

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

Findings From the School Survey on Crime
and Safety: 2005–06

U.S. Department of Education
NCES 2007–361

FIRST LOOK





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September 2007

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Introduction

This report presents findings on crime and violence in U.S. public schools,¹ using data from the 2005–06 School Survey on Crime and Safety (SSOCS:2006). First administered in school year 1999–2000 and repeated in school years 2003–04 and 2005–06, SSOCS provides information about school crime-related topics from the perspective of the schools. Developed by the National Center for Education Statistics (NCES) and supported by the Office of Safe and Drug-Free Schools of the U.S. Department of Education, SSOCS asks public school principals about the frequency of incidents, such as physical attacks, robberies, and thefts in their schools. Portions of this survey also focus on school programs, disciplinary actions, and the policies implemented to prevent and reduce crime in schools.

SSOCS:2006 is based on a nationally representative stratified random sample of 3,565 U.S. public schools. Data collection began on March 17, 2006, when questionnaires were mailed to principals, and continued through May 26, 2006. A total of 2,724 public primary, middle, high, and combined schools provided usable questionnaires, yielding an unweighted response rate of approximately 78 percent. When the responding schools were weighted to account for their original sampling probabilities, the response rate increased to approximately 81 percent. A nonresponse bias analysis was performed because the weighted response rate was less than 85 percent, and the results indicated that nonresponse bias is not an issue for SSOCS:2006. For more information about the methodology and design of SSOCS, including how response rates were calculated and the details of the nonresponse bias analysis, please see Appendix B: Methodology and Technical Notes in this report.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented below. These findings have been chosen to demonstrate the range of information available when using SSOCS:2006 data rather than to discuss all of the observed differences.

The tables in this report contain totals and percentages generated from bivariate cross-tabulation procedures. All of the results are weighted to represent the population of U.S. public schools. Comparisons drawn in the bulleted items below have been tested for statistical significance at the .05 level using Student's *t* statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Many substantively minor differences may be statistically significant because of the large sample size. Thus, only differences of 5 percentage points or more between groups are mentioned in the findings.

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

¹The School Survey on Crime and Safety (SSOCS) includes public charter schools but excludes special education schools, vocational schools, alternative schools (e.g., adult continuing education schools and remedial schools), newly closed schools, home schools, ungraded schools, schools with high grades of kindergarten or lower, overseas Department of Defense schools, schools sponsored by the Bureau of Indian Affairs, and schools in the U.S. outlying areas and Puerto Rico.

Selected Findings: School Year 2005–06

- The overall rate of violent incidents² for all public schools was 31 incidents per 1,000 students. The rate of violent incidents was significantly higher in middle schools (52 incidents per 1,000 students) than in primary schools (25 incidents per 1,000 students) or high schools (26 incidents per 1,000 students) (table 1).
- While 52 percent of all schools reported at least one student threat of physical attack without a weapon, 9 percent of schools reported such a threat with a weapon (table 2).
- Some 77 percent of schools with 1,000 or more students reported at least one incident of the distribution, possession, or use of illegal drugs, a higher percentage than was reported for schools with lower enrollments (12 to 29 percent) (table 3).
- Middle schools (43 percent) were more likely to report that student bullying occurred at school daily or weekly than were high schools (22 percent) or primary schools (21 percent); there was no measurable difference between high schools and primary schools in the percentage of schools reporting daily or weekly student bullying (table 5).
- For students involved in the use or possession of a weapon other than a firearm or explosive device at school, the most frequently used disciplinary action was an out-of-school suspension lasting 5 or more days (41 percent) (table 6).
- Schools with minority enrollments of 50 percent or more were more likely to involve students in resolving student conduct problems as a component of violence prevention programs (63 percent)³ than were schools with minority enrollments of less than 5 percent (50 percent), 5 to 20 percent (53 percent), or 20 to 50 percent (54 percent) (table 8).
- Some 40 percent of schools drilled students on a written plan describing procedures to be performed during a shooting, and 83 percent of schools drilled students on a written plan for natural disasters. Some 33 percent of schools drilled students on a written plan for hostage situations, 55 percent of schools drilled students on a written plan for bomb threats or incidents, and 28 percent of schools drilled students on a written plan for chemical, biological, or radiological threats or incidents (table 9).
- Among the factors that were reported to limit “in a major way” schools’ efforts to reduce or prevent crime, three factors were reported more often than others: a lack of or inadequate alternative placements or programs for disruptive students (19 percent); inadequate funds (17 percent); and federal, state, or district policies on disciplining special education students (11 percent) (table 10).

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

³Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

Tables

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Table 1. Number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2005–06

School characteristic	Total number of schools	Violent incidents ¹				Serious violent incidents ²				Theft ³				Other incidents ⁴			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	83,200	64,700	77.7	1,489,400	31.2	14,300	17.1	59,100	1.2	38,300	46.0	242,700	5.1	56,800	68.2	458,900	9.6
Level ⁵																	
Primary	48,600	32,700	67.3	561,700	25.2	5,300	11.0	19,300 †	0.9 †	13,500	27.8	36,000	1.6	26,600	54.8	105,800	4.7
Middle	15,500	14,700	94.4	522,200	51.6	3,900	25.2	18,900	1.9	10,700	68.7	79,300	7.8	13,600	87.8	120,800	11.9
High school	11,700	11,100	95.2	313,500	25.7	3,700	31.8	17,500	1.4	10,000	85.6	105,500	8.7	10,900	93.6	192,000	15.7
Combined	7,400	6,200	83.5	92,000	29.2	1,300	17.4	3,500	1.1	4,100	54.9	21,900	7.0	5,600	75.0	40,400	12.8
Enrollment size																	
Less than 300	20,800	13,300	63.7	148,400	34.5	2,400	11.4	‡	‡	6,200	29.6	18,500	4.3	11,100	53.2	52,800	12.3
300–499	23,800	18,400	77.3	325,000	34.0	2,800	11.7	6,800	0.7	8,800	37.2	31,600	3.3	15,100	63.4	63,600	6.7
500–999	29,300	24,000	82.1	609,700	30.9	5,600	19.2	21,100	1.1	15,300	52.1	89,800	4.5	21,700	74.2	151,800	7.7
1,000 or more	9,300	9,000	96.5	406,400	28.6	3,500	37.2	19,100	1.3	8,000	85.8	102,800	7.2	8,900	95.1	190,700	13.4
Urbanicity																	
City	21,000	17,300	82.3	547,400	38.1	5,000	23.9	29,800	2.1	9,800	46.8	77,500	5.4	15,300	72.7	158,900	11.1
Urban fringe	27,600	21,600	78.2	524,700	27.1	4,400	15.9	16,800	0.9	12,900	46.9	89,800	4.6	19,300	69.9	162,000	8.4
Town	8,200	6,700	82.2	129,400	31.9	1,200	15.2	3,700	0.9	4,000	48.4	23,000	5.7	5,800	70.6	38,500	9.5
Rural	26,400	19,100	72.3	287,900	28.7	3,600	13.6	8,800	0.9	11,500	43.7	52,300	5.2	16,400	62.1	99,500	9.9
Percent minority enrollment ⁶																	
Less than 5 percent	16,600	11,800	71.6	174,000	26.9	2,200	13.1	5,700	0.9	7,100	42.8	31,100	4.8	10,300	62.4	55,300	8.6
5 to 20 percent	20,600	15,100	73.5	269,900	22.9	3,200	15.7	11,100	0.9	8,900	43.4	60,900	5.2	13,100	63.4	109,200	9.3
20 to 50 percent	18,600	14,800	79.7	326,200	28.4	3,100	16.6	15,700 †	1.4 †	8,900	47.9	63,300	5.5	13,300	71.5	109,700	9.6
50 percent or more	25,600	21,200	82.9	677,500	39.9	5,500	21.6	25,700	1.5	12,400	48.4	81,900	4.8	18,400	71.9	171,600	10.1

¹Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹Violent incidents include rape, sexual battery other than rape, physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery with or without a weapon.

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

³Theft 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."

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

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

⁶Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

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

Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 2. Number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Student threat of physical attack with a weapon ¹				Student threat of physical attack without a weapon ¹				Robbery with a weapon ^{1,2}				Robbery without a weapon ^{1,2}			
	Number	Percent	Number	Rate per	Number	Percent	Number	Rate per	Number	Percent	Number	Rate per	Number	Percent	Number	Rate per
	of schools	of schools	of incidents	1,000 students	of schools	of schools	of incidents	1,000 students	of schools	of schools	of incidents	1,000 students	of schools	of schools	of incidents	1,000 students
All public schools	7,332	8.8	24,771	0.5	43,421	52.2	532,604	11.1	362	0.4	643 !	#	5,338	6.4	22,074	0.5
Level ³																
Primary	3,360	6.9	13,075 !	0.6 !	20,255	41.7	186,221	8.3	‡	‡	‡	‡	1,734	3.6	4,663 !	0.2 !
Middle	1,950	12.5	5,956	0.6	10,970	70.6	188,815	18.7	69 !	0.4 !	‡	‡	1,409	9.1	7,217	0.7
High school	1,488	12.7	4,679	0.4	8,291	70.9	123,842	10.2	125	1.1	221 !	#	1,619	13.9	8,634	0.7
Combined	534 !	7.2 !	1,061 !	0.3 !	3,905	52.6	33,725	10.7	‡	‡	‡	‡	575 !	7.7 !	1,559 !	0.5 !
Enrollment size																
Less than 300	1,359	6.5	‡	‡	8,237	39.5	44,345	10.3	‡	‡	‡	‡	1,122	5.4	3,229	0.8
300–499	1,603	6.7	2,362	0.2	11,826	49.7	110,797	11.6	#	#	#	#	771	3.2	3,222	0.3
500–999	2,875	9.8	8,893	0.5	16,107	55.0	227,391	11.5	‡	‡	‡	‡	1,893	6.5	6,360	0.3
1,000 or more	1,495	16.1	5,412	0.4	7,251	77.9	150,071	10.6	194	2.1	406 !	#	1,552	16.7	9,263	0.7
Urbanicity																
City	2,533	12.1	14,748 !	1.0 !	11,613	55.3	188,899	13.2	313 !	1.5 !	584 !	#	1,895	9.0	9,884	0.7
Urban fringe	2,235	8.1	6,049	0.3	14,707	53.3	190,275	9.8	49 !	0.2 !	58 !	#	1,508	5.5	5,747	0.3
Town	542	6.6	917	0.2	4,524	55.2	47,713	11.8	#	#	#	#	489	6.0	2,171 !	0.5 !
Rural	2,022	7.7	3,057	0.3	12,577	47.6	105,717	10.5	#	#	#	#	1,445	5.5	4,272	0.4
Percent minority enrollment ⁴																
Less than 5 percent	1,122	6.8	2,594	0.4	7,790	47.1	60,779	9.4	#	#	#	#	790	4.8	2,383	0.4
5 to 20 percent	1,811	8.8	4,965	0.4	9,847	47.8	95,648	8.1	#	#	#	#	972	4.7	4,156	0.4
20 to 50 percent	1,466	7.9	‡	‡	10,364	55.7	117,796	10.3	‡	‡	‡	‡	1,105	5.9	4,969	0.4
50 percent or more	2,847	11.1	8,175	0.5	14,125	55.2	242,036	14.2	211 !	0.8	491 !	#	2,301	9.0	10,268	0.6

#Rounds to zero.

!Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹Weapon 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."

²Robbery 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 battery."

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

⁴Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 3. Number and percentage of public schools reporting at least one incident of the distribution, possession, or use of illegal drugs or alcohol at school, or of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Distribution, possession, or use of illegal drugs				Distribution, possession, or use of alcohol				Vandalism ¹			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	21,534	25.9	116,969	2.4	13,473	16.2	46,799	1.0	41,997	50.5	192,825	4.0
Level ²												
Primary	1,651	3.4	1,962	0.1	521 !	1.1 !	829 !	#	19,596	40.4	66,794	3.0
Middle	7,592	48.8	26,753	2.6	3,295	21.2	6,646	0.7	10,459	67.3	57,511	5.7
High school	9,323	79.7	75,559	6.2	7,082	60.6	31,405	2.6	8,662	74.1	54,680	4.5
Combined	2,969	40.0	12,695	4.0	2,575	34.7	7,920	2.5	3,279	44.2	13,840	4.4
Enrollment size												
Less than 300	3,064	14.7	8,686	2.0	2,136	10.2	5,250	1.2	7,828	37.6	27,710	6.4
300–499	2,917	12.3	7,688	0.8	1,970	8.3	4,946	0.5	10,503	44.1	34,068	3.6
500–999	8,360	28.6	29,136	1.5	4,229	14.4	10,764	0.5	16,238	55.5	70,136	3.5
1,000 or more	7,193	77.2	71,460	5.0	5,138	55.2	25,839	1.8	7,427	79.8	60,912	4.3
Urbanicity												
City	5,257	25.0	38,176	2.7	2,778	13.2	12,003	0.8	12,261	58.3	71,595	5.0
Urban fringe	7,072	25.6	42,539	2.2	4,489	16.3	17,538	0.9	14,992	54.3	67,571	3.5
Town	2,538	31.0	10,382	2.6	1,271	15.5	3,873	1.0	4,184	51.0	14,755	3.6
Rural	6,668	25.2	25,871	2.6	4,936	18.7	13,385	1.3	10,559	40.0	38,903	3.9
Percent minority enrollment ³												
Less than 5 percent	3,792	22.9	12,708	2.0	2,677	16.2	7,798	1.2	6,822	41.2	23,373	3.6
5 to 20 percent	5,081	24.7	29,132	2.5	3,698	18.0	15,574	1.3	10,040	48.7	45,129	3.8
20 to 50 percent	5,233	28.1	31,519	2.7	3,380	18.2	12,087	1.1	9,840	52.9	42,810	3.7
50 percent or more	6,672	26.1	39,428	2.3	3,237	12.6	10,552	0.6	13,982	54.6	76,919	4.5

#Rounds to zero.

!Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

¹Vandalism 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."

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

³Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding. Data regarding illegal drugs and alcohol are categorized slightly differently in 2006 than they were in 2004; therefore, direct comparisons between the years should not be made. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 4. Number and percentage of public schools reporting incidents of hate crime, gang-related crime, and gang-related hate crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Hate crime ¹				Gang-related crime ²				Gang-related hate crime ^{1,2,3}			
	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	3,866	4.6	11,140	0.2	4,786	5.7	30,663	0.6	652	0.8	3,063 !	0.1 !
Level ⁴												
Primary	1,351	2.8	3,099 !	0.1 !	1,136	2.3	3,154	0.1	‡	‡	‡	‡
Middle	967	6.2	3,674 !	0.4 !	1,658	10.7	9,085	0.9	295	1.9	1,352 !	0.1 !
High school	1,084	9.3	3,391	0.3	1,823	15.6	16,898	1.4	309	2.6	‡	‡
Combined	464 !	6.2 !	976 !	0.3 !	169 !	2.3 !	1,527 !	0.5 !	#	#	#	#
Enrollment size												
Less than 300	633 !	3.0 !	‡	‡	352 !	1.7 !	‡	‡	#	#	#	#
300–499	946	4.0	2,844 !	0.3 !	588	2.5	1,412	0.1	‡	‡	‡	‡
500–999	1,364	4.7	2,685	0.1	1,911	6.5	9,141	0.5	234 !	0.8 !	440 !	#
1,000 or more	922	9.9	3,346	0.2	1,934	20.8	18,625	1.3	349	3.7	2,427 !	0.2 !
Urbanicity												
City	984	4.7	3,181	0.2	2,494	11.9	20,152	1.4	379	1.8	2,574 !	0.2 !
Urban fringe	1,556	5.6	3,175	0.2	1,617	5.9	7,729	0.4	189 !	0.7 !	383 !	#
Town	545 !	6.6 !	‡	‡	298	3.6	‡	‡	61 !	0.7 !	61 !	#
Rural	781	3.0	2,619 !	0.3 !	376	1.4	1,177	0.1	‡	‡	‡	‡
Percent minority enrollment ⁵												
Less than 5 percent	584	3.5	‡	‡	77 !	0.5 !	‡	‡	‡	‡	‡	‡
5 to 20 percent	994	4.8	1,971	0.2	351	1.7	1,498 !	0.1 !	‡	‡	‡	‡
20 to 50 percent	957	5.1	3,083 !	0.3 !	1,103	5.9	5,575	0.5	151	0.8	323 !	#
50 percent or more	1,292	5.0	3,673	0.2	3,151	12.3	21,903	1.3	386	1.5	2,106 !	0.1 !

#Rounds to zero.

!Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹A hate crime was defined for respondents as "a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation."

²Gang 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."

³This variable is new to the 2005-06 School Survey on Crime and Safety.

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

⁵Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 5. Percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics: School year 2005–06

School characteristic	Happens daily or at least once a week						Happens at all	
	Student racial/ethnic tensions	Student bullying	Student sexual harassment of other students ¹	Student verbal abuse of teachers	Widespread disorder in classroom	Student acts of disrespect for teachers	Gang activities ²	Cult or extremist group activities ³
All public schools	2.8	24.5	3.5	9.5	2.3	18.3	16.9	3.7
Level ⁴								
Primary	1.5	20.6	1.6	6.1	0.9 !	12.1	7.6	1.1 !
Middle	6.0	43.0	8.6	16.0	5.3	30.6	31.7	5.1
High school	5.0	22.3	6.2	17.3	4.8	30.4	38.9	11.0
Combined	‡	14.6	‡	5.7 !	‡	14.3	12.5	5.8 !
Enrollment size								
Less than 300	‡	19.4	2.3 !	5.9	1.5 !	12.1	7.5	2.4 !
300–499	2.5	21.9	2.4	8.3	1.6 !	14.2	9.4	2.3 !
500–999	3.2	28.5	4.1	9.5	2.8	20.8	19.0	2.9
1,000 or more	6.4	29.9	7.4	20.5	4.9	34.9	51.0	12.2
Urbanicity								
City	3.5	29.5	4.0	16.3	3.7	25.6	29.3	5.0
Urban fringe	3.3	22.8	3.7	7.9	2.2	17.8	16.5	2.9
Town	4.2	28.4	4.1	10.0	1.8 !	18.0	14.9	6.1 !
Rural	1.2	21.0	2.7	5.5	1.6	13.2	8.1	2.6
Percent minority enrollment ⁵								
Less than 5 percent	0.6 !	20.5	2.2	2.7	0.8 !	11.0	2.5	1.1 !
5 to 20 percent	1.9	23.4	4.3	6.1	0.8	12.9	7.8	2.9
20 to 50 percent	5.1	23.3	3.1	12.0	2.1	21.5	19.7	5.9
50 percent or more	3.4	28.9	3.7	15.3	4.9	25.3	31.7	3.8

!Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹Sexual harassment was defined for respondents as "unsolicited, offensive behavior that inappropriately asserts sexuality over another person. This behavior may be verbal or non-verbal."

²Gang 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."

³Cult or extremist group was defined for respondents as "a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large."

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

⁵Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

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 crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 6. Number and percentage of students in public schools involved in the use or possession of a weapon other than a firearm or explosive device at school receiving various disciplinary actions, by selected school characteristics: School year 2005–06

School characteristic	Disciplinary actions taken for students involved in the use or possession of a weapon other than a firearm or explosive device ¹ at school							
	Removals without continuing services for at least the remainder of the school year		Transfers to specialized schools ²		Out-of-school suspensions lasting 5 or more days but less than the remainder of the school year		Other disciplinary action ³	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
All public schools	5,126	7.3	13,824	19.8	28,370	40.6	22,527	32.3
Level ⁴								
Primary	408 †	2.1 †	1,310 †	6.8	6,282	32.7	11,221	58.4
Middle	1,347	5.8	5,691	24.5	9,942	42.9	6,216	26.8
High school	3,012	12.6	6,367	26.6	10,131	42.4	4,393	18.4
Combined	359 †	10.2 †	456 †	12.9 †	2,016	57.2	696 †	19.7
Enrollment size								
Less than 300	‡	‡	‡	‡	1,954	32.4	3,601 †	59.7
300–499	397 †	4.1 †	1,064	11.1	3,621	37.8	4,496	46.9
500–999	1,570	5.8	4,643	17.1	10,664	39.4	10,213	37.7
1,000 or more	2,950	10.9	7,845	28.9	12,130	44.7	4,217	15.5
Urbanicity								
City	1,491	5.7	6,267	23.9	11,583	44.3	6,834	26.1
Urban fringe	2,432	9.7	4,808	19.1	9,778	38.9	8,134	32.3
Town	449 †	8.3 †	720	13.2	2,306	42.4	1,967	36.1
Rural	754	5.8	2,030	15.5	4,702	36.0	5,592	42.8
Percent minority enrollment ⁵								
Less than 5 percent	256 †	5.1 †	425 †	8.5 †	2,437	48.8	1,877	37.6
5 to 20 percent	764	5.6	1,490	11.0	5,341	39.4	5,947	43.9
20 to 50 percent	1,549	9.0	3,733	21.8	6,447	37.6	5,414	31.6
50 percent or more	2,489	7.7	7,584	23.5	13,709	42.5	8,482	26.3

†Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

¹Firearm 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."

²Specialized school was defined for respondents as "a school that is specifically for students who were referred for disciplinary reasons, although the school may also have students who were referred for other reasons. The school may be at the same location as your school."

³Other disciplinary actions include suspension less than 5 days, detention, etc.

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

⁵Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

NOTE: Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. In 2006, the questionnaire item on which this table is based was changed to also exclude explosive devices. Caution should be exercised when making comparisons to prior School Survey on Crime and Safety collections.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 7. Percentage distribution of public schools reporting selected percentages of students with a parent or guardian who attended an open house or back-to-school night or attended regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2005–06

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended regularly scheduled parent-teacher conferences				
	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer
	All public schools	4.7	15.2	28.8	48.5	2.8	6.7	14.5	23.9	52.6
Level ¹										
Primary	1.2 †	7.0	26.2	64.2	1.4 †	1.2 †	7.3	20.0	71.0	‡
Middle	4.2	21.7	37.5	36.1	0.5 †	9.7	22.3	29.8	33.4	4.8
High school	14.6	33.5	30.0	14.4	7.5	19.2	28.2	29.6	15.8	7.2
Combined	13.0	26.5	25.6	26.0	9.0 †	16.3	23.9	27.8	31.0	‡
Enrollment size										
Less than 300	7.0	11.7	28.7	45.8	6.8	7.6	10.4	22.0	58.8	‡
300–499	2.9	12.9	27.7	55.0	1.5	3.4	14.7	21.8	58.9	1.2 †
500–999	3.3	14.5	29.5	51.3	1.4 †	5.7	14.4	25.2	52.3	2.3
1,000 or more	8.4	31.1	29.3	29.5	1.7	16.0	23.5	29.3	23.8	7.4
Urbanicity										
City	5.4	17.4	32.8	44.2	‡	7.1	15.6	25.8	49.1	2.4
Urban fringe	2.8	12.1	25.8	58.1	1.1	5.7	10.9	21.1	59.7	2.7
Town	4.4 †	17.2	31.3	42.3	4.7 †	6.6 †	15.3	24.7	51.8	1.7 †
Rural	6.2	16.0	27.9	44.0	5.9	7.4	17.2	25.0	48.5	1.9
Percent minority enrollment ²										
Less than 5 percent	4.2	13.7	23.8	51.1	7.3	4.4	16.1	18.5	58.5	2.5 †
5 to 20 percent	3.4	12.7	23.5	57.9	2.6	4.9	11.1	21.1	59.8	3.1
20 to 50 percent	4.5	13.4	30.5	49.5	2.0 †	7.0	13.2	22.7	55.1	2.0
50 percent or more	6.1	18.9	33.4	41.1	0.5 †	8.7	16.7	29.0	43.8	1.8

†Interpret data with caution. The standard error for this estimate is from 30 percent to 50 percent of the estimate's value.

‡Reporting standards not met. The standard error for this estimate is equal to 50 percent or more of the estimate's value.

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

²Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

NOTE: Detail may not sum to 100 percent because of rounding. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 8. Percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2005–06

School characteristic	Percentage of schools using selected violence prevention program component							
	Prevention curriculum, instruction, or training for students ¹	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students	Individual attention, mentoring, tutoring, or coaching of students by students or adults	Recreational, enrichment, or leisure activities for students	Students' involvement in resolving student conduct problems ²	Programs to promote a sense of community or social integration among students	Hotline or tipline for students to report problems
All public schools	86.7	89.8	91.6	90.8	83.4	55.6	78.7	27.3
Level ³								
Primary	90.1	93.6	92.0	92.2	82.8	57.3	79.6	18.7
Middle	88.1	89.9	95.5	91.9	87.1	58.3	80.7	37.0
High school	74.2	78.7	90.0	87.9	82.1	53.7	75.4	43.7
Combined	81.4	82.0	83.3	84.1	81.7	42.2	73.5	36.5
Enrollment size								
Less than 300	83.7	85.1	87.4	86.1	76.8	51.8	73.4	21.4
300–499	89.0	91.2	93.5	92.4	83.0	55.4	78.7	21.5
500–999	88.1	92.1	92.4	92.4	87.0	54.4	81.8	29.0
1,000 or more	83.4	89.2	93.7	92.2	87.8	68.7	80.6	49.4
Urbanicity								
City	88.1	92.7	92.9	93.8	88.7	66.6	83.1	29.3
Urban fringe	90.1	92.0	93.5	93.5	84.0	55.7	82.7	25.3
Town	84.7	90.4	92.4	87.6	85.1	47.8	75.0	27.3
Rural	82.8	84.9	88.3	86.6	78.1	49.3	72.1	27.7
Percent minority enrollment ⁴								
Less than 5 percent	84.2	87.3	88.7	91.6	79.6	49.6	71.5	26.9
5 to 20 percent	84.8	85.5	91.8	86.9	82.4	53.4	78.1	25.8
20 to 50 percent	89.9	92.3	92.3	91.6	83.2	54.3	81.4	28.8
50 percent or more	87.7	92.7	92.5	92.4	86.5	62.6	81.0	27.3

¹The example of prevention curriculum, instruction, or training provided to respondents was social skills training.

²Examples of students' involvement in resolving student conduct problems provided to respondents were conflict resolution, peer mediation, or student court.

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

⁴Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 9. Percentage of public schools that drilled students on a written plan for a specific crisis, by selected school characteristics: School year 2005–06

School characteristic	Shootings	Natural disasters ¹	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ²
All public schools	39.7	83.3	33.5	54.9	28.0
Level ³					
Primary	38.6	84.8	33.7	55.0	28.7
Middle	43.7	84.8	34.3	58.3	29.7
High school	38.7	77.8	30.9	54.1	23.4
Combined	39.4	79.7	34.0	47.7	26.5
Enrollment size					
Less than 300	29.3	77.9	25.7	45.5	25.7
300–499	37.5	85.5	34.9	52.2	25.2
500–999	45.5	85.7	35.8	59.7	30.7
1,000 or more	49.9	82.5	39.8	67.3	31.6
Urbanicity					
City	41.9	84.1	33.4	62.5	33.0
Urban fringe	44.6	81.8	37.6	58.4	35.0
Town	40.0	83.8	30.0	51.8	18.7
Rural	32.6	84.1	30.3	46.1	19.5
Percent minority enrollment ⁴					
Less than 5 percent	29.0	82.3	27.9	44.6	23.8
5 to 20 percent	41.5	81.6	37.6	53.6	26.4
20 to 50 percent	44.6	86.2	37.5	59.3	30.3
50 percent or more	41.8	82.3	30.6	59.6	31.3

¹Examples of natural disasters provided to respondents were earthquakes or tornadoes.

²Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.

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

⁴Responding schools that did not have race/ethnicity on the sampling frame (2 percent of schools) are excluded from the base.

NOTE: Respondents were included as having a written plan for responding to at least one crisis situation if they reported that they had a written plan that described procedures for any of the following: school shootings; natural disasters; hostages; bomb threats; or chemical, biological, or radiological threats or incidents. Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table 10. Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2005–06

Factor	Efforts to reduce or prevent crime were limited in a major way	Efforts to reduce or prevent crime were limited in a minor way	Efforts to reduce or prevent crime were not limited at all
Lack of or inadequate teacher training in classroom management	2.9	31.6	65.5
Lack of or inadequate alternative placements or programs for disruptive students	18.9	35.8	45.3
Likelihood of complaints from parents	1.8	24.3	73.9
Lack of teacher support for school policies	1.4	16.7	81.9
Lack of parental support for school policies	5.7	33.4	60.9
Teachers' fear of student retaliation	1.3	12.8	85.9
Fear of litigation	1.9	24.6	73.6
Inadequate funds	17.3	33.4	49.3
Inconsistent application of school policies by faculty or staff	5.0	33.9	61.1
Fear of district or state reprisal	1.4	11.7	86.9
Federal, state, or district policies on disciplining special education students ¹	10.7	34.0	55.3
Other federal policies on discipline and safety	2.7	21.3	76.1
Other state or district policies on discipline and safety	2.5	21.0	76.5

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

NOTE: Detail may not sum to 100 percent because of rounding. Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Appendix A:
Standard Error Tables

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Table A-1. Standard errors for the number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2005–06

School characteristic	Violent incidents					Serious violent incidents				Theft				Other incidents			
	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	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	390	990	1.11	38,980	0.82	760	0.91	6,850	0.14	900	1.07	6,250	0.13	850	1.07	11,240	0.24
Level																	
Primary	550	900	1.75	36,590	1.55	610	1.22	6,470	0.29	760	1.55	3,560	0.16	860	1.67	7,060	0.31
Middle	120	160	0.85	20,810	1.91	250	1.59	2,250	0.22	270	1.48	3,450	0.35	190	0.94	4,000	0.37
High school	120	140	0.92	14,680	1.21	200	1.77	1,630	0.13	190	1.32	3,290	0.27	170	1.08	4,670	0.38
Combined	570	520	3.64	15,320	4.07	320	4.04	970	0.31	500	5.47	3,000	0.94	410	4.52	4,790	1.72
Enrollment size																	
Less than 300	470	770	3.29	16,960	3.76	350	1.63	†	†	550	2.52	2,220	0.50	650	3.02	5,610	1.28
300–499	440	640	2.08	25,600	2.57	330	1.38	1,070	0.11	510	1.91	2,340	0.24	690	2.47	3,800	0.43
500–999	270	440	1.38	30,730	1.45	430	1.41	2,370	0.12	530	1.83	4,530	0.23	610	2.07	5,910	0.31
1,000 or more	100	150	1.03	17,890	1.38	170	1.82	2,180	0.15	180	1.64	3,170	0.23	140	1.15	5,990	0.41
Urbanicity																	
City	180	380	1.77	27,500	1.84	420	2.00	6,370	0.46	420	1.98	4,580	0.29	520	2.56	7,710	0.52
Urban fringe	150	520	1.87	24,340	1.22	350	1.29	1,940	0.10	460	1.73	3,870	0.20	470	1.72	4,210	0.23
Town	30	280	3.50	9,260	2.18	230	2.83	850	0.20	290	3.47	2,330	0.55	350	4.38	2,600	0.63
Rural	250	710	2.69	18,630	1.72	360	1.36	1,170	0.12	640	2.40	3,460	0.35	670	2.59	5,650	0.58
Percent minority enrollment																	
Less than 5 percent	730	640	3.33	19,480	2.54	300	1.68	890	0.12	570	3.53	2,210	0.40	620	3.66	3,420	0.53
5 to 20 percent	750	650	2.62	17,530	1.38	320	1.52	1,690	0.14	410	2.06	3,750	0.28	590	2.18	7,380	0.55
20 to 50 percent	890	790	2.07	24,440	1.84	380	2.10	6,430	0.57	540	2.43	3,510	0.30	760	2.55	5,900	0.49
50 percent or more	660	690	1.90	34,150	1.87	460	1.89	2,880	0.16	580	2.28	4,730	0.27	610	2.24	8,120	0.44

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-2. Standard errors for the number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Student threat of physical attack with a weapon				Student threat of physical attack without a weapon				Robbery with a weapon				Robbery 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	549.2	0.66	6547.8	0.14	1065.3	1.27	20341.0	0.43	103.5	0.12	233.8	†	489.5	0.59	2490.3
Level																
Primary	514.3	1.05	6351.0	0.28	1053.2	2.04	18616.2	0.82	†	†	†	†	335.9	0.68	1411.6	0.06
Middle	177.1	1.14	963.6	0.10	286.5	1.74	12572.6	1.22	29.9	#	†	†	137.6	0.88	1284.9	0.13
High school	124.2	1.09	736.5	0.06	198.3	1.64	7463.2	0.62	30.0	0.26	76.5	†	143.3	1.25	1117.5	0.09
Combined	199.7	2.67	389.9	0.12	324.1	4.97	6798.3	2.21	†	†	†	†	204.8	2.75	623.2	0.20
Enrollment size																
Less than 300	287.9	1.37	†	†	625.8	2.82	5044.2	1.19	†	†	†	†	285.7	1.35	915.3	0.21
300–499	251.0	1.06	443.2	0.05	524.8	2.33	13475.5	1.40	†	†	†	†	184.1	0.78	927.7	0.10
500–999	327.2	1.11	1242.2	0.06	594.1	2.02	17558.7	0.88	†	†	†	†	226.4	0.77	938.7	0.05
1,000 or more	140.0	1.51	1169.4	0.08	161.3	1.87	9554.7	0.71	50.9	0.55	201.2	†	111.9	1.25	1227.9	0.08
Urbanicity																
City	343.3	1.63	6356.7	0.45	597.1	2.73	15398.4	1.05	103.8	0.49	234.8	†	282.5	1.34	1637.6	0.11
Urban fringe	261.2	0.96	840.1	0.04	566.0	2.05	12209.6	0.63	21.0	0.08	27.0	†	211.7	0.77	1024.0	0.05
Town	143.6	1.75	252.8	0.06	298.6	3.66	4575.8	1.09	†	†	†	†	133.3	1.62	690.4	0.16
Rural	284.9	1.08	461.9	0.05	643.6	2.48	8009.3	0.79	†	†	†	†	275.3	1.04	814.1	0.08
Percent minority enrollment																
Less than 5 percent	223.0	1.33	700.5	0.10	598.6	3.56	7170.0	1.01	†	†	†	†	195.9	1.20	533.7	0.08
5 to 20 percent	232.2	1.11	1013.3	0.08	535.4	2.74	7363.1	0.59	†	†	†	†	231.1	1.12	1007.0	0.08
20 to 50 percent	276.4	1.50	†	†	654.3	2.33	9197.9	0.72	†	†	†	†	278.5	1.50	1218.0	0.11
50 percent or more	336.4	1.37	1567.2	0.09	627.1	2.34	18075.3	1.03	63.4	0.25	221.0	†	241.6	1.00	1203.6	0.07

#Rounds to zero.

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-3. Standard errors for the number and percentage of public schools reporting at least one incident of the distribution, possession, or use of illegal drugs or alcohol at school, or of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Distribution, possession, or use of illegal drugs				Distribution, possession, or use of alcohol				Vandalism			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	570.0	0.68	4325.4	0.09	555.5	0.68	2438.6	0.05	975.4	1.17	7157.8	0.15
Level												
Primary	312.7	0.64	407.8	0.02	202.1	0.41	362.0	†	876.5	1.80	5448.9	0.24
Middle	255.2	1.58	1488.3	0.13	195.2	1.27	589.6	0.06	263.9	1.58	2721.5	0.28
High school	197.9	1.64	2871.5	0.24	203.7	1.67	1365.7	0.11	201.4	1.62	2382.3	0.19
Combined	370.3	4.83	2008.8	0.71	406.1	4.91	1642.5	0.49	316.9	5.05	2287.3	0.80
Enrollment size												
Less than 300	379.9	1.82	1868.8	0.43	338.8	1.62	1212.9	0.28	571.6	2.68	4131.6	0.96
300–499	252.0	1.10	819.7	0.09	364.1	1.44	1138.9	0.12	545.4	2.35	2917.4	0.34
500–999	300.3	1.07	1566.2	0.08	210.4	0.72	986.7	0.05	601.0	2.04	3907.3	0.20
1,000 or more	122.1	1.14	2848.2	0.20	133.1	1.41	1468.7	0.10	136.6	1.85	3437.5	0.25
Urbanicity												
City	241.4	1.16	2073.4	0.14	189.8	0.92	1326.7	0.09	560.2	2.65	5312.8	0.37
Urban fringe	252.1	0.91	1591.8	0.09	185.4	0.68	1190.1	0.06	490.2	1.83	3131.0	0.17
Town	141.5	1.72	1094.0	0.27	105.7	1.29	555.4	0.13	321.1	3.97	1347.2	0.33
Rural	433.1	1.63	2444.1	0.24	501.2	1.90	1833.0	0.18	540.6	2.05	2723.4	0.28
Percent minority enrollment												
Less than 5 percent	314.4	2.05	1191.4	0.20	414.1	2.70	1417.2	0.23	547.5	3.03	2236.8	0.32
5 to 20 percent	323.4	1.64	2128.5	0.16	341.7	1.68	1533.2	0.13	522.9	2.13	4967.0	0.41
20 to 50 percent	283.8	1.85	2321.2	0.21	234.5	1.60	1132.2	0.10	625.7	2.42	2755.8	0.22
50 percent or more	354.0	1.52	2594.7	0.14	222.7	0.91	915.4	0.05	576.8	2.25	4825.7	0.28

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-4. Standard errors for the number and percentage of public schools reporting incidents of hate crime, gang-related crime, and gang-related hate crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2005–06

School characteristic	Hate crime				Gang-related crime				Gang-related 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
All public schools	349.2	0.42	1953.9	0.04	336.5	0.40	2909.5	0.06	102.4	0.12	1030.4	0.02
Level												
Primary	302.9	0.62	1250.9	0.06	265.8	0.55	897.9	0.04	†	†	†	†
Middle	132.4	0.85	1215.2	0.12	140.5	0.90	1490.8	0.14	72.2	0.47	555.8	0.06
High school	127.8	1.08	709.3	0.06	112.9	0.93	2181.6	0.18	49.6	0.42	†	†
Combined	184.3	2.51	472.3	0.15	71.2	0.91	662.8	0.21	†	†	†	†
Enrollment size												
Less than 300	206.2	0.99	†	†	129.8	0.62	†	†	†	†	†	†
300–499	229.2	0.95	1280.9	0.13	161.9	0.67	399.1	0.04	†	†	†	†
500–999	245.0	0.83	471.8	0.02	215.4	0.73	1589.8	0.08	79.6	0.27	140.8	†
1,000 or more	124.9	1.30	738.3	0.05	109.6	1.19	2263.2	0.16	52.0	0.56	1031.5	0.07
Urbanicity												
City	145.7	0.70	779.3	0.05	200.4	0.97	2336.9	0.16	66.3	0.32	1031.8	0.07
Urban fringe	235.1	0.85	506.3	0.03	220.3	0.79	1094.1	0.06	59.3	0.21	142.4	†
Town	167.8	2.05	†	†	63.7	0.78	†	†	30.1	0.37	30.1	†
Rural	205.6	0.79	1215.9	0.12	77.6	0.29	322.1	0.03	†	†	†	†
Percent minority enrollment												
Less than 5 percent	147.8	0.87	†	†	34.9	0.21	†	†	†	†	†	†
5 to 20 percent	194.7	0.97	408.5	0.04	79.5	0.37	555.9	0.05	†	†	†	†
20 to 50 percent	208.1	1.11	1372.1	0.12	169.5	0.94	1435.7	0.12	42.5	0.23	126.2	†
50 percent or more	231.1	0.92	682.5	0.04	285.1	1.14	2470.4	0.15	67.1	0.27	887.4	0.05

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-5. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics: School year 2005–06

School characteristic	Happens daily or at least once a week						Happens at all	
	Student racial/ethnic tensions	Student bullying	Student sexual harassment of other students	Student verbal abuse of teachers	Widespread disorder in classroom	Student acts of disrespect for teachers	Gang activities	Cult or extremist group activities
All public schools	0.31	1.14	0.40	0.61	0.24	0.85	0.76	0.41
Level								
Primary	0.41	1.74	0.46	0.89	0.31	1.28	1.07	0.41
Middle	0.80	1.94	0.92	1.21	0.61	1.55	1.21	0.57
High school	0.66	1.63	0.78	1.15	0.81	1.66	1.43	1.04
Combined	†	3.48	†	2.22	†	3.21	3.09	2.79
Enrollment size								
Less than 300	†	2.31	1.01	1.40	0.61	1.87	1.64	1.06
300–499	0.71	1.91	0.65	1.35	0.50	1.81	1.61	0.71
500–999	0.62	1.85	0.63	0.87	0.52	1.45	1.25	0.44
1,000 or more	0.85	1.55	0.95	1.73	0.95	2.25	1.90	1.11
Urbanicity								
City	0.66	2.22	0.73	1.61	0.65	2.14	1.71	0.80
Urban fringe	0.64	1.56	0.50	0.79	0.44	1.30	1.13	0.37
Town	1.03	3.52	0.91	2.12	0.86	2.88	1.89	2.41
Rural	0.32	1.96	0.79	1.09	0.47	1.52	1.03	0.61
Percent minority enrollment								
Less than 5 percent	0.23	2.33	0.66	0.48	0.29	1.59	0.64	0.38
5 to 20 percent	0.42	2.16	0.98	0.93	0.24	1.37	0.68	0.47
20 to 50 percent	0.90	2.15	0.56	1.54	0.51	1.63	1.88	1.35
50 percent or more	0.69	2.48	0.66	1.55	0.66	1.86	1.89	0.60

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-6. Standard errors for the number and percentage of students in public schools involved in the use or possession of a weapon other than a firearm or explosive device at school receiving various disciplinary actions, by selected school characteristics: School year 2005–06

School characteristic	Disciplinary actions taken for students involved in the use or possession of a weapon other than a firearm or explosive device at school							
	Removals without continuing services				Out-of-school suspensions			
	for at least the remainder of the school year		Transfers to specialized schools		lasting 5 or more days but less than the remainder of the school year		Other disciplinary action	
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
All public schools	525.8	0.77	1063.2	1.48	1607.7	1.68	2199.8	2.17
Level								
Primary	181.4	0.96	416.5	2.01	948.0	3.78	1323.1	4.43
Middle	280.4	1.16	529.0	2.93	863.8	3.19	1557.9	5.24
High school	317.5	1.40	584.3	2.35	918.5	2.60	863.0	3.10
Combined	142.2	3.58	212.5	5.36	468.2	7.79	214.4	5.33
Enrollment size								
Less than 300	†	†	†	†	477.2	9.10	1633.0	11.98
300–499	124.8	1.28	255.0	2.71	506.9	3.35	628.0	3.86
500–999	303.5	1.11	483.2	1.65	1047.9	2.64	1017.6	2.66
1,000 or more	323.9	1.18	685.8	2.41	1001.4	2.49	828.4	2.69
Urbanicity								
City	254.0	1.08	686.3	2.35	1239.7	3.07	998.0	2.75
Urban fringe	375.7	1.43	528.8	2.06	750.7	2.81	1226.1	3.80
Town	145.6	2.77	178.0	3.13	428.6	6.32	549.7	7.75
Rural	184.6	1.64	323.8	3.02	547.4	4.47	1458.0	6.69
Percent minority enrollment								
Less than 5 percent	78.4	1.64	152.6	3.05	393.4	5.90	433.8	6.47
5 to 20 percent	140.2	1.09	240.4	1.87	555.8	4.08	1154.3	5.56
20 to 50 percent	293.7	2.00	467.4	3.65	735.5	3.12	1623.2	6.56
50 percent or more	336.9	1.04	722.2	2.15	1336.7	2.87	1053.9	2.53

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-7. Standard errors for the percentage distribution of public schools reporting selected percentages of students with a parent or guardian who attended an open house or back-to-school night or attended regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2005–06

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended regularly scheduled parent-teacher conferences				
	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer
All public schools	0.44	0.78	1.26	1.29	0.46	0.52	0.92	1.13	1.19	0.27
Level										
Primary	0.52	0.84	1.93	2.04	0.58	0.43	0.99	1.66	1.75	†
Middle	0.80	1.28	1.63	1.68	0.24	0.99	1.65	1.63	1.48	0.66
High school	1.22	1.58	1.62	1.42	0.99	1.28	1.50	1.73	1.56	0.75
Combined	3.36	5.09	4.02	4.98	2.93	4.53	5.06	5.93	5.09	†
Enrollment size										
Less than 300	1.27	1.58	2.72	3.27	1.65	1.46	1.77	2.33	2.82	†
300–499	0.70	2.31	2.65	2.74	0.43	0.60	2.42	2.25	2.32	0.37
500–999	0.48	1.08	1.39	1.56	0.42	0.67	1.30	1.83	1.74	0.41
1,000 or more	0.98	1.62	1.78	2.19	0.39	1.46	1.39	1.74	2.07	0.88
Urbanicity										
City	0.89	1.57	2.21	2.29	†	1.06	1.56	2.28	2.41	0.51
Urban fringe	0.51	0.92	1.88	1.87	0.31	0.72	0.92	1.74	1.78	0.35
Town	1.71	2.13	3.83	4.03	1.41	2.16	2.04	3.48	3.52	0.69
Rural	1.02	1.83	1.97	2.47	1.16	0.93	1.97	2.14	2.39	0.58
Percent minority enrollment										
Less than 5 percent	0.97	2.24	2.58	3.01	1.83	0.90	2.61	2.37	2.96	0.92
5 to 20 percent	0.73	1.30	1.92	2.17	0.69	0.79	0.97	2.08	2.22	0.52
20 to 50 percent	1.22	1.47	2.98	2.79	0.75	1.33	1.39	1.97	2.69	0.37
50 percent or more	1.00	1.39	2.09	2.13	0.26	1.18	1.64	2.22	2.33	0.44

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-8. Standard errors for the percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2005–06

School characteristic	Percentage of schools using selected violence prevention program component								
	Prevention curriculum, instruction, or training for students	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students	Individual attention, mentoring, tutoring, or coaching of students by students or adults	Recreational, enrichment, or leisure activities for students	Students' involvement in resolving student conduct problems	Programs to promote a sense of community or social integration among students	Hotline or tipline for students to report problems	
All public schools	0.90	0.74	0.79	0.68	0.91	1.06	1.04	1.04	
Level									
Primary	1.31	1.03	1.24	1.01	1.62	1.58	1.76	1.27	
Middle	1.18	0.95	0.69	1.01	1.15	1.70	1.44	2.00	
High school	1.47	1.28	1.04	1.22	1.34	1.62	1.58	1.70	
Combined	4.17	3.29	3.63	3.60	4.43	5.87	4.40	5.32	
Enrollment size									
Less than 300	2.29	1.82	1.88	2.31	2.56	3.47	2.57	2.45	
300–499	1.73	1.58	1.23	1.37	1.67	2.59	1.97	2.06	
500–999	1.10	0.96	0.96	1.00	0.97	1.56	1.51	1.57	
1,000 or more	1.41	1.24	1.16	1.12	1.34	1.85	1.62	1.76	
Urbanicity									
City	1.51	1.43	1.34	1.07	1.52	1.94	2.00	2.03	
Urban fringe	1.12	1.08	1.16	0.87	1.57	1.97	1.52	1.65	
Town	2.67	2.12	1.89	3.30	3.05	3.65	3.38	3.27	
Rural	1.99	1.48	1.56	1.76	1.84	2.61	2.29	2.23	
Percent minority enrollment									
Less than 5 percent	2.33	1.85	2.05	1.46	2.31	3.22	3.03	2.49	
5 to 20 percent	2.22	2.10	1.62	1.78	2.09	2.58	2.19	1.95	
20 to 50 percent	1.28	1.26	1.98	1.45	2.02	2.20	2.42	2.53	
50 percent or more	1.34	1.14	1.12	1.23	1.50	1.92	1.79	1.41	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-9. Standard errors for the percentage of public schools that drilled students on a written plan for a specific crisis, by selected school characteristics: School year 2005–06

School characteristic	Shootings	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents
All public schools	1.47	1.02	1.31	1.29	0.95
Level					
Primary	2.11	1.50	1.99	1.81	1.54
Middle	1.72	1.48	1.59	1.67	1.29
High school	1.63	1.59	1.71	1.61	1.64
Combined	4.31	3.95	4.87	5.16	4.54
Enrollment size					
Less than 300	2.69	2.70	2.52	3.04	2.15
300–499	2.74	1.77	2.54	2.63	2.03
500–999	1.98	1.20	2.06	1.85	1.61
1,000 or more	2.06	1.65	2.36	2.23	2.05
Urbanicity					
City	2.35	1.97	2.03	2.14	2.23
Urban fringe	2.27	1.59	2.27	2.22	2.23
Town	4.12	2.85	3.20	3.92	2.98
Rural	2.15	1.60	2.06	2.28	1.84
Percent minority enrollment					
Less than 5 percent	2.98	2.63	3.12	3.41	2.47
5 to 20 percent	2.49	1.89	2.45	2.62	2.45
20 to 50 percent	2.84	2.09	2.31	3.17	2.15
50 percent or more	2.39	1.92	1.90	2.10	1.71

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table A-10. Standard errors for the percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2005–06

Factor	Efforts to reduce or prevent crime were limited in a major way	Efforts to reduce or prevent crime were limited in a minor way	Efforts to reduce or prevent crime were not limited at all
Lack of or inadequate teacher training in classroom management	0.40	1.06	1.19
Lack of or inadequate alternative placements or programs for disruptive students	1.03	1.14	1.19
Likelihood of complaints from parents	0.29	1.01	1.00
Lack of teacher support for school policies	0.26	1.04	1.02
Lack of parental support for school policies	0.46	1.21	1.36
Teachers' fear of student retaliation	0.26	0.98	0.97
Fear of litigation	0.30	1.20	1.20
Inadequate funds	0.89	1.25	1.32
Inconsistent application of school policies by faculty or staff	0.57	1.26	1.44
Fear of district or state reprisal	0.25	0.87	0.93
Federal, state, or district policies on disciplining special education students	0.70	1.61	1.45
Other federal policies on discipline and safety	0.38	1.27	1.30
Other state or district policies on discipline and safety	0.34	1.23	1.22

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Appendix B:
Methodology and Technical Notes

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Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education (ED). SSOCS collects extensive crime and safety data from principals and school administrators of U.S. public schools. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000, 2003–04, and 2005–06. A fourth collection is planned for school year 2007–08.

SSOCS was developed by the National Center for Education Statistics (NCES) and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2005–06 SSOCS (SSOCS:2006) was conducted by the U.S. Census Bureau. Data collection began on March 17, 2006, when questionnaire packets were mailed to 3,565 public schools, and continued through May 26, 2006. A total of 2,724 public schools submitted usable questionnaires: 726 primary schools, 956 middle schools, 954 high schools, and 88 combined schools.

Sample Design

The sampling frame for SSOCS:2006 was constructed from the 2003–04 NCES Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. The CCD is an annual survey system of all public K–12 schools and school districts. Certain types of schools are excluded from the SSOCS:2006 sampling frame, including special education schools, vocational schools, alternative schools (e.g., adult continuing education schools and remedial schools), newly closed schools, home schools, ungraded schools, schools with high grades of kindergarten or lower, overseas Department of Defense schools, schools sponsored by the Bureau of Indian Affairs, and schools in the U.S. outlying areas¹ and Puerto Rico. Public charter schools are not excluded. The use of the CCD as a sampling frame in SSOCS:2006 deviates from the 1999–2000 SSOCS (SSOCS:2000) and the 2003–04 SSOCS (SSOCS:2004), which both utilized a modified version of the Schools and Staffing Survey (SASS) sampling frame. This deviation was necessary because SSOCS:2006 occurred between SASS collections.

The objectives of the SSOCS sampling design were twofold: to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and to yield precise estimates of change in these indicators between 1999–2000, 2003–04, and 2005–06. To attain these objectives, a stratified sample of 3,565 regular public schools was drawn for SSOCS:2006 using the same general sampling design as in the previous survey administrations for stratification variables, number of strata, method of sample allocation, and sorting of variables before selection.² As in the 2003–04 SSOCS, there was no attempt to minimize overlap between the SSOCS:2006 sample and samples for other NCES surveys.

¹The U.S. outlying areas include the following: America Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

²Adopting the same basic design for all survey administrations increases the precision of the estimates of change.

The initial goal of SSOCS:2006 was to collect data from at least 2,550 schools, taking nonresponse into account. One possible method of allocating schools to the different sampling strata would have been to allocate them proportionally to the U.S. public school population. However, while the majority of U.S. public schools are primary schools, the majority of school violence is reported in middle and high schools. Proportional allocation would, therefore, have yielded an inefficient sample design because the sample composition would have included more primary schools (in which crime is an infrequent event) than middle or high schools (in which crime is a relatively more frequent event). As a result, a larger proportion of the target sample of 2,550 schools was allocated to middle and high schools. The target sample was allocated to the four instructional levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools. Schools in the 1999–2000 SSOCS (SSOCS:2000) and SSOCS:2004 were allocated to instructional levels in a similar manner.

The same variables and categories used to create strata in SSOCS:2000 and SSOCS:2004 were used to create strata in SSOCS:2006. The population of schools was stratified (grouped) into four instructional levels,³ four types of locale settings,⁴ and four enrollment size categories.⁵ These variables were chosen because they have been shown to be associated with school crime (Miller 2004). The sample of schools in each instructional level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four types of locale. In order to obtain a reasonable sample size of lower enrollment schools while giving a higher probability of selection to higher enrollment schools, the sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum.

The effective sample size within each stratum was then inflated to account for nonresponse. Once the final sample sizes were determined for each of the 64 strata, the subgroups were sorted by region and percent minority enrollment, and an initial sample of 3,565 schools was selected. Sorting by these variables before selection has the same effect as stratification with proportional allocation of schools to the strata. For more information on the sample design, see chapter 2 of the *School Survey on Crime and Safety: 2005–06 Data File User's Manual* (Bauer et al. 2007).

Data Collection

SSOCS:2006 was conducted as a mail survey with telephone follow-up. Four months before the onset of data collection, NCES began working with the school districts of sample schools that required prior approval to participate in the survey. On March 10, 2006, advance letters were sent to school administrators of sample schools that included the date of the first questionnaire mailing and a toll-free number to call with any questions. On March 17, 2006, questionnaires were sent via FedEx directly to the principals of the sample schools, with a cover letter describing the importance of the survey and a promotional SSOCS pen. See appendix D for a copy of the questionnaire.

³The four instructional levels are primary, middle, high, and combined.

⁴The four types of locales are city, urban fringe, town, and rural.

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

Upon distribution of the SSOCS questionnaire to schools, letters were mailed to chief state school officers and superintendents to inform them that schools within their states and districts, respectively, had been selected for SSOCS:2006. The letters included information about the survey and were accompanied by a promotional SSOCS pen, an informational copy of the questionnaire, and the SSOCS brochure. The letters were not designed to request permission from these officials to participate in the survey, but rather as a vehicle to enhance participation.

During the 2 weeks following the first questionnaire mailing, a screener telephone operation was conducted to verify that sample schools had received the questionnaire and were, in fact, eligible to participate. One week after the screener ended, a reminder telephone operation began, which was conducted in two 1-week phases. The primary objective of the reminder operation was to follow up with the principal or school contact to determine the status of the questionnaire; however, during the 2nd week, the interviewer could complete the SSOCS interview over the phone at the respondent's request. Data collection ended on May 26, 2006.

Returned questionnaires were examined for quality and completeness using both manual and computerized edits. If a questionnaire did not meet predetermined levels of completeness, the respondent was contacted again to resolve issues related to the missing data, irrespective of whether the items missing data were considered "critical."⁶ The criteria used to determine completeness are detailed in section 3.1 of the *School Survey on Crime and Safety: 2005–06 Data File User's Manual* (Bauer et al. 2007). If a satisfactory resolution could not be reached, imputation was used to resolve data quality issues for questionnaires in which at least 60 percent of all items, 80 percent of critical items, 60 percent of item 16, and 60 percent of item 22 had been completed. Questionnaires that did not meet the imputation criteria were considered incomplete and are excluded from the analyses in this report.

Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Because of the complex nature of the SSOCS:2006 sample design, weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS sampling weights are described below.

An initial (base) weight was first determined within each stratum by calculating the ratio of the number of schools available in the sampling frame to the number of schools selected. In order to reduce the potential of bias from nonresponse, weighting classes were determined by using a statistical algorithm similar to CHAID (chi-square automatic interaction detector) to partition the sample so that schools within a weighting class were homogenous with respect to the probability of responding. The predictor variables for the analysis were school instructional level, region, enrollment size, percent minority enrollment, student-to-teacher ratio, percentage of students eligible for free or reduced-price lunch, and number of full-time-equivalent teachers. When the number of responding schools in a class was small, that weighting class was combined with

⁶ The critical items in SSOCS:2006 included all subitems associated with items 7, 8, 14, 15, 16, 17, 20, 22, 23, 24, 25, 26, 28, 31, 32, and 33.

another class to avoid the possibility of large weights. After combining the necessary classes, the base weights were adjusted so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted base sampling weights were then calibrated to agree with known population counts obtained from the sampling frame to reduce bias in the estimates due to undercoverage. The calibration process, a form of poststratification, separates the sample into a number of classes (poststrata), defined by a cross-classification of variables. The known population counts may be available for the individual cells of the cross-classification or only for certain margins of it. In the latter situation, the calibration proceeds iteratively, one margin at a time, and is often called “raking.” Poststratification works well when the noncovered population is similar to the covered population in each poststratum. Thus, to be effective, the variables that define the poststrata must be correlated with the outcome of interest (school crime, in this report). They must also be well measured in the survey, and the control totals must be available for the population as a whole. As in SSOCS:2004, these requirements were satisfied in SSOCS:2006 by the two margins set up for the raking ratio adjustment of the weights: (1) instructional level and school enrollment size and (2) instructional level and locale. All three variables—instructional level, school enrollment size, and locale—have been shown to be correlated with school crime (Miller 2004).

Imputation Procedures

Files containing missing data can be problematic because, depending on how the missing data are treated, analysis of incomplete datasets may cause different users to arrive at different conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to skip survey items, creating bias in the survey estimates. Completed SSOCS:2006 surveys contained some level of item nonresponse after the conclusion of the data retrieval phase, and imputation procedures were used to create values for all questionnaire items with missing information.

The imputation methods utilized in SSOCS:2006 were tailored to the nature of the survey item. Four methods were used: aggregate proportions, best match, logical, and clerical. These methods are described in detail in section 4.4 of the *School Survey on Crime and Safety: 2005–06 Data File User’s Manual* (Bauer et al. 2007).

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. In some surveys, this calculation can be rather complicated because it is difficult to distinguish between eligible and ineligible units. For school surveys, however, the Department of Education updates its list of known schools on a fairly regular basis, so estimating eligibility among nonrespondents is relatively straightforward.

Unit response rates can be unweighted or weighted and are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. In order to calculate any of these measures, it is first necessary to know the disposition (outcome) of each sampled case. Table B-1 shows the

dispositions of the 3,565 cases initially selected for participation in SSOCS:2006, as well as the unweighted and weighted unit response rates by selected school characteristics.⁷ The overall weighted unit response rate was 81 percent.

Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. A unit-level nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2006. Responding and nonresponding schools were compared across the characteristics available for both groups: instructional level, enrollment size, type of locale, percent minority enrollment, region, number of full-time-equivalent teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch. This analysis indicated that there were no measurable differences between the responding schools and the full sample of schools, leading to the conclusion that nonresponse bias is not an issue. For more information on the analysis of unit nonresponse, please see section 3.6 of the *School Survey on Crime and Safety: 2005–06 Data File User’s Manual* (Bauer et al. 2007).

Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2006 survey request, they occasionally chose not to answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sample schools responding to an item by the number of schools asked to respond to the item. Respondents sometimes gave answers to items in earlier portions of the SSOCS:2006 questionnaire that were inconsistent with answers in latter portions of the questionnaire. All inconsistent answers were blanked and imputed to maintain consistency. However, these cases were considered respondents when calculating the item-level response rates. Weighted item-level response rates in SSOCS:2006 were generally high, ranging from 66.3 percent to 100.0 percent. Of the 231 subitems on the SSOCS questionnaire, most (205) had response rates greater than 95 percent, 13 had response rates between 85 percent and 95 percent, and 13 had response rates less than 85 percent. The 13 subitems with response rates less than 85 percent are listed below:

- C0234—Number of part-time security guards
- C0236—Numbers of full-time school resource officers
- C0238—Numbers of part-time school resource officers
- C0242—Number of part-time sworn law enforcement officers
- C0326—Number of attacks with a weapon
- C0330—Number of attacks without a weapon
- C0406—School allows outside suspension with no services available
- C0408—School used outside suspension with no services available
- C0542—Number of paid part-time special education teachers

⁷While it is reasonable to assume that the ineligible rate among nonrespondents is not zero, a zero ineligibility rate was assumed when calculating the unweighted and weighted response rates. This is the most conservative approach.

Table B-1. Response status, unweighted and weighted unit response rates, by selected school characteristics, SSOCS:2006

School characteristic	Initial sample	Completed survey ¹	Non-respondents ²	Ineligible ³	Unweighted response rate (percent) ⁴	Weighted response rate (percent) ⁵
Total	3,565	2,724	789	52	77.5	81.3
Level						
Primary	909	726	168	15	81.2	83.0
Middle	1,254	956	275	23	77.7	79.9
High school	1,272	954	313	5	75.3	78.8
Combined	130	88	33	9	72.7	75.7
Enrollment size						
Less than 300	469	372	76	21	83.0	83.2
300–499	631	516	103	12	83.4	84.7
500–999	1,324	1,030	280	14	78.6	79.9
1,000 or more	1,141	806	330	5	71.0	72.5
Urbanicity						
City	1,014	697	295	22	70.3	75.4
Urban fringe	1,369	1,046	310	13	77.1	80.3
Town	332	281	48	3	85.4	86.7
Rural	850	700	136	14	83.7	85.5
Percent minority enrollment						
Less than 5 percent/missing	551	470	75	6	86.2	89.5
5 to 20 percent	949	766	175	10	81.6	82.8
20 to 50 percent	898	678	210	10	76.4	79.3
50 percent or more	1,167	810	331	26	71.0	76.7
Region						
Northeast	679	495	177	7	73.7	78.0
Midwest	899	705	172	22	80.4	83.2
South	821	647	164	10	79.8	82.5
West	1,166	877	276	13	76.1	80.9

¹In SSOCS:2006, a minimum of 60 percent of the 231 total subitems on the questionnaire were required to be answered for the survey to be considered complete. Of the 231 subitems, this includes a minimum of 80 percent of the 103 critical subitems, 60 percent of item 16 subitems (18 out of 28 total), and 60 percent of item 22 subitems (19 out of 30 total).

²Nonrespondents include schools whose districts denied permission to NCES and those eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete. In total, there were 40 schools whose districts denied permission to NCES, 345 schools that did not send back a questionnaire, and another 404 that were other noninterviews including refusals, undeliverables, and the partially completed questionnaires that did not qualify as an interview.

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or are not a school, and those in which district permission to survey schools was denied to NCES.

⁴The unweighted response rate is calculated as a ratio: completed cases / (total sample - known ineligible).

⁵The weighted response rate is calculated by applying the base sampling rates to a ratio: completed cases / (total sample - known ineligible).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

- C0546—Number of paid part-time special education aides
- C0550—Number of paid part-time regular classroom teachers
- C0554—Number of paid part-time regular classroom aides/paraprofessionals
- C0558—Number of paid part-time counselors

Analysis of Item Nonresponse Bias

An item-level bias analysis was performed to determine the extent to which, for items with response rates less than 85 percent, nonresponding schools differed from responding schools. This analysis was done because differences between the schools that did and did not respond to an item can lead to bias in estimates.

The magnitude of item nonresponse bias is determined both by the level of item response and by the differences between item respondents and item nonrespondents on a survey item. Because the values of the survey items are not known for item nonrespondents, the distributions of eight sampling frame variables⁸ were compared between the nonrespondents and respondents for the 13 subitems with response rates of less than 85 percent.

Among the items examined, ten (C0234, C0236, C0238, C0242, C0326, C0330, C0542, C0546, C0554, and C0558) were identified as having negligible nonresponse bias. The other three items (C0406, C0408 and C0550) had significant differences in their distributions across most of the key variables examined. The distributions between respondents and nonrespondents for survey items associated with C0406, C0408 and C0550 were then examined. Based on these analyses, it was determined that the increased potential for bias in these items was not enough to warrant their exclusion from the data file. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in section 3.7 and appendix L of the *School Survey on Crime and Safety: 2005–06 Data File User’s Manual* (Bauer et al. 2007).

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:2006, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. The standard errors in this report were produced using the jackknife replication method. The standard errors for a range of survey estimates can be computed by hand or by using a statistical package such as SAS, Stata, or SUDAAN. For guidance on how to produce survey estimates and their related standard errors using SSOCs data, please see sections 2.6 and 2.7 of the *School Survey on Crime and Safety: 2005–06 Data File User’s Manual* (Bauer et al. 2007).

⁸The eight 2003–04 CCD frame variables used in this analysis are instructional level, school enrollment size, locale, percent minority enrollment, region, number of full-time equivalent teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch.

Statistical Tests

The tests of significance used in this analysis are based on Student's t statistic. The t statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

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

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

Due to the large sample size, many differences (no matter how substantively minor) are statistically significant. Thus, only differences of 5 percentage points or more between groups are mentioned in the findings.

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Appendix C:
Description of Variables

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Description of Variables

Several variables from the 2005–06 School Survey on Crime and Safety (SSOCS:2006) were used to produce the tables in this report. Listed first are the school characteristic, or row, variables that appear in all tables in this report (except table 10). These variables have been ordered as they appear in the tables. Listed after the school characteristics are the column variables for each table.

For more information on the imputation methods used for each item, see section 4.4 of the *School Survey on Crime and Safety: 2005–06 Data File User’s Manual* (Bauer et al. 2007).

School Characteristic (Row) Variables

School Level (FR_LEVEL): This variable was created using the 2003–04 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. Schools are classified as primary schools, middle schools, high schools, or combined schools, based on the low grade and high grade. “Primary schools” are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. “Middle schools” are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. “High schools” are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. “Combined schools” include all other combinations of grades not included in the three former categories, including K–12 schools.

Enrollment Size (FR_SIZE): The enrollment classification categories were created using the school enrollment data in the 2003–04 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.

Urbanicity (FR_LOC4): This collapsed variable was constructed from a variable in the 2003–04 CCD Public Elementary/Secondary School Universe data file that is composed of eight categories. In order for the sample size to be large enough in each cell, and to be consistent with prior reports, the eight categories were collapsed into a four-level urbanicity variable with the values “city,” “urban fringe,” “town,” and “rural,” according to the following criteria:

City:

1 = Large city: A principal city of a Metropolitan Core-Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.

2 = Midsize city: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.

Urban fringe:

3 = Urban fringe of a large city: Any incorporated place, Census-designated place, or nonplace territory within a Metropolitan CBSA of a large city and defined as urban by the Census Bureau.

4 = Urban fringe of a midsize city: Any incorporated place, Census-designated place, or nonplace territory within a CBSA of a midsize city and defined as urban by the Census Bureau.

Town:

5 = Large town: Any incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

6 = Small town: Any incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.

Rural:

7 = Rural, outside CBSA: Any incorporated place, Census-designated place, or nonplace territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.

8 = Rural, inside CBSA: Any incorporated place, Census-designated place, or nonplace territory within a Metropolitan CBSA and defined as rural by the Census Bureau.

Percent Minority Enrollment (FR_PERMN): Data regarding student race/ethnicity were taken from the 2003–04 CCD Public Elementary/Secondary School Universe data file. Estimates and analyses used in this report exclude data from responding schools that did not report race/ethnicity on the sampling frame.

Column Variables

Table 1

Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338): A total count of violent incidents recorded was obtained by adding the number of recorded rapes (C0310), sexual batteries 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) at each school.

Serious Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0334): A total count of serious violent incidents recorded was obtained by adding the number of recorded rapes (C0310), sexual batteries 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) at each school.

Thefts Recorded (C0342): This information is taken directly from item 16f1 in the SSOCS:2006 questionnaire. “Theft/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.”

Other Incidents Recorded (C0346, C0350, C0354, C0358, C0362): A total count of other incidents recorded was obtained by adding the number of incidents of possession of a firearm or explosive device (C0346), possession of a knife or sharp object (C0350), distribution, possession, or use of illegal drugs (C0354), distribution, possession, or use of alcohol (C0358), and vandalism (C0362).

Table 2

Threats of Physical Attack With a Weapon Recorded (C0334): This information is taken directly from item 16e1_1 in the SSOCS:2006 questionnaire. “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.”

Threats of Physical Attack Without a Weapon Recorded (C0338): This information is taken directly from item 16e2_1 in the SSOCS:2006 questionnaire. “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.”

Robberies With a Weapon Recorded (C0318): This information is taken directly from item 16c1_1 in the SSOCS:2006 questionnaire. “Robbery” 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 battery.” “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.”

Robberies Without a Weapon Recorded (C0322): This information is taken directly from item 16c2_1 in the SSOCS:2006 questionnaire. “Robbery” 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 battery.” “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.”

Table 3

Incidents of Distribution, Possession, or Use of Illegal Drugs Recorded (C0354): The count of incidents of distribution, possession, or use of illegal drugs recorded is taken directly from item 16i1 in the SSOCS:2006 questionnaire.

Incidents of Distribution, Possession, or Use of Alcohol Recorded (C0358): The count of incidents of distribution, possession, or use of alcohol recorded is taken directly from item 16j1 in the SSOCS:2006 questionnaire.

Incidents of Vandalism Recorded (C0362): The count of incidents of vandalism recorded is taken directly from item 16k1 in the SSOCS:2006 questionnaire. “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.”

Table 4

Hate Crime (C0366): This information is taken directly from item 17a in the SSOCS:2006 questionnaire. A “hate crime” was defined for respondents as “a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender’s bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.”

Gang-Related Crime (C0368): This information is taken directly from item 17b in the SSOCS:2006 questionnaire. A “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.”

Gang-Related Hate Crime (C0369): This information is taken directly from item 17c in the SSOCS:2006 questionnaire. A “hate crime” was defined for respondents as “a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender’s bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.” A “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.”

Table 5

Disciplinary Problems (C0374, C0376, C0378, C0380, C0382, C0384, C0386, C0388): This information is taken directly from items 20a-h in the SSOCS:2006 questionnaire. Disciplinary problems include student racial/ethnic tensions, student bullying, student sexual harassment of other students, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers, gang activities, and cult or extremist group activities.

Table 6

Disciplinary Actions (C0460, C0462, C0464, C0466, C0470, C0472, C0474, C0476, C0480, C0482, C0484, C0486, C0490, C0492, C0494, C0496, C0500, C0502, C0504, C0506, C0510, C0512, C0514, C0516): This information is taken directly from items 22a2-5, 22b2-5, 22c2-5, 22d2-5, 22e2-5, and 22f2-5 in the SSOCS:2006 questionnaire. Disciplinary actions include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools, out-of-school suspensions lasting 5 or more days but less than the remainder

of the school year, and “other” disciplinary actions (e.g., suspension for less than 5 days, detention, etc.)

Table 7

Parental Involvement in School Events (C0196, C0198): Respondents were asked to estimate the percentage of students with at least one parent or guardian who attended an open house or back-to-school night (C0196) or regularly scheduled parent-teacher conferences (C0198). A value of “1” for each of these items indicates that 0–25 percent of students had a parent or guardian who participated in the specified event. A value of “2” indicates that 26–50 percent of students had a parent or guardian who participated in the specified event. A value of “3” indicates that 51–75 percent of students had a parent or guardian who participated in the specified event. A value of “4” indicates that 76–100 percent of students had a parent or guardian who participated in the specified event. A value of “5” indicates that the school does not offer the specified event.

Table 8

Use of Violence Prevention Program Components (C0174, C0176, C0178, C0180, C0182, C0184, C0186, C0188): Violence prevention program components include prevention curriculum, instruction, or training for students (C0174); behavioral or behavior modification intervention for students (C0176); counseling, social work, psychological, or therapeutic activity for students (C0178); individual attention/mentoring/tutoring/coaching of students by students or adults (C0180); recreational, enrichment, or leisure activities for students (C0182); student involvement in resolving student conduct problems (C0184); programs to promote a sense of community/social integration among students (C0186); and a hotline/tipline for students to report problems (C0188). Respondents were asked whether their schools had any of the aforementioned formal programs intended to prevent or reduce violence. A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Table 9

Schools with a Written Plan for Responding to at Least One Crisis Situation (C0154, C0158, C0162, C0166, C0170): Respondents were asked if their school had a written plan for the following: shootings (C0154), natural disasters (C0158), hostages (C0162), bomb threats or incidents (C0166), and chemical, biological, or radiological threats or incidents (C0170). A “yes” response to at least one of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Schools with a Written Plan for a Specific Crisis That Also Drilled Students on That Plan (C0156, C0160, C0164, C0168, C0172): If respondents indicated that their school had a written plan for a specific crisis, they were subsequently asked to indicate whether the students at their school were drilled on the plan during school year 2005–06. Respondents were asked if their students had been drilled on the following: shootings (C0156), natural disasters (C0160), hostages (C0164), bomb threats or incidents (C0168), and chemical, biological, or radiological threats or incidents (C0172). A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Table 10

Limitations on Crime Prevention (C0280, C0282, C0284, C0286, C0288, C0290, C0292, C0294, C0296, C0298, C0300, C0302, C0304): Respondents were asked to what extent the following factors limited their school's efforts to reduce or prevent crime: lack of or inadequate teacher training in classroom management (C0280); lack of or inadequate alternative placements/ programs for disruptive students (C0282); likelihood of complaints from parents (C0284); lack of teacher support for school policies (C0286); lack of parental support for school policies (C0288); teachers' fear of student retaliation (C0290); fear of litigation (C0292); inadequate funds (C0294); inconsistent application of school policies by faculty or staff (C0296); fear of district or state reprisal (C0298); federal, state, or district policies on disciplining special education students (C0300); other federal policies on discipline and safety (C0302); and other state or district policies on discipline and safety (C0304). A value of "1" for any of these items indicates that the factor limited crime prevention in a "major way" at the respondent's school, a value of "2" indicates that the factor limited crime prevention in a "minor way," and a value of "3" indicates that the factor did not limit crime prevention.