

---

**NATIONAL CENTER FOR EDUCATION STATISTICS**

---

**E.D. TABS**

**November 1991**

---

**Teacher Survey  
on Safe, Disciplined,  
and Drug-Free Schools**

Data series  
**FRSS-42**

---

**U.S. Department of Education  
Office of Educational Research and Improvement**

**NCES 91-091**

---

**NATIONAL CENTER FOR EDUCATION STATISTICS**

---

**E.D. TABS**

**November 1991**

---

# **Teacher Survey on Safe, Disciplined, and Drug-Free Schools**

Wendy Mansfield  
Debbie Alexander  
Elizabeth **Farris**  
Westat, Inc.

Data Series:  
FRSS-42

---

U.S. Department of Education  
Office of Educational Research and Improvement

**NCES 91-091**

**U.S. Department of Education**

Lamar Alexander

*Secretary*

Office of Educational Research and Improvement

Diane Ravitch

*Assistant Secretary*

National Center for Education Statistics

Emerson J. Elliott

*Acting Commissioner*

National Center for Education Statistics

"The purpose of the Center shall be to **collect**, and **analyze**, and disseminate statistics and other data related to education in the United States and in other nations."—**Section 406(b)** of the General Education Provisions Act, as amended (**20U.S.C. 1221 e-1**).

November **1991**

Contact

**Judi** Carpenter

**(202) 219-1333**

## Highlights

- Student alcohol use was **considered** a serious or moderate problem by 23 percent of **teachers**. Four percent of elementary school teachers and **54** percent of secondary school teachers thought student alcohol use was a serious or moderate problem at their school (**Table 2**).
- Student drug use was considered a serious or moderate problem by 17 percent of **teachers**. Five percent of elementary school teachers and **38** percent of secondary school teachers thought student drug use was a serious or moderate problem at their school (**Table 2**).
- Over **90** percent of teachers whose schools have written policies described their general discipline policies and their **alcohol, drug, and tobacco** policies as comprehensive and clear (**Table 3**). About **70** percent said their school's general discipline policy was consistently **applied**, and about **90** percent found their alcohol and drug policies **consistently applied**.
- Prevention programs and policies for both school alcohol use and drug use were considered not very or not at **all** effective in reducing student alcohol and drug **use**, according to about **5** percent of elementary school teachers and between **24** and **30** percent of secondary school teachers (**Table 5**).
- About half of the teachers received **inservice** training during the **1990-91** school year regarding both their school's general discipline programs and policies and their school's drug use prevention programs and policies (**Tables 6 and 7**). Across all **teachers**, an average of approximately **2.5** hours of **inservice** training was received on these topics by **all teachers**.
- Given a list of components included in training on drug use prevention programs and **policies**, over half of the teachers whose training had included the components selected the following as one of the three most **effective**: causes and effects of **alcohol, drug, or tobacco use**; identifying signs of **alcohol, drugs, or tobacco use**; intervention techniques for their use with students suspected of **alcohol, drug, or tobacco use**; and availability of school services and other services for students using **alcohol, drugs, or tobacco** (**Table 8**).
- Almost **50** percent of teachers--both at elementary and secondary schools--indicated that a lack of or inadequate alternative placements/programs for disruptive students **limited** to a great or moderate extent their ability to maintain order and discipline in their school (**Table 10**). Likelihood of complaints from parents and lack of support from administration also limited their ability for about **30** percent of **teachers**.
- Student alcohol and drug use interfered with teaching to a great or moderate extent for **1 to 2** percent of elementary school teachers and **9 to 11** percent of secondary school teachers; about **35** percent of both elementary and secondary teachers indicated that student disruptive behavior interfered with teaching (**Table 10**).
- Nineteen percent of teachers reported verbal abuse by a student in their school during the last **4 weeks**, **8** percent have been threatened with injury in the last **12 months**, and 2 percent have been physically attacked in the last **12 months** (**Table 11**).
- Nearly **all** teachers indicated that they feel safe or moderately safe in the school building during school hours (**99 percent**), and at least **90** percent feel **safe** after school **hours**, on school grounds, or in the neighborhood of the school (**Table 14**).

## Table of Contents

Section	Page
Highlights .....	iii
Introduction .....	1
Definitions .....	2
<b>Tables</b> .....	<b>3</b>
<b>1</b> Percentage of teachers indicating the extent of certain problems in their <b>school: United States, 1990-91</b> .....	<b>3</b>
<b>2</b> Percentage of teachers <b>indicating</b> that certain problems in their school were serious or <b>moderate</b> , by instructional level and location of <b>school: united States, 1990-91</b> .....	<b>4</b>
<b>3</b> Percentage of teachers reporting that their school has a written policy for general discipline and for <b>alcohol, drug, and tobacco use</b> , and the percentage with written policies reporting <b>them as comprehensive, clear</b> , consistently <b>applied</b> , and widely <b>publicized</b> , by instructional level and location of <b>school: United States, 1990-91</b> ....	<b>5</b>
<b>4</b> Percentage of teachers indicating specified levels of effectiveness <b>for</b> their school's <b>alcohol, drug, and tobacco</b> prevention programs and policies and general <b>discipline</b> programs and policies in reducing certain <b>problems: United States, 1990-91</b> .....	<b>6</b>
<b>5</b> Percentage of teachers <b>indicating</b> that their school's <b>alcohol, drug, and tobacco</b> prevention programs and policies and general discipline programs and policies were not very or not at all effective in reducing certain <b>problems</b> , by instructional level and location of <b>school: united States, 1990-91</b> .....	<b>7</b>
<b>6</b> Percentage of teachers receiving training regarding their school's general discipline programs and policies and average number of <b>inservice</b> training hours <b>received</b> , by school <b>characteristics: United States, 1990-91</b> .....	<b>8</b>
<b>7</b> Percentage of teachers receiving training regarding their school's drug ( <b>including alcohol and tobacco</b> ) use prevention programs and policies and average number of <b>inservice</b> training hours <b>received</b> , by school <b>characteristics: United States, 1990-91</b> .....	<b>9</b>

## Table of Contents-continued

Section	Page
Tables-continued	
8	Percentage of teachers indicating whether certain components were included in the training they received regarding drug use <b>prevention</b> programs and policies and whether each component was considered one of the three most effective in reducing student drug use united <b>States, 1990-91</b> ..... <b>10</b>
9	Percentage of teachers indicating the extent to which certain <b>factors</b> limit their ability to maintain order and discipline in their <b>school,</b> and the extent to which certain factors interfere with <b>teaching:</b> united <b>States, 1990-91</b> ..... <b>11</b>
10	Percentage of teachers <b>indicating</b> that certain factors limit to a great or moderate extent their ability to maintain order and <b>discipline</b> in their <b>school,</b> and the percentage indicating that various factors interfere to a great or moderate extent with their <b>teaching,</b> by instructional <b>level</b> and location of <b>school:</b> united <b>States, 1990-91</b> ..... <b>12</b>
11	Percentage of teachers who have been verbally <b>abused,</b> threatened with <b>injury,</b> or physically attacked by a student from their <b>school,</b> by <b>school characteristics:</b> United <b>States, 1990-91</b> ..... <b>13</b>
12	Total and average number of incidents teachers <b>reported</b> of having been verbally abused in the last <b>4 weeks,</b> threatened with injury in the last <b>12 months,</b> or physically attacked <b>in</b> the last <b>12 months</b> by a student from their <b>school,</b> by school <b>characteristics:</b> united <b>States, 1990-91</b> ..... <b>14</b>
13	Percentage of teachers indicating how safe they <b>feel</b> at certain school <b>locations:</b> united <b>States, 1990-91</b> ..... <b>15</b>
14	Percentage of teachers indicating that they feel safe or moderately safe at certain school <b>locations,</b> by instructional level and location of <b>school:</b> United <b>States, 1990-91</b> ..... <b>16</b>
Text Table	
15	Number and percentage of public school teachers in the study sample that responded and the estimated <b>number</b> and percentage in the <b>nation,</b> by school <b>characteristics:</b> United <b>States, 1990-91</b> ..... <b>19</b>

## Table of Contents-continued

Section	Page
Standard Error Tables-continued	
<b>8a</b> Standard errors of the percentage of teachers indicating whether certain components were included in the training they received regarding drug use prevention programs and policies and whether each component was considered one of the three most effective in reducing student drug use: United States, 1990-91 .....	32
<b>9a</b> Standard errors of the percentage of teachers indicating the extent to which certain factors limit their ability to maintain order and discipline in their school, and the extent to which certain factors interfere with teaching: United States, 1990-91 .....	33
<b>10a</b> Standard errors of the percentage of teachers indicating that certain factors limit to a great or moderate extent their ability to maintain order and discipline in their school, and the percentage indicating that various factors interfere to a great or moderate extent with their teaching, by instructional level and location of school: united States, 1990-91 .....	34
<b>11a</b> Standard errors of the percentage of teachers who have been verbally abused, threatened with injury, or physically attacked by a student from their school, by school characteristics: United States, 1990-91 ....	35
<b>12a</b> Standard errors of the total and average number of incidents teachers reported of having been verbally abused in the last 4 weeks, threatened with injury in the last 12 months, or physically attacked in the last 12 months by a student from their school, by school characteristics: United States, 1990-91 .....	36
<b>13a</b> Standard errors of the percentage of teachers indicating how safe they feel at certain school locations: United States, 1990-91 .....	37
<b>14a</b> Standard errors of the percentage of teachers indicating that they feel safe or moderately safe at certain school locations, by instructional level and location of school: United States, 1990-91 .....	38
Appendix B: Questionnaire .....	39

## Introduction

This report presents statistics on **teachers'** perspectives of issues related to **safety, discipline,** and drug use prevention in public elementary and secondary **schools.** A national sample of **1,350** public school teachers responded to questions concerning the extent of discipline problems within schools and the nature and effectiveness of current policies and drug education **programs.**

Student alcohol and drug **use, violence,** and disruptive behavior are problems facing **schools,** and as **such,** they are impediments to **learning.** National Education Goal Six calls for all schools to be safe and drug-free with a disciplined environment conducive to learning by the year **2000.** To achieve the **goal, policymakers, educators,** and the public need information about the current status of the nation's schools and the extent to which various objectives are being **met.**

The tabular **summaries** in this report are based on data collected from the Teacher Survey on **Safe, Disciplined,** and Drug-Free Schools for the **National Center for Education Statistics (NCES).** The survey was conducted by **Westat, Inc.,** a research firm in **Rockville, Maryland,** through the Fast Response Survey System (**FRSS**). **FRSS** was designed to provide data on policy-related issues regarding emerging educational **developments.** The **tables** present data for **all** teachers and **for** teachers by instructional level (**elementary, secondary**), type of school location (**city, urban fringe, town, rural**), enrollment size (**less than 300, 300 to 999, 1,000 or more**), region (**Northeast, Central, Southeast,** and **West**), and percentage of students receiving free or reduced-price lunches (**10 percent or less, 11 to 40 percent, 41 percent or more**).



## Definitions

Common Core of Data **Public School Universe** — A tape containing 84,968 records, one for each public elementary and secondary school in the 50 States, District of Columbia, and five outlying areas, as reported to the National Center for Education Statistics by the State education agencies. Records on this file contain the name, address, and telephone number of the school, name of the school district or other agency that operates the school, codes for school type and locale, the full-time-equivalent number of classroom teachers assigned to the school, the number of students eligible for free-lunch program, and membership, by grade and racial/ethnic categories.

City — A central city of a Standard Metropolitan Statistical Area (S MSA).

Urban Fringe — A place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of Census.

Town — A place not within an SMSA, but with a population greater than or equal to 2,500, and defined as urban by the U.S. Bureau of Census.

Rural — A place with population less than 2,500 and defined as rural by the U.S. Bureau of Census.

Elementary School — A school whose lowest grade is 6 or lower, and whose highest grade is 8 or lower. (Junior high and middle schools may be classified as elementary schools if their grade spans fall within this range.)

Secondary School — A school whose lowest grade is 7 or higher.

Combined School — A school whose lowest grade is 6 or lower, and whose highest grade is 9 or higher.

**Full-time Equivalent (FTE)** — Amount of time required to perform an assignment stated as a proportion of full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

Drug use education — Refers to learning activities and related policies to prevent or reduce alcohol, drug (e.g., marijuana, inhalants, cocaine), and tobacco use by youth. It does not include clinical treatment or rehabilitation.

Disruptive behavior — Refers to serious and/or unlawful actions that may interfere with order in school (e. g., physical attacks, property destruction, thefts). Alcohol, drug, and tobacco use, possession, sales, and distribution are reported separately on the FRSS questionnaire and are not included under "disruptive behavior."

Misbehavior — Refers to less serious actions that may interfere with classroom teaching (e.g., student talking in class, tardiness, class cutting).

Northeast region — Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Central region — Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Southeast region — Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

West region — Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Table 1.--Percentage of teachers indicating the extent of certain problems in their school: United States, 1990-91

Problem	Extent of problem			
	Serious	Moderate	Minor	Not a problem
Student tardiness .....	10	29	39	22
Student absenteeism/class cutting .....	9	28	38	24
Physical conflicts among students .....	6	22	46	26
Robbery or theft of items over \$10,....	3	9	38	50
Vandalism of school property .....	5	17	44	34
Student alcohol use .....	7	16	22	55
Student drug use .....	3	14	29	54
Sale of drugs on school grounds .....	1	5	25	69
Student tobacco use .....	5	19	26	50
Student possession of weapons .....	1	4	25	70
Trespassing, .....	2	7	32	59
Verbal abuse of teachers .....	8	22	39	32
Physical abuse of teachers .....	(+)	3	18	78
Racial tensions .....	2	12	30	56

(+) Less than 0.5.

**NOTE:** Percentages are computed across each row, but may not add to 100 because of rounding.

**SOURCE:** Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 2.--Percentage of teachers indicating that certain problems in their school were serious or moderate, by instructional level and location of school: United States, 1990-91

Problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Student tardiness .....	39	31	53	47	41	34	28
Student <b>absenteeism</b> / class cutting .....	37	25	57	44	36	38	28
Physical conflicts among students .....	28	32	23	37	27	25	18
Robbery or theft of items <b>over \$10</b> .....	12	8	19	15	14	10	8
Vandalism of school property .....	22	17	30	30	20	21	16
Student alcohol use .....	23	4	54	16	22	28	29
Student drug use .....	17	5	38	17	18	18	17
Sale of drugs on school grounds .....	6	2	12	8	6	5	4
Student tobacco use .....	24	6	53	21	22	30	25
Student possession of weapons .....	5	3	7	10	3	3	1
Trespassing .....	9	9	9	16	7	5	4
Verbal abuse of teachers .....	29	26	35	41	28	22	21
Physical abuse of teachers .....	3	3	4	6	4	2	0
<b>Racial</b> tensions .....	14	12	19	20	18	10	6

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "serious" or "moderate" columns from Table 1. They may vary because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 3.--Percentage of teachers reporting that their school has a written policy for general discipline and for alcohol, drug, and tobacco use, and the percentage with written policies reporting them as comprehensive, clear, consistently applied, and widely publicized, by instructional level and location of school: United States, 1990-91

Policy characteristic	Total	School characteristic					
		Instructional level <sup>1</sup>		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
<b>General discipline policy</b>							
Written, .....	95	93	98	96	95	94	97
Comprehensive ..	92	92	92	91	94	91	94
Clear .....	92	93	90	90	95	90	94
Consistently applied .....	68	74	58	65	67	70	71
Widely publicized .....	79	81	74	75	83	77	80
<b>Alcohol policy<sup>2</sup></b>							
Written .....	79	68	96	74	81	78	86
Comprehensive .....	93	94	92	93	95	92	92
Clear .....	96	98	93	93	98	95	96
Consistently applied .....	88	92	83	87	88	87	90
Widely publicized .....	77	79	74	74	79	79	78
<b>Drug policy<sup>2</sup></b>							
Written .....	81	71	96	77	84	80	86
Comprehensive .....	93	94	92	92	95	93	92
Clear .....	95	98	94	93	98	95	96
Consistently applied .....	89	92	85	88	88	89	91
Widely publicized .....	79	80	77	77	80	79	81
<b>Tobacco policy<sup>2</sup></b>							
Written .....	81	71	97	76	82	82	88
Comprehensive ..	94	94	92	92	95	92	95
Clear ..	96	97	95	94	98	95	97
Consistently applied .....	82	89	75	81	85	81	83
Widely publicized .....	80	81	77	76	81	80	83

<sup>1</sup> Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

<sup>2</sup> At schools where alcohol, drug, and tobacco policies were included in a single policy, teachers were asked to describe each component separately.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

**Table 4.--Percentage of teachers indicating specified levels of effectiveness for their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies in reducing certain problems: United States, 1990-91**

Student problem	Program and policy effectiveness*				
	Highly effective	Moderately effective	Not very effective	Not at all effective	Use or behavior not a problem
Alcohol use .....	14	25	12	3	46
Drug use.....	16	26	10	7	45
Tobacco use.....	14	23	14	6	43
Disruptive behavior .....	23	45	15	5	12
Misbehavior .....	22	49	17	6	6

\*Approximately 1 percent of teachers reported that their school had no alcohol, drug, or tobacco prevention programs or policies or general discipline programs or policies.

NOTE: Percentages are computed across each row, but may not add to 100 because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on **Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.**

Table 5.--Percentage of teachers **indicating** that their **school's alcohol, drug, and tobacco** prevention programs and policies and general discipline programs and policies were not very or not at all effective in reducing certain **problems**, by instructional **level** and location of school: United **States, 1990-91**

Student problem	Total	School characteristic					
		Instructional <b>level*</b>		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Alcohol use .....	<b>14</b>	<b>4</b>	<b>30</b>	<b>12</b>	<b>13</b>	<b>16</b>	<b>17</b>
Drug use .....	<b>12</b>	<b>5</b>	<b>24</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>10</b>
Tobacco use .....	<b>19</b>	<b>6</b>	<b>41</b>	<b>18</b>	<b>17</b>	<b>24</b>	<b>19</b>
Disruptive behavior .....	<b>20</b>	<b>19</b>	<b>20</b>	<b>25</b>	<b>17</b>	<b>17</b>	<b>18</b>
Misbehavior .....	<b>23</b>	<b>22</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>19</b>	<b>23</b>

**\*Some** schools have both elementary and secondary **grades**. These schools are not listed separately because their number is **small**; they are included **in** the total and **in** analyses with other school characteristics.

**NOTE:** Percentages in the **"total"** column were computed by adding the percentages from the **"not very effective"** and **"not at all effective"** columns from Table 4. They may vary because of **rounding**.

**SOURCE:** Fast Response Survey **System, Teacher** Survey on **Safe, Disciplined**, and Drug-Free **Schools, FRSS 42, U.S.** Department of **Education**, National Center for Education **Statistics**, 1991.

**Table 6.--Percentage of teachers receiving training regarding their school's general discipline programs and policies and average number of inservice training hours received, by school characteristics: United States, 1990-91**

School characteristic	General discipline programs and policies training			
	Percent ever receiving any training	Percent receiving inservice training during 1990-91	Average number of inservice training hours in 1990-91	
			For all teachers	For teachers receiving training
All schools.....	60	54	2.5	4.7
<b>Instructional level*</b>				
Elementary .....	61	54	2.7	5.0
Secondary .....	58	54	2.3	4.2
<b>Location of school</b>				
City .....	60	53	2.6	5.0
<b>Urban fringe</b> .....	63	55	2.5	4.5
Town .....	58	54	2.9	5.3
Rural .....	58	53	2.0	3.7
<b>Enrollment size</b>				
Less than <b>300</b> .....	52	50	2.2	4.4
<b>300 to 999</b> .....	61	54	2.6	4.8
1, <b>000</b> or more .....	62	54	2.4	4.4
<b>Region</b>				
Northeast .....	46	38	1.4	3.8
Central .....	54	49	2.1	4.3
Southeast.....	67	58	2.7	4.7
West .....	69	65	3.5	5.4
<b>Percentage of students receiving free or reduced-price lunches</b>				
10 percent or less .....	58	51	2.4	4.7
11 to 40 percent .....	59	53	2.5	4.7
41 percent or more .....	61	55	2.6	4.8

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 7. Percentage of teachers receiving training regarding their school's drug (including alcohol and tobacco) use prevention programs and policies and average number of inservice training hours received, by school characteristics: United States

School characteristic	Drug use prevention programs and policies training			
	Percent ever receiving any training	Percent receiving inservice training during 1990-91	Average number of inservice training hours in 1990-91	
			For all teachers	For teachers receiving training
All schools .....	58	49	2.7	5.5
<b>Instructional level*</b>				
Elementary.....	55	47	2.7	5.7
Secondary.....	61	54	2.8	5.2
<b>Location of school</b>				
City.....	54	46	2.5	5.3
Urban fringe.....	57	49	2.4	4.9
Town.....	59	54	3.3	6.0
Rural.....	61	49	2.7	5.5
<b>Enrollment size</b>				
Less than 300.....	54	47	2.9	6.1
300 to 999.....	57	49	2.7	5.5
1,000 or more.....	61	53	2.7	5.1
<b>Region</b>				
Northeast.....	54	44	2.6	5.8
Central.....	53	44	2.5	5.6
Southeast.....	59	53	2.5	4.7
West.....	63	55	3.1	5.7
<b>Percentage of students receiving free or reduced-price lunches</b>				
10 percent or less.....	60	48	2.8	5.8
11 to 40 percent.....	58	50	2.6	5.2
41 percent or more.....	52	47	2.6	5.6

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.



**Table 8.--Percentage** of teachers indicating whether certain components were included in the training they received regarding **drug** use prevention programs and policies and whether each **component** was considered one of the three most effective in **reducing** student drug use: United States, 1990-91

Component	Included in training	One of three most effective components*
Causes and effects of alcohol, <b>drug</b> , or tobacco use .....	89	55
Identifying <b>signs</b> of alcohol, <b>drug</b> , or tobacco use .....	91	68
<b>Intervention</b> techniques for your use with students suspected of <b>alcohol</b> , drug, or tobacco use .....	77	64
Application and enforcement of <b>alcohol</b> policies .....	69	17
Application <b>and</b> enforcement of <b>drug</b> policies .....	70	19
Application and enforcement of tobacco policies .....	66	11
Laws regarding <b>alcohol</b> , <b>drug</b> , or tobacco <b>use</b> , <b>possession</b> , <b>sales</b> , and distribution .....	64	30
Availability of school services and other services for students using alcohol, drugs, or tobacco .....	86	63

\*Percentages in this column are of those teachers whose training included the relevant component.

**SOURCE:** Fast Response Survey **System**, Teacher **Survey** on **Safe, Disciplined**, and **Drug-Free Schools**, **FRSS 42**, U.S. Department of **Education**, National Center for Education **Statistics**, 1991.

**Table 9.--Percentage of teachers indicating the extent to which certain factors limit their ability to maintain order and discipline in their school, and the extent to which certain factors interfere with teaching: United States, 1990-91**

Factor	Great extent	Moderate extent	Small extent	Not at all
<b>Factor limiting ability to maintain order and discipline</b>				
Lack of or inadequate number of security personnel .....	3	7	13	76
Lack of or inadequate teacher training in discipline procedures and school law .....	4	14	26	55
Lack of or inadequate alternative placements/ programs for disruptive students .....	24	24	23	29
Likelihood of complaints from parents ...	9	22	35	34
Lack of support from administration, ... ..	11	17	23	49
Faculty's <b>fear of student</b> reprisal .....	1	7	22	70
<b>Factor interfering with teaching</b>				
Student alcohol use .....	1	4	13	83
Student <b>drug use</b> .....	1	4	16	79
Student <b>disruptive</b> behavior .....	12	22	36	30
Student misbehavior .....	14	30	44	12

NOTE: Percentages are computed across each row, but may not add to 100 because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991

Table 10.--Percentage of teachers indicating that certain factors limit to a great or moderate extent their ability to maintain order and discipline in their school, and the percentage indicating that various factors interfere to a great or moderate extent with their teaching, by instructional level and location of school: United States, 1990-91

Factor	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
<b>Factor limiting ability to maintain order and discipline</b>							
Lack of or inadequate number of security personnel .....	11	8	15	18	9	9	4
Lack of or inadequate teacher training in discipline procedures and school law .....	18	16	21	22	18	16	17
Lack of or inadequate alternative placements/ programs for disruptive students .....	48	48	49	58	46	42	43
Likelihood of complaints from parents .....	31	30	32	33	27	31	31
Lack of support from administration .....	28	25	32	33	26	26	24
Faculty's fear of student reprisal .....	8	7	8	11	6	6	8
<b>Factor interfering with teaching</b>							
Student alcohol use, .....	4	7	9	5	4	5	4
Student drug use .....	5	1	11	7	5	4	7
Student disruptive behavior	34	35	34	43	31	31	29
Student misbehavior	44	45	43	53	46	37	36

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "great extent" and "moderate extent" columns from Table 9. They may vary because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42. U.S. Department of Education, National Center for Education Statistics, 1991.

Table 11.--Percentage of teachers who have been verbally abused, threatened with injury, or physically attacked by a student from their school, by school characteristics: United States, 1990-91

School characteristic	Percent of teachers					
	Ever verbally abused by student	Verbally abused in the last 4 weeks of school <sup>1</sup>	Ever threatened with injury by student	Threatened with injury in the last 12 months	Ever physically attacked by student <sup>2</sup>	Physically attacked in the last 12 months <sup>2</sup>
All schools.....	51	19	16	8	7	2
Instructional level <sup>3</sup>						
Elementary .....	46	18	14	7	7	3
Secondary .....	58	22	20	10	5	2
Location of school						
City.....	57	28	25	15	9	3
Urban fringe .....	50	17	13	6	8	3
Town .....	50	16	15	7	6	3
Rural .....	42	12	10	4	4	(+)
Enrollment size						
Less than 300 .....	43	11	12	4	3	1
300 to 999 .....	50	20	16	9	8	3
1,000 or more .....	57	23	20	9	5	2
Region						
Northeast .....	50	18	17	9	9	2
Central .....	51	18	14	5	6	2
Southeast .....	52	23	18	10	6	4
West .....	49	18	16	9	7	2
Percentage of students receiving free or reduced-price lunches						
10 percent or less .....	48	14	10	3	3	1
11 to 40 percent .....	49	19	17	8	7	2
41 percent or more .....	54	25	21	13	10	5

(+) Less than 0.5.

<sup>1</sup>The 4-week time period covers the 4 weeks prior to the teacher completing the questionnaire.

<sup>2</sup>The types of behavior included under physical attack may range widely, from being kicked in anger by a first grader to more serious physical attacks by high school students.

<sup>3</sup>Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 12.--Total and average number of incidents teachers reported of having been verbally abused in the last 4 weeks, threatened with injury in the last 12 months, or physically attacked in the last 12 months by a student from their school, by school characteristics: United States, 1990-91

School characteristic	Number of times incident occurred					
	Verbally abused by student in the last 4 weeks <sup>1</sup>		Threatened with injury by student in the last 12 months		Physically attacked by student in the last 12 months <sup>2</sup>	
	Total (in thousands)	Average for all teachers <sup>3</sup>	Total (in thousands)	Average for all teachers <sup>3</sup>	Total (in thousands)	Average for all teachers <sup>3</sup>
All schools...	1,876	0.98	385	0.20	77	0.04
Instructional level <sup>4</sup>						
Elementary .....	1,019	0.89	270	0.24	63	0.05
Secondary .....	830	1.18	107	0.15	13	0.02
Location of school						
City .....	1,028	1.81	265	0.47	44	0.08
Urban fringe .....	328	0.63	53	0.10	16	0.03
Town .....	324	0.69	42	0.09	16	0.03
Rural .....	197	0.54	25	0.07	1	(+)
Enrollment size						
Less than 300 .....	149	0.57	25	0.10	1	0.01
300 to 999 .....	1,247	1.02	301	0.25	68	0.06
1,000 or more .....	480	1.11	58	0.14	8	0.02
Region						
Northeast .....	215	0.52	63	0.15	9	0.02
Central .....	539	1.15	45	0.10	10	0.02
Southeast .....	680	1.37	189	0.38	44	0.09
West .....	443	0.81	88	0.16	13	0.02
Percentage of students receiving free or reduced-price lunches						
10 percent or less .....	317	0.64	17	0.04	4	0.01
11 to 40 percent .....	566	0.73	99	0.13	17	0.02
41 percent or more .....	925	1.60	256	0.44	54	0.09

(+) Less than 0.005.

<sup>1</sup>The 4-week time period covers the 4 weeks prior to the teacher completing the questionnaire.

<sup>2</sup>The types of behavior included under physical attack may range widely, from being kicked in anger by a first grader to more serious physical attacks by high school students.

<sup>3</sup>Means include those teachers reporting 0 occurrences.

<sup>4</sup>Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Numbers may not add to totals because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

**Table 13. --Percentage of teachers indicating how safe they feel at certain school locations: United States, 1990-91**

School location	Level of safety			
	Safe	Moderately safe	Moderately unsafe	Unsafe
In the school building during school hours .....	88	11	1	(+)
In the school building after school hours .....	68	24	6	?
On school grounds/campus .....	79	17	3	1
In the neighborhood of the school .....	72	19	5	4

(+) Less than 0.5.

NOTE: Percentages are computed across each row, but may not add to 100 because of rounding

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 14.--Percentage of teachers indicating that they feel safe or moderately safe at certain school locations, by instructional level and location of school: United States, 1990-91

School location	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
In the school building during school hours	99	99	99	98	99	99	100
In the school building after school hours.....	92	90	95	85	95	94	98
On school grounds/campus,.	96	95	98	92	97	98	99
In the neighborhood of the school.....	90	87	95	79	92	95	98

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

NOTE: Percentages in the "total" column were computed by adding the percentages from the "safe" and "moderately safe" columns from Table 13. They may vary because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

## Survey Methodology and Data Reliability

### Sample Selection

A two-stage sampling process was used to select teachers for the FRSS Teacher Survey on Safe, Disciplined, and Drug-Free Schools. The samples were selected in stages. First, a stratified sample of 890 schools was drawn from the 1988-89 list of public schools compiled by the National Center for Education Statistics (NCES). This file contains about 85,000 listings and is part of the NCES Common Core of Data (CCD) School Universe. Regular, vocational education, and alternative schools in the 50 states and District of Columbia were included in the survey universe, while special education schools were excluded from the frame prior to sampling. Schools not operated by local education agencies and those including only prekindergarten or kindergarten were also excluded. With these exclusions, the final sampling frame consisted of approximately 81,100 eligible schools.

The schools were stratified by type of locale (city, urban fringe, town, rural) and level of instruction (elementary, secondary, and combined schools). Within each of the 12 strata, schools were sorted first by state, then district (within each state), and then enrollment size (within each district). Next schools were selected with probabilities proportionate to the square root of the number of full-time-equivalent (FTE) teachers in the school. The sampling of schools was followed by the sampling of teachers within the selected schools. Teachers were selected at rates designed to yield a target sample of approximately 1,600 to 1,700, which was estimated to be sufficiently large to produce reliable estimates for national data (coefficients of variation, or c.v.'s, of 3 percent or less on a 50-percent characteristic) and for data by various school characteristics (c. v.'s of 4 to 6 percent on a 50-percent characteristic).

### Teacher Sampling

Each school was contacted by telephone and requested to produce a list of eligible teachers for sampling purposes. Eligible teachers included persons assigned at the school full time whose primary duty was teaching, and excluded principals, special education teachers, itinerant teachers (unless at their home base school), substitute teachers, teachers aides, unpaid volunteers, and preschool teachers. Using a list of randomly generated line numbers, a telephone interviewer specified the sequence numbers of the teachers on the list who were to be included in the survey. On average, one or



Two teachers were selected per school, with the actual number ranging from 0 to 7. The ineligibility of some teachers and the use of square root of FTE (rather than FTE) in the sample design resulted in somewhat increased sampling variability; the final sampling rate yielded less than 2 teachers per school, and the sample totaled 1,455 rather than the desired 1,600 to 1,700. The interviewer also requested that a copy of the list used for sampling be sent to Westat for review. A response rate of 96 percent was obtained at the first stage of teacher sampling; that is, 96 percent of the 884 eligible schools (6 of the 890 schools were out of scope) allowed teachers to be sampled for this survey.

### Response Rates

In mid-April 1991, questionnaires (see Appendix B) were mailed to teachers in the sample. Telephone followup of nonrespondents was initiated in mid-May; data collection was completed by the end of June. For the eligible teachers that received surveys (7 of the 1,455 teachers were found to be out of scope), a response rate of 93 percent (1,350 teachers) was obtained (see table 15). Since the teacher sample was a two-stage sample, the final response rate is the product of the first stage of teacher sampling (the school response rate of 96 percent) and the second stage of teacher sampling (the teacher response rate of 93 percent), or 89 percent. Item nonresponse ranged from 0.0 percent to 4.2 percent (except for the ranking in question 8 of the most effective components included in training on drug use prevention programs and policies, which ranged from 4.3 percent to 6.0 percent).

### Sampling and Nonsampling Errors

The response data were weighted to produce national estimates. The weights used for estimation were equal to the reciprocal of the probability of selecting the teacher, multiplied by an adjustment to account for school and teacher nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be

**Table 15.--Number and percentage of public school teachers in the study sample that responded and the estimated number and percentage in the nation, by school characteristics: United States, 1990-91**

School characteristic	Respondents		National Estimate*	
	Number	Percent	Number (in thousands)	Percent
All teachers .....	1,350	100	1,923	100
Instructional level				
Combine .....	42	3	60	3
Elementary .....	809	60	1,141	59
Secondary .....	471	35	707	37
Location of school				
City .....	356	26	570	30
Urban fringe .....	347	26	517	27
Town .....	344	26	471	25
Rural .....	303	22	365	19
Enrollment size				
Less than 300 .....	242	18	260	14
300 to 999 .....	848	63	1,230	64
1,000 or more .....	260	19	432	23
Region				
Northeast .....	281	21	410	21
Central .....	353	26	470	24
Southeast .....	340	25	497	26
West .....	376	28	546	28
Percentage of students receiving free or reduced-price lunches				
10 percent or less .....	337	25	492	26
11 to 40 percent .....	555	41	779	41
41 percent or more .....	408	30	582	30
Not available .....	50	4	70	4

\*Data presented in all tables are weighted to produce national estimates. The sample was selected in two stages. At the first stage, schools were selected with probabilities proportionate to the square root of the number of full-time-equivalent (FTE) teachers in the school. Schools with larger FTEs have higher probabilities of inclusion and lower weights. At the second stage of sampling, an average of two teachers per school was selected for the survey.

NOTE: Percentages may not add to 100 and numbers may not add to totals because of rounding.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

used to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used

To minimize the potential for nonsampling errors, the questionnaire was pretested with teachers like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, as well as the Office of Educational Research and Improvement, the Office of the Undersecretary, and the Drug Planning and Outreach Staff, Office of Elementary/Secondary Education, in the Department of Education. Manual and machine editing of the questionnaires were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were less than 5 percent (except for the one item discussed above). Data were keyed with 100 percent verification.

## **Variances**

The standard error is a measure of the variability due to sampling when estimating statistics. It indicates the variability  $y$  in the population of possible estimates of a parameter for a given sample size. Standard errors can be used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of teachers who were ever verbally abused by a student is 51 percent, and the estimated standard error is 1.2 percent. The 95 percent confidence interval for the statistic extends from  $51 - (1.2 \text{ times } 1.96)$  to  $51 + (1.2 \text{ times } 1.96)$ , or from 49 to 53 percent.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (e.g., Wolter, 1985, Chapter 4). To construct the replications, 30 stratified subsamples of the full sample were created and then dropped one at a time to define 30 jackknife

replicates (e. g., **Wolter,1985**, page 183). A proprietary computer program (**WESVAR**), available at **Westat, Inc.**, was used to calculate the estimates of standard errors. The software runs under **IBM/OS** and **VAX/VMS** systems.

## Background Information

The survey was performed under contract with **Westat, Inc.**, using the Fast Response Survey System (**FRSS**). **Westat's** Project Director was Elizabeth **Farris**, and the Survey Managers were Wendy **Mansfield**, Sheila **Heaviside**, and Debbie **Alexander**. **Judi** Carpenter was the **NCES** Project Officer. The data requester was Mary **Frase**, Data Development Division, **NCES**; outside consultants were **Ollie Moles**, Office of Research, Office of Educational Research and Improvement, and **Kimmon Richards**, Planning and Evaluation Service, the Office of the Undersecretary.

The report reviewers were Michael **Guerra**, Consultant, Resource Group on **Safe, Disciplined, and Drug-Free Schools**, and National Catholic **Educational Association**; **Ollie Moles**; Nancy **Pearce**, Information Collection Management **Branch**, Division of Data **Policy**, U.S. Department of Health and Human **Services**; and **Kimmon Richards**. **NCES** report reviewers were Larry **Ogle**, Data Development **Division**, and **Ching C. Yu**, Education Assessment **Division**.

Two related surveys on **safe, disciplined**, and drug-free schools were conducted along with the teacher **survey**: a survey of school principals and a survey of district **superintendents**. **E.D. TABS** on both of these surveys are **forthcoming**. **Finally**, a report examining the data from the three surveys **will be produced**.

For more information about the Fast Response Survey System or the Surveys on **Safe, Disciplined, Drug-Free Schools**, contact **Judi Carpenter**, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202)219-1333.

## References

*The WESVAR Procedures*. 1989. Rockville, MD: Westat, Inc.

Wolter, K. 1985. *Introduction to Variance Estimation*. Springer-Verlag.

## **Appendix A: Standard Error Tables**

**Table 1a.--Standard errors of the percentage of teachers indicating the extent of certain problems in their school: United States, 1990-91**

Problem	Extent of problem			
	Serious	Moderate	Minor	Not a problem
Student tardiness . . . . .	0.9	1.3	1.2	1.1
Student absenteeism/class cutting . . . . .	1.0	1.0	1.3	1.2
Physical conflicts among students	0.8	1.1	1.2	1.2
Robbery or theft of items over \$10 . . . . .	0.5	0.8	1.1	1.2
Vandalism of school property . . . . .	0.8	1.0	1.2	1.0
Student alcohol use . . . . .	0.6	0.8	1.1	1.2
Student drug use . . . . .	0.4	0.8	1.2	1.1
Sale of drugs on school grounds . . . . .	0.2	0.8	1.0	1.2
Student tobacco use . . . . .	0.6	1.0	1.3	1.2
Student possession of weapons . . . . .	0.3	0.5	0.9	1.0
Trespassing . . . . .	0.3	0.5	1.3	1.4
Verbal abuse of teachers . . . . .	0.8	1.2	1.3	1.4
Physical abuse of teachers . . . . .	0.2	0.5	1.0	1.2
Racial tensions . . . . .	0.4	1.1	1.3	1.6

**SOURCE:** Fast Response **Survey System**, Teacher Survey on **Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991,**

Table 2a.--Standard errors of the percentage of teachers indicating that certain **problems** in their school were serious or **moderate**, by instructional level and location of **school**: United **States, 1990-91**

Problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Student tardiness .....	1.5	2.1	2.3	3.2	2.8	2.6	2.8
Student <b>absentecism/</b> class cutting .....	1.4	1.9	2.4	2.5	2.3	2.0	2.9
Physical conflicts among students .....	1.2	1.8	2.3	2.4	2.5	2.4	2.1
Robbery or <b>theft</b> of items over \$10 .....	0.9	1.1	2.0	1.9	1.8	1.6	1.9
Vandalism of school property .....	1.0	1.4	2.6	2.1	2.0	2.4	1.9
Student alcohol use...	0.9	0.7	2.4	2.0	2.3	2.5	2.5
Student drug use .....	0.8	0.7	2.0	2.0	2.2	1.9	2.7
Sale of drugs on school grounds .....	0.8	0.6	1.9	1.7	1.3	1.3	1.2
Student tobacco use .....	1.2	0.9	2.5	2.2	2.2	2.3	2.8
Student possession of weapons .....	0.7	0.9	1.2	1.9	0.9	0.8	0.6
Trespassing .....	0.6	1.0	1.2	1.8	1.3	1.1	1.1
Verbal abuse of teachers .....	1.4	1.8	3.0	2.9	2.4	2.1	2.7
Physical abuse of teachers ...	0.6	0.7	1.0	1.1	1.1	0.7	0.0
Racial tensions .....	1.2	1.2	2.0	2.6	2.3	1.7	1.6

\*Some schools have both elementary and **secondary** grades. These schools are not listed separately because their number is **small**; they are included in the total and **in** analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on **Safe, Disciplined**, and Drug-Free **Schools, FRSS 42, U.S.** Department of Education, National Center for Education Statistics, 1991.



Table 3a. --Standard errors of the percentage of teachers reporting that their school has a written **policy** for general discipline and for **alcohol, drug, and tobacco use**, and the percentage **with** written policies reporting them as **comprehensive, clear**, consistently **applied**, and widely **publicized**, by instructional level and location of school: United States, 1990-91

Policy characteristic	Total	School characteristic					
		Instructional level <sup>1</sup>		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
<b>General discipline policy</b>							
Written n., .....	0.5	0.8	0.6	1.2	1.0	1.3	0.9
Comprehensive .....	0.5	0.7	1.0	1.0	1.4	1.5	1.3
Clear .....	0.6	0.7	1.5	1.6	1.2	1.6	1.4
Consistently applied .....	1.2	1.7	1.8	3.0	2.7	2.2	2.6
Widely publicized .....	1.0	1.3	2.1	1.7	2.3	2.0	2.0
<b>Alcohol policy<sup>2</sup></b>							
Written .....	1.0	1.6	0.9	2.5	1.5	1.8	1.7
Comprehensive .....	0.8	0.8	1.5	1.6	1.2	1.7	2.1
Clear .....	0.6	0.6	1.3	1.2	0.7	1.2	1.6
Consistently applied .....	1.0	1.2	1.5	2.2	2.3	1.8	1.8
Widely publicized .....	1.4	1.5	2.4	2.4	3.0	2.1	2.8
<b>Drug policy<sup>2</sup></b>							
Written .....	1.0	1.6	0.8	2.2	1.8	1.8	1.7
Comprehensive .....	0.8	1.0	1.2	1.4	1.4	1.4	1.6
Clear .....	0.5	0.6	1.1	1.1	0.9	1.3	1.1
Consistently <b>applied</b> .....	1.1	1.4	1.6	1.8	2.4	1.9	1.5
Widely <b>publicized</b> .....	1.4	1.6	2.3	2.6	2.5	2.6	2.2
<b>Tobacco policy<sup>2</sup></b>							
Written .. .....	0.9	1.5	0.8	2.2	1.7	1.8	1.7
Comprehensive .....	0.8	0.9	1.3	1.6	1.4	1.3	1.5
Clear .....	0.5	0.8	1.1	1.3	0.9	1.1	1.0
Consistently applied .....	1.1	1.3	1.8	2.3	2.5	1.9	2.4
Widely publicized.....	1.4	1.8	2.6	2.5	2.8	1.9	2.6

<sup>1</sup>Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

<sup>2</sup>At schools where alcohol, drug, and tobacco policies were included in a single policy, teachers were asked to describe each component separately.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 4a. --Standard errors of the percentage of teachers indicating specified levels of effectiveness for their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies in reducing certain problems: United States, 1990-91

Student problem	Program and policy effectiveness*				
	Highly effective	Moderately effective	Not very effective	Not at all effective	Use or behavior not a problem
Alcohol use .....	0.8	0.8	0.8	0.4	0.9
Drug use .....	0.9	0.9	0.8	0.3	1.1
Tobacco use .....	0.8	0.7	1.0	0.7	1.0
Disruptive behavior .....	1.2	1.2	1.0	0.6	1.0
Misbehavior .....	1.2	1.6	1.2	0.7	0.7

\*Approximately 1 percent of teachers reported that their school had no alcohol, drug, or tobacco prevention programs or policies or general discipline programs or policies.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 5a. --Standard errors of the percentage of teachers indicating that their school's alcohol, drug, and tobacco prevention programs and policies and general discipline programs and policies were not very or not at all effective in reducing certain problems, by instructional level and location of school: United States, 1990-91

Student problem	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
Alcohol use .....	0.9	0.7	2.2	1.5	1.8	1.8	1.8
Drug use .....	0.9	0.8	2.0	1.5	1.8	1.6	1.3
Tobacco use .....	1.0	0.8	2.1	1.3	1.6	2.7	1.8
Disruptive behavior.. .....	1.2	1.5	1.9	2.2	2.4	2.0	1.6
Misbehavior.....	1.6	2.1	2.4	2.8	3.0	2.3	2.2

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 6a. --Standard errors of the percentage of teachers receiving training regarding their school's general discipline programs and policies and of the average number of inservice training hours received, by school characteristics: United States, 1990-91

School characteristic	General discipline programs and policies training			
	Percent ever receiving any training	Percent receiving inservice training during 1990-91	Average number of inservice training hours in 1990-91	
			For all teachers	For teachers receiving training
All schools .....	1.4	1.2	0.16	0.29
<b>Instructional level*</b>				
Elementary.....	1.7	1.4	0.18	0.33
Secondary .....	2.8	2.6	0.33	0.58
<b>Location of school</b>				
City .....	3.0	2.9	0.29	0.46
urban fringe .....	2.9	2.6	0.25	0.41
Town .....	2.8	2.5	0.57	1.02
Rural.....	3.4	3.3	0.22	0.42
<b>Enrollment size</b>				
Less than 300.....	3.3	3.0	0.35	0.66
300 to 999.....	1.9	1.6	0.22	0.39
1,000 or more .....	3.0	3.5	0.24	0.42
<b>Region</b>				
Northeast.....	2.8	2.2	0.17	0.42
Central .....	2.8	2.4	0.47	0.98
Southeast.....	2.7	3.2	0.26	0.31
West .....	2.3	2.2	0.34	0.47
<b>Percentage of students receiving free or reduced-price lunches</b>				
10 percent or less.....	2.8	2.6	0.36	0.67
11 to 40 percent .....	2.1	2.2	0.36	0.60
41 percent or more .....	2.6	2.1	0.21	0.33

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 7a. --Standard errors of the percentage of teachers receiving training regarding their school's drug (including alcohol and tobacco) use prevention programs and policies and of the average number of inservice training hours received, by school characteristics: United States, 1990-91

School characteristic	Drug use prevention programs and policies training			
	Percent ever receiving any training	Percent receiving inservice training during 1990-91	Average number of inservice training hours in 1990-91	
			For all teachers	For teachers receiving training
All schools .....	1.3	1.2	0.15	0.31
<b>Instructional level*</b>				
Elementary .....	2.0	1.8	0.18	0.36
Secondary .....	2.9	3.0	0.30	0.55
<b>Location of school</b>				
City .....	3.3	2.7	0.26	0.55
Urban fringe .....	2.3	2.3	0.31	0.60
Town .....	2.3	2.1	0.36	0.61
Rural .....	2.6	3.2	0.36	0.60
<b>Enrollment size</b>				
Less than 300 .....	3.9	3.7	0.35	0.67
300 to 999 .....	1.4	1.4	0.16	0.35
1,000 or more .....	3.8	4.0	0.39	0.74
<b>Region</b>				
Northeast .....	3.0	2.7	0.31	0.60
Central .....	2.6	2.8	0.31	0.70
Southeast .....	2.6	2.5	0.30	0.56
West .....	2.7	2.7	0.31	0.48
<b>Percentage of students receiving free or reduced-price lunches</b>				
10 percent or less .....	2.6	2.7	0.37	0.76
11 to 40 percent .....	2.2	1.9	0.22	0.43
41 percent or more .....	3.1	2.3	0.24	0.52

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 8a.--Standard errors of the percentage of teachers indicating whether certain components were included in the training they **received** regarding drug use prevention programs and policies and whether each component was considered one of the three most effective in reducing student **drug use: United States, 1990-91**

Component	Included in training	One of three most effective components
Causes <b>and effects</b> of alcohol, <b>drug</b> , or tobacco use .....	1.0	1.9
<b>Identifying</b> signs <b>of alcohol</b> , dreg, or tobacco use ... ..	1.1	1.4
Intervention techniques for your use with students suspected of <b>alcohol</b> , dreg, or tobacco use .....	1.7	1.8
Application <b>and enforcement of alcohol policies</b> .....	1.8	1.4
Application <b>and enforcement of drug policies</b> .....	1.8	1.5
<b>Application and enforcement of tobacco</b> policies .....	1.7	1.2
Laws regarding <b>alcohol</b> , dreg, or tobacco <b>use, possession, sales</b> , and distribution .....	1.7	2.5
Availability <b>y</b> of school services and other services for students using <b>alcohol, drugs</b> , or tobacco .....	1.3	1.5

**SOURCE:** Fast Response Survey **System**, Teacher Survey on **Safe, Disciplined**, and Drug-Free **Schools, FRSS 42, U.S.** Department of **Education**, National Center for Education **Statistics**, 1991.

Table 9a.--Standard errors of the percentage of teachers indicating the extent to which certain factors limit their ability to maintain order and discipline in their school, and the extent to which certain factors interfere with teaching: United States, 1990-91

Factor	Great extent	Moderate extent	Small extent	Not at all
Factor limiting ability to <b>maintain</b> order and <b>discipline</b>				
Lack of or inadequate number of security personnel .....	0.5	0.7	0.9	1.3
Lack of or inadequate teacher training in discipline procedures and school law .....	0.5	0.9	1.2	1.3
Lack of or inadequate alternatives <b>placements/</b> programs for <b>disruptive</b> students .....	1.3	1.2	1.2	1.4
Likelihood of complaints from parents .....	0.9	1.0	1.1	1.1
Lack of support from administration .....	0.8	1.0	1.4	1.7
Faculty 's <b>fear of student</b> reprisal .....	0.2	0.7	1.1	1.4
Factor interfering with teaching				
Student <b>alcohol</b> use .....	0.2	0.5	0.6	0.9
Student <b>drug</b> use .....	0.3	0.6	0.8	0.9
Student <b>disruptive</b> behavior .....	1.1	1.2	1.1	1.3
Student misbehavior .....	1.2	1.1	1.5	0.9

SC) RCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 10a.--Standard errors of the percentage of teachers indicating that certain factors **limit** to a great or moderate extent their ability to maintain order and **discipline** in their **school**, and the percentage indicating that various factors interfere to a great or moderate extent with their **teaching**, by instructional level and location of school: United States, 1990-91

Factor	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
<b>Factor limiting ability to maintain order and discipline</b>							
Lack of or inadequate number of security personnel .....	0.8	1.1	1.6	2.1	1.7	1.4	1.2
Lack of or inadequate teacher training in discipline procedures and school law .....	1.0	1.3	1.8	2.2	2.1	2.1	1.8
Lack of or inadequate alternative placements/ programs for disruptive students .....	1.5	2.0	2.7	2.6	2.9	3.0	2.5
Likelihood of complaints from parents .....	1.2	1.4	2.4	2.1	2.3	2.4	2.4
Lack of support from administration .....	1.2	1.1	2.1	2.2	2.8	2.3	2.1
Faculty's fear of student reprisal .....	0.7	1.0	1.2	1.2	1.5	1.3	1.4
<b>Factor interfering with teaching</b>							
Student alcohol use .....	0.6	0.5	1.4	1.1	1.1	1.1	1.2
Student drug use .....	0.6	0.5	1.5	1.4	1.1	1.2	1.0
Student disruptive behavior .....	1.4	2.0	2.3	2.5	3.0	2.6	1.9
Student misbehavior .....	1.5	2.3	2.4	3.1	2.9	2.3	2.3

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.



Table 1 la. --Standard errors of the percentage of teachers who have been verbally **abused**, threatened with **injury**, or physically attacked by a student from their school, by school characteristics: **United States, 1990-91**

School characteristic	Every verbally abused by student	Verbally abused in the last 4 weeks of school <sup>1</sup>	Ever threatened with injury by student	Threatened with injury in the last 12 months	Ever physically attacked	Physically attacked in the last 12 months
All schools .....	1.2	1.3	1.0	0.8	0.8	0.5
<b>Instructional level<sup>2</sup></b>						
Elementary .....	2.0	1.9	1.1	1.0	0.9	0.6
Secondary .....	2.5	1.8	2.2	1.5	1.1	0.7
<b>Location of school</b>						
City .....	3.1	2.6	2.0	1.8	1.6	0.9
<b>Urban</b> fringe .....	2.1	2.1	1.6	1.2	1.5	0.8
Town .....	2.7	1.9	1.8	1.2	1.4	1.1
Rural .....	2.5	1.6	1.6	1.1	1.2	0.4
<b>Enrollment size</b>						
Less than 300 .....	3.3	2.2	2.1	1.4	1.1	0.5
<b>300 to 999</b> .....	1.7	1.6	1.0	0.9	1.0	0.7
1,000 or more .....	3.0	3.1	2.8	1.9	1.6	0.7
<b>Region</b>						
Northeast .....	2.8	2.2	1.9	1.9	1.4	0.8
Central .....	2.4	2.3	2.2	1.2	1.4	0.9
southeast .....	2.4	2.0	2.0	1.8	1.3	1.1
west .....	2.3	2.2	1.9	1.3	1.1	1.0
<b>Percentage of students receiving free or reduced-price lunches</b>						
10 percent or less .....	2.4	1.9	1.8	0.8	1.0	0.5
11 to 40 percent .....	2.2	1.9	1.6	1.2	1.2	0.6
41 percent or more .....	2.0	2.3	1.6	1.5	1.4	1.0

<sup>1</sup>The 4-week time period covers the 4 weeks prior to the teacher completing the questionnaire.

<sup>2</sup>Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 12a.--Standard errors of the total and average number of incidents teachers reported of having been verbally abused in the last 4 weeks, threatened with injury in the last 12 months, or physically attacked in the last 12 months by a student from their school, -by school characteristics: United States, 1990-91

School characteristic	Number of times incident occurred					
	Verbally abused by student in the last 4 weeks <sup>1</sup>		Threatened with injury by student in the last 12 months		Physically attacked by student in the last 12 months	
	Total (in thousands)	Average <sup>2</sup>	Total (in thousands)	Average <sup>2</sup>	Total (in thousands)	Average <sup>2</sup>
All schools ... ..	327	0.16	106	0.06	25	0.01
Instructional level <sup>3</sup>						
Elementary .....	136	0.11	107	0.09	23	0.02
Secondary .....	262	0.37	19	0.02	5	0.01
Location of school						
City .....	301	0.52	104	0.18	23	0.04
Urban fringe .....	94	0.18	16	0.03	5	0.01
Town .....	67	0.14	7	0.02	5	0.01
Rural .....	63	0.17	8	0.02	1	(+)
Enrollment size						
Less than 300 .....	43	0.16	9	0.03	1	(+)
300 to 999 .....	257	0.21	105	0.09	24	0.02
1,000 or more .....	175	0.37	15	0.03	3	0.01
Region						
Northeast .....	39	0.09	17	0.04	3	0.01
Central .....	231	0.50	14	0.03	5	0.01
Southeast .....	217	0.40	103	0.21	24	0.05
West ... ..	107	0.18	15	0.03	6	0.01
Percentage of students receiving free or reduced-price lunches						
10 percent or less .....	155	0.31	6	0.01	2	(+)
11 to 40 percent .....	108	0.14	18	0.02	7	0.01
41 percent or more .....	267	0.46	105	0.18	22	0.04

(+) Less than 0.005.

<sup>1</sup>The 4-week time period covers the 4 weeks prior to the teacher completing the questionnaire

<sup>2</sup>Means include those teachers with 0 occurrences

<sup>3</sup>Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 13a. --Standard errors of the percentage of teachers indicating how safe they feel at certain school locations:  
United States, 1990-91

School location	Level of safety			
	Safe	Moderately safe	Moderately unsafe	Unsafe
In the school building during school hours	0.8	0.7	0.3	0.1
In the school building after school hours ,.....	1.3	1.3	0.6	0.4
On school grounds/campus . . . . .	1.1	1.0	0.4	0.2
In the neighborhood of the school . . . . .	1.4	1.0	0.6	0.7

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

Table 14a.--Standard errors of the percentage of teachers indicating that they feel safe or moderately safe at certain school locations, by instructional level and location of school: United States, 1990-91

School location	Total	School characteristic					
		Instructional level*		Location of school			
		Elementary	Secondary	City	Urban fringe	Town	Rural
In the school building during school hours.. . . . .	0.3	0.4	0.3	0.7	0.4	0.5	0.0
In the school building after school hours .....	0.7	1.0	1.0	1.9	1.1	1.0	0.8
On school grounds/campus..	0.5	0.7	0.5	1.3	0.7	0.6	0.5
In the neighborhood of the school .....	1.0	1.4	1.0	2.3	1.4	1.1	0.8

\*Some schools have both elementary and secondary grades. These schools are not listed separately because their number is small; they are included in the total and in analyses with other school characteristics.

SOURCE: Fast Response Survey System, Teacher Survey on Safe, Disciplined, and Drug-Free Schools, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991.

**Appendix B: Questionnaire**

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS  
WASHINGTON, D.C. 20208-5651

FORM APPROVED  
O.M.B. No.: 1850-0657  
EXPIRATION DATE:12/91

TEACHER SURVEY ON **SAFE, DISCIPLINED, AND** DRUG-FREE SCHOOLS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C.1221e-1). While you are not required to **respond**, your cooperation is **needed** to make the results of this survey **comprehensive, accurate, and timely**.

DEFINITIONS FOR THIS **SURVEY**:

Drug use education refers to learning **activities** and related policies to prevent or reduce **alcohol, drug (e.g., marijuana, inhalants, cocaine)**, and tobacco use by **youth**. It does **not** include **clinical treatment or rehabilitation**.

Disruptive behavior refers to serious and/or unlawful actions that may interfere with order in school (e.g., physical **attacks, property destruction, thefts**). **Alcohol, drug, and tobacco use, possession, sales, and distribution** should be reported **separately** on this questionnaire and **not** included under "disruptive behavior."

**Misbehavior** refers to less serious actions **that may** interfere with classroom teaching (e.g., student talking in class, tardiness, class cutting).

AFFIX LABEL HERE

IF ABOVE INFORMATION IS **INCORRECT**, PLEASE UPDATE **DIRECTLY ON LABEL**.

Name of Person Completing This **Form**: \_\_\_\_\_ Telephone **Number**: \_\_\_\_\_

Title/position: \_\_\_\_\_

What is the best **day/time** to reach you at this **number**, if we have any **questions**? \_\_\_\_\_ Day \_\_\_\_\_ Time

RETURN COMPLETED FORM TO:

WESTAT, INC.  
1650 Research Boulevard  
Rockville, Maryland 20850

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing **instructions**, searching existing data sources, gathering **and maintaining** the data **needed**, and completing and reviewing the collection of **information**. Send comments regarding this burden estimate or **any other aspect** of this collection of **information**, including suggestions for reducing this **burden**, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0657, Washington, D.C. 20503.

NCES Form No. 2379-42, 4/91

- .. a. About how **many** students do you teach in a class? \_\_\_\_\_ students. b. In **one day**? \_\_\_\_\_ students.  
 c. How **many** hours a **day** do you usually teach classes? \_\_\_\_\_ hours.

5. Circle the number indicating to what extent, if any, each of the following has been a problem in your school during the school year.

	SERIOUS	MODERATE	MINOR	NOT A PROBLEM
a. Student lateness .....	1	2	3	4
b. Student absenteeism /class cutting .....	1	2	3	4
c. Physical conflicts among students .....	1	2	3	4
d. Robbery or theft of items over \$10 .....	1	2	3	4
e. Vandalism of school property .....	1	2	3	4
f. Student alcohol use .....	1	2	3	4
g. Student drug use .....	1	2	3	4
h. Sale of drugs on school grounds .....	1	2	3	4
i. Student tobacco use .....	1	2	3	4
j. Student possession of weapons .....	1	2	3	4
k. Trespassing .....	1	2	3	4
l. Verbal abuse of teachers .....	1	2	3	4
m. Physical abuse of teachers .....	1	2	3	4
n. Racial tensions.....	1	2	3	4

3 Circle the number for each item describing your school's general discipline and alcohol, drug, and tobacco policies. (Describe the components separately, even if they are included in a single policy.)

	GENERAL DISCIPLINE POLICY		ALCOHOL POLICY		DRUG POLICY		TOBACCO POLICY	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Does your school have a written policy?..... 12 (If NO to a policy, skip items b-e for that policy.)			1	2	1	2	1	2
b. Comprehensive?..... 12			1	2	1	2	1	2
c. Clear?.....	1	2	1	2	1	2	1	2
d. Consistently applied?.....	1	2	1	2	1	2	1	2
e. Widely publicized?.....	1	2	1	2	1	2	1	2

4. Circle the number indicating how effective you think your school's alcohol, drug, and tobacco prevention programs have been in reducing problems in your school during the 1990-91 school year. (If alcohol, drug, or tobacco use has no problem in your school, circle 5.)

	HIGHLY EFFECTIVE	MODERATELY EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	HAS A PLAN
a. Student alcohol use .....	1	2	3	4	
b. Student drug use .....	1	2	3	4	
c. Student tobacco use .....		2	3	4	

5. Circle the number indicating how effective you think your school's general discipline programs and policies have been in reducing problems in your school during the 1990-91 school year. (If there have not been any discipline problems in your school, circle 5.)

	HIGHLY EFFECTIVE	MODERATELY EFFECTIVE	NOT VERY EFFECTIVE	NOT AT ALL EFFECTIVE	HAS A PLAN
a. Disruptive behavior .....	1	2	3	4	
b. Misbehavior .....	1	2	3	4	

6. a. Have you ever received training regarding your school's general discipline programs and policies?  Yes  No  
 b. Please estimate the number of in-service training hours on your school's general discipline programs and policies you will have received during the 1990-91 school year. \_\_\_\_\_

7. a. Have you ever received training regarding your school's drug (including alcohol and tobacco) use prevention and policies?  Yes  No  
 b. Please estimate the number of in-service training hours on your school's drug (including alcohol and tobacco) use prevention programs and policies you will have received during the 1990-91 school year. \_\_\_\_\_

(If NO to 7a, skip to Q9.)

Circle the number indicating whether each of the following components was included in the training you received regarding drug use prevention programs and policies. Check the three components that you feel are most effective in reducing student drug (including alcohol and tobacco) use.

	YES	NO	MOST EFFECTIVE
a. Causes and effects of alcohol, drug, or tobacco use .....	12		_____
b. Identifying signs of alcohol, drug, or tobacco use .....	12		_____
c. Intervention techniques for your use with students suspected of alcohol, drug, or tobacco use .....	1	2	_____
d. Application and enforcement of alcohol policies .....	12		_____
e. Application and enforcement of drug policies .....	1	2	_____
f. Application and enforcement of tobacco policies .....	12		_____
g. Laws regarding alcohol, drug, or tobacco use, possession sales, and distribution .....	1	2	_____
h. Availability of school services and other services for students using alcohol, drugs, or tobacco .....	1	2	_____

9. Circle the number indicating to what extent each of the following limits your ability to maintain order and discipline in the school.

	LIMITS ABILITY TO MAINTAIN ORDER AND DISCIPLINE			
	GREAT EXTENT	MODERATE EXTENT	SMALL EXTENT	NOT AT ALL
a. Lack of or inadequate number of security personnel .....	1	2	3	4
b. Lack of or inadequate teacher training in discipline procedures and school law .....	1	2	3	4
c. Lack of or inadequate alternative placements/programs for disruptive students .....	1	2	3	4
d. Likelihood of complaints from parents .....	1	2	3	4
e. Lack of support from administration .....	1	2	3	4
f. Faculty's fear of student reprisal .....	1	2	3	4
g. Other (specify) .....	1	2	3	4

10. Circle the number indicating to what extent each of the following interferes with your teaching.

	GREAT EXTENT	MODERATE EXTENT	SMALL EXTENT	NOT AT ALL
a. Student alcohol use .....	1	2	3	4
b. Student drug use .....	1	2	3	4
c. Student disruptive behavior .....	1	2	3	4
d. Student misbehavior .....	1	2	3	4

11. a. Has a student from your school ever verbally abused you?  Yes  No.

b. In the last 4 weeks of school?  Yes  No. If YES, how many times? \_\_\_\_\_

12. a. Has a student from your school ever threatened to injure you?  Yes  No.

b. In the last 12 months?  Yes  No. If YES, how many times? \_\_\_\_\_

13. a. Has a student from your school ever physically attacked you?  Yes  No.

b. In the last 12 months?  Yes  No. If YES, how many times? \_\_\_\_\_

14. Circle the number indicating how safe you feel:

	SAFE	MODERATELY SAFE	MODERATELY UNSAFE	UNSAFE
a. In the school building during school hours .....	1	2	3	4
b. In the school building after school hours .....	1	2	3	4
c. On school grounds/campus .....	1	2	3	4
d. In the neighborhood of the school .....	1	2	3	4

15. What is the average daily rate of absenteeism (excused and unexcused) in your classes? \_\_\_\_\_%

16. a. How many years have you been teaching? \_\_\_\_\_ years. b. In this school? \_\_\_\_\_ years.

17. What grades are you currently teaching? (Circle all that apply.)

K    1    2    3    4    5    6    7    8    9    10    11    12

18. What is your sex?  Female  Male

19. a. What is your race?  Black  White  Asian/Pacific Islander  American Indian/Alaskan Native

b. Are you of Hispanic origin?  Yes  No.  Other (specify) \_\_\_\_\_