Maryland 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

MONTGOMERY COUNTY PUBLIC SCHOOLS | | ROCKVILLE, MD (Survey Year: 2011)
NCES ID: 2400480

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	201
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	147,033
American Indian/Alaska Native	0.2%
Asian	14.3%
Black	21.2%
Hispanic	26.0%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	4.5%
White	33.6%
Female	48.7%
Male	51.3%
Students with Disabilities (IDEA)	10.6%
Section 504 Only	1.6%
Limited English Proficiency (LEP)	15.2%
Free and Reduced-price Lunch (FRPL)	32.2%

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	5
Magnet Program	18
Charter School Classification	0
Alternative School Classification	1
Offering AP	26
Gifted/Talented Programs	195
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	$58,443.00
% FTE of Teachers Absent > 10 days of the School Year	19.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	7.3 %
% FTE of Classroom Teachers in 1st Year of Teaching	3.8 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	95.9 %
Total FTE of Classroom Teachers	10,330.6
Total FTE of Counselors	186.6
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	15,771,706	107
Personnel Salaries - Instructional Staff Only	733,796,028	4,999

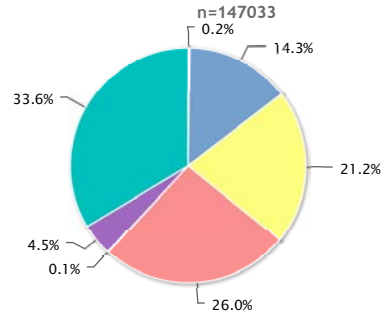
Pathways to College and Career Readiness

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:	Yes
Other:	No

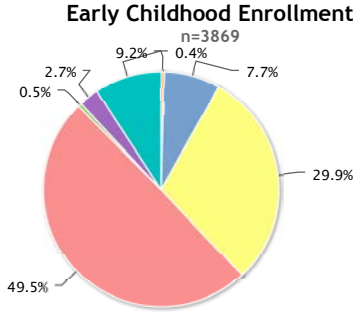
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.2% Asian 14.3%
Black 21.2% Hispanic 26.0%
Nat HI/Pac Isl 0.1% Two or More 4.5%
White 33.6%

Early Childhood Enrollment

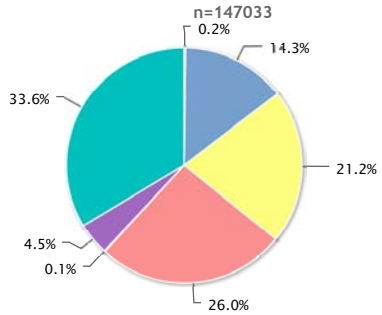


Am Ind/AK Nat 0.4% Asian 7.7%
Black 29.9% Hispanic 49.5%
Nat HI/Pac Isl 0.5% Two or More 2.7%
White 9.2%

	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	13.16%	1.18%

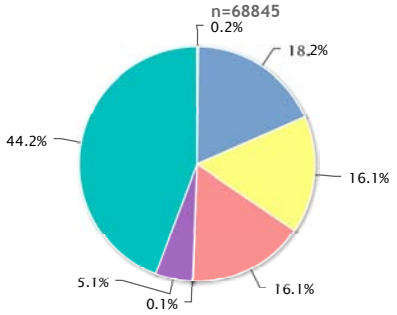
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

District Enrollment



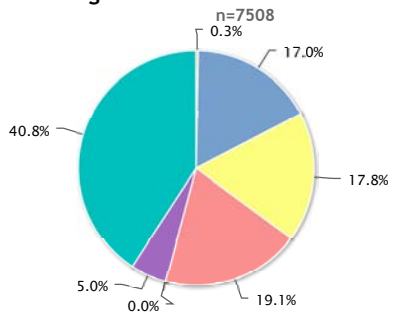
Am Ind/AK Nat 0.2% Asian 14.3%
Black 21.2% Hispanic 26.0%
Nat HI/Pac Isl 0.1% Two or More 4.5%
White 33.6%

Gifted & Talented Enrollment



Am Ind/AK Nat 0.2% Asian 18.2%
Black 16.1% Hispanic 16.1%
Nat HI/Pac Isl 0.1% Two or More 5.1%
White 44.2%

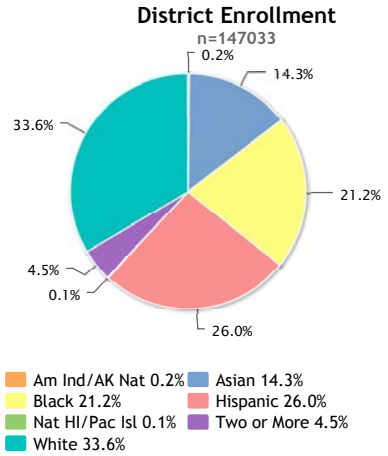
Algebra I Enrollment in 7th or 8th

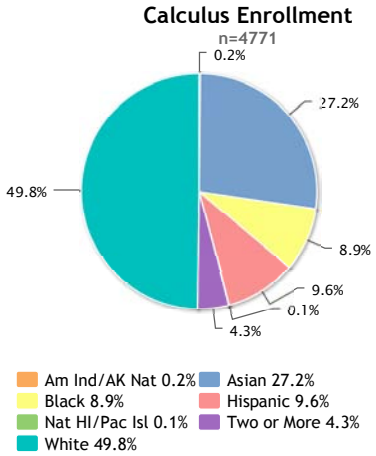


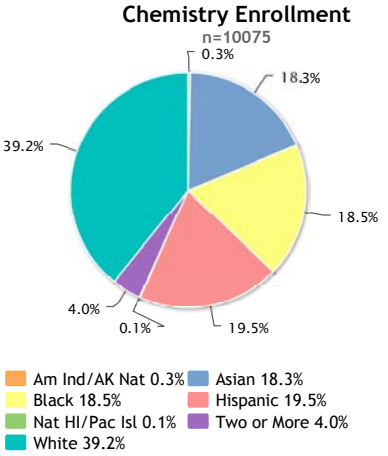
Am Ind/AK Nat 0.3% Asian 17.0%
Black 17.8% Hispanic 19.1%
Nat HI/Pac Isl 0.0% Two or More 5.0%
White 40.8%

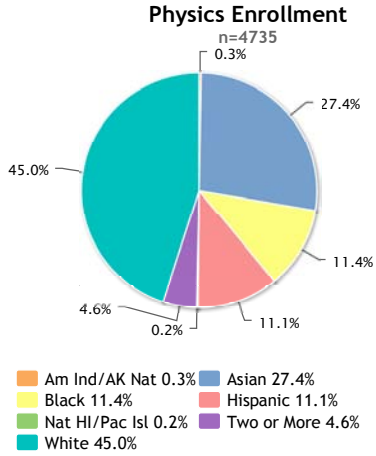
College and Career Readiness

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

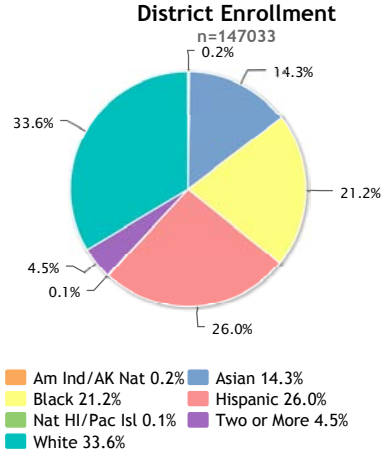


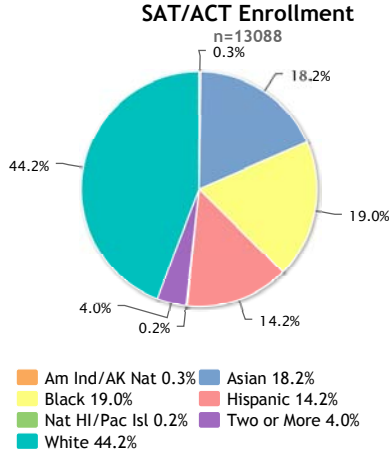






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





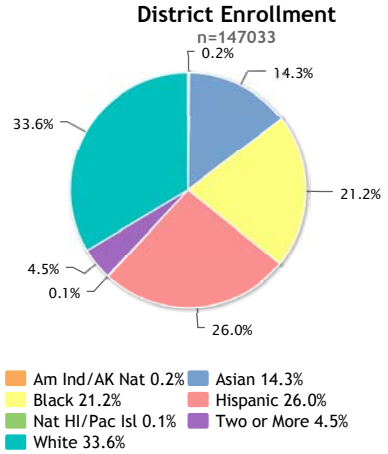
Total number of students participating in SAT/ACT = 13088

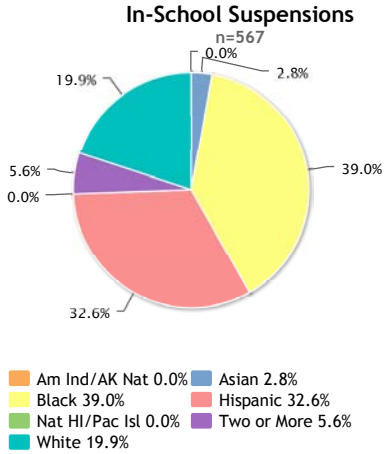
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

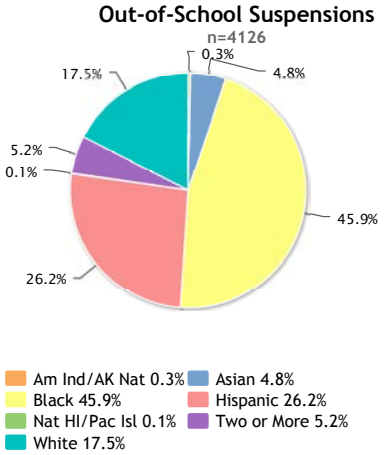
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	13.16%	0.18%
Students With Disabilities	10.6%	5%
Female/Male	48.72% / 51.28%	52.48% / 47.52%

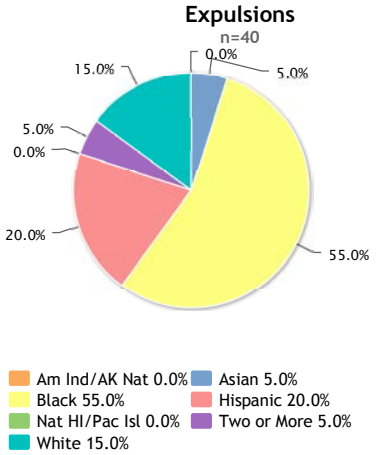
Discipline, Restraints/Seclusion, Harassment/Bullying

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=0, Out of School Suspensions=2, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	911
Total Number of Students with School-Related Arrests	259
Total Number of Expulsions Under Zero-tolerance Policies	28

Civil Rights Data Definitions

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | | UPPER MARLBORO, MD (Survey Year: 2011)
NCES ID: 2400510

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	205
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	130,165
American Indian/Alaska Native	0.6%
Asian	3.0%
Black	67.4%
Hispanic	22.5%
Native Hawaiian/Pacific Islander	4.4%
Two or More Races	1.7%
White	0.5%
Female	48.8%
Male	51.2%
Students with Disabilities (IDEA)	11.2%
Section 504 Only	2.1%
Limited English Proficiency (LEP)	12.4%
Free and Reduced-price Lunch (FRPL)	55.3%

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

Number of Schools with:	
Title I	48
Primary Focus on Students with Disabilities	7
Magnet Program	0
Charter School Classification	7
Alternative School Classification	3
Offering AP	24
Gifted/Talented Programs	196
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	$61,722.00
% FTE of Teachers Absent > 10 days of the School Year	16.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	3.8 %
% FTE of Classroom Teachers in 1st Year of Teaching	5.0 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	83.5 %
Total FTE of Classroom Teachers	8,967.0
Total FTE of Counselors	129.0
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	77,266,340	595
Personnel Salaries - Instructional Staff Only	422,925,998	3,256

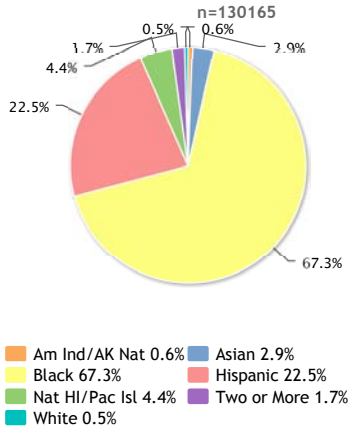
Pathways to College and Career Readiness

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

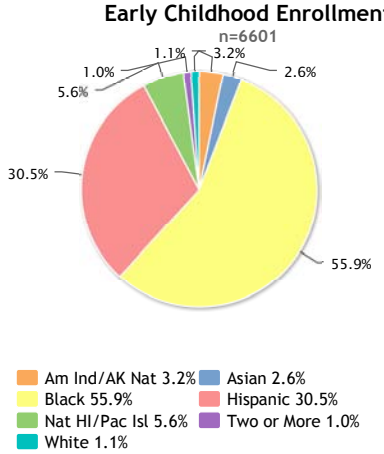
All Students:	No
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	Yes
Students from low income families:	Yes
Other:	No

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

District Enrollment



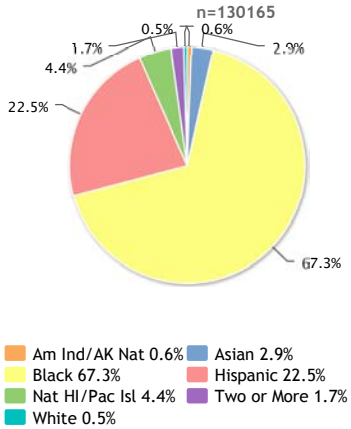
Early Childhood Enrollment



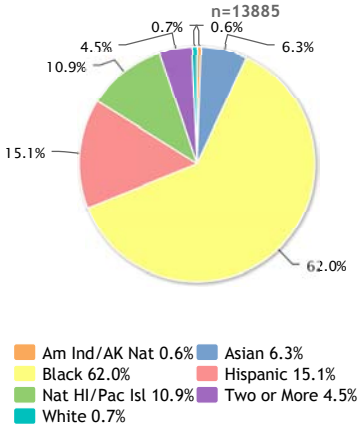
	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	12.55%	0.01%

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

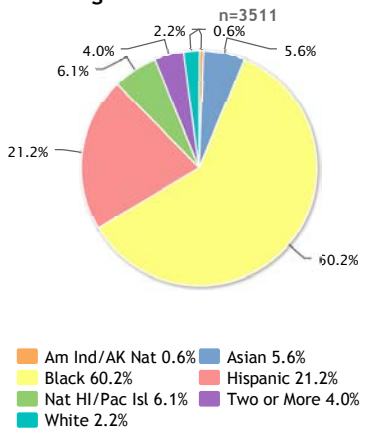
District Enrollment



Gifted & Talented Enrollment



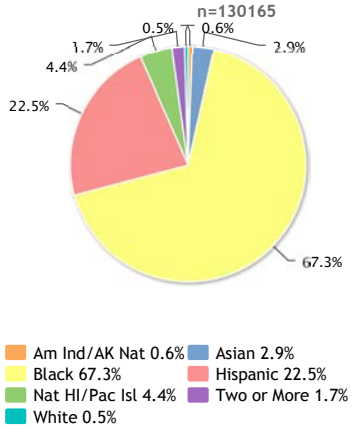
Algebra I Enrollment in 7th or 8th



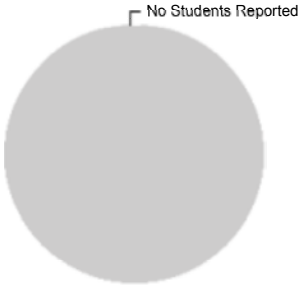
College and Career Readiness

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

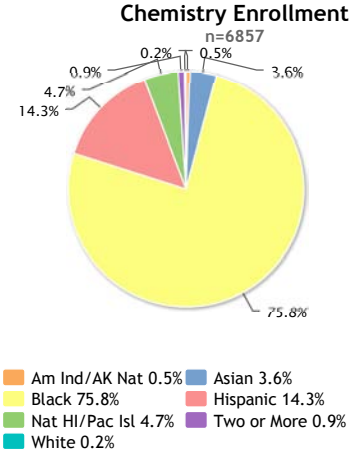
District Enrollment



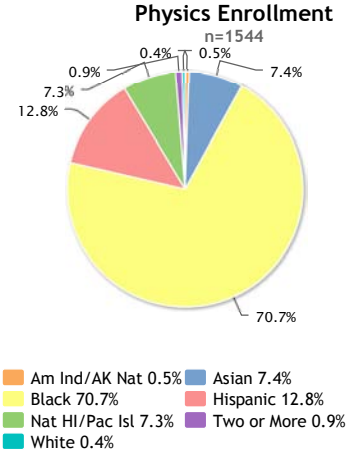
Calculus Enrollment



Chemistry Enrollment

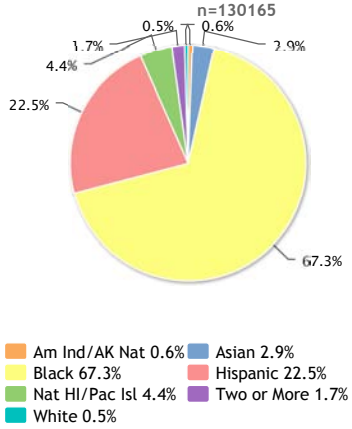


Physics Enrollment

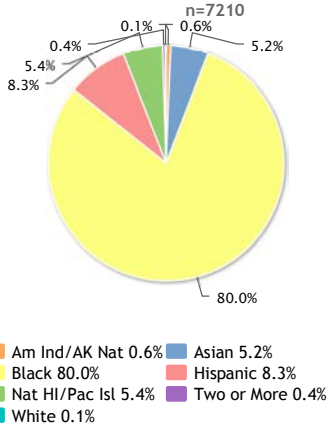


Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

District Enrollment



SAT/ACT Enrollment



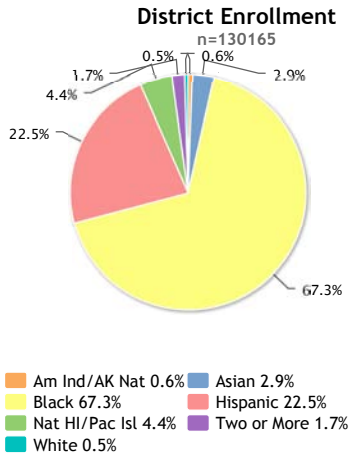
Total number of students participating in SAT/ACT = 7210

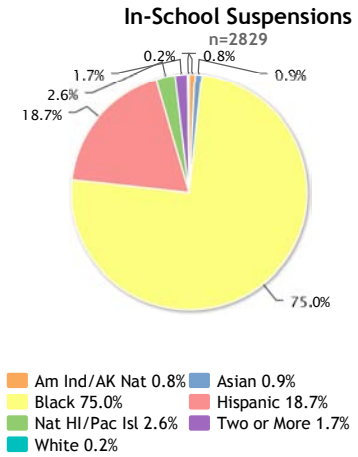
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

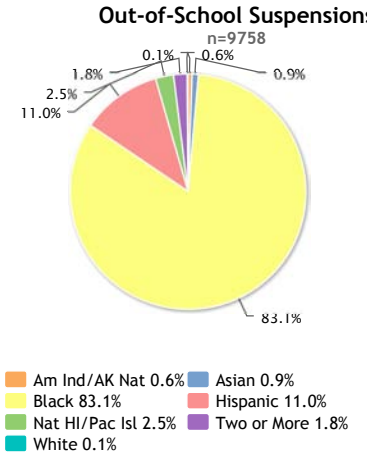
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	12.55%	0.09%
Students With Disabilities	11.19%	3.02%
Female/Male	48.78% / 51.22%	57.79% / 42.21%

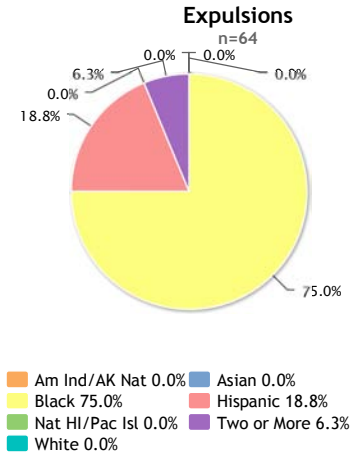
Discipline, Restraints/Seclusion, Harassment/Bullying

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=0, Out of School Suspensions=0, Expulsions=0*

	Total
Total Number of Students Referred to Law Enforcement	0
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	18

Civil Rights Data Definitions

BALTIMORE COUNTY PUBLIC SCHOOLS | | TOWSON, MD (Survey Year: 2011)
NCES ID: 2400120

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	168
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	105,732
American Indian/Alaska Native	0.4%
Asian	6.2%
Black	38.6%
Hispanic	6.3%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	3.3%
White	45.0%
Female	48.9%
Male	51.1%
Students with Disabilities (IDEA)	11.5%
Section 504 Only	3.3%
Limited English Proficiency (LEP)	3.9%
Free and Reduced-price Lunch (FRPL)	44.7%

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

Number of Schools with:	
Title I	46
Primary Focus on Students with Disabilities	4
Magnet Program	29
Charter School Classification	1
Alternative School Classification	6
Offering AP	24
Gifted/Talented Programs	157
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	$60,046.00
% FTE of Teachers Absent > 10 days of the School Year	37.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	4.5 %
% FTE of Classroom Teachers in 1st Year of Teaching	2.7 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	98.6 %
Total FTE of Classroom Teachers	6,863.5
Total FTE of Counselors	110.9
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	20,079,921	190
Personnel Salaries - Instructional Staff Only	401,929,879	3,807

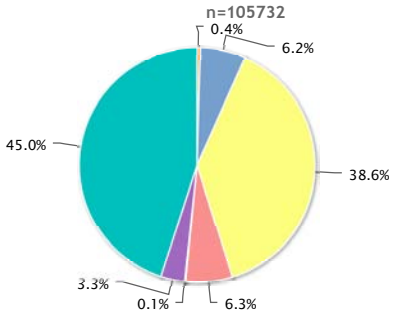
Pathways to College and Career Readiness

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:	No

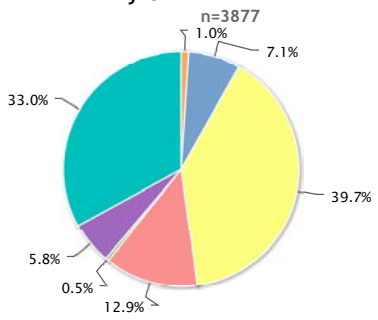
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.4% Asian 6.2%
Black 38.6% Hispanic 6.3%
Nat HI/Pac Isl 0.1% Two or More 3.3%
White 45.0%

Early Childhood Enrollment

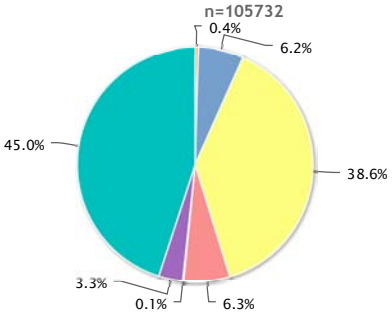


Am Ind/AK Nat 1.0% Asian 7.1%
Black 39.7% Hispanic 12.9%
Nat HI/Pac Isl 0.5% Two or More 5.8%
White 33.0%

	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	3.82%	0.4%

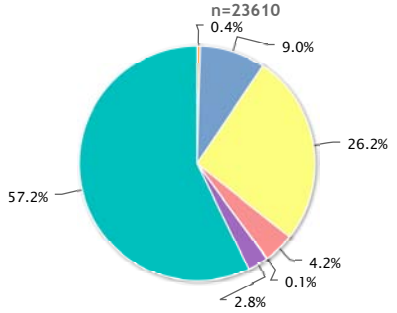
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

District Enrollment



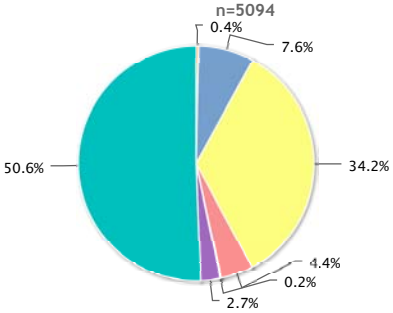
Am Ind/AK Nat 0.4% Asian 6.2%
Black 38.6% Hispanic 6.3%
Nat HI/Pac Isl 0.1% Two or More 3.3%
White 45.0%

Gifted & Talented Enrollment



Am Ind/AK Nat 0.4% Asian 9.0%
Black 26.2% Hispanic 4.2%
Nat HI/Pac Isl 0.1% Two or More 2.8%
White 57.2%

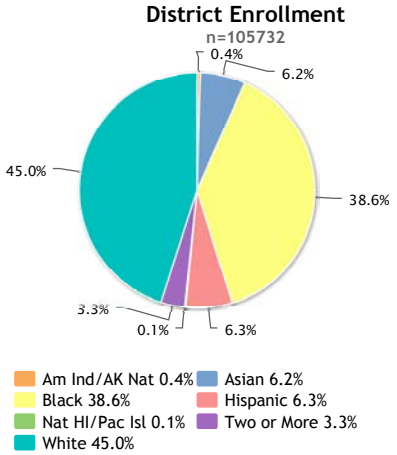
Algebra I Enrollment in 7th or 8th

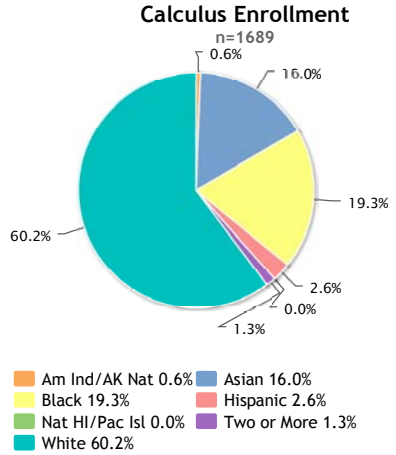


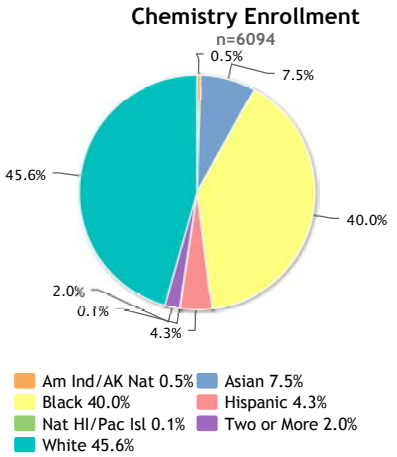
Am Ind/AK Nat 0.4% Asian 7.6%
Black 34.2% Hispanic 4.4%
Nat HI/Pac Isl 0.2% Two or More 2.7%
White 50.6%

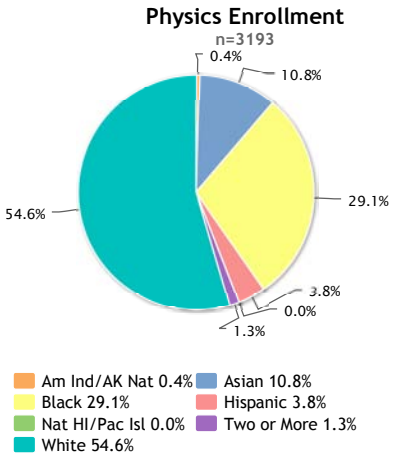
College and Career Readiness

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

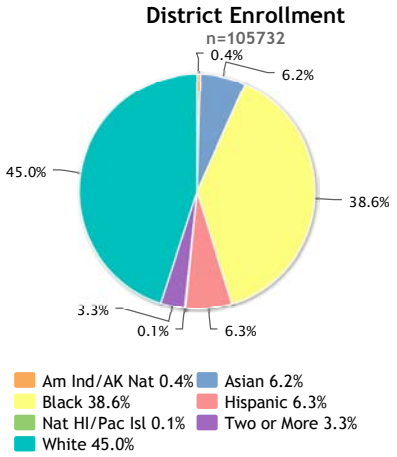


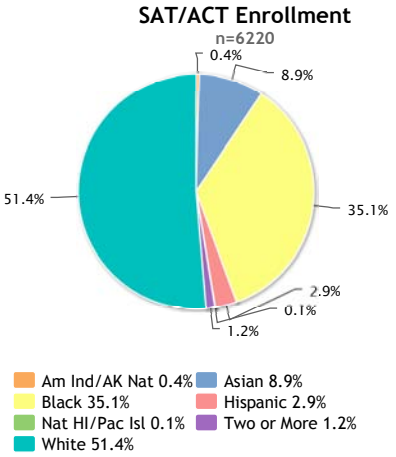






Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?





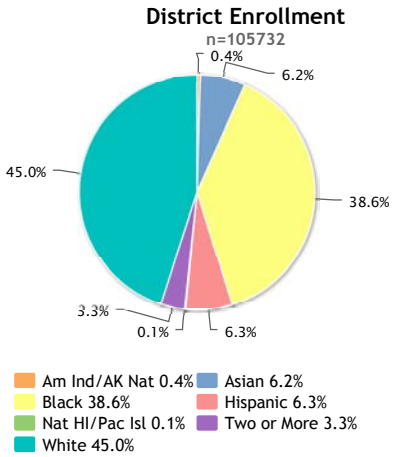
Total number of students participating in SAT/ACT = 6220

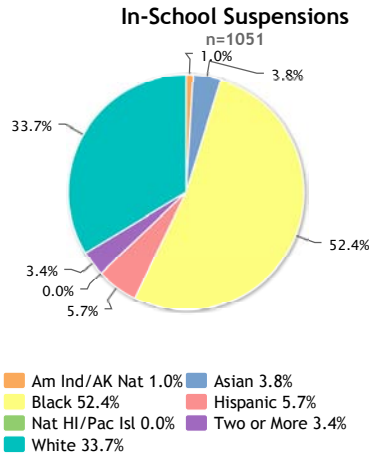
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

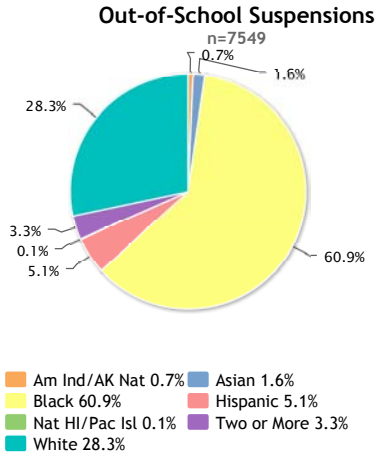
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	3.82%	0.04%
Students With Disabilities	11.48%	1.96%
Female/Male	48.94% / 51.06%	56.78% / 43.22%

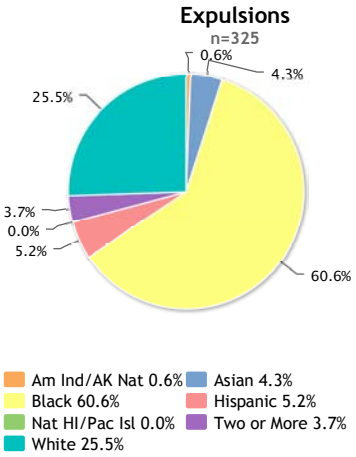
Discipline, Restraints/Seclusion, Harassment/Bullying

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=0, Out of School Suspensions=0, Expulsions=0*

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

Civil Rights Data Definitions

BALTIMORE CITY PUBLIC SCHOOLS | | BALTIMORE, MD (Survey Year: 2011)
NCES ID: 2400090

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	195
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	84,521
American Indian/Alaska Native	0.5%
Asian	1.1%
Black	85.2%
Hispanic	4.6%
Native Hawaiian/Pacific Islander	0.2%
Two or More Races	0.4%
White	8.0%
Female	49.3%
Male	50.7%
Students with Disabilities (IDEA)	15.4%
Section 504 Only	1.7%
Limited English Proficiency (LEP)	3.1%
Free and Reduced-price Lunch (FRPL)	84.0%

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

Number of Schools with:	
Title I	133
Primary Focus on Students with Disabilities	5
Magnet Program	0
Charter School Classification	52
Alternative School Classification	2
Offering AP	28
Gifted/Talented Programs	179
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	$60,126.00
% FTE of Teachers Absent > 10 days of the School Year	35.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	10.5 %
% FTE of Classroom Teachers in 1st Year of Teaching	9.8 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	97.7 %
Total FTE of Classroom Teachers	5,396.2
Total FTE of Counselors	88.0
Students to Teachers Ratio	17 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	78,316,108	930
Personnel Salaries - Instructional Staff Only	273,877,336	3,252

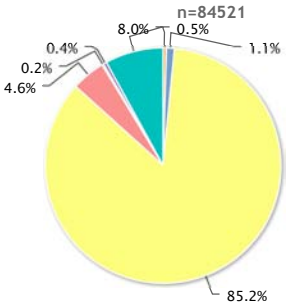
Pathways to College and Career Readiness

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

All Students:	Yes
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	Yes
Students from low income families:	Yes
Other:	Yes

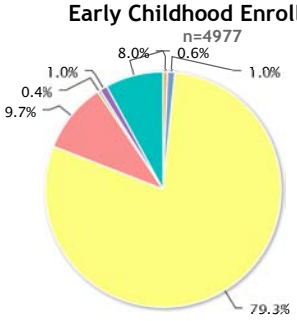
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?

District Enrollment



Am Ind/AK Nat 0.5% Asian 1.1%
Black 85.2% Hispanic 4.6%
Nat HI/Pac Isl 0.2% Two or More 0.4%
White 8.0%

Early Childhood Enrollment

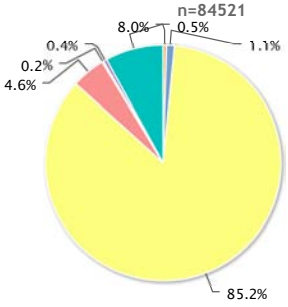


Am Ind/AK Nat 0.6% Asian 1.0%
Black 79.3% Hispanic 9.7%
Nat HI/Pac Isl 0.4% Two or More 1.0%
White 8.0%

	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	3.21%	0.29%

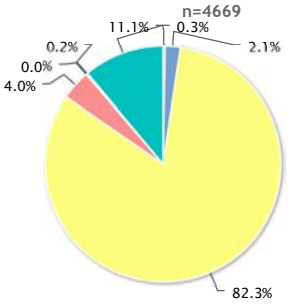
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?

District Enrollment



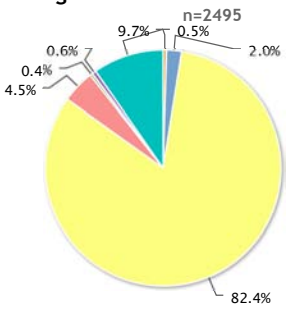
Am Ind/AK Nat 0.5% Asian 1.1%
Black 85.2% Hispanic 4.6%
Nat HI/Pac Isl 0.2% Two or More 0.4%
White 8.0%

Gifted & Talented Enrollment



Am Ind/AK Nat 0.3% Asian 2.1%
Black 82.3% Hispanic 4.0%
Nat HI/Pac Isl 0.0% Two or More 0.2%
White 11.1%

Algebra I Enrollment in 7th or 8th

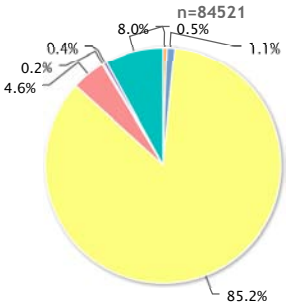


Am Ind/AK Nat 0.5% Asian 2.0%
Black 82.4% Hispanic 4.5%
Nat HI/Pac Isl 0.4% Two or More 0.6%
White 9.7%

College and Career Readiness

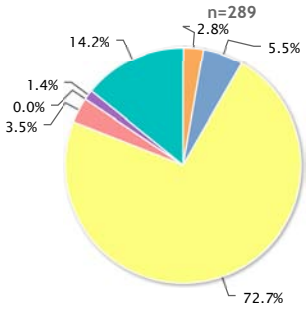
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

District Enrollment



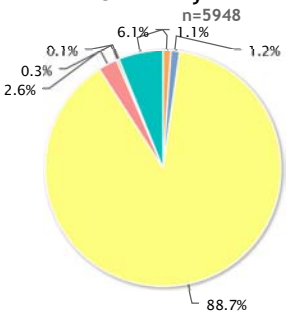
Am Ind/AK Nat 0.5% Asian 1.1%
Black 85.2% Hispanic 4.6%
Nat HI/Pac Isl 0.2% Two or More 0.4%
White 8.0%

Calculus Enrollment



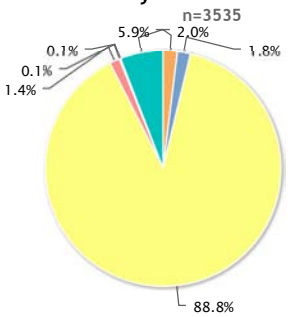
Am Ind/AK Nat 2.8% Asian 5.5%
Black 72.7% Hispanic 3.5%
Nat HI/Pac Isl 0.0% Two or More 1.4%
White 14.2%

Chemistry Enrollment



Am Ind/AK Nat 1.1% Asian 1.2%
Black 88.7% Hispanic 2.6%
Nat HI/Pac Isl 0.3% Two or More 0.1%
White 6.1%

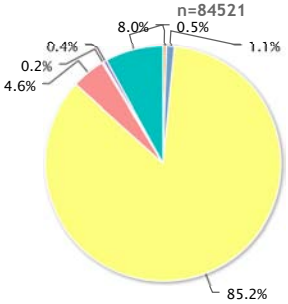
Physics Enrollment



Am Ind/AK Nat 2.0% Asian 1.8%
Black 88.8% Hispanic 1.4%
Nat HI/Pac Isl 0.1% Two or More 0.1%
White 5.9%

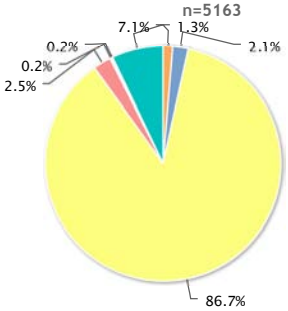
Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

District Enrollment



Am Ind/AK Nat 0.5% Asian 1.1%
Black 85.2% Hispanic 4.6%
Nat HI/Pac Isl 0.2% Two or More 0.4%
White 8.0%

SAT/ACT Enrollment



Am Ind/AK Nat 1.3% Asian 2.1%
Black 86.7% Hispanic 2.5%
Nat HI/Pac Isl 0.2% Two or More 0.2%
White 7.1%

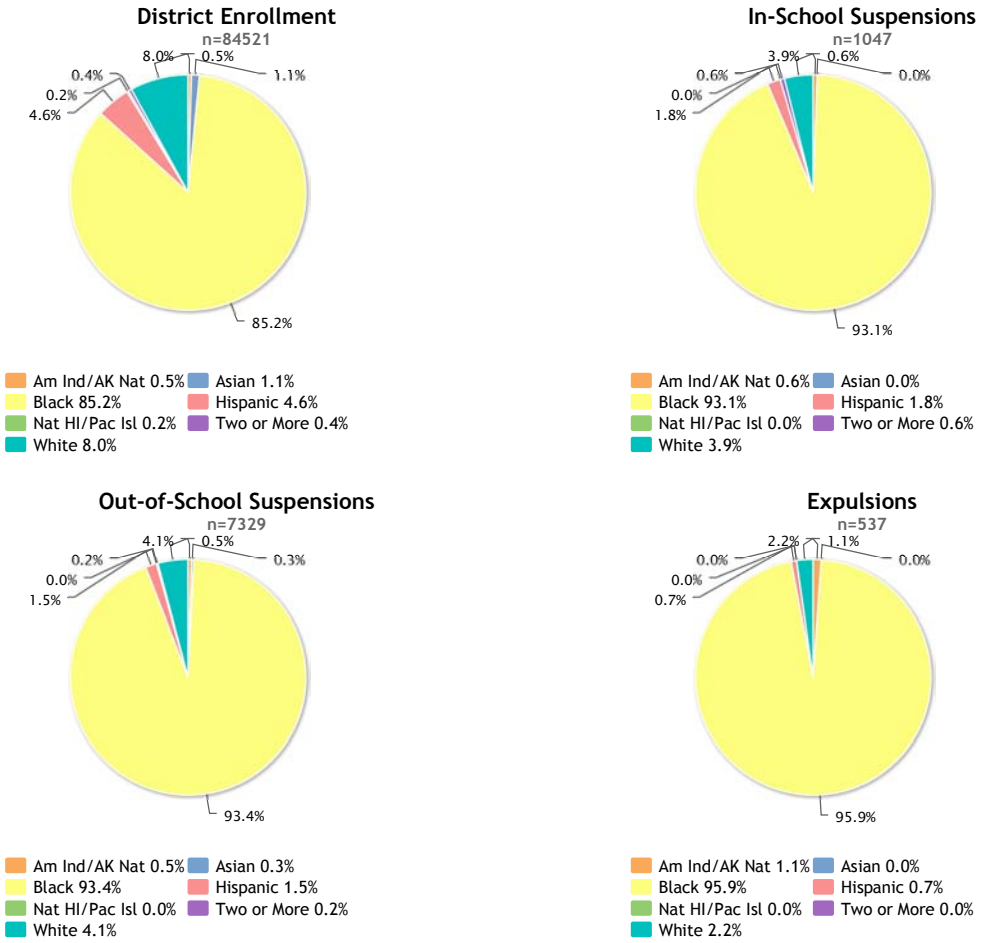
Total number of students participating in SAT/ACT = 5163

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	3.21%	0.14%
Students With Disabilities	15.37%	6.22%
Female/Male	49.29% / 50.71%	59.35% / 40.65%

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=61, Out of School Suspensions=450, Expulsions=24*

	Total
Total Number of Students Referred to Law Enforcement	16
Total Number of Students with School-Related Arrests	411
Total Number of Expulsions Under Zero-tolerance Policies	8

Civil Rights Data Definitions

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS | | ANNAPOLIS, MD (Survey Year: 2011)
NCES ID: 2400060

LEA Summary of Selected Facts

LEA Characteristics and Membership

Number of Schools in this District:	120
Grades Offered:	Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12
Student Enrollment	70,968
American Indian/Alaska Native	0.5%
Asian	3.6%
Black	60.6%
Hispanic	9.6%
Native Hawaiian/Pacific Islander	19.5%
Two or More Races	5.0%
White	1.3%
Female	49.0%
Male	51.1%
Students with Disabilities (IDEA)	9.5%
Section 504 Only	4.7%
Limited English Proficiency (LEP)	3.8%
Free and Reduced-price Lunch (FRPL)	31.2%

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

Number of Schools with:	
Title I	14
Primary Focus on Students with Disabilities	4
Magnet Program	13
Charter School Classification	2
Alternative School Classification	3
Offering AP	13
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	$59,725.00
% FTE of Teachers Absent > 10 days of the School Year	33.0 %
% FTE of Classroom Teachers in 2nd Year of Teaching	4.8 %
% FTE of Classroom Teachers in 1st Year of Teaching	6.5 %
% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements	97.1 %
Total FTE of Classroom Teachers	5,393.4
Total FTE of Counselors	71.5
Students to Teachers Ratio	14 : 1

	Amount	Per Pupil
Non Personnel Expenditures at School Level	120	0
Personnel Salaries - Instructional Staff Only	312,680,251	4,416

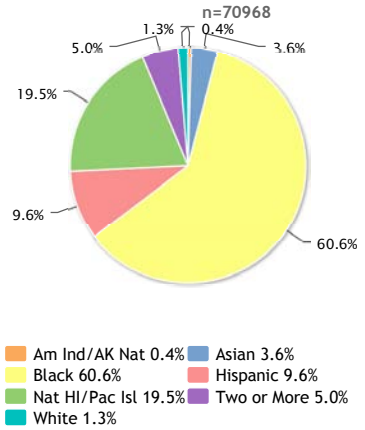
Pathways to College and Career Readiness

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

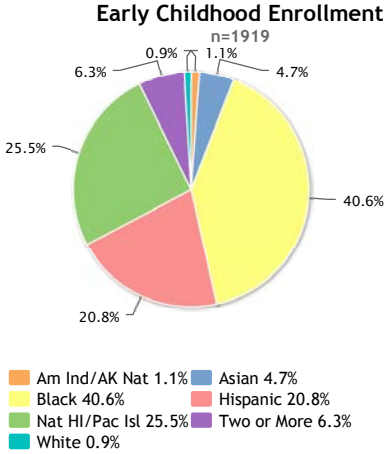
All Students:	Yes
Students with disabilities (IDEA):	Yes
Students in Title I Schools:	Yes
Students from low income families:	Yes
Other:	Yes

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

District Enrollment



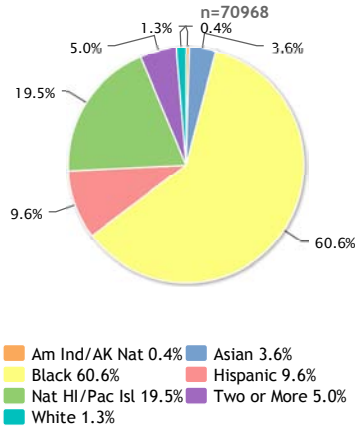
Early Childhood Enrollment



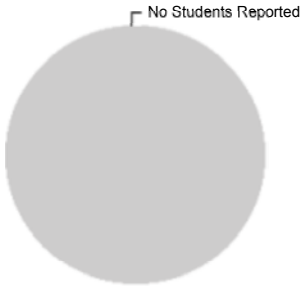
	Percent of enrollment that is LEP	Percent of pre-school population that is LEP
LEP Students:	3.89%	0.37%

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

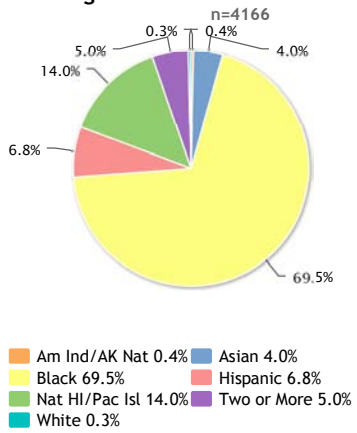
District Enrollment



Gifted & Talented Enrollment



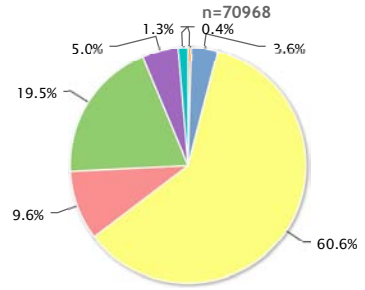
Algebra I Enrollment in 7th or 8th



College and Career Readiness

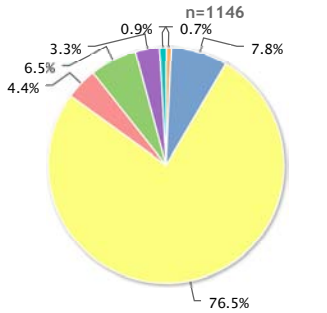
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

District Enrollment



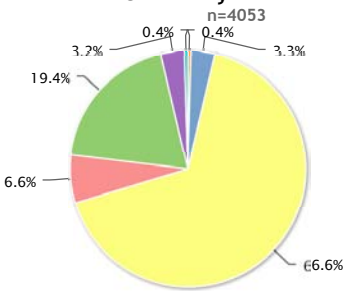
Am Ind/AK Nat 0.4% Asian 3.6%
Black 60.6% Hispanic 9.6%
Nat HI/Pac Isl 19.5% Two or More 5.0%
White 1.3%

Calculus Enrollment



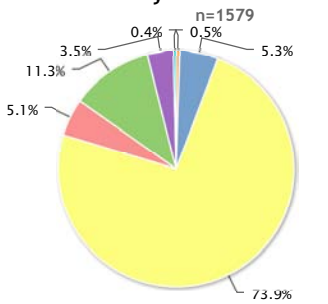
Am Ind/AK Nat 0.7% Asian 7.8%
Black 76.5% Hispanic 4.4%
Nat HI/Pac Isl 6.5% Two or More 3.3%
White 0.9%

Chemistry Enrollment



Am Ind/AK Nat 0.4% Asian 3.3%
Black 66.6% Hispanic 6.6%
Nat HI/Pac Isl 19.4% Two or More 3.2%
White 0.4%

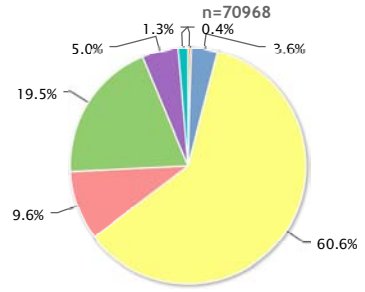
Physics Enrollment



Am Ind/AK Nat 0.5% Asian 5.3%
Black 73.9% Hispanic 5.1%
Nat HI/Pac Isl 11.3% Two or More 3.5%
White 0.4%

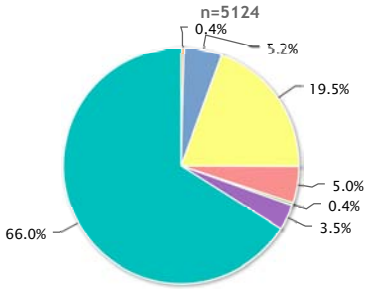
Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

District Enrollment



Am Ind/AK Nat 0.4% Asian 3.6%
Black 60.6% Hispanic 9.6%
Nat HI/Pac Isl 19.5% Two or More 5.0%
White 1.3%

SAT/ACT Enrollment



Am Ind/AK Nat 0.4% Asian 5.2%
Black 19.5% Hispanic 5.0%
Nat HI/Pac Isl 0.4% Two or More 3.5%
White 66.0%

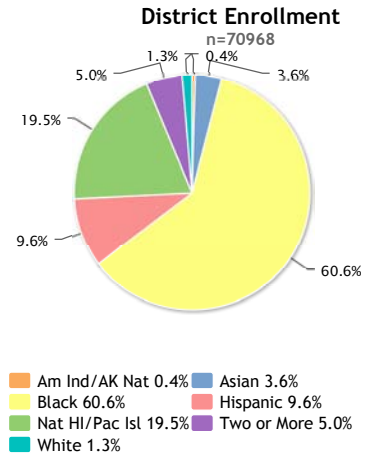
Total number of students participating in SAT/ACT = 5124

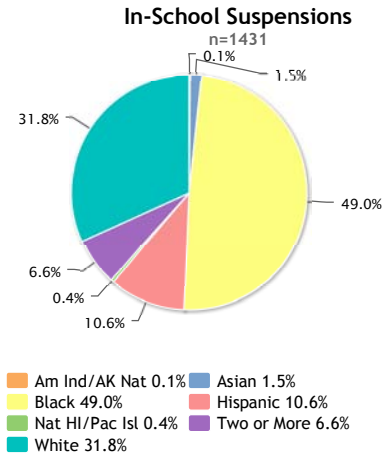
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?

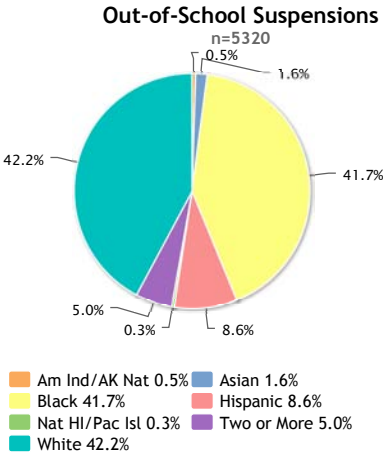
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	3.89%	0.02%
Students With Disabilities	9.54%	1.58%
Female/Male	48.95% / 51.05%	54.9% / 45.1%

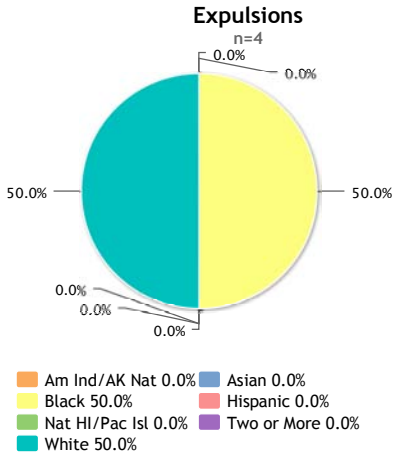
Discipline, Restraints/Seclusion, Harassment/Bullying

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









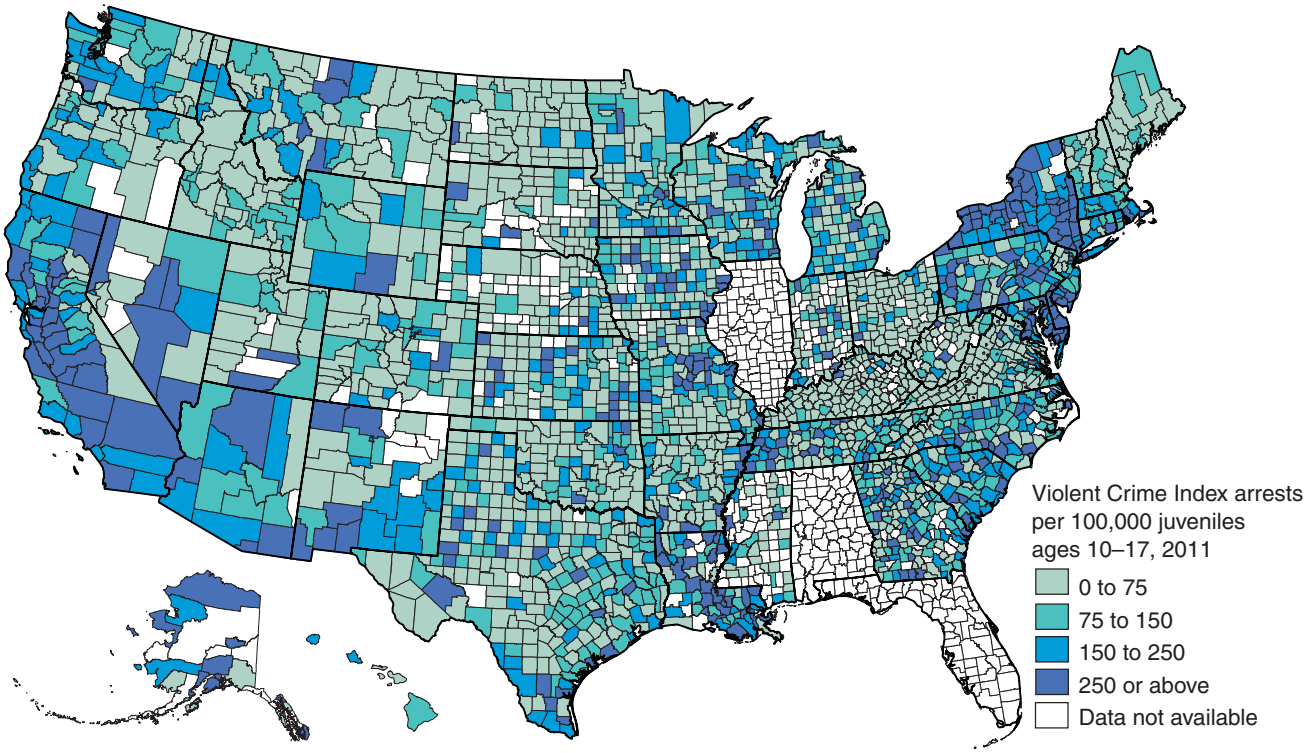
** Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=0, Out of School Suspensions=0, Expulsions=0*

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

Civil Rights Data Definitions

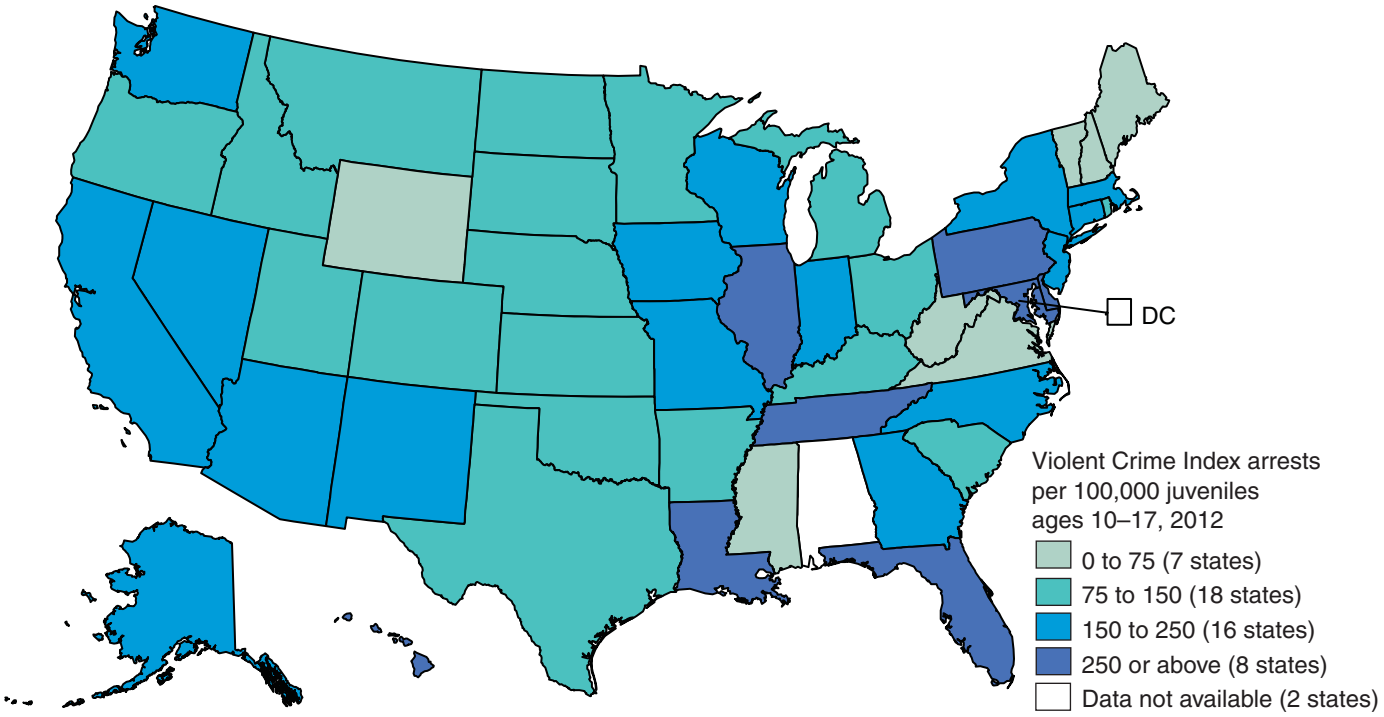
OJJDP
Data Collection

Juvenile Violent Crime Index Arrest Rates, 2011



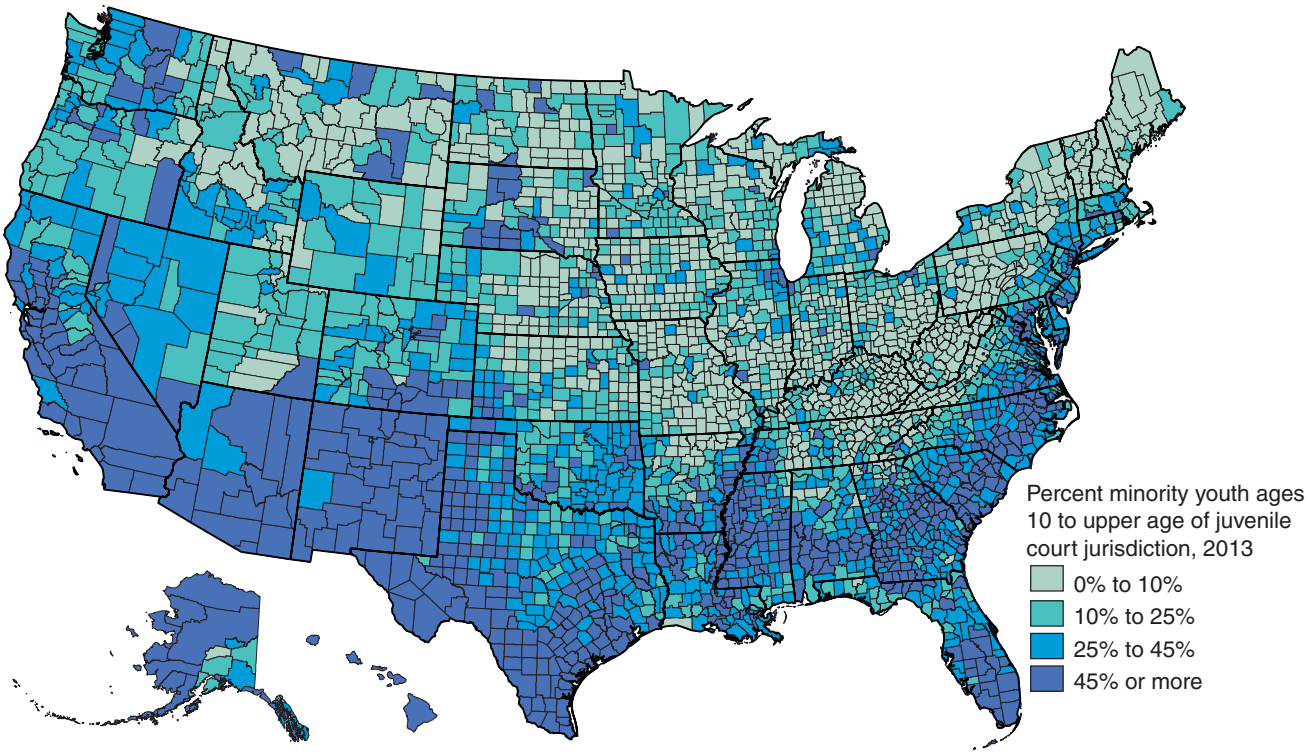
Source: Puzzanchera, C., and Kang, W. 2014. "Easy Access to FBI Arrest Statistics: 1994–2011." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/ezaucr.

Juvenile Violent Crime Index Arrest Rates, 2012



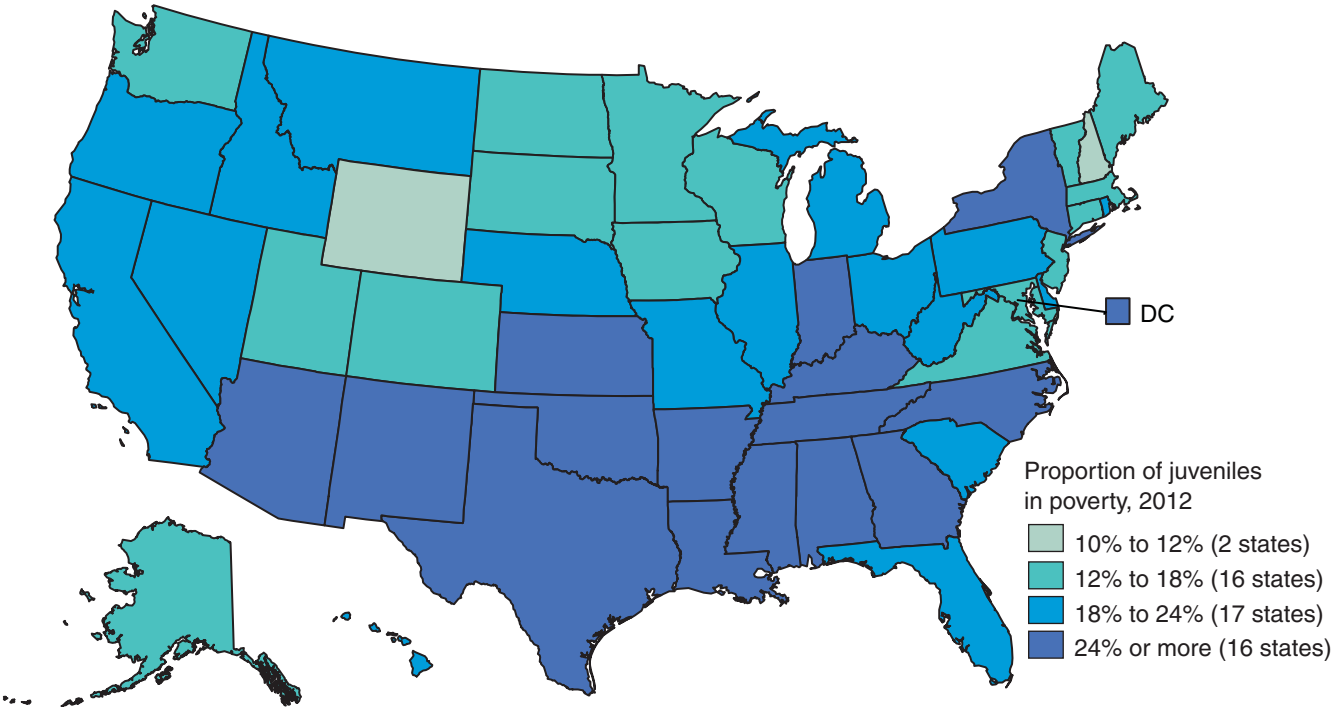
Source: Puzzanchera, C. 2014. Analysis of the FBI's 2012 *Crime in the United States* report, tables 5 and 69.

Proportion of Minority Juveniles, 2013



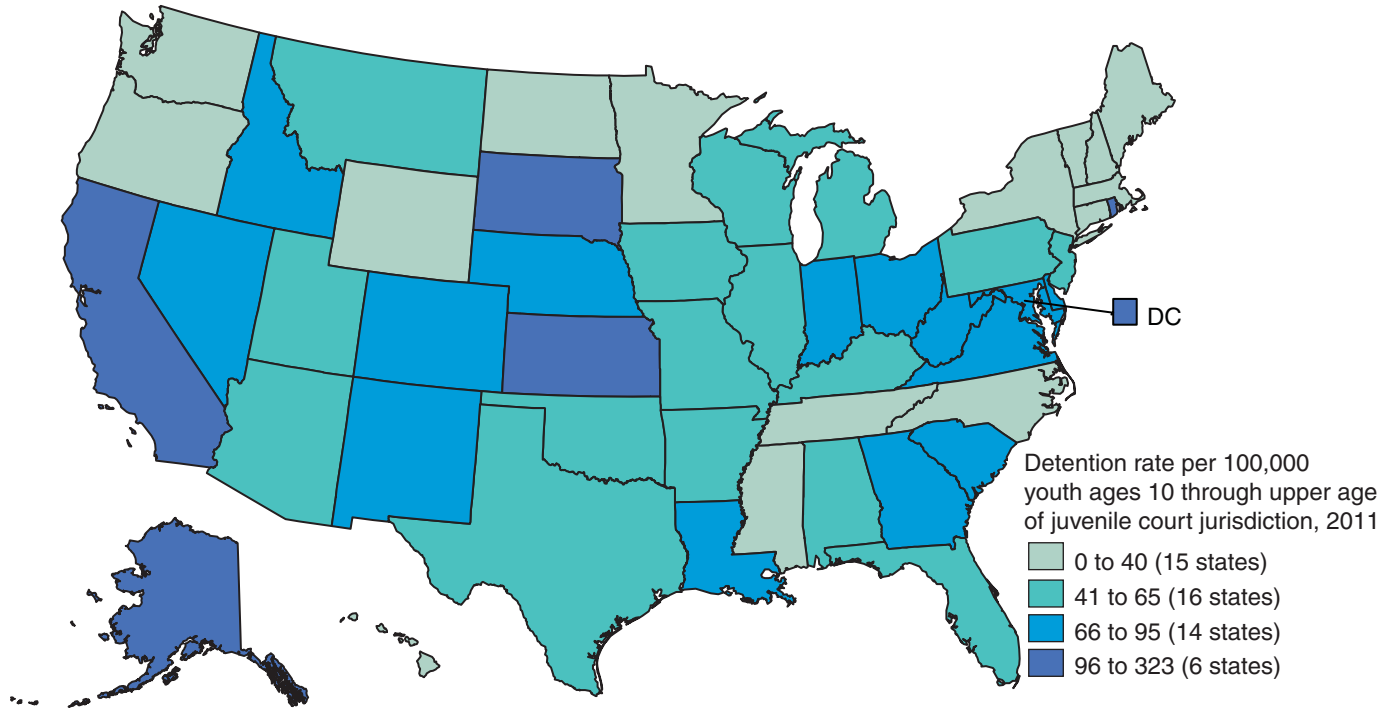
Source: Puzzanchera, C., Sladky, A., and Kang, W. 2014. "Easy Access to Juvenile Populations: 1990–2013." *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/ezapop.

Proportion of Juveniles in Poverty, 2012



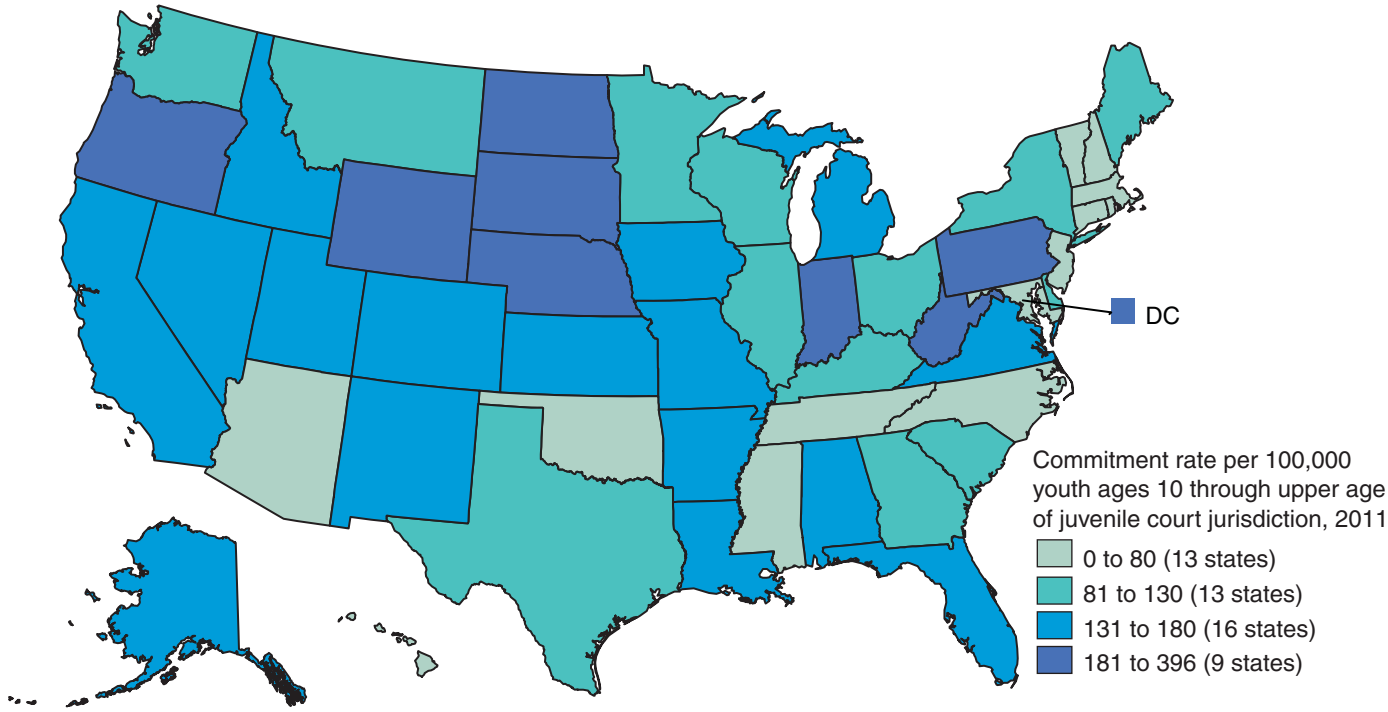
Source: *OJJDP Statistical Briefing Book*. Online. Available: www.ojjdp.gov/ojstatbb/population/qa01403.asp.

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.

Maryland
Juvenile Justice Snapshot

	State	United States
Population characteristics		
Juvenile population, ages 0 to 17, 2013	1,344,522	73,585,872
Black, non-Hispanic proportion of juvenile population, 2013	33.3%	15.1%
Hispanic proportion of juvenile population, 2013	12.7%	24.1%
Pregnancies per 1,000 females ages 15 to 17, 2012	10.5	14.1
Proportion of children under 18 living in poverty, 2012	13.6%	21.8%
Proportion of children under 18 without health insurance, 2013	6.4%	7.3%
Juvenile Victims		
Maltreatment victimizations per 1,000 children under age 18, 2010	10.3	10.0
Ratio of Suicide to Homicide victimizations ages 7 to 17, 1990-2010	0.4	0.8
Juvenile Arrest Rates (per 100,000 juveniles ages 10 to 17)		
Coverage Indicator*, 2012	90.9%	83.5%
Total juvenile arrest rate, 2012	4,251.2	3,948.3
Violent Crime Index arrest rate, 2012	294.7	187.1
Robbery arrest rate, 2012	142.4	65.4
Aggravated Assault arrest rate, 2012	142.8	111.8
Simple Assault arrest rate, 2012	806.3	517.9
Property Crime Index arrest rate, 2012	1,100.5	912.9
Larceny-Theft arrest rate, 2012	786.9	683.8
Drug Abuse arrest rate, 2012	617.4	416.6
Weapons arrest rate, 2012	102.3	71.4
Juveniles in Corrections		
Commitment rate (per 100,000 juveniles, 10 to upper age), 2011	77	134
Detention rate (per 100,000 juveniles, 10 to upper age), 2011	76	61
Proportion of juveniles placed for non-person offenses, 2011	74%	67%
Ratio of minority to white rate of youth in residential placement, 2011	5.4	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. Maryland 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
2011-12 School Year
MARYLAND

	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	0
	Asian	1	0	1	0	0
	Black or African American	20	5	14	1	0
	Hispanic/Latino	3	2	1	0	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	Two or more races	0	0	0	0	0
	White	6	2	4	0	0
Disability	All Disabilities	30	9	20	1	0
	Autism	0	0	0	0	0
	Deaf-blindness	0	0	0	0	0
	Emotional disturbance	11	2	9	0	0
	Hearing impairment	0	0	0	0	0
	Intellectual disability	0	0	0	0	0
	Multiple disabilities	1	0	1	0	0
	Orthopedic impairment	0	0	0	0	0
	Other health impairment	7	2	5	0	0
	Specific learning disability	10	5	4	1	0
	Speech or language impairment	0	0	0	0	0
	Traumatic brain injury	0	0	0	0	0
	Visual impairment	0	0	0	0	0
	Expulsions	-	-	-	-	-
Sex	Female	2	0	2	0	0
	Male	28	9	18	1	0
LEP	Limited English proficient (LEP) Student	0	0	0	0	0
	Non-limited English proficient (non-LEP) Student	30	9	20	1	0

OSEP Part B Discipline Data
2011-12 School Year
MARYLAND

	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	37	4	17	0	100	12	33	5
	Asian	72	5	18	0	150	27	55	6
	Black or African American	6522	925	1779	13	17343	1393	5752	1096
	Hispanic/Latino	706	63	235	1	1663	213	619	75
	Native Hawaiian or Other Pacific Islander	3	0	1	0	7	1	3	0
	Two or more races	318	19	147	1	869	130	250	31
	White	2987	164	1379	15	7966	1165	2513	245
Disability	All Disabilities	10645	1180	3576	30	28098	2941	9225	1458
	Autism	412	15	122	0	956	163	311	20
	Deaf-blindness	1	0	0	0	1	0	1	0
	Emotional disturbance	2230	379	505	7	6815	406	1918	436
	Hearing impairment	17	2	13	0	43	9	20	2
	Intellectual disability	352	28	83	0	731	97	296	33
	Multiple disabilities	307	16	98	0	848	79	245	28
	Orthopedic impairment	6	1	2	1	14	0	6	2
	Other health impairment	2799	315	971	9	7592	731	2427	392
	Specific learning disability	3779	392	1436	9	9383	1116	3381	501
	Speech or language impairment	597	25	312	4	1382	287	514	36
	Traumatic brain injury	21	2	8	0	54	5	18	2
	Visual impairment	13	2	8	0	38	4	11	3
	Expulsions	-	-	-	-	-	-	-	-
Sex	Female	2256	215	720	7	5447	612	1974	266
	Male	8389	965	2856	23	22651	2329	7251	1192
LEP	Limited English proficient (LEP) Student	120	10	40	0	276	47	99	11
	Non-limited English proficient (non-LEP) Student	10525	1170	3536	30	27822	2894	9126	1447

OSEP Part B Discipline Data
2011-12 School Year
MARYLAND

	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	-	-	-	-
	Native Hawaiian or Other Pacific Islander	-	-	-	-
	Two or more races	-	-	-	-
	White	-	-	-	-
Disability	All Disabilities	-	-	-	-
	Autism	-	-	-	-
	Deaf-blindness	-	-	-	-
	Emotional disturbance	-	-	-	-
	Hearing impairment	-	-	-	-
	Intellectual disability	-	-	-	-
	Multiple disabilities	-	-	-	-
	Orthopedic impairment	-	-	-	-
	Other health impairment	-	-	-	-
	Specific learning disability	-	-	-	-
	Speech or language impairment	-	-	-	-
	Traumatic brain injury	-	-	-	-
	Visual impairment	-	-	-	-
	Expulsions	206	17	475	94
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

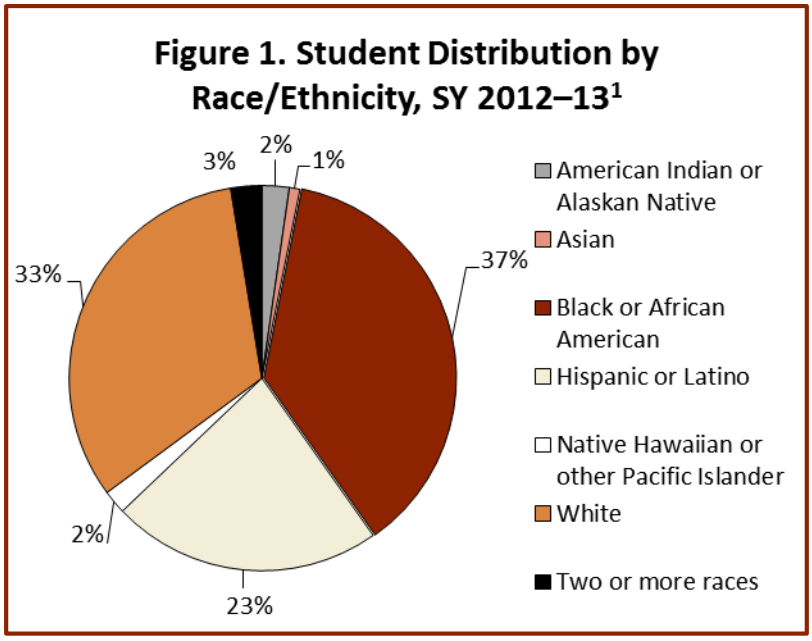
Under Subpart 2, the number of SEAs that receive funds may vary from year to year (see Table 1b). In each of the past 3 years, 46 SEAs received Subpart 2 funding. Funds may be distributed to neglect programs, juvenile detention, juvenile corrections, and at-risk programs.

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



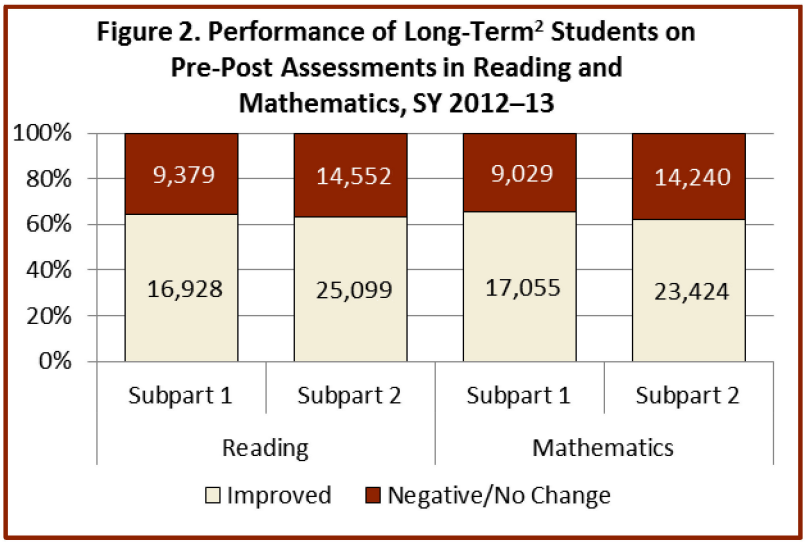
Student Demographics

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

---

[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	5	26
Juvenile corrections	10	42
Adult corrections	13	138
Other	0	0
Total	28	
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	5
Juvenile Corrections	10
Adult Corrections	13
Other	0
Total	28
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	1,946	2,318	1,239	0
Total Long Term Students Served		52	713	1,120	

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	0	560	475	117	0
LEP Students	0	21	3	63	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	1	0	0	0
Asian	0	13	3	5	0
Black or African American	0	1,307	2,046	928	0
Hispanic or Latino	0	138	87	66	0
Native Hawaiian or other Pacific Islander	0	2	0	0	0
White	0	480	175	240	0
Two or more races	0	5	7	0	0
Total	0	1,946	2,318	1,239	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	1,182	2,283	1,181	0
Female	0	764	35	58	0
Total	0	1,946	2,318	1,239	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	3	1	0	0
11	0	9	3	0	0
12	0	16	4	0	0
13	0	87	26	0	0
14	0	211	131	0	0
15	0	303	520	0	0
16	0	495	464	5	0
17	0	476	529	25	0
18	0	289	393	69	0
19	0	47	195	441	0
20	0	9	50	699	0
21	0	1	2	0	0
Total	0	1,946	2,318	1,239	0

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	No	Yes	No	N/A
Number of students receiving transition services that address further schooling and/or employment.	0	828	1,272	931	0

This response is limited to 4,000 characters.

Comments: Some facilities are not able to track student outcomes after leaving the program due to current data systems and some policies and/or processes in place. There is currently work being done which will impact both data systems and policies in the state.

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			410	0	89	435	S	0		
Earned high school course credits			931	0	628	381	S	0		
Enrolled in a GED program			94	0	368	108	1,239	0		
Earned a GED			20	0	81	17	270	0		
Obtained high school diploma			S	0	14	14	S	0		
Accepted and/or enrolled into post-secondary education			S	0	70	28	S	0		
Enrolled in job training courses/programs			57	0	486	42	75	0		
Obtained employment			S	0	S	108	S	0		

This response is limited to 4,000 characters.

Comments:

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		26	410	837	
Long-term students who have complete pre- and post-test results (data)		50	431	1,120	

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		8	64	S	
No change in grade level from the pre- to post-test exams		5	80	143	
Improvement up to one full grade level from the pre- to post-test exams		16	117	345	
Improvement of more than one full grade level from the pre- to post-test exams		21	170	632	
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		35	388	874	
Long-term students who have complete pre- and post-test results (data)		50	429	1,120	

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		16	66	S	
No change in grade level from the pre- to post-test exams		7	67	132	
Improvement up to one full grade level from the pre- to post-test exams		10	90	337	
Improvement of more than one full grade level from the pre- to post-test exams		17	206	651	
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	3	141
Neglected programs	5	162
Juvenile detention	2	51
Juvenile corrections	5	278
Other	0	0
Total	15	
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	3
Neglected programs	5
Juvenile detention	2
Juvenile corrections	5
Other	0
Total	15
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	600	149	190	113	
Total Long Term Students Served	402	129	33	98	

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)	119	132	56	92	
LEP Students	24	0	2	0	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	1	0	0	0	
Asian	7	1	1	1	
Black or African American	332	88	179	59	
Hispanic or Latino	118	8	3	3	
Native Hawaiian or other Pacific Islander	0	1	0	0	
White	130	48	7	45	
Two or more races	12	3	0	5	
Total	600	149	190	113	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	456	82	169	106	
Female	144	67	21	7	
Total	600	149	190	113	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
9	0	0	0	0	
10	1	0	0	0	
11	2	2	0	0	
12	30	2	0	2	
13	51	13	1	5	
14	63	17	2	12	
15	76	27	26	24	
16	117	35	86	23	
17	97	33	54	32	
18	71	20	9	15	
19	40	0	5	0	
20	31	0	7	0	
21	21	0	0	0	
Total	600	149	190	113	

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?	Yes	Yes	Yes	No	N/A
Number of students receiving transition services that address further schooling and/or employment.	51	102	164	76	

This response is limited to 4,000 characters.

Comments: Some facilities are not able to track student outcomes after leaving the program due to current data systems and some policies and/or processes in place. There is currently work being done which will impact both data systems and policies in the LEAs and/or state.

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	187	202	75	40	63	7	35	0		
Earned high school course credits	390	S	111	40	72	S	91	0		
Enrolled in a GED program	93	S	S	S	S	S	S	0		
Earned a GED	13	S	S	S	S	S	S	0		
Obtained high school diploma	64	S	9	S	S	S	6	0		
Accepted and/or enrolled into post-secondary education	31	S	10	10	S	S	4	0		
Enrolled in job training courses/programs	110	S	24	S	S	S	12	0		
Obtained employment	62	S	16	8	S	S	8	0		

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	163	35	9	S	
Long-term students who have complete pre- and post-test results (data)	397	65	11	20	

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	9	S	4	S	
No change in grade level from the pre- to post-test exams	53	24	S	5	
Improvement up to one full grade level from the pre- to post-test exams	281	38	S	10	
Improvement of more than one full grade level from the pre- to post-test exams	54	S	S	5	
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	166	30	11	S	
Long-term students who have complete pre- and post-test results (data)	397	65	11	20	

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	4	S	S	S	
No change in grade level from the pre- to post-test exams	72	24	S	7	
Improvement up to one full grade level from the pre- to post-test exams	260	37	S	12	
Improvement of more than one full grade level from the pre- to post-test exams	61	4	5	S	
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

Centers for Disease Control and Prevention
Your Online Source for Credible Health Information

Youth Online: High School YRBS

Maryland 2013 and United States 2013 Results

High School Youth Risk Behavior Survey						
Question	**Maryland 2013**	**United States 2013**	**p-value**	**Maryland 2013 More Likely Than United States 2013**	**United States 2013 More Likely Than Maryland 2013**	**No Difference**
Unintentional Injuries and Violence						
Never or rarely wore a bicycle helmet (among students who had ridden a bicycle during the 12 months before the survey)	—	87.9 (85.0–90.2)†	~			
Never or rarely wore a seat belt (when riding in a car driven by someone else)	10.0 (9.5–10.5)	7.6 (6.4–9.1)	0.00	●		
Rode with a driver who had been drinking alcohol (in a car or other vehicle one or more times during the 30 days before the survey)	20.7 (20.0–21.3)	21.9 (20.0–23.9)	0.22			●
Drove when drinking alcohol (one or more times during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey)	8.8 (8.4–9.4)	10.0 (8.5–11.8)	0.16			●
Texted or e-mailed while driving a car or other vehicle (on at least 1 day during the 30 days before the survey, among students who had driven a car or other vehicle during the 30 days before the survey)	33.1 (32.0–34.2)	41.4 (38.2–44.7)	0.00		●	
Carried a weapon (such as, a gun, knife, or club on at least 1 day during the 30 days before the survey)	15.8 (15.3–16.3)	17.9 (16.5–19.4)	0.01		●	
Carried a gun (on at least 1 day during the 30 days before the survey)	—	5.5 (4.8–6.3)	~			
Carried a weapon on school property (such as, a gun, knife, or club on at least 1 day during the 30 days before the survey)	4.8 (4.6–5.1)	5.2 (4.4–6.2)	0.37			●
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	9.4 (9.0–9.9)	6.9 (6.2–7.7)	0.00	●		

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
before the survey)						
Were in a physical fight (one or more times during the 12 months before the survey)	—	24.7 (23.2–26.2)	~			
Were injured in a physical fight (one or more times during the 12 months before the survey; injuries had to be treated by a doctor or nurse)	—	3.1 (2.7–3.5)	~			
Were in a physical fight on school property (one or more times during the 12 months before the survey)	14.3 (13.7–14.9)	8.1 (7.5–8.9)	0.00	●		
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)	8.8 (8.3–9.3)	7.1 (6.0–8.3)	0.01	●		
Were electronically bullied (including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey)	14.0 (13.6–14.4)	14.8 (13.7–15.9)	0.18			●
Were bullied on school property (during the 12 months before the survey)	19.6 (19.1–20.1)	19.6 (18.6–20.8)	0.96			●
Were ever physically forced to have sexual intercourse (when they did not want to)	10.2 (9.8–10.7)	7.3 (6.6–8.1)	0.00	●		
Experienced physical dating violence (one or more times during the 12 months before the survey, including being hit, slammed into something, or injured with an object or weapon on purpose by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey)	11.1 (10.6–11.7)	10.3 (9.2–11.4)	0.15			●
Experienced sexual dating violence (one or more times during the 12 months before the survey, including kissing, touching, or being physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with among students who dated or went out with someone during the 12 months before the survey)	11.7 (11.1–12.2)	10.4 (9.4–11.5)	0.03	●		
Felt sad or hopeless (almost every day for 2 or more weeks in a row so	27.0 (26.3–27.7)	29.9 (28.3–31.6)	0.00		●	

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
that they stopped doing some usual activities during the 12 months before the survey)						
Seriously considered attempting suicide (during the 12 months before the survey)	16.0 (15.4–16.5)	17.0 (15.8–18.2)	0.11			●
Made a plan about how they would attempt suicide (during the 12 months before the survey)	12.5 (12.1–13.0)	13.6 (12.3–15.0)	0.14			●
Attempted suicide (one or more times during the 12 months before the survey)	—	8.0 (7.2–8.9)	~			
Attempted suicide that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse (during the 12 months before the survey)	—	2.7 (2.3–3.1)	~			
Tobacco Use						
Ever tried cigarette smoking (even one or two puffs)	—	41.1 (38.4–43.8)	~			
Smoked a whole cigarette before age 13 years (for the first time)	8.0 (7.6–8.4)	9.3 (7.8–11.1)	0.11			●
Currently smoked cigarettes (on at least 1 day during the 30 days before the survey)	11.9 (11.4–12.4)	15.7 (13.5–18.1)	0.00		●	
Currently smoked cigarettes frequently (on 20 or more days during the 30 days before the survey)	3.6 (3.3–3.9)	5.6 (4.4–7.1)	0.00		●	
Smoked more than 10 cigarettes per day (among students who currently smoked cigarettes on the days they smoked during the 30 days before the survey)	—	8.6 (6.6–11.2)	~			
Did not try to quit smoking cigarettes (among students who currently smoked cigarettes during the 12 months before the survey)	—	52.0 (48.7–55.1)	~			
Smoked cigarettes on school property (on at least 1 day during the 30 days before the survey)	—	3.8 (3.1–4.8)	~			
Usually obtained their own cigarettes by buying them in a store or gas station (during the 30 days before the survey among students who currently smoked cigarettes and who were aged <18 years)	20.8 (19.5–22.3)	18.1 (14.4–22.4)	0.19			●

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
Ever smoked at least one cigarette every day for 30 days	—	8.8 (7.2–10.8)	~			
Smoked cigarettes on all 30 days (during the 30 days before the survey)	2.5 (2.3–2.8)	4.0 (3.0–5.3)	0.01		●	
Currently used smokeless tobacco (chewing tobacco, snuff, or dip on at least 1 day during the 30 days before the survey)	7.4 (7.0–7.8)	8.8 (7.3–10.6)	0.10			●
Currently used cigars (cigars, cigarillos, or little cigars on at least 1 day during the 30 days before the survey)	12.5 (11.9–13.0)	12.6 (11.4–13.9)	0.81			●
Currently used tobacco (current cigarette use, current smokeless tobacco use, or current cigar use)	16.9 (16.3–17.5)	22.4 (19.9–25.0)	0.00		●	
Alcohol and Other Drug Use						
Ever had at least one drink of alcohol (on at least 1 day during their life)	60.9 (60.0–61.8)	66.2 (63.7–68.5)	0.00		●	
Drank alcohol before age 13 years (for the first time other than a few sips)	19.3 (18.6–20.0)	18.6 (17.2–20.0)	0.36			●
Currently drank alcohol (at least one drink of alcohol on at least 1 day during the 30 days before the survey)	31.2 (30.4–32.1)	34.9 (32.8–37.1)	0.00		●	
Usually obtained the alcohol they drank by someone giving it to them (among students who currently drank alcohol)	—	41.8 (39.4–44.1)	~			
Had five or more drinks of alcohol in a row (within a couple of hours on at least 1 day during the 30 days before the survey)	17.0 (16.4–17.6)	20.8 (19.1–22.7)	0.00		●	
Reported that their largest number of drinks in a row was 10 or more (within a couple of hours during the 30 days before the survey)	—	6.1 (5.2–7.1)	~			
Ever used marijuana (one or more times during their life)	35.9 (35.0–36.8)	40.7 (37.9–43.5)	0.00		●	
Tried marijuana before age 13 years (for the first time)	8.8 (8.3–9.3)	8.6 (7.4–10.1)	0.83			●
Currently used marijuana (one or more times during the 30 days before the survey)	19.8 (19.1–20.5)	23.4 (21.3–25.7)	0.00		●	
Ever used cocaine (any form of cocaine, such as, powder, crack, or freebase, one or more	6.5 (6.1–6.9)	5.5 (4.7–6.6)	0.06			●

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
times during their life)						
Ever used hallucinogenic drugs (such as LSD, acid, PCP, angel dust, mescaline, or mushrooms, one or more times during their life)	—	7.1 (6.0–8.4)	~			
Ever used inhalants (sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high, one or more times during their life)	10.4 (9.9–10.9)	8.9 (7.9–10.1)	0.02	●		
Ever used ecstasy (also called "MDMA," one or more times during their life)	8.3 (7.9–8.8)	6.6 (5.6–7.7)	0.00	●		
Ever used heroin (also called "smack," "junk," or "China white," one or more times during their life)	4.9 (4.6–5.3)	2.2 (1.7–2.8)	0.00	●		
Ever used methamphetamines (also called "speed," "crystal," "crank," or "ice," one or more times during their life)	5.0 (4.7–5.4)	3.2 (2.6–4.0)	0.00	●		
Ever took steroids without a doctor's prescription (pills or shots, one or more times during their life)	5.1 (4.8–5.5)	3.2 (2.7–3.6)	0.00	●		
Ever took prescription drugs without a doctor's prescription (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax, one or more times during their life)	15.2 (14.7–15.8)	17.8 (15.9–19.9)	0.01		●	
Ever injected any illegal drug (used a needle to inject any illegal drug into their body one or more times during their life)	3.9 (3.6–4.2)	1.7 (1.3–2.3)	0.00	●		
Were offered, sold, or given an illegal drug on school property (during the 12 months before the survey)	29.1 (28.4–29.9)	22.1 (20.2–24.1)	0.00	●		
Sexual Behaviors						
Ever had sexual intercourse	39.1 (38.1–40.2)	46.8 (43.7–49.8)	0.00		●	
Had sexual intercourse before age 13 years (for the first time)	6.6 (6.3–7.0)	5.6 (4.9–6.5)	0.03	●		
Had sexual intercourse with four or more persons (during their life)	12.3 (11.8–12.9)	15.0 (13.6–16.6)	0.00		●	
Were currently sexually active (sexual intercourse with at least one person during the 3 months before the survey)	27.2 (26.4–28.0)	34.0 (31.6–36.5)	0.00		●	

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
Did not use a condom (during last sexual intercourse among students who were currently sexually active)	38.5 (37.3–39.6)	40.9 (38.1–43.7)	0.11			●
Did not use birth control pills (before last sexual intercourse to prevent pregnancy among students who were currently sexually active)	81.3 (80.2–82.3)	81.0 (78.3–83.4)	0.84			●
Did not use an IUD (e.g., Mirena or ParaGard) or implant (e.g., Implanon or Nexplanon) (before last sexual intercourse to prevent pregnancy among students who were currently sexually active)	98.5 (98.2–98.8)	98.4 (97.8–98.9)	0.79			●
Did not use a shot (e.g., Depo-Provera), patch (e.g., OrthoEvra), or birth control ring (e.g., NuvaRing) (before last sexual intercourse to prevent pregnancy among students who were currently sexually active)	95.7 (95.1–96.1)	95.3 (94.2–96.2)	0.47			●
Did not use birth control pills; an IUD or implant; or a shot, patch, or birth control ring (before last sexual intercourse to prevent pregnancy among students who were currently sexually active)	75.5 (74.3–76.6)	74.7 (71.6–77.6)	0.64			●
Did not use both a condom during and birth control pills; an IUD or implant; or a shot, patch, or birth control ring before last sexual intercourse (to prevent STD and pregnancy among students who were currently sexually active)	90.8 (90.1–91.5)	91.2 (89.7–92.5)	0.61			●
Did not use any method to prevent pregnancy (during last sexual intercourse among students who were currently sexually active)	14.3 (13.4–15.2)	13.7 (12.2–15.4)	0.54			●
Drank alcohol or used drugs before last sexual intercourse (among students who were currently sexually active)	24.0 (22.9–25.1)	22.4 (20.7–24.3)	0.13			●
Were never taught in school about AIDS or HIV infection	15.4 (14.8–16.1)	14.7 (12.6–17.0)	0.50			●
Were never tested for HIV (not including tests done when donating blood)	—	87.1 (85.6–88.5)	~			
Dietary Behaviors						

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
Did not eat fruit or drink 100% fruit juices (during the 7 days before the survey)	7.0 (6.6–7.3)	5.0 (4.5–5.7)	0.00	●		
Did not eat vegetables (green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables, during the 7 days before the survey)	7.1 (6.8–7.5)	6.6 (5.9–7.4)	0.20			●
Did not drink milk (during the 7 days before the survey)	—	19.4 (17.9–20.9)	~			
Drank a can, bottle, or glass of soda or pop (not including diet soda or diet pop, during the 7 days before the survey)	71.6 (70.9–72.3)	77.7 (75.6–79.6)	0.00		●	
Drank a can, bottle, or glass of soda or pop one or more times per day (not including diet soda or diet pop, during the 7 days before the survey)	18.0 (17.5–18.5)	27.0 (23.8–30.5)	0.00		●	
Drank a can, bottle, or glass of soda or pop two or more times per day (not including diet soda or diet pop, during the 7 days before the survey)	12.0 (11.6–12.5)	19.4 (16.5–22.6)	0.00		●	
Drank a can, bottle, or glass of soda or pop three or more times per day (not including diet soda or diet pop, during the 7 days before the survey)	7.1 (6.7–7.5)	11.2 (9.6–13.1)	0.00		●	
Did not eat breakfast (during the 7 days before the survey)	15.7 (15.2–16.3)	13.7 (12.3–15.2)	0.01	●		
Did not eat breakfast on all 7 days (during the 7 days before the survey)	67.0 (66.1–67.9)	61.9 (60.3–63.5)	0.00	●		
Physical Activity						
Did not participate in at least 60 minutes of physical activity on at least 1 day (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)	18.0 (17.4–18.6)	15.2 (13.9–16.6)	0.00	●		
Were not physically active at least 60 minutes per day on 5 or more days (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)	59.9 (59.0–60.8)	52.7 (50.8–54.7)	0.00	●		
Were not physically active at least 60 minutes per day on all 7 days	78.4 (77.8–79.0)	72.9 (71.2–74.5)	0.00	●		

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
(doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)						
Did not participate in muscle strengthening activities on 3 or more days (such as push-ups, sit-ups, or weight lifting during the 7 days before the survey)	—	48.3 (46.1–50.5)	~			
Played video or computer games or used a computer 3 or more hours per day (for something that was not school work on an average school day)	36.3 (35.7–37.0)	41.3 (39.2–43.4)	0.00		●	
Watched television 3 or more hours per day (on an average school day)	31.4 (30.7–32.2)	32.5 (30.4–34.7)	0.34			●
Did not attend physical education classes on 1 or more days (in an average week when they were in school)	60.9 (59.6–62.2)	52.0 (46.2–57.8)	0.00	●		
Did not attend physical education classes on all 5 days (in an average week when they were in school)	81.8 (80.4–83.1)	70.6 (65.9–74.9)	0.00	●		
Did not play on at least one sports team (run by their school or community groups during the 12 months before the survey)	—	46.0 (43.7–48.4)	~			
Weight Control						
Were obese (>= 95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)	11.0 (10.6–11.4)	13.7 (12.6–14.9)	0.00		●	
Were overweight (>= 85th percentile but <95th percentile for body mass index, based on sex- and age-specific reference data from the 2000 CDC growth charts)	14.8 (14.4–15.2)	16.6 (15.4–17.8)	0.00		●	
Described themselves as slightly or very overweight	26.7 (26.2–27.3)	31.1 (29.8–32.5)	0.00		●	
Were not trying to lose weight	55.3 (54.7–55.9)	52.3 (50.5–54.0)	0.00	●		
Did not eat for 24 or more hours to lose weight or keep from gaining weight (during the 30 days before the survey)	—	13.0 (12.0–14.1)	~			
Took diet pills, powders, or liquids (without a doctor's advice, to lose weight or to keep from gaining	—	5.0 (4.3–5.8)	~			

Question	Maryland 2013	United States 2013	p-value	Maryland 2013 More Likely Than United States 2013	United States 2013 More Likely Than Maryland 2013	No Difference
weight during the 30 days before the survey)						
Vomited or took laxatives to lose weight or to keep from gaining weight (during the 30 days before the survey)	—	4.4 (3.9–5.0)	~			
Other Health Topics						
Had ever been told by a doctor or nurse that they had asthma	26.3 (25.8–26.8)	21.0 (20.0–22.0)	0.00	●		
Sometimes, rarely, or never wore sunscreen (with an SPF of 15 or higher, when they were outside for more than 1 hour on a sunny day)	—	89.9 (88.9–90.9)	~			
Used an indoor tanning device (such as a sunlamp, sunbed, or tanning booth [not including getting a spray-on tan] one or more times during the 12 months before the survey)	—	12.8 (10.6–15.4)	~			
Did not have 8 or more hours of sleep (on an average school night)	—	68.3 (66.8–69.8)	~			

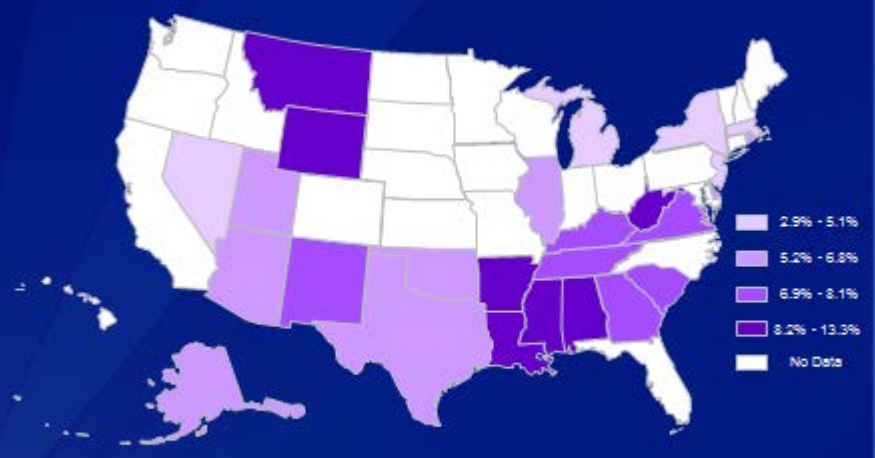
Footnotes

'—' = Data not available	
†	Percentage, confidence interval
~ = P-value not available	

Application URL:http://nccd.cdc.gov/youthonline/App/Results.aspx?TT=G&OUT=0&SID=HS&QID=QQ&LID=MD&YID=2013&LID2=XX&YID2=2013&COL=T&ROW1=N&ROW2=N&HT=QQ&LCT=LL&FS=S1&FR=R1&FG=G1&FSL=S1&FRL=R1&FGL=G1&PV=&TST=True&C1=MD2013&C2=XX2013&QP=G&DP=1&VA=CI&CS=N&SYID=&EYID=&SC=DEFAULT&SO=ASC&PF=1

Centers for Disease Control and Prevention
1600 Clifton Rd. Atlanta, GA 30333, USA
800-CDC-INFO (800-232-4636) TTY: (888) 232-6348, 24 Hours/Every Day - Contact CDC-INFO

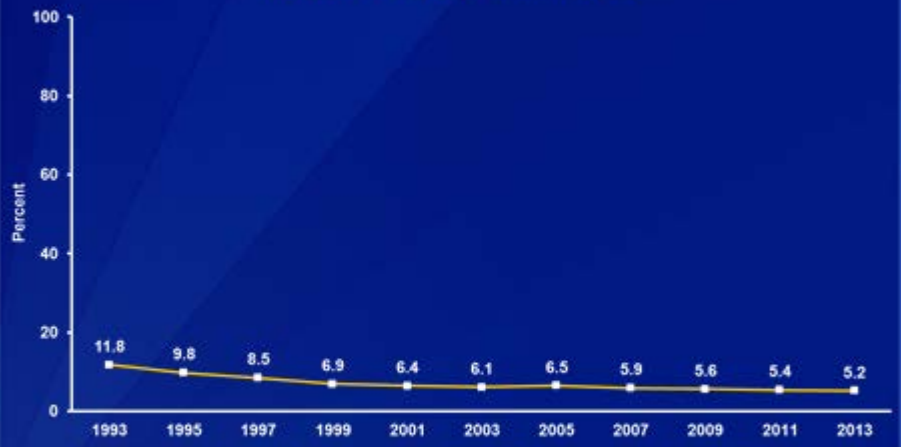
Percentage of High School Students Who Carried a Gun*



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

State Youth Risk Behavior Surveys, 2013

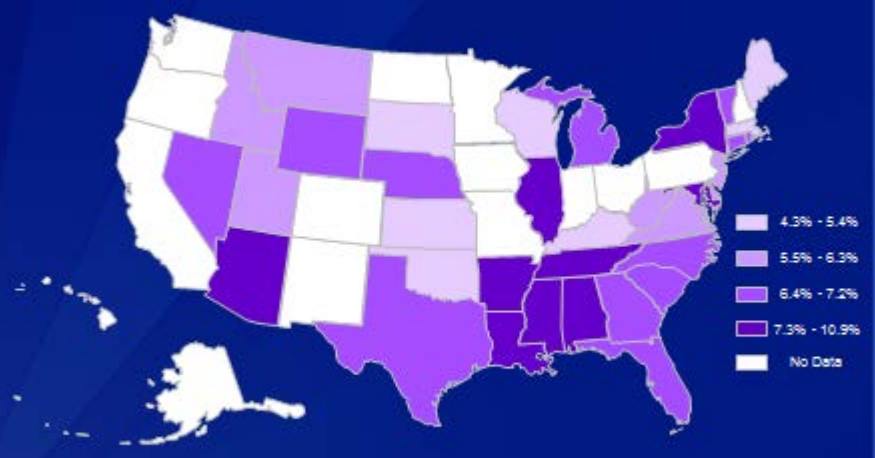
Percentage of High School Students Who Carried a Weapon on School Property,* 1993-2013†



*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

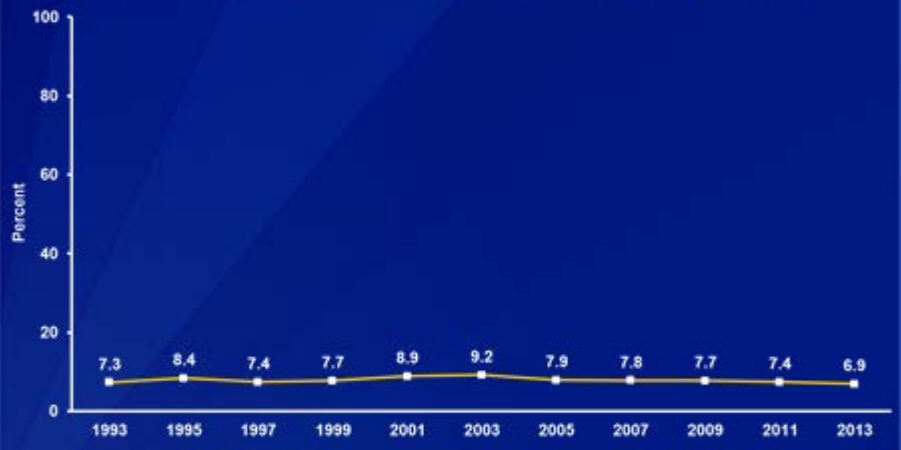
Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property*



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

State Youth Risk Behavior Surveys, 2013

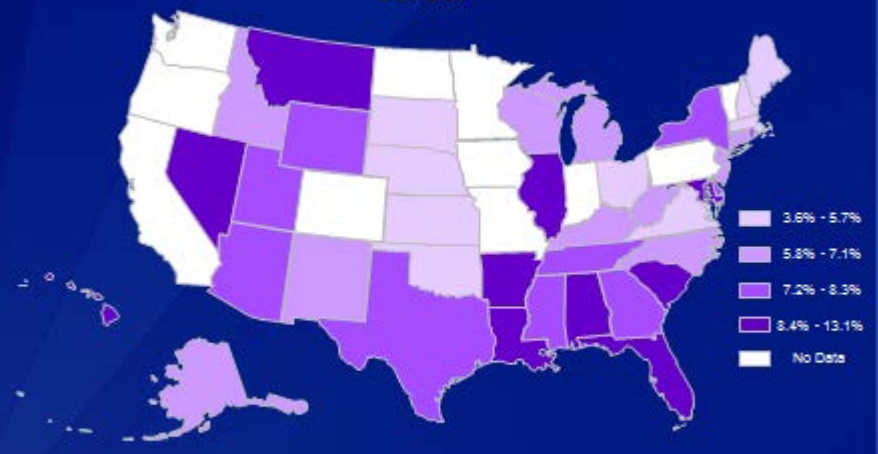
Percentage of High School Students Who Were Threatened or Injured with a Weapon on School Property,* 1993-2013†



*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.

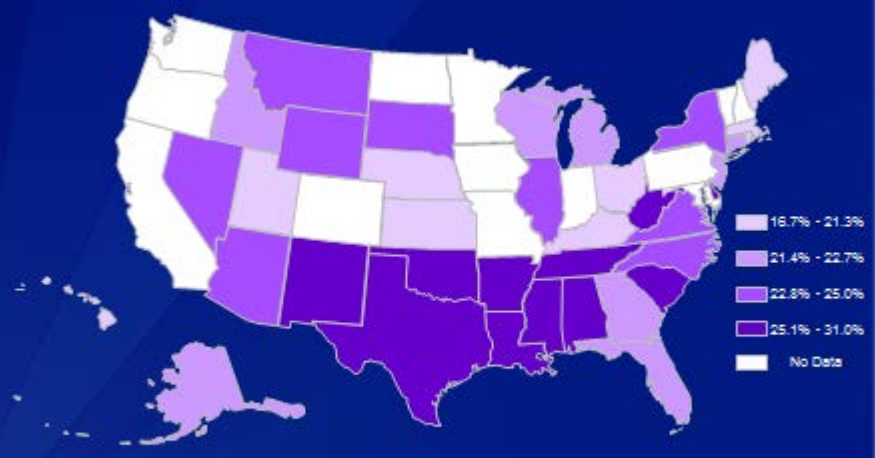
State Youth Risk Behavior Surveys, 2013

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

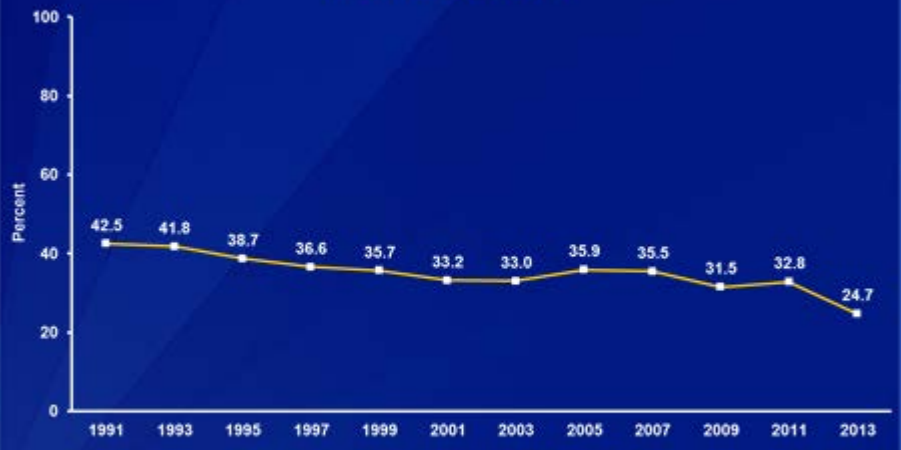
Percentage of High School Students Who Were in a Physical Fight*



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

State Youth Risk Behavior Surveys, 2013

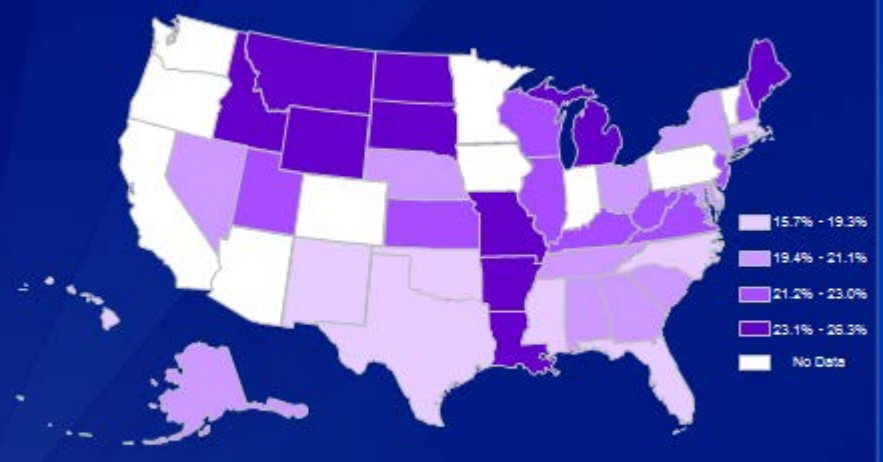
Percentage of High School Students Who Were in a Physical Fight,* 1991-2013†



*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

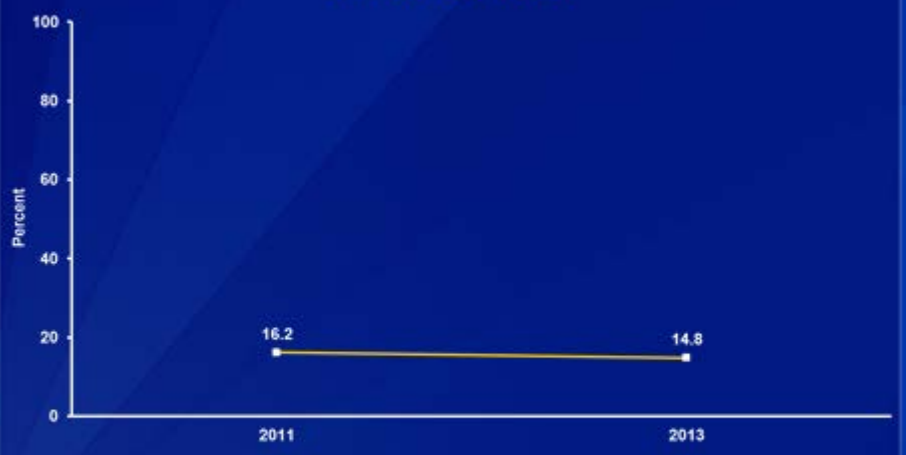
Percentage of High School Students Who Were Bullied on School Property*



*During the 12 months before the survey.

State Youth Risk Behavior Surveys, 2013

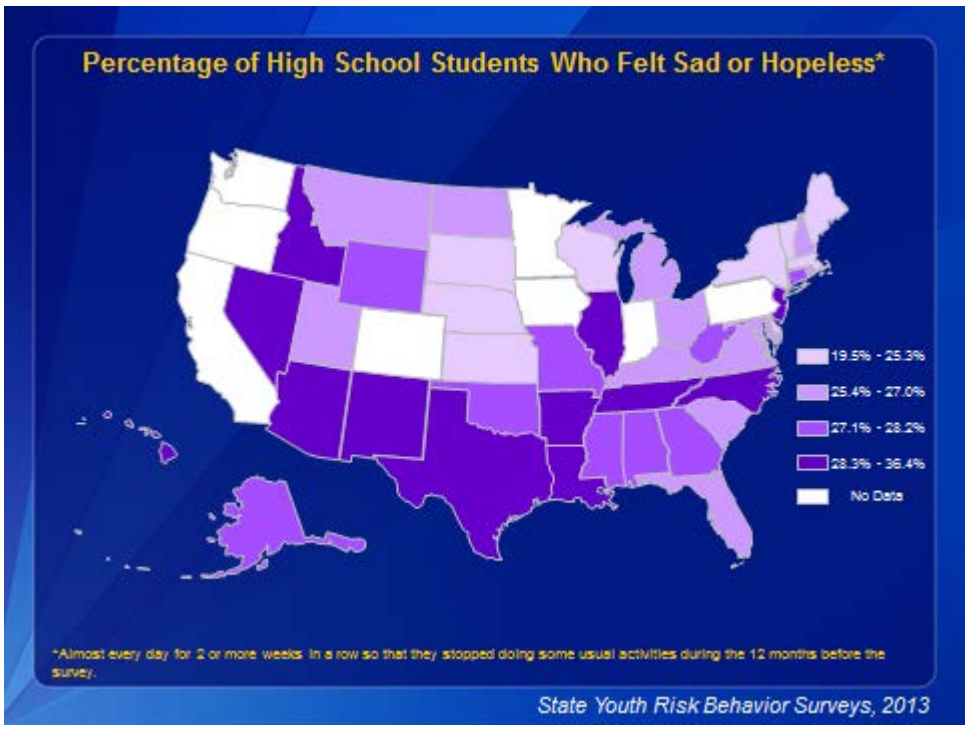
Percentage of High School Students Who Were Electronically Bullied,* 2011-2013†

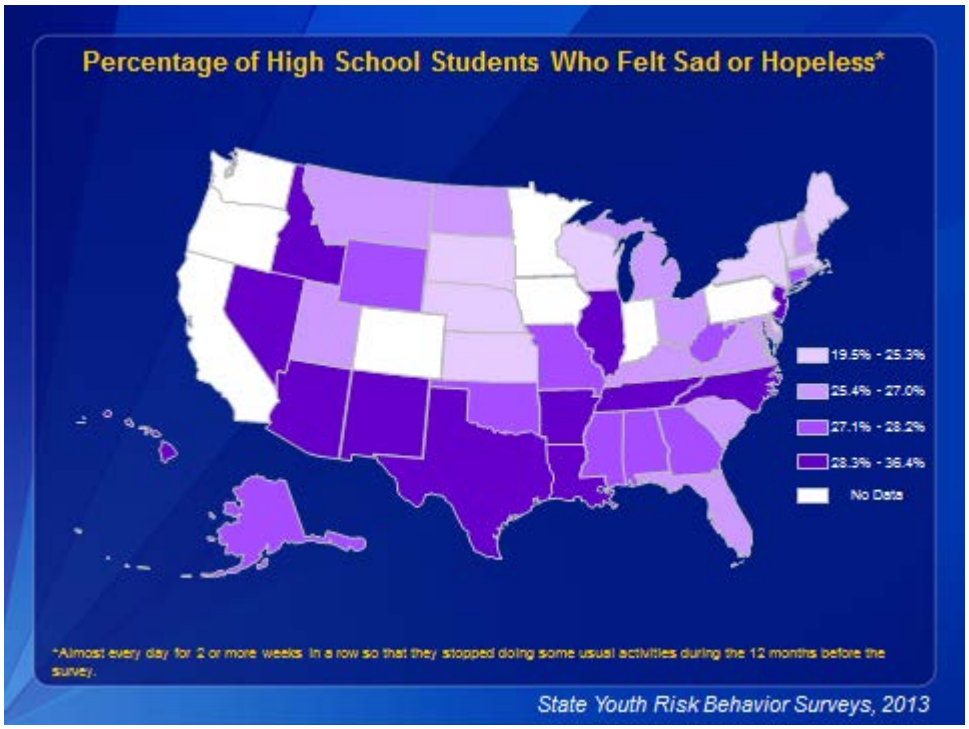


*Including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey.

†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

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
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.

Compiled by: Supportive School Discipline Communities of Practice for the National Leadership Summit on School Discipline and Climate, October 6-7, 2014. Summit materials are available at http://safesupportivelearning.ed.gov/2014-national-leadership-summit-school-discipline-and-climate.