	0	1	0	0	1	1	0	3	0	0	0	0	0	0	0		
Robbery ⁵	67	55	49	67	53	50	38	36	28	23	28	28	28	9	8	9		
Aggravated assault ⁶	40	50	33	33	29	53	35	37	30	14	12	18	25	16	0	16		
Burglary ⁷	292	250	245	350	241	226	135	120	110	75	58	44	46	26	2	24		
Motor vehicle theft ⁸	51	71	81	92	71	121	101	74	63	45	24	35	27	28	0	28		
Arson ⁹	3	3	3	3	0	2	3	3	0	1	0	0	0	0	0	0		
Weapons-, drug-, and liquor-related arrests and referrals	163	47	41	45	23	62	43	23	51	60	55	25	34	23	3	20		
Arrests ¹⁰	163	47	41	45	23	62	43	23	51	60	55	25	34	23	3	20		
Illegal weapons possession	13	3	3	4	4	4	5	1	7	3	8	3	8	1	1	0		
Drug law violations	87	36	26	32	12	41	29	14	40	40	28	19	18	21	2	19		
Liquor law violations	63	8	12	9	7	17	9	8	4	17	19	3	8	1	0	1		
Referrals for disciplinary action ¹⁰	287	228	320	173	248	303	147	168	217	206	232	163	101	88	63	25		
Illegal weapons possession	16	8	7	7	4	8	2	10	9	3	2	3	5	5	1	4		
Drug law violations	89	134	219	122	110	163	68	68	86	94	93	88	42	42	27	15		
Liquor law violations	182	86	94	44	134	132	77	90	122	109	137	72	54	41	35	6		

—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 Clergy 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 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2002 through Fall 2017, Institutional Characteristics component. (This table was prepared September 2019.)

Table 21.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students ¹															
	Total, institutions with and without residence halls														2017	
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Institutions with residence halls	Institutions without residence halls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All institutions																
Selected crimes against persons and property	35.619	32.864	33.350	30.559	28.993	22.955	20.869	20.027	19.983	18.461	18.069	18.694	19.258	19.605	25.065	6.211
Murder ²	0.015	0.008	0.006	0.032	0.009	0.011	0.010	0.011	0.008	0.016	0.007	0.019	0.010	0.014	0.018	0.005
Negligent manslaughter ³	0.002	0.002	0.000	0.002	0.002	0.000	0.001	0.001	0.001	0.000	0.001	0.001	0.001	0.002	0.003	0.000
Sex offenses—forcible ⁴	1.885	2.058	2.001	1.968	1.899	1.715	1.903	2.223	2.695	3.374	4.549	5.447	6.061	7.060	9.529	1.006
Rape	—	—	—	—	—	—	—	—	—	—	2.985	3.476	3.972	4.428	6.157	0.185
Fondling	—	—	—	—	—	—	—	—	—	—	1.563	1.971	2.089	2.633	3.371	0.821
Sex offenses—nonforcible ⁵	0.395	0.032	0.032	0.029	0.025	0.044	0.021	0.030	0.031	0.031	0.036	0.043	0.041	0.054	0.068	0.021
Robbery ⁶	1.424	1.193	1.160	1.140	1.134	0.950	0.905	0.846	0.918	0.893	0.701	0.709	0.745	0.706	0.820	0.427
Aggravated assault ⁷	2.524	2.044	2.112	1.902	1.795	1.569	1.444	1.475	1.627	1.385	1.380	1.533	1.480	1.505	1.788	0.809
Burglary ⁸	23.038	22.511	23.432	21.543	20.676	15.559	13.872	12.825	12.207	10.325	9.041	8.365	8.120	7.505	9.621	2.314
Motor vehicle theft ⁹	5.327	4.256	3.921	3.375	2.953	2.681	2.237	2.196	2.023	2.014	1.947	2.185	2.394	2.343	2.682	1.510
Arson ¹⁰	1.010	0.759	0.687	0.567	0.500	0.427	0.476	0.421	0.473	0.425	0.406	0.392	0.405	0.416	0.536	0.120
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	34.550	37.722	37.619	36.936	36.435	33.748	33.497	35.755	35.127	31.841	30.004	27.362	26.481	25.549	34.570	3.419
Illegal weapons possession	0.919	1.013	0.986	0.963	0.856	0.726	0.723	0.674	0.687	0.690	0.667	0.803	0.814	0.845	0.995	0.478
Drug law violations	10.151	10.547	10.458	10.327	10.898	10.698	12.086	13.653	14.240	13.420	12.917	13.193	13.057	13.287	17.764	2.305
Liquor law violations	23.481	26.163	26.175	25.647	24.681	22.324	20.687	21.428	20.200	17.730	16.419	13.366	12.609	11.416	15.811	0.635
Referrals for disciplinary action ¹¹	132.899	156.060	163.438	158.241	156.511	148.959	149.716	164.460	168.772	166.056	170.675	164.100	155.818	146.925	205.702	2.741
Illegal weapons possession	1.093	1.448	1.402	1.211	1.047	0.859	0.854	0.844	0.943	0.956	0.960	0.968	0.954	0.889	1.141	0.270
Drug law violations	20.466	19.511	20.427	20.804	23.362	24.498	27.322	33.961	36.224	36.222	38.118	38.048	37.849	39.437	54.950	1.381
Liquor law violations	111.340	135.101	141.609	136.226	132.103	123.602	121.540	129.654	131.606	128.878	131.597	125.084	117.016	106.600	149.610	1.090
Public 4-year																
Selected crimes against persons and property	36.191	34.295	35.531	32.846	30.535	24.898	23.448	21.958	21.669	19.553	19.545	19.655	19.811	20.411	21.899	7.014
Murder ²	0.017	0.007	0.009	0.070	0.015	0.012	0.014	0.015	0.010	0.015	0.004	0.019	0.011	0.017	0.017	0.014
Negligent manslaughter ³	0.004	0.002	0.000	0.003	0.002	0.000	0.000	0.001	0.001	0.000	0.001	0.001	0.003	0.004	0.005	0.000
Sex offenses—forcible ⁴	2.408	2.448	2.409	2.391	2.151	1.892	2.210	2.451	2.946	3.372	4.702	5.726	6.173	7.236	7.916	1.116
Rape	—	—	—	—	—	—	—	—	—	—	3.102	3.674	4.112	4.656	5.158	0.138
Fondling	—	—	—	—	—	—	—	—	—	—	1.601	2.052	2.061	2.581	2.759	0.978
Sex offenses—nonforcible ⁵	0.400	0.044	0.026	0.039	0.020	0.062	0.023	0.025	0.025	0.027	0.041	0.054	0.042	0.087	0.093	0.028
Robbery ⁶	1.130	1.219	1.170	1.211	1.225	1.008	1.001	0.916	0.981	0.946	0.805	0.839	0.824	0.723	0.761	0.386
Aggravated assault ⁷	2.774	2.242	2.302	2.110	1.931	1.767	1.627	1.610	1.792	1.490	1.488	1.654	1.610	1.569	1.673	0.634
Burglary ⁸	22.283	22.654	24.138	22.432	21.184	16.689	15.456	14.025	13.173	10.811	9.780	8.361	7.817	7.480	7.999	2.811
Motor vehicle theft ⁹	5.942	4.671	4.581	3.802	3.311	2.843	2.426	2.382	2.100	2.289	2.197	2.560	2.861	2.805	2.913	1.833
Arson ¹⁰	1.232	1.009	0.897	0.788	0.697	0.623	0.691	0.533	0.639	0.603	0.526	0.441	0.471	0.489	0.522	0.193
Weapons-, drug-, and liquor-related arrests and referrals																
Arrests ¹¹	60.113	66.641	68.660	66.384	66.324	63.558	63.512	67.169	64.447	56.711	53.086	47.311	44.128	41.420	45.437	5.264
Illegal weapons possession	1.339	1.538	1.478	1.384	1.240	1.027	1.012	0.941	0.927	0.949	0.907	1.043	1.060	1.120	1.180	0.579
Drug law violations	17.651	18.575	18.671	17.939	19.133	18.993	21.722	24.424	25.077	23.194	22.142	22.427	21.704	21.508	23.554	3.087
Liquor law violations	41.123	46.529	48.511	47.061	45.952	43.539	40.778	41.804	38.443	32.569	30.038	23.842	21.365	18.792	20.702	1.598
Referrals for disciplinary action ¹¹	153.104	175.506	184.622	178.077	170.820	169.503	175.490	194.017	197.669	189.403	196.696	184.108	166.160	154.470	171.440	1.722
Illegal weapons possession	1.311	1.921	1.673	1.455	1.294	1.043	1.004	0.913	0.962	0.900	0.946	0.823	0.841	0.730	0.779	0.289
Drug law violations	25.492	22.803	23.744	24.255	27.204	28.459	32.444	40.907	43.129	42.093	44.485	44.249	41.549	44.076	48.877	0.868
Liquor law violations	126.301	150.782	159.206	152.367	142.322	140.001	142.042	152.198	153.578	146.410	151.264	139.036	123.770	109.663	121.784	0.565
Nonprofit 4-year																
Selected crimes against persons and property	57.358	54.165	57.679	52.036	49.337	38.613	35.193	33.154	33.198	31.205	30.156	31.148	32.667	32.071	34.431	9.294
Murder ²	0.019	0.017	0.010	0.007	0.003	0.019	0.016	0.009	0.006	0.015	0.015	0.006	0.012	0.018	0.019	0.000
Negligent manslaughter ³	0.000	0.003	0.000	0.003	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.000	0.000	0.000	0.000
Sex offenses—forcible ⁴	3.169	3.784	3.694	3.586	3.588	3.557	3.848	4.417	5.357	7.214	9.368	10.452	11.697	13.166	14.404	1.216
Rape	—	—	—	—	—	—	—	—	—	—	6.493	7.046	7.985	8.420	9.267	0.250
Fondling	—	—	—	—	—	—	—	—	—	—	2.875	3.407	3.712	4.746	5.138	0.967
Sex offenses—nonforcible ⁵	0.437	0.021	0.034	0.027	0.053	0.036	0.025	0.040	0.031	0.036	0.021	0.045	0.032	0.023	0.026	0.000
Robbery ⁶	2.508	1.739	1.717	1.549	1.448	1.181	1.002	0.988	1.188	1.131	0.793	0.834	0.975	1.031	1.063	0.717
Aggravated assault ⁷	3.408	2.588	2.853	2.586	2.498	2.133	2.014	1.948	2.052	2.065	1.976	2.165	1.987	2.213	2.120	3.119
Burglary ⁸	40.460	40.542	44.638	40.212	38.269	28.434	25.567	22.908	21.679	18.192	15.146	14.573	14.869	12.543	13.555	2.776
Motor vehicle theft ⁹	5.684	4.340	3.684	3.314	2.846	2.692	2.014	2.173	2.188	2.023	2.275	2.445	2.469	2.480	2.591	1.403
Arson ¹⁰	1.673	1.130	1.050	0.751	0.633	0.562	0.707	0.670	0.698	0.528	0.561	0.626	0.597	0.653	0.662	0.062

See notes at end of table.

Table 21.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students ¹															Institutions with residence halls	Institutions without residence halls	
	Total, institutions with and without residence halls													2017				
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	24,456	25,758	20,980	22,670	20,249	18,645	17,150	16,805	16,851	17,110	14,935	13,647	13,304	12,344	13,477	14,403		
Illegal weapons possession	0.645	0.522	0.499	0.599	0.523	0.478	0.430	0.398	0.391	0.397	0.389	0.500	0.576	0.550	0.598	0.094		
Drug law violations	6,291	5,881	5,643	6,075	6,238	6,713	7,062	7,486	7,430	7,590	6,813	6,661	6,494	6,678	7,251	1,154		
Liquor law violations	17,520	19,355	14,837	15,996	13,487	11,454	9,657	8,921	9,030	9,122	7,733	6,486	6,234	5,115	5,629	0.156		
Referrals for disciplinary action ¹¹	275,480	336,127	353,943	347,714	348,824	333,904	329,679	341,437	339,263	331,451	332,331	314,359	302,523	280,603	308,611	10,261		
Illegal weapons possession	1,712	2,052	2,127	1,835	1,514	1,155	1,235	1,287	1,532	1,622	1,451	1,694	1,692	1,566	1,725	0.031		
Drug law violations	37,435	38,981	41,433	42,718	46,902	51,139	56,050	65,567	68,205	67,068	69,393	66,048	67,717	66,951	73,680	1,996		
Liquor law violations	236,333	295,095	310,383	303,161	300,408	281,609	272,395	274,583	269,526	262,761	261,487	246,617	233,115	212,086	233,205	8,234		
For-profit 4-year																		
Selected crimes against persons and property	19,109	17,049	9,552	8,092	10,334	7,513	6,499	6,003	5,531	8,553	5,763	4,371	4,489	5,277	19,368	2,561		
Murder ²	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.013	0.000	0.017	0.000	0.000	0.000	0.000	0.000	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	0.082	0.179	0.159	0.162	0.129	0.255	0.350	0.274	0.301	0.561	0.504	0.490	0.932	5,151	0.119		
Rape	—	—	—	—	—	—	—	—	—	—	0.339	0.163	0.276	0.549	3,194	0.040		
Fondling	—	—	—	—	—	—	—	—	—	—	0.222	0.341	0.215	0.383	1,957	0.079		
Sex offenses—nonforcible ⁵	0.492	0.021	0.000	0.026	0.000	0.014	0.012	0.000	0.046	0.033	0.026	0.000	0.015	0.000	0.000	0.000		
Robbery ⁶	2,422	0.884	0.373	0.410	0.684	1,231	0.811	0.996	0.775	1,440	0.678	0.356	0.398	0.383	0,515	0.357		
Aggravated assault ⁷	0.870	1,213	0.462	0.410	1,134	0.615	0.591	0.485	0.653	0.971	0.430	0.400	0.628	0.533	1,030	0.437		
Burglary ⁸	13,130	12,484	7,287	5,897	6,931	4,279	4,055	3,351	2,963	4,620	3,273	2,401	1,931	2,447	9,993	0.993		
Motor vehicle theft ⁹	1,968	2,262	1,162	1,177	1,422	1,216	0,753	0,781	0,805	1,138	0,769	0,696	0,981	0,932	2,369	0,655		
Arson ¹⁰	0.076	0.103	0.089	0.013	0.000	0.029	0.023	0.027	0.015	0.033	0.026	0.015	0.046	0.050	0.309	0.000		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	0.416	0.576	0.775	0.370	0.720	0.773	1,911	2,046	1,915	1,239	1,526	1,511	1,777	2,197	11,847	0,338		
Illegal weapons possession	0.076	0.041	0.075	0.040	0.144	0.086	0.151	0.148	0.152	0.201	0.117	0.207	0.169	0.117	0,309	0,079		
Drug law violations	0.151	0.329	0.209	0.212	0.252	0.315	0.765	0.552	0.745	0.803	0.887	1,156	1,272	1,898	10,508	0,238		
Liquor law violations	0.189	0.206	0.492	0.119	0.324	0.372	0.996	1,346	1,018	0,234	0,522	0,484	0,337	0,183	1,030	0,020		
Referrals for disciplinary action ¹¹	11,957	10,880	7,645	6,862	10,190	12,623	8,804	9,663	10,150	19,433	12,191	11,914	11,446	17,230	103,125	0,675		
Illegal weapons possession	0.416	0.864	0.194	0.145	0.234	0.329	0.104	0.215	0.349	0.301	0.209	0.163	0.123	0.200	1,030	0,040		
Drug law violations	3,481	2,632	2,056	1,745	2,863	3,306	2,560	3,136	3,860	8,989	5,255	4,890	4,566	5,560	31,525	0,556		
Liquor law violations	8,060	7,383	5,394	4,971	7,093	8,988	6,140	6,312	5,941	10,143	6,728	6,861	6,757	11,470	70,570	0,079		
Public 2-year																		
Selected crimes against persons and property	19,867	16,389	15,430	14,365	13,990	11,745	10,195	9,998	9,379	7,912	7,682	8,415	7,973	8,155	14,371	6,374		
Murder ²	0.006	0.005	0.000	0.005	0.005	0.005	0.002	0.005	0.008	0.018	0.008	0.036	0.009	0.006	0,014	0,004		
Negligent manslaughter ³	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	0.000	0.000		
Sex offenses—forcible ⁴	0.344	0.480	0.455	0.483	0.538	0.483	0.487	0.633	0.658	0.780	1,040	1,382	1,475	1,774	3,852	1,179		
Rape	—	—	—	—	—	—	—	—	—	—	0.356	0.550	0.528	0.685	2,300	0,222		
Fondling	—	—	—	—	—	—	—	—	—	—	0.683	0.832	0.947	1,089	1,552	0,957		
Sex offenses—nonforcible ⁵	0.347	0.027	0.044	0.019	0.018	0.028	0.019	0.039	0.033	0.028	0.043	0.031	0.054	0.028	0.028	0.028		
Robbery ⁶	0.714	0.680	0.773	0.745	0.730	0.591	0.691	0.633	0.610	0.507	0.400	0.416	0.414	0.398	0,374	0,405		
Aggravated assault ⁷	1,588	1,373	1,486	1,233	1,027	1,016	0,949	0,980	1,093	0,715	0,824	0,935	0,842	0,805	1,497	0,607		
Burglary ⁸	12,042	9,703	8,876	8,548	8,782	6,881	5,561	5,396	4,914	4,073	3,734	3,940	3,402	3,539	3,727	2,441		
Motor vehicle theft ⁹	4,523	3,913	3,590	3,134	2,712	2,613	2,384	2,171	1,941	1,675	1,480	1,511	1,645	1,453	1,039	1,572		
Arson ¹⁰	0.303	0.208	0.207	0.203	0.179	0.127	0.100	0.142	0.123	0.116	0.151	0.165	0.132	0.151	0.194	0,139		
Weapons-, drug-, and liquor-related arrests and referrals																		
Arrests ¹¹	7,752	9,360	10,868	11,009	9,638	7,859	8,838	8,989	8,666	7,874	8,427	7,930	8,095	9,706	30,030	3,886		
Illegal weapons possession	0.577	0.762	0.817	0.812	0.661	0.603	0.654	0.599	0.633	0.592	0.594	0.748	0.644	0.700	1,025	0,607		
Drug law violations	2,882	3,633	3,751	4,172	3,815	3,551	4,328	4,568	4,716	4,086	4,512	4,378	4,115	4,643	11,460	2,691		
Liquor law violations	4,293	4,965	6,301	6,025	5,162	3,704	3,857	3,822	3,317	3,196	3,321	2,803	3,336	4,363	17,544	0,587		
Referrals for disciplinary action ¹¹	10,284	12,846	16,051	15,983	16,451	17,063	18,592	19,735	18,979	17,613	19,549	20,360	20,585	21,030	85,420	2,588		
Illegal weapons possession	0.370	0.364	0.648	0.582	0.469	0.495	0.561	0.550	0.560	0.625	0.726	0.757	0.641	0.679	1,815	0,353		
Drug law violations	2,218	2,244	2,471	2,686	3,334	4,112	5,417	6,212	6,174	5,928	6,880	7,332	7,718	8,210	31,139	1,643		
Liquor law violations	7,697	10,237	12,932	12,715	12,649	12,456	12,614	12,972	12,244	11,059	11,942	12,271	12,226	12,141	52,466	0,591		

See notes at end of table.

Table 21.2. On-campus crimes, arrests, and referrals for disciplinary action per 10,000 full-time-equivalent (FTE) students at degree-granting postsecondary institutions, by whether institution has residence halls, control and level of institution, and type of incident: Selected years, 2001 through 2017—Continued

Control and level of institution and type of incident	Number of incidents per 10,000 FTE students ¹																
	Total, institutions with and without residence halls														2017		
	2001	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total	Institutions with residence halls	Institutions without residence halls	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Nonprofit 2-year																	
Selected crimes against persons and property	63.955	91.263	81.948	103.794	99.274	55.883	48.448	45.531	35.148	26.993	27.354	20.036	21.920	14.389	37.843	8.423	
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	0.365	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	0.516	2.325	0.983	3.621	5.840	3.041	2.826	3.384	2.628	1.636	1.282	4.158	6.153	3.118	14.191	0.301	
Rape	—	—	—	—	—	—	—	—	—	—	—	0.855	0.378	3.076	2.158	9.461	0.301
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.427	3.780	3.076	0.959	4.730	0.000
Sex offenses—nonforcible ⁵	0.516	0.000	0.328	0.000	0.000	0.000	0.000	0.000	0.000	0.818	0.000	0.000	0.000	0.000	0.000	0.000	
Robbery ⁶	13.926	2.616	2.295	0.805	4.745	3.421	2.019	0.308	0.657	1.227	0.000	0.756	1.923	0.480	0.000	0.602	
Aggravated assault ⁷	5.931	6.394	11.473	20.920	24.088	1.901	3.634	16.305	15.110	5.317	11.540	2.646	3.076	2.878	4.730	2.407	
Burglary ⁸	36.620	77.312	61.297	71.610	58.396	45.619	38.354	22.766	15.439	16.768	12.395	10.207	9.229	4.796	16.556	1.805	
Motor vehicle theft ⁹	5.931	2.035	4.589	5.632	3.285	1.521	0.807	2.154	1.314	1.227	2.137	1.512	1.154	2.878	1.183	3.309	
Arson ¹⁰	0.258	0.581	0.983	1.207	2.555	0.380	0.807	0.615	0.000	0.000	0.756	0.385	0.240	1.183	0.000		
Weapons-, drug-, and liquor-related arrests and referrals																	
Arrests ¹¹	27.852	22.089	21.962	23.736	33.943	22.049	19.783	15.998	17.081	26.993	16.669	12.097	21.535	11.271	37.843	4.512	
Illegal weapons possession	0.258	1.453	0.983	1.609	1.095	1.521	2.422	1.538	1.642	2.045	2.137	3.402	4.615	2.158	8.278	0.602	
Drug law violations	5.416	9.301	11.145	10.862	12.044	13.305	7.267	10.460	10.183	20.040	11.967	7.561	8.076	8.873	28.382	3.911	
Liquor law violations	22.178	11.335	9.834	11.264	20.804	7.223	10.093	3.999	5.256	4.908	2.564	1.134	8.845	0.240	1.183	0.000	
Referrals for disciplinary action ¹¹	160.920	149.393	176.025	208.794	150.735	132.294	152.206	110.752	98.545	130.874	191.478	206.404	161.514	117.029	570.009	1.805	
Illegal weapons possession	0.516	3.488	6.228	4.023	2.190	2.661	1.615	0.308	1.971	2.863	4.701	0.756	1.154	1.679	8.278	0.000	
Drug law violations	23.468	13.660	24.257	29.368	31.023	38.016	42.392	33.533	33.834	52.759	66.248	80.898	62.683	44.366	212.867	1.504	
Liquor law violations	136.937	132.244	145.540	175.403	117.523	91.618	108.200	76.911	62.740	75.253	120.528	124.750	97.677	70.985	348.865	0.301	
For-profit 2-year																	
Selected crimes against persons and property	25.385	17.851	18.237	23.731	14.825	13.033	8.167	7.503	9.325	7.141	6.140	6.867	6.736	4.993	7.426	4.871	
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	0.059	1.238	0.000	
Negligent manslaughter ³	0.000	0.000	0.000	0.000	0.037	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		
Sex offenses—forcible ⁴	0.645	0.042	0.347	0.087	0.149	0.170	0.052	0.204	0.455	0.385	0.195	0.698	0.527	0.294	0.000	0.308	
Rape	—	—	—	—	—	—	—	—	—	—	—	0.049	0.175	0.117	0.000	0.123	
Fondling	—	—	—	—	—	—	—	—	—	—	—	0.146	0.524	0.410	0.176	0.000	0.185
Sex offenses—nonforcible ⁵	0.376	0.000	0.043	0.000	0.000	0.028	0.026	0.000	0.114	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
Robbery ⁶	3.603	2.283	2.128	2.907	1.969	1.420	0.985	0.467	1.061	0.983	1.364	0.524	0.469	0.529	0.000	0.555	
Aggravated assault ⁷	2.151	2.076	1.433	1.432	1.078	1.505	0.907	1.080	1.137	0.599	0.585	1.048	1.464	0.940	0.000	0.987	
Burglary ⁸	15.704	10.378	10.638	15.185	8.954	6.417	3.500	3.503	4.170	3.207	2.826	2.561	2.695	1.527	3.713	1.418	
Motor vehicle theft ⁹	2.743	2.947	3.517	3.991	2.638	3.436	2.619	2.160	2.388	1.924	1.170	2.037	1.582	1.645	2.475	1.603	
Arson ¹⁰	0.161	0.125	0.130	0.130	0.000	0.057	0.078	0.088	0.000	0.043	0.000	0.000	0.000	0.000	0.000	0.000	
Weapons-, drug-, and liquor-related arrests and referrals																	
Arrests ¹¹	8.766	1.951	1.780	1.952	0.855	1.760	1.115	0.671	1.933	2.565	2.680	1.455	1.992	1.351	3.713	1.233	
Illegal weapons possession	0.699	0.125	0.130	0.174	0.149	0.114	0.130	0.029	0.265	0.128	0.390	0.175	0.469	0.059	1.238	0.000	
Drug law violations	4.679	1.495	1.129	1.388	0.446	1.164	0.752	0.409	1.516	1.710	1.364	1.106	1.054	1.233	2.475	1.172	
Liquor law violations	3.388	0.332	0.521	0.390	0.260	0.483	0.233	0.234	0.152	0.727	0.926	0.175	0.469	0.059	0.000	0.062	
Referrals for disciplinary action ¹¹	15.435	9.465	13.894	7.506	9.215	8.603	3.811	4.905	8.225	8.808	11.305	9.486	5.916	5.169	80.446	1.418	
Illegal weapons possession	0.861	0.332	0.304	0.304	0.149	0.227	0.052	0.292	0.341	0.128	0.097	0.175	0.293	0.294	3.713	0.123	
Drug law violations	4.787	5.563	9.509	5.293	4.087	4.628	1.763	1.985	3.260	4.019	4.532	5.122	2.460	2.467	33.416	0.925	
Liquor law violations	9.788	3.570	4.082	1.909	4.979	3.748	1.996	2.627	4.624	4.661	6.676	4.190	3.163	2.408	43.317	0.370	

—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.

¹⁰Wilful 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 Clergy 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 2017; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002 through Spring 2018; and National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001 through Spring 2018, Fall Enrollment component. (This table was prepared September 2019.)

Table 22.1. On-campus hate crimes at degree-granting postsecondary institutions, by level and control of institution, type of crime, and category of bias motivating the crime: Selected years, 2010 through 2017

Type of crime and category of bias motivating the crime ¹	Total, 2010	Total, 2012	Total, 2013	Total, 2014	Total, 2015	Total, 2016	2016						2017							
							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 ...	928	784	778	794	859	1,072	483	395	7	183	0	4	958	416	405	1	136	0	0	
Murder ²	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	
Sex offenses—forcible ³	7	4	7	4	7	8	1	1	0	6	0	0	6	1	3	0	2	0	0	
Race	0	1	2	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Religion	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sexual orientation	4	2	1	1	3	1	0	1	0	0	0	0	0	0	0	0	0	0	0	
Gender	3	1	4	2	1	5	0	0	0	5	0	0	4	1	1	2	0	0	0	
Gender identity	—	—	—	0	2	1	0	0	0	1	0	0	2	0	0	0	0	0	0	
Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sex offenses—nonforcible ⁴	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Robbery ⁵	2	5	1	2	3	2	1	0	0	1	0	0	2	1	1	0	0	0	0	
Aggravated assault ⁶	17	14	7	18	18	35	26	2	0	7	0	0	15	6	3	0	6	0	0	
Race	6	6	5	5	5	8	5	0	0	3	0	0	6	2	3	0	1	0	0	
Ethnicity	1	0	1	4	4	15	14	0	0	1	0	0	5	1	0	0	4	0	0	
Religion	1	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	
Sexual orientation	9	5	1	7	7	8	6	1	0	0	0	0	2	2	0	0	0	0	0	
Gender	0	1	0	1	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	
Gender identity	—	—	—	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
Disability	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	
Burglary ⁷	11	5	4	28	4	6	0	4	0	2	0	0	3	0	2	0	1	0	0	
Race	7	0	1	24	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	
Ethnicity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Religion	0	1	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sexual orientation	2	0	0	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	
Gender	1	4	2	0	0	3	0	1	0	2	0	0	0	0	0	0	0	0	0	
Gender identity	—	—	—	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	
Disability	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Motor vehicle theft ⁸	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	
Arson ⁹	0	0	0	1	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	
Simple assault ¹⁰	67	79	91	63	80	98	64	26	0	7	0	1	83	41	23	0	19	0	0	
Race	25	36	36	14	36	42	27	13	0	2	0	0	40	18	15	0	7	0	0	
Ethnicity	5	5	5	11	9	14	10	2	0	2	0	0	8	3	1	0	4	0	0	
Religion	4	9	6	2	9	12	9	2	0	1	0	0	9	7	2	0	0	0	0	
Sexual orientation	23	21	27	23	18	16	9	5	0	2	0	0	18	9	3	0	6	0	0	
Gender	9	5	17	9	5	2	1	1	0	0	0	0	3	1	0	0	2	0	0	
Gender identity	—	—	—	3	5	2	1	0	0	0	0	0	0	5	3	2	0	0	0	
Disability	1	3	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	
Larceny ¹¹	9	9	15	17	25	33	3	16	3	10	0	1	24	4	19	0	1	0	0	
Race	1	2	5	5	1	12	1	5	3	2	0	1	6	1	5	0	0	0	0	
Ethnicity	3	2	2	1	0	4	0	0	0	4	0	0	3	2	1	0	0	0	0	
Religion	1	2	3	3	19	5	2	3	0	0	0	0	1	0	1	0	0	0	0	
Sexual orientation	1	3	3	1	1	5	0	0	0	0	0	0	6	1	4	0	1	0	0	
Gender	3	0	2	7	3	3	0	0	0	3	0	0	7	0	7	0	0	0	0	
Gender identity	—	—	—	0	1	3	0	2	0	1	0	0	0	1	0	1	0	0	0	
Disability	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Intimidation ¹²	260	265	296	339	355	425	183	169	1	70	0	2	385	191	147	0	47	0	0	
Race	79	120	111	111	141	170	81	62	0	27	0	0	172	92	63	0	17	0	0	
Ethnicity	17	22	49	32	37	48	19	22	0	7	0	0	45	20	19	0	6	0	0	
Religion	38	28	25	35	48	67	35	22	0	10	0	0	48	26	18	0	4	0	0	
Sexual orientation	87	70	68	78	77	83	32	35	1	14	0	1	66	29	25	0	12	0	0	
Gender	37	21	37	63	34	28	9	16	0	3	0	0	26	11	12	0	3	0	0	
Gender identity	—	—	—	13	11	20	4	11	0	0	1	0	19	9	6	0	4	0	0	
Disability	2	4	6	7	9	3	1	0	0	5	0	0	9	4	4	0	1	0	0	
Destruction, damage, and vandalism ¹³	555	403	357	322	364	463	203	177	3	80	0	0	437	170	206	1	60	0	0	
Race	257	186	147	116	151	175	82	56	1	36	0	0	186	80	78	0	28	0	0	
Ethnicity	43	34	38	29	25	30	17	11	0	2	0	0	33	16	15	0	2	0	0	
Religion	103	70	48	67	108	134	54	51	0	29	0	0	111	34	59	1	17	0	0	
Sexual orientation	135	104	108	89	61	67	33	27	2	5	0	0	61	30	21	0	10	0	0	
Gender	17	9	14	13	10	35	14	15	0	6	0	0	22	5	16	0	1	0	0	
Gender identity	—	—	—	6	8	22	3	17	0	0	2	0	0	24	5	17	0	2	0	
Disability	0	0	2	2	1	0	0	0	0	0	0	0	0	0	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, 2010 through 2017. (This table was prepared September 2019.)

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 universe data collections from federal departments and agencies and international organizations. These sources include the Bureau of Justice Statistics, the National Center for Education Statistics, the Centers for Disease Control and Prevention, the Office of Postsecondary Education, the Center for Homeland Defense and Security of the U.S. Department of Defense, 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 National Vital Statistics

System, the K-12 School Shooting Database, the National Crime Victimization Survey, the School Crime Supplement to the National Crime Victimization Survey, the Youth Risk Behavior Surveillance System, the Teaching and Learning International Survey, the School Survey on Crime and Safety, the Fast Response Survey System survey of school safety and discipline, the Campus Safety and Security Survey, *EDFacts*, and the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11. Directions for obtaining more information are provided at the end of each description.

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

The School-Associated Violent Death Surveillance System (SAVD-SS) was developed by the Centers for Disease Control and Prevention (CDC) in conjunction with the U.S. Department of Education and the U.S. Department of Justice. The system contains descriptive data on all school-associated violent deaths in the United States, including homicides, suicides, and legal intervention deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school; while the victim was on the way to or from regular sessions at such a school; or while attending or on the way to or from an official school-sponsored event. Victims of such incidents include students, as well as nonstudents (e.g., students' parents, community residents, and school staff). The SAVD-SS includes data on the school, event, victim(s), and offender(s). These data are used to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent deaths in the United States, and identify potential risk factors for these deaths. The CDC has collected SAVD-SS data from July 1, 1992, through the present.

The SAVD-SS uses a three-step process to identify and collect data on school-associated violent deaths. First, cases are identified through a systematic search of the LexisNexis newspaper and media database. Second, law enforcement officials from the office that investigated the death(s) are contacted to confirm the details of the case and to determine if the event meets the case definition. Third, once a case is confirmed, a copy of the full law enforcement report is requested for each case. Finally, in previous data years when possible, interviews were conducted with law

enforcement and/or school officials familiar with cases to obtain contextual information about the incidents. However, interviews are no longer conducted as a part of SAVD-SS protocol. Information regarding the fatal incident is abstracted from law enforcement reports and includes the location of injury, context of injury (while classes were being held, during break, etc.), motives for injury, method of injury, and relationship, school, and community circumstances that may have been related to the incident (e.g., relationship problems with family members, school disciplinary issues, gang-related activity in the community). Information obtained on victim(s) and offender(s) includes demographics, contextual information about the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors. For specific SAVD studies, school-level data for schools where incidents occur are obtained through the National Center for Education Statistics Common Core of Data and include school demographics, locale (e.g., urban, suburban, rural), grade levels comprising the school, Title I eligibility, and percentage of students eligible for free/reduced-price lunch among other variables.

All data years are flagged as “preliminary.” For some recent cases, the law enforcement reports have not yet been received. The details learned during data abstraction from law enforcement reports can occasionally change the classification of a case. New cases may be identified, because of the expansion of the scope of media files used for case identification. However, cases not identified during earlier data years may be discovered at a later date as a result of newly published media articles describing the incident. Occasionally, cases may be identified during law enforcement confirmation processes to verify known cases.

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National Vital Statistics System (NVSS)

The National Vital Statistics System (NVSS) is the system through which data on vital events—births, deaths, marriages, divorces, and fetal deaths—are provided to the National Center for Health Statistics (NCHS), part of the Centers for Disease Control and Prevention (CDC). The data are provided to NCHS through the Vital Statistics Cooperative Program (VSCP). Detailed mortality data from NVSS are accessed through CDC’s Wide-ranging Online Data for Epidemiologic Research (WONDER), providing the counts of homicides among youth ages 5–18 and suicides among youth ages 10–18 by school year (i.e., from July 1 through June 30).¹ These counts are used to estimate the proportion of all youth homicides and suicides that are school-associated in a given school year. For more information on the NCHS and the NVSS, see <https://www.cdc.gov/nchs/nvss.htm>.

K-12 School Shooting Database

The K-12 School Shooting Database research project is a widely inclusive database that documents each and every instance in which a gun is brandished, a gun is fired, or a bullet hits school property, regardless of the number of victims (including zero), time or day of the week of the incident, or reason (e.g., planned attack, accidental, domestic violence, gang-related).

Available for download as a csv file, the database compiles information from more than 25 different sources, including peer-reviewed studies, government reports, mainstream media, nonprofits, private websites, blogs, and crowd-sourced lists that have been analyzed, filtered, deconflicted, and cross-referenced. All of the information is based on open-source information and third-party reporting.

The K-12 School Shooting Database research project is conducted as part of the Advanced Thinking in Homeland Security (HSx) program at the Naval Postgraduate School’s Center for Homeland Defense and Security (CHDS). The report *K-12 School Shooting Database: Research Methodology* (<https://www.chds.us/ssdb/methods/>) provides information on such topics as how school shootings were defined in the database as well as how data reliability was assessed and data were validated.

¹ For the purposes of this report, self-inflicted deaths among 5- to 9-year-olds are not counted because determining suicidal intent in younger children can be difficult.

Further information about the K-12 School Shooting Database may be obtained from:

<https://www.chds.us/ssdb/dataset/>
<https://www.chds.us/ssdb/contact-us/>

National Crime Victimization Survey (NCVS)

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

NCVS estimates reported in *Indicators of School Crime and Safety: 2013* and beyond may differ from those in previous published reports. This is because a small number of victimizations, referred to as series victimizations, are included in this report using a new counting strategy. High-frequency repeat victimizations, or series victimizations, refer to situations in which six or more similar but separate victimizations that occur with such frequency that the victim is unable to recall each individual event or describe each event in detail. As part of ongoing research efforts on the NCVS, BJS investigated ways to include high-frequency repeat victimizations, or series victimizations, in estimates of criminal victimization, which results in more accurate estimates of victimization. BJS now includes series victimizations using the victim's estimates of the number of times the victimization occurred over the past 6 months, capping the number of victimizations within each series at 10. This strategy balances the desire to estimate national rates and account for the experiences of persons who have been subjected to repeat victimizations against the desire to minimize the estimation errors that can occur when repeat victimizations are reported. Including series victimizations in national rates results in rather large 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 Victimization in the National Crime Victimization Survey (Lauritsen et al. 2012) at <https://www.bjs.gov/content/pub/pdf/mchfry.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://www.bjs.gov/content/pub/pdf/cv06.pdf>, the technical notes at <https://www.bjs.gov/content/pub/pdf/cv06tn.pdf>, and *Criminal Victimization, 2007* (Rand 2008) at <https://www.bjs.gov/content/pub/pdf/cv07.pdf>. Due to a sample increase and redesign in 2016, victimization estimates among youth were not comparable to estimates for other years and are not available in this report. For more information on the redesign, see <https://www.bjs.gov/content/pub/pdf/cv16re.pdf>.

The number of NCVS-eligible households in the 2018 sample was approximately 208,000. 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. At the survey's inception, the initial interview at each sample unit was 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 2018, the household response rate was about 73 percent, and the completion rate for persons within households was about 82 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey has been conducted in 1989, 1995, and biennially since 1999 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS.

The SCS was designed to assist policymakers, as well as academic researchers and practitioners at federal, state, and local levels, to make informed decisions concerning crime in schools. The survey asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on the school bus, or on the way to or from school. Students are asked additional questions about security measures used by their school, students' participation in afterschool activities, students' perceptions of school rules, the presence of weapons and gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school. Students are also asked attitudinal questions relating to fear of victimization and avoidance behavior at school.

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

The prevalence of victimization for 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 was calculated by using NCVS incident variables appended to the SCS data files of the same year. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened (at school) and what the victim was doing when it happened

(attending school or on the way to or from school) were used to ascertain whether the incident happened at school. Only incidents that occurred inside the United States are included.

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

A total of about 9,700 students participated in the 1995 SCS, 8,400 in 1999, 8,400 in 2001, 7,200 in 2003, 6,300 in 2005, 5,600 in 2007, 5,000 in 2009, 6,500 in 2011, 5,500 in 2015, and 7,100 in 2017. In the 2017 SCS, the household completion rate was 76 percent.

In the 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 SCS, the household completion rates were 95 percent, 94 percent, 93 percent, 92 percent, 91 percent, 90 percent, 92 percent, 91 percent, 86 percent, 82 percent, and 76 percent, respectively, and the student completion rates were 78 percent, 78 percent, 77 percent, 70 percent, 62 percent, 58 percent, 56 percent, 63 percent, 60 percent, 58 percent, and 52 percent, respectively. The overall unweighted SCS unit response rate (calculated by multiplying the household completion rate by the student completion rate) was about 74 percent in 1995, 73 percent in 1999, 72 percent in 2001, 64 percent in 2003, 56 percent in 2005, 53 percent in 2007, 51 percent in 2009, 57 percent in 2011, 51 percent in 2013, 48 percent in 2015, and 40 percent in 2017.

There are two types of nonresponse: unit and item nonresponse. NCES requires that any stage of data collection within a survey that has a unit base-weighted response rate of less than 85 percent be evaluated for the potential magnitude of unit nonresponse bias before the data or any analysis

using the data may be released (U.S. Department of Education 2003). Due to the low unit response rate in 2005, 2007, 2009, 2011, 2013, 2015, and 2017, a unit nonresponse bias analysis was done. Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample and can produce bias if the nonrespondents have characteristics of interest that are different from the respondents. In order for response bias to occur, respondents must have different response rates and responses to particular survey variables. The magnitude of unit nonresponse bias is determined by the response rate and the differences between respondents and nonrespondents on key survey variables. Although the bias analysis cannot measure response bias since the SCS is a sample survey and it is not known how the population would have responded, the SCS sampling frame has several key student or school characteristic variables for which data are known for respondents and nonrespondents: sex, age, race/ethnicity, household income, region, and urbanicity, all of which are associated with student victimization. To the extent that there are differential responses by respondents in these groups, nonresponse bias is a concern.

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

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

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

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

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

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

In 2017, the analysis of unit nonresponse bias found that the race/ethnicity and census region variables showed significant differences in response rates between different race/ethnicity and census region subgroups. Respondent and nonrespondent distributions were significantly different for the race/ethnicity subgroup only. However, after using weights adjusted for person nonresponse, there was no evidence that these response differences introduced nonresponse bias in the final victimization estimates. Response rates for key SCS items were about 98 percent or higher, meaning there was little potential for item nonresponse bias for most items in the survey.

The weighted data permit inferences about the eligible student population who were enrolled in schools in all SCS data years. For more information about SCS, contact:

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Youth Risk Behavior Surveillance System (YRBSS)

The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBSS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. The YRBSS includes a national school-based Youth Risk Behavior Survey (YRBS) as well as surveys conducted in states, territories, tribes, and large urban school districts. This report uses 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017 YRBSS data.

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

The final stage of sampling consisted of randomly selecting, in each chosen school and in each of grades 9–12, one or two classrooms from either a required subject, such as English or social studies, or a required period, such as homeroom or second period. All students in selected classes were eligible to participate. In surveys conducted before 2013, three strategies were used to oversample Black and Hispanic students: (1) larger sampling rates were used to select PSUs that are in high-Black and high-Hispanic strata; (2) a modified measure of size was used that increased the probability of selecting schools with a disproportionately high minority enrollment; and (3) two classes per grade, rather than one, were selected in schools with a high percentage of Black or Hispanic enrollment. In 2013, 2015, and 2017, only selection of two classes per grade was needed to achieve an adequate precision with minimum variance. Approximately 16,300 students

participated in the 1993 survey, 10,900 participated in the 1995 survey, 16,300 participated in the 1997 survey, 15,300 participated in the 1999 survey, 13,600 participated in the 2001 survey, 15,200 participated in the 2003 survey, 13,900 participated in the 2005 survey, 14,000 participated in the 2007 survey, 16,400 participated in the 2009 survey, 15,400 participated in the 2011 survey, 13,600 participated in the 2013 survey, 15,600 participated in the 2015 survey, and 14,800 participated in the 2017 survey.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, 63 percent for the 2001 survey, 67 percent for the 2003 survey, 67 percent for the 2005 survey, 68 percent for the 2007 survey, 71 percent for the 2009 survey, 71 percent for the 2011 survey, 68 percent for the 2013 survey, 60 percent for the 2015 survey, and 60 percent for the 2017 survey. NCES standards call for response rates of 85 percent or better for cross-sectional surveys, and bias analyses are generally required by NCES when that percentage is not achieved. For YRBS data, a full nonresponse bias analysis has not been done because the data necessary to do the analysis are not available. A school nonresponse bias analysis, however, was done for the 2017 survey. This analysis found some evidence of potential bias by school type and school poverty level, but concluded that the bias had little impact on the overall estimates and would be further reduced by weight adjustment. The weights were developed to adjust for nonresponse and the oversampling of Black and Hispanic students in the sample. The final weights were constructed so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

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

In the first sampling stage in all except a few states and districts, schools are selected with probability proportional to school enrollment size. In the second sampling stage, intact classes of a required subject or intact classes during a required period (e.g., second period) are selected randomly. All students in sampled classes are eligible to participate. Certain states and districts modify these procedures to meet their individual needs. For example, in a given state or district, all schools, rather than a sample of schools, might be selected to participate. State and local surveys that have a scientifically selected sample, appropriate documentation, and an overall response rate greater than or equal to 60 percent are weighted. The overall response rate reflects the school response rate multiplied by the student response rate. These three criteria are used to ensure that the data from those surveys can be considered representative of students in grades 9–12 in that jurisdiction. A weight is applied to each record to adjust for student nonresponse and the distribution of students by grade, sex, and race/ethnicity in each jurisdiction. Therefore, weighted estimates are representative of all students in grades 9–12 attending schools in each jurisdiction. Surveys that do not have an overall response rate of greater than or equal to 60 percent and that do not have appropriate documentation are not weighted and are not included in this report.

In 2017, a total of 39 states and 21 districts had weighted data. Not all of the districts were contained in the 39 states. For example, Texas was not one of the 39 states that obtained weighted data, but it contained two districts that did. For more information on the location of the districts, see <https://www.cdc.gov/healthyyouth/data/yrbs/participation.htm>. In sites with weighted data, the student sample sizes for the state and district YRBS ranged from 805 to 51,807. School response rates ranged from 68 to 100 percent, student response rates ranged from 67 to 90 percent, and overall response rates ranged from 60 to 89 percent.

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

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

version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?

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

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

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

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

In the 2005 national survey and in all 2007, 2009, 2011, 2013, 2015, and 2017 surveys, race/ethnicity was computed from two questions: (1) “Are you Hispanic or Latino?” (response options were “yes” and “no”), and (2) “What is your race?” (response options were “American Indian or Alaska Native,” “Asian,” “Black or African American,” “Native Hawaiian or Other Pacific Islander,” or “White”). For the second question, students could select more than one response option. For this report, students were classified as “Hispanic” if they answered “yes” to the first question, regardless of how they answered the second question. Students who answered “no” to the first question and selected more than one race/ethnicity in the second category were classified as “More than one race.” Students who answered “no” to the first question and selected only one race/ethnicity were classified as that race/ethnicity. Race/ethnicity was classified as missing for students who did not answer the first question and for students who answered “no” to the first question but did not answer the second question.

CDC has conducted two studies to understand the effect of changing the race/ethnicity item on the YRBS. Brener, Kann, and McManus (2003) found that allowing students to select more than one response to a single race/ethnicity question on the

YRBS had only a minimal effect on reported race/ethnicity among high school students. Eaton et al. (2007) found that self-reported race/ethnicity was similar regardless of whether the single-question or a two-question format was used.

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Teaching and Learning International Survey (TALIS)

The Teaching and Learning International Survey (TALIS) is an international large-scale survey of the teachers, teaching, and the learning environments in schools conducted in 2008, 2013, and 2018 by the Organization for Economic Cooperation and Development (OECD). Data from the survey are based on questionnaire responses from nationally representative samples of teachers and their principals in participating countries and education systems.

The main objective of TALIS is to provide accurate and relevant international indicators on teachers and teaching, with the goal of helping countries review current conditions and develop informed education policy. The survey's core target population is International Standard Classification of Education (ISCED) level 2 (lower secondary) teachers and school principals. ISCED level 2 corresponds to grades 7, 8, and 9 in the United States.

The sample design for TALIS 2018 was a stratified systematic sample, with the school sampling probability proportional to the estimated number of ISCED 2 teachers within each school. Samples were drawn using a two-stage sampling process. In the first stage, a sample of schools was drawn; in the second stage, a sample of teachers within each selected school was drawn.

A minimum sample size of 4,000 teachers from a minimum of 200 schools was required for each participating education system. Replacement schools were identified at the same time the TALIS sample was selected by designating the two neighboring schools in the sampling frame as replacement schools. Within schools, a sample of 20 teachers was to be selected in an equal probability sample unless fewer than 20 teachers were available (in which case all teachers were selected).

Each education system collected its own data following international guidelines and specifications. The technical standards required that eligible teachers were those teaching at least one ISCED Level 2 class, regardless of subject matter. School principals or head administrators of each sampled school were also asked to participate. School principal and teacher data were collected independently so that teacher eligibility was not dependent on principal participation (or vice versa).

The response-rate target was at least 75 percent of schools and at least 75 percent of teachers across the participating schools in each education system. A minimum participation rate of 50 percent of schools from the original school sample and 75 percent of schools after replacement was required in order for an education system's data to be included in the main international comparisons. Education systems were allowed to use replacement schools (selected during the sampling process) to increase the response rate as long as the 50 percent benchmark before replacement had been reached.

The data collected by each participating education system was adjudicated to ensure that it met the TALIS technical standards for data collection. The principal and teacher data were adjudicated separately. For school-level data, adjudication depended only on school data (the principal participation); for teacher-level data, adjudication depended only on teacher data (50 percent of teachers in the school had to participate).

The United States first participated in TALIS in 2013, along with 37 other education systems. The most recent round of data collection was in 2018, with 49 education systems participating. U.S. results for the 2018 administration of TALIS are available at <https://nces.ed.gov/surveys/talis/talis2018/>, and full results from all three rounds of TALIS are available at <https://www.oecd.org/education/talis/>.

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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, 2015–16, and 2017–18.

The sampling frame for SSOCS:2018 was constructed using the 2014–15 CCD Public Elementary/Secondary School Universe data file. The sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia, and it excluded special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense Education Activity schools, Bureau of Indian Education schools, and schools in Puerto Rico, American Samoa, the Northern Marianas, Guam, and the U.S. Virgin Islands.

The SSOCS:2018 universe totaled 82,300 schools. The findings of the survey were based on a nationally representative, stratified, random sample of 4,803 U.S. public schools. Data collection for SSOCS:2018

began on February 20, 2018, and continued through July 18, 2018. Although SSOCS has historically been conducted by mail with telephone and e-mail follow-up, the 2018 survey administration experimented with an online questionnaire. The survey also experimented with offering a \$10 cash incentive to a subset of sampled schools. A total of 2,762 primary, middle, high, and combined schools provided complete SSOCS:2018 questionnaires, yielding a weighted response rate of 62 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.

For more information about the FRSS, contact:

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Campus Safety and Security Survey

The Campus Safety and Security Survey is administered by the Office of Postsecondary Education. Since 1990, all postsecondary institutions participating in Title IV student financial aid programs have been required to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the Clery Act. Originally, Congress enacted the Crime Awareness and Campus Security Act, which was amended in 1992, 1998, and again in 2000. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act requires schools to give timely warnings of crimes to the student body and staff; to publicize campus crime and safety policies; and to collect, report, and disseminate campus crime data.

Crime statistics are collected and disseminated by campus security authorities. These authorities include campus police; nonpolice security staff responsible for monitoring campus property; municipal, county, or state law enforcement agencies with institutional agreements for security services; individuals and offices designated by the campus security policies as those to whom crimes should be reported; and officials of the institution with significant responsibility for student and campus activities. The act requires disclosure for offenses committed at geographic locations associated with each institution. For on-campus crimes, this includes property and buildings owned or controlled by the institution. In addition to on-campus crimes, the act requires disclosure of crimes committed in or on a noncampus building or property owned or controlled by the institution for educational purposes or for recognized student organizations, and on public property within or immediately adjacent to and accessible from the campus.

There are three types of statistics described in this report: criminal offenses; arrests for illegal weapons possession and violation of drug and liquor laws; and disciplinary referrals for illegal weapons possession and violation of drug and liquor laws. Criminal offenses include homicide, sex offenses, robbery, aggravated assaults, burglary, motor vehicle theft, and arson. Only the most serious offense is counted when more than one offense was committed during an incident.

The two other categories, arrests and referrals, include counts for illegal weapons possession and violation of drug and liquor laws. Arrests and referrals relate to only those that are in violation of the law and not just in violation of institutional policies. If no federal, state, or local law was violated, these events are not reported. Further, if an individual is arrested and referred for disciplinary action for an offense, only the arrest is counted. Arrest is defined to include persons processed by arrest, citation, or summons, including those arrested and released without formal charges being placed. Referral for disciplinary action is defined to include persons referred to any official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction. Referrals may or may not involve the police or other law enforcement agencies.

All criminal offenses and arrests may include students, faculty, staff, and the general public. These offenses may or may not involve students that are enrolled in the institution. Referrals primarily deal with persons associated formally with the institution (i.e., students, faculty, staff).

Campus security and police statistics do not necessarily reflect the total amount or even the nature of crime on campus. Rather, they reflect incidents that have been reported and recorded by campus security and/or local police. The process of reporting and recording alleged criminal incidents involve some well-known social filters and steps beginning with the victim. First, the victim or some other party must recognize that a possible crime has occurred and report the event. The event must then be recorded, and if it is recorded, the nature and type of offense must be classified. This classification may differ from the initial report due to the collection of additional evidence, interviews with witnesses, or through officer discretion. Also, the date an incident is reported may be much later than the date of the actual incident. For example, a victim may not realize something was stolen until much later, or a victim of violence may wait a number of days to report a crime. Other factors are related to the probability that an incident is reported, including the severity of the event, the victim's confidence and prior experience with the police or security agency, or influence from third parties (e.g., friends and family knowledgeable about the incident). Finally, the reader should be mindful that these figures represent alleged criminal

offenses reported to campus security and/or local police within a given year, and they do not necessarily reflect prosecutions or convictions for crime.

More information on the reporting of campus crime and safety data may be obtained from *The Handbook for Campus Safety and Security Reporting* (U.S. Department of Education 2016) <https://www2.ed.gov/admins/lead/safety/handbook.pdf>.

Policy Coordination, Development, and Accreditation Service

Office of Postsecondary Education
U.S. Department of Education
<https://ope.ed.gov/campussafety/#/>

Campus Safety and Security Help Desk

(800) 435-5985
CampusSafetyHelp@westat.com

EDFacts

EDFacts is a centralized data collection through which state education agencies (SEAs) submit PK–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, SEAs 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 Education Activity, 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 <https://www2.ed.gov/about/inits/ed/edfacts/index.html>.

EDFacts is a universe collection and is not subject to sampling error, although nonsampling errors such as nonresponse and inaccurate reporting may occur. ED attempts to minimize nonsampling errors by training data submission coordinators and reviewing the quality of state data submissions. However, anomalies may still be present in the data.

Differences in state data collection systems may limit the comparability of *EDFacts* data across states and across time. To build *EDFacts* files, SEAs 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 SEA websites. States may update their websites on schedules different from those they use to report data to ED. Furthermore, ED may use methods for protecting the privacy of individuals represented within the data that could be different from the methods used by an individual state.

EDFacts data on students in incidents involving firearms are collected in data group 596 within file 086. *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 unduplicated number of students who were involved in an incident involving a firearm.” The reporting period is the entire school year. For more information about this data group, see file specification 086 for the relevant school year, available at <https://www2.ed.gov/about/initis/ed/edfacts/sy-17-18-nonxml.html>.

For more information about *EDFacts*, contact:

EDFacts

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

The Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011) provides detailed information on the school achievement and experiences of students throughout their elementary school years. The students who participated in the ECLS-K:2011 were followed longitudinally from the kindergarten year (the 2010–11 school year) through the spring of 2016, when most of them were expected to be in

5th grade. This sample of students was designed to be nationally representative of all students who were enrolled in kindergarten or who were of kindergarten age and being educated in an ungraded classroom or school in the United States in the 2010–11 school year, including those in public and private schools, those who attended full-day and part-day programs, those who were in kindergarten for the first time, and those who were kindergarten repeaters. Students who attended early learning centers or institutions that offered education only through kindergarten were included in the study sample and represented in the cohort if those institutions were included in NCES's Common Core of Data or Private School Survey universe collections.

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

A nationally representative sample of approximately 18,170 children from about 1,310 schools participated in the base-year administration of the ECLS-K:2011 in the 2010–11 school year. The sample included children from different racial/ethnic and socioeconomic backgrounds. Asian/Pacific Islander students were oversampled to ensure that the sample included enough students of this race/ethnicity to make accurate estimates for the group as a whole. Nine data collections were conducted: fall and spring of the children's kindergarten year (the base year), fall 2011 and spring 2012 (the 1st-grade year), fall 2012 and spring 2013 (the 2nd-grade year), spring 2014 (the 3rd-grade year), spring 2015 (the 4th-grade year), and spring 2016 (the 5th-grade year). Although the study refers to later rounds of data collection by the grade the majority of children were expected to be in (that is, the modal grade for children who were in kindergarten in the 2010–11 school year), children were included in subsequent data collections regardless of their grade level.

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

the fall data collection and 85 percent for the spring collection, and the weighted parent unit response rate was 74 percent for the fall collection and 67 percent for the spring collection.

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

In the 2012–13 data collection (when the majority of the children were in the 2nd grade) the weighted child assessment unit response rate was 84.0 percent in the fall and 83.4 percent in the spring. In the 2014 spring data collection (when the majority of the children were in the 3rd grade), the weighted child assessment unit response rate was 79.9 percent. In the 2015 spring data collection (when the majority of the children were in the 4th grade), the weighted child assessment unit response rate was 77.3 percent; in the 2016 spring data collection (when the majority of the children were in the 5th grade), the weighted child assessment unit response rate was 72.4 percent.

Further information on ECLS-K:2011 may be obtained from:

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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 an “!” symbol (interpret data with caution). In *Indicator 2*, the “!” symbol cautions the reader that estimates marked indicate that the reported statistic was based on fewer than 10 cases or the CV was greater than 50 percent. With the exception of *Indicator 2*, in cases where the CV was 50 percent or greater, the estimate was determined not to meet reporting standards and was suppressed.

Statistical Procedures

Comparisons in the text based on sample survey data have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. Findings described in this report with comparative language (e.g., higher, lower, increase, and decrease) are statistically significant at the .05 level. Comparisons based on universe data do not require statistical testing, with the exception of linear trends. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was Student’s *t* statistic, which tests the difference between two sample estimates. The *t* test formula was not adjusted for multiple comparisons. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \quad (1)$$

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.

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 (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.

Bullying (School Survey on Crime and Safety) The 2015–16 and 2017–18 questionnaires 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.

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

Combined schools Schools that include all combinations of grades, including K–12 schools, other than primary, middle, and high schools (see definitions for these school levels later in this section).

Crime Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Cult or extremist group A group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large.

Cyberbullied Students were asked if another student did one or more of the following behaviors anywhere that made them feel bad or were hurtful. Specifically, students were asked about bullying by a peer that occurred anywhere via electronic means, including the Internet, e-mail, instant messaging, text messaging, online gaming, and online communities.

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

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.

Gender identity (School Survey on Crime and Safety) One’s inner sense of one’s own gender, which may or may not match the sex assigned at birth.

Harassment (School Survey on Crime and Safety) Conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a

school's education program. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Hate crime (Campus Safety and Security Survey) 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 crime (School Survey on Crime and Safety) A committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity. Hate crimes are also known as bias crimes.

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.

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.

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.

Lower secondary teachers (Teaching and Learning International Survey) Teachers who taught at International Standard Classification of Education (ISCED) 2011 level 2. ISCED level 2 refers to lower secondary education, which corresponds to grades 7–9 in the United States.

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 assault 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 and School Survey on Crime and Safety) Includes all territory outside a Census-defined urbanized area or urban cluster. For more information see: <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>.

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

School An education institution consisting of one or more of grades K–12.

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

School crime Any criminal activity that is committed on school property.

School shootings (K-12 School Shooting Database) 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, or day of the week. An instance of threatening or attempting to shoot can be included even if no shots were fired.

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.

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.

Serious violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual assault other than rape, physical attacks or fights with a weapon, threats of physical attack with a weapon, and robbery with or without a weapon.

Sexual assault (Fast Response Survey System and School Survey on Crime and Safety) An incident that includes threatened rape, fondling, indecent liberties, or child molestation. Principals were instructed that classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offenders. Prior to 2015–16, the questionnaires used the wording “sexual battery” instead of “sexual 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 harassment (Fast Response Survey System and School Survey on Crime and Safety) Conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. The behavior may be verbal, nonverbal, or physical. In 2007–08 and earlier years, the term was defined for respondents as “unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.”

Sexual orientation (School Survey on Crime and Safety) One’s emotional or physical attraction to the same and/or opposite sex.

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 and School Survey on Crime and Safety) Includes all territory inside a Census-defined urbanized area but outside a principal city. For more information see: <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>.

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

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

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

Theft/larceny (School Survey on Crime and Safety) Taking things valued at over \$10 without personal confrontation. Specifically, the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Total victimization Combination of violent victimization and theft. In the School Crime Supplement, if a student reported an incident of either type, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under “total victimization.”

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

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

Unequal probabilities A survey sampling technique in which sampled units do not have the same

probability of selection into the sample. For example, the investigator may oversample rural students in order to increase the sample sizes of rural students. Rural students would then be more likely than other students to be sampled.

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

Vandalism The willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking.

Victimization A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved in a crime incident.

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

Violent incidents (Fast Response Survey System and School Survey on Crime and Safety) Include rape, sexual assault 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 rape, sexual assault, robbery, aggravated assault, and simple assault.

Violent victimization excluding simple assault (National Crime Victimization Survey and School Crime Supplement) Includes rape, sexual assault, robbery, and aggravated assault. In prior reports, this category was labeled as “serious violent victimization.”

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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