

**NATIONAL LEADERSHIP SUMMIT**  
on School Discipline and Climate

Washington, D.C. | October 6–7, 2014



**Pennsylvania  
School-Justice  
Data Packet**

# NATIONAL LEADERSHIP SUMMIT

## on School Discipline and Climate

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### 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 EDUCATION <http://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.

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# **Civil Rights Data Collection**

**PHILADELPHIA CITY SD || PHILADELPHIA, PA**  
NCES ID: 4218990

(Survey Year: 2011)

## LEA Summary of Selected Facts

### LEA Characteristics and Membership

**Number of Schools in this District:** 250

**Grades Offered:** Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12,UG

**Student Enrollment** 146,509

American Indian/Alaska Native	0.3%
Asian	7.5%
Black	56.1%
Hispanic	18.3%
Native Hawaiian/Pacific Islander	0.0%
Two or More Races	3.7%
White	14.1%

Female	48.8%
Male	51.2%

Students with Disabilities (IDEA)	13.4%
Section 504 Only	0.5%
Limited English Proficiency (LEP)	8.1%

Free and Reduced-price Lunch (FRPL)	79.3%
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*SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12*

#### Number of Schools with:

Title I	248
Primary Focus on Students with Disabilities	1
Magnet Program	24
Charter School Classification	0
Alternative School Classification	2
Offering AP	50
Gifted/Talented Programs	205
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

<b>\$ Average Teacher Salary</b>	\$67,517.00
<b>% FTE of Teachers Absent &gt; 10 days of the School Year</b>	35.0 %
<b>% FTE of Classroom Teachers in 2nd Year of Teaching</b>	4.8 %
<b>% FTE of Classroom Teachers in 1st Year of Teaching</b>	0.5 %
<b>% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements</b>	38.0 %
<b>Total FTE of Classroom Teachers</b>	9,140.0
<b>Total FTE of Counselors</b>	157.0
<b>Students to Teachers Ratio</b>	17 : 1

#### Amount

#### Per Pupil

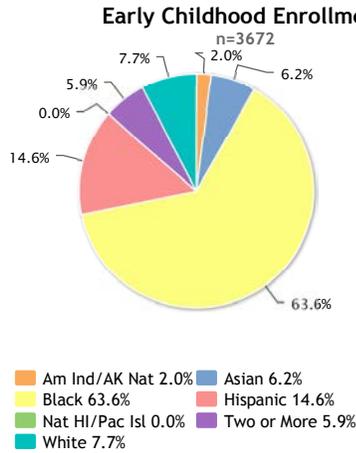
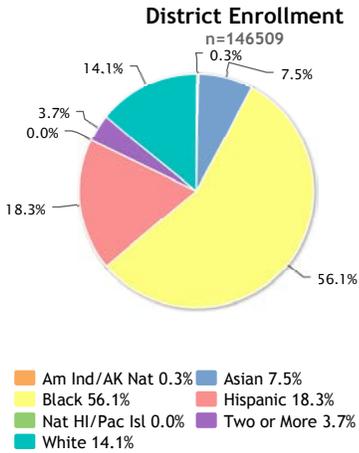
<b>Non Personnel Expenditures at School Level</b>	76,887,374	526
<b>Personnel Salaries - Instructional Staff Only</b>	654,297,291	4,474

**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?



Percent of enrollment that is LEP

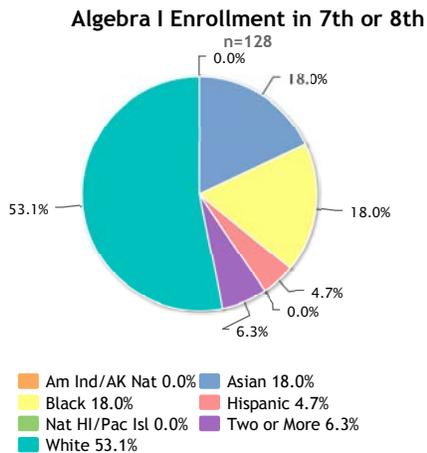
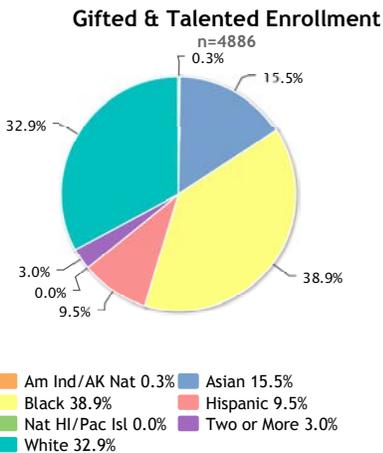
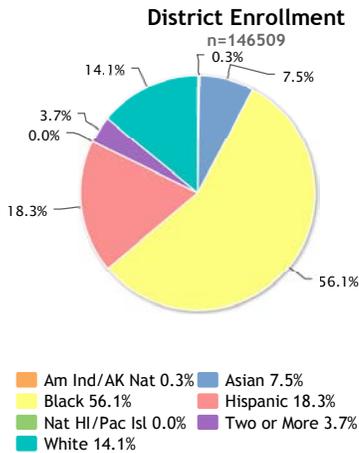
Percent of pre-school population that is LEP

**LEP Students:**

8.36%

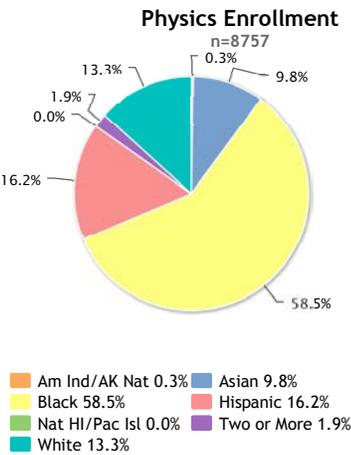
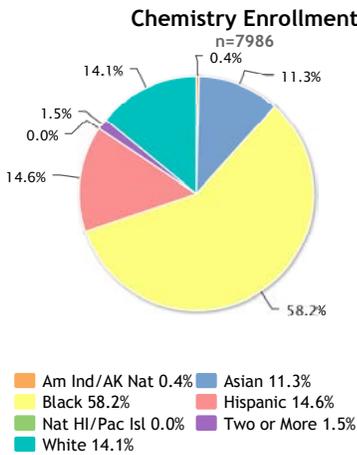
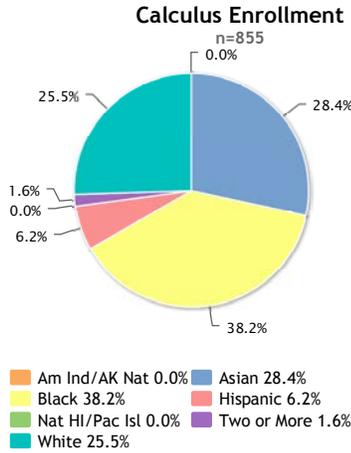
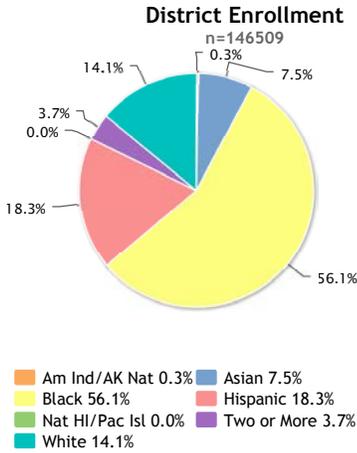
0%

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

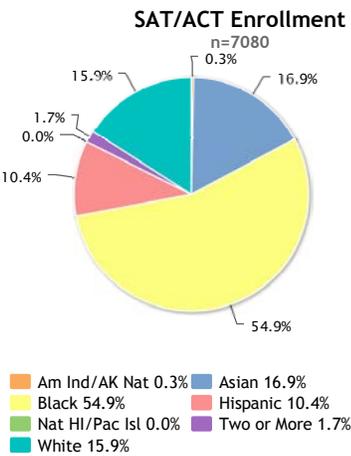
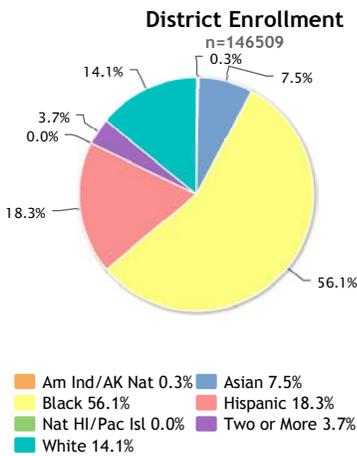


**College and Career Readiness**

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?



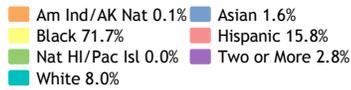
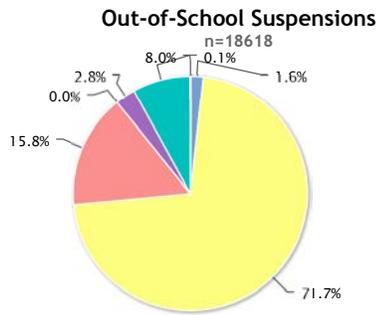
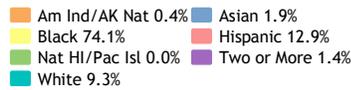
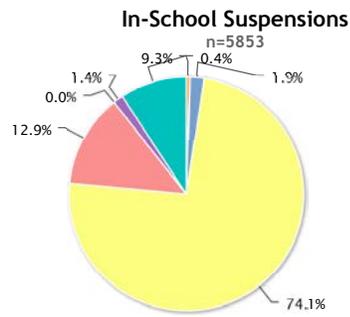
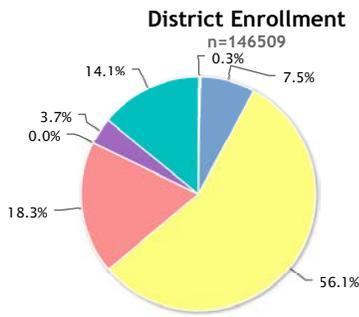
Total number of students participating in SAT/ACT = 7080

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

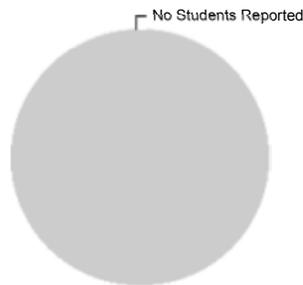
	% of Enrollment	% of Participants in SAT/ACT
<b>LEP Students</b>	8.36%	0.27%
<b>Students With Disabilities</b>	13.37%	4.53%
<b>Female/Male</b>	48.82% / 51.18%	57.94% / 42.06%

**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?



**Expulsions**



\* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=2, Out of School Suspensions=0, Expulsions=0

	Total
Total Number of Students Referred to Law Enforcement	1522
Total Number of Students with School-Related Arrests	1380
Total Number of Expulsions Under Zero-tolerance Policies	0

[Civil Rights Data Definitions](#)

**PITTSBURGH SD || PITTSBURGH, PA**  
NCES ID: 4219170

(Survey Year: 2011)

## LEA Summary of Selected Facts

### LEA Characteristics and Membership

**Number of Schools in this District:** 64

**Grades Offered:** Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12

#### Student Enrollment

American Indian/Alaska Native	0.2%
Asian	3.1%
Black	55.1%
Hispanic	1.8%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	6.1%
White	33.8%

Female	49.5%
Male	50.5%

Students with Disabilities (IDEA)	17.3%
Section 504 Only	0.0%
Limited English Proficiency (LEP)	2.7%

Free and Reduced-price Lunch (FRPL)	66.2%
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*SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12*

#### Number of Schools with:

Title I	52
Primary Focus on Students with Disabilities	3
Magnet Program	21
Charter School Classification	0
Alternative School Classification	1
Offering AP	7
Gifted/Talented Programs	55
Single-sex Classes	0

#### Additional Profile Facts Available

##### Characteristics and Membership >

- [+ LEP](#)
- [+ Students with Disabilities \(IDEA\)](#)
- [+ Students with Disabilities \(504\)](#)
- [+ ED Facts IDEA](#)
- [+ Single-sex Interscholastic Athletics](#)
- [+ Single-sex classes](#)

### Staffing and Finance

#### Teacher Experience

#### District

<b>\$ Average Teacher Salary</b>	\$59,270.00
<b>% FTE of Teachers Absent &gt; 10 days of the School Year</b>	21.0 %
<b>% FTE of Classroom Teachers in 2nd Year of Teaching</b>	2.2 %
<b>% FTE of Classroom Teachers in 1st Year of Teaching</b>	1.3 %
<b>% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements</b>	92.9 %
<b>Total FTE of Classroom Teachers</b>	1,811.1
<b>Total FTE of Counselors</b>	16.0
<b>Students to Teachers Ratio</b>	14 : 1

#### Amount

#### Per Pupil

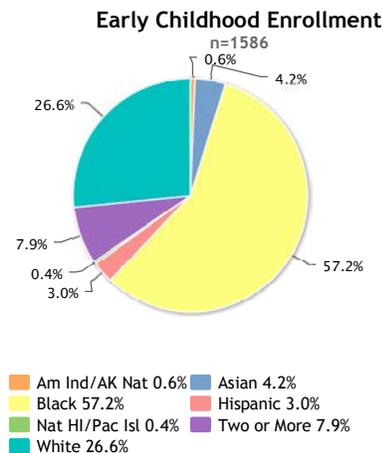
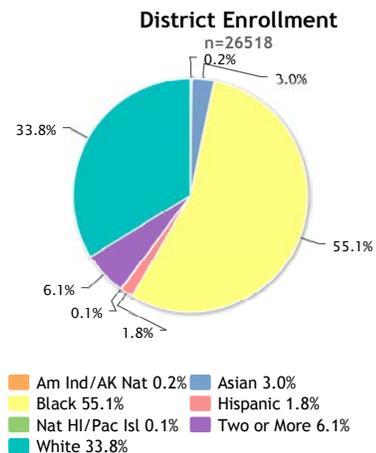
<b>Non Personnel Expenditures at School Level</b>	11,555,186	437
<b>Personnel Salaries - Instructional Staff Only</b>	126,475,108	4,780

**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?



Percent of enrollment that is LEP

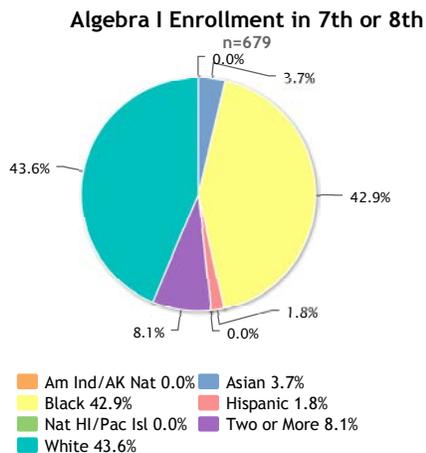
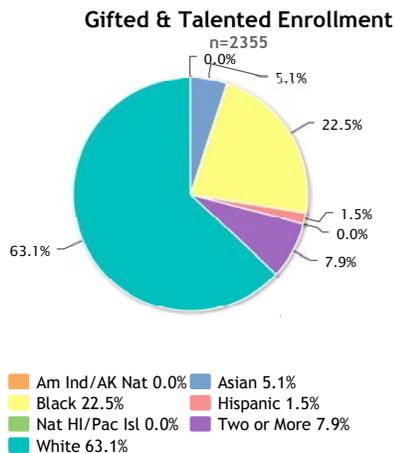
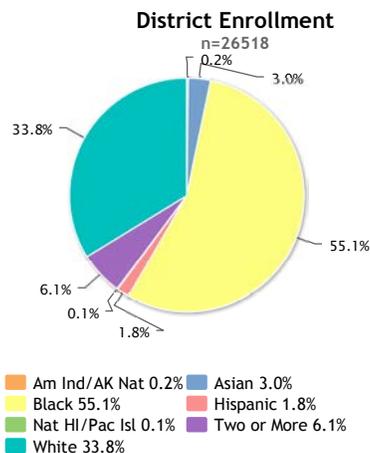
Percent of pre-school population that is LEP

LEP Students:

2.77%

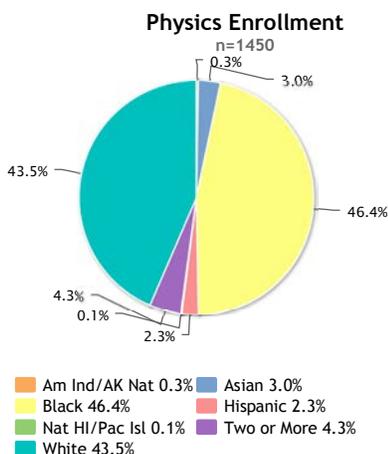
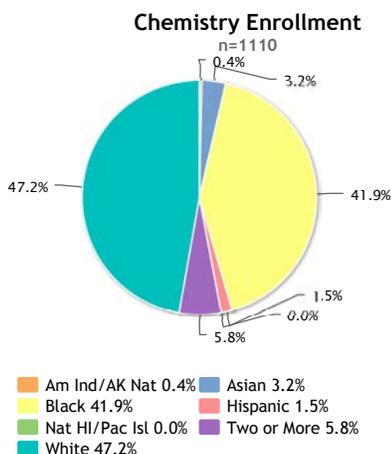
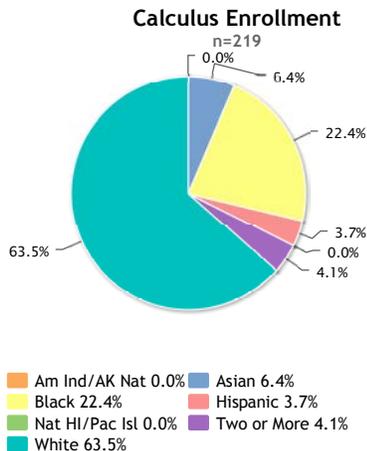
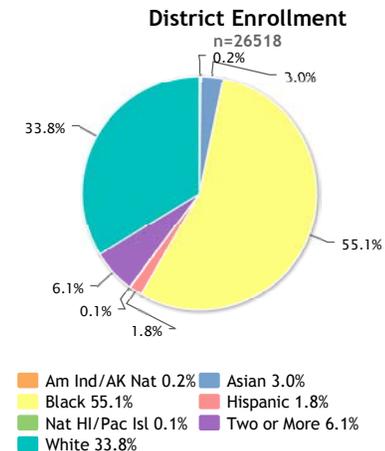
0.01%

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

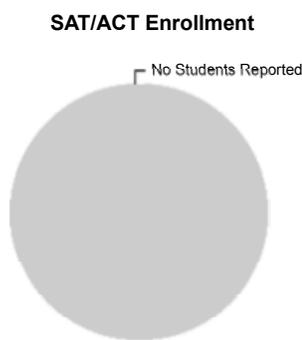
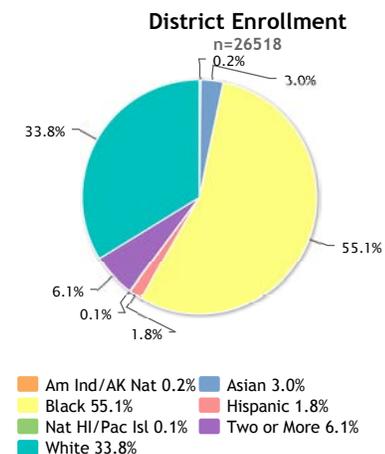


**College and Career Readiness**

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?



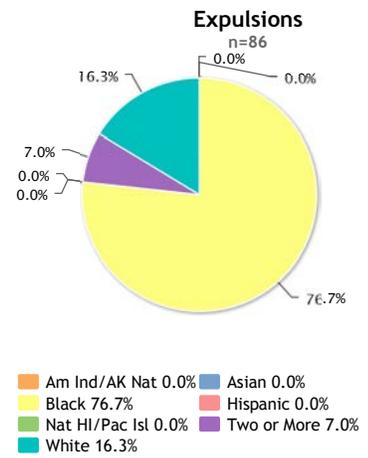
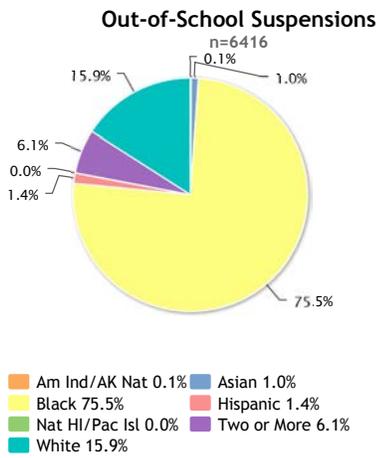
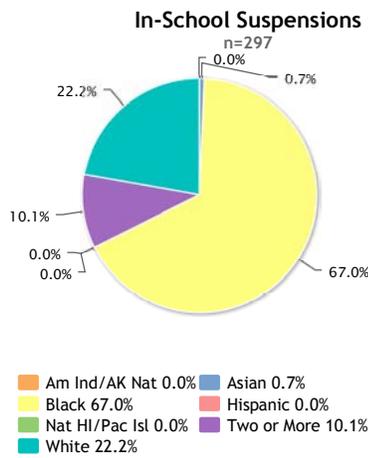
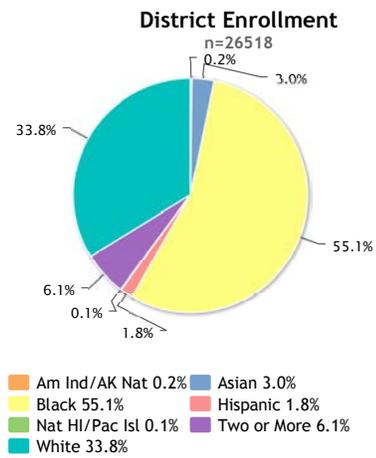
Total number of students participating in SAT/ACT = 0

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	2.77%	0%
Students With Disabilities	17.27%	0%
Female/Male	49.46% / 50.54%	0% / 0%

**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	88
Total Number of Expulsions Under Zero-tolerance Policies	0

[Civil Rights Data Definitions](#)

**READING SD || READING, PA**

(Survey Year: 2011)

NCES ID: 4220040

**LEA Summary of Selected Facts****LEA Characteristics and Membership****Number of Schools in this District:** 25**Grades Offered:** Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12,UG**Student Enrollment** 18,129

American Indian/Alaska Native	1.9%
Asian	1.3%
Black	15.7%
Hispanic	41.6%
Native Hawaiian/Pacific Islander	1.9%
Two or More Races	7.0%
White	30.6%

Female	48.2%
Male	51.8%

Students with Disabilities (IDEA)	19.5%
Section 504 Only	0.2%
Limited English Proficiency (LEP)	18.8%

Free and Reduced-price Lunch (FRPL)	91.2%
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SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12

**Number of Schools with:**

Title I	24
Primary Focus on Students with Disabilities	0
Magnet Program	5
Charter School Classification	0
Alternative School Classification	0
Offering AP	1
Gifted/Talented Programs	24
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**

<b>\$ Average Teacher Salary</b>	\$58,832.00
<b>% FTE of Teachers Absent &gt; 10 days of the School Year</b>	2.0 %
<b>% FTE of Classroom Teachers in 2nd Year of Teaching</b>	99.4 %
<b>% FTE of Classroom Teachers in 1st Year of Teaching</b>	0.6 %
<b>% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements</b>	100.0 %
<b>Total FTE of Classroom Teachers</b>	1,270.0
<b>Total FTE of Counselors</b>	19.0
<b>Students to Teachers Ratio</b>	14 : 1

**Amount****Per Pupil**

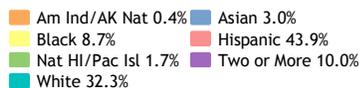
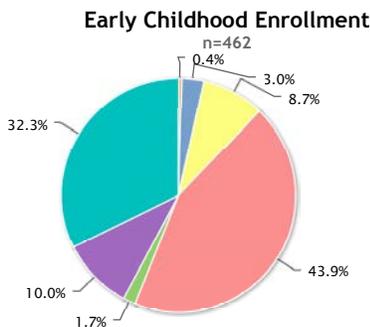
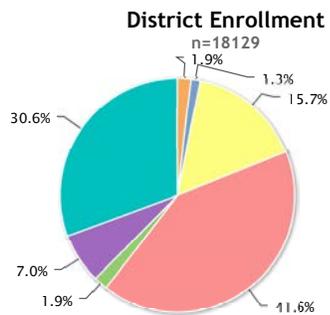
<b>Non Personnel Expenditures at School Level</b>	8,960,854	495
<b>Personnel Salaries - Instructional Staff Only</b>	71,726,159	3,958

**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?



Percent of enrollment that is LEP

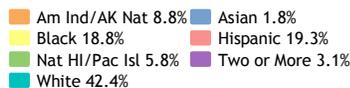
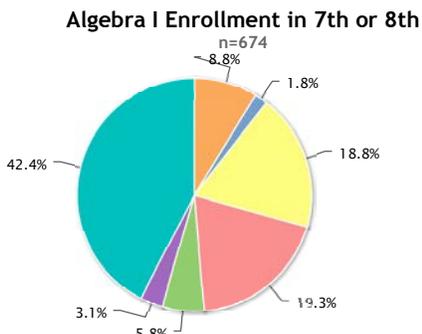
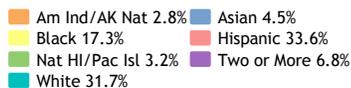
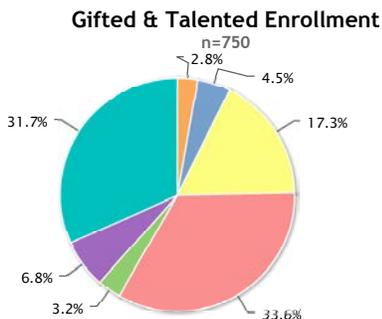
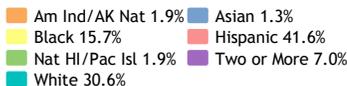
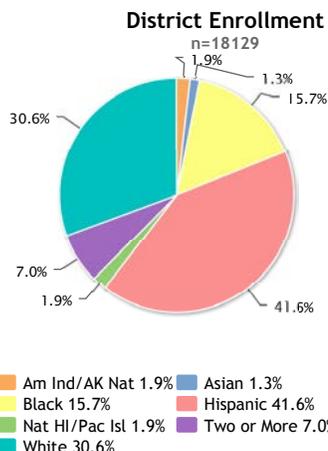
Percent of pre-school population that is LEP

**LEP Students:**

18.95%

0%

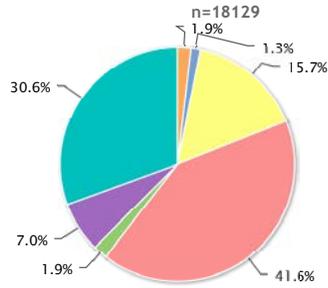
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?



**College and Career Readiness**

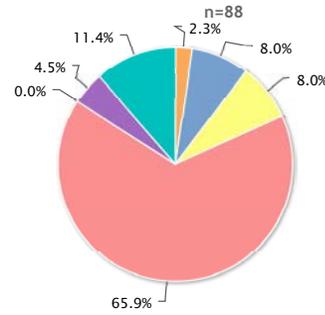
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

**District Enrollment**



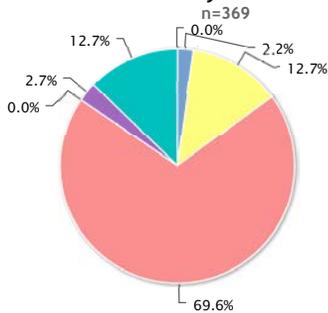
- Am Ind/AK Nat 1.9%
- Black 15.7%
- Nat HI/Pac Isl 1.9%
- White 30.6%
- Asian 1.3%
- Hispanic 41.6%
- Two or More 7.0%

**Calculus Enrollment**



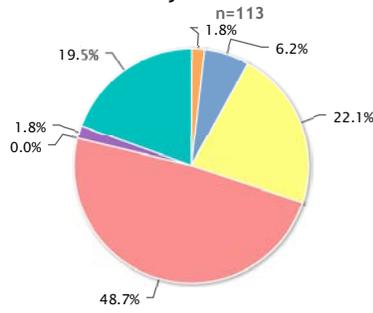
- Am Ind/AK Nat 2.3%
- Black 8.0%
- Nat HI/Pac Isl 0.0%
- White 11.4%
- Asian 8.0%
- Hispanic 65.9%
- Two or More 4.5%

**Chemistry Enrollment**



- Am Ind/AK Nat 0.0%
- Black 12.7%
- Nat HI/Pac Isl 0.0%
- White 12.7%
- Asian 2.2%
- Hispanic 69.6%
- Two or More 2.7%

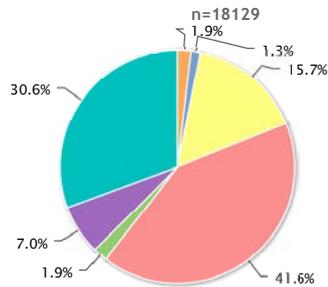
**Physics Enrollment**



- Am Ind/AK Nat 1.8%
- Black 22.1%
- Nat HI/Pac Isl 0.0%
- White 19.5%
- Asian 6.2%
- Hispanic 48.7%
- Two or More 1.8%

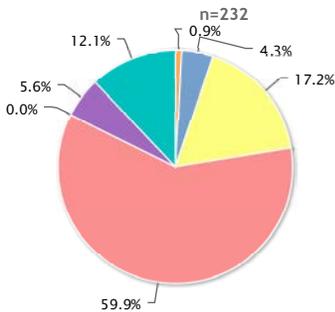
Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

**District Enrollment**



- Am Ind/AK Nat 1.9%
- Black 15.7%
- Nat HI/Pac Isl 1.9%
- White 30.6%
- Asian 1.3%
- Hispanic 41.6%
- Two or More 7.0%

**SAT/ACT Enrollment**



- Am Ind/AK Nat 0.9%
- Black 17.2%
- Nat HI/Pac Isl 0.0%
- White 12.1%
- Asian 4.3%
- Hispanic 59.9%
- Two or More 5.6%

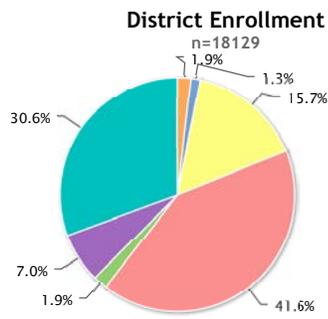
Total number of students participating in SAT/ACT = 232

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

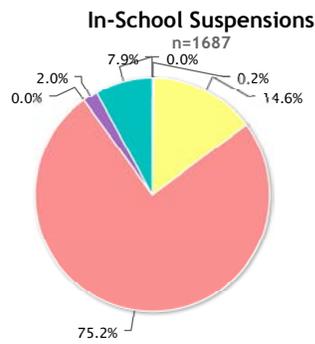
	% of Enrollment	% of Participants in SAT/ACT
<b>LEP Students</b>	18.95%	0%
<b>Students With Disabilities</b>	19.49%	0%
<b>Female/Male</b>	48.22% / 51.78%	49.57% / 50.43%

**Discipline, Restraints/Seclusion, Harassment/Bullying**

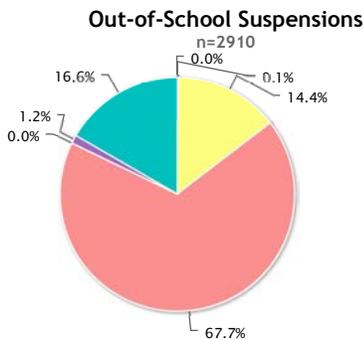
Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?



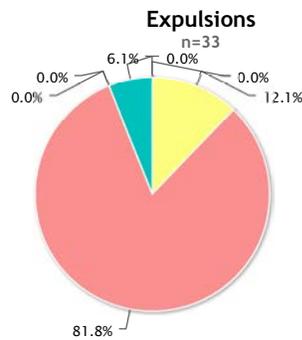
- Am Ind/AK Nat 1.9%
- Black 15.7%
- Nat HI/Pac Isl 1.9%
- White 30.6%
- Asian 1.3%
- Hispanic 41.6%
- Two or More 7.0%



- Am Ind/AK Nat 0.0%
- Black 14.6%
- Nat HI/Pac Isl 0.0%
- White 7.9%
- Asian 0.2%
- Hispanic 75.2%
- Two or More 2.0%



- Am Ind/AK Nat 0.0%
- Black 14.4%
- Nat HI/Pac Isl 0.0%
- White 16.6%
- Asian 0.1%
- Hispanic 67.7%
- Two or More 1.2%



- Am Ind/AK Nat 0.0%
- Black 12.1%
- Nat HI/Pac Isl 0.0%
- White 6.1%
- Asian 0.0%
- Hispanic 81.8%
- Two or More 0.0%

\* 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

	<b>Total</b>
<b>Total Number of Students Referred to Law Enforcement</b>	33
<b>Total Number of Students with School-Related Arrests</b>	12
<b>Total Number of Expulsions Under Zero-tolerance Policies</b>	25

[Civil Rights Data Definitions](#)

**ALLENTOWN CITY SD | ALLENTOWN, PA**  
 NCES ID: 4202280

(Survey Year: 2011)

**LEA Summary of Selected Facts**
**LEA Characteristics and Membership**
**Number of Schools in this District:** 22

**Grades Offered:** Preschool,K,1,2,3,4,5,6,7,8,9,10,11,12

**Student Enrollment** 17,415

American Indian/Alaska Native	0.2%
Asian	1.6%
Black	16.8%
Hispanic	64.9%
Native Hawaiian/Pacific Islander	0.1%
Two or More Races	1.6%
White	14.9%

Female	47.5%
Male	52.6%

Students with Disabilities (IDEA)	13.6%
Section 504 Only	0.7%
Limited English Proficiency (LEP)	10.1%

Free and Reduced-price Lunch (FRPL)	78.2%
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*SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12*
**Number of Schools with:**

Title I	21
Primary Focus on Students with Disabilities	0
Magnet Program	0
Charter School Classification	0
Alternative School Classification	1
Offering AP	2
Gifted/Talented Programs	19
Single-sex Classes	0

**Additional Profile Facts Available**
**Characteristics and Membership >**

- [+ LEP](#)
- [+ Students with Disabilities \(IDEA\)](#)
- [+ Students with Disabilities \(504\)](#)
- [+ ED Facts IDEA](#)
- [+ Single-sex Interscholastic Athletics](#)
- [+ Single-sex classes](#)

**Staffing and Finance**
**Teacher Experience**
**District**

<b>\$ Average Teacher Salary</b>	\$64,383.00
<b>% FTE of Teachers Absent &gt; 10 days of the School Year</b>	48.0 %
<b>% FTE of Classroom Teachers in 2nd Year of Teaching</b>	2.2 %
<b>% FTE of Classroom Teachers in 1st Year of Teaching</b>	0.6 %
<b>% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements</b>	100.0 %
<b>Total FTE of Classroom Teachers</b>	1,178.0
<b>Total FTE of Counselors</b>	23.0
<b>Students to Teachers Ratio</b>	14 : 1

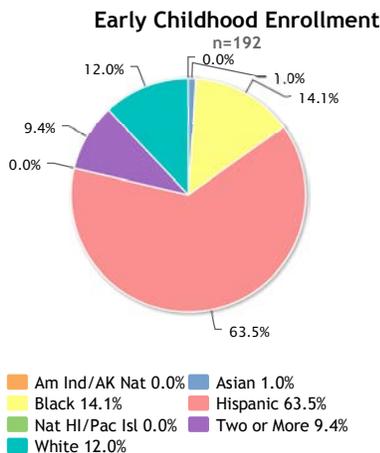
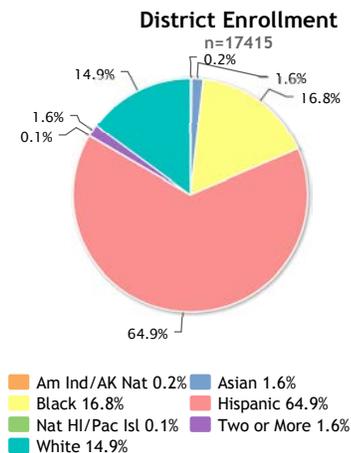
	Amount	Per Pupil
<b>Non Personnel Expenditures at School Level</b>	8,259,282	475
<b>Personnel Salaries - Instructional Staff Only</b>	77,142,301	4,432

**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?



Percent of enrollment that is LEP

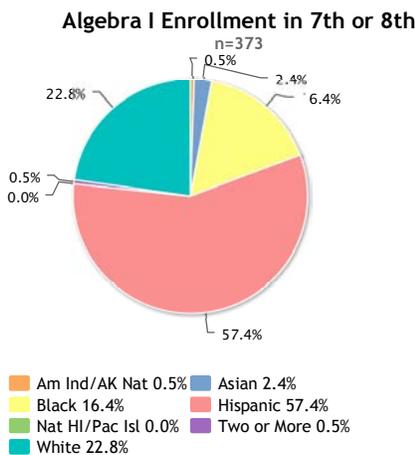
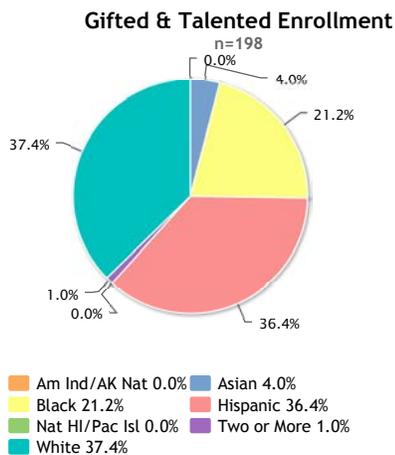
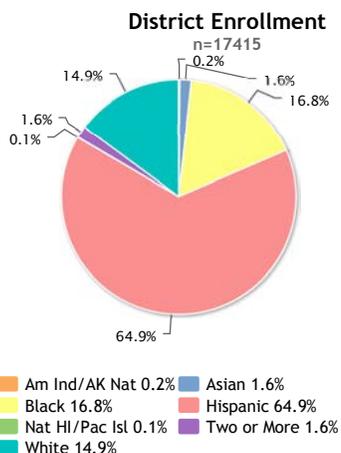
Percent of pre-school population that is LEP

LEP Students:

10.15%

0%

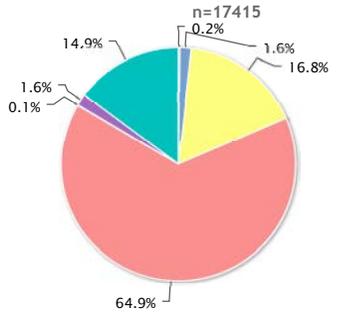
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?



**College and Career Readiness**

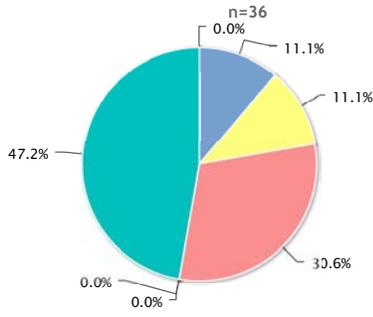
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?

**District Enrollment**



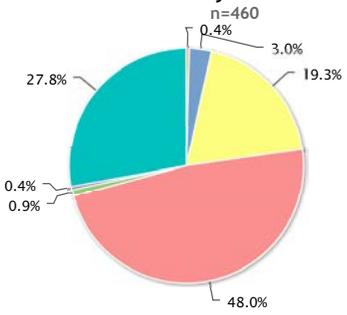
Am Ind/AK Nat 0.2% Asian 1.6%  
 Black 16.8% Hispanic 64.9%  
 Nat HI/Pac Isl 0.1% Two or More 1.6%  
 White 14.9%

**Calculus Enrollment**



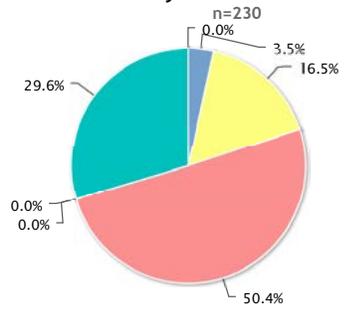
Am Ind/AK Nat 0.0% Asian 11.1%  
 Black 11.1% Hispanic 30.6%  
 Nat HI/Pac Isl 0.0% Two or More 0.0%  
 White 47.2%

**Chemistry Enrollment**



Am Ind/AK Nat 0.4% Asian 3.0%  
 Black 19.3% Hispanic 48.0%  
 Nat HI/Pac Isl 0.9% Two or More 0.4%  
 White 27.8%

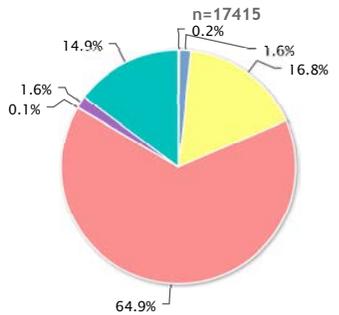
**Physics Enrollment**



Am Ind/AK Nat 0.0% Asian 3.5%  
 Black 16.5% Hispanic 50.4%  
 Nat HI/Pac Isl 0.0% Two or More 0.0%  
 White 29.6%

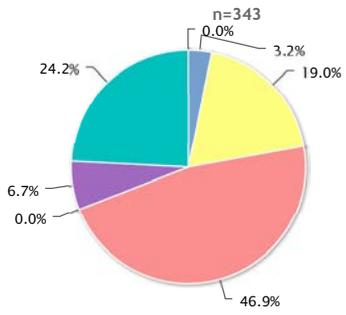
Compared to overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?

**District Enrollment**



Am Ind/AK Nat 0.2% Asian 1.6%  
 Black 16.8% Hispanic 64.9%  
 Nat HI/Pac Isl 0.1% Two or More 1.6%  
 White 14.9%

**SAT/ACT Enrollment**



Am Ind/AK Nat 0.0% Asian 3.2%  
 Black 19.0% Hispanic 46.9%  
 Nat HI/Pac Isl 0.0% Two or More 6.7%  
 White 24.2%

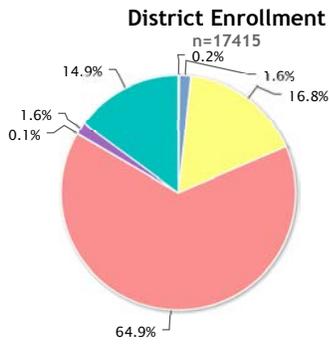
Total number of students participating in SAT/ACT = 343

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
<b>LEP Students</b>	10.15%	0.09%
<b>Students With Disabilities</b>	13.62%	0%
<b>Female/Male</b>	47.45% / 52.55%	53.94% / 46.06%

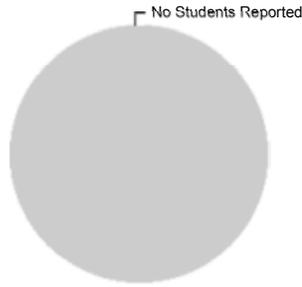
**Discipline, Restraints/Seclusion, Harassment/Bullying**

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

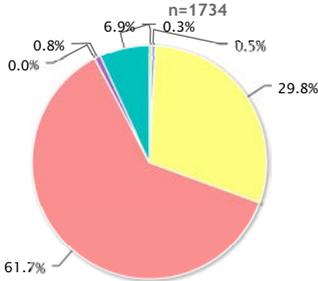


- Am Ind/AK Nat 0.2%
- Black 16.8%
- Nat HI/Pac Isl 0.1%
- White 14.9%
- Asian 1.6%
- Hispanic 64.9%
- Two or More 1.6%

**In-School Suspensions**

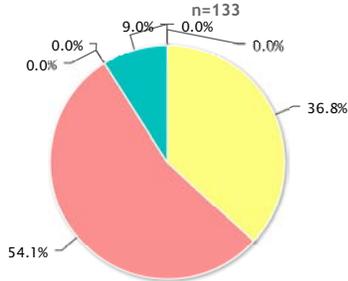


**Out-of-School Suspensions**



- Am Ind/AK Nat 0.3%
- Black 29.8%
- Nat HI/Pac Isl 0.0%
- White 6.9%
- Asian 0.5%
- Hispanic 61.7%
- Two or More 0.8%

**Expulsions**



- Am Ind/AK Nat 0.0%
- Black 36.8%
- Nat HI/Pac Isl 0.0%
- White 9.0%
- Asian 0.0%
- Hispanic 54.1%
- Two or More 0.0%

\* 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=28, Expulsions=0

	<b>Total</b>
<b>Total Number of Students Referred to Law Enforcement</b>	733
<b>Total Number of Students with School-Related Arrests</b>	112
<b>Total Number of Expulsions Under Zero-tolerance Policies</b>	0

[Civil Rights Data Definitions](#)

**NORTH PENN SD || LANSDALE, PA**  
NCES ID: 4217280

(Survey Year: 2011)

## LEA Summary of Selected Facts

### LEA Characteristics and Membership

**Number of Schools in this District:** 19

**Grades Offered:** K,1,2,3,4,5,6,7,8,9,10,11,12

#### Student Enrollment

American Indian/Alaska Native	12,214	0.2%
Asian	19.4%	
Black	7.1%	
Hispanic	4.0%	
Native Hawaiian/Pacific Islander	0.1%	
Two or More Races	1.0%	
White	68.3%	

Female	48.8%
Male	51.2%

Students with Disabilities (IDEA)	16.3%
Section 504 Only	2.2%
Limited English Proficiency (LEP)	5.7%

Free and Reduced-price Lunch (FRPL)	16.6%
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*SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011-12*

#### Number of Schools with:

Title I	8
Primary Focus on Students with Disabilities	0
Magnet Program	0
Charter School Classification	0
Alternative School Classification	1
Offering AP	1
Gifted/Talented Programs	17
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

<b>\$ Average Teacher Salary</b>	\$69,534.00
<b>% FTE of Teachers Absent &gt; 10 days of the School Year</b>	18.0 %
<b>% FTE of Classroom Teachers in 2nd Year of Teaching</b>	0.6 %
<b>% FTE of Classroom Teachers in 1st Year of Teaching</b>	2.1 %
<b>% FTE of Classroom Teachers Meeting all State Licensing and Certification Requirements</b>	100.0 %
<b>Total FTE of Classroom Teachers</b>	872.9
<b>Total FTE of Counselors</b>	24.0
<b>Students to Teachers Ratio</b>	14 : 1

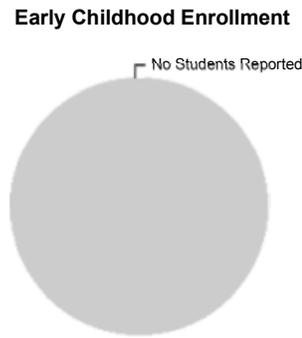
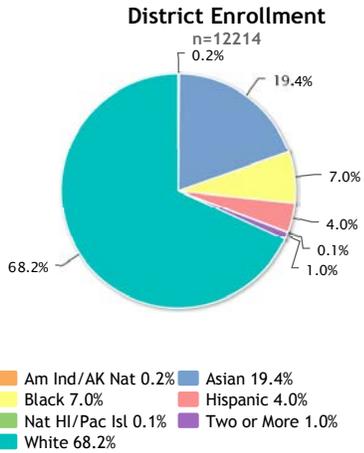
	Amount	Per Pupil
<b>Non Personnel Expenditures at School Level</b>	5,628,842	461
<b>Personnel Salaries - Instructional Staff Only</b>	69,710,499	5,714

**Pathways to College and Career Readiness**

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

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

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



Percent of enrollment that is LEP

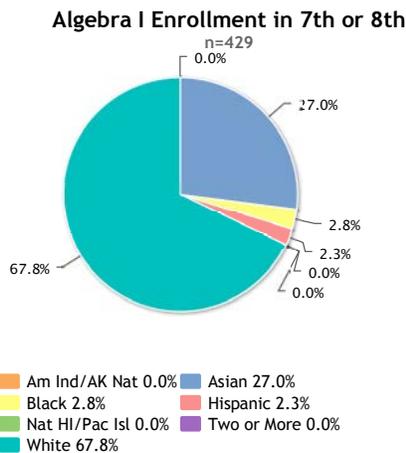
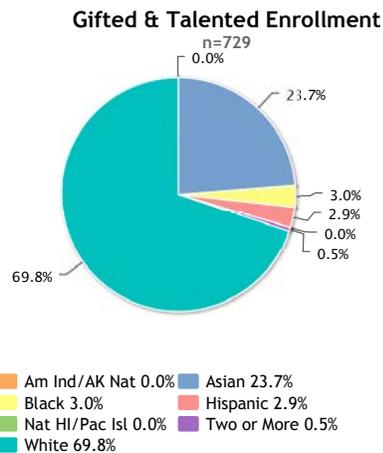
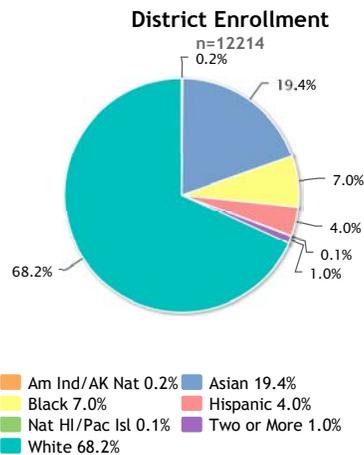
Percent of pre-school population that is LEP

LEP Students:

3.54%

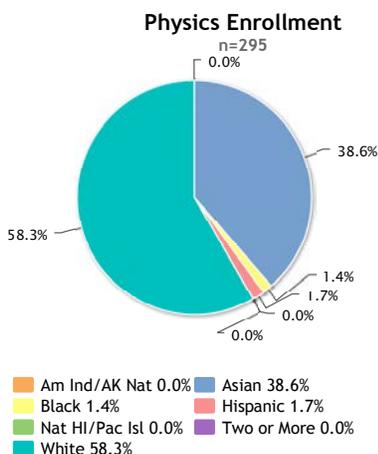
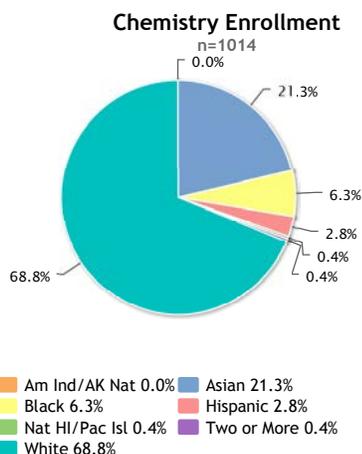
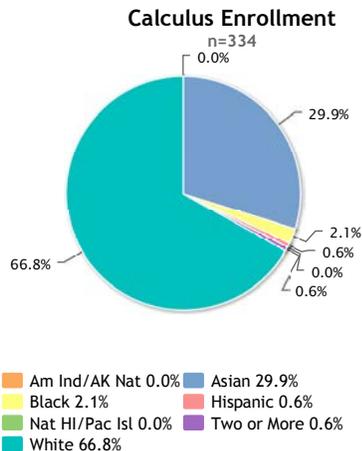
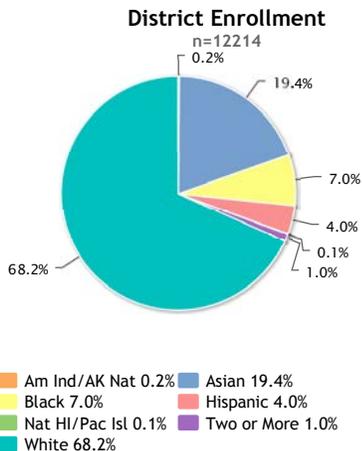
0%

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

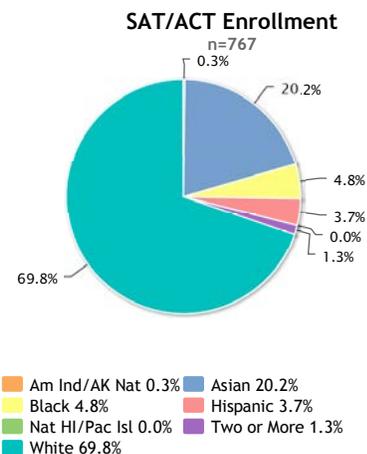
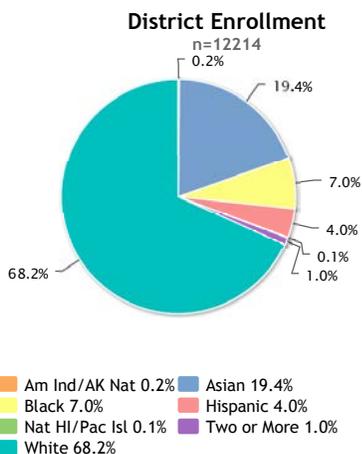


**College and Career Readiness**

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?



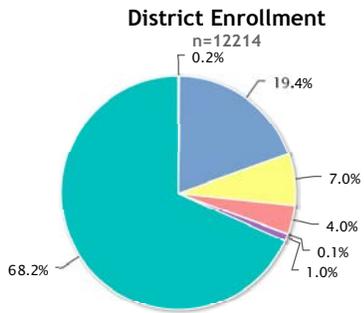
Total number of students participating in SAT/ACT = 767

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

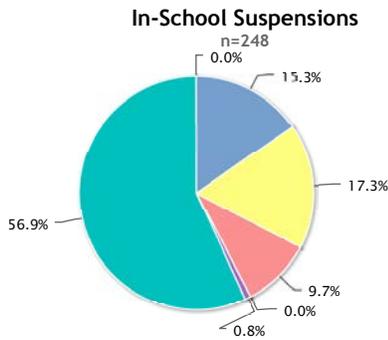
	% of Enrollment	% of Participants in SAT/ACT
LEP Students	3.54%	0%
Students With Disabilities	16.31%	0%
Female/Male	48.8% / 51.2%	53.98% / 46.02%

**Discipline, Restraints/Seclusion, Harassment/Bullying**

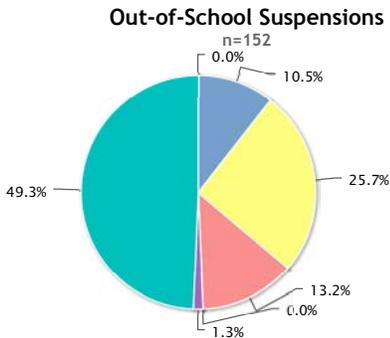
Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?



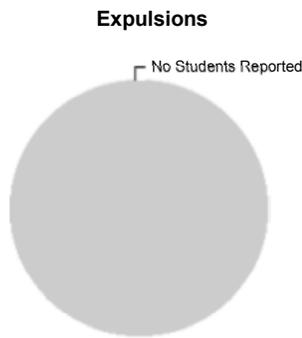
Am Ind/AK Nat 0.2% Asian 19.4%  
 Black 7.0% Hispanic 4.0%  
 Nat HI/Pac Isl 0.1% Two or More 1.0%  
 White 68.2%



Am Ind/AK Nat 0.0% Asian 15.3%  
 Black 17.3% Hispanic 9.7%  
 Nat HI/Pac Isl 0.0% Two or More 0.8%  
 White 56.9%



Am Ind/AK Nat 0.0% Asian 10.5%  
 Black 25.7% Hispanic 13.2%  
 Nat HI/Pac Isl 0.0% Two or More 1.3%  
 White 49.3%



\* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=13, Out of School Suspensions=6, Expulsions=0

	Total
Total Number of Students Referred to Law Enforcement	96
Total Number of Students with School-Related Arrests	0
Total Number of Expulsions Under Zero-tolerance Policies	0

[Civil Rights Data Definitions](#)

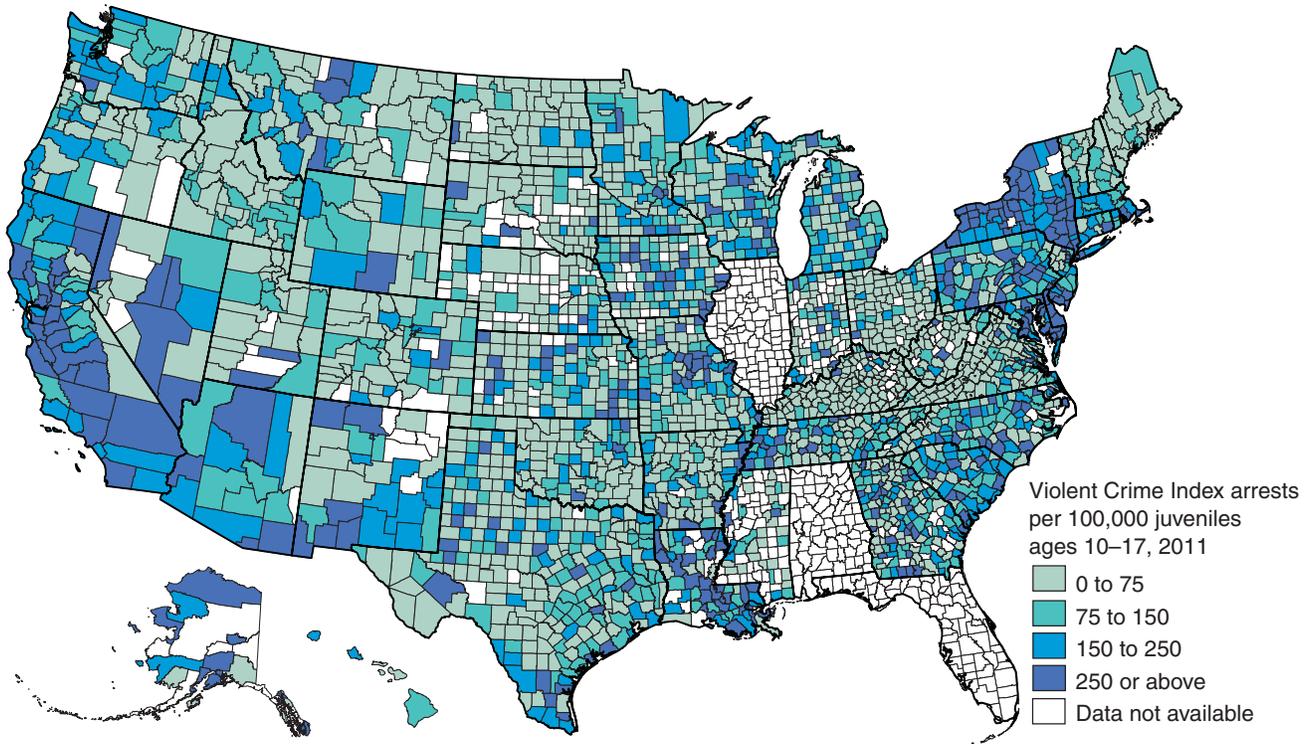
**NATIONAL LEADERSHIP SUMMIT**  
on School Discipline and Climate

Washington, D.C. | October 6–7, 2014



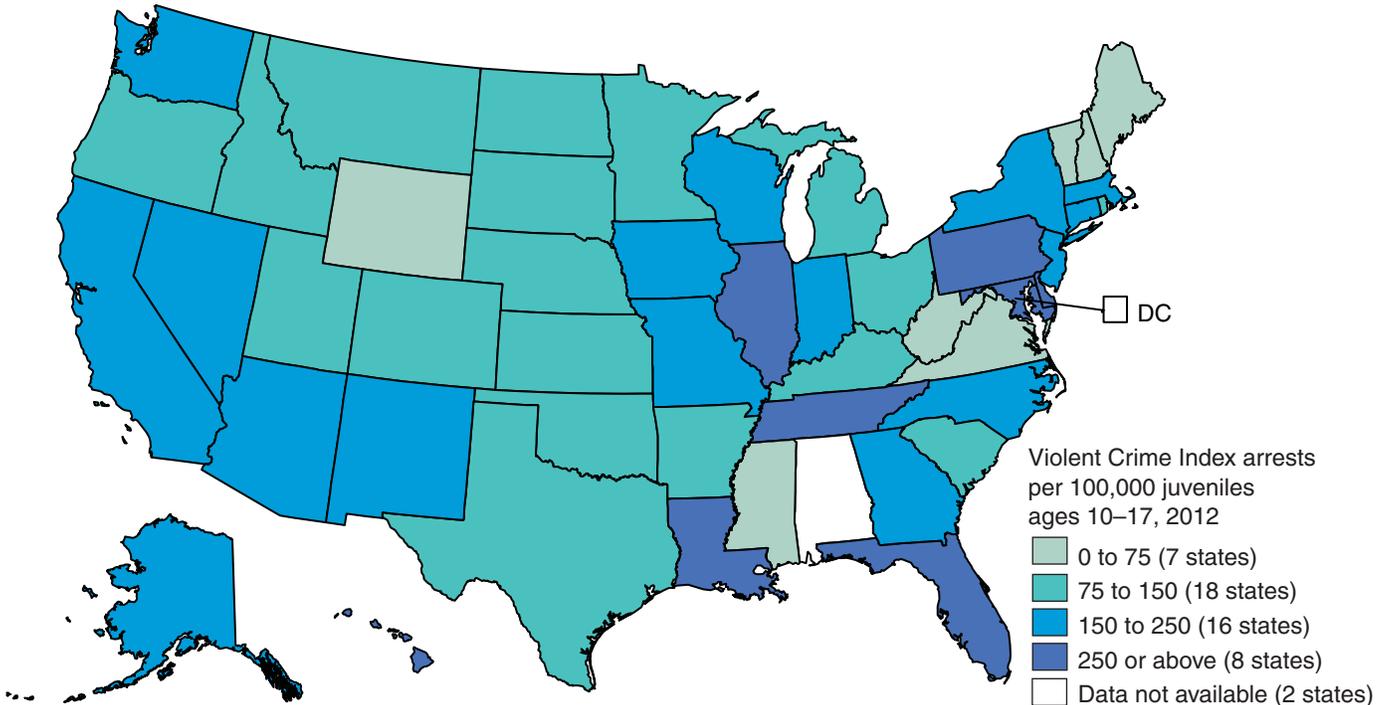
**OJJDP**  
**Data Collection**

## Juvenile Violent Crime Index Arrest Rates, 2011



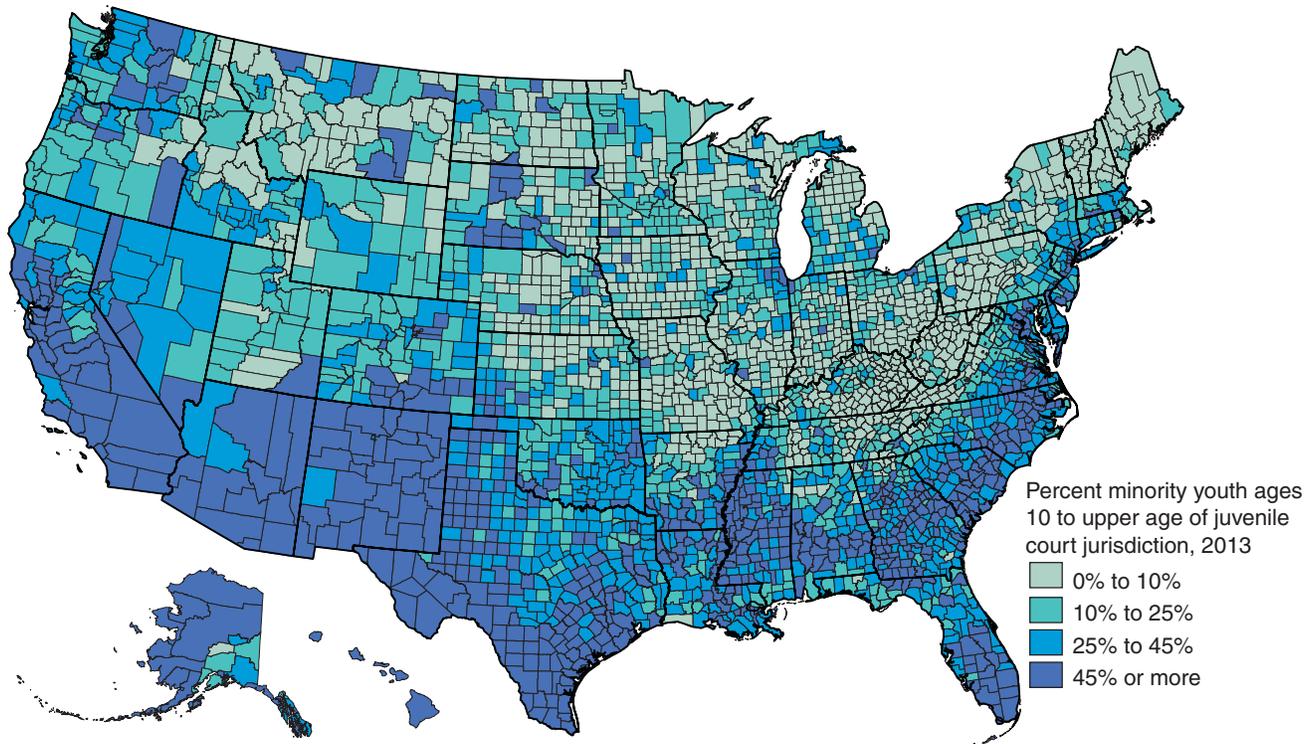
Source: Puzzanchera, C., and Kang, W. 2014. "Easy Access to FBI Arrest Statistics: 1994–2011." *OJJDP Statistical Briefing Book*. Online. Available: [www.ojjdp.gov/ojstatbb/ezaucr](http://www.ojjdp.gov/ojstatbb/ezaucr).

## Juvenile Violent Crime Index Arrest Rates, 2012



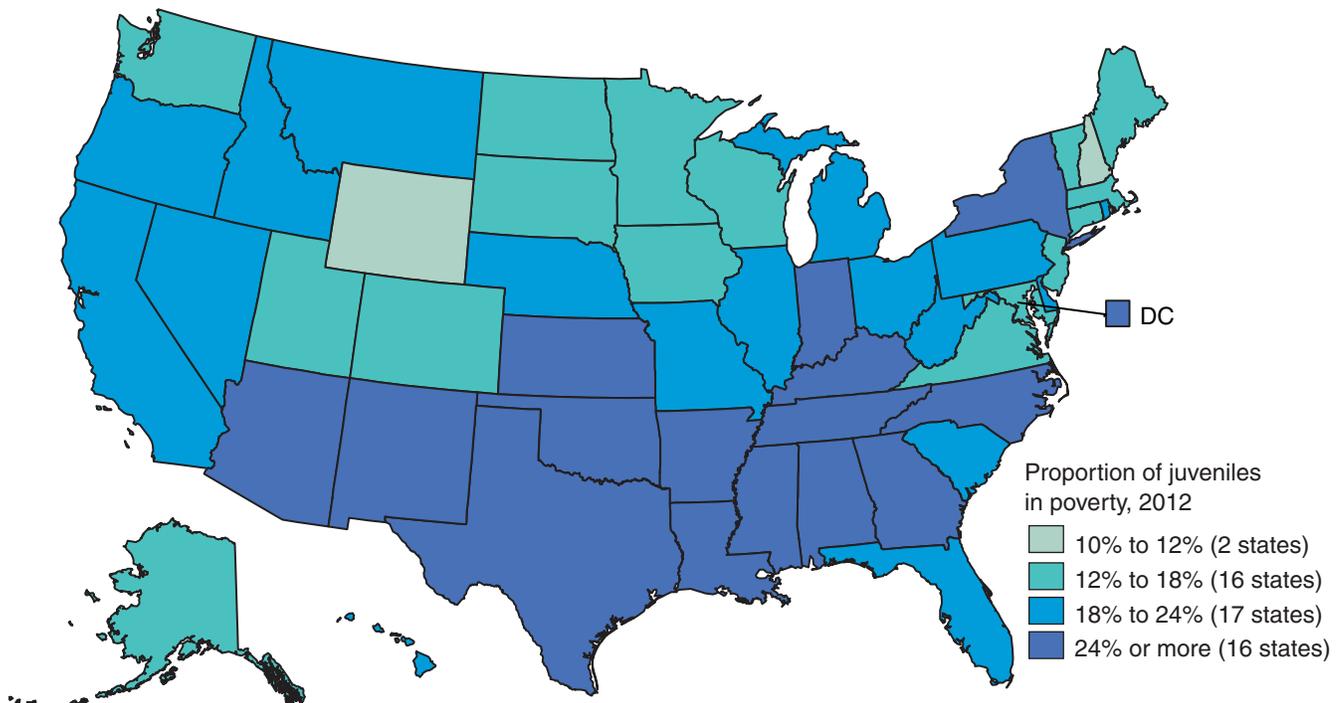
Source: Puzzanchera, C. 2014. Analysis of the FBI's 2012 *Crime in the United States* report, tables 5 and 69.

## Proportion of Minority Juveniles, 2013



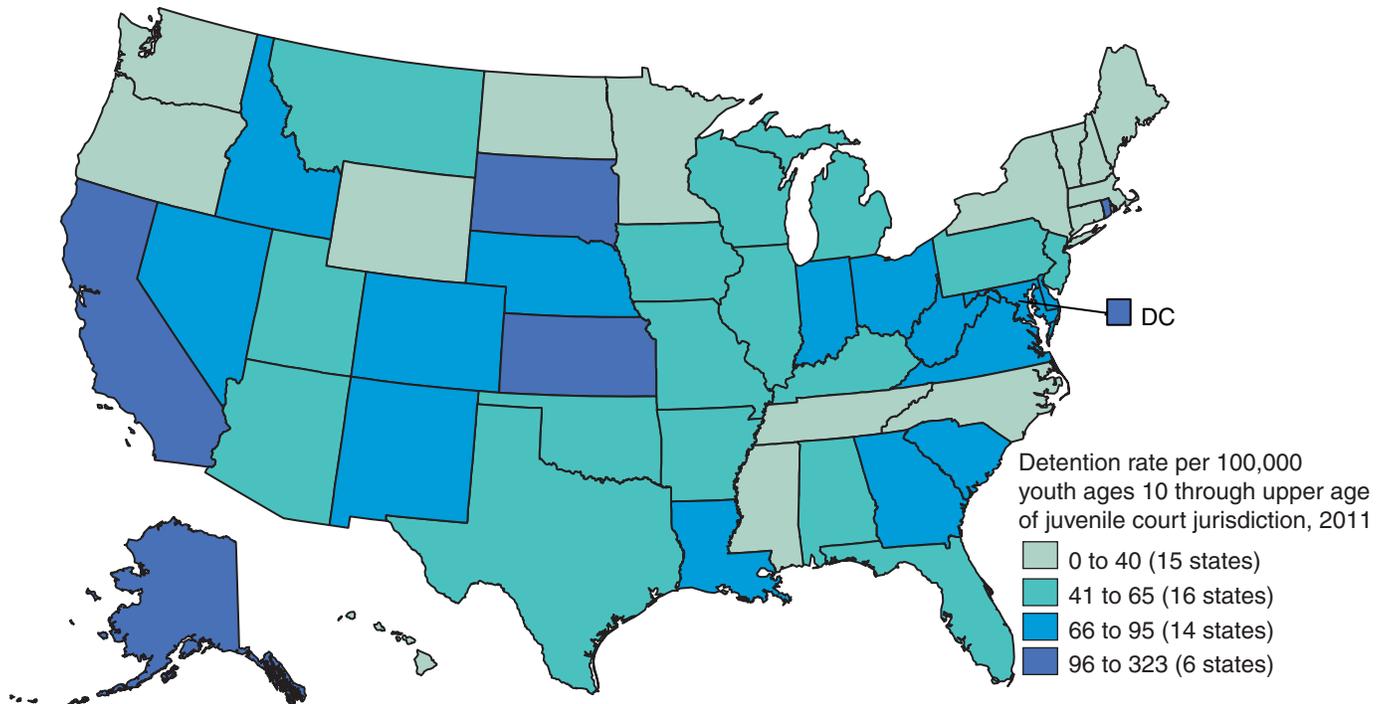
Source: Puzzanchera, C., Sladky, A., and Kang, W. 2014. "Easy Access to Juvenile Populations: 1990–2013." *OJJDP Statistical Briefing Book*. Online. Available: [www.ojjdp.gov/ojstatbb/ezapop](http://www.ojjdp.gov/ojstatbb/ezapop).

## Proportion of Juveniles in Poverty, 2012



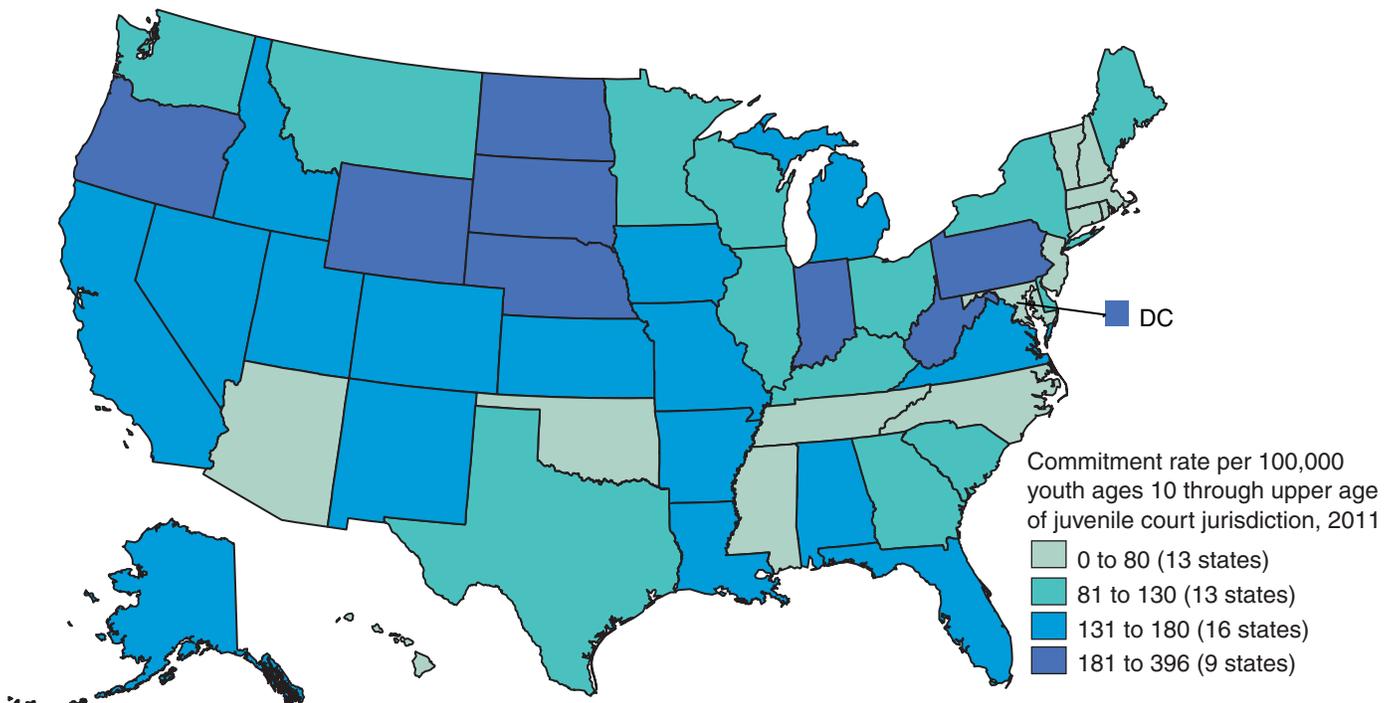
Source: *OJJDP Statistical Briefing Book*. Online. Available: [www.ojjdp.gov/ojstatbb/population/qa01403.asp](http://www.ojjdp.gov/ojstatbb/population/qa01403.asp).

## Juvenile Detention Rates, 2011



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

## Juvenile Commitment Rates, 2011



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



# Pennsylvania

## Juvenile Justice Snapshot

State United States

### Population characteristics

Juvenile population, ages 0 to 17, 2013	2,715,645	73,585,872
Black, non-Hispanic proportion of juvenile population, 2013	14.4%	15.1%
Hispanic proportion of juvenile population, 2013	10.5%	24.1%
Pregnancies per 1,000 females ages 15 to 17, 2012	12.1	14.1
Proportion of children under 18 living in poverty, 2012	20.4%	21.8%
Proportion of children under 18 without health insurance, 2013	6.7%	7.3%

### Juvenile Victims

Maltreatment victimizations per 1,000 children under age 18, 2010	1.3	10.0
Ratio of Suicide to Homicide victimizations ages 7 to 17, 1990-2010	0.9	0.8

### Juvenile Arrest Rates (per 100,000 juveniles ages 10 to 17)

Coverage Indicator*, 2012	96.0%	83.5%
Total juvenile arrest rate, 2012	5,479.4	3,948.3
Violent Crime Index arrest rate, 2012	302.7	187.1
Robbery arrest rate, 2012	112.3	65.4
Aggravated Assault arrest rate, 2012	175.7	111.8
Simple Assault arrest rate, 2012	503.2	517.9
Property Crime Index arrest rate, 2012	768.7	912.9
Larceny-Theft arrest rate, 2012	592.3	683.8
Drug Abuse arrest rate, 2012	387.0	416.6
Weapons arrest rate, 2012	89.9	71.4

### Juveniles in Corrections

Commitment rate (per 100,000 juveniles, 10 to upper age), 2011	194	134
Detention rate (per 100,000 juveniles, 10 to upper age), 2011	44	61
Proportion of juveniles placed for non-person offenses, 2011	70%	67%
Ratio of minority to white rate of youth in residential placement, 2011	6.5	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

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. Pennsylvania 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.

**NATIONAL LEADERSHIP SUMMIT**  
on School Discipline and Climate

Washington, D.C. | October 6–7, 2014



**Office of Special  
Education Programs  
Data Collection**

OSEP Part B Discipline Data  
2011-2012 School Year  
**PENNSYLVANIA**

		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
<b>SEA Category</b>						
<b>Race/Ethnicity</b>	American Indian or Alaska Native	5	2	4	0	0
	Asian	1	1	0	0	0
	Black or African American	277	128	139	31	0
	Hispanic/Latino	58	21	35	2	0
	Native Hawaiian or Other Pacific Islander	0	0	0	0	0
	Two or more races	5	1	3	1	0
	White	268	176	97	23	0
<b>Disability</b>	All Disabilities	614	329	278	57	0
	Autism	4	2	4	0	0
	Deaf-blindness	0	0	0	0	0
	Developmental delay (valid only for children ages 3-9 when defined by state)	0	0	0	0	0
	Emotional disturbance	144	71	77	16	0
	Hearing impairment	3	1	2	0	0
	Intellectual disability	15	4	11	0	0
	Multiple disabilities	0	0	0	0	0
	Orthopedic impairment	0	0	0	0	0
	Other health impairment	74	40	30	10	0
	Specific learning disability	349	206	136	27	0
	Speech or language impairment	18	0	18	2	0
	Traumatic brain injury	6	4	0	2	0
	Visual impairment	1	1	0	0	0
	Expulsions	-	-	-	-	-
<b>Sex</b>	Female	190	93	86	19	0
	Male	424	236	192	38	0
<b>LEP</b>	Limited English proficient (LEP) Student	13	2	9	2	0
	Non-limited English proficient (non-LEP) Student	601	327	269	55	0

OSEP Part B Discipline Data  
2011-2012 School Year  
**PENNSYLVANIA**

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	122	3	93	4	440	54	119	7
	Asian	106	4	84	1	391	57	100	9
	Black or African American	9937	487	4300	248	34085	3175	8134	931
	Hispanic/Latino	3134	121	1649	75	11653	1385	2569	227
	Native Hawaiian or Other Pacific Islander	6	0	3	0	10	2	5	0
	Two or more races	493	27	301	18	2088	171	398	66
	White	11505	695	10593	353	47076	5817	11686	1500
Disability	All Disabilities	25303	1337	17023	699	95743	10661	23011	2740
	Autism	615	20	468	8	1890	385	512	37
	Deaf-blindness	4	1	2	0	20	2	3	1
	Developmental delay (valid only for children ages 3-9 when defined by state)	0	0	0	0	0	0	0	0
	Emotional disturbance	5957	428	3032	167	23359	1646	5238	801
	Hearing impairment	105	4	71	0	317	49	89	5
	Intellectual disability	618	12	433	13	1975	337	562	37
	Multiple disabilities	17	0	19	0	72	5	20	2
	Orthopedic impairment	14	0	11	0	49	10	9	2
	Other health impairment	3451	187	2575	98	13934	1471	3225	407
	Specific learning disability	13533	652	9905	407	51464	6215	12599	1398
	Speech or language impairment	914	28	453	5	2381	502	686	40
	Traumatic brain injury	45	4	39	1	191	25	42	9
Visual impairment	30	1	15	0	91	14	26	1	
	Expulsions	-	-	-	-	-	-	-	-
Sex	Female	5902	276	4184	129	21207	2807	5388	531
	Male	19401	1061	12839	570	74536	7854	17623	2209
LEP	Limited English proficient (LEP) Student	878	29	415	19	3157	380	680	67
	Non-limited English proficient (non-LEP) Student	24425	1308	16608	680	92586	10281	22331	2673

OSEP Part B Discipline Data  
2011-2012 School Year  
**PENNSYLVANIA**

		Children with Dis Rec Edu Ser during Expulsion	Children w Dis Did not Rec Edu Ser during Expulsion	Children wo Dis Rec Edu Ser during Expulsion	Children wo Dis Did not Rece Edu Ser during Expulsion
SEA Category					
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	-	-	-	-
	Developmental delay (valid only for children ages 3-9 when defined by state)	-	-	-	-
	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	266	15	937	215
Sex	Female	-	-	-	-
	Male	-	-	-	-
LEP	Limited English proficient (LEP) Student	-	-	-	-
	Non-limited English proficient (non-LEP) Student	-	-	-	-

**NATIONAL LEADERSHIP SUMMIT**  
on School Discipline and Climate

Washington, D.C. | October 6–7, 2014



**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.

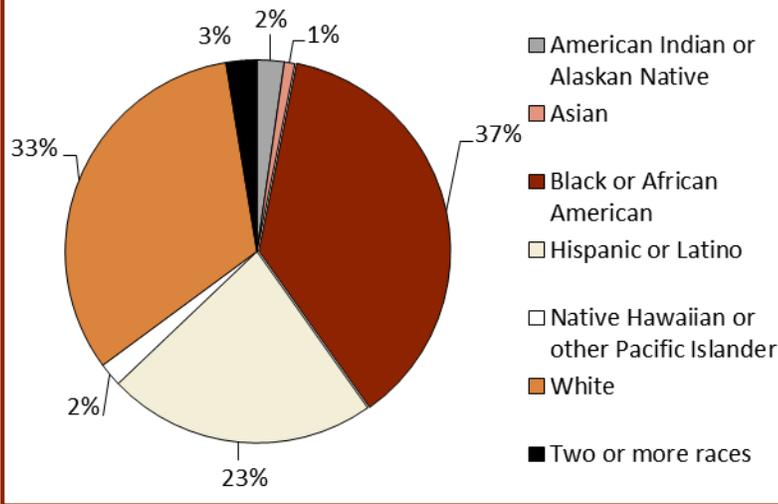
**Table 1a. Title I, Part D Funding History—Subpart 1: State Agency Programs**

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

**Figure 1. Student Distribution by Race/Ethnicity, SY 2012–13<sup>1</sup>**



## Student Demographics

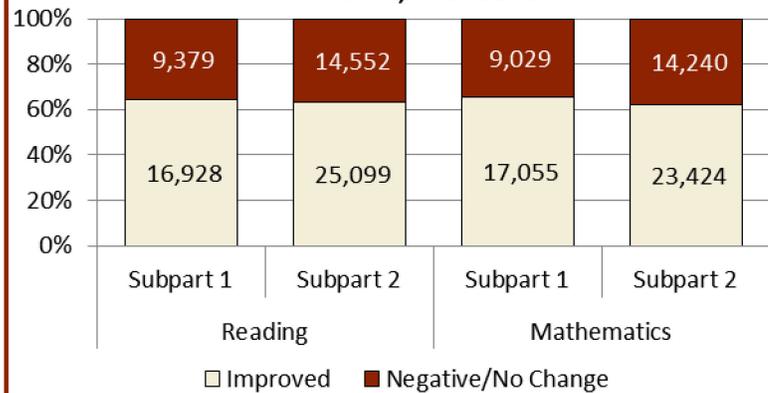
In school year (SY) 2012–13, 401,765 students were served by Title I, Part D, Subpart 1 and 2 funds. Of those students, 73 percent were in juvenile detention or juvenile correctional programs.

- **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<sup>1</sup>).
- **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<sup>2</sup> with test results demonstrated improvement in both mathematics and reading from pretest to posttest (see Figure 2).
- Half (50 percent) of age-eligible students<sup>3</sup> (not including adult corrections) earned high school course credits while in facility.
- Approximately 10 percent of age-eligible students<sup>3</sup> earned a high school diploma or equivalent while in facility or after exit.

**Figure 2. Performance of Long-Term<sup>2</sup> Students on Pre-Post Assessments in Reading and Mathematics, SY 2012–13**



**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

<sup>1</sup> One additional group, “Other (91 students),” rounds to 0%.

<sup>2</sup> “Long-term” refers to students who are enrolled in a program for 90 or more consecutive calendar days.

<sup>3</sup> 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	0	0
Juvenile corrections	8	133
Adult corrections	3	98
Other	0	0
Total	11	
<b>Comments:</b>		

**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	0
Juvenile Corrections	8
Adult Corrections	3
Other	0
Total	11
<b>Comments:</b>	

**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	0	650	230	0
Total Long Term Students Served	0	0	429	87	0

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	0	0	198	88	0
LEP Students	0	0	4	3	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	0	2	1	0
Asian	0	0	3	0	0
Black or African American	0	0	392	164	0
Hispanic or Latino	0	0	90	23	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0
White	0	0	157	41	0
Two or more races	0	0	6	1	0
Total	0	0	650	230	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	571	230	0
Female	0	0	79	0	0
Total	0	0	650	230	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	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	4	0	0
14	0	0	17	0	0
15	0	0	52	0	0
16	0	0	116	1	0
17	0	0	172	8	0
18	0	0	163	35	0
19	0	0	80	62	0
20	0	0	46	77	0
21	0	0	0	47	0
Total	0	0	650	230	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?	0	0	yes	yes	0
Number of students receiving transition services that address further schooling and/or employment.	0	0	627	21	0

This response is limited to 4,000 characters.

**Comments:**

**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	
	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
# of Students Who Enrolled in their local district school	0	0	0	0	349	259	S	S	0	0
Earned high school course credits	0	0	0	0	546	204	143	13	0	0
Enrolled in a GED program	0	0	0	0	129	13	109	16	0	0
Earned a GED	0	0	0	0	96	6	17	S	0	0
Obtained high school diploma	0	0	0	0	99	11	41	S	0	0
Accepted and/or enrolled into post-secondary education	0	0	0	0	101	81	S	S	0	0
Enrolled in job training courses/programs	0	0	0	0	194	63	133	S	0	0
Obtained employment	0	0	0	0	121	122	133	S	0	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.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	0	0	344	85	0
Long-term students who have complete pre- and post-test results (data)	0	0	299	53	0

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

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	0	0	64	S	0
No change in grade level from the pre- to post-test exams	0	0	61	17	0
Improvement up to one full grade level from the pre- to post-test exams	0	0	68	10	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	106	24	0
<b>Comments:</b> PA will correct this error.					

**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.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	0	0	370	86	0
Long-term students who have complete pre- and post-test results (data)	0	0	292	54	0

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

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	0	0	39	5	0
No change in grade level from the pre- to post-test exams	0	0	55	15	0
Improvement up to one full grade level from the pre- to post-test exams	0	0	71	7	0
Improvement of more than one full grade level from the pre- to post-test exams	0	0	127	29	0
<b>Comments:</b> PA will correct.					

**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	0	0
Neglected programs	111	140
Juvenile detention	152	64
Juvenile corrections	0	0
Other	0	0
Total	263	
<b>Comments:</b>		

**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	0
Neglected programs	111
Juvenile detention	152
Juvenile corrections	0
Other	0
Total	263
<b>Comments:</b>	

**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		4,509	20,668		
Total Long Term Students Served		2,183	5,274		

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)		1,132	3,664		
LEP Students		18	158		

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native		2	21		
Asian		41	98		
Black or African American		2,548	11,657		
Hispanic or Latino		366	2,247		
Native Hawaiian or other Pacific Islander		8	25		
White		1,462	6,400		
Two or more races		82	220		
Total		4,509	20,668		

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male		2,439	16,626		
Female		2,070	4,042		
Total		4,509	20,668		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5		10	1		
6		38			
7		44	3		
8		72	7		
9		75	10		
10		112	37		
11		133	139		
12		249	317		
13		400	820		
14		584	1,966		
15		818	3,486		
16		887	4,772		
17		810	5,593		
18		220	2,439		
19		48	761		
20		9	300		
21			17		

Total		4,509	20,668		
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If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

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**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?	0	yes	yes	0	0
Number of students receiving transition services that address further schooling and/or employment.		1,191	8,258		

This response is limited to 4,000 characters.

**Comments:**

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

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

Outcomes	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
	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
# of Students Who Enrolled in their local district school			1,626	1,897	10,046	10,487				
Earned high school course credits			2,276	1,951	10,914	8,271				
Enrolled in a GED program			35	23	1,032	299				
Earned a GED			24	11	560	187				
Obtained high school diploma			146	98	756	283				
Accepted and/or enrolled into post-secondary education			117	114	529	439				
Enrolled in job training courses/programs			130	117	2,636	977				
Obtained employment			189	143	895	874				

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		1,137	3,779		
Long-term students who have complete pre- and post-test results (data)		1,097	3,099		

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		97	301		
No change in grade level from the pre- to post-test exams		292	669		
Improvement up to one full grade level from the pre- to post-test exams		531	900		
Improvement of more than one full grade level from the pre- to post-test exams		177	1,229		
<b>Comments:</b> PA will correct					

#### 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.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		1,178	3,976		
Long-term students who have complete pre- and post-test results (data)		1,051	3,086		

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

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		103	332		
No change in grade level from the pre- to post-test exams		288	670		
Improvement up to one full grade level from the pre- to post-test exams		529	882		
Improvement of more than one full grade level from the pre- to post-test exams		131	1,202		
<b>Comments:</b>					

**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.

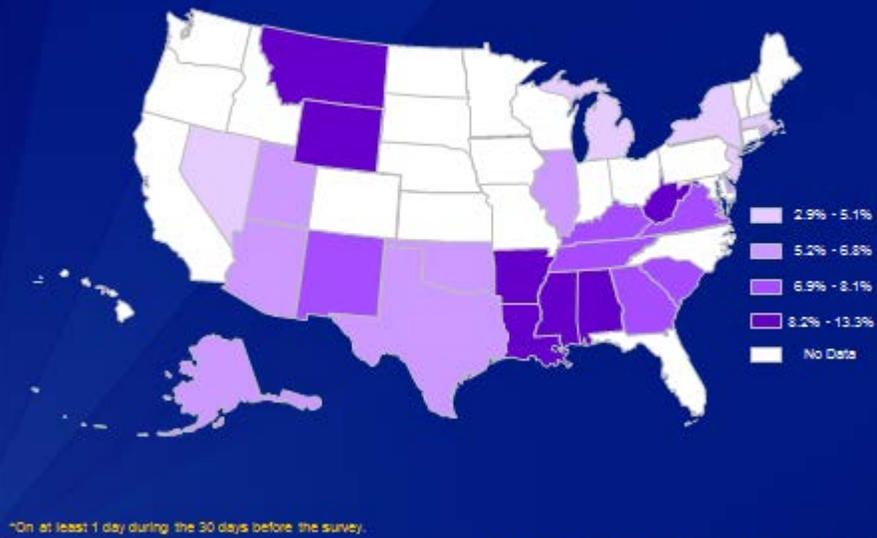
**NATIONAL LEADERSHIP SUMMIT**  
on School Discipline and Climate

Washington, D.C. | October 6–7, 2014



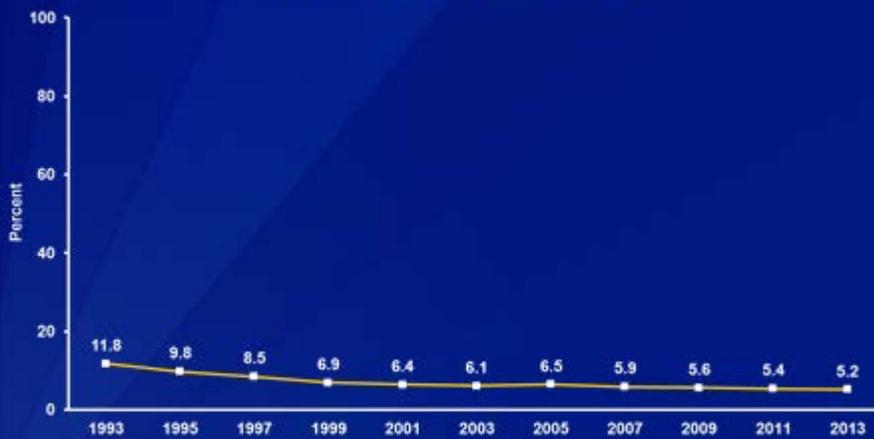
**Youth Risk  
Behavior Survey  
Data Collection**

### Percentage of High School Students Who Carried a Gun\*



State Youth Risk Behavior Surveys, 2013

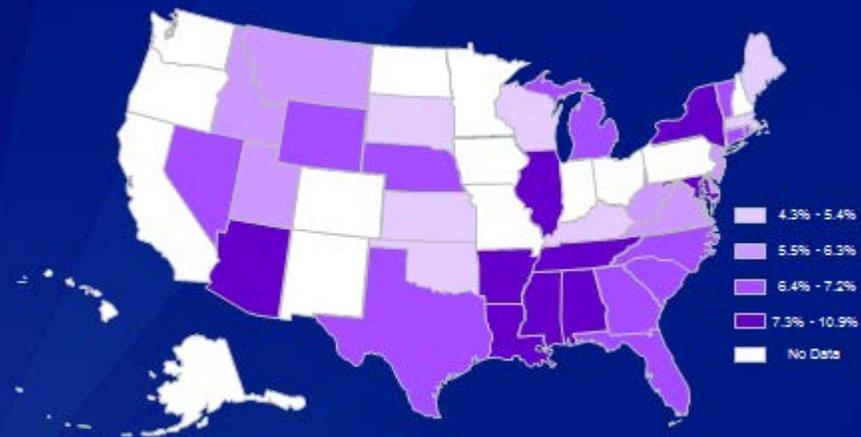
### Percentage of High School Students Who Carried a Weapon on School Property,\* 1993-2013†



\*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†

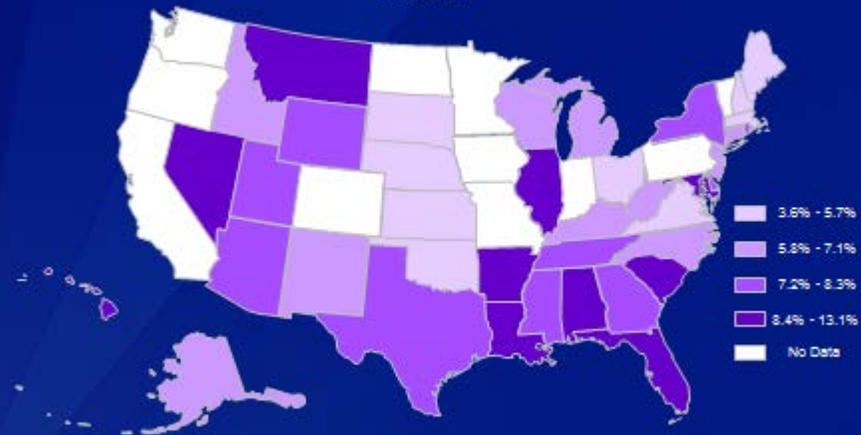


\*Such as, a gun, knife, or club one or more times during the 12 months before the survey.

†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†**

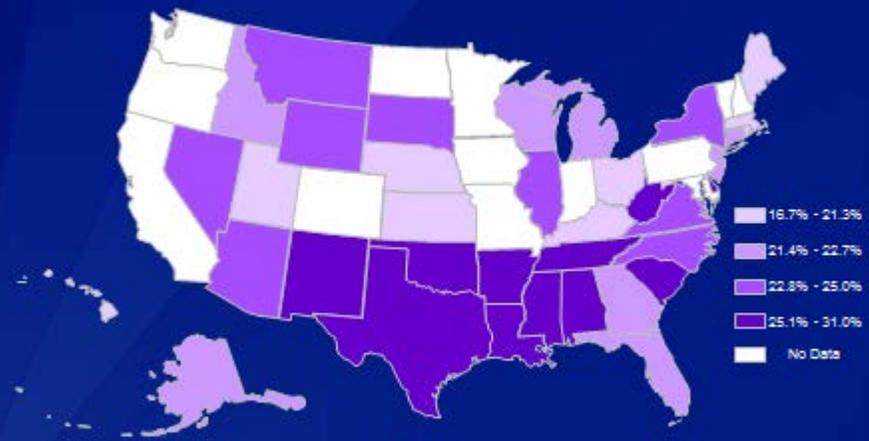


\*On at least 1 day during the 30 days before the survey.

†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

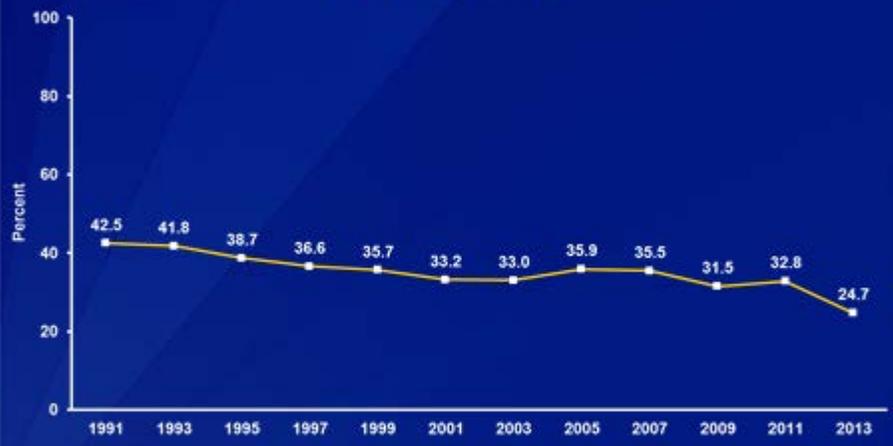
### Percentage of High School Students Who Were in a Physical Fight\*



\*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†

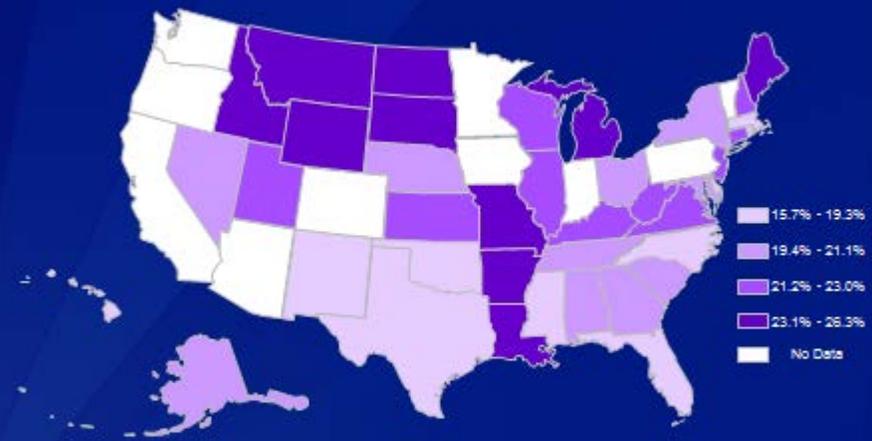


\*One or more times during the 12 months before the survey.

†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

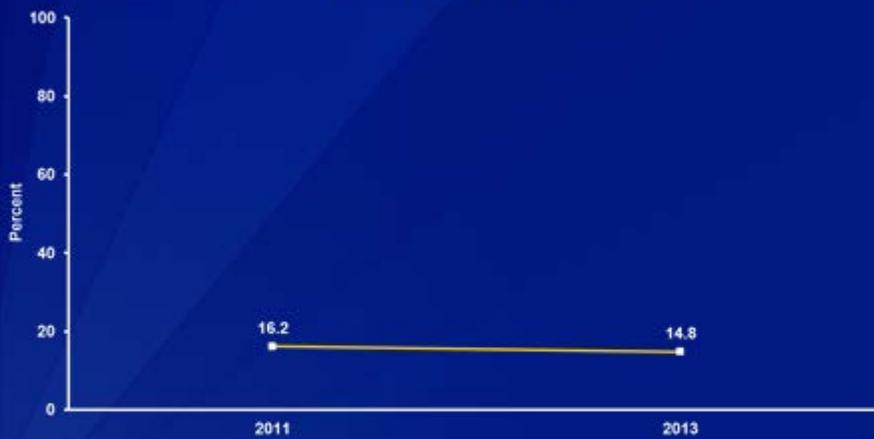
### Percentage of High School Students Who Were Bullied on School Property\*



\*During the 12 months before the survey.

State Youth Risk Behavior Surveys, 2013

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

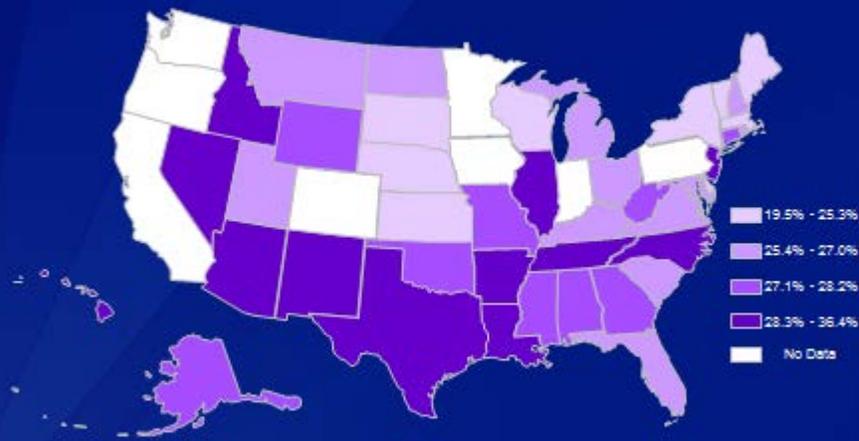


\*Including being bullied through e-mail, chat rooms, instant messaging, websites, or texting during the 12 months before the survey.

†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

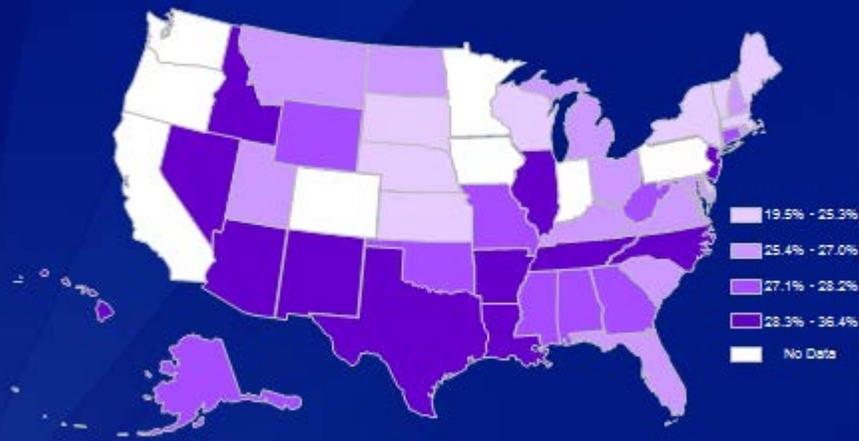
### Percentage of High School Students Who Felt Sad or Hopeless\*



\*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\*



\*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
<b>National</b>												
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
<b>States</b>												
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
<b>Local</b>												
Baltimore, MD	19.4		13.5		11.6		33.5		12.1		29.4	
Borough of Bronx, NY	10.6	11.6	12.8	10.6	9.1	7.5	33.0	31.4	11.9	11.8	26.2	27.3

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

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	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011
Seattle, WA			3.9	5.1	6.6	6.9			12.4	14.2	21.2	21.7
<b>Territories</b>												
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/yrebs/index.htm>.

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