

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

Findings From the School Survey on Crime and Safety: 2021-22

First Look

NCES 2024-043
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES





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

Findings From the School Survey on Crime and Safety: 2021-22

First Look

JANUARY 2024

Riley Burr

Jana Kemp

Ke Wang

American Institutes for Research

Deanne Swan

Project Officer

National Center for Education Statistics

U.S. Department of Education

Miguel A. Cardona

Secretary

Institute of Education Sciences

Mark Schneider

Director

National Center for Education Statistics

Peggy G. Carr

Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

NCES, IES, U.S. Department of Education
Potomac Center Plaza (PCP)
550 12th Street SW
Washington, DC 20202

January 2024

The NCES Home Page address is <https://nces.ed.gov>.

The NCES Publications and Products address is <https://nces.ed.gov/pubsearch>.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES Publications and Products address shown above.

This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with the American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Burr, R., Kemp, J., and Wang, K. (2024). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2021-22* (NCES 2024-043). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024043>.

Content Contact

Deanne Swan

(202) 245-6531

Deanne.Swan@ed.gov

Acknowledgments

The authors and project officer would like to extend special thanks to the U.S. Department of Education's Office of Safe and Supportive Schools for providing supplemental funding to support the development and administration of the 2021-22 School Survey on Crime and Safety (SSOCS). We would also like to offer our gratitude to the school crime and safety experts who helped inform the development of the 2021-22 SSOCS questionnaire. Finally, the authors and project officer would like to thank all of the schools and school staff who responded to the 2021-22 SSOCS. This report would not be possible without their participation.

Contents

	Page
Acknowledgments	iii
List of Tables	v
List of Figures	x
Introduction	1
Selected Findings: School Year 2021-22.....	3
Estimate Tables and Figures	6
Appendix A: Standard Error Tables	A-1
Appendix B: Description of Variables.....	B-1
Appendix C: Methodology and Technical Notes	C-1
Appendix D: 2021-22 School Survey on Crime and Safety Questionnaire	D-1

List of Tables

Table	Page
1. RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident 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 2021-22	7
2. THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack 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 2021-22.....	9
3. ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, or hate crime 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 2021-22	10
4. KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; or inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2021-22	11
5. DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems that occurred at school daily or at least once a week, by selected school characteristics: School year 2021-22	12
6. SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2021-22	13

Table	Page
7. MITIGATION PRACTICES: Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic, by selected school characteristics: School year 2021-22	14
8. PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had plans related to pandemic disease and various other crisis scenarios, percentage of public schools that drilled students on the use of emergency procedures, and percentage of public schools that modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic, by selected school characteristics: School year 2021-22	16
9. ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2021-22	18
10. LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health services to students were limited in a major way, a minor way, or not at all, by selected factors: School year 2021-22	19
11. SECURITY STAFF: 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 2021-22	20
12. PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), were present at least once a week and routinely engaged in specified practices at school, by type of practice and selected school characteristics: School year 2021-22	21
13. MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2021-22	23

Table	Page
A-1. Standard errors for Table 1: RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident 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 2021-22	A-2
A-2. Standard errors for Table 2: THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack 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 2021-22	A-3
A-3. Standard errors for Table 3: ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, or hate crime 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 2021-22	A-4
A-4. Standard errors for Table 4: KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; or inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2021-22	A-5
A-5. Standard errors for Table 5: DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems that occurred at school daily or at least once a week, by selected school characteristics: School year 2021-22	A-6
A-6. Standard errors for Table 6: SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2021-22.....	A-7

Table	Page
A-7. Standard errors for Table 7: MITIGATION PRACTICES: Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic, by selected school characteristics: School year 2021-22.....	A-8
A-8. Standard errors for Table 8: PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had plans related to pandemic disease and various other crisis scenarios, percentage of public schools that drilled students on the use of emergency procedures, and percentage of public schools that modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic, by selected school characteristics: School year 2021-22	A-9
A-9. Standard errors for Table 9: ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2021-22	A-10
A-10. Standard errors for Table 10: LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health services to students were limited in a major way, a minor way, or not at all, by selected factors: School year 2021-22.....	A-11
A-11. Standard errors for Table 11: SECURITY STAFF: 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 2021-22	A-12
A-12. Standard errors for Table 12: PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), were present at least once a week and routinely engaged in specified practices at school, by type of practice and selected school characteristics: School year 2021-22	A-13

Table	Page
A-13. Standard errors for Table 13: MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2021-22.....	A-14
B-1. Survey variables used in <i>Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2021-22</i>	B-2
B-2. States within regions of the country as defined by the U.S. Census Bureau	B-8
C-1. Outcomes and weighted unit response rates of cases selected for participation in SSOCS:2022, by selected school characteristics: School year 2021-22	C-6

List of Figures

Figure	Page
1. Percentage of public schools with at least one recorded incident of crime that occurred at school, by school level and incident type: School year 2021-22	8
2. Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic: School year 2021-22	15
3. Percentage of public schools that had plans related to pandemic disease and other various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures: School year 2021-22	17
4. 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 school locale: School year 2021-22	22

Introduction

Using data from the School Survey on Crime and Safety (SSOCS), this report presents findings both on crime and violence in U.S. public schools and on the practices and programs schools have used to promote school safety. SSOCS is managed by the National Center for Education Statistics (NCES) within the U.S. Department of Education's Institute of Education Sciences. The survey has been fielded nine times, most recently during the 2021-22 school year. The 2021-22 SSOCS (SSOCS:2022) was funded jointly with the Department's Office of Safe and Supportive Schools.

SSOCS collects data from public school principals about violent and nonviolent crimes in their schools. The survey also collects data on school security measures, school security staff, mental health services, parent and community involvement at school, and staff training on school discipline and safety policies and practices. SSOCS data can be used to study how violent incidents in schools relate to the programs and practices that schools have in place to prevent crime. In addition to collecting data on these core topics, SSOCS:2022 collected data on schools' responses to the coronavirus (COVID-19) pandemic during the 2021-22 school year.

The national sample for SSOCS:2022 was made up of 4,800 U.S. public schools.¹ Data collection for SSOCS:2022 began on February 15, 2022, and continued through July 19, 2022. Data collection was conducted primarily through the use of an online questionnaire, with a paper questionnaire provided in mailings sent later in the data collection period.

A total of 2,687 elementary, middle, high/secondary, and combined/other schools² responded, yielding a weighted response rate of 60.1 percent. Since the response rate was less than 85 percent, a unit nonresponse bias analysis was performed. The results showed that nonresponding schools were significantly different from responding schools; however, they also showed that weighting adjustments removed much of the observed nonresponse bias. Weighting should also reduce nonresponse bias in the survey estimates, although some may remain. For more information about the

¹ The SSOCS sample frame includes regular public schools, public charter schools, and schools with partial or total magnet programs. The SSOCS sample frame excludes private schools, 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.

² *Elementary* schools are defined as schools that enroll students in more of grades K-4 than in higher grades. *Middle* schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. *High/secondary* schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. *Combined/other* schools include those with all other combinations of grades, including K-12 schools. School-level categories in SSOCS:2020 and SSOCS:2022 differ from those in previous survey administrations; thus, caution should be exercised when comparing estimates by school level over time. For more information, see the School Characteristic (Row) Variables section of Appendix B: Description of Variables.

response rates and the nonresponse bias analysis, see Appendix C: Methodology and Technical Notes.

The purpose of this First Look report is to introduce new data by presenting selected descriptive information from SSOCS:2022. The tables in the report contain counts and percentages produced from data that have been weighted to represent U.S. public schools. Tables of standard errors are provided in appendix A. The report also includes selected findings and figures. Together, the tables, findings, and figures show the range of data available from the survey rather than a full review of all observed differences. A description of the variables presented in the tables is provided in appendix B.

Comparisons made in the report were tested to make sure differences accounted for margins of error due to sampling. Student's *t* tests were used for testing with a .05 significance threshold. Adjustments for multiple comparisons were not made. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. For information about how to compare estimates in the tables, see the Statistical Tests section of appendix C.

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

Selected Findings: School Year 2021-22

- During the 2021-22 school year, about 857,500 violent incidents and 479,500 nonviolent incidents were recorded by U.S. public schools.^{3,4} Sixty-seven percent of schools reported having at least one violent incident, and 59 percent reported having at least one nonviolent incident (table 1) (figure 1).
- Sixty-one percent of schools reported at least one physical attack or fight without a weapon. Four percent of schools reported such an attack with a weapon (table 2).
- Three percent of all public schools (approximately 3,000 schools) reported that at least one hate crime occurred at school during the 2021-22 school year. The rate was higher in schools with over 1,000 students (8 percent) than in schools with lower enrollments (ranging from 2 to 4 percent) (table 3).
- About 71 percent of high/secondary schools reported at least one incident of distribution, possession, or use of illegal drugs, a higher percentage than reported incidents of distribution, possession, or use of alcohol (34 percent) or prescription drugs (18 percent) (table 4).
- Bullying at school at least once a week was reported by 28 percent of middle schools, compared to 15 percent of high/secondary schools and 10 percent of elementary schools. Similarly, cyberbullying at school or away from school at least once a week was reported by 37 percent of middle schools and 25 percent of high/secondary schools, compared to 6 percent of elementary schools (table 5).
- Sixty-five percent of all public schools reported having a threat assessment⁵ team. These teams were less common in rural schools (54 percent) than in town (64 percent), suburb (69 percent), and city schools (71 percent) (table 6).
- Ninety percent of all public schools reported they increased social and emotional support for students in response to the coronavirus pandemic. Across regions, this percentage ranged from 88 percent of schools in the South to 94 percent of schools in the Northeast. The percentage was higher for schools in the Northeast than for schools in the Midwest and South (table 7) (figure 2).

³ Violent incidents include rape or attempted rape, sexual assault other than rape (including threatened rape), robbery (with or without a weapon), physical attack or fight (with or without a weapon), and threat of physical attack (with or without a weapon). Nonviolent incidents include theft or larceny; 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.

⁴ The 95 percent confidence interval for “violent incidents” ranges from 840,700 to 1,036,300. The 95 percent confidence interval for “nonviolent incidents” ranges from 456,700 to 517,300.

⁵ “Threat assessment” was defined as a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

- During the 2021-22 school year, 92 percent of public schools had a formal plan to prepare for and respond to multi-country or worldwide pandemic disease.⁶ Schools had plans describing the procedures to be performed in various other crisis scenarios as well. Some of the most commonly reported plans were for active shooters (96 percent), natural disasters (96 percent), suicide threats or incidents (94 percent), and bomb threats (92 percent) (table 8) (figure 3).
- About 72 percent of charter schools reported involving students in restorative practices.⁷ This was higher than the percentage for traditional public schools (58 percent) (table 9).
- Schools were asked about the extent to which certain factors limited their efforts to reduce or prevent crime. The two factors reported most often as limiting these efforts “in a major way” were lack of or inadequate alternative placements or programs for disruptive students (30 percent) and inadequate funding (27 percent). Schools were also asked about the extent to which certain factors limited their efforts to provide mental health services to students. The two factors reported most often as limiting these efforts “in a major way” were inadequate access to licensed mental health professionals⁸ and inadequate funding (39 percent each) (table 10).
- Schools reported on the different types of security staff that were present at school at least once a week. This included School Resource Officers (SROs), which are sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations, as well as other sworn law enforcement officers who are not SROs and other security officers or security personnel that are not sworn law enforcement. About 46 percent of traditional public schools had an SRO present at school at least once a week. This was higher than the percentage of charter schools (18 percent). In contrast, a higher percentage of charter schools reported having security officers or security personnel (35 percent) compared to traditional public schools (25 percent) (table 11).
- A lower percentage of schools located in cities (30 percent) reported that one or more sworn law enforcement officers (including School Resource Officers) routinely carried a firearm while at school during the 2021-22 school year than schools located in suburbs (45 percent), towns (54 percent), and rural areas (55 percent) (table 12) (figure 4).

⁶ The coronavirus pandemic, COVID-19, was included on the survey as the example.

⁷ “Restorative practices” was defined 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. An example was “peace or conflict circles.”

⁸ Licensed mental health professionals may include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors.

- During the 2021-22 school year, 49 percent of all schools provided diagnostic mental health assessments⁹ to evaluate students for mental health disorders. Thirty-eight percent of all schools provided treatment¹⁰ to students for mental health disorders (table 13).

⁹ “Diagnostic mental health assessment” was defined for respondents as an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student’s mental health diagnosis.

¹⁰ “Treatment” was defined for respondents as a clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.

Estimate Tables and Figures

Table 1. RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident 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 2021–22

School characteristic	Violent incidents												
	All violent ¹					Serious violent ²					Nonviolent incidents ³		
	Total number of schools	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	85,300	57,400	67.3	857,500	18.0	16,800	19.7	70,000	1.5	50,500	59.2	479,500	10.1
School type													
Traditional public school	77,800	52,900	68.0	811,000	18.4	15,600	20.1	67,100	1.5	46,600	59.9	450,900	10.2
Charter school	7,400	4,500	60.7	46,500	13.1	1,200	15.9	2,900	0.8	3,800	51.4	28,700	8.1
Level ⁴													
Elementary	51,200	28,200	55.2	335,300	14.7	6,400	12.6	23,400	1.0	22,300	43.5	88,600	3.9
Middle	15,200	13,600	89.7	295,800	31.9	4,600	30.4	23,500	2.5	12,800	84.0	142,600	15.4
High/secondary	16,900	14,300	84.6	207,500	14.2	5,400	32.1	21,600	1.5	14,400	85.1	238,800	16.3
Combined/other	2,000	1,200	61.1	18,900	18.3	‡	17.1	1,500!	1.5!	1,000	51.7	9,600	9.3
Enrollment size													
Less than 300 students	19,700	10,800	54.9	104,000!	23.4!	2,500	12.7	8,800!	2.0!	9,000	45.4	39,800	8.9
300–499 students	26,000	16,700	64.2	168,300	16.1	4,000	15.2	13,100	1.3	13,500	51.9	71,400	6.8
500–999 students	30,500	21,600	70.8	382,700	19.6	6,800	22.2	31,400	1.6	19,900	65.1	168,300	8.6
1,000 or more students	9,000	8,200	92.0	202,400	15.3	3,600	39.8	16,600	1.3	8,100	90.4	200,100	15.1
Locale													
City	23,800	16,600	70.0	325,200	22.9	4,900	20.7	27,600	1.9	14,100	59.4	158,900	11.2
Suburb	27,800	18,200	65.6	281,500	15.2	5,200	18.6	17,500	0.9	16,300	58.7	170,000	9.2
Town	10,700	7,500	70.5	91,800	18.2	2,100	20.1	8,700	1.7	6,700	62.4	56,200	11.2
Rural	23,000	15,000	65.2	158,900	16.0	4,600	19.9	16,100	1.6	13,400	58.1	94,500	9.5
Region													
Northeast	14,300	8,700	60.6	141,800	18.9	3,300	22.8	14,200	1.9	7,900	55.6	56,900	7.6
Midwest	20,200	14,500	72.0	212,400	21.8	3,700	18.4	17,000	1.7	12,100	59.9	100,900	10.3
South	29,900	19,900	66.5	283,300	15.5	5,500	18.3	21,700	1.2	16,600	55.4	150,800	8.3
West	20,900	14,300	68.5	219,900	18.0	4,400	20.9	17,100	1.4	13,900	66.2	170,900	14.0
Percent students of color ⁵													
Less than 5 percent	3,900	2,700	68.6	14,000	10.2	‡	23.0	2,400!	1.8!	2,400	61.1	10,200	7.4
5 percent to less than 20 percent	18,900	12,100	63.7	135,600	14.5	4,200	22.1	14,900	1.6	11,600	61.2	91,000	9.8
20 percent to less than 50 percent	23,500	14,500	61.5	183,600	13.3	4,100	17.4	13,300	1.0	12,100	51.4	126,000	9.2
50 percent or more	38,900	28,200	72.5	524,300	22.5	7,600	19.6	39,300	1.7	24,400	62.7	252,300	10.9
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	16,300	9,000	55.1	79,300	7.7	2,800	17.0	8,000	0.8	7,900	48.3	68,800	6.6
More than 25 to 50 percent	20,000	13,400	66.9	172,400	15.3	3,700	18.4	13,800	1.2	12,400	61.8	118,300	10.5
More than 50 to 75 percent	18,400	13,100	71.2	206,800	20.1	4,200	22.9	12,700	1.2	10,700	58.0	112,200	10.9
More than 75 percent	30,600	22,000	71.7	398,900	25.3	6,200	20.1	35,400	2.2	19,600	64.0	180,200	11.4

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

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

¹ "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.

² "Serious violent incidents" include rape or attempted 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.

³ "Nonviolent incidents" include theft or larceny; 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.

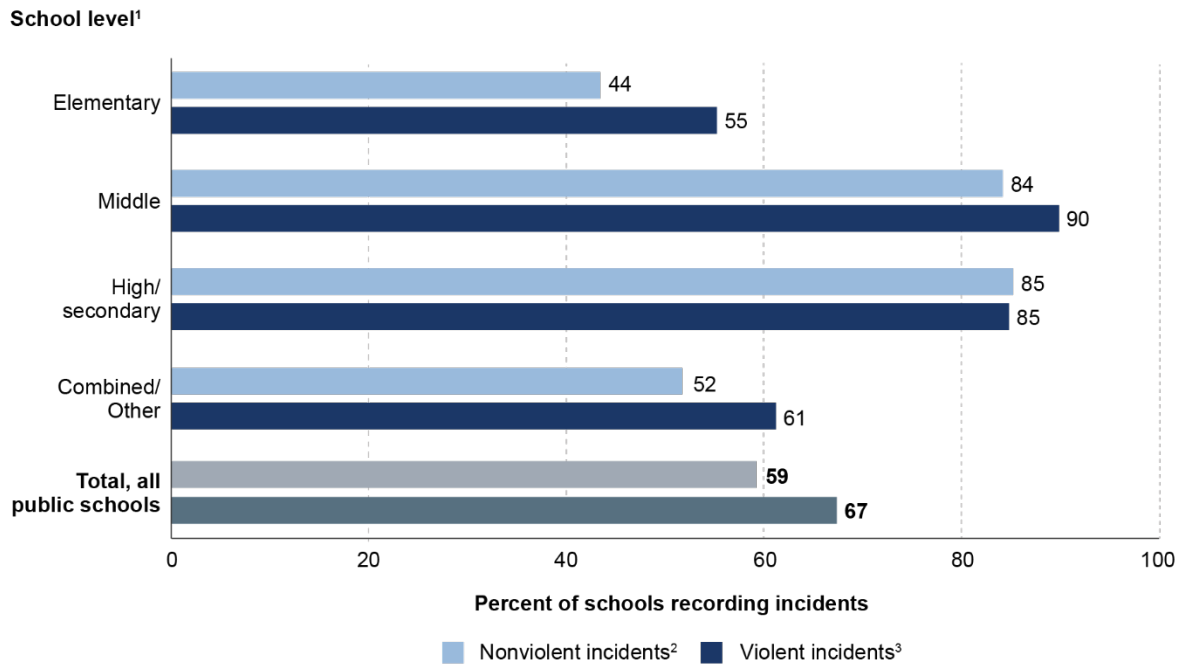
⁴ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁵ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Figure 1. Percentage of public schools with at least one recorded incident of crime that occurred at school, by school level and incident type: School year 2021–22



¹ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

² “Nonviolent incidents” include theft or larceny; 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.

³ “Violent incidents” include rape or attempted rape, sexual assault other than rape (including threatened rape), physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery (taking things by force) with or without a weapon.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 2. THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack 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 2021–22

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	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	3,700	4.3	23,300	0.5	52,200	61.2	555,800	11.6	8,400	9.9	20,800	0.4	30,000	35.2	231,700	4.9
School type																
Traditional public school	3,400	4.4	22,400	0.5	48,300	62.1	523,400	11.9	8,000	10.3	19,800	0.4	27,900	35.9	220,500	5.0
Charter school	‡	3.9	900!	0.3!	3,900	52.2	32,300	9.1	‡	5.7	1,000!	0.3!	2,000	27.4	11,300	3.2
Level¹																
Elementary	‡	3.1	11,100!	0.5!	24,800	48.4	221,100	9.7	3,300	6.4	6,800	0.3	13,200	25.8	90,900	4.0
Middle	800	5.3	7,400!	0.8!	12,900	85.1	191,500	20.7	2,500	16.6	6,800	0.7	8,200	54.1	80,800	8.7
High/secondary	1,200	7.2	4,700	0.3	13,500	79.6	131,100	9.0	2,500	14.5	6,300	0.4	8,000	47.2	54,700	3.7
Combined/other	‡	4.7!	‡	‡	1,000	50.6	12,100	11.7!	‡	9.1!	‡	‡	‡	28.7	5,300!	5.1!
Enrollment size																
Less than 300 students	‡	3.6!	‡	‡	9,200	46.7	68,600!	15.4!	‡	4.0	2,000!	0.5!	4,500	22.6	26,600	6.0
300–499 students	‡	4.5	4,700!	0.5!	14,700	56.5	112,300	10.7	2,100	8.0	4,400	0.4	8,300	31.9	42,900	4.1
500–999 students	1,100	3.7	10,800!	0.6!	20,300	66.4	242,400	12.4	3,900	12.7	9,800	0.5	12,000	39.3	109,000	5.6
1,000 or more students	700	7.8	3,400	0.3	8,000	89.0	132,600	10.0	1,700	18.8	4,600	0.3	5,200	58.1	53,200	4.0
Locale																
City	1,400	6.0	9,600!	0.7!	15,700	65.9	208,000	14.6	2,300	9.8	7,200	0.5	8,700	36.5	89,600	6.3
Suburb	900	3.1	5,900!	0.3!	17,000	61.3	179,500	9.7	2,900	10.5	5,900	0.3	10,400	37.3	84,500	4.6
Town	‡	3.6!	‡	‡	6,700	62.4	56,400	11.2	1,100	10.3	2,800	0.6	4,000	37.3	26,700	5.3
Rural	1,000	4.4	‡	‡	12,800	55.7	111,900	11.3	2,100	9.0	4,900	0.5	7,000	30.2	31,000	3.1
Region																
Northeast	‡	6.3	‡	1.0!	7,900	55.1	98,800	13.2	1,500	10.6	3,700	0.5	4,400	30.7	28,700	3.8
Midwest	900	4.3	5,700!	0.6!	13,000	64.5	132,200	13.5	1,800	9.0	5,100	0.5	7,300	36.0	63,300	6.5
South	1,100	3.6	6,400!	0.3!	18,700	62.5	187,200	10.3	2,900	9.7	7,600	0.4	9,700	32.6	74,400	4.1
West	900	4.1	3,700!	0.3!	12,600	60.3	137,500	11.3	2,200	10.5	4,500	0.4	8,600	41.0	65,300	5.4
Percent students of color²																
Less than 5 percent	‡	‡	‡	‡	2,200	57.1	8,400	6.1	‡	8.9!	‡	0.5!	1,100	27.1	3,200	2.3!
5 percent to less than 20 percent	‡	3.7!	‡	‡	10,400	55.1	87,100!	9.3!	2,100	10.8	4,700	0.5	6,300	33.4	33,700	3.6
20 percent to less than 50 percent	800	3.6	3,000!	0.2!	13,000	55.2	113,200	8.2	2,000	8.3	4,700	0.3	8,100	34.7	57,100	4.1
50 percent or more	1,900	5.0	14,400	0.6	26,500	68.2	347,100	14.9	4,100	10.5	10,700	0.5	14,400	37.1	137,800	5.9
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	‡	3.9	2,300!	0.2!	7,500	46.1	47,200	4.6	1,400	8.4	2,100	0.2	5,000	30.6	24,100	2.3
More than 25 to 50 percent	700	3.7	‡	‡	12,200	61.0	119,700	10.6	1,700	8.5	4,000	0.4	7,000	35.1	38,900	3.4
More than 50 to 75 percent	700	3.9	2,200	0.2	11,900	64.9	132,100	12.9	2,000	10.6	4,500	0.4	6,800	36.9	62,000	6.0
More than 75 percent	1,600	5.3	12,900	0.8	20,500	67.1	256,800	16.3	3,400	11.1	10,300	0.7	11,200	36.5	106,700	6.8

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

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

¹ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

² The term “students of color” is being used synonymously with “minority students.” Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

NOTE: “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. “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. “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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 3. ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, or hate crime 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 2021–22

School characteristic	Robbery (with or without a weapon) ^{1,2}				Theft ³				Vandalism ⁴				Hate crime ⁵			
	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	3,600	4.2	14,400	0.3	17,200	20.2	67,000	1.4	30,500	35.8	154,900	3.2	3,000	3.5	8,200	0.2
School type																
Traditional public school	3,500	4.5	14,100	0.3	16,100	20.7	64,200	1.5	28,100	36.1	144,800	3.3	2,800	3.6	8,000	0.2
Charter school	‡	‡	‡	‡	1,100	14.4	2,800	0.8	2,500	33.4	10,100	2.8	‡	1.7!	‡	0.1!
Level⁶																
Elementary	‡	1.9	‡	0.1!	5,600	10.9	15,500	0.7	12,300	24.1	41,800	1.8	‡	1.7!	‡	‡
Middle	900	6.1	6,100!	0.7!	4,900	32.2	20,700	2.2	8,600	56.5	54,600	5.9	900	6.2	2,900	0.3
High/secondary	1,600	9.4	5,800	0.4	6,500	38.3	30,200	2.1	9,100	53.7	55,400	3.8	1,100	6.7	2,500	0.2
Combined/other	‡	‡	‡	‡	‡	12.7	500!	0.5!	500	27.3	2,900	2.8	‡	‡	‡	‡
Enrollment size																
Less than 300 students	‡	‡	‡	‡	2,000	10.0	4,700	1.1	4,700	23.7	14,600	3.3	‡	2.4!	‡	‡
300–499 students	‡	3.5	2,000!	0.2!	3,900	14.9	11,500	1.1	8,000	30.7	29,200	2.8	‡	2.5	‡	‡
500–999 students	1,300	4.2	7,300!	0.4!	7,000	22.9	24,300	1.2	11,800	38.5	62,600	3.2	1,100	3.6	2,500	0.1
1,000 or more students	1,100	11.8	4,400	0.3	4,400	48.6	26,400	2.0	6,100	68.1	48,400	3.7	700	8.2	2,000	0.1
Locale																
City	1,400	5.7	6,500!	0.5!	5,000	20.9	21,200	1.5	9,500	39.8	52,300	3.7	700	2.9	2,400!	0.2!
Suburb	800	2.7	2,500	0.1	5,400	19.4	23,200	1.2	10,000	35.8	52,300	2.8	1,300	4.5	2,900	0.2
Town	‡	5.2	2,700!	0.5!	2,100	20.0	6,600	1.3	3,900	36.8	18,600	3.7	‡	2.6	900!	0.2!
Rural	900	3.9	2,700	0.3	4,700	20.5	16,000	1.6	7,200	31.3	31,700	3.2	‡	3.2!	‡	‡
Region																
Northeast	700	4.8	1,400	0.2	2,500	17.2	6,800	0.9	4,700	32.7	20,900	2.8	‡	3.1	1,100!	0.1!
Midwest	800	3.8	4,400!	0.4!	4,000	19.7	14,800	1.5	7,800	38.5	36,700	3.8	600	3.1	2,500!	0.3!
South	1,200	4.2	4,900	0.3	6,000	20.2	26,700	1.5	8,100	27.2	35,300	1.9	‡	2.0	1,100	0.1
West	900	4.2	3,700	0.3	4,700	22.6	18,700	1.5	10,000	47.6	61,900	5.1	1,300	6.2	3,600!	0.3
Percent students of color⁷																
Less than 5 percent	‡	‡	‡	‡	‡	18.8	1,400	1.0	1,300	34.6	4,400	3.2	‡	‡	‡	‡
5 percent to less than 20 percent	600	3.2	1,200	0.1	4,100	21.5	17,100	1.8	6,800	36.1	32,300	3.5	700	3.5	1,000	0.1
20 percent to less than 50 percent	900	3.7	3,100	0.2	4,100	17.3	16,900	1.2	7,900	33.7	43,800	3.2	700	2.9	2,300	0.2
50 percent or more	1,700	4.5	9,100	0.4	8,300	21.4	31,600	1.4	14,400	37.1	74,400	3.2	1,500	3.9	4,700!	0.2!
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	‡	2.5!	1,900!	0.2!	2,500	15.7	12,300	1.2	5,400	33.3	23,800	2.3	700	4.2	1,600	0.2
More than 25 to 50 percent	700	3.7	1,700	0.1	4,400	21.9	15,800	1.4	7,900	39.6	41,500	3.7	700	3.6	1,500	0.1
More than 50 to 75 percent	900	5.0	2,400	0.2	3,800	20.7	17,200	1.7	6,200	33.5	34,000	3.3	700	3.7	1,700	0.2
More than 75 percent	1,500	4.9	8,400	0.5	6,400	21.1	21,700	1.4	11,000	36.1	55,600	3.5	900	2.8	3,400!	0.2!

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

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

¹ "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.

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 "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 of motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

⁴ "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.

⁵ "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.

⁶ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁷ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 4. KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; or inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2021–22

School characteristic	Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	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	27,800	32.6	57,600	1.2	10,000	11.8	20,700	0.4	24,900	29.2	159,000	3.3	5,400	6.4	16,200	0.3
School type																
Traditional public school	26,300	33.8	54,700	1.2	9,300	12.0	19,700	0.4	23,000	29.6	147,900	3.4	5,000	6.4	15,500	0.4
Charter school	1,500	20.3	2,900	0.8	700	9.4	1,000	0.3	1,900	25.4	11,000	3.1	‡	5.4!	700!	0.2!
Level ¹																
Elementary	12,500	24.4	20,100	0.9	‡	1.6	‡	#	4,400	8.6	8,600	0.4	‡	1.4!	‡	#
Middle	7,900	52.1	18,400	2.0	3,200	21.0	6,000	0.6	7,900	52.3	37,700	4.1	1,600	10.4	4,300	0.5
High/secondary	7,000	41.2	18,400	1.3	5,800	34.2	13,500	0.9	12,100	71.2	108,600	7.4	3,000	18.0	10,300	0.7
Combined/other	‡	21.9	800	0.7	‡	10.7	‡	0.3!	‡	24.9	4,200!	4.0!	‡	3.9!	‡	‡
Enrollment size																
Less than 300 students	3,800	19.2	6,200	1.4	1,200	6.0	1,700	0.4	3,700	18.9	11,000	2.5	‡	3.6	1,300!	0.3!
300–499 students	6,900	26.5	12,100	1.2	1,700	6.4	2,300	0.2	4,700	18.2	14,300	1.4	800	3.1	1,400	0.1
500–999 students	11,800	38.8	23,800	1.2	3,300	10.7	5,900	0.3	9,700	31.8	45,700	2.3	1,900	6.1	4,300	0.2
1,000 or more students	5,300	58.9	15,500	1.2	3,900	43.7	10,800	0.8	6,700	75.4	87,900	6.6	2,000	22.9	9,200	0.7
Locale																
City	8,000	33.7	19,800	1.4	3,000	12.6	6,500	0.5	7,300	30.5	53,000	3.7	1,400	5.7	4,600	0.3
Suburb	9,700	34.8	18,900	1.0	3,200	11.6	7,300	0.4	8,100	29.0	60,000	3.2	2,000	7.0	7,000	0.4
Town	3,900	36.2	7,500	1.5	1,300	11.8	2,300	0.5	3,400	32.2	19,000	3.8	700	6.4	1,400	0.3
Rural	6,300	27.2	11,400	1.1	2,600	11.1	4,700	0.5	6,200	26.7	27,100	2.7	1,400	6.2	3,100	0.3
Region																
Northeast	4,300	30.3	8,800	1.2	1,100	8.0	2,100	0.3	3,300	23.0	16,800	2.2	500	3.6	1,300	0.2
Midwest	6,200	30.8	12,300	1.3	2,300	11.3	3,800	0.4	5,800	28.8	29,900	3.1	1,100	5.2	2,300	0.2
South	9,000	30.3	17,300	0.9	3,600	12.1	6,300	0.3	8,800	29.5	55,700	3.1	2,300	7.7	7,800	0.4
West	8,200	39.2	19,200	1.6	3,000	14.4	8,600	0.7	7,000	33.5	56,500	4.6	1,600	7.5	4,800	0.4
Percent students of color ²																
Less than 5 percent	‡	22.6	1,300	1.0	‡	6.9	‡	0.3!	900	23.7	2,300	1.7	‡	5.4	‡	0.3!
5 percent to less than 20 percent	5,900	31.4	10,900	1.2	2,300	11.9	4,100	0.4	5,100	26.9	23,900	2.6	1,200	6.2	2,400	0.3
20 percent to less than 50 percent	7,100	30.4	13,900	1.0	2,700	11.5	6,000	0.4	6,300	26.8	40,800	3.0	1,600	6.9	3,600	0.3
50 percent or more	13,800	35.6	31,400	1.4	4,800	12.3	10,200	0.4	12,600	32.4	92,000	4.0	2,400	6.2	9,800	0.4
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	3,700	22.9	6,500	0.6	1,800	10.9	3,500	0.3	3,400	20.8	20,200	1.9	1,100	6.5	2,100	0.2
More than 25 to 50 percent	6,600	32.7	12,400	1.1	2,600	13.1	5,500	0.5	6,300	31.3	39,200	3.5	1,400	7.1	3,300	0.3
More than 50 to 75 percent	6,400	34.6	13,900	1.3	2,200	12.2	5,200	0.5	5,400	29.4	37,800	3.7	1,000	5.7	2,700	0.3
More than 75 percent	11,200	36.5	24,800	1.6	3,400	11.1	6,500	0.4	9,900	32.2	61,900	3.9	1,900	6.2	8,000	0.5

Rounds to zero.

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

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

¹ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

² The term “students of color” is being used synonymously with “minority students.” Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 5. DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems that occurred at school daily or at least once a week, by selected school characteristics: School year 2021–22

School characteristic	Student racial/ethnic tensions	Student bullying ¹	Cyberbullying among students who attend your school ²	Student sexual harassment of other students ³	Student harassment of other students based on sexual orientation or gender identity ⁴	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities ⁵
All public schools	4.7	14.3	15.6	1.6	2.1	5.0	7.6	14.5	0.8
School type									
Traditional public school	4.8	14.5	15.9	1.7	2.2	5.1	7.7	14.5	0.8
Charter school	3.5!	12.0	12.3	‡	‡	4.0!	6.7!	14.3	‡
Level ⁶									
Elementary	2.3	10.0	6.1	‡	‡	4.8	6.3	12.8	‡
Middle	12.0	27.6	36.7	4.6	5.9	7.1	12.2	21.1	1.6
High/secondary	5.5	15.2	25.3	2.7	4.6	3.4	6.9	13.8	2.1
Combined/other	5.3!	15.2	15.8	‡	‡	7.6!	11.1!	13.9	‡
Enrollment size									
Less than 300 students	1.6	12.4	10.5	0.7!	1.2!	3.1!	4.5	10.7	‡
300–499 students	4.3	13.8	9.9	1.4	1.1!	6.3	7.7	14.2	‡
500–999 students	5.8	14.7	19.8	1.8	2.6	5.7	8.7	16.1	0.7
1,000 or more students	9.3	18.6	29.1	3.9	5.1	3.3	10.3	18.3	3.0
Locale									
City	5.6	16.8	16.8	2.2	1.9	7.2	11.6	19.7	1.6
Suburb	4.8	11.9	14.2	1.0	2.4	4.3	7.1	13.8	0.8
Town	4.0	14.6	15.6	2.2!	1.9	5.9	9.6	16.4	‡
Rural	4.1	14.5	16.1	1.4	1.9	3.1	3.0	9.2	‡
Region									
Northeast	4.3	11.9	14.7	1.3!	1.9	5.2	6.3	12.8	‡
Midwest	4.8	13.9	20.7	1.4	2.0	5.5	9.1	17.4	0.9!
South	3.7	11.7	13.1	1.1!	1.3	3.9	7.1	13.7	0.7!
West	6.4	20.1	14.9	2.8	3.5	6.0	7.6	14.0	1.0
Percent students of color ⁷									
Less than 5 percent	4.7!	9.5	18.3	‡	‡	‡	‡	8.0	‡
5 percent to less than 20 percent	5.4	14.3	16.8	1.5	2.2	3.1	3.0	9.3	‡
20 percent to less than 50 percent	4.8	11.9	14.2	1.1	2.4	4.2	7.3	14.8	0.4!
50 percent or more	4.4	16.2	15.7	2.1	1.8	6.7	10.4	17.5	1.6
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	5.3	10.1	12.3	1.2	2.1	1.9!	1.8!	5.2	‡
More than 25 to 50 percent	5.6	13.0	16.4	1.6	2.5	2.8	4.9	12.7	0.2!
More than 50 to 75 percent	4.3	13.3	16.7	1.5	2.4	6.3	11.2	19.1	0.8!
More than 75 percent	4.1	17.9	16.2	1.9	1.6	7.4	10.3	17.8	1.5

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

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

¹ "Bullying" was defined for respondents as any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.

² "Cyberbullying" was defined for respondents as bullying that occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. Includes cyberbullying that occurs at school as well as away from school.

³ "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. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can take many forms, including verbal acts and name-calling; nonverbal conduct, such as graphic and written statements; and conduct that is physically threatening, harmful, or humiliating.

⁴ The questionnaire had one item asking about "student harassment of other students based on sexual orientation," followed by a separate item asking about "student harassment of other students based on gender identity." Schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. "Sexual orientation" was defined for respondents as one's emotional or physical attraction to the same and/or opposite sex.

⁵ "Gender identity" was defined for respondents as one's inner sense of one's own gender, which may or may not match the sex assigned at birth.

⁶ "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.

⁷ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

NOTE: Includes schools for which one of the following two response categories was selected: "daily" or "at least once a week." "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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 6. SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2021–22

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					
	School buildings ¹	School grounds ²	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband ³	"Panic button(s)" or silent alarm(s) ⁴	Electronic notification system ⁵	Structured anonymous threat reporting system ⁶	Security cameras to monitor the school	Non-academic cell phone use is prohibited	Threat assessment team ⁷
All public schools	97.1	61.1	76.1	16.4	9.2	70.7	3.7	6.2	2.4	23.1	43.0	69.4	62.4	92.6	76.1	65.0
School type																
Traditional public school	97.5	60.7	75.7	12.7	8.6	72.7	3.5	6.2	2.4	23.4	44.7	69.1	63.9	93.5	75.5	65.0
Charter school	92.7	65.8	80.0	55.1	16.2	49.5	5.5!	6.5	‡	20.3	24.7	71.8	47.1	84.0	82.2	64.4
Level ⁸																
Elementary	98.1	65.6	76.2	18.3	5.7	75.3	2.2	2.3	0.5!	7.7	45.2	69.5	56.1	90.7	87.0	61.8
Middle	97.0	53.6	76.0	16.2	14.4	70.9	6.4	10.4	4.2	38.9	43.0	68.1	72.7	95.9	77.0	71.3
High/secondary	94.2	54.6	75.2	8.9	15.2	59.6	5.3	14.2	6.2	54.2	38.3	70.7	73.3	96.7	43.0	70.3
Combined/other	96.1	58.4	80.0	30.8	9.1	44.3	5.4!	8.3!	4.7!	33.4	24.8	62.7	55.4	82.5	70.4	52.7
Enrollment size																
Less than 300 students	96.2	50.8	76.8	12.0	3.6	53.9	4.1!	5.6	2.6	26.6	31.4	67.2	50.5	91.9	75.7	49.5
300–499 students	96.5	60.1	77.2	15.2	5.2	71.8	3.4	3.9	1.4	15.1	45.3	69.2	59.1	92.1	82.3	64.6
500–999 students	98.5	65.7	74.9	20.7	11.4	78.8	3.0	6.6	3.0	21.3	46.1	70.0	67.7	92.7	79.1	70.4
1,000 or more students	96.4	71.3	75.3	14.5	26.0	76.9	5.4	12.9	2.6	44.7	51.0	72.2	80.5	95.4	48.5	81.5
Locale																
City	96.9	70.0	74.7	31.2	13.7	70.9	4.2	8.5	4.8	16.9	40.2	69.1	62.0	87.9	77.0	71.0
Suburb	97.1	68.1	76.2	16.0	10.8	82.3	2.3	5.3	1.5	15.8	53.3	71.8	67.7	93.5	76.9	69.5
Town	97.5	51.4	74.8	6.4	7.1	67.5	3.5!	5.1	1.5!	29.9	33.6	67.7	61.6	96.9	77.1	64.1
Rural	97.1	48.0	77.9	6.1	3.6	57.8	4.8	5.5	1.4	35.2	37.7	67.4	56.9	94.5	73.7	53.7
Region																
Northeast	99.2	56.2	75.6	18.6	6.8	73.0	2.9!	8.8	4.2	12.9	51.8	72.0	51.1	96.4	72.0	56.6
Midwest	99.3	47.4	76.5	6.0	5.2	63.5	2.8	3.6	2.3	28.8	45.8	71.2	63.0	94.5	73.8	59.7
South	97.8	63.1	74.2	23.8	14.6	80.1	6.7	10.3	3.1	31.0	46.7	69.1	69.6	97.8	79.4	72.0
West	92.6	74.8	78.7	14.3	7.1	62.5	0.7!	1.3!	‡	13.2	28.9	66.2	59.4	81.0	76.4	65.7
Percent students of color ⁹																
Less than 5 percent	93.7	42.7	73.8	‡	‡	54.9	‡	8.2!	2.3!	43.3	38.0	60.9	57.8	90.4	71.1	58.9
5 percent to less than 20 percent	98.5	47.2	74.9	2.2!	2.9	61.9	2.0	2.9	‡	30.0	45.9	70.9	61.9	97.5	73.1	56.1
20 percent to less than 50 percent	97.9	58.0	81.5	6.7	6.7	79.9	2.2	3.4	0.6!	18.2	52.7	69.4	70.3	93.9	76.8	68.1
50 percent or more	96.3	71.6	73.6	30.7	14.7	71.0	5.2	9.4	4.5	20.7	36.2	69.4	58.4	89.7	77.6	68.0
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	96.8	57.4	78.4	5.0	6.0	72.6	‡	1.0!	‡	16.1	55.5	75.0	64.6	93.1	73.0	61.2
More than 25 to 50 percent	96.9	52.4	76.9	6.7	6.4	70.2	2.9!	4.3	0.7!	25.5	41.7	66.3	61.1	93.4	71.4	59.6
More than 50 to 75 percent	96.9	57.1	75.9	13.9	9.5	69.9	2.1	5.8	0.9!	29.1	38.5	63.9	64.7	93.0	76.7	64.4
More than 75 percent	97.5	71.1	74.4	30.2	12.6	70.4	6.4	10.5	5.7	21.6	39.8	71.6	60.8	91.6	80.4	70.9

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

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

¹ Examples of controlled access to school buildings provided to respondents were locked or monitored doors and loading docks.

² Examples of controlled access to school grounds provided to respondents were locked or monitored gates.

³ Examples of random sweeps provided to respondents were locker checks and dog sniffs. Examples of contraband provided to respondents were drugs and weapons. "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.

⁴ Refers to buttons or alarms that directly connect to law enforcement in the event of an incident.

⁵ Refers to systems that automatically notify parents in schoolwide emergencies.

⁶ Examples of structured anonymous threat reporting systems provided to respondents were online submissions, telephone hotlines, and written submission via drop box.

⁷ "Threat assessment" was defined for respondents as a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

⁸ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁹ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 7. MITIGATION PRACTICES: Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic, by selected school characteristics: School year 2021–22

School characteristic	Required, regular symptom screening ¹ of students	Required, regular symptom screening of staff	Personal protective equipment (PPE) ² for students	Personal protective equipment (PPE) for staff	New or improved physical measures to reduce viral transmission ³	Social distancing of students ⁴	Intentional reduction of in-person class size ⁵	Suspension of all or most student group outdoor activities	Suspension of all or most student group indoor activities	Collection of information to assist in contact tracing ⁶ in the event of a positive coronavirus case at school ⁷	Increased social and emotional supports for students	Increased social and emotional supports for staff	Conducted a site assessment ⁸
All public schools	64.4	65.0	88.9	88.50	79.7	85.0	49.6	35.1	59.3	90.3	89.8	78.2	73.1
School type													
Traditional public school	62.9	63.7	88.3	87.9	79.4	84.6	48.2	34.2	58.9	89.8	89.2	77.5	71.8
Charter school	80.3	79.2	95.1	95.0	83.5	90.1	63.6	44.2	63.6	95.4	96.6	84.8	87.1
Level ⁹													
Elementary	66.1	67.8	89.8	89.4	81.4	86.5	49.5	36.1	65.4	91.4	88.9	77.9	74.5
Middle	61.6	61.3	88.3	88.5	79.4	83.6	48.8	34.3	53.3	90.0	91.5	78.2	70.0
High/secondary	60.4	59.2	86.2	85.5	75.8	81.5	48.9	31.5	45.9	87.9	90.9	79.0	71.3
Combined/other	75.4	72.5	92.9	91.6	72.6	89.3	62.3	45.8	60.1	84.4	91.8	75.7	76.6
Enrollment size													
Less than 300 students	65.4	64.6	81.0	80.2	73.2	81.1	49.6	29.6	43.6	83.1	87.4	73.3	75.6
300–499 students	64.9	64.9	89.2	89.6	78.7	86.9	48.4	35.2	65.5	92.9	88.3	76.2	71.0
500–999 students	64.2	66.5	92.9	92.2	83.5	86.5	50.2	37.6	64.1	92.6	91.4	80.7	72.9
1,000 or more students	61.2	61.5	91.7	90.9	84.1	83.4	50.6	38.0	59.3	91.0	94.3	85.9	74.7
Locale													
City	72.2	73.6	95.1	95.1	88.1	90.8	57.1	46.1	72.0	93.5	93.1	86.7	81.3
Suburb	66.3	67.7	94.2	94.4	84.7	87.7	52.8	40.9	68.4	95.5	90.1	79.7	76.3
Town	56.4	55.5	80.7	78.8	71.0	78.5	37.0	20.1	45.3	84.7	88.1	71.0	61.1
Rural	57.7	57.4	79.7	79.0	69.1	79.0	43.6	23.5	41.5	83.4	87.0	70.7	66.4
Region													
Northeast	72.3	72.2	98.0	98.2	90.5	96.1	59.7	37.8	64.0	95.8	93.6	78.9	82.2
Midwest	53.0	53.5	85.3	84.1	76.1	82.0	43.8	28.3	50.8	88.9	88.5	78.3	63.3
South	64.3	64.2	86.0	85.2	74.3	83.6	48.2	32.5	55.8	87.5	88.2	76.2	70.2
West	70.2	72.5	90.2	90.9	83.6	82.4	50.2	43.3	69.1	92.0	90.8	80.4	80.5
Percent students of color ¹⁰													
Less than 5 percent	60.5	52.7	83.6	83.6	76.3	91.6	51.9	23.6	47.4	87.1	88.5	71.5	65.7
5 percent to less than 20 percent	51.0	51.9	80.3	80.2	72.1	79.0	43.3	22.6	42.7	85.2	87.8	74.5	64.1
20 percent to less than 50 percent	62.1	62.4	86.9	85.6	77.3	83.3	48.9	30.6	58.8	91.6	88.7	77.1	69.0
50 percent or more	72.7	74.3	94.7	94.8	85.2	88.4	52.8	44.9	68.8	92.4	91.6	81.3	80.7
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	56.4	57.7	88.5	88.1	82.0	84.2	48.4	31.8	55.2	91.3	89.1	80.1	70.7
More than 25 to 50 percent	59.7	60.8	85.1	84.7	77.5	79.7	43.7	28.5	54.4	88.5	89.9	75.8	69.9
More than 50 to 75 percent	61.1	57.7	83.3	83.1	73.8	80.0	45.9	29.3	53.0	87.9	85.6	72.3	68.0
More than 75 percent	73.7	76.1	94.8	94.4	83.5	92.0	56.2	44.6	68.4	92.4	92.7	82.2	79.6

¹ Examples of symptom screening provided to respondents were temperature checks or symptom checklists.

² Examples of personal protective equipment (PPE) provided to respondents were masks or face shields.

³ Examples of physical measures provided to respondents were dividers separating shared areas or mechanical ventilation systems.

⁴ Examples of social distancing provided to respondents were spacing desks a set distance apart or limiting students' physical interactions with others.

⁵ Examples of reduction of in-person class size provided to respondents were "cohorting" and a "hybrid learning model." "Cohorting" was defined for respondents as dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. This limits mixing between groups such that there is minimal or no interaction between cohorts. "Hybrid learning model" was defined for respondents as some students participating in virtual learning and other students participating in in-person learning.

⁶ "Contact tracing" was defined for the respondents as the process of notifying people (contacts) of their potential exposure to an infectious disease, providing information about the virus, and discussing their symptom history and other relevant health information.

⁷ "At school" was defined for the respondents as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

⁸ The survey asked respondents if they had conducted a site assessment to evaluate their school's preparedness to operate according to Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic. "Site assessment" was defined for the respondents as an assessment that evaluates the safety, accessibility, and emergency preparedness of the school's buildings and grounds. Site assessments can be conducted internally or by an external party, but should be structured, such as by using checklists or applications to evaluate the school setting.

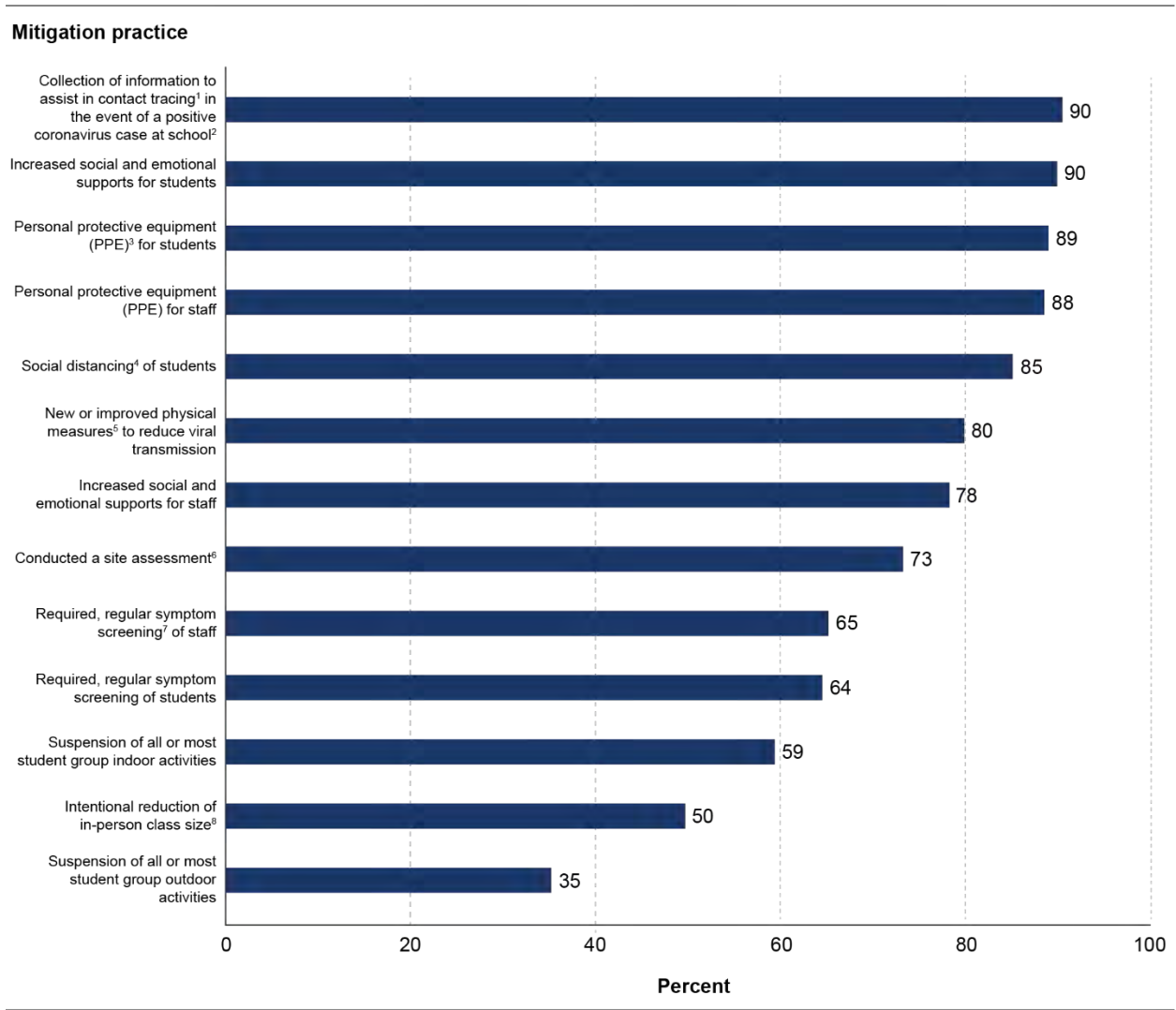
⁹ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

¹⁰ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Figure 2. Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic: School year 2021–22



¹ “Contact tracing” was defined for the respondents as the process of notifying people (contacts) of their potential exposure to an infectious disease, providing information about the virus, and discussing their symptom history and other relevant health information.
² “At school” was defined for the respondents as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
³ Examples of personal protective equipment (PPE) provided to respondents were masks or face shields.
⁴ Examples of social distancing provided to respondents were spacing desks a set distance apart or limiting students’ physical interactions with others.
⁵ Examples of physical measures provided to respondents were dividers separating shared areas or mechanical ventilation systems.
⁶ The survey asked respondents if they had conducted a site assessment to evaluate their school’s preparedness to operate according to Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic. “Site assessment” was defined for the respondents as an assessment that evaluates the safety, accessibility, and emergency preparedness of the school’s buildings and grounds. Site assessments can be conducted internally or by an external party, but should be structured, such as by using checklists or applications to evaluate the school setting.
⁷ Examples of symptom screening provided to respondents were temperature checks or symptom checklists.
⁸ Examples of reduction of in-person class size provided to respondents were “cohorting” and a “hybrid learning model.” “Cohorting” was defined for respondents as dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. This limits mixing between groups such that there is minimal or no interaction between cohorts. “Hybrid learning model” was defined for respondents as some students participating in virtual learning and other students participating in in-person learning.
 NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Although rounded numbers are displayed, the figures are based on unrounded data.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

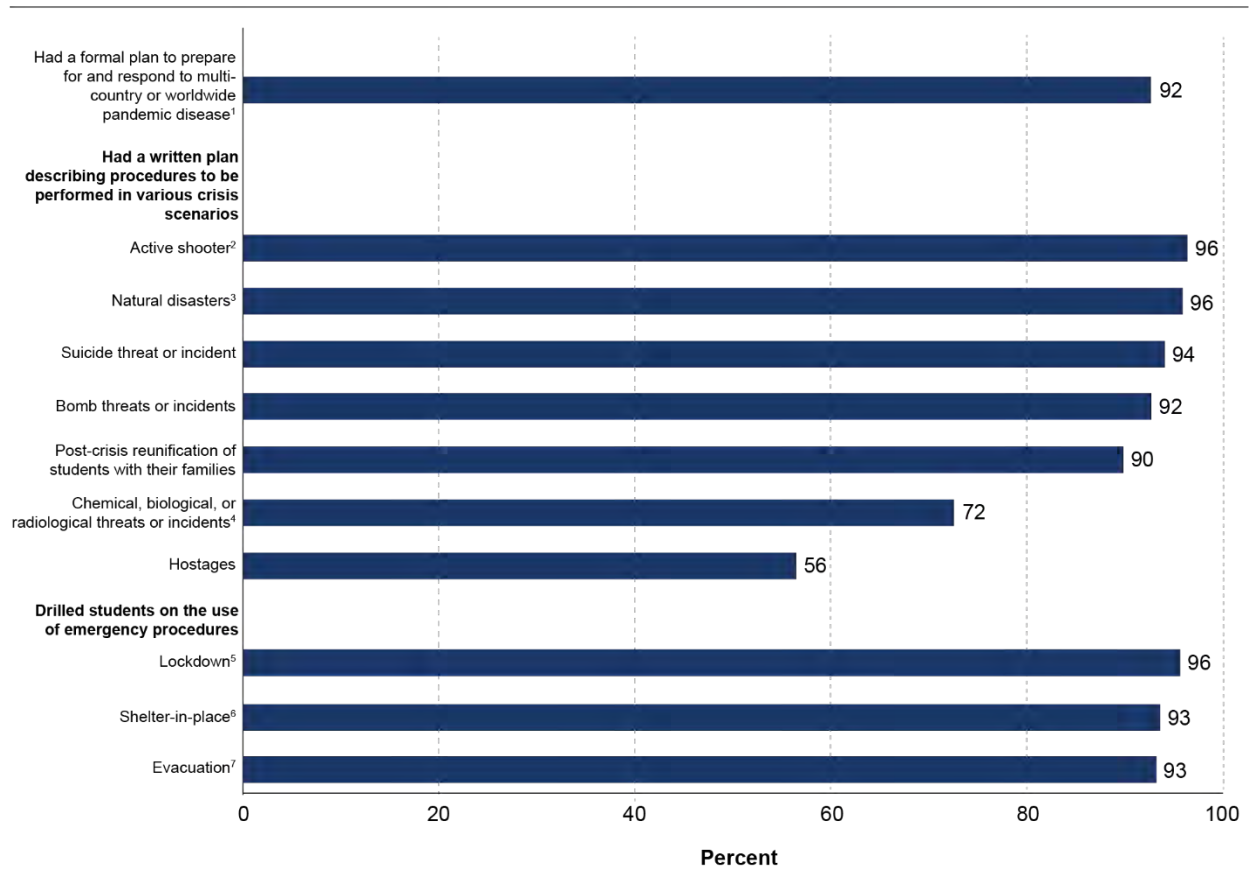
Table 8. PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had plans related to pandemic disease and various other crisis scenarios, percentage of public schools that drilled students on the use of emergency procedures, and percentage of public schools that modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic, by selected school characteristics: School year 2021–22

School characteristic	Had a written plan describing procedures to be performed in various crisis scenarios								Drilled students on the use of emergency procedures			Modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic ²		
	Had a formal plan to prepare for and respond to multi-country or worldwide pandemic disease ¹	Active shooter ³	Natural disasters ⁴	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ⁵	Suicide threat or incident	Post-crisis reunification of students with their families	Evacuation ⁶	Lockdown ⁷	Shelter-in-place ⁸	Having staff talk through security drills rather than acting them out	Modifying security drills to accommodate social distancing measures ⁹	Providing increased student supports for social-emotional needs or trauma ¹⁰ following security drills ¹¹
All public schools	92.5	96.2	95.8	56.4	92.5	72.4	93.9	89.7	93.0	95.5	93.5	45.9	46.5	50.0
School type														
Traditional public school	91.8	96.6	96.0	56.6	93.5	73.1	94.0	90.7	93.0	96.1	93.6	46.6	47.4	49.6
Charter school	99.1	92.6	92.8	53.4	82.2	65.1	92.9	79.2	93.5	89.4	91.7	39.3	37.3	54.4
Level ¹²														
Elementary	92.3	95.5	95.3	55.5	91.2	70.7	93.3	89.0	93.7	95.8	93.9	45.9	48.8	50.7
Middle	92.6	98.3	96.7	54.8	94.9	73.6	95.1	91.0	93.9	95.6	93.1	45.3	43.9	51.4
High/secondary	92.4	96.9	96.3	60.1	94.5	77.1	94.8	91.5	91.0	94.9	93.0	46.2	41.1	47.4
Combined/other	97.9	94.6	97.3	56.9	90.8	68.0	90.7	81.9	88.0	93.0	87.8	50.7	51.1	45.0
Enrollment size														
Less than 300 students	92.2	95.0	96.2	58.3	92.3	70.5	91.7	86.6	89.4	91.7	89.0	42.9	41.1	43.2
300–499 students	93.7	95.5	94.6	56.9	91.5	70.5	94.5	88.7	93.8	95.1	94.6	47.5	49.6	49.3
500–999 students	91.1	97.1	96.0	54.8	92.3	73.5	93.6	91.3	94.3	97.3	94.7	45.7	47.0	53.2
1,000 or more students	94.2	97.8	97.2	55.6	96.4	78.6	97.8	93.8	94.6	98.9	95.8	49.0	47.7	56.3
Locale														
City	95.5	95.8	94.1	55.8	90.1	70.7	94.6	90.9	94.5	97.0	94.8	47.1	49.7	58.0
Suburb	92.8	96.5	95.6	53.4	93.4	72.7	93.7	90.8	94.7	96.8	95.8	49.9	52.9	53.8
Town	90.4	97.2	96.5	57.4	92.1	72.2	92.0	86.2	92.3	94.6	92.7	45.8	36.7	41.0
Rural	90.0	95.8	97.3	59.9	94.0	74.0	94.2	88.7	89.9	92.8	89.6	40.1	39.8	41.4
Region														
Northeast	94.5	96.8	86.9	60.9	95.3	71.1	93.9	89.7	93.5	95.8	92.4	54.5	56.9	56.9
Midwest	92.5	96.9	97.5	56.2	92.2	72.8	91.7	87.5	89.9	95.3	94.1	46.9	43.8	47.9
South	92.0	96.4	98.7	61.2	94.8	74.1	95.4	89.5	93.8	97.9	95.0	45.9	47.8	48.0
West	91.8	95.0	95.9	46.6	87.6	70.5	93.8	92.0	94.6	92.0	91.4	39.3	40.0	50.2
Percent students of color ¹³														
Less than 5 percent	91.1	95.7	97.8	55.2	90.6	66.9	90.6	86.7	90.9	92.0	90.0	50.9	44.8	53.3
5 percent to less than 20 percent	91.3	97.9	96.8	59.1	93.5	73.6	93.2	89.1	91.8	93.6	91.3	42.4	39.9	45.8
20 percent to less than 50 percent	92.0	97.8	96.8	56.2	94.9	73.3	95.9	93.5	95.2	97.7	95.7	50.9	50.3	49.4
50 percent or more	93.5	94.5	94.4	55.3	90.7	71.9	93.3	87.9	92.5	95.5	93.5	44.2	47.5	52.1
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	94.4	96.0	95.6	53.1	93.1	72.6	92.7	91.5	91.3	92.5	92.4	47.3	42.2	51.4
More than 25 to 50 percent	90.5	97.9	97.8	57.5	93.8	74.6	94.5	92.3	92.9	95.1	93.1	45.6	42.1	44.2
More than 50 to 75 percent	91.6	97.8	96.9	54.8	92.8	75.0	93.1	89.7	94.2	96.7	94.3	41.6	42.7	47.4
More than 75 percent	93.3	94.3	93.8	58.2	91.1	69.3	94.6	87.0	93.3	96.6	93.7	48.1	53.9	54.6

¹ The coronavirus pandemic, COVID-19, was included on the survey as the example.
² Specifically, the survey asked respondents whether modifications were made to their school's emergency readiness practices (e.g., fire drills, active shooter drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic.
³ "Active shooter" was defined for respondents as one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).
⁴ Examples of natural disasters provided to respondents were earthquakes or tornadoes.
⁵ Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.
⁶ "Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.
⁷ "Lockdown" was defined for respondents as a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
⁸ "Shelter-in-place" was defined for respondents as a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).
⁹ Examples provided to respondents were conducting multiple drills with small groups and increasing the number of evacuation locations.
¹⁰ "Trauma" was defined for the respondents as an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.
¹¹ Examples provided to respondents were enhanced post-drill briefings.
¹² Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.
¹³ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Figure 3. Percentage of public schools that had plans related to pandemic disease and other various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures: School year 2021–22



¹ The coronavirus pandemic, COVID-19, was included on the survey as the example.

² "Active shooter" was defined for respondents as one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

³ Examples of natural disasters provided to respondents were earthquakes or tornadoes.

⁴ Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.

⁵ "Lockdown" was defined for respondents as a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

⁶ "Shelter-in-place" was defined for respondents as a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

⁷ "Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 9. ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2021–22

School characteristic	Prevention curriculum, instruction, or training for students ¹	Social emotional learning (SEL) for students ²	Behavioral or behavior modification intervention for students ³	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative practices ⁴	Programs to promote a sense of community or social integration among students
All public schools	90.0	94.7	94.1	89.7	45.2	8.4	59.3	78.9
School type								
Traditional public school	89.8	94.5	93.8	89.1	44.4	8.2	58.1	77.8
Charter school	92.0	96.4	97.5	96.1	54.1	10.2	72.1	90.6
Level ⁵								
Elementary	91.7	96.8	96.5	88.6	44.5	5.7	62.9	80.1
Middle	90.6	93.6	95.0	92.5	45.5	10.6	58.3	78.7
High/secondary	84.3	89.9	86.0	90.8	47.8	14.4	50.5	75.7
Combined/other	90.5	90.8	95.7	89.2	40.6	10.9!	52.0	78.1
Enrollment size								
Less than 300 students	86.3	90.8	91.2	84.8	35.6	9.6	49.0	73.8
300–499 students	90.6	96.0	95.6	89.5	46.5	7.7	61.4	78.0
500–999 students	91.7	96.1	95.7	92.5	47.5	6.8	63.1	81.2
1,000 or more students	90.6	94.7	91.0	91.8	54.7	13.3	63.6	85.0
Locale								
City	91.7	97.6	96.4	93.5	55.5	10.5	75.9	88.4
Suburb	93.4	97.1	95.7	90.0	46.6	8.0	62.5	82.1
Town	85.5	92.8	93.3	90.0	39.0	6.5	47.6	74.8
Rural	86.3	89.6	90.3	85.5	35.7	7.7	43.8	67.1
Region								
Northeast	93.6	97.2	96.2	89.4	48.3	9.3	65.0	81.8
Midwest	89.4	96.0	94.9	89.8	40.6	5.7	57.1	78.4
South	89.2	92.0	91.9	91.9	48.2	11.1	54.3	74.8
West	89.3	95.5	95.3	86.8	43.3	6.6	64.8	83.4
Percent students of color ⁶								
Less than 5 percent	90.4	86.5	91.6	80.9	37.1	10.8!	43.4	56.8
5 percent to less than 20 percent	87.3	93.4	92.8	87.8	38.4	6.7	47.4	74.4
20 percent to less than 50 percent	90.8	95.5	93.3	91.0	43.8	6.5	57.5	78.2
50 percent or more	90.8	95.6	95.6	90.8	50.1	10.2	67.9	83.7
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	91.4	95.3	91.2	84.5	39.2	6.8	56.2	80.0
More than 25 to 50 percent	89.8	94.4	93.7	90.6	43.8	7.7	58.7	79.4
More than 50 to 75 percent	87.0	92.0	94.9	88.9	45.3	7.4	54.6	73.1
More than 75 percent	91.2	96.2	95.6	92.5	49.3	10.4	64.3	81.5

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

² Examples of prevention curriculum, instruction, or training for students provided to respondents were conflict resolution, anti-bullying, and dating violence prevention.

³ Examples of social emotional learning for students provided for respondents were social skills, anger management, and mindfulness.

⁴ Respondents were instructed to include the use of positive reinforcements.

⁵ “Restorative practices” 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 practices provided for respondents were “peace or conflict circles.”

⁶ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁷ The term “students of color” is being used synonymously with “minority students.” Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 10. LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health services to students were limited in a major way, a minor way, or not at all, by selected factors: School year 2021–22

Factor	Efforts were limited in a major way	Efforts were limited in a minor way	Efforts were not limited at all
Factor limiting efforts to reduce or prevent crime			
Lack of or inadequate teacher training in classroom management	7.2	32.3	60.5
Lack of or inadequate alternative placements or programs for disruptive students	30.2	34.8	35.0
Likelihood of complaints from parents	6.3	30.9	62.9
Lack of teacher support for school policies	3.9	26.0	70.1
Lack of parental support for school policies	9.3	38.7	52.0
Teachers' fear of student retaliation	4.5	23.3	72.3
Fear of litigation	7.9	32.8	59.2
Inadequate funds	26.6	29.2	44.2
Inconsistent application of school policies by faculty or staff	9.8	38.6	51.6
Factor limiting efforts to provide mental health services			
Inadequate access to licensed mental health professionals ¹	39.1	34.0	26.9
Inadequate funding	39.0	29.6	31.4
Potential legal issues for school or district ²	12.4	25.8	61.8
Concerns about reactions from parents	9.5	32.2	58.2
Lack of community support for providing mental health services to students in your school	9.3	25.7	65.0
Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students ^{3,4}	13.9	24.0	62.1
Reluctance to label students with mental health disorders to avoid stigmatizing the child ⁵	8.3	29.5	62.2

¹ "Mental health professionals" were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors.

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

³ "Diagnostic mental health assessment" was defined for respondents as an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis.

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

⁵ "Mental health disorders" were defined for respondents as, collectively, all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 11. SECURITY STAFF: 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 2021–22

School characteristic	School Resource Officers ¹			Other sworn law enforcement officers ²			Security officers or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	43.7	29.2	16.0	10.5	5.1	5.7	25.5	18.6	9.7
School type									
Traditional public school	46.2	30.8	17.0	10.8	5.2	5.9	24.6	17.7	9.4
Charter school	17.6	12.5	5.6!	7.3!	‡	3.5!	35.3	28.6	12.3
Level ³									
Elementary	33.0	17.6	16.2	8.4	3.2	5.2	18.6	11.1	8.9
Middle	62.0	45.0	19.1	11.7	6.5	5.6	30.0	25.3	8.4
High/secondary	62.4	51.8	13.2	15.8	9.6	7.3	43.3	36.1	13.3
Combined/other	22.3	13.2	9.8!	10.5!	‡	6.3!	18.7	12.6	7.5!
Enrollment size									
Less than 300 students	31.5	18.0	14.7	11.6	4.8	7.2	15.7	10.8	5.9
300–499 students	35.6	20.0	16.4	9.5	4.4	5.2	19.6	10.7	11.3
500–999 students	49.6	33.5	17.8	10.2	4.8	5.5	28.4	21.4	9.5
1,000 or more students	74.4	65.9	11.7	12.1	8.6	4.5	54.9	49.5	13.5
Locale									
City	32.1	24.0	9.6	8.9	4.8	4.2	34.0	26.9	10.7
Suburb	44.3	28.3	16.9	9.5	5.6	4.0	32.6	24.5	12.2
Town	55.6	32.4	24.7	11.2	4.1	7.4	16.3	10.3	7.2
Rural	49.5	34.1	17.4	13.1	5.1	8.4	12.6	6.9	6.6
Region									
Northeast	45.0	26.0	20.7	11.8	6.4	5.6	37.4	30.1	10.8
Midwest	39.0	22.0	17.8	9.3	3.9	5.9	13.7	9.3	5.7
South	58.7	47.3	13.7	14.7	7.2	7.7	28.3	19.2	11.5
West	26.1	12.4	14.2	4.9	2.2!	2.7	25.0	19.0	10.1
Percent students of color ⁴									
Less than 5 percent	45.2	28.9	17.5!	14.3!	2.9!	12.3!	12.0!	3.1!	8.9!
5 percent to less than 20 percent	52.4	33.3	20.4	11.7	4.6	7.4	13.0	6.6	7.0
20 percent to less than 50 percent	47.1	31.5	16.9	10.6	5.0	5.7	22.8	16.5	8.0
50 percent or more	37.3	25.8	13.1	9.5	5.6	4.2	34.6	27.4	12.0
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	41.7	25.8	16.8	9.5	4.2!	5.4	20.4	13.5	9.3
More than 25 to 50 percent	44.1	26.7	18.4	11.9	4.9	7.5	19.1	12.8	7.4
More than 50 to 75 percent	52.4	39.1	16.0	7.8	3.8	4.2	26.8	19.8	10.6
More than 75 percent	39.4	26.7	13.9	11.7	6.5	5.5	31.7	24.5	10.8

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

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

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

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

³ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁴ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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 type of 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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 12. PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), were present at least once a week and routinely engaged in specified practices at school, by type of practice and selected school characteristics: School year 2021–22

School characteristic	Total number of schools	Total number of schools with a sworn law enforcement officer (including SROs)	Number of schools with a sworn law enforcement officer (including SROs) who routinely				Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely				Among schools with a sworn law enforcement officer (including SROs) percentage with an officer who routinely			
			Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera	Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera	Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera
All public schools	85,300	41,000	37,300	30,200	38,200	22,900	43.8	35.4	44.8	26.9	91.0	73.5	93.1	55.8
School type														
Traditional public school	77,800	39,400	36,200	29,300	36,900	22,100	46.6	37.6	47.4	28.4	92.0	74.3	93.7	56.2
Charter school	7,400	1,600	1,100	900	1,300	‡	14.8	12.2	17.3	10.5	67.1	55.5	78.8	47.8
Level														
Elementary	51,200	19,000	16,800	13,300	17,600	9,400	32.8	26.0	34.3	18.3	88.4	70.0	92.4	49.3
Middle	15,200	10,000	9,400	7,700	9,500	6,400	61.6	50.7	62.3	41.9	93.5	76.9	94.5	63.7
High/secondary	16,900	11,500	10,700	8,700	10,700	6,900	63.2	51.6	63.1	40.6	93.2	76.1	93.1	60.0
Combined/other	2,000	‡	‡	‡	‡	‡	23.6	21.6	24.1	14.2!	‡	‡	‡	‡
Enrollment size														
Less than 300 students	19,700	7,600	6,700	4,800	6,900	3,900	33.8	24.4	35.1	19.6	87.3	63.0	90.6	50.5
300–499 students	26,000	10,300	9,400	7,600	9,500	5,100	36.2	29.1	36.5	19.4	91.4	73.5	92.2	49.1
500–999 students	30,500	16,200	14,700	12,300	15,100	9,400	48.1	40.4	49.5	30.9	90.4	75.9	93.2	58.1
1,000 or more students	9,000	6,900	6,600	5,500	6,600	4,600	73.4	61.0	74.2	50.9	95.9	79.7	96.8	66.5
Locale														
City	23,800	8,400	7,400	6,200	7,200	4,800	31.0	26.0	30.3	20.2	87.6	73.6	85.7	57.3
Suburb	27,800	13,400	12,200	10,200	12,500	7,600	43.8	36.6	45.0	27.2	91.1	76.1	93.6	56.6
Town	10,700	6,200	5,800	4,500	5,800	3,500	54.4	42.0	54.2	32.4	93.7	72.3	93.4	55.8
Rural	23,000	13,100	12,000	9,300	12,700	7,100	52.1	40.6	55.2	30.8	91.7	71.5	97.2	54.2
Region														
Northeast	14,300	6,900	6,000	4,500	5,900	2,100	42.1	31.4	41.6	14.9	87.1	65.0	85.9	30.7
Midwest	20,200	8,700	7,800	6,300	8,100	5,500	38.4	31.4	40.3	27.1	89.2	72.8	93.6	62.9
South	29,900	19,400	18,100	14,800	18,600	11,600	60.7	49.6	62.2	38.8	93.2	76.3	95.6	59.6
West	20,900	6,000	5,400	4,500	5,500	3,700	26.0	21.7	26.5	17.8	90.7	75.7	92.4	62.3
Percent students of color														
Less than 5 percent	3,900	2,100	1,900	1,300	2,100	‡	50.2	34.5	53.3	22.6	91.7	63.1	97.5	41.4
5 percent to less than 20 percent	18,900	10,800	10,100	8,200	10,600	6,100	53.4	43.3	55.7	32.3	93.4	75.8	97.5	56.6
20 percent to less than 50 percent	23,500	12,300	11,200	9,200	11,600	7,300	47.5	39.0	49.5	31.1	90.8	74.5	94.6	59.5
50 percent or more	38,900	15,800	14,100	11,500	13,900	8,600	36.2	29.4	35.8	22.1	89.4	72.6	88.2	54.4
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	16,300	7,500	6,600	5,600	7,100	4,300	40.5	34.2	43.6	26.3	88.3	74.5	94.9	57.4
More than 25 to 50 percent	20,000	9,800	9,100	7,800	9,400	5,900	45.6	38.8	46.9	29.3	93.3	79.4	95.9	59.8
More than 50 to 75 percent	18,400	10,100	9,600	7,400	9,700	5,700	52.0	40.0	52.8	31.0	94.4	72.6	95.8	56.2
More than 75 percent	30,600	13,600	12,000	9,500	12,000	7,100	39.4	31.0	39.3	23.1	88.3	69.5	88.0	51.8

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

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

¹ Examples of physical restraints provided to respondents were handcuffs and Tasers.

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

³ Also includes explosive devices. "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.

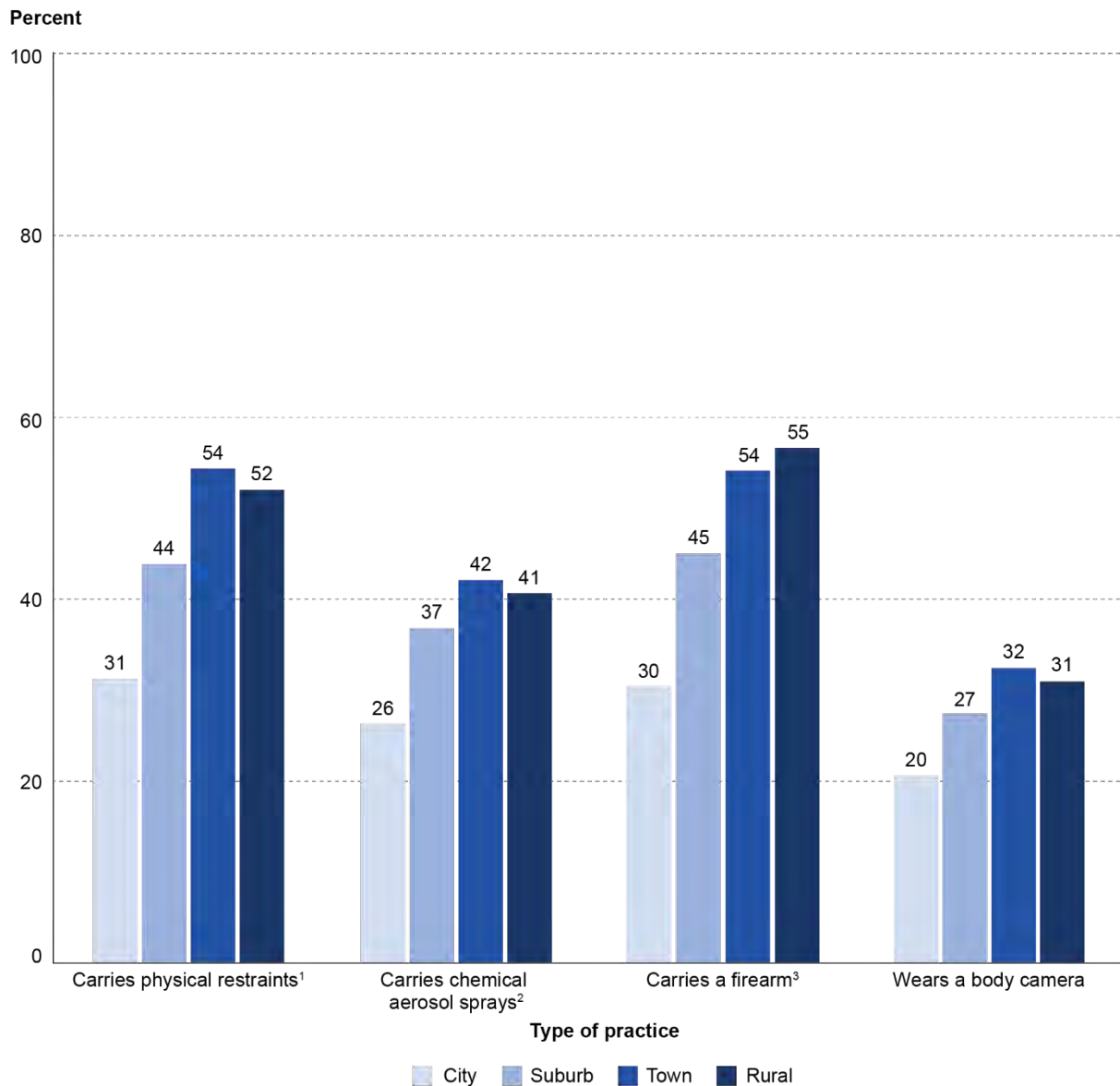
⁴ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁵ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

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 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. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Figure 4. Percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), were present at least once a week and routinely engaged in specified practices at school, by type of practice and school locale: School year 2021–22



¹ Examples of physical restraints provided to respondents were handcuffs and Tasers.

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

³ Also includes explosive devices. "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.

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 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, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table 13. MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2021–22

School characteristic	Number of schools providing diagnostic mental health assessments ¹	Percentage of schools providing diagnostic mental health assessments ¹	Among schools providing diagnostic mental health assessments, ¹ percentage distribution of location where services were provided			Number of schools providing treatment ²	Percentage of schools providing treatment ²	Among schools providing treatment, ² percentage distribution of location where services were provided		
			At school ³ only	Outside of school only	Both at school ³ and outside of school			At school ³ only	Outside of school only	Both at school ³ and outside of school
All public schools	42,100	49.4	38.0	10.0	52.1	32,000	37.6	31.8	5.6	62.6
School type										
Traditional public school	38,100	48.9	38.3	10.1	51.6	29,500	38.0	31.5	5.5	63.0
Charter school	4,100	54.9	34.5	8.7!	56.9	2,500	33.6	35.7	6.5!	57.8
Level ⁴										
Elementary	22,700	44.5	42.1	9.8	48.1	17,600	34.5	34.1	4.5	61.5
Middle	8,400	55.4	33.3	8.3	58.5	6,800	44.7	32.0	6.1	61.8
High/secondary	10,100	59.4	32.2	11.3	56.5	7,000	41.2	25.1	6.4	68.5
Combined/other	900	46.6	41.8	15.7!	42.5	600	32.2	39.7	23.1!	37.2
Enrollment size										
Less than 300 students	7,600	38.5	41.9	13.2	44.9	6,600	33.3	37.3	‡	60.3
300–499 students	11,800	45.4	41.6	12.5	45.9	9,300	35.7	31.1	7.3	61.6
500–999 students	17,100	55.9	35.8	7.4	56.8	12,200	39.9	31.1	6.6	62.3
1,000 or more students	5,600	63.1	31.7	8.1	60.2	4,000	44.7	26.4	3.8	69.8
Locale										
City	13,100	55.0	38.3	8.7	53.0	9,900	41.8	30.3	7.3	62.4
Suburb	15,100	54.2	33.6	10.8	55.6	10,100	36.5	27.6	4.1	68.2
Town	4,700	43.8	38.0	9.7!	52.3	3,800	35.7	30.1	4.3!	65.6
Rural	9,300	40.5	44.5	10.5	45.0	8,200	35.4	39.6	5.9	54.5
Region										
Northeast	9,000	63.0	30.8	15.8	53.4	6,300	44.2	30.9	3.7!	65.4
Midwest	8,700	43.2	38.4	9.1	52.6	8,600	42.9	26.3	7.6!	66.1
South	15,000	50.4	40.9	8.3	50.8	10,400	34.9	35.8	4.8	59.4
West	9,400	44.8	39.7	7.9	52.4	6,700	31.8	33.5	6.1	60.4
Percent students of color ⁵										
Less than 5 percent	2,000	52.7	43.5	4.9!	51.6	1,400	37.1	‡	‡	80.6
5 percent to less than 20 percent	7,700	40.5	38.3	8.2	53.5	7,800	41.1	37.4	4.1!	58.5
20 percent to less than 50 percent	12,200	52.0	40.4	12.2	47.4	7,700	32.9	32.4	5.2	62.4
50 percent or more	20,200	51.9	35.8	9.8	54.4	15,100	38.7	30.1	6.8	63.1
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	7,300	44.9	38.8	11.1	50.1	4,800	29.8	31.1	6.2	62.8
More than 25 to 50 percent	10,100	50.5	43.1	12.2	44.7	7,500	37.6	34.6	6.7!	58.7
More than 50 to 75 percent	8,300	45.4	39.7	7.7	52.6	7,300	39.6	35.6	5.4!	59.0
More than 75 percent	16,400	53.6	33.5	9.2	57.3	12,400	40.5	28.2	4.8	67.0

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

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

¹ "Diagnostic mental health assessment" was defined for respondents as an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student's mental health diagnosis.

² "Treatment" was defined for respondents as a clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.

³ "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.

⁴ Elementary schools are defined as schools that enroll students in more of grades K–4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5–8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9–12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools.

⁵ The term "students of color" is being used synonymously with "minority students." Students of color include those who are Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and students of Two or more races, non-Hispanic.

NOTE: Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. "Mental health professionals" were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Detail may not sum to totals because of rounding and the suppression of estimates that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident 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 2021–22

School characteristic	Violent incidents												
	Total number of schools	All violent				Serious violent				Nonviolent 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
All public schools	180	1,300	1.53	44,310	0.92	690	0.81	6,520	0.14	1,000	1.16	14,730	0.30
School type													
Traditional public school	470	1,240	1.61	43,400	0.97	670	0.85	6,470	0.15	1,010	1.27	14,440	0.33
Charter school	460	440	4.52	9,010	2.43	240	3.17	780	0.22	410	4.76	4,090	1.18
Level													
Elementary	150	1,220	2.40	36,030	1.58	650	1.27	4,440	0.20	930	1.81	6,540	0.28
Middle	50	180	1.20	16,590	1.84	280	1.84	4,490	0.48	200	1.33	5,180	0.58
High/secondary	50	230	1.32	10,280	0.68	240	1.44	1,980	0.13	250	1.47	10,940	0.69
Combined/other	30	100	4.92	4,850	5.37	†	3.24	660	0.67	110	5.20	2,740	2.76
Enrollment size													
Less than 300 students	120	670	3.41	32,360	7.45	370	1.87	3,160	0.72	700	3.51	4,780	1.09
300–499 students	90	650	2.47	13,240	1.32	350	1.34	2,100	0.20	620	2.40	4,430	0.38
500–999 students	30	590	1.93	28,730	1.48	410	1.34	5,430	0.28	480	1.55	7,760	0.39
1,000 or more students	20	120	1.25	11,610	0.89	130	1.48	1,620	0.12	130	1.47	10,510	0.72
Locale													
City	110	490	1.99	25,220	1.74	400	1.70	5,280	0.37	460	1.87	8,390	0.58
Suburb	110	630	2.34	23,770	1.30	440	1.60	2,730	0.15	590	2.13	8,360	0.42
Town	60	360	3.34	8,920	1.68	250	2.37	1,760	0.34	340	3.18	5,110	0.93
Rural	40	650	2.79	31,810	3.26	390	1.67	3,440	0.35	650	2.81	5,870	0.59
Region													
Northeast	710	590	3.33	33,050	4.25	430	2.92	4,040	0.53	530	3.39	4,580	0.56
Midwest	750	610	3.10	19,960	2.04	420	2.22	4,070	0.42	580	2.75	6,790	0.69
South	780	620	2.23	15,630	0.83	390	1.17	2,850	0.16	630	1.89	8,930	0.43
West	980	860	3.15	19,070	1.54	360	1.52	2,050	0.16	780	2.45	11,580	0.72
Percent students of color													
Less than 5 percent	510	390	6.53	2,150	1.44	†	5.46	1,040	0.74	380	6.31	1,610	1.02
5 percent to less than 20 percent	1,100	830	3.03	31,640	3.44	420	2.08	3,660	0.39	720	2.99	5,860	0.61
20 percent to less than 50 percent	990	850	2.52	14,320	0.80	390	1.47	1,890	0.13	710	2.11	7,990	0.51
50 percent or more	980	990	1.94	33,700	1.33	440	1.10	5,750	0.24	950	2.00	12,440	0.48
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	920	690	3.10	7,790	0.71	290	1.82	1,410	0.14	560	2.96	5,110	0.45
More than 25 to 50 percent	880	810	3.02	32,620	2.79	360	1.52	3,180	0.28	660	2.48	6,240	0.51
More than 50 to 75 percent	1,040	820	2.90	18,290	1.62	500	2.31	1,780	0.16	740	2.53	8,220	0.69
More than 75 percent	1,140	880	2.20	31,410	1.87	530	1.51	5,870	0.34	820	2.02	12,400	0.61

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-2. Standard errors for Table 2: THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack 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 2021–22

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	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	340	0.39	4,650	0.10	1,360	1.59	33,660	0.70	460	0.55	1,560	0.03	980	1.15	18,640	0.39
School type																
Traditional public school	330	0.42	4,590	0.10	1,290	1.65	32,820	0.73	440	0.57	1,580	0.04	930	1.20	17,930	0.41
Charter school	†	1.02	330	0.09	440	4.82	6,760	1.83	†	1.54	400	0.11	280	3.19	2,580	0.71
Level																
Elementary	†	0.66	4,150	0.18	1,260	2.46	29,340	1.28	430	0.85	1,130	0.05	780	1.52	14,630	0.65
Middle	140	0.93	2,680	0.29	210	1.40	10,250	1.15	200	1.32	1,060	0.12	270	1.79	6,880	0.75
High/secondary	140	0.80	1,160	0.08	270	1.59	6,030	0.40	220	1.27	880	0.06	280	1.67	4,920	0.33
Combined/other	†	2.31	†	†	100	5.07	3,510	3.83	†	2.82	†	†	†	5.05	2,560	2.55
Enrollment size																
Less than 300 students	†	1.08	†	†	690	3.50	28,760	6.55	†	0.92	680	0.15	410	2.09	5,440	1.26
300–499 students	†	0.99	1,630	0.16	690	2.61	11,600	1.13	270	1.04	720	0.07	570	2.19	4,280	0.43
500–999 students	210	0.68	3,580	0.18	580	1.89	18,810	0.96	320	1.06	1,180	0.06	610	2.00	14,330	0.74
1,000 or more students	90	1.05	980	0.07	140	1.49	9,220	0.71	120	1.33	720	0.05	210	2.25	4,710	0.36
Locale																
City	260	1.07	3,120	0.22	520	2.12	15,750	1.11	290	1.24	1,190	0.08	520	2.17	11,840	0.81
Suburb	150	0.52	2,430	0.13	700	2.59	15,740	0.86	310	1.11	790	0.04	600	2.14	11,850	0.64
Town	†	1.30	†	†	400	3.65	6,010	1.13	200	1.84	690	0.14	350	3.26	3,990	0.79
Rural	230	1.01	†	†	630	2.72	28,880	2.94	290	1.24	830	0.09	570	2.46	3,010	0.32
Region																
Northeast	†	1.51	†	0.50	530	3.38	28,800	3.76	260	1.86	830	0.11	430	2.87	7,070	0.92
Midwest	200	0.99	1,850	0.19	590	2.97	12,650	1.32	230	1.23	880	0.09	490	2.54	10,650	1.08
South	180	0.58	2,300	0.13	680	2.42	10,600	0.56	310	1.01	1,210	0.07	530	1.70	6,400	0.35
West	170	0.77	1,460	0.12	820	3.36	12,590	0.99	290	1.27	650	0.05	590	2.39	11,460	0.95
Percent students of color																
Less than 5 percent	†	†	†	†	330	6.16	1,630	1.09	†	3.17	†	0.24	200	4.97	880	0.70
5 percent to less than 20 percent	†	1.20	†	†	740	3.28	28,030	3.04	290	1.47	940	0.10	550	2.43	4,350	0.46
20 percent to less than 50 percent	180	0.74	1,030	0.07	810	2.68	9,760	0.59	310	1.21	900	0.06	650	2.16	5,600	0.34
50 percent or more	250	0.65	3,760	0.16	960	2.00	22,200	0.90	360	0.97	1,260	0.05	800	1.83	16,220	0.68
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	†	1.16	880	0.09	580	2.96	5,920	0.56	250	1.49	370	0.04	420	2.21	3,170	0.29
More than 25 to 50 percent	200	0.95	†	†	800	3.20	29,300	2.53	230	1.00	740	0.06	520	2.29	3,190	0.28
More than 50 to 75 percent	110	0.66	620	0.06	760	3.23	9,810	0.81	280	1.32	770	0.07	490	2.47	11,410	1.10
More than 75 percent	280	0.87	3,770	0.23	830	2.26	21,670	1.32	320	0.97	1,410	0.08	700	2.19	12,440	0.80

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-3. Standard errors for Table 3: ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, or hate crime 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 2021–22

School characteristic	Robbery (with or without a weapon)				Theft				Vandalism				Hate crime			
	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	320	0.38	2,600	0.05	690	0.81	3,990	0.08	810	0.95	6,350	0.14	380	0.44	1,600	0.03
School type																
Traditional public school	320	0.41	2,610	0.06	690	0.86	3,990	0.09	790	1.04	6,140	0.14	380	0.49	1,580	0.04
Charter school	†	†	†	†	240	3.08	760	0.21	320	3.97	1,900	0.55	†	0.60	†	0.03
Level																
Elementary	†	0.54	†	0.03	660	1.29	2,650	0.11	710	1.38	3,820	0.17	†	0.55	†	†
Middle	140	0.90	2,260	0.24	230	1.53	1,850	0.20	300	1.98	2,820	0.31	130	0.82	580	0.06
High/secondary	180	1.06	980	0.07	280	1.66	2,040	0.14	260	1.54	4,100	0.28	140	0.84	380	0.03
Combined/other	†	†	†	†	†	3.55	180	0.19	80	4.04	820	0.85	†	†	†	†
Enrollment size																
Less than 300 students	†	†	†	†	350	1.76	980	0.22	530	2.68	2,680	0.61	†	1.08	†	†
300–499 students	†	0.80	660	0.06	390	1.51	2,180	0.20	530	2.05	2,820	0.27	†	0.69	†	†
500–999 students	180	0.60	2,290	0.12	430	1.40	2,240	0.12	500	1.64	4,050	0.20	210	0.69	500	0.03
1,000 or more students	110	1.18	890	0.07	190	2.06	2,740	0.20	170	1.86	3,340	0.24	100	1.13	350	0.03
Locale																
City	200	0.82	2,220	0.16	370	1.53	2,530	0.18	470	1.96	3,660	0.27	130	0.53	1,030	0.07
Suburb	110	0.40	600	0.03	360	1.32	1,940	0.10	420	1.50	3,840	0.20	240	0.88	610	0.03
Town	†	1.20	1,250	0.25	220	2.06	800	0.15	340	3.21	2,310	0.43	†	0.71	400	0.08
Rural	200	0.88	780	0.08	410	1.78	1,980	0.19	520	2.28	3,120	0.33	†	1.03	†	†
Region																
Northeast	170	1.19	360	0.05	260	1.77	810	0.10	410	2.85	2,800	0.35	†	0.84	410	0.05
Midwest	190	0.90	2,080	0.21	420	2.31	2,080	0.21	500	2.49	2,820	0.29	160	0.80	1,100	0.11
South	200	0.67	1,260	0.07	450	1.47	2,970	0.16	430	1.45	2,360	0.13	†	0.52	250	0.01
West	130	0.59	780	0.06	470	2.14	2,020	0.15	660	2.39	5,310	0.36	240	1.13	1,090	0.09
Percent students of color																
Less than 5 percent	†	†	†	†	†	4.90	390	0.27	290	5.62	1,130	0.75	†	†	†	†
5 percent to less than 20 percent	130	0.71	290	0.03	350	1.77	2,180	0.22	470	2.56	3,540	0.40	150	0.82	220	0.02
20 percent to less than 50 percent	170	0.73	770	0.06	310	1.28	1,750	0.12	500	1.74	3,990	0.27	100	0.42	530	0.04
50 percent or more	190	0.45	2,340	0.10	550	1.25	2,830	0.12	690	1.73	4,560	0.19	260	0.68	1,470	0.06
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	†	0.79	750	0.07	250	1.44	1,760	0.16	480	2.54	2,390	0.22	140	0.90	400	0.04
More than 25 to 50 percent	130	0.64	350	0.03	400	2.04	1,300	0.12	500	2.09	3,660	0.32	150	0.76	410	0.04
More than 50 to 75 percent	190	1.05	500	0.05	380	1.78	2,530	0.24	520	2.45	3,930	0.36	190	1.05	470	0.05
More than 75 percent	260	0.81	2,330	0.14	450	1.39	2,210	0.14	580	1.69	4,430	0.24	230	0.74	1,480	0.09

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-4. Standard errors for Table 4: KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; or inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2021–22

School characteristic	Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	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	950	1.12	2,580	0.05	390	0.46	1,010	0.02	750	0.89	6,910	0.14	370	0.43	1,880	0.04
School type																
Traditional public school	920	1.19	2,590	0.06	370	0.48	980	0.02	790	1.02	6,770	0.15	350	0.46	1,900	0.04
Charter school	280	3.66	540	0.14	130	1.81	210	0.06	300	3.82	2,910	0.83	†	1.63	210	0.06
Level																
Elementary	840	1.66	1,870	0.08	†	0.48	†	†	550	1.07	1,340	0.06	†	0.49	†	†
Middle	290	1.97	890	0.10	200	1.32	600	0.06	240	1.57	1,970	0.22	160	1.08	830	0.09
High/secondary	300	1.78	1,330	0.09	220	1.32	830	0.06	300	1.74	6,000	0.38	180	1.09	1,490	0.10
Combined/other	†	3.88	190	0.21	†	2.90	†	0.13	†	5.14	1,570	1.53	†	1.57	†	†
Enrollment size																
Less than 300 students	510	2.59	1,110	0.25	220	1.12	400	0.09	410	2.07	1,600	0.36	†	1.02	580	0.13
300–499 students	540	2.07	1,160	0.11	240	0.94	350	0.03	400	1.53	1,510	0.14	170	0.67	310	0.03
500–999 students	560	1.83	1,410	0.07	200	0.66	530	0.03	410	1.34	2,700	0.14	200	0.64	770	0.04
1,000 or more students	200	2.21	960	0.07	140	1.55	730	0.06	100	1.13	5,900	0.42	140	1.55	1,690	0.13
Locale																
City	460	1.88	1,470	0.10	280	1.16	660	0.05	340	1.40	3,860	0.26	170	0.70	840	0.06
Suburb	550	1.99	1,130	0.06	220	0.80	650	0.03	330	1.20	4,020	0.21	200	0.73	1,560	0.08
Town	340	3.21	780	0.15	110	1.02	280	0.06	250	2.38	2,230	0.42	110	1.05	270	0.05
Rural	540	2.32	1,250	0.12	230	0.99	380	0.04	390	1.71	2,480	0.25	210	0.91	680	0.07
Region																
Northeast	410	2.92	1,140	0.14	160	1.25	320	0.04	310	2.56	2,090	0.29	90	0.66	270	0.04
Midwest	440	2.18	1,010	0.10	210	1.19	480	0.05	400	2.09	2,520	0.26	150	0.76	470	0.05
South	550	1.81	1,090	0.06	280	0.93	430	0.02	370	1.20	5,230	0.26	210	0.72	1,560	0.08
West	510	2.00	1,490	0.10	290	1.48	890	0.07	510	2.22	4,940	0.36	290	1.34	1,140	0.09
Percent students of color																
Less than 5 percent	†	5.20	320	0.25	†	1.87	†	0.09	180	4.57	500	0.38	†	1.57	†	0.10
5 percent to less than 20 percent	520	2.19	1,030	0.09	240	1.37	470	0.05	350	2.02	1,930	0.21	140	0.78	390	0.04
20 percent to less than 50 percent	600	2.11	1,280	0.08	220	0.95	640	0.05	380	1.59	3,080	0.21	140	0.61	420	0.03
50 percent or more	730	1.68	2,040	0.08	310	0.84	670	0.03	590	1.45	5,710	0.22	320	0.83	1,860	0.08
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	330	2.06	580	0.05	170	1.10	330	0.03	210	1.59	2,340	0.23	210	1.23	450	0.04
More than 25 to 50 percent	490	2.11	950	0.08	190	0.93	580	0.05	360	1.84	2,840	0.23	150	0.74	470	0.04
More than 50 to 75 percent	540	2.31	1,220	0.10	200	1.08	670	0.06	390	2.05	3,220	0.29	150	0.88	450	0.04
More than 75 percent	740	2.04	2,140	0.11	290	0.95	690	0.04	690	2.04	5,590	0.31	230	0.75	1,860	0.11

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-5. Standard errors for Table 5: DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems that occurred at school daily or at least once a week, by selected school characteristics: School year 2021–22

School characteristic	Student racial/ethnic tensions	Student bullying	Cyberbullying among students who attend your school	Student sexual harassment of other students	Student harassment of other students based on sexual orientation or gender identity	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities
All public schools	0.32	0.86	0.83	0.20	0.22	0.47	0.50	0.72	0.14
School type									
Traditional public school	0.36	0.88	0.89	0.20	0.24	0.48	0.52	0.77	0.12
Charter school	1.36	2.62	2.51	†	†	1.79	2.39	2.80	†
Level									
Elementary	0.51	1.27	0.94	†	†	0.74	0.75	1.18	†
Middle	0.91	1.86	1.77	0.72	0.57	0.82	1.01	1.39	0.38
High/secondary	0.71	1.35	1.43	0.54	0.78	0.65	0.79	1.04	0.48
Combined/other	2.43	4.08	4.02	†	†	3.41	3.64	3.73	†
Enrollment size									
Less than 300 students	0.45	2.36	1.76	0.33	0.43	1.08	1.07	1.86	†
300–499 students	1.01	1.89	1.31	0.40	0.33	1.15	1.27	1.58	†
500–999 students	0.64	1.12	1.26	0.36	0.36	0.87	1.03	1.22	0.18
1,000 or more students	1.15	1.37	1.72	0.69	0.75	0.65	1.17	1.46	0.62
Locale									
City	0.80	1.58	1.38	0.48	0.39	1.31	1.37	1.51	0.41
Suburb	0.56	1.10	1.10	0.24	0.39	0.78	0.95	1.39	0.23
Town	1.05	2.01	1.74	0.73	0.55	1.67	2.04	2.34	†
Rural	0.60	2.07	1.63	0.43	0.47	0.84	0.66	1.63	†
Region									
Northeast	0.98	1.50	1.75	0.43	0.55	1.26	1.58	2.17	†
Midwest	0.84	1.78	2.52	0.42	0.41	1.16	1.39	1.63	0.30
South	0.61	1.20	0.93	0.37	0.37	0.71	0.95	1.38	0.31
West	0.87	2.04	1.47	0.52	0.51	1.34	1.16	1.68	0.29
Percent students of color									
Less than 5 percent	1.97	2.77	4.70	†	†	†	†	2.18	†
5 percent to less than 20 percent	0.86	2.05	1.75	0.37	0.51	0.86	0.83	1.52	†
20 percent to less than 50 percent	0.61	1.27	1.25	0.26	0.43	1.00	1.17	1.59	0.14
50 percent or more	0.54	1.61	1.20	0.41	0.30	0.89	0.92	1.23	0.29
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	0.75	1.52	1.50	0.35	0.46	0.81	0.61	0.95	†
More than 25 to 50 percent	0.77	1.41	1.49	0.32	0.44	0.68	0.82	1.38	0.12
More than 50 to 75 percent	0.76	1.76	1.75	0.38	0.39	1.19	1.84	2.02	0.26
More than 75 percent	0.73	1.82	1.40	0.47	0.36	1.11	1.13	1.61	0.37

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-6. Standard errors for Table 6: SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2021–22

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					Threat assessment team
	School buildings	School grounds	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband	"Panic button(s)" or silent alarm(s)	Electronic notification system	Structured anonymous threat reporting system	Security cameras to monitor the school	Non-academic cell phone use is prohibited	
All public schools	0.44	1.27	1.13	0.89	0.55	1.16	0.45	0.43	0.25	0.88	1.31	1.31	1.26	0.62	0.76	1.14
School type																
Traditional public school	0.46	1.32	1.18	0.97	0.61	1.15	0.43	0.48	0.27	0.92	1.44	1.45	1.41	0.70	0.80	1.22
Charter school	2.08	4.27	3.21	4.28	2.97	3.64	2.30	1.90	†	2.73	3.69	4.05	4.09	3.30	2.60	4.72
Level																
Elementary	0.62	1.85	1.52	1.40	0.82	1.96	0.62	0.56	0.24	1.26	1.97	2.07	1.96	1.01	1.22	1.78
Middle	0.60	1.86	1.44	1.32	1.16	1.77	0.69	1.15	0.71	1.58	1.50	1.56	1.68	0.73	1.42	1.19
High/secondary	0.91	1.69	1.61	0.97	1.03	1.69	0.79	1.26	0.96	1.77	1.76	1.38	1.50	0.69	1.67	1.58
Combined/other	1.74	5.83	4.78	4.58	2.64	5.42	2.16	3.13	2.18	5.70	4.31	5.98	6.50	4.85	5.42	5.47
Enrollment size																
Less than 300 students	1.26	3.51	2.73	1.76	0.79	3.60	1.31	0.88	0.64	2.66	2.87	3.60	3.53	1.77	2.65	3.05
300–499 students	0.98	2.32	2.15	1.99	1.12	1.94	0.73	0.73	0.33	1.37	2.24	2.73	2.45	1.50	1.37	2.67
500–999 students	0.35	1.43	1.58	1.50	0.95	1.43	0.53	0.76	0.50	1.15	2.04	1.82	1.66	0.85	1.30	1.81
1,000 or more students	0.64	1.50	1.77	1.63	1.96	1.31	0.95	1.34	0.54	1.69	2.13	1.76	1.65	0.96	1.73	1.80
Locale																
City	0.67	1.94	2.06	2.12	1.47	1.83	0.84	0.87	0.70	1.40	2.05	2.53	1.87	1.69	1.53	2.35
Suburb	0.86	1.76	2.10	1.58	0.98	1.37	0.46	0.81	0.38	0.88	2.42	1.73	2.19	1.05	1.38	1.76
Town	0.97	3.39	2.54	1.72	1.73	3.78	1.06	1.20	0.55	2.09	3.32	3.18	3.38	1.22	2.72	3.38
Rural	0.90	3.30	2.30	1.37	0.61	3.21	1.24	0.71	0.39	2.29	3.07	3.08	2.85	1.43	2.16	2.30
Region																
Northeast	0.39	3.03	2.73	2.67	1.38	2.38	1.29	1.63	0.99	1.75	3.38	3.11	3.85	1.09	3.51	2.91
Midwest	0.30	2.42	2.19	1.22	0.89	2.85	0.55	0.76	0.70	2.21	2.59	2.16	2.94	1.51	2.10	2.85
South	0.56	2.19	1.80	1.96	1.18	1.64	0.97	0.91	0.54	1.61	2.20	2.26	2.18	0.62	1.41	1.66
West	1.49	2.37	1.84	1.63	0.98	2.73	0.28	0.48	†	1.67	2.49	2.01	2.60	1.88	1.88	2.27
Percent students of color																
Less than 5 percent	4.50	6.57	7.55	†	†	7.74	†	3.39	1.15	7.11	8.76	8.25	6.49	5.65	5.84	7.78
5 percent to less than 20 percent	0.55	2.81	2.54	0.69	0.71	2.59	0.47	0.60	†	2.50	2.97	2.53	3.08	0.80	2.28	2.43
20 percent to less than 50 percent	0.60	2.63	1.70	1.16	1.06	1.73	0.61	0.69	0.24	1.06	2.54	1.63	2.50	1.34	1.80	2.16
50 percent or more	0.72	1.61	1.64	1.78	1.07	1.57	0.78	0.77	0.55	1.29	1.67	2.00	1.81	1.04	1.16	1.71
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	1.15	2.39	2.35	1.18	1.00	2.97	†	0.40	†	1.59	3.10	2.32	2.88	1.80	2.37	3.29
More than 25 to 50 percent	0.87	2.66	2.21	1.27	0.85	2.33	0.89	0.77	0.22	1.98	2.64	2.84	2.59	1.49	2.31	2.23
More than 50 to 75 percent	0.93	3.17	2.16	1.80	1.24	2.77	0.43	1.18	0.38	2.37	3.42	3.22	2.65	1.45	2.03	2.80
More than 75 percent	0.55	1.72	1.97	2.01	1.27	1.81	1.09	1.02	0.70	1.29	2.27	2.44	2.19	1.18	1.27	2.07

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-7. Standard errors for Table 7: MITIGATION PRACTICES: Percentage of public schools with various mitigation practices during the school year in response to the coronavirus pandemic and percentage of public schools that had conducted a site assessment since the beginning of the coronavirus pandemic to evaluate their preparedness to operate during the pandemic, by selected school characteristics: School year 2021–22

School characteristic	Required, regular symptom screening of students	Required, regular symptom screening of staff	Personal protective equipment (PPE) for students	Personal protective equipment (PPE) for staff	New or improved physical measures to reduce viral transmission	Social distancing of students	Intentional reduction of in-person class size	Suspension of all or most student group outdoor activities	Suspension of all or most student group indoor activities	Collection of information to assist in contact tracing in the event of a positive coronavirus case at school	Increased social and emotional supports for students	Increased social and emotional supports for staff	Conducted a site assessment
All public schools	1.26	1.34	0.85	0.83	1.02	0.91	1.26	1.33	1.28	0.79	0.88	1.06	0.97
School type													
Traditional public school	1.31	1.33	0.89	0.87	1.03	1.00	1.23	1.34	1.25	0.84	0.95	1.12	1.03
Charter school	3.56	3.85	1.80	1.88	3.36	2.52	3.89	4.53	4.47	1.76	1.80	2.85	2.69
Level													
Elementary	2.18	2.14	1.48	1.38	1.63	1.57	2.23	2.05	1.99	1.27	1.39	1.57	1.54
Middle	1.55	1.57	1.12	1.00	1.42	1.34	1.82	1.45	1.53	0.91	1.05	1.45	1.52
High/secondary	2.00	1.92	1.06	1.07	1.59	1.38	2.06	1.79	1.53	1.35	1.03	1.57	1.65
Combined/other	4.68	5.38	3.13	3.32	5.31	3.73	6.07	5.65	5.80	3.97	3.27	4.95	4.74
Enrollment size													
Less than 300 students	3.03	3.57	2.64	2.72	3.59	2.83	3.57	3.23	3.49	2.42	2.17	2.94	2.73
300–499 students	2.75	2.65	1.56	1.42	2.25	1.69	2.91	2.91	2.19	1.39	1.83	2.30	2.22
500–999 students	1.64	1.73	0.88	0.93	1.19	1.16	1.84	1.81	1.74	0.89	1.10	1.44	1.58
1,000 or more students	2.00	2.04	1.16	1.20	1.40	1.48	1.99	2.16	2.22	1.19	0.67	1.37	1.74
Locale													
City	2.32	2.07	1.07	1.00	1.54	1.49	2.14	2.41	2.15	1.21	1.11	1.45	1.81
Suburb	1.72	1.69	0.95	0.89	1.46	1.26	2.08	2.21	1.93	0.78	1.31	1.62	1.93
Town	3.31	3.40	2.95	3.11	2.76	3.20	2.92	2.06	3.31	2.74	2.58	3.47	3.21
Rural	2.21	2.66	2.31	2.32	2.56	2.55	2.72	2.19	2.77	2.01	2.12	2.76	2.39
Region													
Northeast	2.87	2.99	0.97	1.01	2.01	1.29	3.34	3.40	3.37	1.39	1.39	2.81	2.37
Midwest	2.62	2.73	1.98	2.04	2.27	2.24	2.99	2.58	2.50	1.91	1.71	2.03	2.99
South	2.02	2.36	1.34	1.29	1.63	1.60	2.76	1.94	2.38	1.35	1.68	1.89	1.77
West	2.61	2.53	1.73	1.63	2.13	1.95	2.18	2.39	2.02	1.36	1.90	2.04	1.98
Percent students of color													
Less than 5 percent	6.30	6.22	5.77	5.77	6.37	4.09	7.46	5.76	7.48	5.62	4.52	5.85	6.44
5 percent to less than 20 percent	2.65	2.78	2.46	2.29	2.59	2.58	2.67	2.66	2.76	2.13	2.19	2.60	2.87
20 percent to less than 50 percent	2.52	2.69	1.54	1.58	1.76	1.60	2.68	2.50	2.56	1.29	1.36	1.82	1.94
50 percent or more	1.57	1.61	0.95	0.90	1.59	1.17	1.91	1.93	1.99	1.30	1.23	1.73	1.34
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	3.02	3.13	2.24	2.22	2.51	2.33	3.33	2.67	2.96	1.83	1.98	2.45	2.52
More than 25 to 50 percent	2.67	2.67	1.64	1.65	1.81	2.11	2.94	2.84	2.55	1.49	1.62	2.45	2.18
More than 50 to 75 percent	2.94	2.88	2.12	2.18	2.20	1.85	2.55	2.33	2.88	2.12	2.37	2.64	2.84
More than 75 percent	2.14	2.05	0.78	0.90	1.76	1.01	2.36	2.22	2.05	1.11	1.15	1.83	1.71

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-8. Standard errors for Table 8: PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had plans related to pandemic disease and various other crisis scenarios, percentage of public schools that drilled students on the use of emergency procedures, and percentage of public schools that modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic, by selected school characteristics: School year 2021–22

School characteristic	Had a written plan describing procedures to be performed in various crisis scenarios								Drilled students on the use of emergency procedures			Modified emergency readiness practices in response to safety guidelines during the coronavirus pandemic		
	Had a formal plan to prepare for and respond to multi-country or worldwide pandemic disease	Active shooter	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents	Suicide threat or incident	Post-crisis reunification of students with their families	Evacuation	Lockdown	Shelter-in-place	Having staff talk through security drills rather than acting them out	Modifying security drills to accommodate social distancing measures	Providing increased student supports for social-emotional needs or trauma following security drills
All public schools	0.72	0.60	0.58	1.08	0.63	1.15	0.54	0.84	0.72	0.66	0.75	1.10	1.30	1.11
School type														
Traditional public school	0.78	0.57	0.58	1.22	0.62	1.21	0.58	0.82	0.76	0.65	0.83	1.12	1.35	1.23
Charter school	0.51	2.46	2.99	4.61	3.69	4.49	2.51	3.89	2.07	2.80	2.25	3.60	3.81	4.27
Level														
Elementary	1.08	0.98	0.91	1.70	1.06	1.72	0.93	1.24	1.25	0.95	1.07	1.80	1.96	1.67
Middle	1.00	0.43	0.58	1.86	0.78	1.63	0.84	1.11	0.80	0.68	1.02	1.37	1.49	1.81
High/secondary	0.99	0.62	0.63	1.73	0.97	1.46	0.88	0.93	1.09	1.13	1.13	1.81	1.82	1.88
Combined/other	1.62	2.70	2.05	5.63	3.38	5.18	3.31	4.31	3.60	2.98	3.88	5.71	5.62	4.64
Enrollment size														
Less than 300 students	1.90	1.50	1.22	2.84	1.73	2.72	1.82	2.28	2.04	2.20	2.34	3.23	3.59	3.20
300–499 students	1.12	1.07	1.36	2.00	1.48	2.26	1.12	1.74	1.47	1.24	0.98	2.76	2.58	2.24
500–999 students	1.09	0.65	0.79	1.74	0.94	1.55	0.85	1.22	0.89	0.67	0.92	1.77	1.48	1.75
1,000 or more students	0.78	0.58	0.98	2.59	0.70	2.19	0.49	0.91	0.79	0.37	0.78	1.76	1.93	1.94
Locale														
City	0.83	0.93	1.16	2.14	1.44	2.08	1.07	1.44	1.01	0.88	1.04	1.64	2.17	2.40
Suburb	1.10	1.01	0.93	1.97	1.01	1.94	1.25	1.32	0.92	0.76	0.91	2.13	1.81	2.14
Town	1.97	1.36	1.24	3.20	2.01	2.85	2.07	2.11	1.66	1.44	1.75	4.50	3.42	3.74
Rural	1.73	1.26	1.02	3.07	1.33	2.47	1.23	1.71	1.67	1.79	1.99	2.41	2.98	2.92
Region														
Northeast	1.57	1.00	2.37	3.46	1.20	2.91	1.35	2.13	1.84	1.68	2.34	4.11	3.83	3.73
Midwest	1.36	1.06	1.02	2.84	1.57	2.52	1.44	1.93	2.07	1.33	1.30	2.48	2.75	2.69
South	1.11	0.98	0.50	1.95	1.06	1.81	0.90	1.63	1.05	0.52	0.92	1.92	2.27	1.84
West	1.91	1.22	0.98	2.60	1.67	2.21	1.25	1.43	1.29	1.55	1.58	2.05	2.44	2.23
Percent students of color														
Less than 5 percent	4.26	4.40	2.26	7.02	6.03	6.66	4.52	5.82	4.69	4.61	4.67	8.01	8.57	6.85
5 percent to less than 20 percent	1.67	0.94	0.99	3.07	1.30	2.35	1.39	1.73	1.74	1.68	1.96	2.99	3.20	3.10
20 percent to less than 50 percent	1.29	0.78	0.76	2.45	1.06	2.04	0.85	1.32	1.03	0.60	0.90	2.40	2.53	2.28
50 percent or more	0.91	0.97	0.94	1.57	1.08	1.62	0.96	1.34	1.01	0.92	0.91	1.59	1.71	1.67
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	1.14	1.51	1.30	2.52	1.69	2.46	1.71	2.04	2.08	2.19	2.12	3.08	2.72	3.49
More than 25 to 50 percent	1.80	0.71	0.81	2.57	1.36	2.56	1.20	1.32	1.41	1.38	1.71	2.74	2.66	2.45
More than 50 to 75 percent	1.46	0.93	0.89	2.74	1.44	2.49	1.59	1.76	1.25	1.19	1.66	2.64	2.96	2.17
More than 75 percent	1.19	1.12	1.15	1.80	1.20	2.10	0.90	1.61	1.23	0.80	0.96	1.84	1.91	1.83

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-9. Standard errors for Table 9: ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2021–22

School characteristic	Prevention curriculum, instruction, or training for students	Social emotional learning (SEL) for students	Behavioral or behavior modification intervention for students	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative practices	Programs to promote a sense of community or social integration among students
All public schools	0.77	0.74	0.59	0.84	1.24	0.84	1.49	1.19
School type								
Traditional public school	0.88	0.80	0.64	0.93	1.26	0.88	1.53	1.30
Charter school	2.16	1.29	0.94	1.76	4.21	1.86	3.91	2.37
Level								
Elementary	1.18	0.99	0.83	1.11	1.90	1.24	2.11	1.86
Middle	1.03	0.88	0.75	0.88	1.51	1.21	1.88	1.35
High/secondary	1.42	1.14	1.17	1.11	2.09	1.05	1.88	1.36
Combined/other	3.69	3.30	2.19	3.77	5.51	3.46	5.13	4.48
Enrollment size								
Less than 300 students	2.15	2.08	1.78	2.55	2.98	2.14	3.87	3.03
300–499 students	1.51	1.01	0.88	1.54	2.43	1.17	2.29	2.24
500–999 students	0.91	0.64	0.65	1.04	2.02	0.71	1.91	1.58
1,000 or more students	0.97	0.84	0.92	1.12	1.90	1.36	1.77	1.36
Locale								
City	1.27	0.64	0.82	1.14	2.18	1.54	1.99	1.23
Suburb	0.75	0.52	0.72	1.31	2.10	1.51	2.19	1.73
Town	2.43	1.42	1.18	2.46	3.29	1.11	3.35	3.06
Rural	2.01	2.12	1.52	2.08	2.27	1.25	3.31	3.14
Region								
Northeast	1.34	0.78	0.92	1.79	3.31	2.04	3.54	3.37
Midwest	1.62	0.98	1.20	2.09	2.72	1.62	2.94	1.99
South	1.66	1.68	1.11	1.26	2.10	1.39	1.96	2.08
West	1.64	1.14	1.10	2.38	2.39	1.04	2.25	2.04
Percent students of color								
Less than 5 percent	2.83	4.78	4.63	6.85	6.35	4.51	8.32	7.97
5 percent to less than 20 percent	2.03	1.51	1.31	1.81	2.90	1.43	2.98	2.51
20 percent to less than 50 percent	1.20	0.76	0.98	1.68	2.19	1.14	2.31	1.37
50 percent or more	1.06	1.08	0.78	1.22	1.78	1.10	2.05	1.70
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	1.51	1.42	1.66	2.34	2.52	1.53	2.72	2.39
More than 25 to 50 percent	1.61	0.82	0.96	1.58	2.26	1.18	3.19	1.87
More than 50 to 75 percent	2.22	2.17	1.26	1.82	2.71	1.74	2.56	3.10
More than 75 percent	1.09	0.69	0.78	1.35	2.51	1.23	2.42	1.81

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-10. Standard errors for Table 10: LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health services to students were limited in a major way, a minor way, or not at all, by selected factors: School year 2021–22

Factor	Efforts were limited in a major way	Efforts were limited in a minor way	Efforts were not limited at all
Factor limiting efforts to reduce or prevent crime			
Lack of or inadequate teacher training in classroom management	0.62	1.02	1.22
Lack of or inadequate alternative placements or programs for disruptive students	1.12	1.17	1.14
Likelihood of complaints from parents	0.57	1.24	1.16
Lack of teacher support for school policies	0.45	1.07	1.14
Lack of parental support for school policies	0.66	1.28	1.21
Teachers' fear of student retaliation	0.54	1.05	1.00
Fear of litigation	0.75	1.21	1.15
Inadequate funds	1.04	0.93	0.95
Inconsistent application of school policies by faculty or staff	0.75	1.12	1.27
Factor limiting efforts to provide mental health services			
Inadequate access to licensed mental health professionals	1.24	1.20	1.32
Inadequate funding	1.36	1.31	1.12
Potential legal issues for school or district	1.00	1.15	1.41
Concerns about reactions from parents	0.79	1.31	1.31
Lack of community support for providing mental health services to students in your school	0.66	1.18	1.20
Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students	0.79	1.15	1.25
Reluctance to label students with mental health disorders to avoid stigmatizing the child	0.74	1.37	1.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-11. Standard errors for Table 11: SECURITY STAFF: 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 2021–22

School characteristic	School Resource Officers			Other sworn law enforcement officers			Security officers or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	1.20	1.07	0.88	0.78	0.49	0.57	0.90	0.76	0.77
School type									
Traditional public school	1.33	1.18	1.00	0.85	0.51	0.63	0.93	0.83	0.73
Charter school	3.35	2.51	1.97	2.73	†	1.67	3.88	3.60	2.62
Level									
Elementary	1.97	1.70	1.46	1.18	0.74	0.85	1.33	1.15	1.15
Middle	1.30	1.50	1.18	1.26	0.91	0.85	1.39	1.37	0.97
High/secondary	1.76	1.63	1.13	1.25	1.07	1.15	1.52	1.41	1.01
Combined/other	5.34	3.89	3.19	3.59	†	3.01	4.81	3.15	3.09
Enrollment size									
Less than 300 students	2.97	2.56	2.34	1.96	1.34	1.49	2.07	1.55	1.48
300–499 students	2.37	1.88	1.57	1.29	0.79	1.18	2.01	1.45	1.68
500–999 students	1.92	1.64	1.48	1.10	0.66	0.80	1.63	1.32	1.23
1,000 or more students	1.77	1.80	1.62	1.24	1.03	0.79	1.97	1.88	1.49
Locale									
City	2.17	1.52	1.63	1.50	0.84	1.09	2.23	1.63	1.79
Suburb	2.22	1.64	1.67	1.35	1.03	0.96	2.23	2.01	1.43
Town	3.48	3.37	3.46	2.03	0.97	1.81	2.13	1.78	1.47
Rural	2.68	2.58	1.99	1.60	1.02	1.35	1.46	0.80	1.25
Region									
Northeast	3.77	2.72	3.03	1.89	1.50	1.45	2.63	2.62	1.69
Midwest	2.44	1.96	1.62	1.34	0.68	1.34	1.75	1.24	1.33
South	2.10	1.82	1.63	1.59	1.04	1.31	2.15	1.65	1.48
West	2.29	1.22	2.10	1.10	0.83	0.71	2.18	1.82	1.46
Percent students of color									
Less than 5 percent	7.17	5.99	7.17	5.56	1.34	5.58	4.52	1.45	4.31
5 percent to less than 20 percent	2.68	2.59	2.04	1.35	0.70	1.38	1.66	0.83	1.49
20 percent to less than 50 percent	2.24	1.78	1.72	1.57	1.10	1.01	1.59	1.58	0.98
50 percent or more	1.67	1.37	1.31	1.25	0.86	0.68	1.61	1.47	1.13
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	2.79	2.38	2.35	1.82	1.32	1.29	2.14	1.78	1.49
More than 25 to 50 percent	2.57	1.87	2.13	1.58	0.72	1.51	1.62	1.16	1.33
More than 50 to 75 percent	3.04	2.92	2.22	1.36	0.84	1.19	2.09	1.64	1.48
More than 75 percent	1.98	1.57	1.30	1.53	1.03	1.11	1.75	1.49	1.45

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-12. Standard errors for Table 12: PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), were present at least once a week and routinely engaged in specified practices at school, by type of practice and selected school characteristics: School year 2021–22

School characteristic	Total number of schools	Total number of schools with a sworn law enforcement officer (including SROs)	Number of schools with a sworn law enforcement officer (including SROs) who routinely				Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely				Among schools with a sworn law enforcement officer (including SROs) percentage with an officer who routinely			
			Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera	Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera	Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera
All public schools	180	1,080	1,090	990	1,070	1,070	1.28	1.16	1.26	1.27	1.22	1.63	1.06	2.00
School type														
Traditional public school	470	1,070	1,060	990	1,050	1,040	1.41	1.28	1.40	1.37	1.18	1.63	1.00	2.03
Charter school	460	310	250	240	280	†	3.29	3.19	3.65	3.12	11.01	11.17	8.80	11.26
Level														
Elementary	150	990	980	910	940	1,010	1.91	1.77	1.82	1.98	2.22	3.22	1.69	4.12
Middle	50	200	210	230	210	250	1.31	1.45	1.35	1.61	0.88	1.73	1.01	2.23
High/secondary	50	270	310	320	290	250	1.79	1.87	1.70	1.44	1.46	1.92	1.34	1.83
Combined/other	30	†	†	†	†	†	5.52	5.42	5.48	4.48	†	†	†	†
Enrollment size														
Less than 300 students	120	640	620	590	660	600	3.17	2.98	3.35	3.04	3.73	5.29	3.04	6.53
300–499 students	90	620	600	560	580	470	2.30	2.15	2.25	1.81	2.44	3.45	2.18	3.80
500–999 students	30	610	580	420	570	560	1.91	1.39	1.86	1.84	1.44	1.87	1.23	2.79
1,000 or more students	20	150	180	180	160	190	1.94	1.94	1.74	2.09	0.96	1.87	0.70	2.01
Locale														
City	110	520	490	480	470	380	2.08	2.04	1.97	1.61	2.49	3.35	2.66	3.48
Suburb	110	610	570	530	570	520	2.05	1.91	2.06	1.89	1.93	2.39	1.52	2.96
Town	60	360	340	360	390	320	3.17	3.40	3.64	2.99	1.79	3.85	2.17	4.39
Rural	40	640	610	530	630	590	2.62	2.30	2.71	2.55	2.16	3.02	0.83	4.05
Region														
Northeast	710	550	470	400	500	270	3.42	2.94	3.51	2.13	3.20	4.90	3.06	3.85
Midwest	750	560	560	460	550	480	2.51	2.03	2.36	2.15	2.54	3.18	1.69	3.15
South	780	730	700	670	730	560	1.98	1.82	2.05	1.92	1.34	2.19	0.98	2.57
West	980	600	550	490	550	440	2.25	2.03	2.20	1.88	3.12	4.66	2.29	4.90
Percent students of color														
Less than 5 percent	510	390	380	240	390	†	7.63	6.17	7.70	6.05	5.12	10.81	1.46	10.99
5 percent to less than 20 percent	1,100	730	710	580	710	590	2.39	2.35	2.44	2.64	1.78	2.89	1.09	3.65
20 percent to less than 50 percent	990	780	740	700	800	590	2.62	2.61	2.66	2.37	1.91	3.14	1.52	3.38
50 percent or more	980	880	790	680	820	460	1.71	1.57	1.79	1.15	2.09	2.60	2.12	2.72
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	920	610	550	490	590	460	2.82	2.83	2.92	2.61	2.74	3.58	1.86	3.67
More than 25 to 50 percent	880	650	620	610	630	530	2.82	2.81	2.83	2.48	2.01	2.86	1.60	3.63
More than 50 to 75 percent	1,040	860	820	680	850	610	3.03	2.76	3.16	2.81	1.38	2.95	1.07	4.26
More than 75 percent	1,140	820	690	590	720	520	1.92	1.87	1.95	1.64	2.34	3.00	2.17	3.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Table A-13. Standard errors for Table 13: MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2021–22

School characteristic	Number of schools providing diagnostic mental health assessments	Percentage of schools providing diagnostic mental health assessments	Among schools providing diagnostic mental health assessments, percentage distribution of location where services were provided			Number of schools providing treatment	Percentage of schools providing treatment	Among schools providing treatment, percentage distribution of location where services were provided		
			At school only	Outside of school only	Both at school and outside of school			At school only	Outside of school only	Both at school and outside of school
All public schools	1,030	1.20	1.52	1.16	1.63	1200	1.41	1.71	0.79	1.73
School type										
Traditional public school	980	1.26	1.50	1.24	1.76	1170	1.48	1.73	0.80	1.77
Charter school	430	4.51	5.57	2.97	5.87	290	3.56	7.07	2.93	7.07
Level										
Elementary	990	1.93	2.55	2.05	2.85	1090	2.13	2.93	1.30	3.05
Middle	260	1.73	1.92	1.24	2.13	290	1.92	2.32	0.98	2.40
High/secondary	310	1.79	1.99	1.56	2.11	320	1.88	2.41	1.36	2.40
Combined/other	110	5.60	7.92	5.78	8.20	100	4.88	10.28	10.72	8.80
Enrollment size										
Less than 300 students	610	3.00	5.28	3.40	4.92	690	3.50	5.69	†	5.72
300–499 students	690	2.62	3.43	2.63	3.94	730	2.80	4.03	1.98	4.02
500–999 students	660	2.16	2.39	1.47	2.52	540	1.79	2.78	1.49	2.65
1,000 or more students	180	2.00	2.65	1.53	3.05	180	2.01	2.37	1.02	2.61
Locale										
City	500	2.14	3.46	1.58	3.36	560	2.35	3.28	2.18	3.76
Suburb	620	2.23	2.65	1.88	3.19	590	2.12	2.71	1.17	2.72
Town	320	3.02	4.94	3.12	5.17	330	3.11	5.08	1.53	5.27
Rural	510	2.22	3.73	2.31	3.68	690	2.99	4.46	1.54	4.57
Region										
Northeast	600	3.36	3.81	3.38	4.50	680	3.98	5.12	1.41	4.97
Midwest	590	2.61	3.96	2.19	3.50	700	3.05	3.51	2.42	3.55
South	680	1.73	2.90	1.42	2.69	570	1.88	3.28	1.21	3.42
West	620	2.63	3.27	1.81	3.28	490	2.26	3.40	1.57	3.59
Percent students of color										
Less than 5 percent	330	7.00	9.84	2.21	9.54	360	8.05	†	†	9.08
5 percent to less than 20 percent	650	2.70	3.54	2.05	3.55	730	3.42	4.13	1.36	4.01
20 percent to less than 50 percent	690	2.36	3.56	2.22	3.41	590	2.40	3.79	1.53	3.80
50 percent or more	810	1.99	2.11	1.54	2.36	720	1.91	2.66	1.37	2.71
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	640	3.03	4.03	2.08	3.89	520	2.64	4.51	1.66	4.30
More than 25 to 50 percent	710	2.69	4.19	3.07	3.92	680	2.88	4.40	2.11	4.51
More than 50 to 75 percent	670	2.20	4.19	1.89	4.60	720	3.02	3.95	1.78	4.18
More than 75 percent	760	1.92	2.58	1.84	2.32	700	1.86	2.82	1.10	2.97

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021–22 School Survey on Crime and Safety (SSOCS), 2022.

Appendix B: Description of Variables

Selected variables from the 2021-22 School Survey on Crime and Safety (SSOCS:2022) were used to produce the estimates in this report. This appendix identifies all of the variables used to generate estimates in each table. Survey variables that come from the questionnaire items (those with variable names that begin with “C” and are followed by four digits) are listed in table B-1.

Derived variables are listed after table B-1, along with detailed variable descriptions. Derived variables are created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these; derived variables are frequently used in NCES publications and have been added to the data files to facilitate data analysis.

Specifically, in this report, derived variables include the column variables created for table 1, as well as the school characteristics that appear in the rows of all tables (except table 10).¹

Note that many terms used in the SSOCS questionnaire have a formal definition. These definitions were provided in the questionnaire and can be found on pages D-3 and D-4 of this report, as part of Appendix D: 2021-22 School Survey on Crime and Safety Questionnaire. For more information about how variables are coded, please see the *School Survey on Crime and Safety: 2021-22 Data File User’s Manual* (Kaatz et al. forthcoming).

¹ The derived variables used in this report are included in the SSOCS:2022 restricted-use data file.

Survey Variables

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2021-22: Findings From the School Survey on Crime and Safety*

Table number in this report	Variable	Variable name in the data file
Table 1	Recorded incidents of rape or attempted rape Recorded incidents of sexual assault other than rape Recorded incidents of robbery with a weapon Recorded incidents of robbery without a weapon Recorded incidents of physical attack or fight with a weapon Recorded incidents of physical attack or fight without a weapon Recorded incidents of threat of physical attack with a weapon Recorded incidents of threat of physical attack without a weapon Recorded incidents of theft or larceny Recorded incidents of possession of a firearm or explosive device Recorded incidents of possession of a knife or sharp object Recorded incidents of distribution, possession, or use of illegal drugs Recorded incidents of inappropriate distribution, possession, or use of prescription drugs Recorded incidents of distribution, possession, or use of alcohol Recorded incidents of vandalism	C0310 C0314 C0318 C0322 C0326 C0330 C0334 C0338 C0342 C0346 C0350 C0354 C0355 C0358 C0362
Table 2	Recorded incidents of physical attack or fight with a weapon Recorded incidents of physical attack or fight without a weapon Recorded incidents of threat of physical attack with a weapon Recorded incidents of threat of physical attack without a weapon	C0326 C0330 C0334 C0338
Table 3	Recorded incidents of robbery with a weapon Recorded incidents of robbery without a weapon Recorded incidents of theft or larceny Recorded incidents of vandalism Incidents of hate crime	C0318 C0322 C0342 C0362 C0690
Table 4	Recorded incidents of possession of a knife or sharp object Recorded incidents of distribution, possession, or use of alcohol Recorded incidents of distribution, possession, or use of illegal drugs Recorded incidents of inappropriate distribution, possession, or use of prescription drugs	C0350 C0358 C0354 C0355
Table 5	Occurrence of student racial or ethnic tensions Occurrence of student bullying Occurrence of cyberbullying among students who attend the school Occurrence of student sexual harassment of other students Occurrence of student harassment of other students based on sexual orientation Occurrence of student harassment of other students based on gender identity Occurrence of widespread disorder in classrooms Occurrence of student verbal abuse of teachers Occurrence of student acts of disrespect for teachers other than verbal abuse Occurrence of gang activities	C0374 C0376 C0389 C0378 C0381 C0383 C0382 C0380 C0384 C0386

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2021-22: Findings From the School Survey on Crime and Safety*—Continued

Table number in this report	Variable	Variable name in the data file
Table 6	School practice: control access to school buildings during school hours	C0112
	School practice: control access to school grounds during school hours	C0114
	School practice: equip classrooms with locks so that doors can be locked from the inside	C0121
	School practice: require students to wear uniforms	C0134
	School practice: require students to wear badges or picture IDs	C0142
	School practice: require faculty and staff to wear badges or picture IDs	C0144
	School practice: require clear book bags or ban book bags on school grounds	C0140
	School practice: perform one or more random metal detector checks on students	C0120
	School practice: require metal detector checks on students every day	C0116
	School practice: perform one or more random sweeps for contraband	C0125
	School practice: have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident	C0139
	School practice: provide an electronic notification system that automatically notifies parents in case of a schoolwide emergency	C0141
	School practice: provide a structured anonymous threat reporting system	C0143
	School practice: use one or more security cameras to monitor the school	C0146
	School practice: prohibit non-academic use of cell phones or smartphones during school hours	C0153
Threat assessment team	C0600	
Table 7	Required, regular symptom screening of students	C0802
	Required, regular symptom screening of staff	C0803
	Personal protective equipment (PPE) for students	C0804
	Personal protective equipment (PPE) for staff	C0805
	New or improved physical measures to reduce viral transmission	C0807
	Social distancing of students	C0808
	Intentional reduction of in-person class size	C0809
	Suspension of all or most student group outdoor activities	C0810
	Suspension of all or most student group indoor activities	C0811
	Collecting information to assist in contact tracing in the event of a positive coronavirus case at school	C0816
	Increased social and emotional supports for students	C0818
	Increased social and emotional supports for staff	C0819
	Site assessment to evaluate school’s preparedness to operate according to CDC safety guidelines for operating schools during the coronavirus pandemic	C0823

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2021-22: Findings From the School Survey on Crime and Safety*—Continued

Table number in this report	Variable	Variable name in the data file
Table 8	Had a formal plan to prepare for and respond to multi-country or worldwide pandemic disease	C0800
	A written plan for: active shooter	C0155
	A written plan for: natural disasters	C0158
	A written plan for: hostages	C0162
	A written plan for: bomb threats or incidents	C0166
	A written plan for: chemical, biological, or radiological threats or incidents	C0170
	A written plan for: suicide threats or incidents	C0169
	A written plan for: post-crisis reunification of students with their families	C0157
	Drilled students on the use of: evacuation	C0163
	Drilled students on the use of: lockdown	C0165
	Drilled students on the use of: shelter-in-place	C0167
	Modified emergency readiness practices: having staff talk through security drills rather than acting them out	C0820
	Modified emergency readiness practices: modifying security drills to accommodate social distancing measures	C0821
Modified emergency readiness practices: increasing student supports for social-emotional needs or trauma following security drills	C0822	
Table 9	Activities that included: prevention curriculum, instruction, or training for students	C0174
	Activities that included: social and emotional learning for students	C0183
	Activities that included: behavioral or behavior modification intervention for students	C0176
	Activities that included: individual mentoring, tutoring, or coaching of students by adults	C0181
	Activities that included: student involvement in peer mediation	C0175
	Activities that included: student court to address student conduct problems or minor offenses	C0177
	Activities that included: student involvement in restorative practices	C0179
	Activities that included: programs to promote a sense of community or social integration among students	C0186

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2021-22: Findings From the School Survey on Crime and Safety*—Continued

Table number in this report	Variable	Variable name in the data file
Table 10	Limitations on crime prevention: lack of or inadequate teacher training in classroom management	C0280
	Limitations on crime prevention: lack of or inadequate alternative placement or programs for disruptive students	C0282
	Limitations on crime prevention: likelihood of complaints from parents	C0284
	Limitations on crime prevention: lack of teacher support for school policies	C0286
	Limitations on crime prevention: lack of parental support for school policies	C0288
	Limitations on crime prevention: teachers' fear of student retaliation	C0290
	Limitations on crime prevention: fear of litigation	C0292
	Limitations on crime prevention: inadequate funds	C0294
	Limitations on crime prevention: inconsistent application of school policies by faculty or staff	C0296
	Limitations on providing mental health services: inadequate access to licensed mental health professionals	C0674
	Limitations on providing mental health services: inadequate funding	C0676
	Limitations on providing mental health services: potential legal issues for school or district	C0678
	Limitations on providing mental health services: concerns about reactions from parents	C0681
	Limitations on providing mental health services: lack of community support for providing mental health services to students in your school	C0682
	Limitations on providing mental health services: written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students	C0684
Limitations on providing mental health services: reluctance to label students with mental health disorders to avoid stigmatizing the child	C0686	
Table 11	Full-time School Resource Officers present at school at least once a week	C0236
	Part-time School Resource Officers present at school at least once a week	C0238
	Full-time sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week	C0240
	Part-time sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week	C0242
	Full-time security officers or other security personnel present at school at least once a week	C0232
	Part-time security officers or other security personnel present at school at least once a week	C0234
Table 12	Sworn law enforcement officers at the school routinely: carry physical restraints	C0621
	Sworn law enforcement officers at the school routinely: carry chemical aerosol sprays	C0622
	Sworn law enforcement officers at the school routinely: carry a firearm	C0624
	Sworn law enforcement officers at the school routinely: wear a body camera	C0626
	Presence of any sworn law enforcement officers at school at least once a week	C0610
Table 13	Diagnostic mental health assessments to evaluate students for mental health disorders	C0661
	Diagnostic mental health assessments provided at school	C0663
	Diagnostic mental health assessments provided outside of school	C0665
	Treatment for mental health disorders	C0667
	Treatment provided at school	C0669
	Treatment provided outside of school	C0671

Derived Variables

Column Variables

Table 1

All violent incidents recorded (VIOINC22): A total count of 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).

Serious violent incidents recorded (SVINC22): 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).

Nonviolent incidents recorded (NONVIOINC22): A total count of nonviolent incidents recorded was obtained by adding the number of recorded incidents of theft or larceny (C0342); 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).

School Characteristic (Row) Variables

Tables 1-9, 11-13

School type

Charter school indicator (FR_CHRT): This variable was created using the 2019-20 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. A “charter school” is defined as a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or another appropriate authority and designated by such authority to be a charter school.

Level

Grade level of school (NEW) (FR_LVELX): This variable was created using the 2019-20 CCD Public Elementary/ Secondary School Universe data file. Schools are classified as elementary schools, middle schools, high/secondary schools, or combined/other schools. Elementary schools are defined as schools that enroll students in more of

grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include those with all other combinations of grades, including K-12 schools. To better align with the definitions of school level used in the CCD for school year 2017-18 and later years, school-level categories in SSOCS:2020 and SSOCS:2022 differ from those in previous SSOCS survey administrations; thus, a small number of schools are assigned to a different group than they would have been in the past.² See *Changes to CCD-assigned school and LEA levels* at https://nces.ed.gov/ccd/reference_library.asp for more details. Note that SSOCS uses fewer school-level categories than the CCD.

Enrollment size

Size of school (FR_SIZE): The enrollment classification categories were created using the school enrollment data in the 2019-20 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

Urbanicity—Based on urban-centric location of school (FR_URBAN): This variable was constructed from a variable (*FR_LOC12*) in the 2019-20 CCD Public Elementary/Secondary School Universe data file. The CCD locale variable has 3 city, 3 suburb, 3 town, and 3 rural categories for a total of 12 locale categories. For the sample size to be large enough in each category for reporting, the 12 categories were collapsed into a four-category locale variable with the following values: (1) City, (2) Suburb, (3) Town, and (4) Rural. For more information about how the locale categories are defined, see <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>.

Region

Census region code (CENREGN): This variable was created using the Federal Information Processing Standard (FIPS) variable from the 2019-20 CCD Public Elementary/Secondary School Universe data file. The U.S. Census Bureau defines the regions of the country as (1) Northeast, (2) Midwest, (3) South, and (4) West. Table B-2 shows how the states are classified into these regions.

²Due to these changes in variable categorization, caution should be exercised when comparing SSOCS:2020 and SSOCS:2022 estimates for school level against those for previous years. However, the categorical school level variable previously used in SSOCS:2018 and earlier years (*FR_LEVEL*) has been retained in the restricted-use data files for SSOCS:2022 and SSOCS:2020 for those interested in conducting cross-year comparisons. For more detail on the categorical school level variable used for SSOCS:2018 and earlier years, see “Appendix C: Description of Variables” in the *Crime, Violence, Discipline, and Safety in U.S. Public Schools Findings From the School Survey on Crime and Safety: 2017-18* report at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019061>.

Table B-2. States within regions of the country as defined by the U.S. Census Bureau

Northeast	Midwest	South	West
Connecticut	Illinois	Alabama	Alaska
Maine	Indiana	Arkansas	Arizona
Massachusetts	Iowa	Delaware	California
New Hampshire	Kansas	District of Columbia	Colorado
New Jersey	Michigan	Florida	Hawaii
New York	Minnesota	Georgia	Idaho
Pennsylvania	Missouri	Kentucky	Montana
Rhode Island	Nebraska	Louisiana	Nevada
Vermont	North Dakota	Maryland	New Mexico
	Ohio	Mississippi	Oregon
	South Dakota	North Carolina	Utah
	Wisconsin	Oklahoma	Washington
		South Carolina	Wyoming
		Tennessee	
		Texas	
		Virginia	
		West Virginia	

SOURCE: U.S. Department of Commerce, Economics and Statistics Administration.

Percent Students of Color³

Percent minority enrollment (PERMINX): This variable was created using school enrollment data in the 2019-20 CCD Public Elementary/Secondary School Universe data file. It was calculated as 100 minus the percent enrollment of White, non-Hispanic students (*FR_PERWTX*). Therefore, this variable is equal to the percent combined enrollment of Black, non-Hispanic; Hispanic, regardless of race; Asian, non-Hispanic; Pacific Islander, non-Hispanic; American Indian/Alaska Native, non-Hispanic students; and students of Two or more races, non-Hispanic. The variable was then categorized as follows: (1) Less than 5 percent, (2) 5 percent to less than 20 percent, (3) 20 percent to less than 50 percent, and (4) 50 percent or more.

Percentage of Students Eligible for Free or Reduced-Price Lunch

Percent eligible for free or reduced-price lunch (C0524): This information is taken directly from item 42 in the SSOCS:2022 questionnaire. Respondents were asked to report the percentage of students in the school who were eligible for free or reduced-price lunch (C0524). The percentage of students eligible for free or reduced-price lunch was then categorized as follows: (1) 0 to 25 percent, (2) More than 25 to 50 percent, (3) More than 50 to 75 percent, and (4) More than 75 percent.

³ The term “students of color” is being used synonymously with “minority students” in this report. Reports for SSOCS:2020 and earlier years included this same variable, but under the label of “percent minority enrollment.” Additionally, beginning with SSOCS:2020, the categorization of schools into the four categories (less than 5 percent, 5 percent to less than 20 percent, 20 percent to less than 50 percent, and 50 percent or more) was revised slightly to be based on unrounded percentages. Due to these changes in variable categorization, caution should be exercised when comparing SSOCS:2020 and SSOCS:2022 estimates for this variable against those for previous years.

Appendix C: Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS)—a nationally representative survey of U.S. K-12 public schools—is managed by the National Center for Education Statistics (NCES) within the U.S. Department of Education’s Institute of Education Sciences. SSOCS collects detailed information from public schools on the incidence, frequency, seriousness, and nature of crimes affecting students and school personnel. SSOCS also collects information on the programs, practices, and policies that schools have in place to provide a safe environment. Data from this collection can be used to examine the relationship between school characteristics and crimes in public schools.

SSOCS has been conducted nine times, covering the 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, 2017-18, 2019-20, and 2021-22 school years. The responsibility for the design and conduct of the survey lies with NCES, and the 2021-22 SSOCS data collection (SSOCS:2022) was administered by the U.S. Census Bureau.

Data collection for SSOCS:2022 began on February 15, 2022, and ended on July 19, 2022. SSOCS:2022 was conducted primarily through the use of an online questionnaire. A total of 2,687 public schools submitted completed questionnaires, for a weighted response rate of 60.1 percent; this included 679 elementary schools, 960 middle schools, 950 high/secondary schools, and 98 combined/other schools.

Since data collection activities occurred while the coronavirus (COVID-19) pandemic was ongoing, the SSOCS:2022 questionnaire included items about how schools responded to the COVID-19 pandemic during the 2021-22 school year. These new items were developed based on external research findings on school pandemic response, expert review, and the results of cognitive testing.

Sample Design

The sampling frame for SSOCS:2022 was constructed using the 2019-20 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file, an annual data collection of all public K-12 schools and school districts.¹ The SSOCS sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia.²

¹ At the time of sampling, the 2019-20 CCD was the most recent data file available.

² The SSOCS sample frame excludes private schools, 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.

The objectives of the SSOCS sampling design are twofold: (1) to obtain overall, national, and subgroup estimates of important indicators of school crime and safety; and (2) to yield precise estimates of change in these indicators between survey administrations. To attain these objectives, a stratified, random sample of 4,800 public schools was drawn for SSOCS:2022. 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:2022 as for the previous survey administrations.³

Based on unweighted response rates from previous SSOCS administrations,⁴ a target respondent count of 2,647 schools was projected for SSOCS:2022 and this target number of schools was then allocated to the different sampling strata (i.e., groups). Three variables that have been shown to be associated with school crime—school level, locale, and enrollment size—were used to create the sampling strata in SSOCS:2022, with the population of schools stratified into four school levels, four locale categories,⁵ and four enrollment size categories⁶ (Adams and Mrug 2018; Chen 2008; Irwin et al 2021; Langbein and Bess 2002; Miller 2004).

One possible method of allocating the target number of schools to the different sampling strata would have been to allocate them proportionally to their representation in the U.S. public school population. However, while the majority of U.S. public schools are elementary schools, the majority of school crime is reported in middle and high schools. Therefore, a larger proportion of the target respondent count was allocated to middle and high/secondary schools. The target respondent count was allocated to the four school levels as follows: 662 elementary schools, 926 middle schools, 953 high/secondary schools, and 106 combined/other schools. The expected respondent count within each school level was allocated to each of the 16 cells formed by the cross-classification of the four enrollment size categories and four locale categories. 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 became the sample size for the stratum. The strata were sorted by percent White, non-Hispanic enrollment,⁷ U.S. Census

³ Adopting the same basic design for all survey administrations increases the precision of the estimates of change.

⁴ A combination of SSOCS:2018 and SSOCS:2020 unweighted response rates was used rather than only SSOCS:2020 response rates due to the impact of the coronavirus (COVID-19) pandemic and resulting lower response rates in 2020.

⁵ The four locale categories are city, suburb, town, and rural.

⁶ The four enrollment size categories are less than 300 students, 300-499 students, 500-999 students, and 1,000 students or more.

⁷ 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.

region,⁸ and an identification number consisting of state, district code, and school ID, and a sample of 4,800 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: 2021-22 Data File User's Manual* (Kaatz et al. forthcoming).

Data Collection

In April 2021, SSOCS:2022 recruitment operations began with school districts that require prior approval before allowing sampled schools in their district to participate in the survey. Then, in early February 2022, about 5 days prior to an initial mailout to schools, advance letters were mailed to Chief State School Officers and district superintendents to notify them about the survey and to request that they encourage schools under their purview to participate.

Beginning on February 15, 2022, the principals of the sampled schools were sent an initial physical mailout package containing a letter describing the importance of the survey with the login information to access the online questionnaire, an insert showing the organizations that endorsed the survey, a brochure, and a \$10 cash incentive for those schools that were allowed to accept incentives.⁹

SSOCS:2022 included an experiment that was designed to test how the timing of an initial email to schools affected completion rates and timing. The total sample of 4,800 schools was halved and separated into two experimental subgroups for the initial email delivery to principals. The email-first treatment group of principals received the initial email, which contained the login information for the online questionnaire, concurrent with an initial mailout package. Approximately 1 week after the initial mailout packages were sent to eligible schools, the control group of principals received their initial email. Final weighted unit response rates of the treatment group and the control group were not statistically different (60.5 percent and 59.8 percent, respectively). Analysis of response rates overall and within selected school characteristic groups found that varying the timing of the initial e-mail did not positively or negatively impact response rates for SSOCS:2022. More detailed information about the SSOCS:2022 experiment and response rates can be found in the *School Survey on Crime and Safety: 2021-22 Data File User's Manual* (Kaatz et al. forthcoming).

⁸ The four U.S. Census regions are the Northeast, Midwest, South, and West.

⁹ Certain sampled school districts that require district approval to conduct research activities may have specific guidelines related to survey recruitment and participation; in some cases, the district may prohibit schools and staff from receiving incentives.

A paper SSOCS questionnaire was first introduced with the third mailout package sent to nonresponding schools in late March 2022, and it was also included with the fourth and fifth mailouts sent in late April 2022 and in early June 2022, respectively. Schools could also request a paper questionnaire at any time during the survey.

Five 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 (i.e., whether it had been completed, returned, etc.); however, the interviewer could complete the SSOCS interview over the phone at the respondent's request or send a paper questionnaire if that was the respondent's preference. A little more than 2 weeks after the reminder operation ended, interviewers conducted a telephone nonresponse follow-up operation in which, whenever possible, they collected data over the telephone.

Data from questionnaires submitted online were retrieved daily, and paper questionnaires were sent to data keying staff, who used a data capture program to enter the responses. A program was then used to assess whether a questionnaire would be considered complete. Where necessary, telephone follow-up was used to resolve discrepancies or collect missing data identified during editing. Questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2022 data file.

Principals who completed a SSOCS questionnaire received a thank-you e-mail at the end of the data collection, and a thank-you letter was sent to their superintendent.

A copy of the SSOCS:2022 paper questionnaire can be found in Appendix D: 2021-22 School Survey on Crime and Safety Questionnaire. More detailed information about the SSOCS:2022 data collection and data processing procedures can be found in the *School Survey on Crime and Safety: 2021-22 Data File User's Manual* (Kaatz et al. forthcoming).

Editing and Imputation

After data for the online and paper respondents were merged into a single data file, the combined data were run through a series of editing programs. These programs checked the data for consistency, valid data value ranges, and skip patterns. All of the issues identified were flagged, reviewed, and either verified or rectified.

Files containing item-level missing data can be problematic because, depending on how the missing data are treated, the analysis of incomplete datasets may cause different users to arrive at different conclusions. Item-level missing data may also

create bias in the survey estimates, because certain groups of respondents may be more likely than others to leave some survey items unanswered. If a questionnaire met the criteria to be considered complete at the conclusion of the data retrieval phase and still contained some level of item nonresponse, imputation procedures were used to create values for all items with missing information (i.e., the missing values were replaced with estimates derived from data reported by schools with similar characteristics or from data available in the sampling frame).

The imputation methods utilized in SSOCS:2022 were tailored to the nature of each survey item. Three methods were used—ratio, direct copy, and clerical—each of which is described in detail in the *School Survey on Crime and Safety: 2021-22 Data File User’s Manual* (Kaatz et al. forthcoming).

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, and weighted unit response rates presented in this report are calculated using the base weights (i.e., prior to nonresponse adjustments). (Please see the “Weighting” section below for more information.) 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 unit response rates, it is first necessary to know the outcome of each sampled case (i.e., completed survey, nonrespondent, or ineligible).¹⁰ Table C-1 shows the outcomes of the 4,800 cases selected for participation in SSOCS:2022, as well as the weighted unit response rates by selected school characteristics. The overall weighted¹¹ unit response rate was 60.1 percent.

¹⁰ 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 a nonregular school, or been found not to be 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 to administer SSOCS:2022 and schools that either did not respond or did not submit a complete survey) were also ineligible, the calculation of the unweighted and weighted response rates assumed that all nonresponding schools were eligible. This is the most conservative approach to calculating the response rate.

¹¹ 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.

Table C-1. Outcomes and weighted unit response rates of cases selected for participation in SSOCS:2022, by selected school characteristics: School year 2021-22

School characteristic	Initial sample	Completed survey ¹	Nonrespondents ²	Ineligible ³	Weighted response rate (percent) ⁴
Total	4,800	2,687	2,067	46	60.1
Level ⁵					
Elementary	1,174	679	488	7	59.6
Middle	1,690	960	711	19	60.5
High/secondary	1,749	950	790	9	61.2
Combined/other	187	98	78	11	62.6
Enrollment size					
Less than 300 students	524	339	170	15	65.7
300-499 students	912	540	360	12	61.6
500-999 students	1,953	1,118	824	11	58.1
1,000 or more students	1,411	690	713	8	50.7
Locale					
City	1,634	753	857	24	49.8
Suburb	1,775	978	785	12	57.6
Town	503	347	151	5	70.0
Rural	888	609	274	5	69.3
Percent White, non-Hispanic enrollment					
More than 95 percent	128	90	37	1	66.7
More than 80 to 95 percent	825	592	227	6	72.4
More than 50 to 80 percent	1,355	807	542	6	62.9
50 percent or less	2,492	1,198	1,261	33	52.6
Region					
Northeast	800	433	366	1	58.7
Midwest	1,004	630	367	7	65.6
South	1,808	954	840	14	57.3
West	1,188	670	494	24	60.0

¹ In SSOCS:2022, a minimum of 60 percent (174 subitems) of the 290 subitems eligible for recontact (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent) were required to be answered for the survey to be considered complete. The 290 subitems eligible for recontact include a minimum of 76 percent of the 72 critical subitems (55 out of 72 total), 60 percent of item 30 subitems (18 out of 30 total), and 60 percent of item 38 subitems in column 1 (3 out of 5 total). The critical subitems come from items 14, 20, 21, 22, 24, 30, 31, 35, 36, 38 (column 1), 39, 40, 43, 44, 45, 47, and 48. Cases with questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2022 data file.

² Nonrespondents include schools whose districts denied permission to NCES to interview them and 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 a nonregular school, or were determined not to be a school (referring, generally, to a school record for an organization that does not provide any classroom instruction, such as 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 to the calculation of the unweighted response rate.

⁵ Elementary schools are defined as schools that enroll students in more of grades K-4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5-8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9-12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2021-22 School Survey on Crime and Safety, 2022.

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:2022 (U.S. Department of Education 2014).

Comparisons of the sample and target population, respondents and nonrespondents, and relative response probability across school characteristic categories were examined to identify potential sources of bias. Nine school characteristics were used in the unit nonresponse bias analysis: enrollment size; school level; school locale; percent White, non-Hispanic enrollment; region; number of full-time-equivalent (FTE) teaching staff; student-to-FTE teaching staff ratio; percentage of students eligible for free or reduced-price lunch; and special district flag. These variables are available for all U.S. public schools from the CCD and thus were known for all schools sampled for SSOCS:2022 regardless of whether they responded. Based on these characteristics, the analysis found that there were significant differences between responding and nonresponding schools. In general, schools with 500 or more students; city schools; schools with 50 percent or less White, non-Hispanic enrollment; schools in the South; schools with 45 or more FTE teaching staff; schools in which over 75 percent of the students were eligible for free or reduced-price lunch; and schools in special districts were significantly less likely to respond to the SSOCS:2022 survey.

To provide a fuller picture of the risk of bias in key estimates, correlations between the school characteristics and survey variables were analyzed, and comparisons were made between the key estimates for the lowest propensity respondents (i.e., schools with characteristics resembling those of nonrespondents) and other respondents. The school 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 school characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2022 estimates.

Nonresponse weighting adjustments can reduce bias in survey estimates. A Chi-Squared Automatic Interaction Detection (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 enrollment size; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; and student-to-FTE teacher ratio. The full sample (with base weights) was compared to the respondents (with base weights and final weights) to evaluate the effectiveness of the nonresponse weighting adjustment. The results show that before the nonresponse adjustment, there was significant bias in approximately 48 percent of the 33 categories from the nine school characteristics. After the adjustment, significant bias was detected in 5 of the 33 categories (about 15 percent), including schools with more than 80 to 95 percent and 50 percent or less White, non-Hispanic enrollment; schools in a special district; schools not in a special district; and schools with a student-to-FTE teaching staff ratio of less than 12. Because these characteristics are known to be correlated with survey variables, this suggests that the adjustments incorporated into the SSOCS:2022 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 the 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: 2021-22 Data File User's Manual* (Kaatz et al. forthcoming).

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:2022 sample design, weights are necessary to obtain population-based estimates, minimize bias arising from differences between responding and nonresponding schools, and calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS:2022 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. The CHAID analysis that was conducted during the unit nonresponse bias analysis (see the "Analysis of Unit Nonresponse Bias" section above) identified the following variables as predictive of response: enrollment size; school level; locale; percent White, non-Hispanic enrollment; region; number of FTE teaching staff; and student-to-FTE teaching staff ratio.¹²

Since variables that are predictive of response are likely to be sources of nonresponse bias, these variables were 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.

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. The three variables used for raking have been shown to be correlated with school crime (Adams and Mrug 2018; Chen 2008; Irwin et al 2021; Langbein and Bess 2002; Miller 2004). This raking step helps to reduce bias in the estimates due to nonresponse and/or undercoverage and may improve the precision of some estimates.

Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2022 survey request, those that did respond did not always answer all of the survey items, leading to the need to calculate item response rates. *Unweighted* item response rates were 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 were calculated in the same way, but with each school weighted by the inverse of its probability of selection.

¹² Percentage of students eligible for free or reduced-price lunch was also examined for inclusion in the model but was not found to be predictive of response. While the special district flag was included in the nonresponse bias analysis for SSOCS:2022, it was not included in the CHAID analysis.

Base-weighted item-level response rates in SSOCS:2022 were generally high, ranging from 80 to 100 percent. The mean item response rate for SSOCS:2022 was about 98 percent. Of the 273¹³ subitems in the SSOCS questionnaire (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent), 253 had response rates¹⁴ above 95 percent, 17 had response rates between 85 and 95 percent, and 3 had response rates below 85 percent. The three subitems with base-weighted response rates below 85 percent are:

- C0532—Percentage of students below the 15th percentile on standardized tests (weighted response rate of 79.83 percent)
- C0534—Percentage of students likely to go to college (weighted response rate of 80.39 percent)
- C0536—Percentage of students who consider academic achievement to be very important (weighted response rate of 81.01 percent)

Analysis of Item Nonresponse Bias

Per the NCES Statistical Standards, an item-level nonresponse bias analysis was performed for each of the three items (C0532, C0534, and C0536) with a response rate below 85 percent to determine their susceptibility to bias by examining the extent to which schools that did not answer the items differed from schools that did answer them. This analysis was done because differences between the schools that did and did not respond to an item could lead to bias in the estimates.

The analysis led to the determination that the potential for bias in the three items noted above was not enough to warrant their exclusion from the data file. For more information on the analysis of item nonresponse, please see the *School Survey on Crime and Safety: 2021-22 Data File User's Manual* (Kaatz et al. forthcoming).

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:2022, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. Thus, the standard errors in this report were produced using the jackknife replication

¹³ There are 290 survey items in SSOCS:2022, but the 15 subitems of item 41 (C0024-c0052), the 2 subitems of item 42a (C0574 and C0575), and the 2 subitems of item 42b (C0576 and C0577) were each combined together for response rate purposes. In addition, item C0565_ORIGINAL was excluded as it is a write-in item and thus not considered in the calculation of response rates.

¹⁴ Response rate counts are based on unrounded response rates.

method to account for the complex sample design. The standard errors associated with the estimates discussed in this report can be found in appendix A.

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, differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the respondent answered the survey, response differences related to the different data collection modes, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate the amount of nonsampling error present or the resulting bias caused by nonsampling 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 any new and any revised questionnaire items was conducted with public school principals. Cognitive testing provided the opportunity to check for consistency of interpretation of questions and definitions as well as to eliminate ambiguous items. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Where feasible, cases with missing or inconsistent items were recontacted by telephone to resolve problems. The data entered for all surveys, whether they had been received by mail or through the online questionnaire, were reviewed to identify anomalies and to verify that they appeared correct.

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.

Although certain characteristics discussed in this report may be related to one another, the analysis does not control for such possible relationships. Therefore, no causal relationships should be inferred from the results.

For some selected findings that present counts, a 95 percent confidence interval is also presented. A 95 percent confidence interval can be constructed such that if an estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true population value. A 95 percent confidence interval can be computed by using the following formula:

$$\bar{x} \pm z * SE$$

where \bar{x} is the estimate obtained from the sample and SE is the standard error. For a 95% confidence interval, z is equal to 1.96.

References

- Adams, J., and Mrug, S. (2018). Individual- and School-Level Predictors of Violence Perpetration, Victimization, and Perceived Safety in Middle and High Schools. *Journal of School Violence*, 18:3, 468-482.
- Chen, G. (2008). Communities, Students, Schools, and School Crime: A Confirmatory Study of Crime in U.S. High Schools. *Urban Education*, 43(3): 301-318.
- Irwin V., Wang K., Cui J., Zhang J., Thompson A. (2021). *Indicators of School Crime and Safety: 2020* (NCES 2021-092/NCJ 300772). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.
- Kaatz, T., Bobrowski, J., Kemp, J., Gbondo-Tugbawa, K., Holmes, W, and Simon, D. (forthcoming). *2021-22 School Survey on Crime and Safety: Restricted-Use Data File User's Manual* (NCES 2024-004). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Langbein, L., and Bess, R. (2002). Sports in Schools: Source of Amity or Antipathy? *Social Science Quarterly*, 83(2): 436-454.
- Miller, A.K. (2003). *Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety*, NCES 2004-314 REVISED. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education, National Center for Education Statistics. (2014). *NCES Statistical Standards* (NCES 2014-097). Washington, DC: U.S. Government Printing Office.

Appendix D: 2021-22 School Survey on Crime and Safety Questionnaire

SCHOOL SURVEY ON CRIME AND SAFETY

2021-22 SCHOOL YEAR

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

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

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151). 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.



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



Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **SSOCS-1**
(11-12-2021)



DEFINITIONS

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

Active shooter – one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

Alternative school – a school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

Arrest – the act of detaining in legal custody. An "arrest" is the deprivation of a person's liberty by legal authority in response to a criminal charge.

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 or events were in session.

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

Children with disabilities – children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.

Cohorting – dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Limit mixing between groups such that there is minimal or no interaction between cohorts.

Contact tracing – the process of notifying people (contacts) of their potential exposure to an infectious disease, providing information about the virus, and discussing their symptom history and other relevant health information.

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

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

Distance learning – education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Evacuation – a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. 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 or 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 – one's inner sense of one's own gender, which may or may not match the sex assigned at birth.

Harassment – conduct that is unwelcome and denies or limits a student's ability to participate in or benefit from a school's education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

Hybrid learning model – some students participate in virtual learning and other students participate in in-person learning.

Lockdown – a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.



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 licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or 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. All students, regardless of sex or gender identity, can be victims of rape.

Restorative practices – 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 or larceny is that robbery involves a threat or assault.

School Resource Officer (SRO) – a sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.

Sexual assault – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, 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. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Sexual misconduct – any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position, thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.

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

Shelter-in-place – a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Site assessment – an assessment that evaluates the safety, accessibility, and emergency preparedness of the school's buildings and grounds. Site assessments can be conducted internally or by an external party, but should be structured, such as by using checklists or applications to evaluate the school setting.

Theft or 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 – a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

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

Trauma – an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

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.

Please tear off this "definitions" sheet to use while completing the survey.



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. 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.
- Defined terms are bolded and marked with an asterisk (*) throughout the survey. A removable "definitions" sheet is printed on pages 2 and 3 to use as a reference while filling out the questionnaire.
- This survey refers to the 2021–22 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person(s) most knowledgeable about school crime and policies used 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 SSOCS@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 53 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 e-mail: SSOCS@census.gov, or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4036, Washington, DC 20202.



School Practices and Programs

1. During the 2021–22 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 ¹¹⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) ¹¹² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Control access to school grounds during school hours (e.g., locked or monitored gates) ¹¹⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Equip classrooms with locks so that doors can be locked from the inside ¹²¹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Close the campus for most or all students during lunch ¹²² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Provide school lockers to students ¹³⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident ¹³⁹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency ¹⁴¹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| i. Require faculty and staff to wear badges or picture IDs ¹⁴⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| j. Use one or more security cameras to monitor the school ¹⁴⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| k. Provide two-way radios to any staff ¹⁵⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| l. Require metal detector checks on students every day ¹¹⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| m. Perform one or more random metal detector checks on students ¹²⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| n. Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons*) ¹²⁵ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| o. Require drug testing for students participating in athletics or other extracurricular activities ¹²⁹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| p. Require students to wear uniforms ¹³⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| q. Enforce a strict dress code ¹³⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| r. Require clear book bags or ban book bags on school grounds ¹⁴⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| s. Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) ¹⁴³ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| t. Require students to wear badges or picture IDs ¹⁴² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| u. Prohibit non-academic use of cell phones or smartphones during school hours ¹⁵³ | 1 <input type="radio"/> | 2 <input type="radio"/> |

***A removable "definitions" sheet is printed 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="radio"/> | 2 <input type="radio"/> |
| b. Natural disasters (e.g., earthquakes or tornadoes) ¹⁵⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Hostages ¹⁶² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Bomb threats or incidents ¹⁶⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) ¹⁷⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Suicide threats or incidents ¹⁶⁹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Post-crisis reunification of students with their families ¹⁵⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
3. During the 2021–22 school year, has your school drilled students on the use of the following emergency procedures?
- | | YES | NO |
|--|-------------------------|-------------------------|
| a. Evacuation* ¹⁶³ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Lockdown* ¹⁶⁵ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Shelter-in-place* ¹⁶⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
4. During the 2021–22 school year, does your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases (such as the coronavirus pandemic, COVID-19)? ⁸⁰⁰
- 1 Yes
- 2 No
5. BEFORE the coronavirus pandemic began in the 2019–20 school year, did your school have a formal plan in place to prepare for and respond to multi-country or worldwide pandemic diseases (such as SARS or H1N1)? ⁸⁰¹
- Exclude plans only for community or school-based outbreaks (such as seasonal flu or chicken pox).
- 1 Yes
- 2 No
- 3 Don't know

***A removable "definitions" sheet is printed on pages 2 and 3.**



6. At any time during the 2021–22 school year, did your school's practices include the following?

	YES	NO
a. Required, regular symptom screening of students (e.g., temperature checks, symptom checklists) ⁸⁰²	1 <input type="radio"/>	2 <input type="radio"/>
b. Required, regular symptom screening of staff (e.g., temperature checks, symptom checklists) ⁸⁰³	1 <input type="radio"/>	2 <input type="radio"/>
c. Use of personal protective equipment (PPE) for students (e.g., masks, face shields) ⁸⁰⁴	1 <input type="radio"/>	2 <input type="radio"/>
d. Use of personal protective equipment (PPE) for staff (e.g., masks, face shields) ⁸⁰⁵	1 <input type="radio"/>	2 <input type="radio"/>
e. Increased sanitization of frequently touched surfaces ⁸⁰⁶	1 <input type="radio"/>	2 <input type="radio"/>
f. Use of new or improved physical measures to reduce viral transmission (e.g., dividers separating shared areas, mechanical ventilation system) ⁸⁰⁷	1 <input type="radio"/>	2 <input type="radio"/>
g. Social distancing of students (e.g., spacing desks a set distance apart, limiting student physical interactions with others) ⁸⁰⁸	1 <input type="radio"/>	2 <input type="radio"/>
h. Intentional reduction of in-person class size (e.g., cohorting* , hybrid learning model*) ⁸⁰⁹	1 <input type="radio"/>	2 <input type="radio"/>
i. Suspension of all or most outdoor student group activities ⁸¹⁰	1 <input type="radio"/>	2 <input type="radio"/>
j. Suspension of all or most indoor student group activities ⁸¹¹	1 <input type="radio"/>	2 <input type="radio"/>
k. Reduction in the use of shared materials in the classroom ⁸¹²	1 <input type="radio"/>	2 <input type="radio"/>
l. Reduction of self-serve food or drink options in communal dining halls or cafeterias ⁸¹³	1 <input type="radio"/>	2 <input type="radio"/>
m. Use of alternate spaces to reduce eating and drinking in communal dining halls or cafeterias (e.g., having students eat at desks in classrooms) ⁸¹⁴	1 <input type="radio"/>	2 <input type="radio"/>
n. Increased handwashing and sanitizing accessibility (e.g., added sinks, handwashing stations, or hand sanitizer stations) ⁸¹⁵	1 <input type="radio"/>	2 <input type="radio"/>
o. Collection or tracking of information specifically to assist in contact tracing* in the event of a positive coronavirus case at school* (e.g., sign-in sheets) ⁸¹⁶	1 <input type="radio"/>	2 <input type="radio"/>
p. Modified visitor and volunteer system ⁸¹⁷	1 <input type="radio"/>	2 <input type="radio"/>
q. Increased supports for social and emotional needs of students ⁸¹⁸	1 <input type="radio"/>	2 <input type="radio"/>
r. Increased supports for social and emotional needs of staff ⁸¹⁹	1 <input type="radio"/>	2 <input type="radio"/>

***A removable "definitions" sheet is printed on pages 2 and 3.**



7. During the 2021–22 school year, were any of the following modifications made to your school's emergency readiness practices (e.g., fire drills, **active shooter*** drills) in response to the Centers for Disease Control and Prevention (CDC) safety guidelines for operating schools during the coronavirus pandemic?
- | | YES | NO |
|---|-------------------------|-------------------------|
| a. Having staff talk through security drills rather than acting them out ⁸²⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Modifying security drills to accommodate social distancing measures (e.g., conducting multiple drills with small groups, increasing number of evacuation locations) ⁸²¹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Providing increased student supports for social-emotional needs or trauma* following security drills (e.g., enhanced post-drill briefings) ⁸²² | 1 <input type="radio"/> | 2 <input type="radio"/> |
8. Since the beginning of the coronavirus pandemic, has a **site assessment*** been conducted to evaluate your school's preparedness to operate according to CDC safety guidelines for operating schools during the coronavirus pandemic (e.g., ensuring adequate room to maintain social distancing between students, using appropriate air filtration systems)? ⁸²³
- 1 Yes
- 2 No
9. During the 2021–22 school year, did your school have any activities that included the following components for students?
- | | YES | NO |
|---|-------------------------|-------------------------|
| a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- bullying* , dating violence* prevention) ¹⁷⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Social and emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) ¹⁸³ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements) ¹⁷⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Individual mentoring, tutoring, or coaching of students by adults ¹⁸¹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Student involvement in peer mediation ¹⁷⁵ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Student court to address student conduct problems or minor offenses ¹⁷⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Student involvement in restorative practices* (e.g., peace or conflict circles) ¹⁷⁹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Programs to promote a sense of community or social integration among students ¹⁸⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |

***A removable "definitions" sheet is printed on pages 2 and 3.**



10. During the 2021–22 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

11. During the 2021–22 school year, did your school have any recognized student groups with the following purposes?

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

Parent and Community Involvement at School

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

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

13. During the 2021–22 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school?

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

***A removable "definitions" sheet is printed on pages 2 and 3.**



School Security Staff

14. During the 2021–22 school year, did you have any sworn law enforcement officers (including **School Resource Officers***) present **at your school*** at least once a week? ⁶¹⁰
- Do not include security officers or other security personnel who are not sworn law enforcement in response to items 14-20; information on additional security staff is gathered in item 21.

1 Yes

2 No → [GO TO item 21 on page 12.](#)

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

YES NO

a. While students were arriving or leaving ⁶¹⁴ 1 2

b. At selected school activities (e.g., athletic and social events, open houses) ⁶¹⁶ 1 2

c. When school or school activities were not occurring ⁶¹⁸ 1 2

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

YES NO

a. Carry physical restraints (e.g., handcuffs, Tasers) ⁶²¹ 1 2

b. Carry chemical aerosol sprays (e.g., Mace, pepper spray) ⁶²² 1 2

c. Carry a **firearm*** ⁶²⁴ 1 2

d. Wear a body camera ⁶²⁶ 1 2

***A removable "definitions" sheet is printed on pages 2 and 3.**



17. Did these sworn law enforcement officers (including **School Resource Officers***) participate in the following activities **at your school***?
- | | YES | NO |
|---|-------------------------|-------------------------|
| a. Motor vehicle traffic control ⁶²⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Security enforcement and patrol ⁶³⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Maintaining student discipline ⁶³² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Identifying problems in the school and proactively seeking solutions to those problems ⁶³⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Training teachers and staff in school safety or crime prevention ⁶³⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Mentoring students ⁶⁴⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses) ⁶⁴² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Recording or reporting discipline problems to school authorities ⁶⁴⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| i. 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="radio"/> | 2 <input type="radio"/> |

18. During the 2021–22 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers***) **at school***? ⁶⁵⁰

1 Yes

2 No → GO TO item 20 on page 12.

19. 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?
- | | YES | NO | DON'T KNOW |
|--|-------------------------|-------------------------|-------------------------|
| a. Student discipline ⁶⁵² | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. Use of physical restraints (e.g., handcuffs, Tasers) or chemical aerosol sprays (e.g., Mace, pepper spray) ⁶⁵⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. Use of firearms* ⁶⁵⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. Making arrests* on school grounds ⁶⁵⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. Reporting of criminal offenses to a law enforcement agency ⁶⁶⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

***A removable "definitions" sheet is printed on pages 2 and 3.**



20. How many of the following were present **at 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.
- If none, please place an "X" in the None box.

		Number at your school*		None
a. School Resource Officers*		□	□	0 <input type="checkbox"/>
i. Full-time <small>236</small>		□	□	0 <input type="checkbox"/>
ii. Part-time <small>238</small>		□	□	0 <input type="checkbox"/>
b. Sworn law enforcement officers who are not School Resource Officers*		□	□	0 <input type="checkbox"/>
i. Full-time <small>240</small>		□	□	0 <input type="checkbox"/>
ii. Part-time <small>242</small>		□	□	0 <input type="checkbox"/>

21. Aside from sworn law enforcement officers (including **School Resource Officers***), how many additional security officers or security personnel were present **at your school*** at least once a week?

- If a security officer 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*		None
Security officers or security personnel				
a. Full-time <small>232</small>		□	□	0 <input type="checkbox"/>
b. Part-time <small>234</small>		□	□	0 <input type="checkbox"/>

School Mental Health Services

22. During the 2021–22 school year, did your school provide **diagnostic mental health assessments*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders*?** 661

- Include only assessments conducted by a licensed **mental health professional***.
- Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.

1 Yes

2 No → GO TO item 24 on page 13.

***A removable "definitions" sheet is printed on pages 2 and 3.**



23. Were **diagnostic mental health assessment*** services provided to students from your school in the following locations? YES NO
- a. **At school***, by a school-employed or contracted **mental health professional*** ⁶⁶³ 1 2
- b. Outside of school, by a school-employed or contracted **mental health professional*** ⁶⁶⁵ 1 2

24. During the 2021–22 school year, did your school provide **treatment*** (e.g., psychotherapy, medication) to students for **mental health disorders***? ⁶⁶⁷
- Include only **treatment*** provided by a licensed **mental health professional***.
 - Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.
- 1 Yes
- 2 No → [GO TO item 26 below.](#)

25. Were **treatment*** services provided to students from your school in the following locations? YES NO
- a. **At school***, by a school-employed or contracted **mental health professional*** ⁶⁶⁹ 1 2
- b. Outside of school, by a school-employed or contracted **mental health professional*** ⁶⁷¹ 1 2

26. During the 2021–22 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 |
|--|-------------------------|-------------------------|-------------------------|
| a. Inadequate access to licensed mental health professionals* ⁶⁷⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. Inadequate funding ⁶⁷⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) ⁶⁷⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. Concerns about reactions from parents ⁶⁸¹ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| e. Lack of community support for providing mental health services to students in your school ⁶⁸² | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment* or treatment* of students ⁶⁸⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child ⁶⁸⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

***A removable "definitions" sheet is printed on pages 2 and 3.**



Staff Training and Practices

27. During the 2021–22 school year, did your school or school district provide any of the following for classroom teachers or aides?
- | | YES | NO |
|--|-------------------------|-------------------------|
| a. Training in classroom management for teachers ²⁶⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Training in school-wide discipline policies and practices related to violence* ²⁶⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Training in school-wide discipline policies and practices related to cyberbullying* ²⁶⁵ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| d. Training in school-wide discipline policies and practices related to bullying* other than cyberbullying* ²⁶⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| e. Training in school-wide discipline policies and practices related to alcohol and/or drug use ²⁶⁹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| f. Training in safety procedures (e.g., how to handle emergencies) ²⁷⁰ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| g. Training in recognizing early warning signs of students likely to exhibit violent behavior ²⁷² | 1 <input type="radio"/> | 2 <input type="radio"/> |
| h. Training in recognizing signs of self-harm or suicidal tendencies ²⁷⁸ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| i. Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD) ²⁷¹ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| j. Training in recognizing physical, social, and verbal bullying* behaviors ²⁷³ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| k. Training in recognizing signs of students using/abusing alcohol and/or drugs ²⁷⁴ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| l. Training in positive behavioral intervention strategies ²⁷⁶ | 1 <input type="radio"/> | 2 <input type="radio"/> |
| m. Training in crisis prevention and intervention ²⁷⁷ | 1 <input type="radio"/> | 2 <input type="radio"/> |
28. Aside from sworn law enforcement officers (including **School Resource Officers***) or other security officers or personnel who carry firearms, during the 2021–22 school year, were there any staff **at your school*** who legally carried a **firearm*** on school property? ²⁷⁹
- 1 Yes
- 2 No

***A removable "definitions" sheet is printed on pages 2 and 3.**



Limitations on Crime Prevention

29. 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 <small>280</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. Lack of or inadequate alternative placement or programs for disruptive students <small>282</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. Likelihood of complaints from parents <small>284</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. Lack of teacher support for school policies <small>286</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. Lack of parental support for school policies <small>288</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. Teachers' fear of student retaliation <small>290</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. Fear of litigation <small>292</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. Inadequate funds <small>294</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. Inconsistent application of school policies by faculty or staff <small>296</small>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



Incidents

30. Please record the number of incidents that occurred **at school*** during the 2021–22 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 select 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 Total number of recorded incidents			Column 2 Number reported to sworn law enforcement		
			None			None
a. Rape* or attempted rape*	310	<input type="text"/>	0 <input type="checkbox"/>	312	<input type="text"/>	0 <input type="checkbox"/>
b. Sexual assault* other than rape* (include threatened rape*)	314	<input type="text"/>	0 <input type="checkbox"/>	316	<input type="text"/>	0 <input type="checkbox"/>
c. Robbery* (taking things by force)						
i. With a weapon*	318	<input type="text"/>	0 <input type="checkbox"/>	320	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	322	<input type="text"/>	0 <input type="checkbox"/>	324	<input type="text"/>	0 <input type="checkbox"/>
d. Physical attack or fight*						
i. With a weapon*	326	<input type="text"/>	0 <input type="checkbox"/>	328	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	330	<input type="text"/>	0 <input type="checkbox"/>	332	<input type="text"/>	0 <input type="checkbox"/>
e. Threats of physical attack*						
i. With a weapon*	334	<input type="text"/>	0 <input type="checkbox"/>	336	<input type="text"/>	0 <input type="checkbox"/>
ii. Without a weapon*	338	<input type="text"/>	0 <input type="checkbox"/>	340	<input type="text"/>	0 <input type="checkbox"/>
f. Theft or larceny* (taking things worth over \$10 without personal confrontation)	342	<input type="text"/>	0 <input type="checkbox"/>	344	<input type="text"/>	0 <input type="checkbox"/>
g. Possession of a firearm or explosive device*	346	<input type="text"/>	0 <input type="checkbox"/>	348	<input type="text"/>	0 <input type="checkbox"/>
h. Possession of a knife or sharp object	350	<input type="text"/>	0 <input type="checkbox"/>	352	<input type="text"/>	0 <input type="checkbox"/>
i. Distribution, possession, or use of illegal drugs	354	<input type="text"/>	0 <input type="checkbox"/>	356	<input type="text"/>	0 <input type="checkbox"/>
j. Inappropriate distribution, possession, or use of prescription drugs	355	<input type="text"/>	0 <input type="checkbox"/>	357	<input type="text"/>	0 <input type="checkbox"/>
k. Distribution, possession, or use of alcohol	358	<input type="text"/>	0 <input type="checkbox"/>	360	<input type="text"/>	0 <input type="checkbox"/>
l. Vandalism*	362	<input type="text"/>	0 <input type="checkbox"/>	364	<input type="text"/>	0 <input type="checkbox"/>

***A removable "definitions" sheet is printed on pages 2 and 3.**



31. During the 2021–22 school year, how many **hate crimes*** occurred **at your school*?** 690

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

Number of **hate crimes***

0 None → [GO TO item 33 below.](#)

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

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

	YES	NO
a. Race 692	1 <input type="radio"/>	2 <input type="radio"/>
b. National origin or ethnicity 694	1 <input type="radio"/>	2 <input type="radio"/>
c. Sex 696	1 <input type="radio"/>	2 <input type="radio"/>
d. Religion 698	1 <input type="radio"/>	2 <input type="radio"/>
e. Disability (e.g., physical, mental, and learning disabilities) 700	1 <input type="radio"/>	2 <input type="radio"/>
f. Sexual orientation* 702	1 <input type="radio"/>	2 <input type="radio"/>
g. Gender identity* 704	1 <input type="radio"/>	2 <input type="radio"/>

33. To the best of your knowledge, during the 2021–22 school year, have there been any incidents of **sexual misconduct*** between a staff member and a student **at your school*?** 705

- Report on misconduct between staff and students whether or not the incidents occurred **at school*** or away from school.
- **Sexual assault*** and **rape*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 30a and 30b as well as item 33.

1 Yes

2 No

34. Please select the number of **arrests***, including both students and non-students, that occurred **at your school*** during the 2021–22 school year. 688

1 None

2 1 - 5

3 6 - 10

4 11 or more

***A removable "definitions" sheet is printed on pages 2 and 3.**



Disciplinary Problems and Actions

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

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial or ethnic tensions ³⁷⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Student bullying * ³⁷⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Student sexual harassment * of other students ³⁷⁸	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Student harassment * of other students based on sexual orientation * ³⁸¹	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Student harassment * of other students based on gender identity * ³⁸³	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Student harassment * of other students based on religion ³⁸⁵	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Student harassment * of other students based on disability (e.g. physical, mental and learning disabilities) ³⁸⁷	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Widespread disorder in classroom ³⁸²	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Student verbal abuse of teachers ³⁸⁰	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Student acts of disrespect for teachers other than verbal abuse ³⁸⁴	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Gang * activities ³⁸⁶	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

36. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often does **cyberbullying*** among students who attend your school occur? ³⁸⁹

- 1 Happens daily
- 2 Happens at least once a week
- 3 Happens at least once a month
- 4 Happens on occasion
- 5 Never happens

***A removable "definitions" sheet is printed on pages 2 and 3.**



37. During the 2021–22 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="radio"/> 2 <input type="radio"/>	392	1 <input type="radio"/> 2 <input type="radio"/>	
b.	Removal with school-provided tutoring/home instruction for at least the remainder of the school year	394	1 <input type="radio"/> 2 <input type="radio"/>	396	1 <input type="radio"/> 2 <input type="radio"/>	
c.	Transfer to an alternative school* for disciplinary reasons	398	1 <input type="radio"/> 2 <input type="radio"/>	400	1 <input type="radio"/> 2 <input type="radio"/>	
d.	Transfer to another regular school for disciplinary reasons	402	1 <input type="radio"/> 2 <input type="radio"/>	404	1 <input type="radio"/> 2 <input type="radio"/>	
e.	Out-of-school suspension or removal for less than the remainder of the school year					
	i. With no curriculum or services provided	406	1 <input type="radio"/> 2 <input type="radio"/>	408	1 <input type="radio"/> 2 <input type="radio"/>	
	ii. With curriculum or services provided	410	1 <input type="radio"/> 2 <input type="radio"/>	412	1 <input type="radio"/> 2 <input type="radio"/>	
f.	In-school suspension for less than the remainder of the school year					
	i. With no curriculum or services provided	414	1 <input type="radio"/> 2 <input type="radio"/>	416	1 <input type="radio"/> 2 <input type="radio"/>	
	ii. With curriculum or services provided	418	1 <input type="radio"/> 2 <input type="radio"/>	420	1 <input type="radio"/> 2 <input type="radio"/>	
g.	Referral to a school counselor	422	1 <input type="radio"/> 2 <input type="radio"/>	424	1 <input type="radio"/> 2 <input type="radio"/>	
h.	Assignment to a program (during school hours) designed to reduce disciplinary problems	426	1 <input type="radio"/> 2 <input type="radio"/>	428	1 <input type="radio"/> 2 <input type="radio"/>	
i.	Assignment to a program (outside of school hours) designed to reduce disciplinary problems	430	1 <input type="radio"/> 2 <input type="radio"/>	432	1 <input type="radio"/> 2 <input type="radio"/>	
j.	Loss of school bus privileges due to misbehavior	434	1 <input type="radio"/> 2 <input type="radio"/>	436	1 <input type="radio"/> 2 <input type="radio"/>	
k.	Corporal punishment	438	1 <input type="radio"/> 2 <input type="radio"/>	440	1 <input type="radio"/> 2 <input type="radio"/>	
l.	Placement on school probation with consequences if another incident occurs	442	1 <input type="radio"/> 2 <input type="radio"/>	444	1 <input type="radio"/> 2 <input type="radio"/>	
m.	Detention and/or Saturday school	446	1 <input type="radio"/> 2 <input type="radio"/>	448	1 <input type="radio"/> 2 <input type="radio"/>	
n.	Loss of student privileges	450	1 <input type="radio"/> 2 <input type="radio"/>	452	1 <input type="radio"/> 2 <input type="radio"/>	
o.	Requirement of participation in community service	454	1 <input type="radio"/> 2 <input type="radio"/>	456	1 <input type="radio"/> 2 <input type="radio"/>	

***A removable "definitions" sheet is printed on pages 2 and 3.**



38. During the 2021–22 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

Number of disciplinary actions taken in response to offense

	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 alternative 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 or explosive device*	458 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	460 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	462 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	464 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	466 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Use/possession of a weapon* other than a firearm or explosive device*	468 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	470 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	472 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	474 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	476 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Distribution, possession, or use of illegal drugs	478 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	480 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	482 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	484 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	486 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Distribution, possession, or use of alcohol	488 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	490 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	492 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	494 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	496 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Physical attacks or fights*	498 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	500 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	502 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	504 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	506 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

39. During the 2021–22 school year, how many of the following occurred?

- a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 2.) ⁵¹⁸
- b. Students were transferred to **alternative schools*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 3.) ⁵²⁰

Total number

0 None

0 None

***A removable "definitions" sheet is printed on pages 2 and 3.**



School Characteristics: 2021–22 School Year

40. Which of the following best describes your school? 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

41. Which of the following grades are offered in this school?

- Check all that apply.

- | | | |
|--|------------------------------------|---|
| 1 <input type="checkbox"/> Prekindergarten 024 | 1 <input type="checkbox"/> 4th 034 | 1 <input type="checkbox"/> 9th 044 |
| 1 <input type="checkbox"/> Kindergarten 026 | 1 <input type="checkbox"/> 5th 036 | 1 <input type="checkbox"/> 10th 046 |
| 1 <input type="checkbox"/> 1st 028 | 1 <input type="checkbox"/> 6th 038 | 1 <input type="checkbox"/> 11th 048 |
| 1 <input type="checkbox"/> 2nd 030 | 1 <input type="checkbox"/> 7th 040 | 1 <input type="checkbox"/> 12th 050 |
| 1 <input type="checkbox"/> 3rd 032 | 1 <input type="checkbox"/> 8th 042 | 1 <input type="checkbox"/> Ungraded 052 |

42. Please provide the following dates:

a. Start date for your 2021–22 school year 574, 575 / / 2021
MM DD

b. End date for your 2021–22 school year 576, 577 / / 2022
MM DD

43. As of October 1, 2021, what was your school's total enrollment? 522 Students

44. During the 2021–22 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.

- 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.

	Number of Students	None
a. Transferred to the school 570	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/>
b. Transferred from the school 572	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/>

(NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 39b.)

45. What percentage of your school's total enrollment is present on an average day? 568

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

Percent of students present	None
<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

46. How many classroom changes do most students make in a typical day? 538

- 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.

Typical number of classroom changes	None
<input type="text"/> <input type="text"/>	0 <input type="checkbox"/>



47. What percentage of your current students fit the following criteria?	Percent of students	None
a. Eligible for free or reduced-price lunch ⁵²⁴	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
b. English language learner (ELL) ⁵²⁶	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
c. Children with disabilities (CWD)* ⁵²⁸	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
d. Male ⁵³⁰	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

48. What is your best estimate of the percentage of your current students who meet the following criteria?	Percent of students	None
a. Below the 15th percentile on standardized tests ⁵³²	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
b. Likely to go to college after high school ⁵³⁴	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>
c. Consider academic achievement to be very important ⁵³⁶	<input type="text"/> <input type="text"/> <input type="text"/> %	0 <input type="checkbox"/>

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

50. How would you describe the crime level in the area where your school is located? ⁵⁶²
- 1 High level of crime
 - 2 Moderate level of crime
 - 3 Low level of crime

Respondent Information

Please provide the following information for the person who completed this questionnaire. If more than one person completed the questionnaire, please answer for the primary respondent.

Name of primary person completing form ⁰¹⁰

Title or position ⁰¹⁴

- Check one response.

- | | |
|---|---|
| 1 <input type="radio"/> Principal | 6 <input type="radio"/> Teacher or instructor |
| 2 <input type="radio"/> Vice principal | 7 <input type="radio"/> Superintendent or district staff |
| 3 <input type="radio"/> Disciplinarian | 8 <input type="radio"/> Security personnel |
| 4 <input type="radio"/> Counselor | 9 <input type="radio"/> Other - <i>Please specify:</i> ⁰¹⁵ |
| 5 <input type="radio"/> Administrative or secretarial staff | <input type="text"/> |

***A removable "definitions" sheet is printed on pages 2 and 3.**



Number of years at this school 016

Years

Telephone number 012

Area Code

Number

- -

E-mail address 074

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

• Check all that apply.

• Check all that apply.

1 Monday 054

1 7AM to 9AM 064

1 Tuesday 056

1 9AM to 11AM 066

1 Wednesday 058

1 11AM to 1PM 068

1 Thursday 060

1 1PM to 3PM 070

1 Friday 062

1 3PM to 5PM 072

Did other school personnel help to complete the questionnaire? 076

1 Yes

2 No

If yes, please list the title(s) or position(s) of these staff.

• Check all that apply.

1 Principal 078

1 Teacher or instructor 088

1 Vice principal 080

1 Superintendent or district staff 090

1 Disciplinarian 082

1 Security personnel 092

1 Counselor 084

1 Other, *Please specify:* 094

1 Administrative or secretarial staff 086

096

Date you completed the questionnaire 578, 579

/ / 2022
MM DD

How long did it take you to complete this form, not counting interruptions? 580

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

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: SSOCS@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:

<https://www.usa.gov/statistics>

