Delaware School-Justice Data Packet

DATA PACKET

Each team received a packet of materials on its table with data summaries for its state, or districts within its state, across a series of data collections. The same data are included on the flash drive that participants received at the start of the summit. These data summaries are drawn from the following collections:

Civil Rights Data Collection (CRDC)

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATIONhttp://ocrdata.ed.gov/

The CRDC collects data on key education and civil rights issues in our nation's public schools for use by the U.S. Department of Education's Office for Civil Rights (OCR), other Department of Education offices, and other policymakers and researchers. This data collection provides information about students in public elementary and secondary schools on a variety of indicators, including enrollment, access to educational programs or services, and academic proficiency results. The information is disaggregated, or broken out, by factors including race, ethnicity, sex, and disability. Data included in this packet highlight measures related to discipline and arrests.

OJJDP Data Collection

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION
http://www.ojjdp.gov/ojstatbb/default.asp

OJJDP collects a variety of data focused on both juvenile crime and victimization, and youths involved in the juvenile justice system. The National Center for Juvenile Justice (NCJJ) has developed a statistical briefing book, which enables users to access online information via OJJDP's website to provide timely and reliable statistical information. The profiles in this packet provide a quick snapshot of state and national juvenile populations, juvenile victims, arrests, and youths in corrections, as well as national profile maps.

OSEP Data Collection

OFFICE OF SPECIAL EDUCATION PROGRAMS
http://www.ideadata.org/

The OSEP data collection is maintained by the Data Accountability Center (DAC). Federal data for each state are collected annually by state in relation to the *Individuals with Disabilities Education Act* (*IDEA*), Parts B and C. Areas of data collection include educational environments, discipline, student assessment, dispute resolution, and students' exiting programs. These data are collected by disability category, race/ethnicity, gender, and limited English proficiency (LEP) status at the state education agency, local education agency, and school levels. The profiles in this packet are aggregate national-level data, so every state team has the same dataset.

Title I, Part D, Data Collection

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
http://www.neglected-delinquent.org/fast-facts/united-states

The National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At-Risk (NDTAC) prepares State Fast-Facts Pages for the U.S. Department of Education and grantees of the Title I, Part D, Subpart 1, State Agency Programs. Fifty states, along with Puerto Rico and the District of Columbia, receive funds under Subpart 1. The longitudinal data provided on these pages highlights grantees' funding, student demographics, and key academic outcomes for children and youths who are neglected or delinquent and enrolled in these programs. The four key academic outcomes featured also are used to track Title I, Part D, program performance and are of particular importance to grantees and the U.S. Department of Education.

YRBS Data Collection

THE YOUTH RISK BEHAVIOR SURVEY
http://www.cdc.gov/healthyyouth/yrbs/factsheets/index.htm

The Youth Risk Behavior Survey (YRBS) is administered through the Centers for Disease Control and Prevention. Results from the survey provide data on health-risk behaviors among ninth- through 12th-grade students in the United States, including behaviors that contribute to injuries and violence, alcohol or other drug use, tobacco use, sexual risk behaviors, unhealthy dietary behaviors, and physical inactivity. YRBS also measures the prevalence of obesity and asthma among youths and young adults. The profiles in this packet present the trends in the prevalence of behaviors that contribute to violence on school property as well as national profile maps for the most current year available.

Civil Rights Data Collection

CHRISTINA SCHOOL DISTRICT | | WILMINGTON, DE (Survey Year: 2011)
NCES ID: 1000200

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	30
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12,UG
Student Enrollment	17,194
American Indian/Alaska Native	0.4%
Asian	4.3%
Black	40.8%
Hispanic	17.6%
Native Hawaiian/Pacific Islander	0.2%
Two or More Races	1.9%
White	34.8%
Female	47.8%
Male	52.2%
Students with Disabilities (IDEA)	18.6%
Section 504 Only	1.7%
Limited English Proficiency (LEP)	7.6%
Free and Reduced-price Lunch (FRPL)	56.7%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	25
Primary Focus on Students with Disabilities	2
Magnet Program	0
Charter School Classification	0
Alternative School Classification	2
Offering AP	3
Gifted/Talented Programs	22
Single-sex Classes	0

Additional Profile Facts Available

Characteristics and Membership >

- **LEP**
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- **EDFacts IDEA**
- Single-sex Interscholastic Athletics
- Single-sex classes

Staffing and Finance

Teacher Experience	District
$ Average Teacher Salary	$58,112.00
% FTE of Teachers Absent > 10 days of the School Year	50.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	5.7 %
% FTE of Classroom Teachers in 1st Year of Teaching	6.7 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	100.0 %
Total FTE of Classroom Teachers	1,365.8
Total FTE of Counselors	11.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	35,177,038	2,048
Personnel Salaries - Instructional Staff Only	95,409,229	5,556

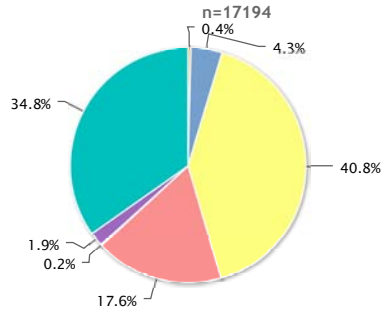
Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	Yes
Students from low income families:	Yes
Other:	Yes

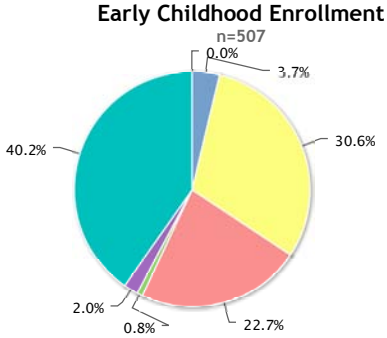
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.4% Asian 4.3%
Black 40.8% Hispanic 17.6%
Nat HI/Pac Isl 0.2% Two or More 1.9%
White 34.8%

Early Childhood Enrollment

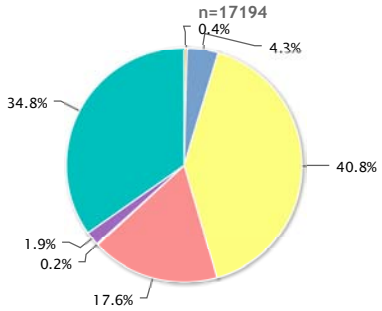


Am Ind/AK Nat 0.0% Asian 3.7%
Black 30.6% Hispanic 22.7%
Nat HI/Pac Isl 0.8% Two or More 2.0%
White 40.2%

	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	6.62%	0%

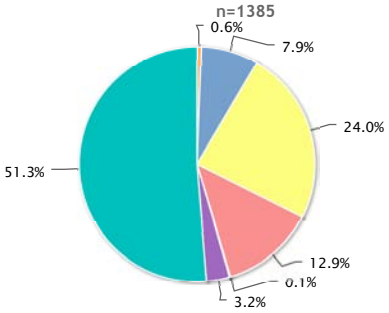
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

District Enrollment



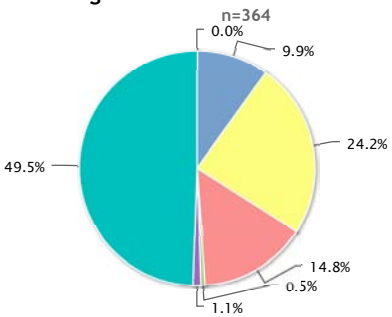
Am Ind/AK Nat 0.4% Asian 4.3%
Black 40.8% Hispanic 17.6%
Nat HI/Pac Isl 0.2% Two or More 1.9%
White 34.8%

Gifted & Talented Enrollment



Am Ind/AK Nat 0.6% Asian 7.9%
Black 24.0% Hispanic 12.9%
Nat HI/Pac Isl 0.1% Two or More 3.2%
White 51.3%

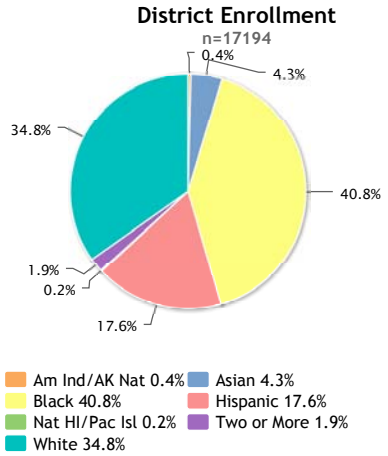
Algebra I Enrollment in 7th or 8th

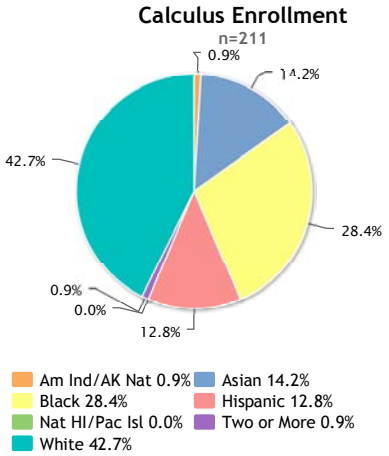


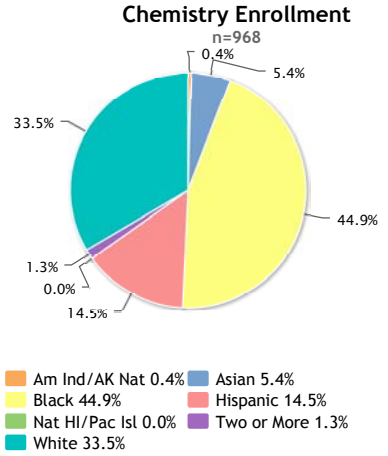
Am Ind/AK Nat 0.0% Asian 9.9%
Black 24.2% Hispanic 14.8%
Nat HI/Pac Isl 0.5% Two or More 1.1%
White 49.5%

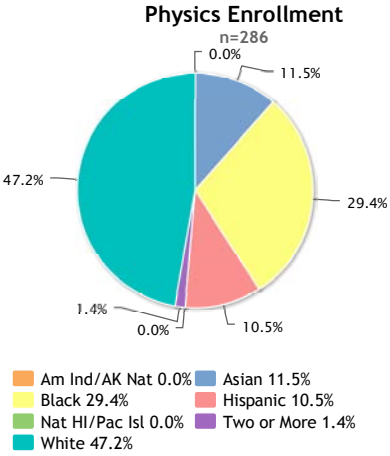
College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

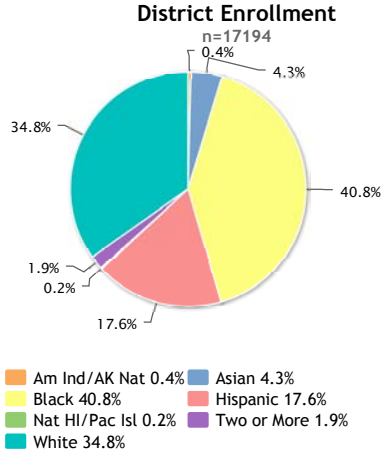


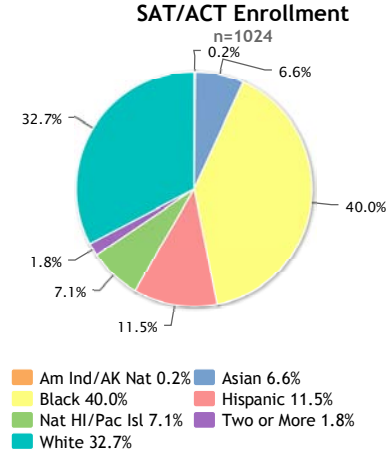






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





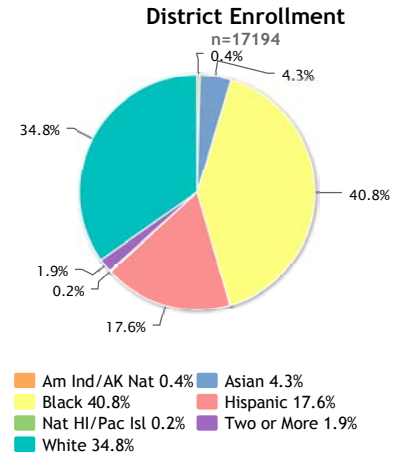
Total number of students participating in SAT/ACT = 1024

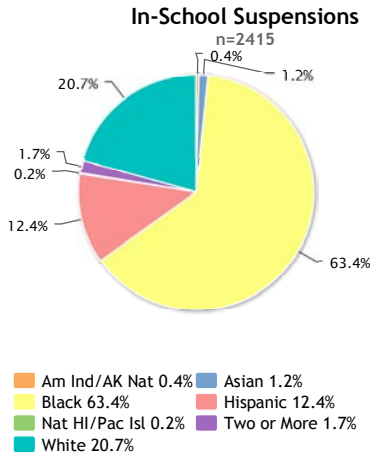
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

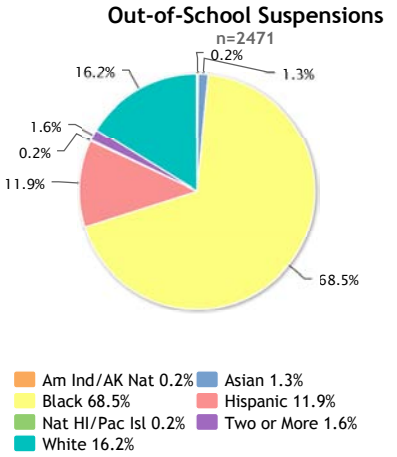
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	6.62%	0.24%
Students With Disabilities	18.62%	8.59%
Female/Male	47.8% / 52.2%	56.35% / 43.65%

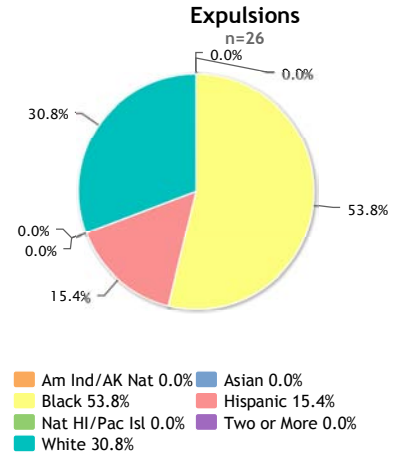
Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?









** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=75, Out of School Suspensions=57, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	419
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

Civil Rights Data Definitions

RED CLAY CONSOLIDATED SCHOOL DISTRICT | | WILMINGTON, DE (Survey Year: 2011)
NCES ID: 1001300

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	28
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12,UG
Student Enrollment	16,296
American Indian/Alaska Native	0.3%
Asian	4.7%
Black	23.7%
Hispanic	24.3%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	1.1%
White	46.0%
Female	49.9%
Male	50.1%
Students with Disabilities (IDEA)	15.7%
Section 504 Only	1.5%
Limited English Proficiency (LEP)	10.0%
Free and Reduced-price Lunch (FRPL)	49.9%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	11
Primary Focus on Students with Disabilities	4
Magnet Program	4
Charter School Classification	0
Alternative School Classification	1
Offering AP	5
Gifted/Talented Programs	0
Single-sex Classes	0

Additional Profile Facts Available

Characteristics and Membership >

- **LEP**
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- **EDFacts IDEA**
- Single-sex Interscholastic Athletics
- Single-sex classes

Staffing and Finance

Teacher Experience	District
$ Average Teacher Salary	$81,189.00
% FTE of Teachers Absent > 10 days of the School Year	15.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	5.5 %
% FTE of Classroom Teachers in 1st Year of Teaching	4.1 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	100.0 %
Total FTE of Classroom Teachers	1,253.0
Total FTE of Counselors	15.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	5,626,760	346
Personnel Salaries - Instructional Staff Only	106,740,873	6,564

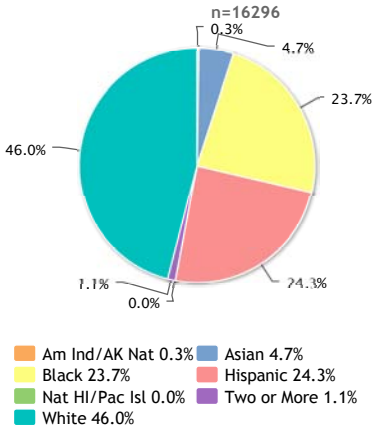
Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

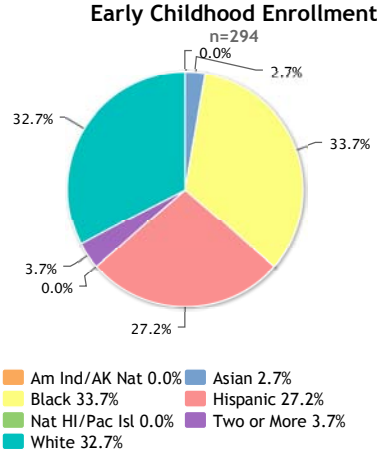
All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	Yes
Students from low income families:	Yes
Other:	Yes

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



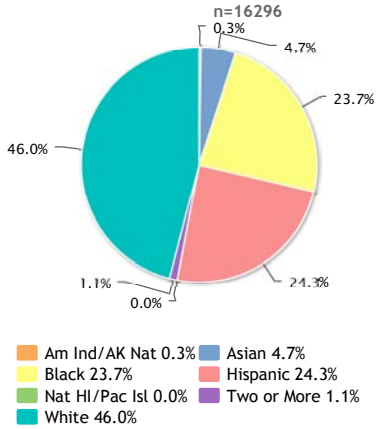
Early Childhood Enrollment



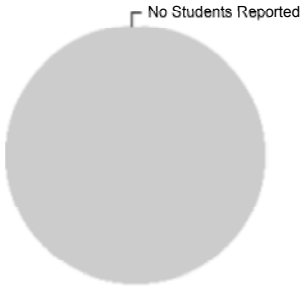
	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	10.02%	0.07%

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

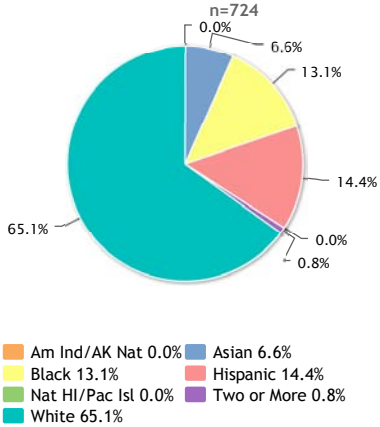
District Enrollment



Gifted & Talented Enrollment

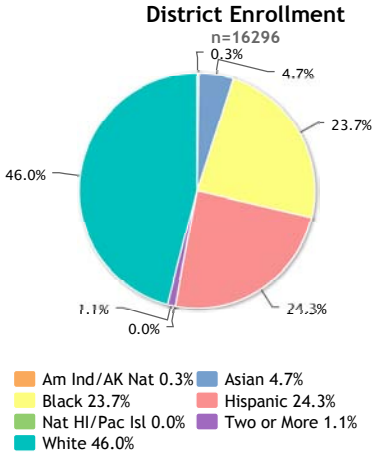


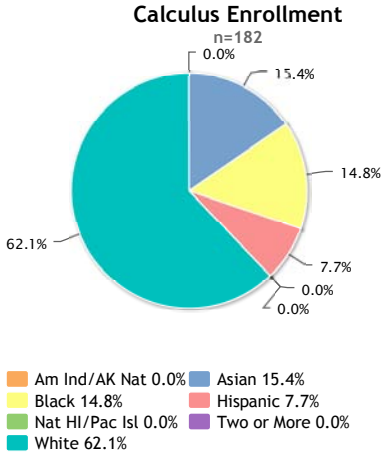
Algebra I Enrollment in 7th or 8th

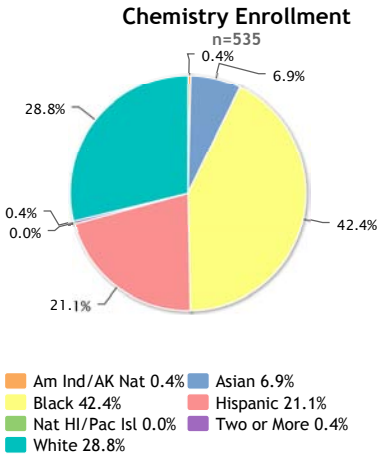


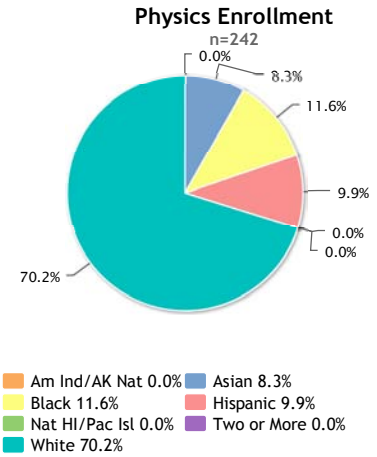
College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

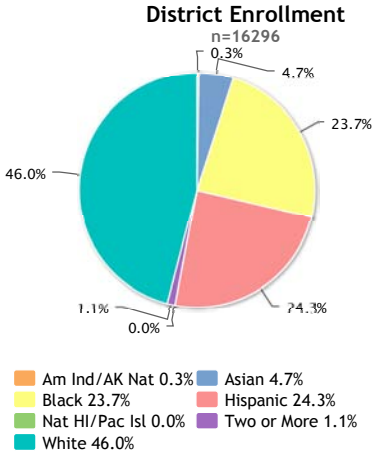


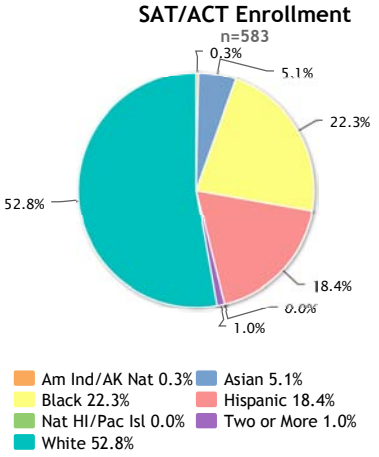






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





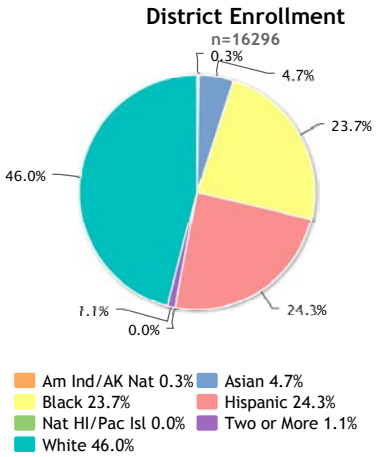
Total number of students participating in SAT/ACT = 583

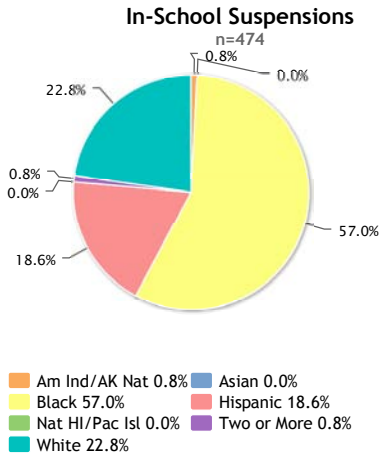
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

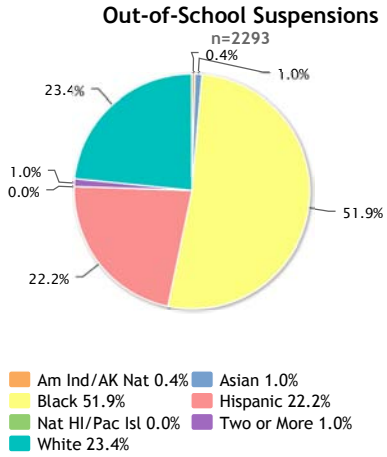
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	10.02%	0.07%
Students With Disabilities	15.65%	7.89%
Female/Male	49.88% / 50.12%	56.09% / 43.91%

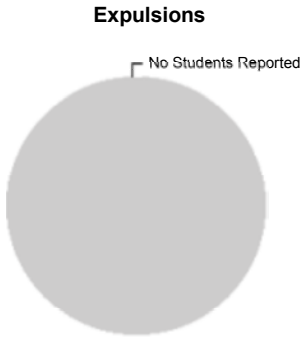
Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?









** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=8, Out of School Suspensions=54, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	194
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

Civil Rights Data Definitions

BRANDYWINE SCHOOL DISTRICT | | CLAYMONT, DE (Survey Year: 2011)
NCES ID: 1001240

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	15
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	10,777
American Indian/Alaska Native	0.4%
Asian	5.5%
Black	37.3%
Hispanic	4.8%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	1.3%
White	50.7%
Female	49.3%
Male	50.7%
Students with Disabilities (IDEA)	12.6%
Section 504 Only	0.9%
Limited English Proficiency (LEP)	3.4%
Free and Reduced-price Lunch (FRPL)	43.0%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	7
Primary Focus on Students with Disabilities	0
Magnet Program	0
Charter School Classification	0
Alternative School Classification	0
Offering AP	3
Gifted/Talented Programs	4
Single-sex Classes	0

Additional Profile Facts Available

Characteristics and Membership >

- **LEP**
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- **EDFacts IDEA**
- Single-sex Interscholastic Athletics
- Single-sex classes

Staffing and Finance

Teacher Experience	District
$ Average Teacher Salary	$49,463.00
% FTE of Teachers Absent > 10 days of the School Year	25.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	3.2 %
% FTE of Classroom Teachers in 1st Year of Teaching	3.2 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	99.8 %
Total FTE of Classroom Teachers	847.1
Total FTE of Counselors	12.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	2,518,678	234
Personnel Salaries - Instructional Staff Only	48,138,175	4,473

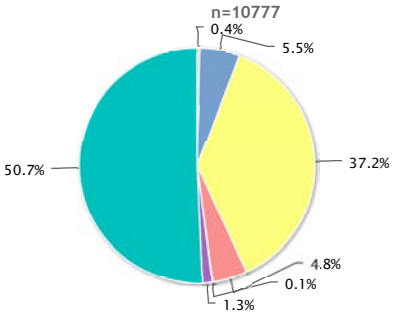
Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	No
Students from low income families:	No
Other:	No

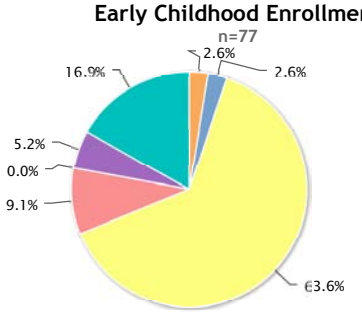
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.4% Asian 5.5%
Black 37.2% Hispanic 4.8%
Nat HI/Pac Isl 0.1% Two or More 1.3%
White 50.7%

Early Childhood Enrollment

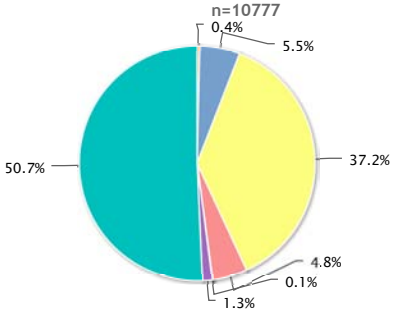


Am Ind/AK Nat 2.6% Asian 2.6%
Black 63.6% Hispanic 9.1%
Nat HI/Pac Isl 0.0% Two or More 5.2%
White 16.9%

	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	3.62%	0%

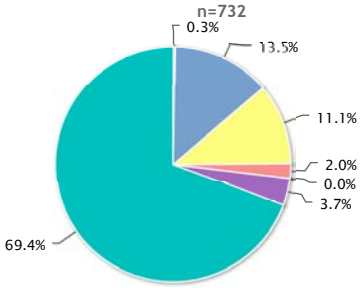
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

District Enrollment



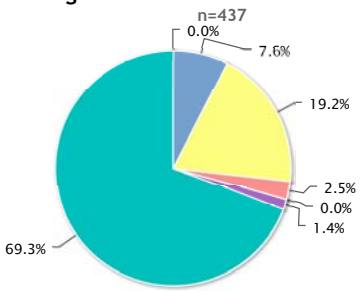
Am Ind/AK Nat 0.4% Asian 5.5%
Black 37.2% Hispanic 4.8%
Nat HI/Pac Isl 0.1% Two or More 1.3%
White 50.7%

Gifted & Talented Enrollment



Am Ind/AK Nat 0.3% Asian 13.5%
Black 11.1% Hispanic 2.0%
Nat HI/Pac Isl 0.0% Two or More 3.7%
White 69.4%

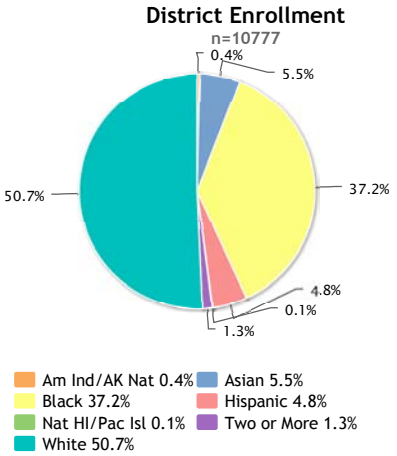
Algebra I Enrollment in 7th or 8th

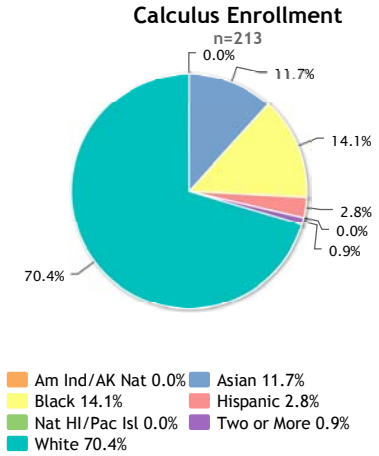


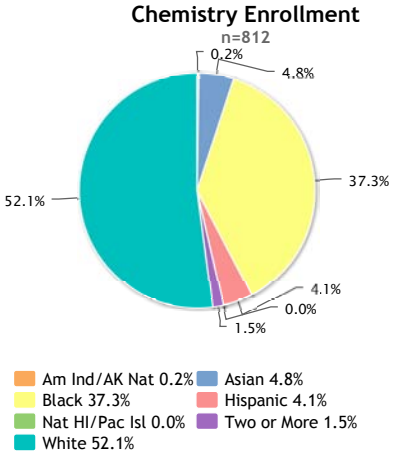
Am Ind/AK Nat 0.0% Asian 7.6%
Black 19.2% Hispanic 2.5%
Nat HI/Pac Isl 0.0% Two or More 1.4%
White 69.3%

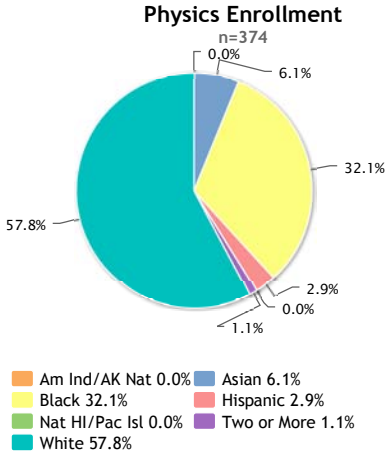
College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

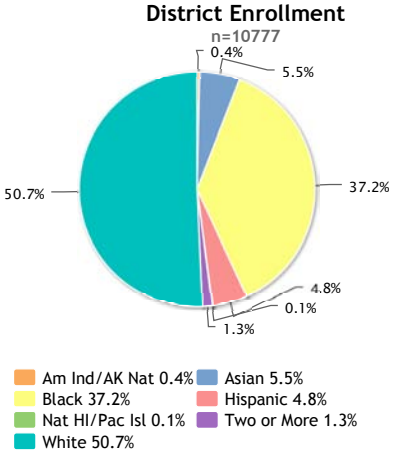


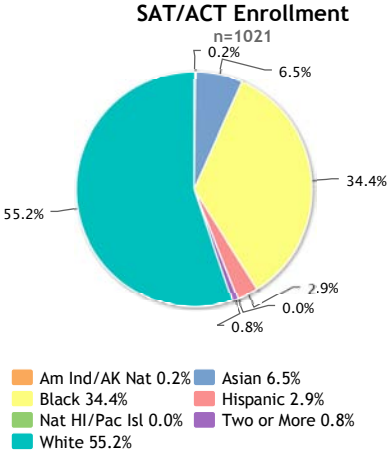






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





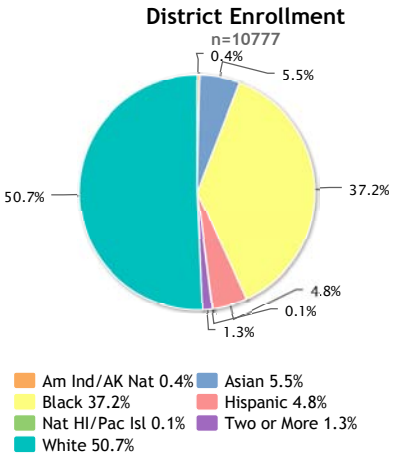
Total number of students participating in SAT/ACT = 1021

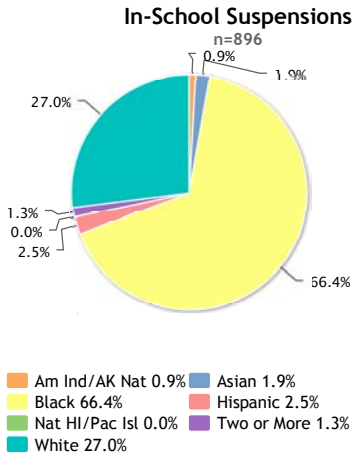
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

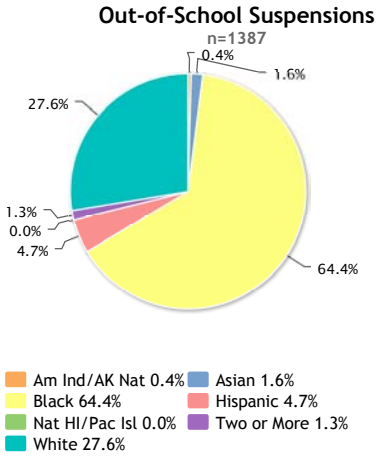
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	3.62%	0.1%
Students With Disabilities	12.64%	3.82%
Female/Male	49.27% / 50.73%	54.75% / 45.25%

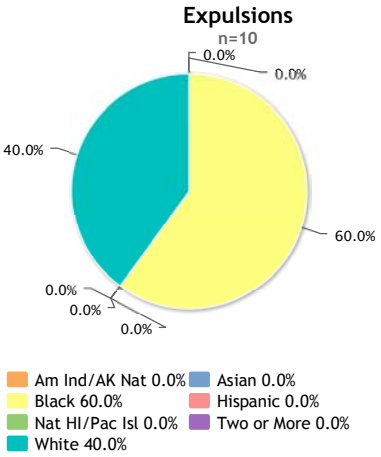
Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?









** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=19, Out of School Suspensions=16, Expulsions=2*

	Total
Total Number of Students Referred to Law Enforcement	191
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

Civil Rights Data Definitions

COLONIAL SCHOOL DISTRICT | | NEW CASTLE, DE (Survey Year: 2011)
NCES ID: 1000230

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	14
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	9,941
American Indian/Alaska Native	0.3%
Asian	3.1%
Black	42.8%
Hispanic	18.2%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	1.6%
White	34.0%
Female	47.1%
Male	53.0%
Students with Disabilities (IDEA)	15.1%
Section 504 Only	1.3%
Limited English Proficiency (LEP)	9.0%
Free and Reduced-price Lunch (FRPL)	58.1%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	12
Primary Focus on Students with Disabilities	2
Magnet Program	0
Charter School Classification	0
Alternative School Classification	1
Offering AP	1
Gifted/Talented Programs	0
Single-sex Classes	0

Additional Profile Facts Available

Characteristics and Membership >

- **LEP**
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- **EDFacts IDEA**
- Single-sex Interscholastic Athletics
- Single-sex classes

Staffing and Finance

Teacher Experience	District
$ Average Teacher Salary	$65,105.00
% FTE of Teachers Absent > 10 days of the School Year	26.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	2.3 %
% FTE of Classroom Teachers in 1st Year of Teaching	2.9 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	100.0 %
Total FTE of Classroom Teachers	613.9
Total FTE of Counselors	8.0
Students to Teachers Ratio	17 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	1,765,325	178
Personnel Salaries - Instructional Staff Only	41,938,118	4,235

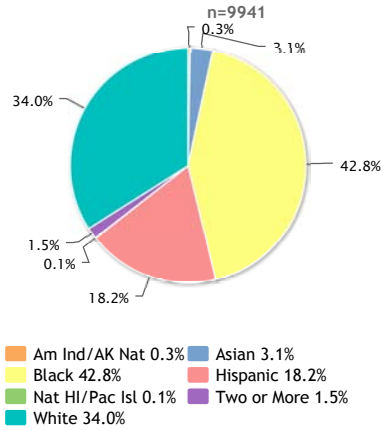
Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

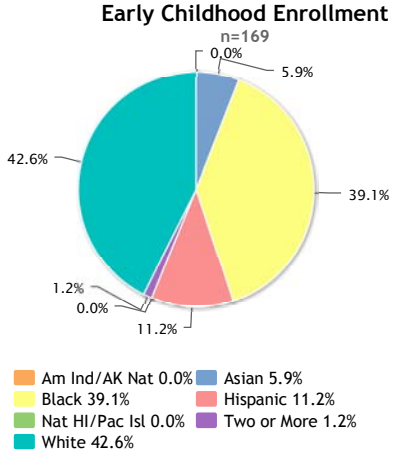
All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	No
Students from low income families:	No
Other:	Yes

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



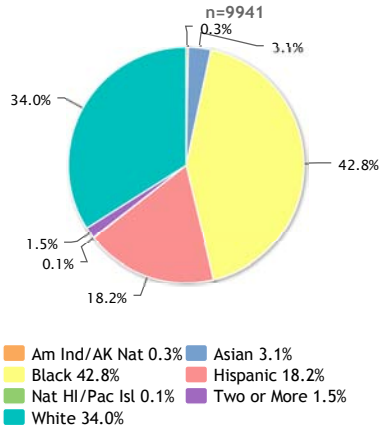
Early Childhood Enrollment



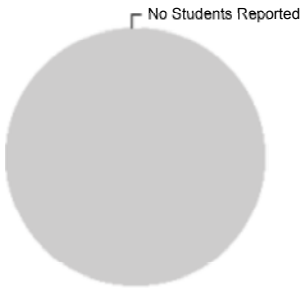
	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	9.15%	0%

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

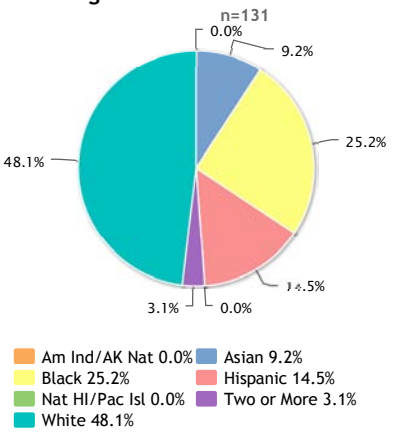
District Enrollment



Gifted & Talented Enrollment

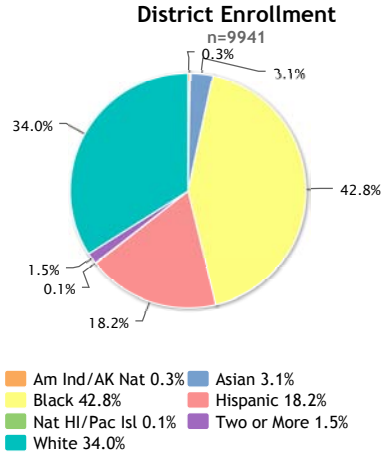


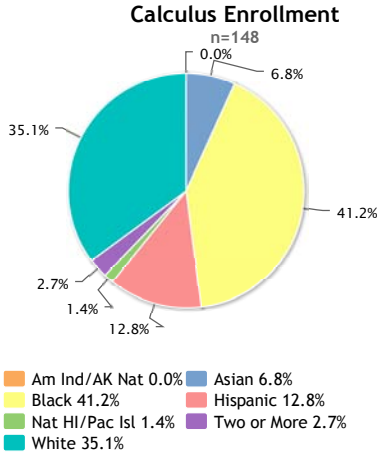
Algebra I Enrollment in 7th or 8th

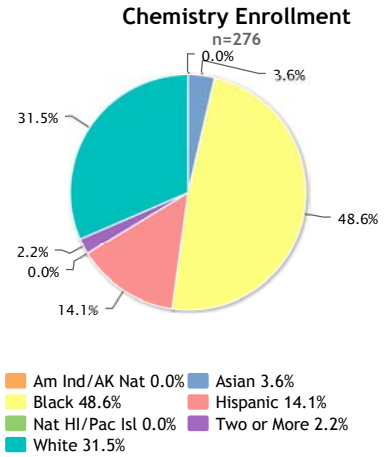


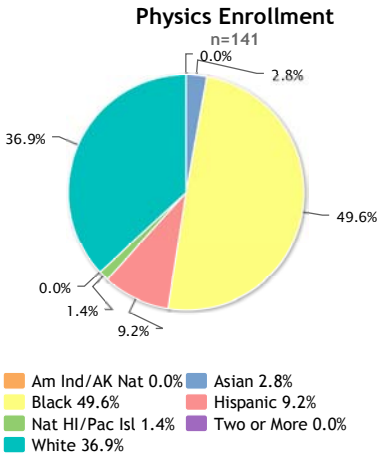
College and Career Readiness

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

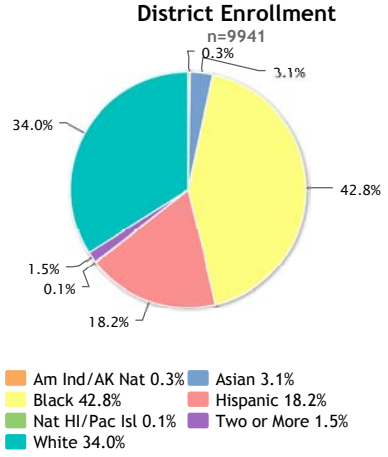


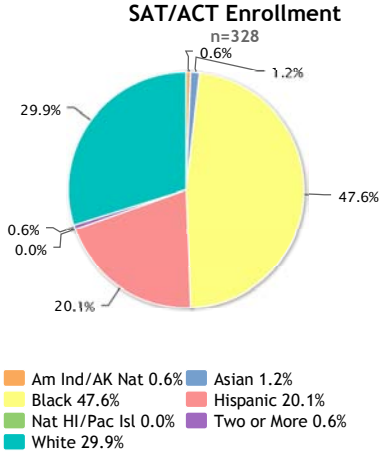






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





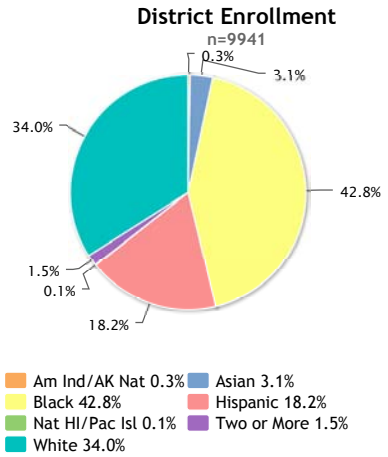
Total number of students participating in SAT/ACT = 328

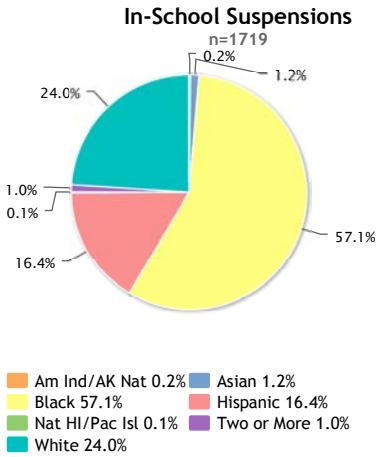
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

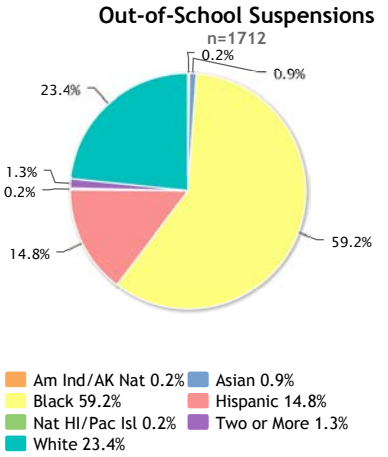
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	9.15%	0.13%
Students With Disabilities	15.13%	9.15%
Female/Male	47.05% / 52.95%	48.78% / 51.22%

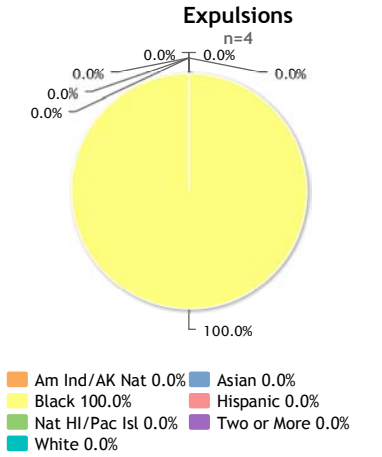
Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?









** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=37, Out of School Suspensions=42, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	159
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

Civil Rights Data Definitions

APPOQUINIMINK SCHOOL DISTRICT | | ODESSA, DE (Survey Year: 2011)
NCES ID: 1000080

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	14
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	9,567
American Indian/Alaska Native	0.7%
Asian	4.3%
Black	24.3%
Hispanic	5.5%
Native Hawaiian/Pacific Islander	0.2%
Two or More Races	2.0%
White	63.0%
Female	48.3%
Male	51.7%
Students with Disabilities (IDEA)	10.7%
Section 504 Only	3.1%
Limited English Proficiency (LEP)	1.2%
Free and Reduced-price Lunch (FRPL)	20.8%

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

Number of Schools with:	
Title I	4
Primary Focus on Students with Disabilities	0
Magnet Program	0
Charter School Classification	0
Alternative School Classification	0
Offering AP	2
Gifted/Talented Programs	0
Single-sex Classes	0

Additional Profile Facts Available

Characteristics and Membership >

- **LEP**
- Students with Disabilities (IDEA)
- Students with Disabilities (504)
- **EDFacts IDEA**
- Single-sex Interscholastic Athletics
- Single-sex classes

Staffing and Finance

Teacher Experience	District
$ Average Teacher Salary	$48,936.00
% FTE of Teachers Absent > 10 days of the School Year	48.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	3.7 %
% FTE of Classroom Teachers in 1st Year of Teaching	3.5 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	100.0 %
Total FTE of Classroom Teachers	657.0
Total FTE of Counselors	7.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	10,637,632	1,114
Personnel Salaries - Instructional Staff Only	37,888,148	3,967

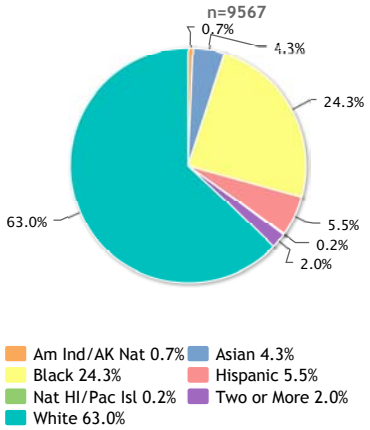
Pathways to College and Career Readiness

The District's prekindergarten services are provided to the following:

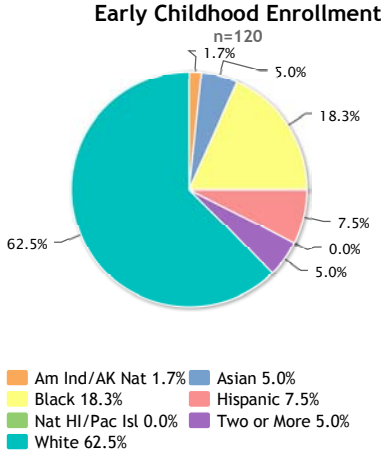
All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	No
Students from low income families:	No
Other:	No

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



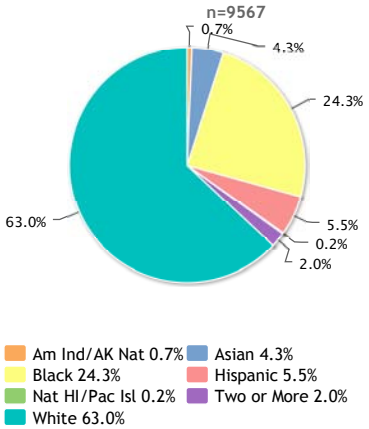
Early Childhood Enrollment



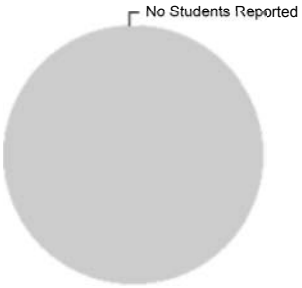
	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	0%	0%

Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

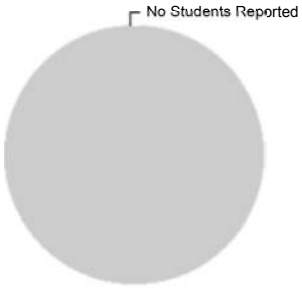
District Enrollment



Gifted & Talented Enrollment



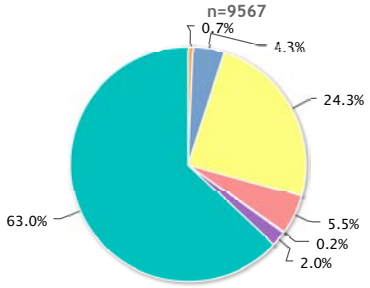
Algebra I Enrollment in 7th or 8th



College and Career Readiness

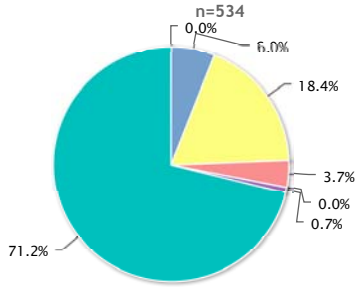
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

District Enrollment



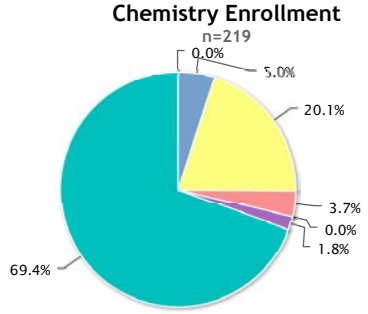
Am Ind/AK Nat 0.7% Asian 4.3%
Black 24.3% Hispanic 5.5%
Nat HI/Pac Isl 0.2% Two or More 2.0%
White 63.0%

Calculus Enrollment



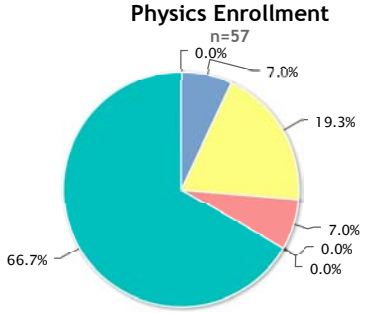
Am Ind/AK Nat 0.0% Asian 6.0%
Black 18.4% Hispanic 3.7%
Nat HI/Pac Isl 0.0% Two or More 0.7%
White 71.2%

Chemistry Enrollment



Am Ind/AK Nat 0.0% Asian 5.0%
Black 20.1% Hispanic 3.7%
Nat HI/Pac Isl 0.0% Two or More 1.8%
White 69.4%

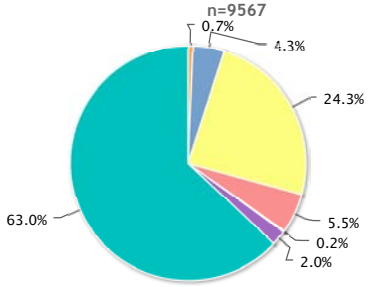
Physics Enrollment



Am Ind/AK Nat 0.0% Asian 7.0%
Black 19.3% Hispanic 7.0%
Nat HI/Pac Isl 0.0% Two or More 0.0%
White 66.7%

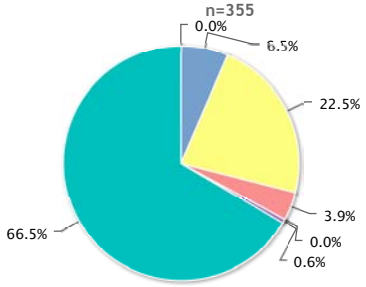
Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

District Enrollment



Am Ind/AK Nat 0.7% Asian 4.3%
Black 24.3% Hispanic 5.5%
Nat HI/Pac Isl 0.2% Two or More 2.0%
White 63.0%

SAT/ACT Enrollment



Am Ind/AK Nat 0.0% Asian 6.5%
Black 22.5% Hispanic 3.9%
Nat HI/Pac Isl 0.0% Two or More 0.6%
White 66.5%

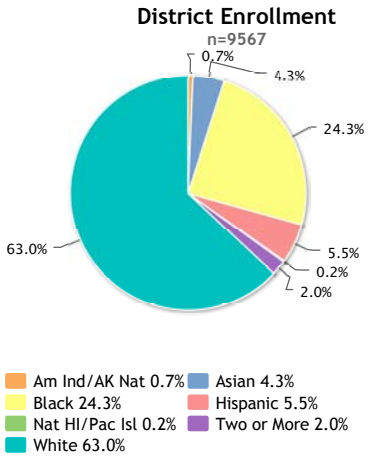
Total number of students participating in SAT/ACT = 355

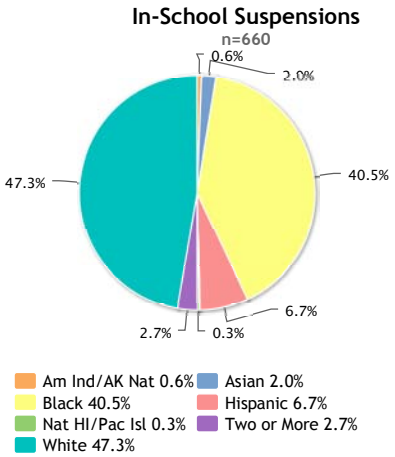
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

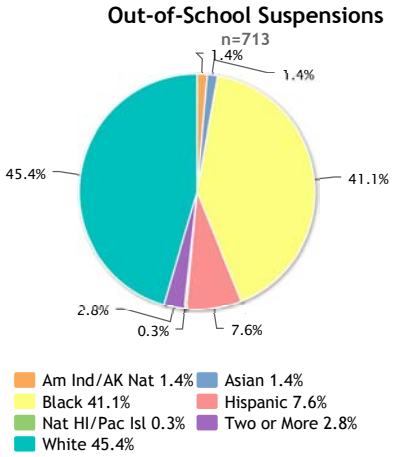
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	0%	0.02%
Students With Disabilities	10.67%	2.25%
Female/Male	48.26% / 51.74%	60% / 40%

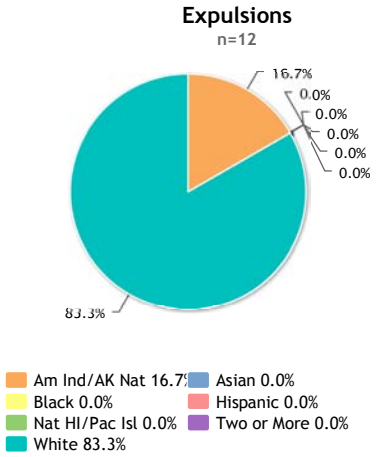
Discipline, Restraints/Seclusion, Harassment/Bullying

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?









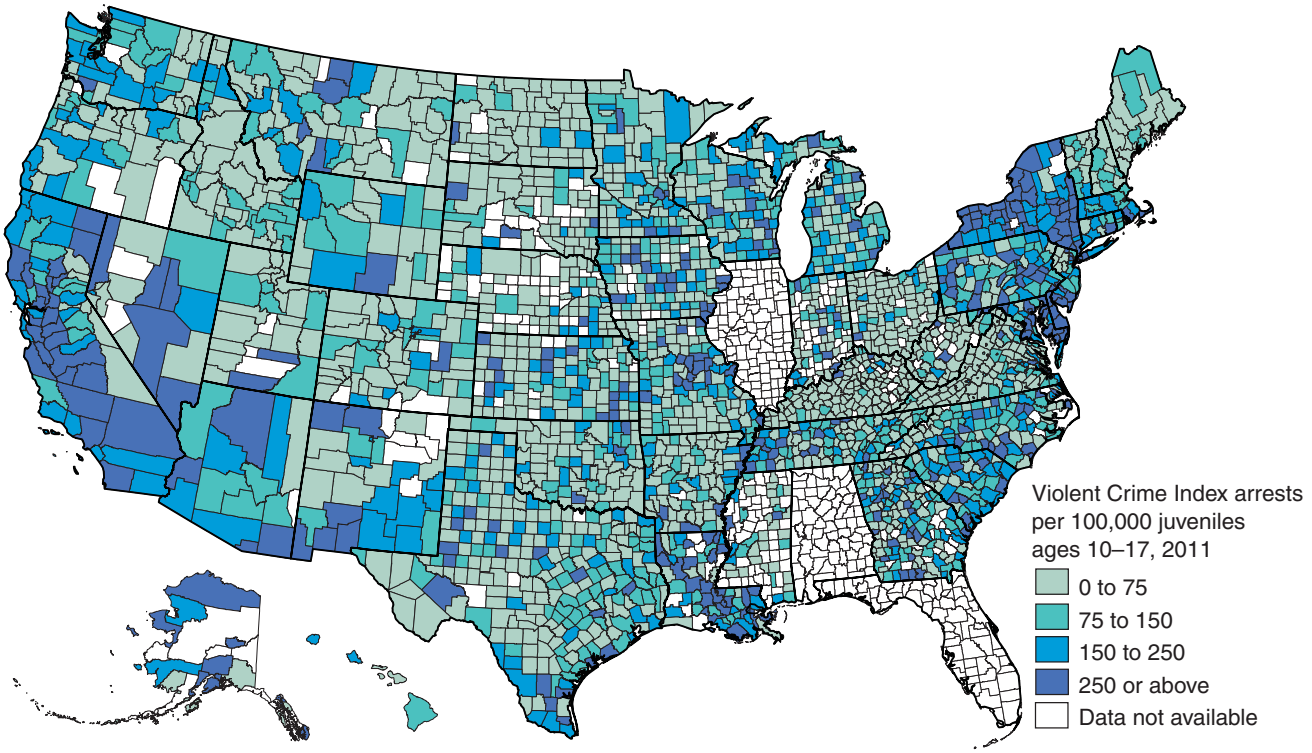
** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=47, Out of School Suspensions=55, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	111
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

Civil Rights Data Definitions

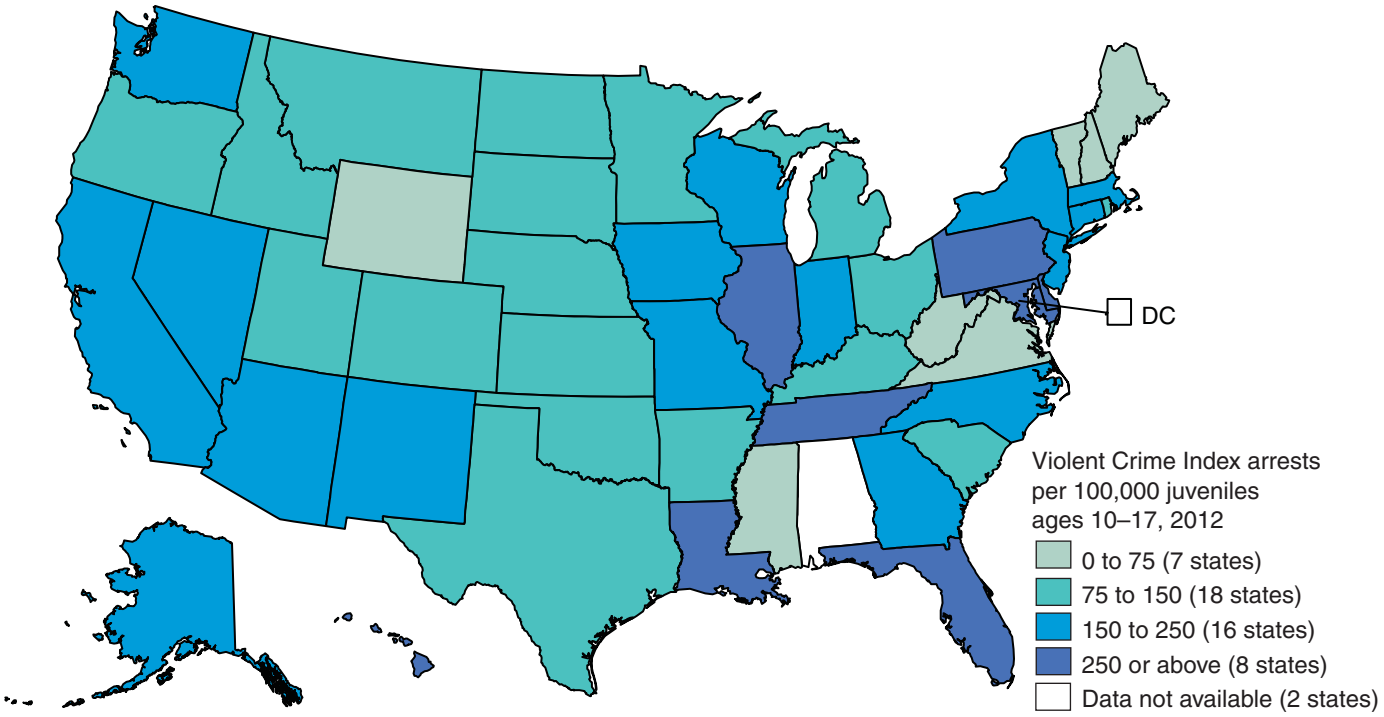
OJJDP
Data Collection

Juvenile Violent Crime Index Arrest Rates, 2011



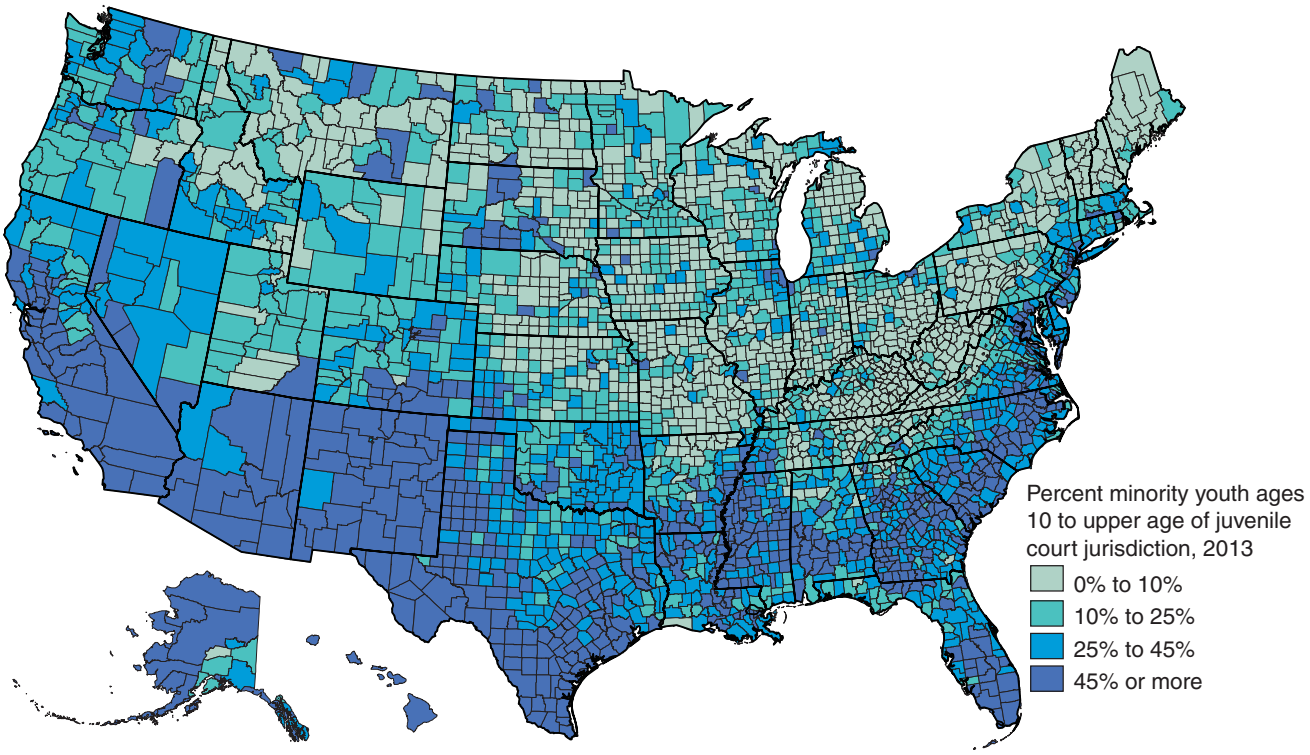
Source: Puzzanchera, C., and Kang, W. 2014. "Easy Access to FBI Arrest Statistics: 1994–2011." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/ezaucr.

Juvenile Violent Crime Index Arrest Rates, 2012



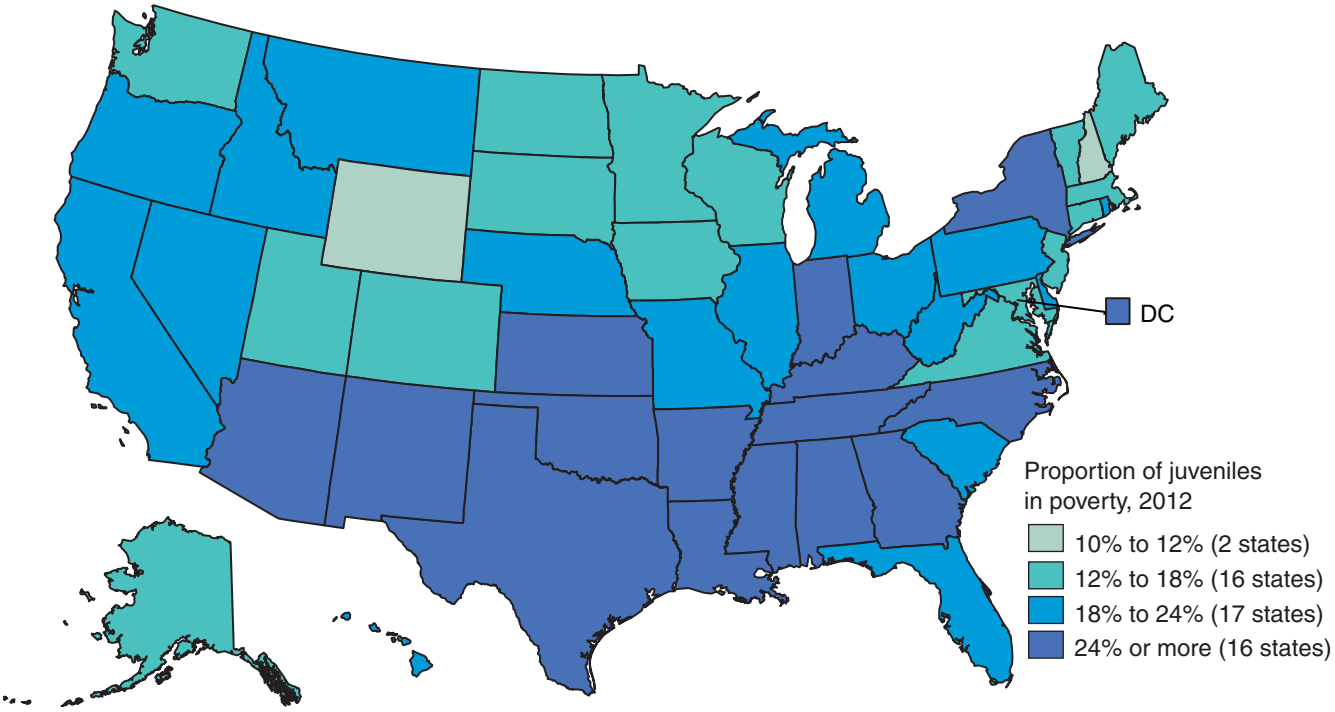
Source: Puzzanchera, C. 2014. Analysis of the FBI's 2012 *Crime in the United States* report, tables 5 and 69.

Proportion of Minority Juveniles, 2013



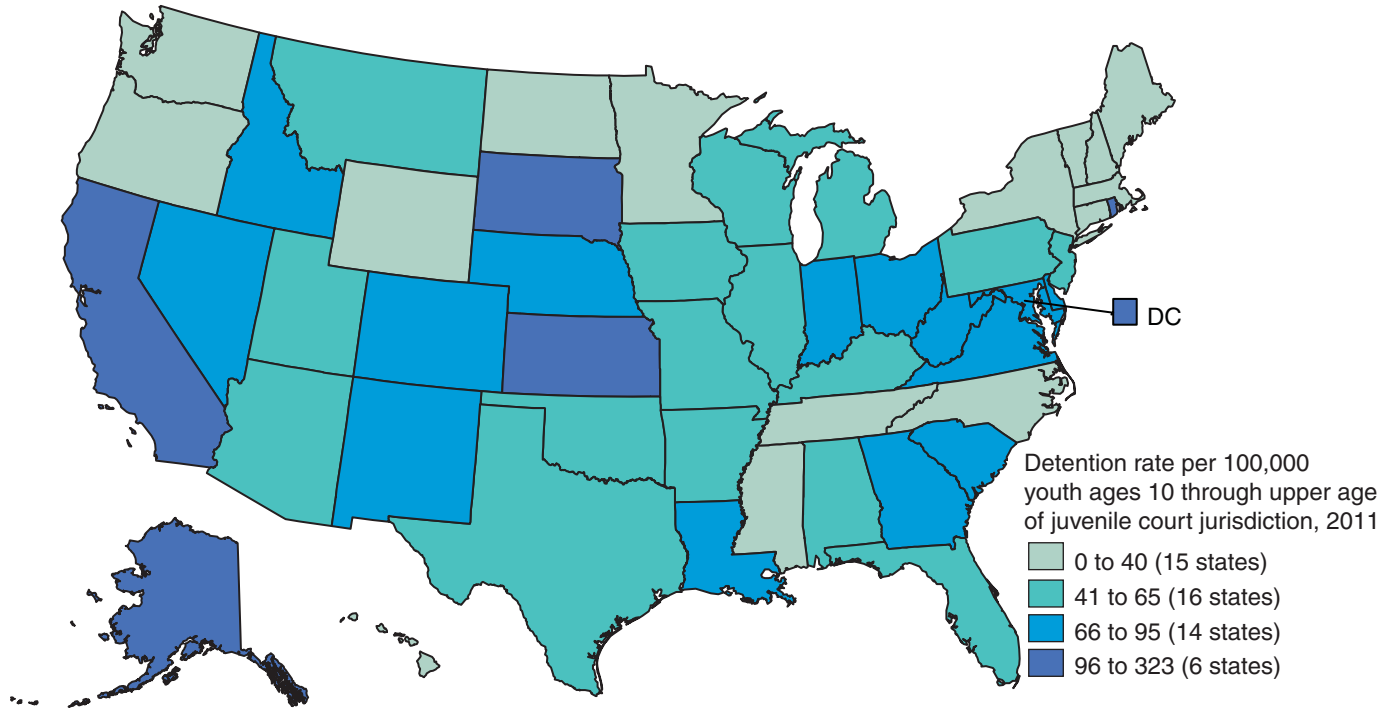
Source: Puzzanchera, C., Sladky, A., and Kang, W. 2014. "Easy Access to Juvenile Populations: 1990–2013." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/ezapop.

Proportion of Juveniles in Poverty, 2012



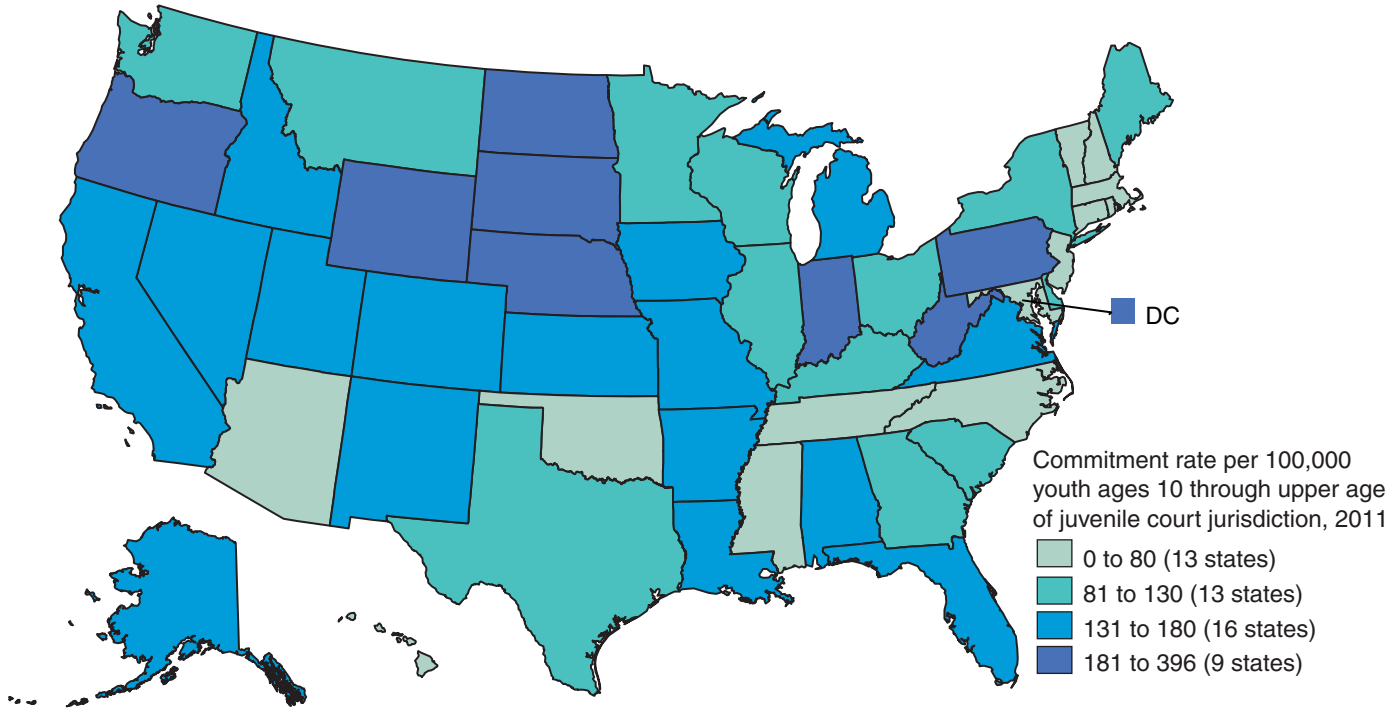
Source: *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/population/qa01403.asp.

Juvenile Detention Rates, 2011



Source: Sickmund, M., Sladky, A., Kang, W., and Puzzanchera, C. 2013. "Easy Access to the Census of Juveniles in Residential Placement." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatabb/ezacjrp.

Juvenile Commitment Rates, 2011



Source: Sickmund, M., Sladky, A., Kang, W., and Puzzanchera, C. 2013. "Easy Access to the Census of Juveniles in Residential Placement." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatabb/ezacjrp.

Delaware

Juvenile Justice Snapshot

	State	United States
Population characteristics		
Juvenile population, ages 0 to 17, 2013	203,558	73,585,872
Black, non-Hispanic proportion of juvenile population, 2013	27.4%	15.1%
Hispanic proportion of juvenile population, 2013	14.3%	24.1%
Pregnancies per 1,000 females ages 15 to 17, 2012	11.7	14.1
Proportion of children under 18 living in poverty, 2012	21.1%	21.8%
Proportion of children under 18 without health insurance, 2013	4.3%	7.3%
Juvenile Victims		
Maltreatment victimizations per 1,000 children under age 18, 2010	10.6	10.0
Ratio of Suicide to Homicide victimizations ages 7 to 17, 1990-2010	1.1	0.8
Juvenile Arrest Rates (per 100,000 juveniles ages 10 to 17)		
Coverage Indicator*, 2012	100.0%	83.5%
Total juvenile arrest rate, 2012	4,972.1	3,948.3
Violent Crime Index arrest rate, 2012	388.0	187.1
Robbery arrest rate, 2012	147.1	65.4
Aggravated Assault arrest rate, 2012	231.1	111.8
Simple Assault arrest rate, 2012	1,237.0	517.9
Property Crime Index arrest rate, 2012	1,242.5	912.9
Larceny-Theft arrest rate, 2012	943.8	683.8
Drug Abuse arrest rate, 2012	544.9	416.6
Weapons arrest rate, 2012	73.0	71.4
Juveniles in Corrections		
Commitment rate (per 100,000 juveniles, 10 to upper age), 2011	107	134
Detention rate (per 100,000 juveniles, 10 to upper age), 2011	87	61
Proportion of juveniles placed for non-person offenses, 2011	68%	67%
Ratio of minority to white rate of youth in residential placement, 2011	4.8	2.7

*Each state has a Coverage Indicator that represents the proportion of the state population for which arrest counts were available. The lower the coverage indicator; the greater the likelihood that the estimates do not accurately reflect the arrest activities of the state. A coverage indicator of zero means no arrest data were reported by that state. In such instances, no arrest rates are presented.

Juvenile Justice Statistics on the Internet

Statistical Briefing Book

Visit OJJDP's Statistical Briefing Book:

http://www.ojjdp.gov/ojstatbb/

Developed and maintained by the National Center for Juvenile Justice,
with funding from the Office of Juvenile Justice and Delinquency Prevention.

Suggested Citation: Puzzanchera, C. 2014. Delaware Juvenile Justice Snapshot. Pittsburgh, PA: National Center for Juvenile Justice. This work was prepared for OJJDP by NCJJ under the National Juvenile Justice Data Analysis Program, cooperative agreement #2013-MU-FX-0005.

Office of Special Education Programs Data Collection

OSEP Part B Discipline Data 2011- 2012 School Year

DELAWARE

	SEA Category	Children Unilaterally Removed to an IAES	Unilateral Removals for Drugs	Unilateral Removals for Weapons	Unilateral Removals for Serious Bodily Injury	Children Removed by Hearing Officer likely injury
Race/Ethnicity	American Indian or Alaska Native	0	0	0	0	-
	Asian	0	0	0	0	-
	Black or African American	14	10	2	2	-
	Hispanic/Latino	4	2	2	0	-
	Two or more races	0	0	0	0	-
	White	12	9	4	0	-
	All Disabilities	30	21	8	2	-
Disability	Autism	0	0	0	0	-
	Deaf-blindness	0	0	0	0	-
	Emotional disturbance	8	3	4	1	-
	Hearing impairment	0	0	0	0	-
	Intellectual disability	0	0	0	0	-
	Native Hawaiian or Other Pacific Islander	0	0	0	0	-
	Orthopedic impairment	1	1	0	0	-
	Other health impairment	7	7	1	0	-
	Specific learning disability	14	10	3	1	-
	Speech or language impairment	0	0	0	0	-
	Traumatic brain injury	0	0	0	0	-
	Visual impairment	0	0	0	0	-
	Expulsions	-	-	-	-	-
Sex	Female	3	1	1	1	-
	Male	27	20	7	1	-
LEP	Limited English proficient (LEP) Student	2	2	0	0	-
	Non-limited English proficient (non-LEP) Student	28	19	8	2	-

OSEP Part B Discipline Data 2011- 2012 School Year

DELAWARE

	SEA Category	Children Suspended Expelled 10 Days or Less OSS	Children Suspended Expelled more than 10 Days OSS	Children Suspended 10 Days or Less ISS	Children Suspended more than 10 Days ISS	Total Disciplinary Removals	Children with Disciplinary Removals Totaling 1 Day	Children with Disciplinary Removals Totaling 2 to 10 Days	Children w Dis Removals Totaling greater than 10 Days
Race/Ethnicity	American Indian or Alaska Native	12	0	10	0	17	17	0	0
	Asian	13	0	8	0	16	15	0	1
	Black or African American	1983	34	1526	28	2625	2409	64	152
	Hispanic/Latino	332	3	217	1	444	424	4	16
	Two or more races	35	0	44	1	58	55	1	2
	White	875	9	830	14	1364	1289	15	60
	All Disabilities	3251	46	2635	44	4525	4210	84	231
Disability	Autism	40	0	27	0	54	53	0	1
	Deaf-blindness	3	0	3	0	6	6	0	0
	Emotional disturbance	419	10	286	9	502	424	16	62
	Hearing impairment	24	0	37	0	46	44	2	0
	Intellectual disability	203	5	162	1	282	264	3	15
	Native Hawaiian or Other Pacific Islander	1	0	0	0	1	1	0	0
	Orthopedic impairment	7	0	5	0	11	11	0	0
	Other health impairment	583	15	463	11	803	738	17	48
	Specific learning disability	1836	15	1556	21	2626	2480	44	102
	Speech or language impairment	78	0	58	0	113	111	1	1
	Traumatic brain injury	9	0	5	0	10	10	0	0
	Visual impairment	4	1	4	2	9	7	0	2
	Expulsions	-	-	-	-	-	-	-	-
Sex	Female	746	12	650	5	1095	1037	19	39
	Male	2505	34	1985	39	3430	3173	65	192
LEP	Limited English proficient (LEP) Student	120	1	84	1	164	153	2	9
	Non-limited English proficient (non-LEP) Student	3131	45	2551	43	4361	4057	82	222

OSEP Part B Discipline Data 2011- 2012 School Year

DELAWARE

	SEA Category	Children with Dis Rec Edu Ser during Expulsion	Children w Dis Did not Rec Edu Ser during Expulsion	Chldren wo Dis Rec Edu Ser during Expulsion	Children wo Dis Did not Rece Edu Ser during Expulsion
Race/Ethnicity	American Indian or Alaska Native	-	-	-	-
	Asian	-	-	-	-
	Black or African American	-	-	-	-
	Hispanic/Latino	-	-	-	-
	Two or more races	-	-	-	-
	White	-	-	-	-
	All Disabilities	-	-	-	-
Disability	Autism	-	-	-	-
	Deaf-blindness	-	-	-	-
	Emotional disturbance	-	-	-	-
	Hearing impairment	-	-	-	-
	Intellectual disability	-	-	-	-
	Native Hawaiian or Other Pacific Islander	-	-	-	-
	Orthopedic impairment	-	-	-	-
	Other health impairment	-	-	-	-
	Specific learning disability	-	-	-	-
	Speech or language impairment	-	-	-	-
	Traumatic brain injury	-	-	-	-
	Visual impairment	-	-	-	-
	Expulsions	16	6	-	-
Sex	Female	-	-	-	-
	Male	-	-	-	-
LEP	Limited English proficient (LEP) Student	-	-	-	-
	Non-limited English proficient (non-LEP) Student	-	-	-	-

Title I, Part D, Data Collection

Summary of the Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title I, Part D of the Elementary and Secondary Education Act

Authorizing Statute: Title I, Part D of the Elementary and Secondary Education Act (ESEA), as amended in 2001, consists of two subparts. The Subpart 1 State agency (SA) program was first authorized with Public Law 89-750, the Elementary and Secondary Amendments of 1966. The Subpart 2 local educational agency (LEA) program was created in its present form with the Improving America's Schools Act of 1994. The Title I, Part D program was most recently reauthorized under ESEA, as amended in 2001.

The goals of Title I, Part D are as follows:

1. Improve educational services for children and youth who are neglected, delinquent, or at-risk so they have the opportunity to meet challenging State academic content and achievement standards.
2. Provide these children and youth with services to successfully transition from residential placement to further schooling or employment.
3. Prevent youth who are at-risk from dropping out of school, and provide youth who drop out and children and youth returning from correctional facilities with a support system to ensure their continued education.

Program Office Information/Administration Structure: Title I, Part D is administered under the U.S. Department of Education (ED) Office of Safe and Healthy Students (OSHS). Dr. John McLaughlin serves as the Federal Program Manager [CFDA Numbers: 84.013 Subpart 1 (SA programs); 84.010 Subpart 2 (LEA programs)].

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk (NDTAC; http://www.neglected-delinquent.org) is funded through Title I, Part D and serves as a national resource center to provide technical assistance to States, schools, communities, and parents on the education of children and youth who are considered neglected, delinquent, or at-risk. Contact information for State program coordinators and NDTAC staff is provided at http://www.neglected-delinquent.org/state-information.

Subpart 1 Funding

ED provides formula funding (see Table 1a) to State education agencies (SEAs) in all 50 States, the District of Columbia, and Puerto Rico under Title I, Part D, Subpart 1. Funding may be distributed to neglect programs, juvenile detention, and juvenile and adult corrections programs serving youth.

Subpart 2 Funding

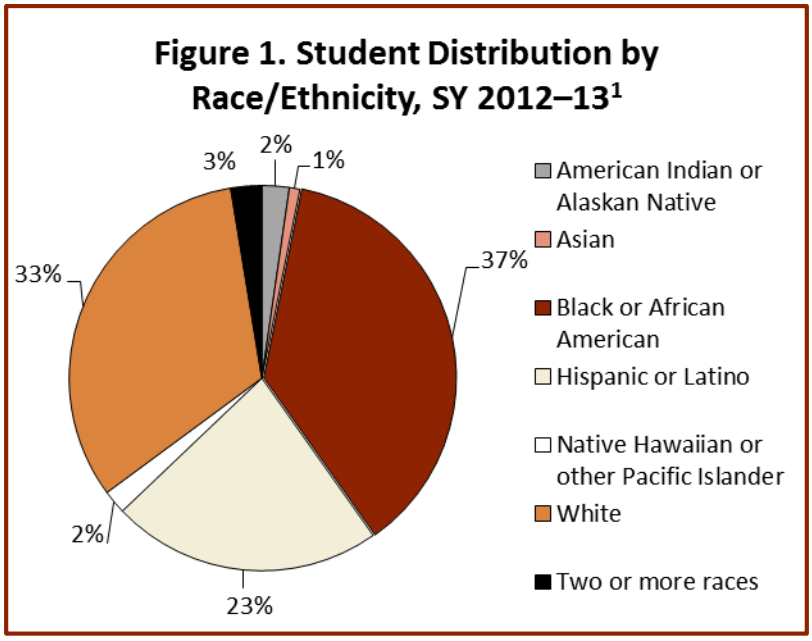
Under Subpart 2, the number of SEAs that receive funds may vary from year to year (see Table 1b). In each of the past 3 years, 46 SEAs received Subpart 2 funding. Funds may be distributed to neglect programs, juvenile detention, juvenile corrections, and at-risk programs.

Table 1a. Title I, Part D Funding History—Subpart 1: State Agency Programs

School Year (SY)	Total Funding	Average Funding Across State Education Agencies (SEAs)	Average Number of Programs Receiving Funds per SEA
2010–11	$49.2 million	$943,506	17
2011–12	$49.1 million	$943,615	14
2012–13	$49.0 million	$941,829	13

Table 1b. Title I, Part D Funding History—Subpart 2: Local Education Agency Programs

School Year (SY)	Total Funding	Average Funding Across State Education Agencies (SEAs)	Average Number of Programs Receiving Funds per SEA
2010–11	$147.9 million	$3.2 million	58
2011–12	$141.7 million	$3.1 million	54
2012–13	$134.8 million	$2.9 million	55



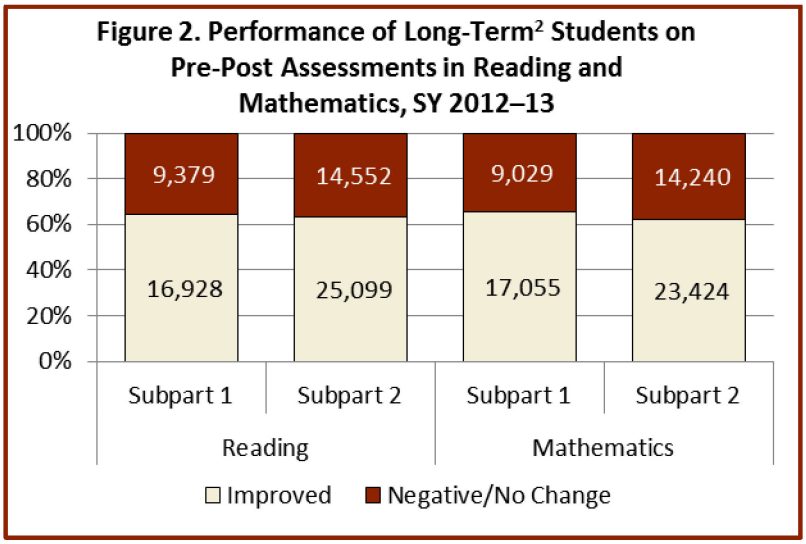
Student Demographics

In school year (SY) 2012–13, 401,765 students were served by Title I, Part D, Subpart 1 and 2 funds. Of those students, 73 percent were in juvenile detention or juvenile correctional programs.

- **Race/ethnicity:** Across all programs receiving funds, the majority of students was either Black or African American (37 percent) or White (33 percent; see Figure 1[1]).
- **Gender:** The majority of students enrolled in Title I, Part D programs was male (75 percent).
- **Age:** Students across Title I, Part D programs were predominantly 14–18 years of age (81 percent).

Student Academic Performance in School Year 2012–13 (Estimates)

- Over 60 percent of long-term students[2] with test results demonstrated improvement in both mathematics and reading from pretest to posttest (see Figure 2).
- Half (50 percent) of age-eligible students[3] (not including adult corrections) earned high school course credits while in facility.
- Approximately 10 percent of age-eligible students[3] earned a high school diploma or equivalent while in facility or after exit.



Technical Assistance (TA): NDTAC provides information on Title I, Part D program administration (e.g., reporting and evaluation, monitoring and compliance); program implementation (e.g., family involvement, transition); and related policies, laws, and initiatives. In addition, NDTAC offers TA through conferences, Webinars, issue briefs, fact sheets, and guides, and facilitates peer-to-peer networks (ND Communities). More national and State Title I, Part D program data can be found on the NDTAC Web site.

Interagency Collaboration: ED and NDTAC promote and facilitate communication and collaboration between Federal agencies and offices working with youth who are neglected or delinquent, including the following:

- ED, Office of Elementary and Secondary Education (OESE), Title I, Part A, and Homeless Education Programs
- ED, Office of Career, Technical, and Adult Education (OCTAE)
- U.S. Department of Justice (DOJ), Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- DOJ, Juvenile Reentry Committee of the Federal Interagency Reentry Council
- ED/DOJ, Supportive School Discipline Initiative

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[1] One additional group, "Other (91 students)," rounds to 0%.
[2] "Long-term" refers to students who are enrolled in a program for 90 or more consecutive calendar days.
[3] Because student-level data are not available, academic outcomes are examined in the context of student eligibility to attain each outcome based on age. ED has determined age ranges for each outcome based on the ages at which a student could reasonably be expected to achieve each outcome. The age-eligible range for students earning high school course credits while in facility is 13–21 years old. The age-eligible range for students earning a high school diploma or equivalent while in facility or after exit is 16–21 years old.

2.4 Prevention and Intervention Programs For Children And Youth Who Are Neglected, Delinquent, Or At Risk (Title I, Part D, Subparts 1 and 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2012 through June 30, 2013.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students.

Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	2	37
Juvenile corrections	2	91
Adult corrections	1	208
Other	6	133
Total	11	
Comments:		

FAQ on Programs and Facilities - Subpart I:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	2
Juvenile Corrections	2
Adult Corrections	1
Other	6
Total	11
Comments:	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	556	388	29	251
Total Long Term Students Served	0	87	194	29	164

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	0	169	154	12	169
LEP Students	0	13	4	0	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	3	0	0	0
Asian	0	0	0	0	3
Black or African American	0	374	286	25	113
Hispanic or Latino	0	49	32	3	24
Native Hawaiian or other Pacific Islander	0	0	0	0	0
White	0	130	70	1	110
Two or more races	0	0	0	0	1
Total	0	556	388	29	251

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	390	348	29	90
Female	0	166	40	0	161
Total	0	556	388	29	251

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	5
7	0	0	0	0	14
8	0	0	0	0	18
9	0	0	0	0	16
10	0	0	0	0	17
11	0	3	0	0	16
12	0	3	0	0	22
13	0	16	2	0	32
14	0	35	11	0	34
15	0	84	29	0	20
16	0	141	79	4	31
17	0	145	99	4	17
18	0	123	123	9	9
19	0	6	44	4	0
20	0	0	1	2	0
21	0	0	0	6	0
Total	0	556	388	29	251

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments:

FAQ on Unduplicated Count:
What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.1.3.1 Transition Services in Subpart 1

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?	N/A	yes	yes	no	yes
Number of students receiving transition services that address further schooling and/or employment.	0	87	388	29	164

This response is limited to 4,000 characters.

Comments: Currently there no systems to collect data after students exit an Adult Corrections Facility.

2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in their local district school	0	0	556	S	388	S	S	S	251	S
Earned high school course credits	0	0	21	S	42	8	S	S	64	38
Enrolled in a GED program	0	0	S	17	30	6	S	S	S	23
Earned a GED	0	0	S	S	22	S	S	S	S	S
Obtained high school diploma	0	0	S	S	S	S	S	S	S	S
Accepted and/or enrolled into post-secondary education	0	0	S	S	S	S	S	S	S	S
Enrolled in job training courses/programs	0	0	S	S	61	S	S	S	S	S
Obtained employment	0	0	S	S	S	S	S	S	S	S

This response is limited to 4,000 characters.

Comments: Currently there no systems to collect data after students exit.

2.4.1.6 Academic Performance- Subpart 1

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	76	157	28	149
Long-term students who have complete pre- and post-test results (data)	0	20	89	22	93

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	5	20	S	13
No change in grade level from the pre- to post-test exams	0	8	20	S	29
Improvement up to one full grade level from the pre- to post-test exams	0	S	14	6	29
Improvement of more than one full grade level from the pre- to post-test exams	0	5	35	13	22
Comments:					

FAQ on long-term students:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	76	157	27	149
Long-term students who have complete pre- and post-test results (data)	0	20	89	27	93

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	0	7	37	S	18
No change in grade level from the pre- to post-test exams	0	4	8	S	23
Improvement up to one full grade level from the pre- to post-test exams	0	S	17	4	35
Improvement of more than one full grade level from the pre- to post-test exams	0	6	27	20	17
Comments:					

2.4.2 LEA Title I, Part D Programs and Facilities– Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students.Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs.The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs		
Neglected programs		
Juvenile detention		
Juvenile corrections		
Other		
Total		
Comments:		

FAQ on average length of stay:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	
Neglected programs	
Juvenile detention	
Juvenile corrections	
Other	
Total	
Comments:	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served					
Total Long Term Students Served					

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)					
LEP Students					

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic or Latino					
Native Hawaiian or other Pacific Islander					
White					
Two or more races					
Total					

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male					
Female					
Total					

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

Total					

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

FAQ on Unduplicated Count:
What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012 through June 30, 2013.

2.4.2.3.1 Transition Services in Subpart 2

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are able to track student outcomes after leaving the program or facility by entering Yes or No. If not, provide more information in the comment field. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state able to collect data on student outcomes after exit?					
Number of students receiving transition services that address further schooling and/or employment.					

This response is limited to 4,000 characters.

Comments:

2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately.

Outcomes	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in their local district school										
Earned high school course credits										
Enrolled in a GED program										
Earned a GED										
Obtained high school diploma										
Accepted and/or enrolled into post-secondary education										
Enrolled in job training courses/programs										
Obtained employment										

This response is limited to 4,000 characters.

Comments:

2.4.2.6 Academic Performance- Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the four change categories in the second table below. Reporting pre- and post-test data for at-risk students in the tables below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2012, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry					
Long-term students who have complete pre- and post-test results (data)					

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams					
No change in grade level from the pre- to post-test exams					
Improvement up to one full grade level from the pre- to post-test exams					
Improvement of more than one full grade level from the pre- to post-test exams					
Comments:					

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012, through June 30, 2013.

Is reporting pre-posttest data for at-risk programs required? No, reporting pre-posttest data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry					
Long-term students who have complete pre- and post-test results (data)					

Of the students reported in the second row above, indicate the number who showed:

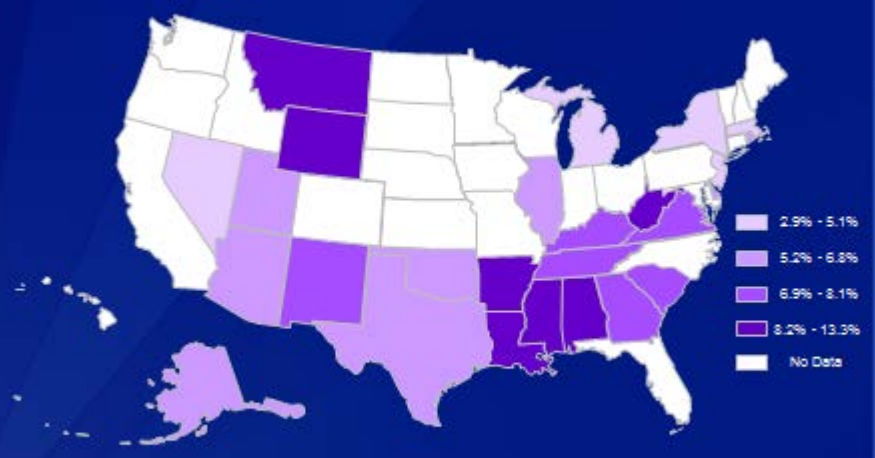
Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams					
No change in grade level from the pre- to post-test exams					
Improvement up to one full grade level from the pre- to post-test exams					
Improvement of more than one full grade level from the pre- to post-test exams					
Comments:					

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2012, through June 30, 2013.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

Youth Risk Behavior Survey Data Collection

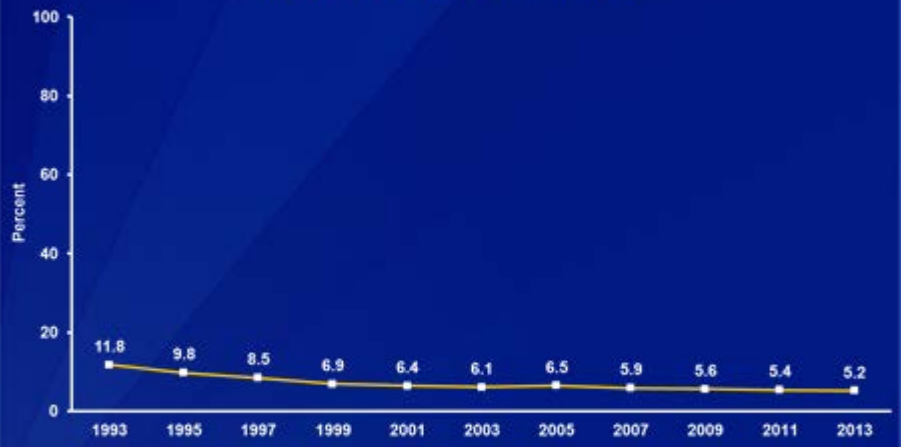
Percentage of High School Students Who Carried a Gun*



*On at least 1 day during the 30 days before the survey.

State Youth Risk Behavior Surveys, 2013

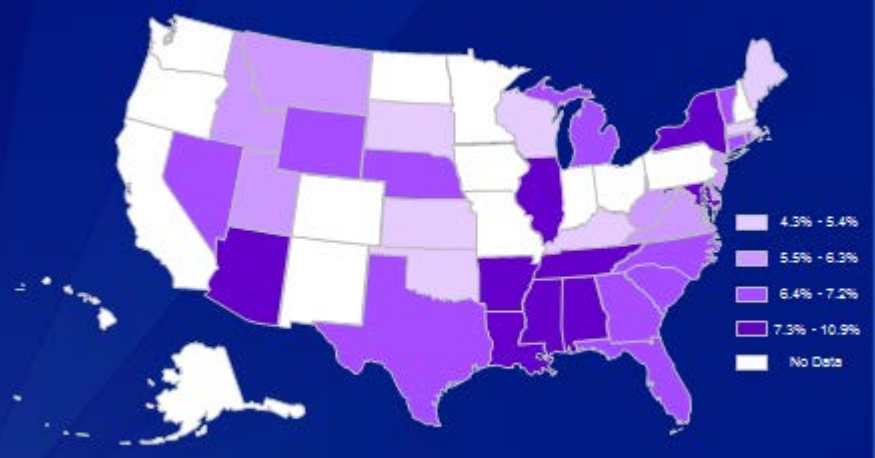
Percentage of High School Students Who Carried a Weapon on School Property,* 1993-2013†



*Such as, a gun, knife, or club on at least 1 day during the 30 days before the survey.
†Decreased 1993-2013, decreased 1993-1999, decreased 1999-2013 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

National Youth Risk Behavior Surveys, 1993-2013

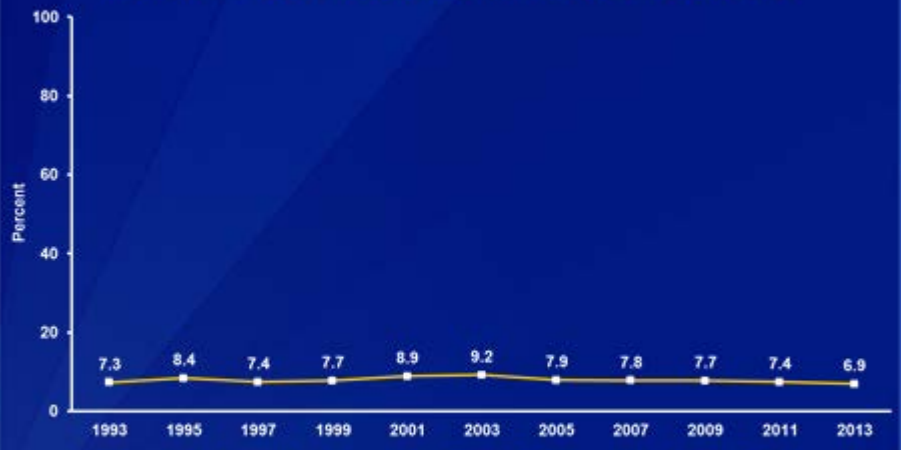
Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property*



*Such as, a gun, knife, or club one or more times during the 12 months before the survey.

State Youth Risk Behavior Surveys, 2013

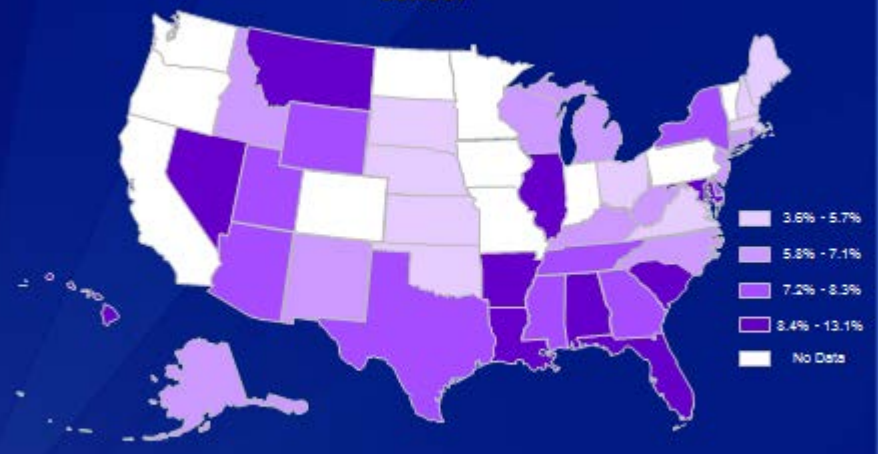
Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* 1993-2013†



*Such as, a gun, knife, or club one or more times during the 12 months before the survey.
†Decreased 1993-2013, no change 1993-2003, decreased 2003-2013 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

National Youth Risk Behavior Surveys, 1993-2013

Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or From School*



*On at least 1 day during the 30 days before the survey.

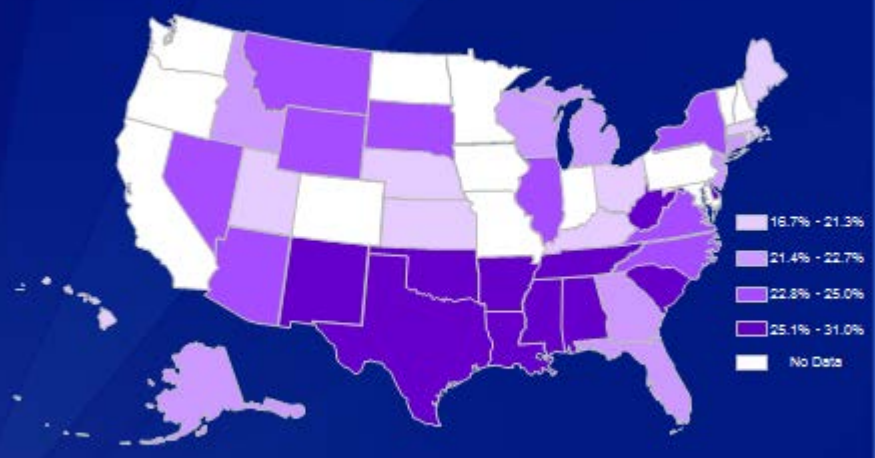
State Youth Risk Behavior Surveys, 2013

Percentage of High School Students Who Did Not Go to School Because They Felt Unsafe at School or on Their Way to or From School,* 1993-2013†

*On at least 1 day during the 30 days before the survey.
†Increased 1993-2013 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

National Youth Risk Behavior Surveys, 1993-2013

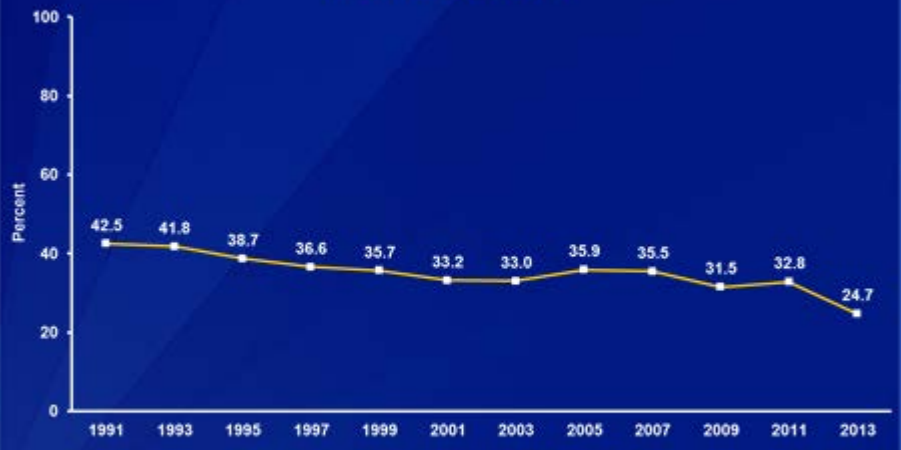
Percentage of High School Students Who Were in a Physical Fight*



*One or more times during the 12 months before the survey.

State Youth Risk Behavior Surveys, 2013

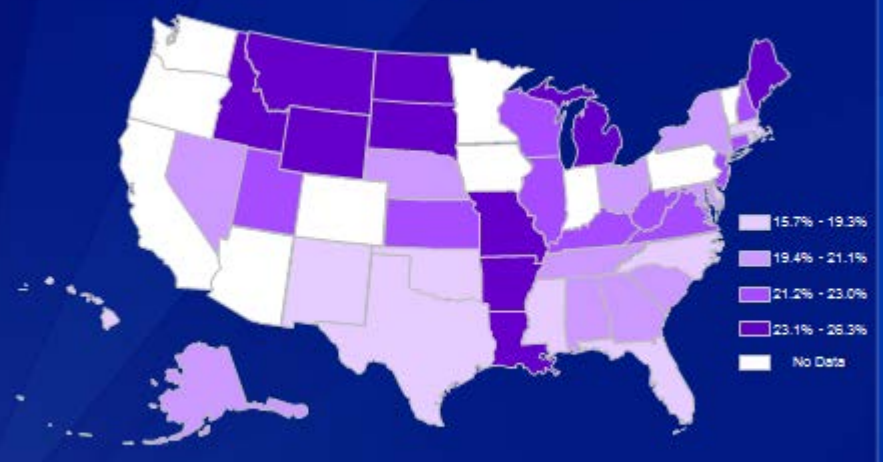
Percentage of High School Students Who Were in a Physical Fight,* 1991-2013†



*One or more times during the 12 months before the survey.
†Decreased 1991-2013 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

National Youth Risk Behavior Surveys, 1991-2013

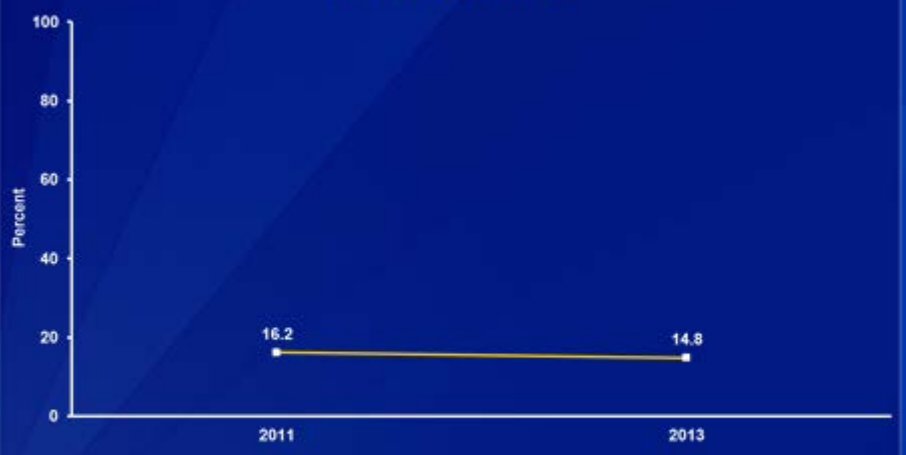
Percentage of High School Students Who Were Bullied on School Property*



*During the 12 months before the survey.

State Youth Risk Behavior Surveys, 2013

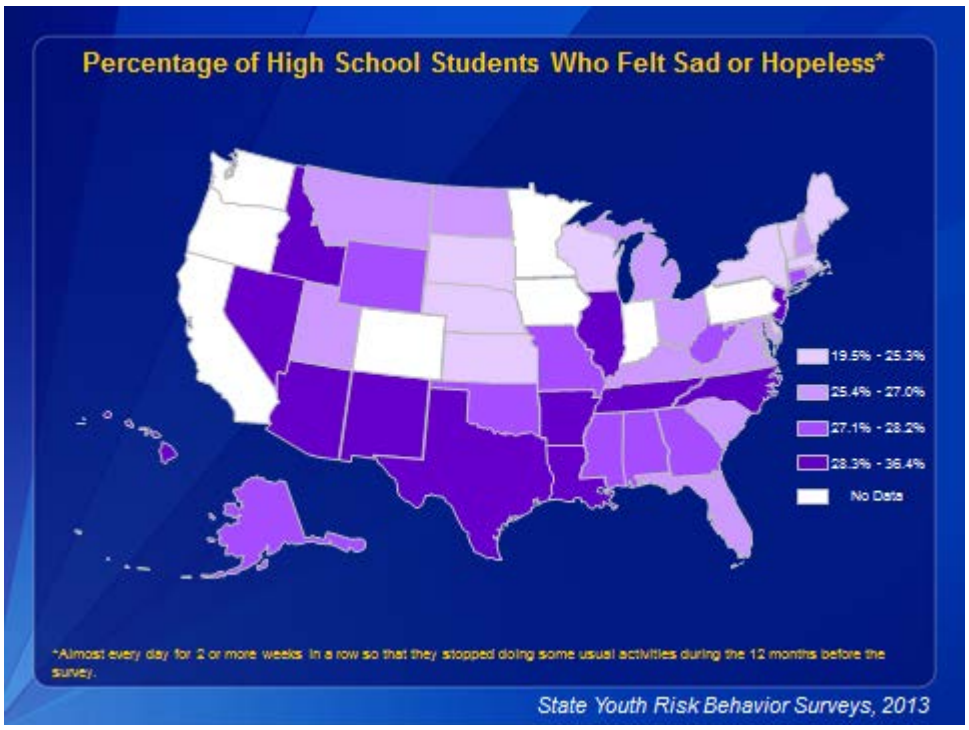
Percentage of High School Students Who Were Electronically Bullied,* 2011-2013†

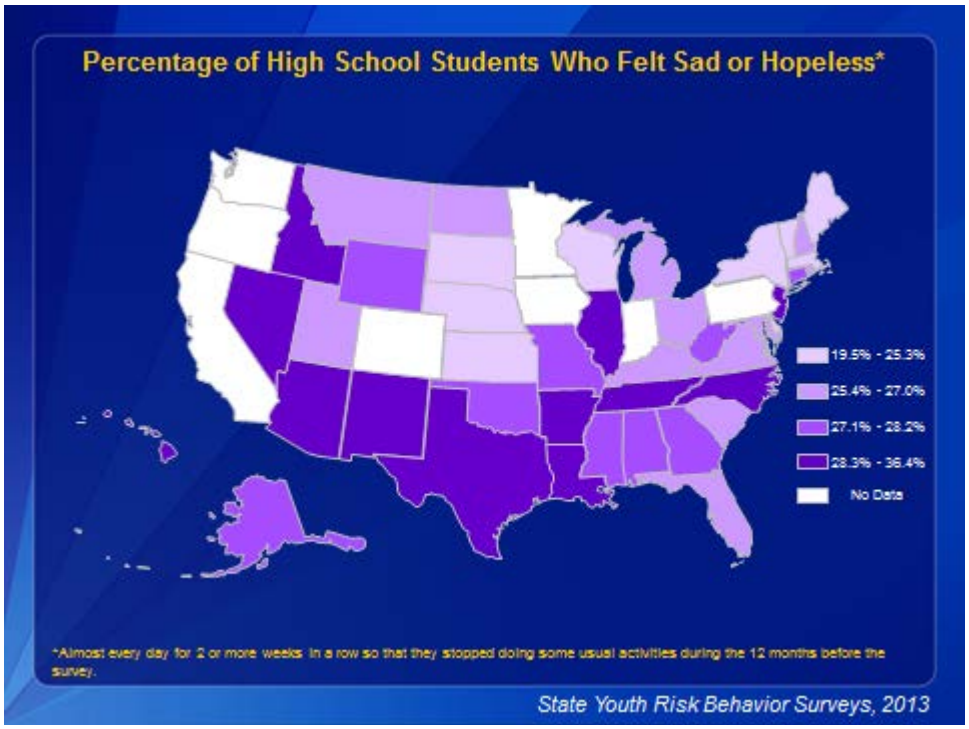


*Including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey.

†No change 2011-2013 [Based on linear and quadratic trend analyses using logistic regression models controlling for sex, race/ethnicity, and grade ($p < 0.05$). Significant linear trends (if present) across all available years are described first followed by linear changes in each segment of significant quadratic trends (if present).]

National Youth Risk Behavior Surveys, 2011-2013


Percentage of High School Students Who Felt Sad or Hopeless*
19.5% - 25.3%
25.4% - 27.0%
27.1% - 28.2%
28.3% - 36.4%
No Data
*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey.
State Youth Risk Behavior Surveys, 2013


Percentage of High School Students Who Felt Sad or Hopeless*
19.5% - 25.3%
25.4% - 27.0%
27.1% - 28.2%
28.3% - 36.4%
No Data
*Almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey.
State Youth Risk Behavior Surveys, 2013

Location %	Percent of Students Who **Carried A Weapon** (such as, a gun, knife, or club on at least 1 day during the 30 days before the survey)		Percent of Students Who **Did Not Go To School Because They Felt Unsafe** At School Or On Their Way To Or From School (on at least 1 day during the 30 days before the survey)		Percent of Students Who Were **Threatened Or Injured With A Weapon** On School Property (such as, a gun, knife, or club one or more times during the 12 months before the survey)		Percent of Students Who **Were In A Physical Fight** (one or more times during the 12 months before the survey)		Percent of Students Who **Were Bullied** On School Property (during the 12 months before the survey) High School Youth Risk Behavior Survey		Percent of Students Who **Felt Sad Or Hopeless** (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey)	
	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011
National												
United States	17.9†	16.6†	7.1†	5.9	6.9†	7.4	24.7†	32.8	19.6†	20.1	29.9†	28.5
States												
Alabama	23.1	21.5	8.6	5.1	9.9	7.6	29.2	28.4	20.8	14.1	27.4	25.8
Alaska	19.2	19.0	6.2	4.7		5.6	22.7	23.7	20.7	23.0	27.2	25.9
Arizona	17.5	17.5	8.3	7.0	9.1	10.4	23.9	27.7			36.4	33.6
Arkansas	27.1	21.1	9.6	5.7	10.9	6.3	27.0	29.1	25.0	21.9	29.0	28.4
Colorado		15.5		4.4		6.7		24.9		19.3		21.9
Connecticut			6.8	5.3	7.1	6.8	22.4	25.1	21.9	21.6	27.2	24.4
Delaware	14.4	13.5	8.2	5.1	5.6	6.4	25.1	28.0	18.5	16.5	22.9	26.8
Florida	15.7	15.6	10.2	6.5	7.1	7.2	22.0	28.0	15.7	14.0	25.8	25.7
Georgia	18.5	22.8	7.3	9.0	7.2	11.7	21.4	33.1	19.5	19.1	28.0	30.6
Hawaii	10.5	13.9	8.4	6.6		6.3	16.7	22.3	18.7	20.3	29.8	29.5
Idaho	27.0	22.8	6.2	3.5	5.8	7.3	21.6	26.4	25.4	22.8	29.4	27.3
Illinois	15.8	12.6	8.5	4.7	8.5	7.6	24.6	29.5	22.2	19.3	28.7	27.6
Indiana		17.0		4.9		6.8		29.0		25.0		29.1
Iowa		15.8		4.0		6.3		24.4		22.5		22.8
Kansas	16.1		3.8	4.6	5.3	5.5	20.4	22.4	22.1	20.5	24.0	21.9
Kentucky	20.7	22.8	7.0	8.4	5.4	7.4	21.2	28.7	21.4	18.9	25.7	27.0
Louisiana	22.8	22.2	13.1	7.2	10.5	8.7	30.8	36.0	24.2	19.2	31.4	30.1
Maine			5.4	4.6	5.3	6.8	17.0	19.5	24.2	22.4	25.1	22.0
Maryland	15.8	15.9	8.8	7.4	9.4	8.4		29.1	19.6	21.2	27.0	25.4
Massachusetts	11.6	12.3	3.6	4.8	4.3	6.8	20.3	25.4	16.6	18.1	21.7	25.2
Michigan	15.5	15.7	6.8	5.3	6.7	6.8	21.6	27.4	25.3	22.7	27.0	26.0
Mississippi	19.1	18.0	8.3	5.5	8.8	7.5	31.0	29.3	19.2	15.6	28.0	25.5
Missouri	22.2								25.2		27.3	

Location %	Percent of Students Who **Carried A Weapon** (such as, a gun, knife, or club on at least 1 day during the 30 days before the survey)		Percent of Students Who **Did Not Go To School Because They Felt Unsafe** At School Or On Their Way To Or From School (on at least 1 day during the 30 days before the survey)		Percent of Students Who Were **Threatened Or Injured With A Weapon** On School Property (such as, a gun, knife, or club one or more times during the 12 months before the survey)		Percent of Students Who **Were In A Physical Fight** (one or more times during the 12 months before the survey)		Percent of Students Who **Were Bullied** On School Property (during the 12 months before the survey) High School Youth Risk Behavior Survey		Percent of Students Who **Felt Sad Or Hopeless** (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey)	
	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011
Montana	25.7	23.5	8.8	4.2	6.3	7.5	22.8	25.4	26.3	26.0	26.4	25.2
Nebraska		18.6	4.2	3.8	6.4	6.4	20.1	26.7	20.8	22.9	19.5	21.0
Nevada	16.0		11.1		6.4		23.6		19.7		31.1	
New Hampshire		14.5	5.7	4.9				23.8	22.8	25.3	25.4	25.2
New Jersey	10.2	9.6	5.8	3.6	6.2	5.7	21.7	23.9	21.3	20.0	28.7	26.1
New Mexico	22.2	22.8	6.3	8.1			27.2	31.5	18.2	18.7	30.5	29.1
New York	12.8	12.6	7.4	6.4	7.3	7.3	22.8	27.0	19.7	17.7	23.8	24.9
North Carolina	20.6	20.8	6.7	6.8	6.9	9.1	24.1	27.6	19.2	20.5	29.3	28.3
North Dakota									25.4	24.9	25.4	23.8
Ohio	14.2	16.4	5.1	6.2			19.8	31.2	20.8	22.7	25.8	27.1
Oklahoma	19.9	19.4	5.6	3.5	4.6	5.7	25.1	28.5	18.6	16.7	27.3	28.6
Pennsylvania												
Rhode Island		11.2	7.2	5.9	6.4		18.8	23.5	18.1	19.1	25.8	24.6
South Carolina	21.2	23.4	8.5	9.0	6.5	9.2	26.7	32.6	20.2	18.3	26.6	30.5
South Dakota			5.2	3.9	5.0	6.0	24.2	24.5	24.3	26.7	22.0	
Tennessee	19.2	21.1	8.0	5.0	9.3	5.8	25.7	30.8	21.1	17.5	28.3	25.9
Texas	18.4	17.6	7.7	7.1	7.1	6.8	25.4	34.1	19.1	16.5	28.3	29.2
Utah	17.2	16.8	7.3	5.6	5.5	7.0	21.3	23.9	21.8	21.7	25.7	26.7
Vermont				4.3	6.4	5.5		23.1			23.2	19.2
Virginia	15.8	20.4	5.4	5.5	6.1	7.0	23.5	24.9	21.9	20.3	25.7	25.5
West Virginia	24.3	20.7	6.7	4.9	5.5	6.5	25.2	25.7	22.1	18.6	27.5	24.5
Wisconsin	14.4	10.4	5.8	3.4	4.3	5.1	22.4	25.3	22.7	24.0	24.6	22.7
Wyoming	28.8	27.1	7.8	6.1	6.8	7.3	24.3	26.5	23.3	25.0	27.2	25.5
Local												
Baltimore, MD	19.4		13.5		11.6		33.5		12.1		29.4	
Borough of Bronx, NY	10.6	11.6	12.8	10.6	9.1	7.5	33.0	31.4	11.9	11.8	26.2	27.3

Location %	Percent of Students Who **Carried A Weapon** (such as, a gun, knife, or club on at least 1 day during the 30 days before the survey)		Percent of Students Who **Did Not Go To School Because They Felt Unsafe** At School Or On Their Way To Or From School (on at least 1 day during the 30 days before the survey)		Percent of Students Who Were **Threatened Or Injured With A Weapon** On School Property (such as, a gun, knife, or club one or more times during the 12 months before the survey)		Percent of Students Who **Were In A Physical Fight** (one or more times during the 12 months before the survey)		Percent of Students Who **Were Bullied** On School Property (during the 12 months before the survey) High School Youth Risk Behavior Survey		Percent of Students Who **Felt Sad Or Hopeless** (almost every day for 2 or more weeks in a row so that they stopped doing some usual activities during the 12 months before the survey)	
	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011
Borough of Brooklyn, NY	7.6	9.6	7.6	10.3	7.1	7.2	26.2	31.4	14.2	12.2	25.5	28.0
Borough of Manhattan, NY	7.4	9.2	7.3	7.9	5.6	6.7	22.9	28.1	12.2	10.7	29.2	28.4
Borough of Queens, NY	7.9	6.9	6.6	5.4	6.9	5.1	24.0	25.1	15.8	11.6	29.1	24.3
Borough of Staten Island, NY	9.3	8.1	7.6	7.1	6.9	7.8	24.0	23.2	16.5	13.0	26.6	26.8
Boston, MA	12.1	15.4	6.8	8.4	5.8	8.2	21.2	28.2	12.8	13.9	30.1	24.8
Broward County, FL	10.2	11.4	10.8	8.0	5.6	7.1	18.8	28.9	13.1	13.2	25.1	26.7
Charlotte-Mecklenburg County, NC	13.4	15.9	7.4	8.4	7.6	10.2	26.3	31.5	16.2	18.8	29.4	29.9
Chicago, IL	15.4	16.5	12.9	10.8	9.1	11.1		39.3	13.0	12.8	32.5	30.3
Dallas, TX		14.4		7.5		7.1		37.2		12.9		32.8
DeKalb County, GA												
Denver, CO												
Detroit, MI	12.0	13.2	10.9	20.9	9.9	7.8	30.9	34.7	27.9	19.5	29.2	28.2
District of Columbia	20.0		9.0		8.5		37.6		10.9		25.5	
Duval County, FL	19.0	18.8	10.8	11.0	9.2	10.7	29.1	32.3	19.3	17.6	28.5	27.6
Houston, TX	15.7	13.9	11.3	11.8	8.8	8.2	31.3	34.7	13.4	12.0	29.9	30.5
Los Angeles, CA	9.0	12.5	6.1	7.9	5.8	7.9	22.0	29.0	14.2	15.3	28.4	27.6
Memphis, TN	12.5	11.4	10.8	7.0	9.6	8.2	35.7	35.4	13.2	10.5	26.8	24.0
Miami-Dade County, FL	9.9	11.1	16.7	7.0	5.6	7.5	23.8	30.5	11.3	10.6	26.9	25.4
Milwaukee, WI	12.1	14.9	10.8	10.2	9.2	8.7	37.2	41.0	14.0	12.2	27.4	27.7
New York City, NY	8.3	9.1	8.3	8.4	7.1	6.7	26.1	28.6	13.9	11.7	27.4	26.9
Orange County, FL	12.3	13.8	16.8	7.0	7.4	7.1	23.6	27.6	17.0	14.2	28.3	29.3
Palm Beach County, FL	14.8	14.2	13.8	8.2	9.4	8.9	23.9	27.2	17.4	15.5	27.4	25.3
Philadelphia, PA	12.3	15.6	6.5	9.3	7.5	8.8	35.4	42.2	13.3	13.8	29.6	31.5
San Bernardino, CA	14.5	13.1	10.5	10.1	10.4	9.9	31.2	34.9	13.9	14.3	31.6	31.2
San Diego, CA	10.9	12.2	5.7	6.1	4.3	6.7	21.3	29.0	15.4	15.6	29.6	25.6
San Francisco, CA	9.2	11.4	6.4	6.1	5.5	7.1	17.2	18.7	13.0	10.6	26.3	25.9

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	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011
Seattle, WA			3.9	5.1	6.6	6.9			12.4	14.2	21.2	21.7
Territories												
American Samoa		19.8		22.1		11.1		47.3		22.4		40.1
Guam	16.7	13.4	12.2	9.6	7.4	6.2	35.0	34.9	19.1	18.9	39.5	36.2
Marshall Islands												
Northern Mariana Islands												
Palau		24.0		9.5		10.9		25.4		22.5		30.8
Puerto Rico	8.9	10.0	11.6	13.9	4.1	4.9	21.1	24.6	10.6	12.7	31.8	30.6
Other Populations												
Navajo												
Nez Perce		36.6		5.8		7.7		33.4		24.5		32.8

† Percentage, confidence interval, cell size

'—' = Data not available

The national, state and local Youth Risk Behavior Survey (YRBS) monitors priority health risk behaviors that contribute to the leading causes of death, disability and social problems among youth and adults in the United States. The YRBS is conducted every two years during the spring semester and provides self-reported data representative of 9th through 12th grade students in public and private schools nationally and representative samples of public high school students for states, territories, tribal and districts.

Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion Division of Adolescent and School Health. Accessed September 29, 2014 at http://www.cdc.gov/HealthyYouth/yrbs/index.htm.

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