

Crime, Violence, Discipline, and Safety in U.S. Public Schools

Findings From the School Survey on Crime and Safety: 2015–16

First Look



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2015–16

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July 2017

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Introduction

This report presents findings on crime and violence in U.S. public schools,¹ using data from the 2015–16 School Survey on Crime and Safety (SSOCS:2016). First administered in school year 1999–2000 and repeated in school years 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16, SSOCS provides information on school crime-related topics from the perspective of schools. Developed and managed by the National Center for Education Statistics (NCES) within the Institute of Education Sciences of the U.S. Department of Education and supported by the National Institute of Justice of the U.S. Department of Justice, SSOCS asks public school principals about the prevalence of violent and serious violent crimes in their schools. Portions of this survey also focus on school security measures, disciplinary problems and actions, school security staff, the availability of mental health services in schools, and the programs and policies implemented to prevent and reduce crime in schools.

SSOCS:2016 is based on a nationally representative stratified random sample of 3,553 U.S. public schools. Data collection began on February 22, 2016, when questionnaires were mailed to principals, and continued through July 5, 2016. A total of 2,092 public primary, middle, high, and combined schools provided complete questionnaires, yielding a response rate of approximately 63 percent once the responding schools were weighted to account for their original sampling probabilities. Per NCES Statistical Standards, a unit nonresponse bias analysis was performed due to the weighted response rate being less than 85 percent. The results suggest the characteristics of nonresponding schools differed significantly from those of responding schools. However, the unit nonresponse bias analysis also provided evidence that the nonresponse weighting adjustments used for SSOCS:2016 removed the observed nonresponse bias in characteristics known for both respondents and nonrespondents. This suggests that the weighting adjustments likely mitigated nonresponse bias in the SSOCS:2016 survey estimates, although some bias may remain after adjustment. For more information about the methodology and design of SSOCS, including how response rates were calculated and the details of the nonresponse bias analysis, please see Appendix B: Methodology and Technical Notes in this report.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented below. These findings have been chosen to demonstrate the range of information available when using SSOCS:2016 data rather than to discuss all of the observed differences. For a more detailed description of the variables presented in the tables, please see Appendix C: Description of Variables in this report.

The tables in this report contain totals and percentages generated from bivariate cross-tabulation procedures. All of the results are weighted to represent the population of U.S. public schools. The comparisons drawn in the bulleted items below have been tested for

¹ SSOCS includes regular public schools, public charter schools, and schools that have a partial or total magnet programs. SSOCS excludes special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense schools, schools sponsored by the Bureau of Indian Education, and schools in the U.S. outlying areas and Puerto Rico.

statistical significance at the .05 level using Student's *t* statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Due to the large sample size, many differences (no matter how substantively minor) are statistically significant; thus, only differences of 5 percentage points or more between groups are mentioned in the findings.

More information about the SSOCS survey, publications, and data products can be found at <http://nces.ed.gov/surveys/ssocs>.

Selected Findings: School Year 2015–16

- During the 2015–16 school year, the rate of violent incidents² per 1,000 students was higher in middle schools (27 incidents) than in high schools (16 incidents) and primary schools (15 incidents) (table 1).
- About 39 percent of schools reported at least one student threat of physical attack without a weapon, compared with 9 percent of schools that reported such a threat with a weapon (table 2).
- About 25 percent of schools reported at least one incident of the distribution, possession, or use of illegal drugs, a higher percentage than that of the distribution, possession, or use of alcohol (13 percent) or prescription drugs (10 percent) (table 3).
- A higher percentage of middle schools reported that student bullying occurred at school daily or at least once a week (22 percent) than did high schools (15 percent) or primary schools (8 percent) (table 4).
- Of the schools with a student enrollment size of 1,000 or more during the 2015–16 school year, 27 percent reported cyberbullying among students daily or at least once a week. This percentage is higher than in schools with lower enrollments. For example, 8 percent of schools with enrollments of less than 300 students reported cyberbullying (table 5).
- During the 2015–16 school year, 37 percent of disciplinary actions taken by schools in response to student involvement in the use or possession of a weapon other than a firearm or explosive device involved an out-of-school suspension of students lasting 5 or more days. In comparison, 18 percent of disciplinary actions involved the transfer of students to specialized schools, 4 percent of disciplinary actions involved the removal of students with no continuing services for at least the remainder of the school year, and 41 percent of disciplinary actions were classified as other (suspensions for less than 5 days, detention, etc.) (table 6).
- Higher percentages of schools located in suburbs (74 percent) and cities (73 percent) reported they had a formal program intended to prevent or reduce violence that included social emotional learning training for students than did schools located in towns (62 percent) and rural areas (51 percent) (table 7).
- Higher percentages of schools reported that they had drilled students on lockdown procedures (95 percent) and evacuation procedures (92 percent) compared with shelter-in-place procedures (76 percent) (table 8).

² Violent incidents include rape, sexual assault other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

- A higher percentage of schools in which 1,000 or more students were enrolled during the 2015–16 school year reported having one or more School Resource Officers present once a week (77 percent) than schools in which 500–999 students were enrolled (47 percent), schools in which 300–499 students were enrolled (36 percent), and schools in which less than 300 students were enrolled (24 percent) (table 9).
- A lower percentage of schools located in cities (36 percent) reported that one or more sworn law enforcement officers routinely carried a firearm while at school during the 2015–16 school year than schools located in towns (57 percent) and suburbs (45 percent). The same pattern was observed for sworn law enforcement officers who carried stun guns and who carried chemical or aerosol sprays (table 10).
- Among the factors that were reported to limit schools’ efforts to reduce or prevent crime “in a major way,” three factors were more likely to be reported than others: a lack of, or inadequate, alternative placements or programs for disruptive students (30 percent); inadequate funds (28 percent); and federal, state, or district policies on disciplining special education students (17 percent) (table 11).

Estimate Tables

Table 1. Number and percentage of public schools with recorded incidents of crime that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by incident type and selected school characteristics:
School year 2015–16

| School characteristic | Total number of schools | All violent incidents ¹ | | | | Serious violent incidents ² | | | | Theft ³ | | | | Other incidents ⁴ | | | |
|--|-------------------------|------------------------------------|--------------------|---------------------|-------------------------|--|--------------------|---------------------|-------------------------|--------------------|--------------------|---------------------|-------------------------|------------------------------|--------------------|---------------------|-------------------------|
| | | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 83,600 | 57,600 | 68.9 | 864,900 | 17.5 | 12,900 | 15.5 | 40,800 | 0.8 | 32,400 | 38.7 | 166,000 | 3.4 | 48,900 | 58.5 | 350,400 | 7.1 |
| Level ⁵ | | | | | | | | | | | | | | | | | |
| Primary | 49,100 | 28,000 | 57.2 | ‡ | 14.7 | 4,500 ! | 9.2 | ‡ | 0.5 | 11,000 | 22.5 | 27,300 | 1.1 | 20,900 | 42.7 | 69,900 | 2.9 |
| Middle | 15,600 | 13,700 | 88.0 | 263,000 | 27.1 | 3,600 | 22.9 | 12,500 | 1.3 | 8,500 | 54.7 | 43,100 | 4.4 | 11,900 | 76.5 | 74,500 | 7.7 |
| High school | 12,800 | 11,500 | 89.8 | 207,900 | 16.2 | 3,900 | 30.5 | 13,200 | 1.0 | 9,800 | 76.5 | 82,800 | 6.4 | 11,200 | 88.1 | 180,900 | 14.1 |
| Combined | 6,200 | 4,400 | 71.1 | 38,500 | 14.8 | 1,000 | 15.9 | 2,300 | 0.9 | 3,000 | 49.3 | 12,800 | 4.9 | 4,800 | 77.8 | 25,100 | 9.6 |
| Enrollment size | | | | | | | | | | | | | | | | | |
| Less than 300 | 18,200 | 9,500 | 52.6 | 66,400 | 15.7 | 1,300 | 7.3 | 3,300 ! | 0.8 ! | 5,100 | 28.2 | 15,000 | 3.6 | 8,100 | 44.7 | 32,700 | 7.8 |
| 300–499 | 25,000 | 15,800 | 63.0 | 177,000 | 17.3 | 3,200 | 12.7 | 8,700 | 0.8 | 6,900 | 27.6 | 23,600 | 2.3 | 12,900 | 51.7 | 51,000 | 5.0 |
| 500–999 | 31,700 | 24,100 | 76.0 | 399,100 | 18.2 | 5,400 | 17.1 | 15,700 | 0.7 | 13,400 | 42.3 | 59,100 | 2.7 | 19,800 | 62.5 | 124,800 | 5.7 |
| 1,000 or more | 8,700 | 8,200 | 94.5 | 222,300 | 17.2 | 3,000 | 34.6 | 13,200 | 1.0 | 7,000 | 80.1 | 68,300 | 5.3 | 8,000 | 92.6 | 141,900 | 11.0 |
| Locale | | | | | | | | | | | | | | | | | |
| City | 22,800 | 16,800 | 74.0 | 335,900 | 22.8 | 4,000 | 17.4 | 15,200 | 1.0 | 9,700 | 42.4 | 55,800 | 3.8 | 14,500 | 63.6 | 115,400 | 7.8 |
| Suburb | 27,400 | 18,200 | 66.4 | 260,900 | 13.2 | 3,500 | 12.8 | 11,700 | 0.6 | 9,600 | 35.0 | 55,000 | 2.8 | 14,400 | 52.6 | 116,400 | 5.9 |
| Town | 11,000 | 8,500 | 77.7 | 132,500 | 23.3 | 2,200 | 20.2 | 5,800 | 1.0 | 4,700 | 42.4 | 20,600 | 3.6 | 7,700 | 70.5 | 54,400 | 9.6 |
| Rural | 22,500 | 14,100 | 62.7 | 135,500 | 14.8 | 3,300 | 14.6 | 8,100 | 0.9 | 8,500 | 37.7 | 34,600 | 3.8 | 12,300 | 54.7 | 64,200 | 7.0 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | | |
| More than 95 percent | 5,300 | 3,100 | 58.0 | 28,800 | 14.9 | 600 | 11.0 | 1,300 ! | 0.7 ! | 1,500 | 27.6 | 4,800 | 2.5 | 2,500 | 47.7 | 14,900 | 7.7 |
| More than 80 to 95 percent | 21,300 | 14,600 | 68.4 | 147,000 | 13.6 | 3,100 | 14.7 | 6,400 | 0.6 | 8,700 | 40.7 | 34,200 | 3.2 | 13,200 | 62.0 | 69,400 | 6.4 |
| More than 50 to 80 percent | 21,900 | 14,600 | 66.8 | 199,800 | 14.8 | 3,200 | 14.5 | 9,700 | 0.7 | 8,100 | 37.1 | 41,500 | 3.1 | 11,700 | 53.3 | 82,600 | 6.1 |
| 50 percent or less | 35,100 | 25,400 | 72.3 | 489,300 | 21.2 | 6,100 | 17.3 | 23,300 | 1.0 | 14,100 | 40.2 | 85,400 | 3.7 | 21,500 | 61.2 | 183,400 | 8.0 |

¹Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

[‡]Reporting standards not met. The standard error represents more than 50 percent of the estimate.

^{1a}All violent incidents" include serious violent incidents as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

^{2a}Serious violent incidents" include rape, sexual assault other than rape (including threatened rape), physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery (taking things by force) with or without a weapon.

^{3a}Theft or larceny" (taking things worth over \$10 without personal confrontation) was defined for respondents as the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

^{4a}Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

^{5a}Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 2. Number and percentage of public schools with recorded incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2015–16

| School characteristic | Threat of physical attack with a weapon ^{1,2} | | | | Threat of physical attack without a weapon ^{1,2} | | | | Robbery without a weapon ^{2,3} | | | | Hate crimes ⁴ | | | |
|--|--|--------------------|---------------------|-------------------------|---|--------------------|---------------------|-------------------------|---|--------------------|---------------------|-------------------------|--------------------------|--------------------|---------------------|-------------------------|
| | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 7,100 | 8.5 | 18,300 | 0.4 | 33,000 | 39.4 | 257,000 | 5.2 | 2,300 | 2.7 | 9,500 | 0.2 | 900 | 1.0 | 3,200 | 0.1 ! |
| Level ⁵ | | | | | | | | | | | | | | | | |
| Primary | 2,500 | 5.0 | 6,600 ! | 0.3 ! | 14,200 | 28.9 | 87,700 | 3.6 | 400 ! | 0.7 ! | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Middle | 2,100 | 13.4 | 6,800 | 0.7 | 8,200 | 52.6 | 79,000 | 8.1 | 700 | 4.5 | 2,800 | 0.3 | 200 ! | 1.6 ! | ‡ | ‡ |
| High school | 1,800 | 14.3 | 3,700 | 0.3 | 7,800 | 60.8 | 76,500 | 5.9 | 1,100 | 8.2 | 4,900 | 0.4 | 500 | 3.6 | 1,400 | 0.1 |
| Combined | 800 | 12.6 | 1,100 ! | 0.4 ! | 2,800 | 45.6 | 13,800 | 5.3 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Enrollment size | | | | | | | | | | | | | | | | |
| Less than 300 | 800 ! | 4.6 ! | 2,100 ! | 0.5 ! | 4,900 | 27.0 | 18,600 | 4.4 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| 300–499 | 2,200 | 8.8 | 4,700 ! | 0.5 ! | 9,200 | 36.8 | 57,900 | 5.7 | 500 ! | 1.9 ! | ‡ | ‡ | 300 ! | 1.1 ! | ‡ | # |
| 500–999 | 2,800 | 8.7 | 7,700 | 0.4 | 13,000 | 41.0 | 107,300 | 4.9 | 700 | 2.2 | 2,000 | 0.1 | 300 | 0.8 | ‡ | ‡ |
| 1,000 or more | 1,300 | 15.5 | 3,800 | 0.3 | 5,900 | 67.5 | 73,200 | 5.7 | 900 | 10.8 | 5,300 | 0.4 | 200 | 2.8 | 1,000 ! | 0.1 ! |
| Locale | | | | | | | | | | | | | | | | |
| City | 1,600 | 7.0 | 6,400 | 0.4 | 10,000 | 43.9 | 104,500 | 7.1 | 900 | 4.2 | 3,700 | 0.3 | 200 ! | 0.9 ! | ‡ | ‡ |
| Suburb | 2,200 | 8.0 | 5,100 | 0.3 | 10,100 | 36.9 | 71,600 | 3.6 | 600 | 2.2 | 3,300 | 0.2 | 400 ! | 1.3 ! | 1,000 ! | 0.1 ! |
| Town | 1,200 | 11.3 | 2,100 | 0.4 | 5,400 | 48.9 | 39,200 | 6.9 | 500 ! | 4.1 ! | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| Rural | 2,100 | 9.4 | 4,700 | 0.5 | 7,500 | 33.4 | 41,600 | 4.5 | 300 ! | 1.2 ! | 800 ! | 0.1 ! | 200 ! | 1.0 ! | 500 ! | 0.1 ! |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | |
| More than 95 percent | 400 ! | 7.7 ! | 500 ! | 0.3 ! | 2,000 | 38.6 | 10,300 | 5.3 | ‡ | ‡ | ‡ | ‡ | 100 ! | 1.6 ! | ‡ | ‡ |
| More than 80 to 95 percent | 1,900 | 8.7 | 3,200 | 0.3 | 8,100 | 38.1 | 44,500 | 4.1 | 400 ! | 1.7 ! | 700 ! | 0.1 ! | 200 ! | 1.0 ! | ‡ | ‡ |
| More than 50 to 80 percent | 1,900 | 8.9 | 5,000 | 0.4 | 8,200 | 37.5 | 61,200 | 4.5 | 500 | 2.1 | ‡ | ‡ | 300 ! | 1.3 ! | 700 ! | # |
| 50 percent or less | 2,900 | 8.4 | 9,500 | 0.4 | 14,600 | 41.6 | 141,000 | 6.1 | 1,400 | 4.0 | 7,000 | 0.3 | 300 ! | 0.8 ! | ‡ | ‡ |

#Rounds to zero.

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the standard error represents more than 50 percent of the estimate.

¹"Physical attack or fight" was defined for respondents as an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

²"Weapon" was defined for respondents as any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

³"Robbery" (taking things by force) was defined for respondents as the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

⁴"Hate crime" was defined for respondents as a committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity; also known as bias crime.

⁵"Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding.

Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 3. Number and percentage of public schools with recorded incidents of the distribution, possession, or use of illegal drugs or alcohol at school; inappropriate distribution, possession, or use of prescription drugs at school; or vandalism at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2015–16

| School characteristic | Distribution, possession, or use of illegal drugs | | | | Distribution, possession, or use of alcohol | | | | Inappropriate distribution, possession, or use of prescription drugs | | | | Vandalism ¹ | | | |
|--|---|--------------------|---------------------|-------------------------|---|--------------------|---------------------|-------------------------|--|--------------------|---------------------|-------------------------|------------------------|--------------------|---------------------|-------------------------|
| | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 20,800 | 24.9 | 112,100 | 2.3 | 11,100 | 13.3 | 29,900 | 0.6 | 8,000 | 9.5 | 20,100 | 0.4 | 27,900 | 33.4 | 107,200 | 2.2 |
| Level ² | | | | | | | | | | | | | | | | |
| Primary | 2,400 | 5.0 | 4,400 | 0.2 | 500 † | 1.0 † | ‡ | ‡ | 800 † | 1.5 † | 1,000 † | 0.0 † | 12,200 | 25.0 | 34,500 | 1.4 |
| Middle | 6,400 | 40.8 | 21,600 | 2.2 | 2,600 | 16.6 | 4,400 | 0.5 | 2,200 | 14.2 | 4,100 | 0.4 | 6,500 | 41.8 | 24,500 | 2.5 |
| High school | 9,700 | 75.7 | 79,700 | 6.2 | 6,200 | 48.6 | 21,000 | 1.6 | 4,400 | 34.2 | 14,100 | 1.1 | 6,800 | 53.5 | 40,800 | 3.2 |
| Combined | 2,400 | 38.4 | 6,400 | 2.4 | 1,800 | 29.3 | 3,800 | 1.5 | 600 † | 10.4 † | 900 † | 0.4 † | 2,300 | 38.1 | 7,400 † | 2.8 † |
| Enrollment size | | | | | | | | | | | | | | | | |
| Less than 300 | 2,600 | 14.4 | 5,600 | 1.3 | 1,300 | 7.0 | 2,700 † | 0.6 | 800 † | 4.2 † | 1,000 † | 0.2 † | 4,200 | 23.2 | 15,300 † | 3.6 † |
| 300–499 | 3,800 | 15.2 | 10,400 | 1.0 | 1,900 | 7.6 | 3,400 | 0.3 | 1,100 | 4.6 | 2,000 | 0.2 | 6,900 | 27.4 | 18,300 | 1.8 |
| 500–999 | 7,700 | 24.3 | 31,100 | 1.4 | 3,700 | 11.8 | 8,300 | 0.4 | 2,900 | 9.2 | 6,200 | 0.3 | 11,400 | 36.0 | 44,400 | 2.0 |
| 1,000 or more | 6,700 | 77.3 | 65,000 | 5.0 | 4,200 | 48.0 | 15,500 | 1.2 | 3,100 | 36.1 | 11,000 | 0.9 | 5,500 | 62.8 | 29,100 | 2.3 |
| Locale | | | | | | | | | | | | | | | | |
| City | 6,300 | 27.5 | 38,800 | 2.6 | 2,700 | 11.9 | 8,800 | 0.6 | 1,900 | 8.5 | 5,600 | 0.4 | 9,100 | 39.8 | 38,300 | 2.6 |
| Suburb | 6,500 | 23.8 | 39,600 | 2.0 | 3,100 | 11.5 | 9,400 | 0.5 | 2,400 | 8.8 | 6,400 | 0.3 | 8,300 | 30.3 | 35,400 | 1.8 |
| Town | 3,700 | 34.1 | 17,100 | 3.0 | 1,800 | 16.7 | 4,300 | 0.7 | 1,500 | 13.6 | 3,000 | 0.5 | 4,100 | 37.2 | 15,700 | 2.7 |
| Rural | 4,300 | 19.3 | 16,600 | 1.8 | 3,400 | 15.1 | 7,400 | 0.8 | 2,100 | 9.5 | 5,200 | 0.6 | 6,500 | 29.0 | 17,800 | 1.9 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | |
| More than 95 percent | 1,200 | 22.5 | 3,300 | 1.7 | 900 | 17.9 | 2,000 | 1.0 | 400 † | 7.2 † | 800 † | 0.4 † | 1,400 | 26.2 | 3,800 | 2.0 |
| More than 80 to 95 percent | 4,900 | 22.9 | 17,600 | 1.6 | 3,300 | 15.3 | 7,300 | 0.7 | 2,200 | 10.3 | 4,400 | 0.4 | 7,300 | 34.1 | 21,500 | 2.0 |
| More than 50 to 80 percent | 5,300 | 24.3 | 28,700 | 2.1 | 2,700 | 12.2 | 7,600 | 0.6 | 2,200 | 9.9 | 5,100 | 0.4 | 6,700 | 30.5 | 22,500 | 1.7 |
| 50 percent or less | 9,500 | 26.9 | 62,600 | 2.7 | 4,200 | 12.0 | 12,900 | 0.6 | 3,200 | 9.2 | 9,900 | 0.4 | 12,600 | 36.0 | 59,300 | 2.6 |

†Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. The standard error represents more than 50 percent of the estimate.

¹"Vandalism" was defined for respondents as the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. This includes damage caused by computer hacking.

²"Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 4. Percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16

| | Happens daily or at least once a week ¹ | | | | | | Happens at least once a month ² | | | |
|--|--|-------------------------------|--|-----------------------------------|----------------------------------|---|--|---|--|--|
| | Student racial/ethnic tensions | Student bullying ³ | Student sexual harassment of other students ⁴ | Widespread disorder in classrooms | Student verbal abuse of teachers | Student acts of disrespect for teachers other than verbal abuse | Gang activities ⁵ | Student harassment of other students based on sexual orientation ⁶ | Student harassment of other students based on gender identity ⁷ | |
| All public schools | 1.7 | 11.9 | 1.0 | 2.3 | 4.8 | 10.3 | 1.2 | 2.2 | 1.0 | |
| Level ⁸ | | | | | | | | | | |
| Primary | 1.2 ! | 8.1 | ‡ | 1.6 ! | 3.6 | 8.8 | ‡ | ‡ | ‡ | |
| Middle | 3.2 | 21.8 | 2.1 | 4.9 | 8.2 | 15.9 | 2.0 | 4.7 | 1.9 | |
| High school | 2.3 | 14.7 | 2.5 | 2.6 | 7.6 | 12.1 | 4.2 | 5.2 | 3.7 | |
| Combined | ‡ | 11.0 | ‡ | ‡ | ‡ | 4.3 ! | ‡ | 3.8 ! | ‡ | |
| Enrollment size | | | | | | | | | | |
| Less than 300 | ‡ | 6.4 | ‡ | ‡ | 3.6 ! | 6.4 | ‡ | 1.3 ! | ‡ | |
| 300–499 | ‡ | 9.6 | 0.7 ! | 1.3 | 3.4 | 9.1 | ‡ | 1.2 ! | 0.5 ! | |
| 500–999 | 2.3 | 14.0 | 1.4 | 3.8 | 6.0 | 12.4 | 0.9 | 2.7 | 0.7 | |
| 1,000 or more | 2.6 | 22.1 | 2.4 ! | 3.8 | 7.0 | 14.4 | 4.2 | 5.7 | 4.1 | |
| Locale | | | | | | | | | | |
| City | 1.8 ! | 12.9 | 0.9 ! | 4.9 | 9.6 | 15.3 | 2.2 | 2.9 | 1.2 | |
| Suburb | 2.3 | 10.3 | 0.9 ! | 1.9 | 3.3 | 8.1 | 1.1 | 1.5 | 0.9 | |
| Town | ‡ | 18.3 | 1.2 ! | 1.5 ! | 5.4 | 14.5 | ‡ | 3.2 | ‡ | |
| Rural | 0.9 ! | 9.7 | 1.2 | ‡ | 1.3 ! | 5.9 | ‡ | 2.0 | 0.8 ! | |
| Percent White, non-Hispanic enrollment | | | | | | | | | | |
| More than 95 percent | ‡ | 15.6 | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | ‡ | |
| More than 80 to 95 percent | 1.0 ! | 10.8 | 1.4 ! | 0.8 ! | 2.1 ! | 6.5 | ‡ | 1.7 | 0.9 ! | |
| More than 50 to 80 percent | 1.4 ! | 11.0 | 0.9 | 1.1 | 3.6 | 9.9 | ‡ | 1.9 | 1.4 | |
| 50 percent or less | 2.6 | 12.5 | 1.0 | 4.3 | 7.9 | 13.7 | 2.5 | 2.8 | 0.9 | |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the standard error represents more than 50 percent of the estimate.

¹Includes schools for which one of the following two response categories was selected: "daily" or "at least once a week."

²Includes schools that selected "at least once a month" as well as those that selected "daily" or "at least once a week."

³"Bullying" was defined for respondents as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

⁴"Sexual harassment" was defined for respondents as conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.

⁵"Gang" was defined for respondents as an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

⁶"Sexual orientation" was defined for respondents as meaning one's emotional or physical attraction to the same and/or opposite sex.

⁷"Gender identity" was defined for respondents as meaning one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 5. Percentage of public schools reporting selected types of cyberbullying-related problems occurring at school or away from school daily or at least once a week, by selected school characteristics:
School year 2015–16

| School characteristic | Cyberbullying among students | School environment is affected by cyberbullying | Staff resources are used to deal with cyberbullying |
|--|------------------------------|---|---|
| All public schools | 12.0 | 6.7 | 5.9 |
| Level ¹ | | | |
| Primary | 4.2 | 1.8 | 1.2 ! |
| Middle | 25.6 | 14.5 | 13.1 |
| High school | 25.9 | 15.0 | 15.4 |
| Combined | 10.6 ! | 8.3 ! | 6.0 ! |
| Enrollment size | | | |
| Less than 300 | 7.9 | 4.1 ! | 3.3 ! |
| 300–499 | 8.5 | 3.8 | 3.1 |
| 500–999 | 12.9 | 7.9 | 6.7 |
| 1,000 or more | 27.3 | 15.9 | 16.7 |
| Locale | | | |
| City | 12.2 | 6.6 | 6.9 |
| Suburb | 10.9 | 7.4 | 5.7 |
| Town | 14.4 | 6.8 | 7.5 |
| Rural | 12.0 | 6.0 | 4.5 |
| Percent White, non-Hispanic enrollment | | | |
| More than 95 percent | 11.8 | 8.5 ! | 8.1 ! |
| More than 80 to 95 percent | 12.6 | 5.5 | 4.5 |
| More than 50 to 80 percent | 11.7 | 6.8 | 5.9 |
| 50 percent or less | 11.9 | 7.1 | 6.5 |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹"Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: "Cyberbullying" was defined for respondents as occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 6. Number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16

| School characteristic | Removals with no continuing school services for at least the remainder of the school year | | Transfers to specialized schools ¹ | | Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year | | Other disciplinary actions ² | |
|--|---|---------------------------------|---|---------------------------------|--|---------------------------------|---|---------------------------------|
| | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions |
| All public schools | 1,300 | 3.6 | 6,600 | 18.1 | 13,400 | 37.0 | 14,900 | 41.2 |
| Level ³ | | | | | | | | |
| Primary | ‡ | ‡ | ‡ | ‡ | 2,600 | 30.8 | 5,400 | 62.9 |
| Middle | 400 ! | 3.3 ! | 2,200 | 19.6 | 4,400 | 39.4 | 4,200 | 37.7 |
| High school | 700 ! | 4.8 ! | 3,500 | 25.1 | 5,700 | 40.6 | 4,100 | 29.4 |
| Combined | ‡ | ‡ | 400 | 15.2 ! | 700 | 27.4 ! | 1,200 | 48.4 |
| Enrollment size | | | | | | | | |
| Less than 300 | ‡ | ‡ | ‡ | ‡ | 400 | 16.7 ! | 1,900 | 70.4 |
| 300–499 | 300 ! | 4.2 ! | 900 | 14.7 ! | 1,600 | 26.8 | 3,300 | 54.3 |
| 500–999 | 500 ! | 3.8 ! | 1,900 | 13.5 | 5,500 | 39.5 | 6,000 | 43.1 |
| 1,000 or more | 500 | 3.5 | 3,500 | 25.7 | 5,900 | 42.9 | 3,800 | 27.8 |
| Locale | | | | | | | | |
| City | 400 ! | 3.4 ! | 2,000 | 16.1 | 4,200 | 33.5 | 5,900 | 46.9 |
| Suburb | 400 | 3.1 | 2,400 | 19.5 | 5,700 | 45.5 | 4,000 | 31.9 |
| Town | ‡ | ‡ | 1,100 | 19.4 | 1,700 ! | 31.7 | 2,600 | 46.7 |
| Rural | ‡ | ‡ | 1,000 | 18.6 | 1,800 | 31.3 | 2,500 | 43.5 |
| Percent White, non-Hispanic enrollment | | | | | | | | |
| More than 95 percent | ‡ | ‡ | 300 | 19.3 ! | 600 | 34.0 ! | 700 | 41.4 ! |
| More than 80 to 95 percent | 200 ! | 2.7 ! | 500 | 7.2 | 2,600 | 36.4 | 3,900 | 53.8 |
| More than 50 to 80 percent | 200 ! | 2.7 ! | 1,700 | 21.2 | 3,000 | 37.9 | 3,000 | 38.3 |
| 50 percent or less | 800 ! | 4.2 ! | 4,100 | 20.9 | 7,200 | 37.2 | 7,300 | 37.7 |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the standard error represents more than 50 percent of the estimate.

¹"Specialized school" was defined for respondents as a school that is specifically for students who were referred for disciplinary reasons, although the school may also have students who were referred for other reasons. The school may be at the same location as your school.

²Examples of other disciplinary actions provided to respondents were suspension for less than 5 days, detention, etc.

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

NOTE: This table shows the number of disciplinary actions received by students, not the number of students who were involved in offenses involving the use or possession of a weapon other than a firearm or explosive device. In cases in which a student received multiple disciplinary actions for a single offense, only the most severe disciplinary action is counted. "Weapon" was defined for respondents as any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others. "Firearm or explosive device" was defined for respondents as any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage. Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 7. Percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16

| School characteristic | Prevention curriculum, instruction, or training for students ¹ | Behavioral or behavior modification intervention for students ² | Counseling, social work, psychological, or therapeutic activity for students | Individual attention, mentoring, tutoring, or coaching of students by students | Individual attention, mentoring, tutoring, or coaching of students by adults | Recreational, enrichment, or leisure activities for students | Student involvement in peer mediation | Student court to address student conduct problems or minor offenses | Student involvement in restorative circles ³ | Social emotional learning (SEL) training for students ⁴ | Programs to promote a sense of community or social integration among students |
|--|---|--|--|--|--|--|---------------------------------------|---|---|--|---|
| All public schools | 90.8 | 94.7 | 94.8 | 59.6 | 92.4 | 88.5 | 36.7 | 8.1 | 33.5 | 66.3 | 80.7 |
| Level ⁵ | | | | | | | | | | | |
| Primary | 92.2 | 97.9 | 94.9 | 55.8 | 92.9 | 88.8 | 34.5 | 6.2 | 37.1 | 72.2 | 83.2 |
| Middle | 93.3 | 95.9 | 96.7 | 60.6 | 93.3 | 92.8 | 39.1 | 9.8 | 31.4 | 69.1 | 81.0 |
| High school | 86.0 | 88.2 | 93.8 | 70.8 | 93.6 | 84.9 | 43.5 | 13.3 | 24.6 | 53.3 | 76.9 |
| Combined | 83.3 | 79.7 | 91.6 | 64.1 | 82.9 | 83.2 | 34.0 | 8.8 | 28.2 | 38.5 | 67.6 |
| Enrollment size | | | | | | | | | | | |
| Less than 300 | 83.8 | 91.9 | 92.1 | 54.4 | 87.2 | 87.7 | 29.3 | 8.0 | 28.5 | 58.0 | 77.1 |
| 300–499 | 93.7 | 96.4 | 95.1 | 61.0 | 94.4 | 83.8 | 36.0 | 5.5 | 34.7 | 69.6 | 82.3 |
| 500–999 | 93.0 | 95.7 | 95.9 | 58.5 | 93.5 | 92.6 | 38.4 | 8.5 | 36.4 | 69.2 | 81.6 |
| 1,000 or more | 89.6 | 91.5 | 96.1 | 70.7 | 93.1 | 89.2 | 47.8 | 14.5 | 30.0 | 63.4 | 80.4 |
| Locale | | | | | | | | | | | |
| City | 92.1 | 96.1 | 94.4 | 64.4 | 93.5 | 91.8 | 44.5 | 9.0 | 47.0 | 73.3 | 87.4 |
| Suburb | 93.4 | 96.4 | 95.8 | 61.9 | 93.8 | 90.3 | 37.8 | 8.5 | 34.6 | 74.4 | 82.4 |
| Town | 90.6 | 93.6 | 95.8 | 57.8 | 93.7 | 87.2 | 34.1 | 8.3 | 26.2 | 61.8 | 79.2 |
| Rural | 86.6 | 91.7 | 93.6 | 53.0 | 88.8 | 83.8 | 28.8 | 6.8 | 22.0 | 51.4 | 72.5 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | |
| More than 95 percent | 85.9 | 88.5 | 93.2 | 53.7 | 75.9 | 82.7 | 24.8 | ‡ | 15.3 | 50.7 | 64.5 |
| More than 80 to 95 percent | 88.8 | 93.0 | 93.7 | 56.7 | 93.5 | 86.6 | 33.5 | 7.4 | 25.7 | 65.0 | 82.8 |
| More than 50 to 80 percent | 91.7 | 94.1 | 94.5 | 58.1 | 91.6 | 86.9 | 32.5 | 7.3 | 31.3 | 68.3 | 81.2 |
| 50 percent or less | 92.3 | 97.0 | 96.0 | 63.3 | 94.7 | 91.6 | 43.0 | 9.6 | 42.3 | 68.2 | 81.5 |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. The standard error represents more than 50 percent of the estimate.

¹Examples of prevention curriculum, instruction, or training provided to respondents were conflict resolution, anti-bullying, and dating violence prevention. "Bullying" was defined for respondents as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

²Respondents were instructed to include the use of positive reinforcements.

³"Restorative circle" was defined for respondents as a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community. Examples of student involvement in restorative circles provided for respondents were "peace circles," "talking circles," and "conflict circles."

⁴Examples of social emotional learning training for students provided for respondents were social skills, anger management, and mindfulness.

⁵"Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: "Violence" was defined for respondents as actual, attempted, or threatened fight or assault. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 8. Percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16

| School characteristic | Had a written plan describing procedures to be performed in select crisis scenarios | | | | | | | | | Drilled students on the use of emergency procedures | | |
|--|---|--------------------------------|----------|---------------------------|---|----------------------------|--------------|---|-------------------------|---|-------------------------------|--|
| | Active shooter ¹ | Natural disasters ² | Hostages | Bomb threats or incidents | Chemical, biological, or radiological threats or incidents ³ | Suicide threat or incident | Pandemic flu | Post-crisis reunification of students with their families | Evacuation ⁴ | Lockdown ⁵ | Shelter-in-place ⁶ | |
| All public schools | 92.4 | 96.1 | 60.5 | 94.1 | 73.1 | 84.6 | 51.0 | 86.3 | 91.5 | 94.6 | 75.9 | |
| Level ⁷ | | | | | | | | | | | | |
| Primary | 91.2 | 96.4 | 57.1 | 92.5 | 71.4 | 80.7 | 50.9 | 87.2 | 91.2 | 95.5 | 75.2 | |
| Middle | 94.0 | 96.3 | 62.6 | 96.5 | 75.2 | 89.4 | 49.5 | 84.1 | 93.2 | 95.5 | 79.0 | |
| High school | 95.3 | 95.5 | 67.3 | 97.3 | 77.2 | 91.3 | 50.9 | 87.2 | 91.5 | 94.1 | 80.8 | |
| Combined | 91.6 | 93.5 | 68.4 | 94.5 | 73.1 | 89.8 | 55.2 | 82.6 | 89.8 | 86.2 | 63.0 | |
| Enrollment size | | | | | | | | | | | | |
| Less than 300 | 89.0 | 93.1 | 58.7 | 88.9 | 70.4 | 79.2 | 43.8 | 81.7 | 87.7 | 89.9 | 68.2 | |
| 300–499 | 94.3 | 96.5 | 59.7 | 94.8 | 72.3 | 85.1 | 52.4 | 85.9 | 90.2 | 94.9 | 77.1 | |
| 500–999 | 91.5 | 97.6 | 60.5 | 95.3 | 73.6 | 84.8 | 53.5 | 87.9 | 94.5 | 96.6 | 78.1 | |
| 1,000 or more | 96.9 | 95.3 | 67.1 | 98.9 | 79.6 | 93.8 | 52.7 | 90.7 | 92.3 | 96.8 | 80.2 | |
| Locale | | | | | | | | | | | | |
| City | 91.3 | 96.6 | 63.3 | 93.6 | 74.9 | 85.4 | 50.5 | 90.0 | 94.0 | 95.9 | 80.5 | |
| Suburb | 92.3 | 95.5 | 57.3 | 94.9 | 71.2 | 85.8 | 52.0 | 85.1 | 91.0 | 96.7 | 79.1 | |
| Town | 94.4 | 96.6 | 54.5 | 96.2 | 75.2 | 82.0 | 48.0 | 84.2 | 91.7 | 97.6 | 66.8 | |
| Rural | 92.6 | 95.9 | 64.7 | 92.8 | 72.7 | 83.6 | 51.6 | 84.9 | 89.5 | 89.5 | 71.7 | |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | |
| More than 95 percent | 95.3 | 95.1 | 67.8 | 97.7 | 67.7 | 77.1 | 55.8 | 86.5 | 92.2 | 84.3 | 64.2 | |
| More than 80 to 95 percent | 92.9 | 96.6 | 58.1 | 93.7 | 72.4 | 89.0 | 53.4 | 84.2 | 87.9 | 94.3 | 76.7 | |
| More than 50 to 80 percent | 93.8 | 96.2 | 56.3 | 92.8 | 72.4 | 82.1 | 50.4 | 86.5 | 91.7 | 98.2 | 78.3 | |
| 50 percent or less | 90.7 | 95.8 | 63.6 | 94.7 | 74.8 | 84.7 | 49.1 | 87.3 | 93.5 | 94.2 | 75.7 | |

¹"Active shooter" was defined for respondents as an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

²Examples of natural disasters provided to respondents were earthquakes or tornadoes.

³Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.

⁴"Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

⁵"Lockdown" was defined for respondents as a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.

⁶"Shelter-in-place" was defined for respondents as a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

⁷"Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. "Combined schools" include all other combinations of grades, including K–12 schools.

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 9. Percentage of public schools with one or more full-time or part-time security staff present at school at least once a week, by type of security staff and selected school characteristics: School year 2015–16

| School characteristic | School Resource Officers ¹ | | | Sworn law enforcement officers ² | | | Security guards or security personnel | | |
|--|---------------------------------------|-----------|-----------|---|-----------|-----------|---------------------------------------|-----------|-----------|
| | Total | Full-time | Part-time | Total | Full-time | Part-time | Total | Full-time | Part-time |
| All public schools | 42.0 | 21.8 | 21.0 | 10.9 | 4.1 | 7.1 | 19.8 | 15.6 | 6.7 |
| Level ³ | | | | | | | | | |
| Primary | 30.4 | 10.0 | 20.4 | 9.0 | 2.6 | 6.5 | 14.0 | 9.6 | 5.4 |
| Middle | 58.6 | 35.1 | 24.3 | 14.7 | 6.3 | 8.9 | 22.1 | 18.9 | 5.7 |
| High school | 68.3 | 50.3 | 22.4 | 15.4 | 8.9 | 7.6 | 41.6 | 36.7 | 13.4 |
| Combined | 37.6 | 23.9 | 14.3 | 7.4 ! | ‡ | 6.4 ! | 15.0 | 11.5 | 5.3 ! |
| Enrollment size | | | | | | | | | |
| Less than 300 | 23.6 | 8.6 | 16.2 | 8.3 | 3.4 ! | 4.9 ! | 9.7 | 7.0 ! | 2.9 ! |
| 300–499 | 36.2 | 15.5 | 20.9 | 10.4 | 2.8 ! | 7.6 | 13.2 | 10.0 | 4.4 |
| 500–999 | 47.4 | 22.8 | 24.9 | 11.5 | 4.0 | 8.0 | 21.5 | 15.9 | 7.8 |
| 1,000 or more | 77.1 | 64.4 | 17.2 | 15.9 | 10.2 | 7.2 | 54.0 | 48.8 | 17.1 |
| Locale | | | | | | | | | |
| City | 39.0 | 22.2 | 18.6 | 10.7 | 3.8 | 7.2 | 34.9 | 30.6 | 7.6 |
| Suburb | 43.6 | 22.0 | 22.2 | 12.4 | 4.5 | 8.4 | 21.4 | 16.6 | 8.4 |
| Town | 49.0 | 26.4 | 23.2 | 15.7 | 6.8 | 9.0 | 10.6 | 7.0 | 5.3 |
| Rural | 39.7 | 19.1 | 20.9 | 7.1 | 2.8 | 4.6 | 7.1 | 3.4 | 4.4 |
| Percent White, non-Hispanic enrollment | | | | | | | | | |
| More than 95 percent | 37.6 | 16.7 | 21.7 | 9.6 ! | ‡ | 6.5 ! | 5.5 ! | 2.1 ! | ‡ |
| More than 80 to 95 percent | 45.7 | 22.7 | 23.4 | 11.3 | 4.3 | 7.3 | 8.5 | 5.1 | 4.3 |
| More than 50 to 80 percent | 40.9 | 21.2 | 20.3 | 9.0 | 2.8 | 6.5 | 13.4 | 9.7 | 5.6 |
| 50 percent or less | 41.0 | 22.5 | 19.9 | 12.1 | 5.1 | 7.5 | 32.8 | 27.7 | 9.2 |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. Either there are too few cases for a reliable estimate or the standard error represents more than 50 percent of the estimate.

¹"School Resource Officers" were defined for respondents as career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.

²Includes all sworn law enforcement officers who are not School Resource Officers.

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. If school security staff worked full-time across various schools in the district, respondents were instructed to count these staff as "part-time" for their school. Some schools reported more than one school security staff at their school; these schools are counted in more than one category. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 10. Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16

| School characteristic | Total number of schools | Number of schools with a sworn law enforcement officer (including SROs) who routinely: | | | | Of all schools, percentage with a sworn law enforcement officer (including SROs) who routinely: | | | | Total number of schools with a sworn law enforcement officer | Of schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely: | | | |
|--|-------------------------|--|--|--------------------------------|---------------------|---|--|--------------------------------|---------------------|--|---|--|--------------------------------|---------------------|
| | | Carries a stun gun ¹ | Carries chemical aerosol sprays ² | Carries a firearm ³ | Wears a body camera | Carries a stun gun ¹ | Carries chemical aerosol sprays ² | Carries a firearm ³ | Wears a body camera | | Carries a stun gun ¹ | Carries chemical aerosol sprays ² | Carries a firearm ³ | Wears a body camera |
| All public schools | 83,600 | 26,900 | 26,400 | 35,900 | 6,500 | 32.2 | 31.6 | 42.9 | 7.8 | 39,900 | 67.4 | 66.2 | 89.9 | 16.3 |
| Level ⁴ | | | | | | | | | | | | | | |
| Primary | 49,100 | 11,100 | 10,300 | 15,000 | 2,400 | 22.7 | 21.0 | 30.6 | 4.8 | 17,500 | 63.5 | 58.7 | 85.6 | 13.4 |
| Middle | 15,600 | 7,000 | 7,400 | 9,400 | 1,700 | 45.0 | 47.3 | 60.0 | 10.8 | 10,200 | 68.8 | 72.3 | 91.9 | 16.5 |
| High school | 12,800 | 7,100 | 7,200 | 9,100 | 2,000 | 55.8 | 56.0 | 70.9 | 16.0 | 9,600 | 74.2 | 74.4 | 94.3 | 21.3 |
| Combined | 6,200 | 1,600 | 1,600 | 2,400 | 400 ! | 26.1 | 26.2 | 39.7 | 7.1 ! | 2,600 | 62.5 | 62.8 | 95.2 | 16.9 |
| Enrollment size | | | | | | | | | | | | | | |
| Less than 300 | 18,200 | 3,900 | 3,400 | 4,900 | 600 ! | 21.4 | 18.8 | 26.8 | 3.4 ! | 5,200 | 74.3 | 65.5 | 93.1 | 11.9 |
| 300–499 | 25,000 | 6,300 | 6,900 | 9,500 | 1,600 | 25.3 | 27.5 | 37.8 | 6.2 | 10,500 | 60.3 | 65.6 | 90.0 | 14.8 |
| 500–999 | 31,700 | 11,300 | 10,600 | 14,600 | 3,000 | 35.6 | 33.3 | 46.0 | 9.3 | 16,900 | 66.8 | 62.4 | 86.2 | 17.5 |
| 1,000 or more | 8,700 | 5,400 | 5,600 | 7,000 | 1,400 | 61.9 | 64.1 | 80.5 | 16.0 | 7,300 | 74.0 | 76.7 | 96.3 | 19.1 |
| Locale | | | | | | | | | | | | | | |
| City | 22,800 | 5,900 | 5,900 | 8,200 | 1,300 | 26.1 | 25.9 | 36.0 | 5.7 | 10,100 | 58.7 | 58.3 | 80.9 | 12.8 |
| Suburb | 27,400 | 9,400 | 9,200 | 12,200 | 1,500 | 34.4 | 33.7 | 44.6 | 5.5 | 13,400 | 70.2 | 68.6 | 90.9 | 11.3 |
| Town | 11,000 | 5,000 | 4,700 | 6,200 | 1,700 | 46.0 | 43.3 | 56.5 | 15.9 | 6,400 | 79.0 | 74.2 | 97.0 | 27.3 |
| Rural | 22,500 | 6,500 | 6,600 | 9,300 | 2,000 | 28.8 | 29.2 | 41.3 | 8.8 | 10,000 | 65.0 | 65.9 | 93.1 | 19.8 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | |
| More than 95 percent | 5,300 | 1,400 | 1,400 | 2,200 | 300 ! | 27.0 | 26.1 | 41.0 | 6.1 ! | 2,300 | 61.9 | 59.8 | 93.7 | 14.0 ! |
| More than 80 to 95 percent | 21,300 | 7,800 | 7,700 | 10,100 | 2,000 | 36.4 | 36.0 | 47.5 | 9.3 | 11,000 | 70.7 | 69.8 | 92.3 | 18.0 |
| More than 50 to 80 percent | 21,900 | 7,300 | 7,000 | 9,400 | 1,900 | 33.5 | 32.1 | 43.0 | 8.9 | 9,900 | 74.0 | 71.0 | 95.1 | 19.6 |
| 50 percent or less | 35,100 | 10,400 | 10,300 | 14,200 | 2,300 | 29.6 | 29.5 | 40.4 | 6.5 | 16,700 | 62.1 | 61.9 | 84.8 | 13.6 |

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹An example of a stun gun provided to respondents was Taser gun.

²Examples of chemical aerosol sprays provided to respondents were Mace and pepper spray.

³"Firearm or explosive device" was defined for respondents as any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. "School Resource Officer" was defined for respondents as career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations. "Sworn law enforcement officers" include School Resource Officers and other sworn law enforcement officers who are not School Resource Officers. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Table 11. Percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16

| Factor | Efforts to reduce or prevent crime were limited in a major way | Efforts to reduce or prevent crime were limited in a minor way | Efforts to reduce or prevent crime were not limited at all |
|--|--|--|--|
| Lack of or inadequate teacher training in classroom management | 5.8 | 32.2 | 62.1 |
| Lack of or inadequate alternative placements or programs for disruptive students | 30.4 | 35.6 | 34.0 |
| Likelihood of complaints from parents | 5.6 | 29.7 | 64.6 |
| Lack of teacher support for school policies | 2.7 | 20.6 | 76.7 |
| Lack of parental support for school policies | 7.6 | 36.7 | 55.7 |
| Teachers' fear of student retaliation | 2.1 | 17.8 | 80.2 |
| Fear of litigation | 6.7 | 26.2 | 67.1 |
| Inadequate funds | 27.6 | 34.2 | 38.2 |
| Inconsistent application of school policies by faculty or staff | 6.8 | 35.0 | 58.3 |
| Fear of district or state reprisal | 2.9 | 17.4 | 79.7 |
| Federal, state, or district policies on disciplining special education students ¹ | 16.5 | 33.7 | 49.7 |
| Federal policies on discipline and safety other than those for special education students ¹ | 7.4 | 26.1 | 66.5 |
| State or district policies on discipline and safety other than those for special education students ¹ | 8.0 | 26.9 | 65.0 |

¹A "special education student" was defined for respondents as a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

NOTE: Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

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

Appendix A: Standard Error Tables

Table A-1. Standard errors for the number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2015–16

| School characteristic | Total number of schools | All violent incidents | | | | Serious violent incidents | | | | Theft | | | | Other incidents | | | |
|--|-------------------------|-----------------------|--------------------|---------------------|-------------------------|---------------------------|--------------------|---------------------|-------------------------|-------------------|--------------------|---------------------|-------------------------|-------------------|--------------------|---------------------|-------------------------|
| | | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 210 | 1,060 | 1.30 | 42,950 | 0.89 | 770 | 0.93 | 3,460 | 0.07 | 1,080 | 1.29 | 5,190 | 0.11 | 1,400 | 1.68 | 10,710 | 0.22 |
| Level | | | | | | | | | | | | | | | | | |
| Primary | 180 | 1,000 | 2.04 | † | 1.49 | 550 | 1.12 | † | 0.10 | 890 | 1.81 | 3,140 | 0.13 | 1,300 | 2.63 | 6,150 | 0.25 |
| Middle | 30 | 180 | 1.15 | 17,350 | 1.78 | 300 | 1.90 | 1,930 | 0.20 | 290 | 1.84 | 2,530 | 0.27 | 260 | 1.69 | 3,760 | 0.38 |
| High school | 50 | 200 | 1.53 | 10,320 | 0.72 | 230 | 1.79 | 1,220 | 0.09 | 250 | 1.98 | 4,500 | 0.35 | 190 | 1.48 | 10,150 | 0.75 |
| Combined | 120 | 340 | 5.52 | 6,430 | 2.61 | 200 | 3.22 | 740 | 0.30 | 390 | 6.40 | 2,330 | 0.92 | 300 | 4.77 | 3,710 | 1.36 |
| Enrollment size | | | | | | | | | | | | | | | | | |
| Less than 300 | 190 | 670 | 3.81 | 9,690 | 2.43 | 390 | 2.18 | 1,110 | 0.27 | 560 | 3.06 | 2,640 | 0.64 | 690 | 3.87 | 7,430 | 1.77 |
| 300–499 | 110 | 750 | 2.96 | 18,850 | 1.82 | 450 | 1.79 | 2,000 | 0.20 | 560 | 2.22 | 2,930 | 0.29 | 770 | 3.03 | 3,570 | 0.35 |
| 500–999 | 90 | 650 | 2.03 | 33,500 | 1.54 | 450 | 1.43 | 2,090 | 0.10 | 650 | 2.06 | 3,470 | 0.16 | 670 | 2.11 | 6,860 | 0.30 |
| 1,000 or more | 10 | 120 | 1.37 | 10,800 | 0.86 | 220 | 2.49 | 1,570 | 0.13 | 160 | 1.87 | 3,620 | 0.29 | 150 | 1.74 | 6,280 | 0.48 |
| Urbanicity | | | | | | | | | | | | | | | | | |
| City | 110 | 630 | 2.71 | 30,200 | 2.08 | 410 | 1.80 | 2,230 | 0.15 | 700 | 3.07 | 3,380 | 0.23 | 710 | 3.12 | 7,910 | 0.49 |
| Suburb | 90 | 690 | 2.47 | 17,170 | 0.84 | 340 | 1.26 | 1,610 | 0.08 | 610 | 2.22 | 3,860 | 0.19 | 750 | 2.77 | 6,840 | 0.33 |
| Town | 80 | 420 | 3.69 | 19,620 | 3.51 | 390 | 3.52 | 1,480 | 0.27 | 350 | 3.16 | 1,750 | 0.32 | 430 | 3.80 | 3,510 | 0.62 |
| Rural | 150 | 630 | 2.82 | 11,480 | 1.31 | 430 | 1.93 | 1,470 | 0.17 | 630 | 2.78 | 3,700 | 0.41 | 710 | 3.18 | 4,740 | 0.50 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | | |
| More than 95 percent | 550 | 380 | 5.85 | 4,690 | 2.01 | 160 | 2.98 | 470 | 0.24 | 280 | 5.55 | 920 | 0.47 | 330 | 6.06 | 2,220 | 1.11 |
| More than 80 to 95 percent | 900 | 820 | 3.27 | 19,840 | 1.80 | 400 | 1.84 | 1,220 | 0.11 | 620 | 2.82 | 3,830 | 0.34 | 750 | 3.11 | 4,020 | 0.36 |
| More than 50 to 80 percent | 800 | 730 | 3.16 | 16,960 | 1.23 | 410 | 1.92 | 1,980 | 0.15 | 540 | 2.41 | 2,950 | 0.22 | 760 | 3.04 | 5,510 | 0.38 |
| 50 percent or less | 1,110 | 920 | 1.89 | 33,460 | 1.52 | 500 | 1.41 | 2,300 | 0.10 | 830 | 2.45 | 5,160 | 0.21 | 910 | 2.58 | 10,410 | 0.44 |

†Not applicable.

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

Table A-2. Standard errors for the number and percentage of public schools reporting incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16

| School characteristic | Threat of physical attack with a weapon | | | | Threat of physical attack without a weapon | | | | Robbery without a weapon | | | | Hate crimes | | | |
|--|---|--------------------|---------------------|-------------------------|--|--------------------|---------------------|-------------------------|--------------------------|--------------------|---------------------|-------------------------|-------------------|--------------------|---------------------|-------------------------|
| | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 660 | 0.79 | 2,420 | 0.05 | 1,250 | 1.48 | 15,630 | 0.33 | 300 | 0.36 | 1,440 | 0.03 | 165 | 0.20 | 950 | 0.02 |
| Level | | | | | | | | | | | | | | | | |
| Primary | 530 | 1.08 | 1,990 | 0.08 | 1,020 | 2.07 | 12,540 | 0.52 | 170 | 0.35 | † | † | † | † | † | † |
| Middle | 230 | 1.44 | 1,550 | 0.16 | 310 | 2.01 | 6,940 | 0.72 | 130 | 0.85 | 720 | 0.07 | 79 | 0.50 | † | † |
| High school | 180 | 1.43 | 400 | 0.03 | 290 | 2.32 | 4,740 | 0.35 | 120 | 0.90 | 790 | 0.06 | 94 | 0.74 | 401 | 0.03 |
| Combined | 190 | 3.09 | 350 | 0.15 | 340 | 5.51 | 3,370 | 1.31 | † | † | † | † | † | † | † | † |
| Enrollment size | | | | | | | | | | | | | | | | |
| Less than 300 | 260 | 1.42 | 970 | 0.23 | 630 | 3.50 | 3,400 | 0.85 | † | † | † | † | † | † | † | † |
| 300–499 | 370 | 1.50 | 1,530 | 0.15 | 730 | 2.90 | 9,410 | 0.90 | 180 | 0.70 | † | † | 130 | 0.52 | † | † |
| 500–999 | 380 | 1.21 | 1,590 | 0.07 | 840 | 2.66 | 10,300 | 0.48 | 160 | 0.52 | 530 | 0.02 | 63 | 0.20 | † | † |
| 1,000 or more | 140 | 1.66 | 660 | 0.05 | 220 | 2.57 | 4,570 | 0.36 | 110 | 1.32 | 940 | 0.07 | 50 | 0.58 | 384 | 0.03 |
| Urbanicity | | | | | | | | | | | | | | | | |
| City | 250 | 1.09 | 1,850 | 0.12 | 660 | 2.90 | 10,940 | 0.73 | 170 | 0.73 | 810 | 0.06 | 75 | 0.33 | † | † |
| Suburb | 270 | 1.00 | 910 | 0.05 | 590 | 2.15 | 6,720 | 0.34 | 100 | 0.37 | 790 | 0.04 | 116 | 0.42 | 385 | 0.02 |
| Town | 340 | 3.12 | 580 | 0.10 | 380 | 3.42 | 4,400 | 0.79 | 170 | 1.54 | † | † | † | † | † | † |
| Rural | 350 | 1.55 | 1,220 | 0.14 | 590 | 2.63 | 5,360 | 0.60 | 100 | 0.46 | 310 | 0.03 | 76 | 0.34 | 183 | 0.02 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | |
| More than 95 percent | 150 | 2.79 | 230 | 0.11 | 340 | 5.92 | 1,950 | 0.88 | † | † | † | † | 40 | 0.80 | † | † |
| More than 80 to 95 percent | 290 | 1.32 | 580 | 0.05 | 650 | 2.88 | 6,360 | 0.60 | 130 | 0.61 | 260 | 0.02 | 100 | 0.48 | † | † |
| More than 50 to 80 percent | 350 | 1.58 | 1,430 | 0.10 | 650 | 2.85 | 6,230 | 0.44 | 130 | 0.58 | † | † | 115 | 0.53 | 333 | † |
| 50 percent or less | 450 | 1.30 | 2,010 | 0.09 | 850 | 2.37 | 11,410 | 0.50 | 190 | 0.53 | 1,010 | 0.05 | 86 | 0.25 | † | † |

†Not applicable.

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

Table A-3. Standard errors for the number and percentage of public schools reporting incidents of the distribution, possession, or use of illegal drugs or alcohol at school; inappropriate distribution, possession, or use of prescription drugs at school; or vandalism at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16

| School characteristic | Distribution, possession, or use of illegal drugs | | | | Distribution, possession, or use of alcohol | | | | Inappropriate distribution, possession, or use of prescription drugs | | | | Vandalism | | | |
|--|---|--------------------|---------------------|-------------------------|---|--------------------|---------------------|-------------------------|--|--------------------|---------------------|-------------------------|-------------------|--------------------|---------------------|-------------------------|
| | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students | Number of schools | Percent of schools | Number of incidents | Rate per 1,000 students |
| All public schools | 710 | 0.85 | 4,250 | 0.09 | 420 | 0.50 | 1,620 | 0.03 | 470 | 0.55 | 1,580 | 0.03 | 1,040 | 1.25 | 7,040 | 0.14 |
| Level | | | | | | | | | | | | | | | | |
| Primary | 530 | 1.09 | 1,310 | 0.05 | 220 | 0.44 | † | † | 260 | 0.53 | 440 | 0.02 | 980 | 2.00 | 3,680 | 0.15 |
| Middle | 270 | 1.70 | 1,780 | 0.18 | 210 | 1.35 | 410 | 0.04 | 190 | 1.23 | 530 | 0.06 | 300 | 1.96 | 2,090 | 0.21 |
| High school | 200 | 1.53 | 3,720 | 0.28 | 200 | 1.52 | 1,300 | 0.10 | 230 | 1.79 | 1,240 | 0.09 | 270 | 2.11 | 6,890 | 0.53 |
| Combined | 300 | 4.85 | 950 | 0.37 | 290 | 4.79 | 870 | 0.32 | 210 | 3.38 | 310 | 0.12 | 330 | 5.28 | 2,990 | 1.12 |
| Enrollment size | | | | | | | | | | | | | | | | |
| Less than 300 | 500 | 2.73 | 1,180 | 0.28 | 260 | 1.45 | 820 | 0.19 | 240 | 1.33 | 290 | 0.07 | 520 | 2.89 | 5,760 | 1.37 |
| 300–499 | 340 | 1.34 | 1,230 | 0.12 | 230 | 0.93 | 500 | 0.05 | 170 | 0.66 | 340 | 0.03 | 610 | 2.39 | 2,070 | 0.20 |
| 500–999 | 390 | 1.22 | 2,400 | 0.11 | 270 | 0.85 | 840 | 0.04 | 340 | 1.06 | 890 | 0.04 | 650 | 2.06 | 4,400 | 0.20 |
| 1,000 or more | 120 | 1.43 | 3,360 | 0.26 | 130 | 1.55 | 1,150 | 0.08 | 170 | 1.99 | 1,020 | 0.08 | 210 | 2.40 | 2,520 | 0.20 |
| Urbanicity | | | | | | | | | | | | | | | | |
| City | 480 | 2.13 | 2,500 | 0.16 | 190 | 0.84 | 1,030 | 0.07 | 170 | 0.73 | 610 | 0.04 | 590 | 2.62 | 6,230 | 0.42 |
| Suburb | 290 | 1.06 | 2,960 | 0.14 | 250 | 0.91 | 820 | 0.04 | 200 | 0.72 | 810 | 0.04 | 640 | 2.35 | 4,380 | 0.22 |
| Town | 330 | 3.06 | 1,540 | 0.28 | 170 | 1.57 | 550 | 0.09 | 210 | 1.88 | 450 | 0.08 | 370 | 3.37 | 1,550 | 0.28 |
| Rural | 320 | 1.44 | 1,650 | 0.18 | 300 | 1.32 | 890 | 0.09 | 260 | 1.16 | 760 | 0.08 | 460 | 2.09 | 2,080 | 0.23 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | | | |
| More than 95 percent | 200 | 3.89 | 690 | 0.33 | 190 | 3.70 | 560 | 0.28 | 160 | 3.02 | 340 | 0.18 | 270 | 5.10 | 720 | 0.36 |
| More than 80 to 95 percent | 380 | 2.19 | 1,500 | 0.15 | 320 | 1.57 | 740 | 0.07 | 250 | 1.40 | 520 | 0.05 | 570 | 2.40 | 2,270 | 0.20 |
| More than 50 to 80 percent | 460 | 2.17 | 2,360 | 0.18 | 230 | 1.06 | 740 | 0.05 | 220 | 1.00 | 560 | 0.04 | 600 | 2.48 | 2,010 | 0.14 |
| 50 percent or less | 590 | 1.82 | 3,820 | 0.17 | 310 | 0.92 | 1,360 | 0.06 | 320 | 0.97 | 1,270 | 0.05 | 720 | 2.01 | 6,770 | 0.29 |

†Not applicable.

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

Table A-4. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16

| | Happens daily or at least once a week | | | | | | Happens at least once a month | | |
|--|---------------------------------------|------------------|--|-----------------------------------|----------------------------------|---|-------------------------------|--|---|
| | Student racial/ethnic tensions | Student bullying | Student sexual harassment other students | Widespread disorder in classrooms | Student verbal abuse of teachers | Student acts of disrespect for teachers other than verbal abuse | Gang activities | Student harassment of other students based on sexual orientation | Student harassment of other students based on gender identity |
| All public schools | 0.33 | 0.79 | 0.19 | 0.38 | 0.51 | 0.80 | 0.22 | 0.26 | 0.14 |
| Level | | | | | | | | | |
| Primary | 0.48 | 1.04 | † | 0.59 | 0.74 | 1.27 | † | † | † |
| Middle | 0.69 | 1.59 | 0.44 | 0.67 | 1.13 | 1.28 | 0.45 | 0.91 | 0.43 |
| High school | 0.64 | 1.37 | 0.55 | 0.52 | 1.24 | 1.47 | 0.78 | 0.83 | 0.63 |
| Combined | † | 3.17 | † | † | † | 1.89 | † | 1.86 | † |
| Enrollment size | | | | | | | | | |
| Less than 300 | † | 1.58 | † | † | 1.31 | 1.62 | † | 0.51 | † |
| 300–499 | † | 1.72 | 0.32 | 0.37 | 1.00 | 1.87 | † | 0.38 | 0.21 |
| 500–999 | 0.62 | 1.40 | 0.32 | 0.91 | 0.85 | 1.25 | 0.21 | 0.53 | 0.19 |
| 1,000 or more | 0.64 | 1.81 | 0.74 | 0.78 | 0.89 | 1.74 | 0.70 | 1.08 | 0.85 |
| Urbanicity | | | | | | | | | |
| City | 0.77 | 1.45 | 0.36 | 1.22 | 1.58 | 1.90 | 0.67 | 0.73 | 0.31 |
| Suburb | 0.67 | 1.12 | 0.29 | 0.47 | 0.74 | 1.04 | 0.23 | 0.35 | 0.22 |
| Town | † | 2.77 | 0.62 | 0.53 | 1.62 | 2.93 | † | 0.95 | † |
| Rural | 0.38 | 1.58 | 0.37 | † | 0.54 | 1.31 | † | 0.49 | 0.26 |
| Percent White, non-Hispanic enrollment | | | | | | | | | |
| More than 95 percent | † | 4.31 | † | † | † | † | † | † | † |
| More than 80 to 95 percent | 0.38 | 1.61 | 0.46 | 0.36 | 0.80 | 1.39 | † | 0.48 | 0.36 |
| More than 50 to 80 percent | 0.54 | 1.42 | 0.26 | 0.31 | 0.83 | 1.81 | † | 0.35 | 0.38 |
| 50 percent or less | 0.67 | 1.23 | 0.30 | 0.86 | 1.05 | 1.46 | 0.50 | 0.50 | 0.21 |

†Not applicable.

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

Table A-5. Standard errors for the percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school daily or at least once a week, by selected school characteristics: School year 2015–16

| School characteristic | Cyberbullying among students | School environment is affected by cyberbullying | Staff resources are used to deal with cyberbullying |
|--|------------------------------|---|---|
| All public schools | 0.64 | 0.46 | 0.43 |
| Level | | | |
| Primary | 0.81 | 0.55 | 0.46 |
| Middle | 1.79 | 1.25 | 1.06 |
| High school | 1.63 | 1.23 | 1.41 |
| Combined | 3.35 | 3.01 | 2.48 |
| Enrollment size | | | |
| Less than 300 | 1.62 | 1.25 | 1.22 |
| 300–499 | 1.37 | 0.76 | 0.68 |
| 500–999 | 0.97 | 0.81 | 0.67 |
| 1,000 or more | 1.98 | 1.67 | 1.68 |
| Urbanicity | | | |
| City | 1.36 | 0.92 | 0.96 |
| Suburb | 1.15 | 0.85 | 0.65 |
| Town | 2.21 | 1.09 | 1.51 |
| Rural | 1.48 | 1.08 | 1.05 |
| Percent White, non-Hispanic enrollment | | | |
| More than 95 percent | 2.61 | 3.18 | 3.17 |
| More than 80 to 95 percent | 1.80 | 1.08 | 0.79 |
| More than 50 to 80 percent | 1.21 | 1.00 | 0.91 |
| 50 percent or less | 1.20 | 0.92 | 0.67 |

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

Table A-6. Standard errors for the number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16

| School characteristic | Removals with no continuing school services for at least the remainder of the school year | | Transfers to specialized schools | | Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year | | Other disciplinary actions | |
|--|---|---------------------------------|----------------------------------|---------------------------------|--|---------------------------------|--------------------------------|---------------------------------|
| | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions | Number of disciplinary actions | Percent of disciplinary actions |
| All public schools | 320 | 0.87 | 690 | 1.69 | 1,060 | 2.62 | 1,810 | 3.11 |
| Level | | | | | | | | |
| Primary | † | † | † | † | 620 | 5.42 | 1,480 | 7.49 |
| Middle | 120 | 1.05 | 370 | 3.29 | 540 | 4.18 | 690 | 4.20 |
| High school | 270 | 1.79 | 580 | 3.24 | 730 | 3.47 | 510 | 3.19 |
| Combined | † | † | 130 | 5.69 | 220 | 8.52 | 530 | 13.24 |
| Enrollment size | | | | | | | | |
| Less than 300 | † | † | † | † | 200 | 7.56 | 670 | 12.16 |
| 300–499 | 120 | 2.08 | 310 | 5.17 | 490 | 6.60 | 860 | 8.43 |
| 500–999 | 240 | 1.70 | 260 | 1.80 | 640 | 3.57 | 880 | 4.11 |
| 1,000 or more | 130 | 0.92 | 590 | 3.17 | 670 | 3.86 | 540 | 3.33 |
| Urbanicity | | | | | | | | |
| City | 140 | 1.10 | 380 | 2.79 | 540 | 3.45 | 1,050 | 4.67 |
| Suburb | 100 | 0.88 | 500 | 3.08 | 680 | 3.85 | 640 | 3.85 |
| Town | † | † | 310 | 4.31 | 530 | 6.09 | 620 | 7.97 |
| Rural | † | † | 190 | 3.56 | 350 | 5.23 | 550 | 7.24 |
| Percent White, non-Hispanic enrollment | | | | | | | | |
| More than 95 percent | † | † | 140 | 7.43 | 200 | 11.10 | 310 | 15.16 |
| More than 80 to 95 percent | 80 | 1.16 | 140 | 1.72 | 430 | 6.41 | 850 | 6.83 |
| More than 50 to 80 percent | 100 | 1.28 | 310 | 3.48 | 490 | 4.55 | 610 | 5.81 |
| 50 percent or less | 260 | 1.28 | 580 | 2.72 | 870 | 3.59 | 990 | 3.86 |

†Not applicable.

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

Table A-7. Standard errors for the percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16

| School characteristic | Prevention curriculum, instruction, or training for students | Behavioral or behavior modification intervention for students | Counseling, social work, psychological, or therapeutic activity for students | Individual attention, mentoring, tutoring, or coaching of students by students | Individual attention, mentoring, tutoring, or coaching of students by adults | Recreational, enrichment, or leisure activities for students | Student involvement in peer mediation | Student court to address student conduct problems or minor offenses | Student involvement in restorative circles | Social emotional learning (SEL) training for students | Programs to promote a sense of community or social integration among students |
|--|--|---|--|--|--|--|---------------------------------------|---|--|---|---|
| All public schools | 0.84 | 0.57 | 0.55 | 1.36 | 0.80 | 1.01 | 1.20 | 0.72 | 1.38 | 1.19 | 1.14 |
| Level | | | | | | | | | | | |
| Primary | 1.36 | 0.60 | 0.85 | 2.05 | 1.20 | 1.44 | 1.85 | 1.10 | 2.27 | 1.98 | 1.64 |
| Middle | 0.94 | 0.69 | 0.75 | 1.91 | 1.03 | 1.07 | 1.90 | 1.15 | 1.92 | 1.92 | 1.63 |
| High school | 1.38 | 1.47 | 1.25 | 1.81 | 1.32 | 1.44 | 1.85 | 1.37 | 1.77 | 1.60 | 1.75 |
| Combined | 5.14 | 4.79 | 3.21 | 5.98 | 4.05 | 4.35 | 5.07 | 3.34 | 5.61 | 5.49 | 4.93 |
| Enrollment size | | | | | | | | | | | |
| Less than 300 | 2.46 | 1.90 | 1.91 | 4.21 | 2.32 | 2.47 | 3.15 | 1.92 | 3.44 | 3.66 | 3.23 |
| 300–499 | 1.19 | 0.82 | 1.19 | 2.73 | 1.20 | 2.20 | 2.44 | 1.15 | 2.26 | 2.48 | 2.24 |
| 500–999 | 1.08 | 0.63 | 0.77 | 2.05 | 1.08 | 1.34 | 2.22 | 1.12 | 2.30 | 1.93 | 1.69 |
| 1,000 or more | 1.55 | 1.35 | 1.00 | 2.27 | 1.43 | 1.60 | 2.19 | 1.81 | 2.11 | 2.13 | 1.71 |
| Urbanicity | | | | | | | | | | | |
| City | 1.42 | 0.87 | 1.33 | 2.92 | 1.64 | 1.73 | 3.10 | 1.75 | 3.45 | 2.64 | 2.14 |
| Suburb | 1.22 | 0.72 | 1.11 | 2.12 | 1.16 | 1.44 | 2.64 | 1.09 | 2.46 | 2.08 | 1.91 |
| Town | 2.50 | 1.48 | 1.42 | 4.16 | 1.51 | 2.45 | 3.33 | 2.04 | 3.77 | 3.68 | 2.75 |
| Rural | 1.97 | 1.69 | 1.46 | 2.90 | 1.84 | 2.33 | 2.53 | 1.36 | 2.57 | 2.61 | 2.65 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | |
| More than 95 percent | 5.49 | 4.59 | 3.53 | 6.50 | 5.45 | 5.21 | 4.86 | † | 4.37 | 6.84 | 5.83 |
| More than 80 to 95 percent | 1.84 | 1.26 | 1.31 | 3.03 | 1.33 | 2.29 | 2.47 | 1.39 | 2.93 | 2.83 | 1.84 |
| More than 50 to 80 percent | 1.55 | 1.28 | 1.20 | 2.39 | 1.73 | 1.74 | 2.25 | 1.45 | 2.61 | 2.25 | 1.77 |
| 50 percent or less | 1.24 | 0.53 | 0.86 | 2.32 | 1.32 | 1.33 | 2.45 | 1.23 | 2.37 | 1.98 | 1.76 |

†Not applicable.

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

Table A-8. Standard errors for the percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16

| School characteristic | Had a written plan describing procedures to be performed in select crisis scenarios | | | | | | | Drilled students on the use of emergency procedures | | | | |
|--|---|-------------------|----------|---------------------------|--|----------------------------|--------------|---|------------|----------|------------------|--|
| | Active shooter | Natural disasters | Hostages | Bomb threats or incidents | Chemical, biological, or radiological threats or incidents | Suicide threat or incident | Pandemic flu | Post-crisis reunification of students with their families | Evacuation | Lockdown | Shelter-in-place | |
| All public schools | 0.78 | 0.57 | 1.30 | 0.87 | 1.26 | 1.11 | 1.49 | 1.09 | 1.02 | 0.78 | 1.12 | |
| Level | | | | | | | | | | | | |
| Primary | 1.22 | 0.86 | 2.07 | 1.36 | 1.84 | 1.76 | 2.26 | 1.39 | 1.60 | 0.95 | 1.56 | |
| Middle | 0.94 | 0.79 | 1.73 | 0.87 | 1.78 | 1.06 | 1.91 | 1.49 | 0.96 | 0.86 | 1.91 | |
| High school | 1.07 | 0.79 | 1.79 | 0.76 | 1.74 | 1.03 | 1.96 | 1.49 | 1.23 | 1.05 | 1.57 | |
| Combined | 3.24 | 2.99 | 5.96 | 2.76 | 5.24 | 3.57 | 6.23 | 4.49 | 3.33 | 5.17 | 6.55 | |
| Enrollment size | | | | | | | | | | | | |
| Less than 300 | 2.48 | 1.82 | 3.55 | 2.74 | 2.97 | 2.94 | 3.73 | 2.76 | 2.93 | 2.47 | 3.47 | |
| 300–499 | 1.28 | 1.01 | 2.97 | 1.31 | 3.05 | 2.16 | 3.44 | 2.14 | 2.13 | 1.51 | 2.23 | |
| 500–999 | 1.39 | 0.74 | 2.18 | 1.06 | 1.90 | 1.54 | 2.05 | 1.57 | 1.04 | 0.78 | 1.70 | |
| 1,000 or more | 0.76 | 0.99 | 2.40 | 0.37 | 1.95 | 0.88 | 2.40 | 1.44 | 1.30 | 0.78 | 1.92 | |
| Urbanicity | | | | | | | | | | | | |
| City | 1.76 | 1.03 | 2.93 | 1.83 | 2.27 | 2.72 | 2.68 | 1.82 | 1.37 | 1.26 | 2.27 | |
| Suburb | 1.25 | 1.00 | 2.56 | 1.29 | 2.22 | 1.53 | 2.42 | 1.82 | 1.46 | 0.89 | 1.72 | |
| Town | 1.92 | 1.48 | 3.87 | 1.55 | 3.43 | 3.47 | 3.94 | 3.11 | 2.20 | 0.83 | 3.71 | |
| Rural | 1.71 | 1.23 | 2.84 | 1.79 | 2.45 | 2.38 | 2.87 | 2.17 | 1.60 | 1.85 | 2.63 | |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | |
| More than 95 percent | 2.17 | 3.13 | 5.63 | 2.09 | 5.45 | 5.38 | 5.85 | 4.18 | 3.02 | 5.41 | 6.69 | |
| More than 80 to 95 percent | 1.45 | 0.98 | 2.97 | 1.73 | 2.49 | 1.92 | 2.66 | 2.38 | 1.96 | 1.37 | 2.77 | |
| More than 50 to 80 percent | 1.40 | 1.27 | 2.74 | 1.75 | 2.51 | 2.54 | 2.79 | 1.91 | 2.04 | 0.47 | 2.15 | |
| 50 percent or less | 1.53 | 0.80 | 2.57 | 1.08 | 2.22 | 2.07 | 2.40 | 1.74 | 1.15 | 1.11 | 2.05 | |

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

Table A-9. Standard errors for the percentage of public schools with one or more full-time or part-time security staff present at least once a week, by type of security staff and selected school characteristics: School year 2015–16

| School characteristic | School Resource Officers | | | Sworn law enforcement officers | | | Security guards or security personnel | | |
|--|--------------------------|-----------|-----------|--------------------------------|-----------|-----------|---------------------------------------|-----------|-----------|
| | Total | Full-time | Part-time | Total | Full-time | Part-time | Total | Full-time | Part-time |
| All public schools | 1.27 | 0.85 | 0.93 | 0.90 | 0.51 | 0.81 | 1.07 | 1.01 | 0.58 |
| Level | | | | | | | | | |
| Primary | 1.99 | 1.13 | 1.46 | 1.36 | 0.74 | 1.25 | 1.60 | 1.44 | 0.95 |
| Middle | 1.71 | 1.92 | 1.80 | 1.18 | 1.00 | 0.95 | 1.34 | 1.31 | 0.82 |
| High school | 1.73 | 1.76 | 1.67 | 1.57 | 1.11 | 1.11 | 1.49 | 1.56 | 1.05 |
| Combined | 5.05 | 4.11 | 3.36 | 2.60 | † | 2.39 | 3.43 | 3.15 | 2.62 |
| Enrollment size | | | | | | | | | |
| Less than 300 | 3.12 | 1.64 | 2.38 | 2.02 | 1.24 | 1.57 | 2.63 | 2.38 | 1.29 |
| 300–499 | 2.74 | 1.80 | 2.15 | 1.83 | 1.01 | 1.58 | 1.80 | 1.89 | 1.03 |
| 500–999 | 2.06 | 1.45 | 1.80 | 1.22 | 0.74 | 1.22 | 1.79 | 1.46 | 0.99 |
| 1,000 or more | 1.58 | 1.82 | 1.39 | 2.17 | 1.95 | 1.24 | 2.04 | 2.12 | 1.54 |
| Urbanicity | | | | | | | | | |
| City | 2.50 | 1.92 | 2.41 | 1.76 | 0.79 | 1.69 | 2.99 | 2.87 | 1.41 |
| Suburb | 2.34 | 1.51 | 1.96 | 1.69 | 1.05 | 1.34 | 1.62 | 1.43 | 1.05 |
| Town | 3.84 | 3.05 | 3.93 | 2.90 | 1.98 | 2.31 | 2.05 | 1.31 | 1.53 |
| Rural | 2.73 | 1.96 | 2.39 | 1.22 | 0.81 | 1.07 | 1.15 | 0.68 | 1.09 |
| Percent White, non-Hispanic enrollment | | | | | | | | | |
| More than 95 percent | 5.41 | 3.58 | 4.97 | 3.02 | † | 2.39 | 2.21 | 0.92 | † |
| More than 80 to 95 percent | 2.65 | 2.24 | 2.06 | 1.91 | 1.06 | 1.41 | 1.39 | 0.87 | 1.05 |
| More than 50 to 80 percent | 2.22 | 1.52 | 2.03 | 1.59 | 0.82 | 1.47 | 1.32 | 0.89 | 1.05 |
| 50 percent or less | 2.29 | 1.54 | 1.84 | 1.39 | 0.79 | 1.26 | 2.00 | 2.04 | 1.11 |

†Not applicable.

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

Table A-10. Standard errors for the number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16

| School characteristic | Total number of schools | Number of schools with a sworn law enforcement officer (including SROs) who routinely: | | | | Of all schools, percentage with a sworn law enforcement officer (including SROs) who routinely: | | | | Total number of schools with a sworn law enforcement officer | Of schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely: | | | |
|--|-------------------------|--|---------------------------------|-------------------|---------------------|---|---------------------------------|-------------------|---------------------|--|---|---------------------------------|-------------------|---------------------|
| | | Carries a stun gun | Carries chemical aerosol sprays | Carries a firearm | Wears a body camera | Carries a stun gun | Carries chemical aerosol sprays | Carries a firearm | Wears a body camera | | Carries a stun gun | Carries chemical aerosol sprays | Carries a firearm | Wears a body camera |
| All public schools | 210 | 1,140 | 1,140 | 1,260 | 560 | 1.38 | 1.37 | 1.50 | 0.67 | 1,210 | 1.80 | 1.72 | 1.16 | 1.36 |
| Level | | | | | | | | | | | | | | |
| Primary | 180 | 990 | 970 | 1,150 | 450 | 2.01 | 1.99 | 2.35 | 0.92 | 1,130 | 3.53 | 3.57 | 2.39 | 2.51 |
| Middle | 30 | 330 | 270 | 240 | 150 | 2.09 | 1.72 | 1.52 | 0.94 | 250 | 2.49 | 2.14 | 1.17 | 1.38 |
| High school | 50 | 240 | 220 | 200 | 160 | 1.86 | 1.74 | 1.55 | 1.23 | 210 | 2.13 | 2.09 | 0.96 | 1.64 |
| Combined | 120 | 300 | 280 | 330 | 140 | 4.89 | 4.48 | 5.34 | 2.26 | 340 | 8.42 | 7.49 | 3.38 | 5.07 |
| Enrollment size | | | | | | | | | | | | | | |
| Less than 300 | 190 | 580 | 520 | 610 | 200 | 3.21 | 2.85 | 3.38 | 1.09 | 610 | 6.64 | 5.81 | 3.20 | 3.49 |
| 300–499 | 110 | 650 | 600 | 680 | 340 | 2.60 | 2.41 | 2.70 | 1.34 | 700 | 4.55 | 3.99 | 2.32 | 3.10 |
| 500–999 | 90 | 610 | 530 | 680 | 400 | 1.94 | 1.67 | 2.16 | 1.25 | 700 | 2.74 | 2.26 | 2.03 | 2.18 |
| 1,000 or more | 10 | 190 | 190 | 150 | 150 | 2.23 | 2.15 | 1.65 | 1.74 | 140 | 2.39 | 2.37 | 0.79 | 2.01 |
| Urbanicity | | | | | | | | | | | | | | |
| City | 110 | 480 | 520 | 670 | 170 | 2.10 | 2.24 | 2.89 | 0.76 | 680 | 3.57 | 4.03 | 3.40 | 1.87 |
| Suburb | 90 | 570 | 530 | 620 | 250 | 2.09 | 1.92 | 2.28 | 0.90 | 650 | 2.87 | 2.72 | 2.21 | 1.87 |
| Town | 80 | 380 | 420 | 390 | 320 | 3.43 | 3.79 | 3.56 | 2.90 | 410 | 3.63 | 4.21 | 1.50 | 4.81 |
| Rural | 150 | 500 | 490 | 550 | 320 | 2.26 | 2.22 | 2.48 | 1.43 | 590 | 4.29 | 3.39 | 1.93 | 2.94 |
| Percent White, non-Hispanic enrollment | | | | | | | | | | | | | | |
| More than 95 percent | 550 | 290 | 300 | 370 | 120 | 5.37 | 5.46 | 6.55 | 2.34 | 360 | 8.62 | 8.32 | 3.85 | 5.33 |
| More than 80 to 95 percent | 900 | 580 | 650 | 720 | 330 | 2.46 | 2.58 | 2.59 | 1.54 | 760 | 3.72 | 3.72 | 2.35 | 3.06 |
| More than 50 to 80 percent | 800 | 610 | 570 | 600 | 350 | 2.72 | 2.55 | 2.74 | 1.58 | 590 | 3.50 | 3.72 | 1.93 | 3.23 |
| 50 percent or less | 1,110 | 700 | 600 | 760 | 300 | 2.07 | 1.93 | 2.36 | 0.89 | 820 | 2.78 | 2.85 | 1.92 | 1.64 |

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

Table A-11. Standard errors for the percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16

| Factor | Efforts to reduce or prevent crime were limited in a major way | Efforts to reduce or prevent crime were limited in a minor way | Efforts to reduce or prevent crime were not limited at all |
|---|--|--|--|
| Lack of or inadequate teacher training in classroom management | 0.63 | 1.34 | 1.35 |
| Lack of or inadequate alternative placements or programs for disruptive students | 1.20 | 1.50 | 1.52 |
| Likelihood of complaints from parents | 0.60 | 1.02 | 1.18 |
| Lack of teacher support for school policies | 0.48 | 1.19 | 1.23 |
| Lack of parental support for school policies | 0.70 | 1.44 | 1.52 |
| Teachers' fear of student retaliation | 0.32 | 1.22 | 1.20 |
| Fear of litigation | 0.82 | 1.38 | 1.51 |
| Inadequate funds | 1.31 | 1.34 | 1.49 |
| Inconsistent application of school policies by faculty or staff | 0.65 | 1.35 | 1.37 |
| Fear of district or state reprisal | 0.51 | 1.20 | 1.21 |
| Federal, state, or district policies on disciplining special education students | 1.12 | 1.21 | 1.45 |
| Federal policies on discipline and safety other than those for special education students | 0.74 | 1.25 | 1.35 |
| State or district policies on discipline and safety other than those for special education students | 0.83 | 1.28 | 1.38 |

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

**Appendix B:
Methodology and Technical Notes**

Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS), a nationally representative survey of U.S. public schools, is managed by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education’s Institute of Education Sciences. SSOCS is the only recurring federal survey collecting detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indices of school safety. SSOCS collects extensive data from public school principals to provide information on crime and safety from the schools’ perspective. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted six times, covering the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 school years. A seventh collection is planned for school year 2017–18.

SSOCS was developed by NCES, and the first five administrations of the survey were funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. Funding for the 2015–16 SSOCS (SSOCS:2016) was supported by the National Institute of Justice through its Comprehensive School Safety Initiative, which was developed in response to a 2014 congressional appropriation to conduct research about school safety.

The responsibility for the design and conduct of the survey continues to rest with NCES and the SSOCS:2016 data collection was administered by the U.S. Census Bureau. Data collection began on February 22, 2016, when questionnaire packets were mailed to sampled schools and continued through July 5, 2016. A total of 2,092 public schools submitted complete questionnaires: 516 primary schools, 719 middle schools, 774 high schools, and 83 combined schools.

Sample Design

The sampling frame for SSOCS:2016 was constructed using the 2013–14 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual data collection of all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in all 50 states and the District of Columbia (including charter schools).

The objectives of the SSOCS sampling design are twofold: (1) to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and (2) to yield precise estimates of change in these indicators between 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16. To attain these objectives, a stratified sample of 3,553 regular public schools was drawn for SSOCS:2016. The same general sampling design—including stratification variables, number of strata, method of sample allocation, and sorting of variables before selection—was used for SSOCS:2016 as for the previous survey administrations.¹

¹ Adopting the same basic design for all survey administrations increases the precision of the estimates of change.

The initial goal of SSOCS:2016 was to collect data from at least 2,550 schools. Because the majority of school violence is reported in middle and high schools, a larger proportion of the target respondent count of 2,550 schools was allocated to middle and high schools. The target respondent count was allocated to the four instructional levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools.

Three variables that have been shown to be associated with school crime—school level, locale, and enrollment size—were used to create strata (i.e., groups) in SSOCS:2016, with the population of schools stratified into four school levels,² four locale categories,^{3,4} and four enrollment size categories⁵ (Neiman 2011; Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004). The expected respondent count within each school level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four categories of locale. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell.

The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum. The strata were sorted by percent White, non-Hispanic enrollment,⁶ region,⁷ state, and school district, and a sample of 3,553 schools was selected using a systematic design, with a constant sampling rate in each stratum. For more information on the sample design, see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Data Collection

SSOCS:2016 was conducted as a mail survey with telephone follow-up. Four months before the onset of data collection, the U.S. Census Bureau began working with school districts who require prior approval before allowing sampled schools in their district to participate in the survey. On February 18, 2016, the principals of the sampled schools were sent advance letters that included the date of the first questionnaire mailing and a toll-free number to call with any questions. Advance letters were also mailed to Chief State School Officers and Superintendents to notify them about the survey and to request that they encourage schools under their purview to participate.

On February 22, 2016, questionnaires were sent via private delivery service directly to the principals of the sampled schools, with a cover letter describing the importance of the survey and a promotional SSOCS pen. See Appendix D: 2015–16 School Survey on Crime and Safety Questionnaire for a copy of the SSOCS:2016 questionnaire.

² The four school levels are primary, middle, high, and combined.

³ The four locale categories are city, suburb, town, and rural.

⁴ Starting with SSOCS:2008, a 12-category urban-centric CCD locale variable was collapsed into the following four categories: city, suburb, town, and rural. Prior SSOCS collections used an eight-category CCD variable, which was collapsed into the following 4 categories: city, urban fringe, town, and rural. For more information on the change in locale codes, see http://nces.ed.gov/ccd/rural_locales.asp.

⁵ The four enrollment size categories are less than 300 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁶ The four categories of percent White, non-Hispanic enrollment are more than 95 percent, more than 80 percent to 95 percent, more than 50 percent to 80 percent, and 50 percent or less.

⁷ The four regions are the Northeast, Midwest, South, and West.

Three weeks after the initial mailout, a reminder telephone operation began. The primary objective of the reminder telephone operation was to follow up with the principal or school contact to determine the status of the questionnaire; however, the interviewer could complete the SSOCS interview over the phone at the respondent's request.

Returned questionnaires were examined for quality and completeness using both manual and computerized edits. Where necessary, telephone follow-up was used to resolve discrepancies or missing data identified during editing. For a survey to be considered complete in SSOCS:2016, answers were required for at least 162 of the 296 total subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items). Of the 296 total subitems, 92 were categorized as critical; for a case to be considered complete, responses were required for at least 75 of the critical subitems. Responses provided to the critical subitems counted toward the total 162 subitem responses needed for a survey to be considered complete. Items 26 and 35 (whose subitems were all categorized as critical) had additional completion criteria; responses were required for at least 18 of the 30 subitems within item 26 and at least 6 of the 25 subitems within item 35. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2016 data file. If a questionnaire that was considered to be complete at the end of data collection contained missing values, the missing values were imputed, i.e., the missing values were replaced with estimates derived from data reported by schools with similar characteristics or from data available on the sampling frame. Data collection ended on July 5, 2016.

More detailed information about the SSOCS:2016 data collection and data processing procedures can be found in the *School Survey on Crime and Safety: 2015–16 Data File User's Manual* (Jackson et al. 2017).

Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2016 sample design, weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS:2016 sampling weights are described below.

Each school was assigned an initial (base) weight equal to the ratio of the number of schools available in the sampling frame in the school's stratum to the number of schools sampled from the school's stratum. In other words, a school's base weight was equal to the inverse of the sampling rate within its stratum. The weights were adjusted to correct for nonresponse by multiplying each school's base weight by the inverse of the response rate within the school's adjustment cell. Adjustment cells were defined using variables available in the sampling frame. A Chi-Squared Interaction Detection (CHAID) analysis, which automatically identifies variables predictive of response, was used to define the adjustment cells. The CHAID analysis identified the following variables as being predictive of response: school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. Variables that are predictive of response are likely to be sources of nonresponse bias. These

variables were therefore used to define the weighting adjustment cells. The nonresponse adjustments allowed the weighted distribution of the responding schools to resemble the initial distribution of the total sample (see the section below on nonresponse bias analysis).

The nonresponse-adjusted weights were then raked to agree with known population counts, which were obtained from the sampling frame, by school level, enrollment size, and locale. This step helps to reduce bias in the estimates due to nonresponse and/or undercoverage, and may improve the precision of some estimates. The three variables used for raking (i.e., school level, enrollment size, and locale) have been shown to be correlated with school crime (Neiman 2011; Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004).

Unit Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents using the base weights (i.e., prior to nonresponse adjustments). Unit response rates are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. In order to calculate any of these measures, it is first necessary to know the disposition (outcome) of each sampled case. Table B-1 shows the dispositions of the 3,553 cases selected for participation in SSOCS:2016, as well as the unweighted and weighted unit response rates by selected school characteristics.⁸ The overall weighted⁹ unit response rate was 62.9 percent.

Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than 85 percent, a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2016 (U.S. Department of Education 2014).

Comparisons of the sample and target population, respondents and nonrespondents, and relative response probability across frame variable categories were examined to identify potential sources of bias. The variables used in the unit nonresponse bias analysis were school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. These variables are available for all U.S. public schools from the CCD, and thus were known for all schools sampled for SSOCS:2016 regardless of whether they responded. For such characteristics, bias can be measured directly. The analysis found that, based on these characteristics, there were significant differences between responding and nonresponding

⁸ Schools known to be ineligible (e.g., schools that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or were found not to be a school providing classroom instruction) are excluded from the response rate. While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES and those schools that either did not respond or did not submit a complete survey) were also ineligible, the calculation of the unweighted and weighted response rate assumed that all nonresponding schools were eligible. This is the most conservative approach to calculating the response rate.

⁹ The weighted response rate is calculated by applying the inverse of the probability of selection (including the sampling adjustment factor) to the calculation of the unweighted response rate.

schools. For example, schools with an enrollment of 1,000 students or more, urban schools, and schools in which less than 50 percent of students are White, non-Hispanic were significantly underrepresented among respondents, relative to their share of the target population. To provide a fuller picture of the risk of bias in key estimates, correlations between these frame characteristics and survey variables were analyzed, and key estimates were compared between the lowest propensity respondents (i.e. schools with characteristics resembling those of nonrespondents) and other respondents. The frame characteristics (which are known for both respondents and nonrespondents) were found to be correlated with a number of survey variables (which are known only for respondents). This implies that the observed bias in frame characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2016 estimates.

A CHAID analysis was conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on the CHAID analysis, the base weights were adjusted for potential nonresponse bias in school level, locale, enrollment size, percent White, non-Hispanic enrollment, region, percent of students eligible for free lunch, pupil-teacher ratio, and the number of FTE teaching staff. When the nonresponse-adjusted weights were applied, no significant bias remained in any of these characteristics. Because these characteristics are known to be correlated with survey variables, this suggests that the weighting adjustments incorporated into the SSOCS:2016 weights help to mitigate nonresponse bias in key estimates. However, some estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates.

For more information on the analysis of unit nonresponse, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Table B-1. Unweighted and weighted unit response rates, by selected school characteristics: School year 2015–16

| School characteristic | Initial sample | Completed Survey ¹ | Non-Respondents ² | Ineligible ³ | Weighted response rate (percent) ⁴ |
|--|----------------|-------------------------------|------------------------------|-------------------------|---|
| Total | 3,553 | 2,092 | 1,442 | 19 | 62.9 |
| Level ⁵ | | | | | |
| Primary | 849 | 516 | 325 | 8 | 63.6 |
| Middle | 1,230 | 719 | 508 | 3 | 60.4 |
| High school | 1,347 | 774 | 567 | 6 | 60.2 |
| Combined | 127 | 83 | 42 | 2 | 69.7 |
| Enrollment size | | | | | |
| Less than 300 | 349 | 234 | 107 | 8 | 73.0 |
| 300–499 | 702 | 426 | 273 | 3 | 62.3 |
| 500–999 | 1,384 | 831 | 546 | 7 | 60.2 |
| 1,000 or more | 1,118 | 601 | 516 | 1 | 53.8 |
| Locale | | | | | |
| City | 1,083 | 558 | 517 | 8 | 52.2 |
| Suburb | 1,362 | 781 | 576 | 5 | 60.7 |
| Town | 428 | 295 | 130 | 3 | 68.6 |
| Rural | 680 | 458 | 219 | 3 | 73.9 |
| Percent White, non-Hispanic enrollment | | | | | |
| More than 95 percent | 147 | 108 | 39 | 0 | 74.1 |
| More than 80 to 95 percent | 801 | 543 | 255 | 3 | 71.5 |
| More than 50 to 80 percent | 1,025 | 606 | 414 | 5 | 63.0 |
| 50 percent or less | 1,580 | 835 | 734 | 11 | 56.2 |
| Region | | | | | |
| Northeast | 602 | 338 | 262 | 2 | 61.6 |
| Midwest | 788 | 501 | 283 | 4 | 66.3 |
| South | 1,346 | 765 | 575 | 6 | 61.6 |
| West | 817 | 488 | 322 | 7 | 62.5 |

¹ For a survey to be considered complete in SSOCS:2016, answers were required for at least 162 of the 296 total subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items). Of the 296 total subitems, 92 were categorized as critical and respondents were required to provide answers for at least 75. Responses provided to the critical subitems counted toward the total 162 subitem responses needed for a survey to be considered complete. Items 26 and 35 (whose subitems were all categorized as critical) had additional completion criteria; respondents had to provide responses for at least 18 of the 30 subitems within item 26 and at least 6 of the 25 subitems within item 35. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2016 data file.

² Nonrespondents include schools whose districts denied permission to NCES and those eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete.

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or are not a school: “not a school” generally refers to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).

⁴ The weighted response rate is calculated by applying the inverse of the probability of selection (including the sampling adjustment factor) to the calculation of the unweighted response rate.

⁵ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.

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

Item Response Rates

Just as some principals chose to not respond to the SSOCS:2016 survey request, there were some principals who did respond but did not answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sampled schools responding to an item by the number of schools to which the item was applicable. Weighted item response rates are calculated in the same way by weighting each school by the inverse of its probability of selection.

Weighted¹⁰ item-level response rates in SSOCS:2016 were generally high, ranging from 82 to 100 percent. Of the 273 subitems in the SSOCS questionnaire (i.e., all of the subitems except those associated with the 23 introductory items), most (248) had response rates greater than 95 percent, 23 had response rates between 85 and 95 percent, and 2 had response rates less than 85 percent. The two subitems with weighted response rates less than 85 percent are listed below:

- C0326—Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 84 percent)
- C0330—Number of recorded incidents of physical attacks or fights without a weapon (weighted response rate of 82 percent)

Analysis of Item Nonresponse Bias

For each of the items with response rates below 85 percent, an item-level bias analysis was performed to determine the susceptibility to bias within each item by examining the extent to which schools that did not answer the item differed from schools that did answer the item. This analysis was done because differences between the schools that did and did not respond to an item can lead to bias in estimates.

The magnitude of item nonresponse bias for a particular item is determined by the following factors: the level of item response, the differences between item respondents and item nonrespondents in the characteristic being measured by the item, and the distribution of item responses across categories of auxiliary variables. Two survey subitems out of 273 subitems examined in this analysis (C0326 and C0330) had a weighted item response rate lower than 85 percent. These subitems were examined for potential bias per NCES standards. Using extreme assumptions for imputation, both were sensitive to the potential effects of nonresponse bias.

Distributions of two survey subitems and eight sampling frame variables were compared between respondents and nonrespondents to subitems C0326 and C0330. Survey subitems C0560 (perceived level of crime in students' neighborhood) and C0562 (perceived level of crime in the school's neighborhood), which are likely to be correlated with responses to critical items, have high item response rates. Sub-items C0560 and C0562 both had weighted item response rates above 99 percent. The eight sampling frame variables used in the analysis were school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. Results of the analyses indicated that the potential for bias was not enough to warrant the exclusion of C0326 and C0330 from the data file. More detailed information on

¹⁰ Base weights (which are equal to the inverse of each school's probability of selection) were used to calculate item response rates.

the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Imputation Procedures

Files containing missing data can be problematic because, depending on how the missing data are treated, analysis of incomplete datasets may cause different users to arrive at different conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to leave some survey items unanswered, creating bias in the survey estimates. When completed SSOCS:2016 surveys contained some level of item nonresponse after the conclusion of the data collection phase, imputation procedures were used to create values for all questionnaire items with missing information.

The imputation methods utilized in SSOCS:2016 were tailored to the nature of the survey item. Three methods were used: aggregate proportions, best match, and clerical. These methods are described in detail in the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Sampling Variability

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population is surveyed. In surveys with complex sampling designs, such as SSOCS:2016, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. The standard errors in this report were produced using the jackknife replication method. The standard errors associated with the estimates discussed in this report can be found in Appendix A. The standard errors for a range of survey estimates can be computed by using a statistical package such as SAS, Stata, R, or SUDAAN. For guidance on how to produce survey estimates and their related standard errors using SSOCS data, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Nonsampling error

“Nonsampling error” is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents’ interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For SSOCS, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive testing of the new and revised questionnaire items was conducted with public school principals or the person most knowledgeable about school crime and policies to provide a safe environment in their school. Cognitive testing provided the opportunity to check for consistency

of interpretation of questions and definitions as well as to eliminate ambiguous items. The questionnaire items were also extensively reviewed by NCES, a technical review panel consisting of some of the nation's top experts on school crime, and the National Institute of Justice, a partner federal agency who contributed funding for SSOCS:2016. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data entered for all surveys, received by mail or telephone, were extensively reviewed to identify anomalies and verify that data were entered correctly.

Statistical Tests

The analyses in this report use tests of significance based on a two-tailed Student's t statistic at the .05 level. Adjustments for multiple comparisons were not included. The t statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

$$t = \frac{x_2 - x_1}{\sqrt{SE_2^2 + SE_1^2}}$$

where x_1 and x_2 are the estimates to be compared (e.g., the means of sample members in two groups) and SE_1 and SE_2 are their corresponding standard errors.

Due to the large sample size, many differences (no matter how substantively minor) are statistically significant; thus, only differences of 5 percentage points or more between groups are included in the findings. Certain characteristics discussed in this report may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal relationships should be inferred from these results.

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Appendix C: Description of Variables

Description of Variables

Several variables from the 2015–16 School Survey on Crime and Safety (SSOCS:2016) were used to produce the tables in this report. This appendix identifies all of the variables used to generate each table. Listed first are the school characteristic, or row, variables that appear in all tables in this report (except table 11). These school characteristic variables are listed in the order in which they appear in the tables. Listed after the school characteristics are the column variables for each table. Note that many terms used in the SSOCS questionnaire have a formal definition. These definitions can be found on pages D-4 and D-5 of this report, as part of Appendix D: 2015–16 School Survey on Crime and Safety Questionnaire. For more information about how variables are coded, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

School Characteristic (Row) Variables

School Level (FR_LVL): This variable was created using the 2013–14 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. Schools are classified as primary schools, middle schools, high schools, or combined schools based on the lowest grade and highest grade in the school. “Primary schools” are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. “Middle schools” are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. “High schools” are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. “Combined schools” include all other combinations of grades not included in the three former categories, including K–12 schools.

Enrollment Size (FR_SIZE): The enrollment classification categories were created using the school enrollment data in the 2013–14 CCD Public Elementary/Secondary School Universe data file. The enrollment size categories are (1) less than 300 students, (2) 300–499 students, (3) 500–999 students, and (4) 1,000 or more students.

*Locale (FR_LOC12 and FR_URBAN)*¹: This collapsed variable was constructed from a variable in the 2013–14 CCD Public Elementary/Secondary School Universe data file that is composed of 12 locale categories. For the sample size to be large enough in each cell, the 12 categories were collapsed into a four-level locale variable with the following values: (1) “city,” (2) “suburb,” (3) “town,” and (4) “rural.” The variables were collapsed according to the following criteria²:

City:

11= Large: Territory inside an urbanized area and inside a principal city with a population of at least 250,000.

¹ The 12-category locale variable was first used in SSOCS:2008. In SSOCS administrations prior to 2008, an eight-category CCD variable was used to create the locale variable. For this reason, caution should be exercised when making direct comparisons to SSOCS collections prior to 2008. For more information on the change in locale codes, please see http://nces.ed.gov/ccd/rural_locales.asp.

² The number at the beginning of each locale category represents the two-digit urban-centric code assigned to the category in the CCD data file.

12 = Midsize: Territory inside an urbanized area and inside a principal city with a population of at least 100,000 but less than 250,000.

13 = Small: Territory inside an urbanized area and inside a principal city with a population less than 100,000.

Suburb:

21 = Large: Territory inside an urbanized area and outside a principal city with a population of at least 250,000.

22 = Midsize: Territory inside an urbanized area and outside a principal city with a population of at least 100,000 but less than 250,000.

23 = Small: Territory inside an urbanized area and outside a principal city with a population of less than 100,000.

Town:

31 = Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

Rural:

41 = Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area or is less than or equal to 2.5 miles from an urban cluster.

42 = Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area or is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

Percent White, non-Hispanic enrollment (FR_PERWT): The percent White, non-Hispanic enrollment classification categories were created using the school enrollment data in the 2013–14 CCD Public Elementary/Secondary School Universe data file. The percent White, non-Hispanic enrollment size categories are (1) more than 95 percent, (2) more than 80 to 95 percent, (3) more than 50 to 80 percent, and (4) 50 percent or less.

*Region (CENREGN)*³: Regions are defined by the U.S. Census Bureau. This variable was created during sampling using the 2013–14 CCD Public Elementary/Secondary School Universe data file variable FIPS (Federal Information Processing Standard). The regions are (1) Northeast,

³ This variable appears only in table B-1.

(2) Midwest, (3) South, and (4) West. For a list of states in each region, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Column Variables

Table 1

All Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338): This information is taken directly from items 26a_1–26ei_1 in the SSOCS:2016 questionnaire. A total count of all violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); physical attacks or fights without a weapon (C0330); threats of physical attack with a weapon (C0334); and threats of physical attack without a weapon (C0338) recorded by each school.

Serious Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0334): This information is taken directly from items 26a_1–26di_1 and 26ei_1 in the SSOCS:2016 questionnaire. A total count of serious violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); and threats of physical attack with a weapon (C0334) recorded by each school.

Thefts Recorded (C0342): This information is taken directly from item 26f_1 in the SSOCS:2016 questionnaire.

Other Incidents Recorded (C0346, C0350, C0354, C0355, C0358, C0362): This information is taken directly from items 26g_1–26l_1 in the SSOCS:2016 questionnaire. A total count of other incidents recorded was obtained by adding the number of recorded incidents of possession of a firearm or explosive device (C0346); possession of a knife or sharp object (C0350); distribution, possession, or use of illegal drugs (C0354); inappropriate distribution, possession, or use of prescription drugs (C0355); distribution, possession, or use of alcohol (C0358); and vandalism (C0362).

Table 2

Threats of Physical Attack With a Weapon Recorded (C0334): This information is taken directly from item 26ei_1 in the SSOCS:2016 questionnaire.

Threats of Physical Attack Without a Weapon Recorded (C0338): This information is taken directly from item 26ei_1 in the SSOCS:2016 questionnaire.

Robberies Without a Weapon Recorded (C0322): This information is taken directly from item 26cii_1 in the SSOCS:2016 questionnaire.

Incidents of Hate Crimes (C0690): This information is taken directly from item 28 in the SSOCS:2016 questionnaire.

Table 3

Incidents of Distribution, Possession, or Use of Illegal Drugs Recorded (C0354): The count of recorded incidents of distribution, possession, or use of illegal drugs is taken directly from item 16i_1 in the SSOCS:2016 questionnaire.

Incidents of Distribution, Possession, or Use of Alcohol Recorded (C0358): The count of recorded incidents of distribution, possession, or use of alcohol is taken directly from item 16k_1 in the SSOCS:2016 questionnaire.

Inappropriate Distribution, Possession, or Use of Prescription Drugs Recorded (C0355): The count of recorded incidents of inappropriate distribution, possession, or use of prescription drugs is taken directly from item 16j_1 in the SSOCS:2016 questionnaire.

Incidents of Vandalism Recorded (C0362): The count of recorded incidents of vandalism is taken directly from item 16l_1 in the SSOCS:2016 questionnaire.

Table 4

Disciplinary Problems (C0374, C0376, C0378, C0381, C0383, C0382, C0380, C0384, C0386): This information is taken directly from items 32a–i in the SSOCS:2016 questionnaire. Respondents were asked to report, to the best of their knowledge, how often the following types of problems occurred at school: student racial or ethnic tensions (C0374), student bullying (C0376), student sexual harassment of other students (C0378), student harassment of other students based on sexual orientation (C0381), student harassment of other students based on gender identity (C0383), widespread disorder in classrooms (C0382), student verbal abuse of teachers (C0380), student acts of disrespect for teachers other than verbal abuse (C0384), and gang activities (C0386).

Table 5

Cyberbullying Problems (C0389, C0391, C0393): This information is taken directly from items 33a–c in the SSOCS:2016 questionnaire. Respondents were asked to report, to the best of their knowledge, how often the following problems occur: cyberbullying among students (C0389), school environment is affected by cyberbullying (C0391), and staff resources are used to deal with cyberbullying (C0393).

Table 6

Disciplinary Actions Received by Students for Involvement in the Use or Possession of a Weapon Other than a Firearm or Explosive Device (C0470, C0472, C0474, C0476): This information is taken directly from items 35b_2–35b_5 in the SSOCS:2016 questionnaire. Disciplinary actions include removals with no continuing school services for at least the remainder of the school year (C0470); transfers to specialized schools (C0472); out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474); and other disciplinary actions (suspension for less than 5 days, detention, etc.) (C0476).

Table 7

Existence of Violence Prevention Program Components (C0174, C0176, C0178, C0180, C0181, C0182, C0175, C0177, C0179, C0183, C0186): This information is taken directly from items

4a–k in the SSOCS:2016 questionnaire. Violence prevention program components include prevention curriculum, instruction, or training for students (C0174); behavioral or behavior modification intervention for students (C0176); counseling, social work, psychological, or therapeutic activity for students (C0178); individual attention, mentoring, tutoring, or coaching of students by students (C0180); individual attention, mentoring, tutoring, or coaching of students by adults (C0181); recreational, enrichment, or leisure activities for students (C0182); student involvement in peer mediation (C0175); student court to address student conduct problems or minor offenses (C0177); student involvement in restorative circles (C0179); social emotional learning (SEL) training for students (C0183); and programs to promote a sense of community or social integration among students (C0186). Respondents were asked whether their schools had any of the aforementioned components as part of a formal program intended to prevent or reduce violence.

Table 8

Schools With a Written Plan that Describes Procedures to be Performed in Specific Crisis Scenarios (C0155, C0158, C0162, C0166, C0170, C0169, C0173, C0157): This information is taken directly from items 2a–h in the SSOCS:2016 questionnaire. Respondents were asked if their school has a written plan that describes procedures to be performed in the following scenarios: active shooter (C0155); natural disasters (C0158); hostages (C0162); bomb threats or incidents (C0166); chemical, biological, or radiological threats or incidents (C0170); suicide threat or incident (C0169); pandemic flu (C0173); and post-crisis reunification of students with their families (C0157).

Schools That Drill Students on the Use of Emergency Procedures (C0163, C0165, C0167): This information is taken directly from items 3a–c in the SSOCS:2016 questionnaire. Respondents were asked if their school drilled students on the use of the following emergency procedures: evacuation (C0163); lockdown (C0165); and shelter-in-place (C0167).

Table 9

Presence of School Resource Officers in Schools (C0236, C0238): This information is taken directly from items 18ai–aii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of School Resource Officers present at school at least once a week on a full-time (C0236) and part-time (C0238) basis.

Presence of Other Sworn Law Enforcement Officers in Schools (C0240, C0242): This information is taken directly from items 18bi–bii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week on a full-time (C0240) and part-time (C0242) basis.

Presence of Security Guards or Security Personnel in Schools (C0232, C0234): This information is taken directly from items 19ai–aii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of security guards or other security personnel present at school at least once a week on a full-time (C0232) and part-time (C0234) basis.

Table 10

Practices of Sworn Law Enforcement Officers (C0620, C0622, C0624, C0626): This information is taken directly from items 13a–d in the SSOCS:2016 questionnaire. Respondents were asked whether sworn law enforcement officers (including School Resource Officers) at their school routinely engage in the following practices: carry a stun gun (C0620); carry chemical aerosol sprays (C0622); carry a firearm (C0624); and wear a body camera (C0626). To obtain a count of schools that have a sworn law enforcement officer, item 11 (C0610) was used.

Table 11

Limitations on Crime Prevention (C0280, C0282, C0284, C0286, C0288, C0290, C0292, C0294, C0296, C0298, C0300, C0302, C0304): This information is taken directly from items 23a–m in the SSOCS:2016 questionnaire. Respondents were asked to what extent the following factors limited their school’s efforts to reduce or prevent crime: lack of or inadequate teacher training in classroom management (C0280); lack of or inadequate alternative placements or programs for disruptive students (C0282); likelihood of complaints from parents (C0284); lack of teacher support for school policies (C0286); lack of parental support for school policies (C0288); teachers’ fear of student retaliation (C0290); fear of litigation (C0292); inadequate funds (C0294); inconsistent application of school policies by faculty or staff (C0296); fear of district or state reprisal (C0298); federal, state, or district policies on disciplining special education students (C0300); federal policies on discipline and safety other than those for special education students (C0302); and state or district policies on discipline and safety other than those for special education students (C0304).

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Appendix D:
2015–16 School Survey on Crime and Safety Questionnaire

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

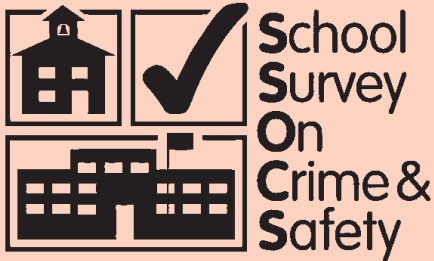
Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2015-16 SCHOOL YEAR

This survey is designed to be completed by the principal or the person most knowledgeable about school crime and policies to provide a safe environment at your school.



[Large white rounded rectangular area for name, address, and ZIP code entry]

(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Association for Middle Level Education
Association of American Educators
Council of Chief State School Officers
Education Northwest
National Association of State Boards of Education
National Association of Elementary School Principals

National Association of School Resource Officers
National Association of Secondary School Principals
National PTA
National School Safety Center
School Safety Advocacy Council
UCLA Center for Mental Health in Schools
National Association of School Psychologists
School Social Work Association of America



Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573]. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY:

[White rectangular area for response date]

FORM **SSOCS-1**
(1-8-2016)



DEFINITIONS

The following words are bolded and marked by an asterisk (*) wherever they appear in the questionnaire. Please use these definitions as you respond.

Active shooter – an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

At school/at your school – activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

Bullying – any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

Cyberbullying – occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.

Diagnostic assessment – an evaluation conducted by a medical or mental health professional that identifies whether an individual has one or more medical and/or mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's diagnosis.

Evacuation – a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

Firearm/explosive device – any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Gang – an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols, or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior.

Gender identity – means one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

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

Lockdown – a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.

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

Mental health professionals – mental health services are provided by several different professions, each of which has its own training and areas of expertise. The types of professionals who may provide mental health services include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

Physical attack or fight – an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Both male and female students can be victims of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 26a.]



DEFINITIONS – *Continued*

The following words are bolded and marked by an asterisk (*) wherever they appear in the questionnaire. Please use these definitions as you respond.

Restorative circle – a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community.

Robbery (taking things by force) – the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

Sexual assault – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical.

Sexual orientation – means one's emotional or physical attraction to the same and/or opposite sex.

Shelter-in-place – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

Special education student – a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

Specialized school – a school that is specifically for students who were referred for disciplinary reasons, although the school may also have students who were referred for other reasons. The school may be at the same location as your school.

Theft/larceny (taking things worth over \$10 without personal confrontation) – the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. This includes pocket picking, stealing a purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or of motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

Threat assessment team – a formalized group of persons who meet on a regular basis with the common purpose of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

Treatment – a clinical service addressed at lessening or eliminating the symptoms of a disorder. In mental health, this may include psychotherapy, medication treatment, and/or counseling.

Vandalism – the willful damage or destruction of school property, including bombing, arson, graffiti, and other acts that cause property damage. This includes damage caused by computer hacking.

Violence – actual, attempted, or threatened fight or assault.

Weapon – any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.



SURVEY INSTRUCTIONS:

- 🍎 For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- 🍎 Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- 🍎 It is not necessary to consult any records for items 9 and 39. Please provide estimates for these questions.
- 🍎 Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- 🍎 Some questions refer to the 2015–16 school year. Please report for the school year to date.
- 🍎 Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.
- 🍎 Please keep a copy of the completed questionnaire for your records.

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:

U.S. Census Bureau
ATTN: DCB/PCSPU, Building 60A
1201 E. 10th Street
Jeffersonville IN 47132-0001

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: 1-888-595-1332 or at addp.education.surveys@census.gov.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 52 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, 550 12th Street, S.W., #4012, Washington, DC 20202.



Please provide the following information:

Name of person completing form

010

Telephone number

Area code Number

012

 — —

Title/position

☛ Check one response.

014

- 1 Principal
2 Vice-principal or disciplinarian
3 Other – *Please specify* ↘

015

Number of years at this school

016

Best days and times to reach you (in case we have further questions)

018

E-mail address

020

Is the correct grade range for this school?

022 1 Yes → **GO TO Question 1 on page 6.**

2 No → Which of the following grades are offered in this school?

☛ Check all that apply.

024 1 Prekindergarten

026 1 Kindergarten

028 1 1st

030 1 2nd

032 1 3rd

034 1 4th

036 1 5th

038 1 6th

040 1 7th

042 1 8th

044 1 9th

046 1 10th

048 1 11th

050 1 12th

052 1 Ungraded

GO TO QUESTION 1 ON PAGE 6.



School Practices and Programs

1. During the 2015–16 school year, was it a practice of your school to do the following?

☛ If your school changed its practices during the school year, please answer regarding your most recent practice.

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|----------------------------|----------------------------|
| a. | Require visitors to sign or check in and wear badges | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Control access to school buildings during school hours (e.g., locked or monitored doors) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Control access to school grounds during school hours (e.g., locked or monitored gates) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Require metal detector checks on students every day | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. | Perform one or more random metal detector checks on students | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. | Equip classrooms with locks so that doors can be locked from the inside | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. | Close the campus for most or all students during lunch | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. | Use one or more random dog sniffs to check for drugs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. | Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. | Require drug testing for athletes | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. | Require drug testing for students in extra-curricular activities other than athletics | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| l. | Require students to wear uniforms | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| m. | Enforce a strict dress code | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| n. | Provide school lockers to students | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| o. | Require clear book bags or ban book bags on school grounds | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| p. | Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| q. | Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| r. | Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| s. | Require students to wear badges or picture IDs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| t. | Require faculty and staff to wear badges or picture IDs | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| u. | Use one or more security cameras to monitor the school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| v. | Provide telephones in most classrooms | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| w. | Provide two-way radios to any staff | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| x. | Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| y. | Prohibit <u>use</u> of cell phones and text messaging devices during school hours | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



2. Does your school have a written plan that describes procedures to be performed in the following scenarios?

| | | YES | NO |
|---|-----|----------------------------|----------------------------|
| a. Active shooter* | 155 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Natural disasters (e.g., earthquakes or tornadoes) | 158 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Hostages | 162 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Bomb threats or incidents | 166 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) | 170 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Suicide threat or incident | 169 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Pandemic flu | 173 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Post-crisis reunification of students with their families | 157 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

3. During the 2015–16 school year, has your school drilled students on the use of the following emergency procedures?

☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

| | | YES | NO |
|-----------------------------|-----|----------------------------|----------------------------|
| a. Evacuation* | 163 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Lockdown* | 165 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Shelter-in-place* | 167 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

4. During the 2015–16 school year, did your school have any formal programs intended to prevent or reduce **violence*** that included the following components for students?

☛ If a program has multiple components, answer "Yes" for each that applies.

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|--|-----|----------------------------|----------------------------|
| a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- bullying* , dating violence* prevention) | 174 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) | 176 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Counseling, social work, psychological, or therapeutic activity for students | 178 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Individual attention/mentoring/tutoring/coaching of students by students | 180 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Individual attention/mentoring/tutoring/coaching of students by adults | 181 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Recreational, enrichment, or leisure activities for students | 182 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Student involvement in peer mediation | 175 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Student court to address student conduct problems or minor offenses | 177 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. Student involvement in restorative circles* (e.g., "peace circles," "talking circles," "conflict circles") | 179 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. Social emotional learning (SEL) training for students (e.g., social skills, anger management, mindfulness) | 183 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. Programs to promote a sense of community/social integration among students | 186 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



5. During the 2015–16 school year, did your school have a **threat assessment team*** or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

600 1 Yes
 2 No → **GO TO item 7 below.**

6. During the 2015–16 school year, how often did your school's **threat assessment team*** formally meet?

☛ Check one response.

- 602 1 At least once a week
 2 At least once a month
 3 On occasion
 4 Never

7. During the 2015–16 school year, did your school have any recognized student groups with the following purposes?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | Acceptance of sexual orientation* and gender identity* of students (e.g., Gay-Straight Alliance) | 604 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Acceptance of students with disabilities (e.g., Best Buddies) | 606 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Acceptance of cultural diversity (e.g., Cultural Awareness Club) | 608 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

Parent and Community Involvement at School

8. Which of the following does your school do to involve or help parents?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|--------------------------------|----------------------------|
| a. | Have a formal process to obtain parental input on policies related to school crime and discipline | 190 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Provide training or technical assistance to parents in dealing with students' problem behavior | 192 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Have a program that involves parents at school* helping to maintain school discipline | 194 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2015–16 school year?

☛ Check one response on each line.

| | | 0–25% | 26–50% | 51–75% | 76–100% | School does not offer | |
|----|--|-------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. | Open house or back-to-school night | 196 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | Regularly scheduled parent-teacher conferences | 198 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Special subject-area events (e.g., science fair, concerts) | 200 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. | Volunteered at school* or served on a committee | 202 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

10. During the 2015–16 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

☛ Check "Yes" or "No" on each line.

| | | YES | NO | |
|----|-----------------------------------|-----|----------------------------|----------------------------|
| a. | Parent groups | 204 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Social service agencies | 206 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Juvenile justice agencies | 208 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Law enforcement agencies | 210 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. | Mental health agencies | 212 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. | Civic organizations/service clubs | 214 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. | Private corporations/businesses | 216 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. | Religious organizations | 218 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



School Security Staff

11. During the 2015–16 school year, did you have any sworn law enforcement officers (including School Resource Officers) present **at your school*** at least once a week?

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

610 1 Yes

2 No → **GO TO item 19 on page 12.**

12. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times?

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | At any time during school hours | 612 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | While students were arriving or leaving | 614 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | At selected school activities (e.g., athletic and social events, open houses, science fairs) | 616 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | When school/school activities were not occurring | 618 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

13. Did any of the sworn law enforcement officers (including School Resource Officers) **at your school*** routinely:

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|--------------------------------|----------------------------|
| a. | Carry a stun gun (e.g., Taser gun) | 620 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. | Carry chemical aerosol sprays (e.g., Mace, pepper spray) | 622 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. | Carry a firearm* | 624 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. | Wear a body camera | 626 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



14. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities **at your school***?

- 👉 Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.
- 👉 Check "Yes" or "No" on each line.

| | | YES | NO |
|----|---|-----|---|
| a. | Motor vehicle traffic control | 628 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| b. | Security enforcement and patrol | 630 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| c. | Maintaining school discipline | 632 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| d. | Coordinating with local police and emergency team(s) | 634 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| e. | Identifying problems in the school and proactively seeking solutions to those problems | 636 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| f. | Training teachers and staff in school safety or crime prevention | 638 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| g. | Mentoring students | 640 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| h. | Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) | 642 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| i. | Recording or reporting discipline problems to school authorities | 644 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| j. | Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities) | 646 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

15. During the 2015–16 school year, did your school have a sworn law enforcement officer (including School Resource Officers) present for all instructional hours every day that school was in session?

- 👉 Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- 👉 Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- 👉 Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

648 1 Yes
2 No

16. During the 2015–16 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including School Resource Officers) at school?

650 1 Yes → **CONTINUE to item 17 on page 12.**
2 No → **GO TO item 18 on page 12.**

*Please use the definition on pages 2 and 3.



17. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas?

☛ Check "Yes," "No," or "Don't know" on each line.

| | | YES | NO | DON'T KNOW |
|---|-----|----------------------------|----------------------------|----------------------------|
| a. Student discipline | 652 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. Use of physical restraints (e.g., handcuffs, Tasers, Mace, pepper spray, or other physical or chemical restraints) | 654 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. Use of firearms* | 656 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. Making arrests on school grounds | 658 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. Reporting of criminal offenses to a law enforcement agency | 660 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

18. How many of the following were present in your school at least once a week?

☛ If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ If none, please place an "X" in the None box.

| | | Number at your school* | |
|---|-----|---------------------------|---------------------------------|
| a. School Resource Officers (Include all career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.) | | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Full-time | 236 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |
| ii. Part-time | 238 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |
| b. Sworn law enforcement officers who are not School Resource Officers | | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Full-time | 240 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |
| ii. Part-time | 242 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |

19. Aside from School Resource Officers or other sworn law enforcement officers, how many additional security guards or security personnel were present in your school at least once a week?

☛ If a security guard or other security personnel works full-time across various schools in the district, please count this person as "part-time" for your school.

☛ If none, please place an "X" in the None box.

| | | Number at your school* | |
|---------------------------------------|-----|---------------------------|---------------------------------|
| Security guards or security personnel | | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Full-time | 232 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |
| ii. Part-time | 234 | <input type="checkbox"/> | 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



School Mental Health Services

20. During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed **mental health professional***?

- ☛ Check "Yes" or "No" for each type of service available to students, regardless of whether the service was used this school year.
- ☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

| | | Service was available to students... | | | | | | | | | | | | | | |
|----|---|--|----|--|----|--|-----|---|--------------------------|---|--------------------------|-----|---|--------------------------|---|--------------------------|
| | | AT SCHOOL* by a mental health professional * employed by the school or district | | AT SCHOOL* by a mental health professional * other than a school or district employee, funded by the school or district | | OUTSIDE OF SCHOOL by a mental health professional * other than a school or district employee, funded by the school or district | | | | | | | | | | |
| | | YES | NO | YES | NO | YES | NO | | | | | | | | | |
| a. | Diagnostic assessment* for mental health disorders* | 662 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 664 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 666 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| b. | Treatment* for mental health disorders* | 668 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 670 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 672 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> |

21. During the 2015–16 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

- ☛ Check one response on each line.

| | | | Limits in major way | Limits in minor way | Does not limit | | | |
|----|--|-----|---------------------|--------------------------|----------------|--------------------------|---|--------------------------|
| | | | 1 | 2 | 3 | | | |
| a. | Inadequate access to licensed mental health professionals* | 674 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| b. | Inadequate funding | 676 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| c. | Potential legal issues for school or district (e.g., malpractice, insufficient supervision) | 678 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| d. | Lack of parental support in addressing their children's mental health disorders* | 680 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| e. | Lack of community support for providing mental health services to students in your school | 682 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| f. | Written or unwritten policies regarding the school's requirement to pay for the diagnostic assessment or treatment of students | 684 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| g. | Reluctance to label students with mental health disorders* to avoid stigmatizing the child | 686 | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



Staff Training

22. During the 2015–16 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

| | | YES | NO |
|----|--|-----|---|
| a. | Training in classroom management for teachers | 266 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| b. | Training in school-wide discipline policies and practices related to violence* | 268 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| c. | Training in school-wide discipline policies and practices related to cyberbullying* | 265 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| d. | Training in school-wide discipline policies and practices related to bullying* other than cyberbullying* | 267 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| e. | Training in school-wide discipline policies and practices related to alcohol and/or drug use | 269 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| f. | Training in safety procedures (e.g., how to handle emergencies) | 270 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| g. | Training in recognizing early warning signs of students likely to exhibit violent behavior | 272 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| h. | Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD) | 271 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| i. | Training in recognizing physical, social, and verbal bullying* behaviors | 273 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| j. | Training in recognizing signs of students using/abusing alcohol and/or drugs | 274 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| k. | Training in positive behavioral intervention strategies | 276 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |
| l. | Training in crisis prevention and intervention | 277 | 1 <input type="checkbox"/> 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



Limitations on Crime Prevention

23. To what extent do the following factors limit your school's efforts to reduce or prevent crime?

☛ Check one response on each line.

| | | Limits in major way | Limits in minor way | Does not limit | |
|----|---|---------------------|----------------------------|----------------------------|----------------------------|
| a. | Lack of or inadequate teacher training in classroom management | 280 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| b. | Lack of or inadequate alternative placement/programs for disruptive students | 282 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| c. | Likelihood of complaints from parents | 284 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| d. | Lack of teacher support for school policies | 286 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| e. | Lack of parental support for school policies | 288 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| f. | Teachers' fear of student retaliation | 290 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| g. | Fear of litigation | 292 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| h. | Inadequate funds | 294 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| i. | Inconsistent application of school policies by faculty or staff | 296 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| j. | Fear of district or state reprisal | 298 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| k. | Federal, state, or district policies on disciplining special education students* | 300 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| l. | Federal policies on discipline and safety other than those for special education students* | 302 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| m. | State or district policies on discipline and safety other than those for special education students* | 304 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> |

Frequency of Crime and Violence at School

24. During the 2015–16 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

306 1 Yes

2 No

25. During the 2015–16 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

308 1 Yes

2 No

*Please use the definition on pages 2 and 3.



Number of Incidents

26. Please record the number of incidents that occurred **at school*** during the 2015–16 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

☛ If none, please place an "X" in the None box.

Please provide information on:

- ☛ The number of incidents, not the number of victims or offenders.
- ☛ Recorded incidents, regardless of whether any disciplinary action was taken.
- ☛ Recorded incidents, regardless of whether students or non-students were involved.
- ☛ Incidents occurring before, during, or after normal school hours.

| | Column 1 | Column 2 |
|---|---|---|
| | Total number of recorded incidents | Number reported to police or other law enforcement |
| a. Rape* or attempted rape* | 310 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 312 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| b. Sexual assault* other than rape* (include threatened rape*) | 314 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 316 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| c. Robbery* (taking things by force) | | |
| i. With a weapon* | 318 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 320 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 322 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 324 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| d. Physical attack or fight* | | |
| i. With a weapon* | 326 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 328 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 330 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 332 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| e. Threats of physical attack* | | |
| i. With a weapon* | 334 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 336 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| ii. Without a weapon* | 338 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 340 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| f. Theft/larceny* (taking things worth over \$10 without personal confrontation) | 342 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 344 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| g. Possession of a firearm or explosive device* | 346 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 348 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| h. Possession of a knife or sharp object | 350 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 352 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| i. Distribution, possession, or use of illegal drugs | 354 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 356 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| j. Inappropriate distribution, possession, or use of prescription drugs | 355 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 357 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| k. Distribution, possession, or use of alcohol | 358 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 360 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |
| l. Vandalism* | 362 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None | 364 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



27. Please record the number of arrests that occurred at your school during the 2015–16 school year. Please include all arrests that occurred **at school***, regardless of whether a student or non-student was arrested.

☛ If none, please place an "X" in the None box.

688 Number of arrests

0 None

28. During the 2015–16 school year, how many **hate crimes*** occurred **at your school***?

☛ If none, please place an "X" in the None box.

690 Number of **hate crimes***

0 None

→ GO TO item 30 below.

29. To the best of your knowledge, were any of these **hate crimes*** motivated by the offender's bias against the following characteristics?

☛ Check "Yes" or "No" on each line.

☛ If a **hate crime*** was motivated by multiple characteristics, answer "Yes" for each that applies.

| | | YES | NO |
|---------------------------------|-----|----------------------------|----------------------------|
| a. Race or color | 692 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. National origin or ethnicity | 694 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Gender | 696 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Religion | 698 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Disability | 700 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. Sexual Orientation* | 702 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Gender Identity* | 704 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

30. How many times during the 2015–16 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?

☛ Do not include fire alarms due to actual emergencies.

☛ If none, please place an "X" in the None box.

370 Number of unplanned fire alarms

0 None

31. Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by other actions, such as death threats, bomb threats, or chemical, biological, or radiological threats?

☛ If none, please place an "X" in the None box.

372 Number of disruptions

0 None

*Please use the definition on pages 2 and 3.



Disciplinary Problems and Actions

32. To the best of your knowledge, how often do the following types of problems occur **at your school***?

☛ Check one response on each line.

| | | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens | |
|----|--|---------------|------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| a. | Student racial/ethnic tensions | 374 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | Student bullying* | 376 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Student sexual harassment* of other students | 378 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. | Student harassment of other students based on sexual orientation* | 381 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. | Student harassment of other students based on gender identity* | 383 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. | Widespread disorder in classrooms | 382 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. | Student verbal abuse of teachers | 380 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| h. | Student acts of disrespect for teachers other than verbal abuse | 384 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| i. | Gang* activities | 386 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

33. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur?

☛ Check one response on each line.

| | | Happens daily | Happens at least once a week | Happens at least once a month | Happens on occasion | Never happens | |
|----|---|---------------|------------------------------|-------------------------------|----------------------------|----------------------------|----------------------------|
| a. | Cyberbullying* among students who attend your school | 389 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. | School environment is affected by cyberbullying* | 391 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. | Staff resources are used to deal with cyberbullying* | 393 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



34. During the 2015–16 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?

| | Does your school allow for use of the following? | | If "Yes," was the action used this school year? | | | |
|--|--|----------------------------|---|-----|----------------------------|----------------------------|
| | YES | NO | YES | NO | | |
| a. Removal with no continuing school services for at least the remainder of the school year | 390 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 392 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| b. Removal with school-provided tutoring/at-home instruction for at least the remainder of the school year | 394 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 396 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| c. Transfer to a specialized school* for disciplinary reasons | 398 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 400 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d. Transfer to another regular school for disciplinary reasons | 402 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 404 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e. Out-of-school suspension or removal for less than the remainder of the school year | | | | | | |
| i. With no curriculum/services provided | 406 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 408 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| ii. With curriculum/services provided | 410 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 412 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| f. In-school suspension for less than the remainder of the school year | | | | | | |
| i. With no curriculum/services provided | 414 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 416 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| ii. With curriculum/services provided | 418 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 420 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| g. Referral to a school counselor | 422 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 424 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| h. Assignment to a program (during school hours) designed to reduce disciplinary problems | 426 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 428 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems | 430 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 432 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| j. Loss of school bus privileges due to misbehavior | 434 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 436 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| k. Corporal punishment | 438 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 440 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| l. Placement on school probation with consequences if another incident occurs | 442 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 444 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| m. Detention and/or Saturday school | 446 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 448 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| n. Loss of student privileges | 450 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 452 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| o. Requirement of participation in community service | 454 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 456 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> |

*Please use the definition on pages 2 and 3.



35. During the 2015–16 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

☛ If none, please place an "X" in the None box.

Please follow these guidelines when determining the number of offenses and disciplinary actions:

- ☛ If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.
- ☛ If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).
- ☛ If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), **count only the most severe disciplinary action that was taken.**
- ☛ If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.

| | | Column number | | | | |
|----|--|--|---|--|--|--|
| | | 1 | 2 | 3 | 4 | 5 |
| | | Total students involved in recorded offenses (regardless of disciplinary action) | Removals with no continuing school services for at least the remainder of the school year | Transfers to specialized schools* | Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year | Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.) |
| a. | Use/possession of a firearm/explosive device* | 458 0 <input type="checkbox"/> None | 460 0 <input type="checkbox"/> None | 462 0 <input type="checkbox"/> None | 464 0 <input type="checkbox"/> None | 466 0 <input type="checkbox"/> None |
| b. | Use/possession of a weapon* other than a firearm/explosive device* | 468 0 <input type="checkbox"/> None | 470 0 <input type="checkbox"/> None | 472 0 <input type="checkbox"/> None | 474 0 <input type="checkbox"/> None | 476 0 <input type="checkbox"/> None |
| c. | Distribution, possession, or use of illegal drugs | 478 0 <input type="checkbox"/> None | 480 0 <input type="checkbox"/> None | 482 0 <input type="checkbox"/> None | 484 0 <input type="checkbox"/> None | 486 0 <input type="checkbox"/> None |
| d. | Distribution, possession, or use of alcohol | 488 0 <input type="checkbox"/> None | 490 0 <input type="checkbox"/> None | 492 0 <input type="checkbox"/> None | 494 0 <input type="checkbox"/> None | 496 0 <input type="checkbox"/> None |
| e. | Physical attacks or fights* | 498 0 <input type="checkbox"/> None | 500 0 <input type="checkbox"/> None | 502 0 <input type="checkbox"/> None | 504 0 <input type="checkbox"/> None | 506 0 <input type="checkbox"/> None |

36. During the 2015–16 school year, how many of the following occurred?

☛ If none, please place an "X" in the None box.

| | | Total number |
|----|--|--|
| a. | Students were removed from your school without continuing services for at least the remainder of the school year <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 2.) | 518 0 <input type="checkbox"/> None |
| b. | Students were transferred to specialized schools* <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 3.) | 520 0 <input type="checkbox"/> None |

*Please use the definition on pages 2 and 3.



School Characteristics: 2015–16 School Year

37. As of October 1, 2015, what was your school's total enrollment?

522 Students

38. What percentage of your current students fit the following criteria?

☛ If none, please place an "X" in the None box.

| | Percent of students |
|--|--|
| a. Eligible for free or reduced-price lunch _____ | 524 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="4"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |
| b. Limited English Proficient (LEP) _____ | 526 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="6"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |
| c. Special education students* _____ | 528 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="8"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |
| d. Male _____ | 530 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |

39. What is your best estimate of the percentage of your current students who meet the following criteria?

☛ If none, please place an "X" in the None box.

| | Percent of students |
|---|--|
| a. Below the 15 th percentile on standardized tests _____ | 532 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |
| b. Likely to go to college after high school _____ | 534 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |
| c. Consider academic achievement to be very important _____ | 536 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="6"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None |

40. How many classroom changes do most students make in a typical day?

☛ Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.

☛ If none, please place an "X" in the None box.

538 Typical number of classroom changes
0 None

*Please use the definition on pages 2 and 3.



41. How would you describe the crime level in the area(s) in which your students live?

☛ Check one response.

- 560 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime
- 4 Students come from areas with very different levels of crime

42. How would you describe the crime level in the area where your school is located?

☛ Check one response.

- 562 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime

43. Which of the following best describes your school?

☛ Check one response.

- 564 1 Regular public school
- 2 Charter school
- 3 Has a magnet program for part of the school
- 4 Exclusively a magnet school
- 5 Other – *Please specify* ↴

565

44. What is your school's average daily attendance?

| | |
|------------------------------------|---|
| <u>Percent of students present</u> | |
| 568 | <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> |
| | % |
| 0 | <input type="checkbox"/> None |

45. During the 2015–16 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 36b.)

☛ If a student transferred more than once in the school year, count each transfer separately.

☛ If none, please place an "X" in the None box.

| | |
|--|---|
| <p>a. Transferred <u>to</u> the school</p> <hr/> | <p>570 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input type="checkbox"/> None</p> |
| <p>b. Transferred <u>from</u> the school</p> <hr/> | <p>572 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input type="checkbox"/> None</p> |



46. Please provide the following dates:

| | | Month | Day | |
|--|-----|----------------------|---|----------------------------|
| a. Start date for your 2015–16 school year | 574 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2015 |
| b. End date for your 2015–16 school year | 576 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2016 |
| c. Date you completed the questionnaire | 578 | <input type="text"/> | <input type="text"/> / <input type="text"/> | <input type="text"/> /2016 |

47. How long did it take you to complete this form, not counting interruptions?

🕒 Please record the time in minutes (e.g., 55 minutes, 65 minutes).

580 Minutes



Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: DCB/PCSPU, Building 60A
1201 E 10th Street
Jeffersonville, IN 47132-0001

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-888-595-1332 or by e-mail at: addp.education.surveys@census.gov

To learn more about this survey and to access reports from earlier collections, see the School Survey on Crime and Safety (SSOCS) website at:

<http://nces.ed.gov/surveys/ssocs>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from the NCES website at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:

<http://www.fedstats.sites.usa.gov>

