

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

Findings From the School Survey on Crime and Safety: 2007–08

First Look



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First Look

**MAY 2009**

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## Introduction

This report presents findings on crime and violence in U.S. public schools,<sup>1</sup> using data from the 2007–08 School Survey on Crime and Safety (SSOCS:2008). First administered in school year 1999–2000 and repeated in school years 2003–04, 2005–06, and 2007–08, SSOCS provides information about school crime-related topics from the perspective of schools. Developed and managed by the National Center for Education Statistics (NCES) within the Institute of Education Sciences 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:2008 is based on a nationally representative stratified random sample of 3,484 U.S. public schools. Data collection began on February 25, 2008, when questionnaires were mailed to principals, and continued through June 18, 2008. A total of 2,560 public primary, middle, high, and combined schools provided usable questionnaires, yielding an unweighted response rate of approximately 75 percent. When the responding schools were weighted to account for their original sampling probabilities, the response rate increased to approximately 77 percent. A nonresponse bias analysis was performed because the weighted response rate was less than 85 percent, and the results indicate that nonresponse bias is not an issue for SSOCS:2008. 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:2008 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. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Due to the large sample size, many differences (no matter how substantively minor) are statistically significant; thus, only differences of 5 percentage points or more between groups are mentioned in the findings.

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<sup>1</sup>The 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 a high grade of kindergarten or lower, overseas Department of Defense schools, schools sponsored by the Bureau of Indian Education, schools in the U.S. outlying areas and Puerto Rico, and other nonregular schools.

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

## Selected Findings: School Year 2007–08

- During the 2007–08 school year, the rate of violent incidents<sup>2</sup> per 1,000 students was higher in middle schools (41 incidents) than in primary schools (26 incidents) or high schools (22 incidents) (table 1).
- While 48 percent of 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).
- The rate of the distribution, possession, or use of illegal drugs was higher in schools with 1,000 or more students (5 incidents per 1,000 students) than in schools with lower enrollments (1 to 2 incidents per 1,000 students) (table 3).
- About 13 percent of city schools reported at least one gang crime, a higher percentage than that reported by suburban (5 percent), town (5 percent), or rural schools (3 percent) (table 4).
- About 18 percent of city schools reported that student acts of disrespect for teachers (other than verbal abuse) happen daily or at least once a week, a higher percentage than that reported by suburban (9 percent), town (11 percent), or rural schools (5 percent) (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).
- A lower percentage of schools with 1,000 or more students reported that more than 75 percent of students had a parent or guardian who attended regularly scheduled parent-teacher conferences (22 percent) than did schools with lower enrollments (49 to 59 percent) (table 7).
- A higher percentage of schools with minority enrollments of 50 percent or more involved students in resolving student conduct problems as a component of violence prevention programs (58 percent) than did schools with minority enrollments of less than 5 percent (42 percent) or 20 to less than 50 percent (51 percent) (table 8).
- Compared to schools in towns (31 percent) or rural areas (34 percent) larger percentages of city (49 percent) and suburban (43 percent) schools reported

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<sup>2</sup>Violent 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.

having a written plan for procedures to be followed if the Department of Homeland Security issues a warning for a severe risk of terrorist attack (table 9).

- A higher percentage of middle schools reported drilling students on a written plan describing the procedures to be performed during a shooting (63 percent) than high schools (57 percent) or primary schools (49 percent) (table 10).
- Among the factors that were reported to limit schools' efforts to reduce or prevent crime "in a major way," three were more likely to be reported than others: a lack of or inadequate alternative placements or programs for disruptive students (25 percent); inadequate funds (24 percent); and federal, state, or district policies on disciplining special education students (18 percent) (table 11).

## Estimate 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 2007-08

School characteristic	Total number of schools	Violent incidents <sup>1</sup>				Serious violent incidents <sup>2</sup>				Theft <sup>3</sup>				Other incidents <sup>4</sup>			
		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	83,000	62,600	75.5	1,332,400	27.9	14,300	17.2	58,300	1.2	39,300	47.3	268,900	5.6	55,900	67.4	439,500	9.2
Level <sup>5</sup>																	
Primary	49,200	32,000	65.1	588,700	25.6	6,400	13.0	24,000	1.0	15,000	30.6	48,300	2.1	27,100	55.1	112,200	4.9
Middle	15,300	14,400	94.3	400,900	41.3	3,400	22.0	18,600	1.9	10,600	69.5	80,500	8.3	12,900	84.0	119,700	12.3
High school	11,900	11,200	94.0	277,200	22.3	3,400	28.9	14,100	1.1	10,000	83.7	122,600	9.9	11,100	93.5	183,700	14.8
Combined	6,600	5,000	75.5	65,700	24.7	1,100	16.4	1,700	0.6	3,600	54.7	17,500	6.6	4,800	72.9	23,800	9.0
Enrollment size																	
Less than 300	19,200	11,600	60.6	137,700	34.4	2,400	12.3	7,300	1.8	6,400	33.3	21,400	5.4	9,100	47.6	36,200	9.1
300-499	24,300	16,800	69.1	242,600	24.3	2,800	11.4	7,800	0.8	8,700	35.6	31,800	3.2	15,100	62.1	64,600	6.5
500-999	30,200	25,200	83.4	601,700	30.0	6,000	19.8	24,400	1.2	16,300	54.0	101,700	5.1	22,800	75.5	155,000	7.7
1,000 or more	9,300	9,000	97.0	350,400	25.5	3,200	34.0	18,800	1.4	7,900	84.9	114,000	8.3	8,900	95.5	183,600	13.4
Urbanicity																	
City	21,300	17,500	82.1	494,800	35.8	4,300	20.2	26,800	1.9	11,600	54.5	85,100	6.2	16,500	77.5	160,000	11.6
Suburb	23,900	17,600	73.7	380,600	22.8	4,200	17.4	15,500	0.9	9,600	40.3	84,100	5.0	15,900	66.7	138,100	8.3
Town	11,800	9,400	80.0	158,700	26.4	2,100	17.6	7,200	1.2	5,800	49.1	32,100	5.3	7,800	66.4	49,300	8.2
Rural	26,000	18,100	69.5	298,300	26.4	3,700	14.4	8,800	0.8	12,300	47.1	67,700	6.0	15,700	60.2	92,100	8.2
Percent minority enrollment																	
Less than 5 percent	13,700	9,100	66.7	116,500	21.7	2,100	15.0	4,600	0.8	6,300	46.1	31,700	5.9	8,300	60.6	39,600	7.4
5 to less than 20 percent	21,400	15,500	72.7	226,100	18.8	2,900	13.7	7,400	0.6	9,200	43.0	66,400	5.5	13,300	62.0	87,400	7.3
20 to less than 50 percent	20,300	15,700	77.3	349,600	27.1	3,100	15.2	10,500	0.8	9,300	45.8	67,600	5.2	14,200	70.0	108,600	8.4
50 percent or more	27,600	22,300	80.5	640,300	36.6	6,200	22.5	35,800	2.0	14,500	52.4	103,300	5.9	20,100	72.9	203,900	11.7

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

<sup>1</sup>Violent 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.

<sup>2</sup>Serious 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.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

School characteristic	Student threat of physical attack with a weapon <sup>1,2</sup>				Student threat of physical attack without a weapon <sup>1,2</sup>				Robbery with a weapon <sup>2,3</sup>				Robbery without a weapon <sup>2,3</sup>			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	7,740	9.3	20,260	0.4	39,660	47.8	461,910	9.7	370 !	0.4 !	680 !	#	4,290	5.2	18,710	0.4
Level <sup>4</sup>																
Primary	4,160	8.5	9,820	0.4	18,670	38.0	185,030	8.0	‡	‡	‡	‡	1,410	2.9	‡	‡
Middle	1,790	11.7	6,310	0.7	10,170	66.5	142,970	14.7	100 !	0.6 !	260 !	#	990	6.5	6,000	0.6
High school	1,400	11.8	3,670	0.3	8,040	67.4	100,340	8.1	150 !	1.2 !	‡	‡	1,380	11.6	6,500	0.5
Combined	390 !	5.8 !	450 !	0.2 !	2,780	42.1	33,570 !	12.6 !	‡	‡	‡	‡	510 !	7.7 !	960 !	0.4 !
Enrollment size																
Less than 300	1,270	6.6	2,310 !	0.6 !	6,940	36.2	57,950	14.5	‡	‡	‡	‡	870 !	4.5 !	‡	‡
300–499	1,910	7.9	4,780	0.5	9,520	39.2	96,050	9.6	‡	‡	‡	‡	670 !	2.8 !	1,570 !	0.2 !
500–999	3,300	10.9	7,890	0.4	16,220	53.7	194,900	9.7	‡	‡	‡	‡	1,260	4.2	3,760	0.2
1,000 or more	1,260	13.5	5,280	0.4	6,980	75.0	113,010	8.2	140	1.5	250 !	#	1,490	16.0	9,140	0.7
Urbanicity																
City	2,150	10.1	5,560	0.4	11,970	56.3	168,450	12.2	200 !	0.9 !	350 !	#	1,760	8.3	10,990	0.8
Suburb	2,170	9.1	5,800	0.3	10,870	45.5	124,370	7.5	150 !	0.6 !	210 !	#	1,060	4.4	4,220	0.3
Town	1,280	10.9	4,690	0.8	5,680	48.3	63,410	10.6	‡	‡	‡	‡	590 !	5.0 !	1,210 !	0.2 !
Rural	2,150	8.2	4,210	0.4	11,140	42.8	105,680	9.4	‡	‡	‡	‡	870	3.4	2,290	0.2
Percent minority enrollment																
Less than 5 percent	1,460	10.7	2,740	0.5	6,340	46.3	49,330	9.2	‡	‡	‡	‡	510 !	3.7 !	1,280 !	0.2 !
5 to less than 20 percent	1,680	7.9	3,990	0.3	9,480	44.4	80,770	6.7	‡	‡	‡	‡	690	3.2	1,430	0.1
20 to less than 50 percent	1,380	6.8	4,010 !	0.3 !	9,530	46.9	118,020	9.1	50 !	0.3 !	‡	‡	730	3.6	3,310	0.3
50 percent or more	3,220	11.6	9,530	0.5	14,310	51.8	213,800	12.2	270 !	1.0 !	410 !	#	2,360	8.5	12,680	0.7

#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.

<sup>1</sup>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."

<sup>2</sup>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."

<sup>3</sup>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."

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

School characteristic	Distribution, possession, or use of illegal drugs				Distribution, possession, or use of alcohol				Vandalism <sup>1</sup>			
	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	19,200	23.2	107,300	2.2	12,300	14.9	37,800	0.8	40,900	49.3	212,100	4.4
Level <sup>2</sup>												
Primary	1,500	3.1	3,200	0.1	1,300	2.7	1,500	0.1	19,300	39.2	78,100	3.4
Middle	6,700	43.8	24,500	2.5	2,900	19.1	6,600	0.7	9,900	64.5	65,800	6.8
High school	9,200	76.8	72,800	5.8	6,700	56.1	26,900	2.2	8,800	73.5	58,600	4.7
Combined	1,800	27.7	6,900	2.6	1,400	21.2	2,800	1.1	3,000	45.7	9,500	3.6
Enrollment size												
Less than 300	1,800	9.5	6,800 !	1.7 !	1,500	7.6	2,300	0.6	6,800	35.6	19,900	5.0
300–499	3,000	12.2	6,800	0.7	1,300	5.4	2,200	0.2	11,100	45.8	41,900	4.2
500–999	7,500	24.7	27,100	1.4	4,400	14.5	10,800	0.5	15,700	52.1	82,500	4.1
1,000 or more	7,000	75.2	66,600	4.8	5,200	55.6	22,400	1.6	7,300	78.0	67,700	4.9
Urbanicity												
City	5,700	26.6	35,800	2.6	3,600	17.1	11,900	0.9	13,100	61.5	83,100	6.0
Suburb	5,000	20.9	31,100	1.9	3,300	13.7	11,800	0.7	12,600	52.5	73,200	4.4
Town	3,000	25.9	13,300	2.2	1,800	15.2	4,900	0.8	5,300	44.7	19,800	3.3
Rural	5,500	21.2	27,100	2.4	3,600	13.9	9,300	0.8	10,000	38.6	36,000	3.2
Percent minority enrollment												
Less than 5 percent	3,100	22.7	11,300	2.1	1,800	12.9	4,300	0.8	5,300	38.5	15,800	2.9
5 to less than 20 percent	4,600	21.6	24,900	2.1	3,300	15.6	10,500	0.9	9,600	45.1	36,000	3.0
20 to less than 50 percent	4,800	23.5	28,000	2.2	3,200	16.0	10,200	0.8	10,700	52.7	48,000	3.7
50 percent or more	6,700	24.4	43,100	2.5	4,000	14.5	12,700	0.7	15,300	55.4	112,200	6.4

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

<sup>1</sup>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."

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

School characteristic	Hate crime <sup>1</sup>				Gang-related crime <sup>2</sup>				Gang-related hate crime <sup>1,2</sup>			
	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	3,130	3.8	9,220	0.2	5,210	6.3	38,350	0.8	760	0.9	3,120	0.1
Level <sup>3</sup>												
Primary	990	2.0	1,950	0.1	1,010	2.0	5,800 !	0.3 !	‡	‡	‡	‡
Middle	880	5.7	3,830	0.4	1,850	12.1	14,740	1.5	280	1.8	1,550 !	0.2 !
High school	1,100	9.2	3,200	0.3	2,220	18.6	17,370	1.4	310	2.6	1,410	0.1
Combined	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Enrollment size												
Less than 300	500 !	2.6 !	760 !	0.2 !	520 !	2.7 !	2,030 !	0.5 !	‡	‡	‡	‡
300–499	500 !	2.0 !	1,740 !	0.2 !	510	2.1	1,800 !	0.2 !	‡	‡	‡	‡
500–999	1,090	3.6	3,810 !	0.2 !	2,030	6.7	14,760	0.7	240 !	0.8 !	740 !	#
1,000 or more	1,040	11.2	2,900	0.2	2,160	23.2	19,770	1.4	320	3.4	1,520	0.1
Urbanicity												
City	1,000	4.7	3,380 !	0.2 !	2,690	12.7	20,300	1.5	420	2.0	1,840	0.1
Suburb	1,050	4.4	2,580	0.2	1,250	5.2	10,970	0.7	200 !	0.8 !	380	#
Town	290 !	2.5 !	1,610 !	0.3 !	560	4.7	2,900	0.5	80 !	0.7 !	‡	‡
Rural	790	3.0	1,650	0.1	710	2.7	4,180	0.4	60 !	0.2 !	‡	‡
Percent minority enrollment												
Less than 5 percent	570 !	4.1 !	860	0.2	80 !	0.6 !	100 !	#	‡	‡	‡	‡
5 to less than 20 percent	600	2.8	1,830	0.2	430	2.0	1,450	0.1	‡	‡	‡	‡
20 to less than 50 percent	720	3.6	2,610	0.2	1,190	5.9	6,300	0.5	220 !	1.1 !	720 !	0.1 !
50 percent or more	1,240	4.5	3,920	0.2	3,510	12.7	30,490	1.7	360	1.3	1,750	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.

<sup>1</sup>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."

<sup>2</sup>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."

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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 <sup>1</sup>	Student verbal abuse of teachers	Widespread disorder in classroom	Student acts of disrespect for teachers other than verbal abuse <sup>2</sup>	Gang activities <sup>3</sup>	Cult or extremist group activities <sup>4</sup>
All public schools	3.7	25.3	3.0	6.0	4.0	10.5	19.8	2.6
Level <sup>5</sup>								
Primary	2.6	20.5	1.3 !	3.7	3.1	7.7	10.0	0.6 !
Middle	5.6	43.5	6.5	9.8	6.6	17.7	35.4	3.1
High school	5.3	21.7	5.7	12.1	4.8	16.9	43.1	8.0
Combined	4.3 !	24.9	‡	2.9 !	‡	3.8 !	14.3	6.4 !
Enrollment size								
Less than 300	3.2 !	18.7	2.7 !	4.5 !	3.2 !	5.6 !	9.8	1.3 !
300–499	1.4 !	20.8	1.8 !	3.1	2.6 !	8.4	12.8	1.0 !
500–999	5.3	30.6	3.4	6.4	5.1	11.9	21.8	2.6
1,000 or more	5.5	33.2	5.7	15.3	6.1	22.0	52.4	9.4
Urbanicity								
City	5.4	27.5	4.0	11.5	7.7	18.2	33.9	3.3
Suburb	2.9	24.6	2.9	5.0	3.3	9.3	18.8	2.6
Town	2.8 !	30.3	3.1 !	4.5	2.9	10.6	16.8	2.5 !
Rural	3.4	21.7	2.4 !	3.0	2.2	5.4	10.6	2.0
Percent minority enrollment								
Less than 5 percent	1.2 !	25.6	2.7 !	2.8 !	2.0 !	5.6	3.9	‡
5 to less than 20 percent	2.7	24.9	2.5	2.6	2.1	5.6	9.9	1.7 !
20 to less than 50 percent	3.0	22.1	2.2	5.5	2.3 !	11.5	21.3	2.7
50 percent or more	6.2	27.6	4.2	10.5	7.8	16.1	34.2	3.6

!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.

<sup>1</sup>Sexual harassment was defined for respondents as "unsolicited, offensive behavior that inappropriately asserts sexuality over another person. This behavior may be verbal or nonverbal."

<sup>2</sup>The wording of this item has changed between the 2006 and 2008 collections. In 2008, the phrase "other than verbal abuse" was added to this item. Caution should be exercised when making direct comparisons to prior School Survey on Crime and Safety collections.

<sup>3</sup>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."

<sup>4</sup>Cult 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."

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

School characteristic	Disciplinary actions taken for students involved in the use or possession of a weapon other than a firearm or explosive device <sup>1</sup> at school							
	Removals without continuing services for at least the remainder of the school year		Transfers to specialized schools <sup>2</sup>		Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year		Other disciplinary actions <sup>3</sup>	
	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	2,860	5.3	11,750	21.7	22,170	41.0	17,270	31.9
Level <sup>4</sup>								
Primary	‡	‡	1,600	9.8	5,710	34.7	9,120	55.5
Middle	1,000	6.6	3,890	25.6	6,820	45.0	3,470	22.8
High school	1,640	8.2	5,990	29.7	8,820	43.8	3,680 !	18.3 !
Combined	‡	‡	‡	‡	810 !	35.4 !	1,000 !	43.3 !
Enrollment size								
Less than 300	240 !	5.9 !	550 !	13.3 !	1,080 !	26.0 !	2,270 !	54.8
300–499	‡	‡	930	12.7	3,010 !	41.3	3,190	43.7
500–999	690	3.1	3,530	15.9	9,560	43.1	8,390	37.8
1,000 or more	1,760	8.6	6,740	33.0	8,520	41.7	3,430	16.8
Urbanicity								
City	830	3.9	5,170	24.3	8,820	41.5	6,410	30.2
Suburb	860	6.2	3,350	24.1	5,790	41.7	3,880	28.0
Town	400 !	5.4 !	960	13.1 !	2,530	34.3	3,480 !	47.2
Rural	770 !	6.7 !	2,270	19.6	5,030	43.5	3,490	30.2
Percent minority enrollment								
Less than 5 percent	‡	‡	790 !	20.9	1,710 !	45.2	1,080	28.4 !
5 to less than 20 percent	560	6.3	1,390	15.6	3,700	41.5	3,250	36.5
20 to less than 50 percent	‡	‡	3,910	27.2	6,480	45.2	3,210	22.4
50 percent or more	1,350	5.0	5,660	20.9	10,280	38.0	9,730	36.0

!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.

<sup>1</sup>Firearm or explosive device was defined for respondents as "any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage."

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

<sup>3</sup>Other disciplinary actions include suspension for less than 5 days, detention, etc.

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

NOTE: 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, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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	26–50	51–75	76–100	School does not offer	0–25	26–50	51–75	76–100	School does not offer
	percent of students	percent of students	percent of students	percent of students		percent of students	percent of students	percent of students	percent of students	
All public schools	5.2	17.2	27.4	47.9	2.3	7.1	16.1	22.9	51.0	3.0
Level <sup>1</sup>										
Primary	2.6	10.8	24.1	61.9	‡	2.9	9.4	19.3	67.3	1.1 !
Middle	4.2	21.3	36.4	37.0	1.0 !	9.4	23.6	29.1	34.3	3.7
High school	14.7	34.3	29.2	17.4	4.4	19.1	31.0	26.1	14.0	9.8
Combined	9.5 !	25.3	28.2	23.6	13.3	11.3	21.8	29.6	34.5	‡
Enrollment size										
Less than 300	5.8	16.1	22.7	49.4	6.0	8.5	12.9	17.2	58.5	2.8 !
300–499	5.3	15.8	22.5	54.5	2.0 !	4.7	13.4	22.3	58.5	1.1 !
500–999	3.8	15.6	31.1	49.0	‡	6.0	16.1	26.1	49.1	2.7
1,000 or more	8.1	28.8	38.2	23.5	1.4	13.9	29.4	26.0	21.7	8.9
Urbanicity										
City	6.1	19.1	30.5	43.8	0.5 !	6.1	16.9	23.0	51.6	2.4
Suburb	3.0	11.3	27.2	57.4	‡	4.4	12.7	22.3	56.4	4.2
Town	5.1	22.0	25.5	45.7	1.7	7.4	17.9	25.7	47.3	1.8
Rural	6.5	19.1	26.0	43.4	5.1	10.2	17.7	22.1	47.1	2.9
Percent minority enrollment										
Less than 5 percent	6.1	17.9	25.1	46.6	4.2 !	12.2	16.0	19.5	47.4	4.9 !
5 to less than 20 percent	2.9	12.2	24.8	58.1	2.0 !	3.0	13.9	22.0	58.2	2.9
20 to less than 50 percent	4.2	16.4	25.9	51.7	1.8 !	5.5	15.1	20.6	55.3	3.5
50 percent or more	7.2	21.5	31.7	37.7	1.9 !	8.9	18.6	26.9	43.9	1.7

!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.

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

NOTE: 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, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 8. Percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2007–08

School characteristic	Percentage of schools using selected violence prevention program components							
	Prevention curriculum, instruction, or training for students <sup>1</sup>	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	Student involvement in resolving student conduct problems <sup>2</sup>	Programs to promote a sense of community or social integration among students	Hotline or tipline for students to report problems
All public schools	87.8	90.4	92.5	90.3	83.5	52.8	79.7	25.7
Level <sup>3</sup>								
Primary	91.8	92.6	91.8	91.2	82.5	51.3	81.1	19.2
Middle	89.5	92.5	96.2	92.2	89.2	60.8	82.0	33.8
High school	73.4	84.6	91.1	90.2	81.4	54.2	77.5	41.8
Combined	80.6	79.8	91.7	78.9	81.2	42.3	67.9	26.1
Enrollment size								
Less than 300	86.3	83.9	83.7	84.3	81.2	45.8	73.1	20.0
300–499	90.2	91.8	94.6	90.2	81.8	50.8	80.7	21.3
500–999	88.8	93.8	95.6	93.2	85.6	54.9	81.9	25.6
1,000 or more	81.7	89.5	94.9	93.4	85.9	65.6	83.4	49.4
Urbanicity								
City	93.9	95.1	94.8	92.7	87.6	62.1	87.1	28.9
Suburb	89.0	93.4	94.1	93.4	85.5	57.7	84.7	25.4
Town	84.9	88.9	92.2	89.7	80.0	46.9	77.2	26.5
Rural	83.0	84.6	89.2	85.7	80.0	43.2	70.3	23.0
Percent minority enrollment								
Less than 5 percent	81.6	84.5	88.7	89.0	80.2	42.1	72.5	22.2
5 to less than 20 percent	86.8	88.3	91.5	88.1	83.1	53.9	80.9	23.3
20 to less than 50 percent	87.6	92.6	93.8	90.8	81.4	51.1	81.2	29.6
50 percent or more	91.9	93.5	94.2	92.2	87.1	58.4	81.3	26.5

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

<sup>2</sup>Examples of student involvement in resolving student conduct problems provided to respondents were conflict resolution, peer mediation, and student court.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.



Table 9. Percentage of public schools that had a written plan for a specific crisis situation, by selected school characteristics: School year 2007–08

School characteristic	Shootings	Natural disasters <sup>1</sup>	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents <sup>2</sup>	Suicide threat or incident <sup>3</sup>	The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security <sup>3</sup>	Pandemic flu <sup>3</sup>
All public schools	83.0	95.8	71.3	93.8	71.5	74.1	40.0	36.1
Level <sup>4</sup>								
Primary	79.9	96.3	69.8	93.4	71.5	69.7	41.2	34.7
Middle	88.3	96.1	76.3	96.7	73.2	80.8	39.4	39.7
High school	90.6	94.3	76.0	96.0	73.0	84.2	40.5	38.3
Combined	80.1	94.6	62.7	86.3	65.8	72.8	31.8	34.3
Enrollment size								
Less than 300	75.7	93.6	61.5	88.3	61.2	68.2	35.8	34.0
300–499	81.1	96.3	70.6	93.7	72.6	73.0	36.8	36.0
500–999	87.0	96.9	76.5	96.9	76.1	76.1	44.2	37.2
1,000 or more	90.3	95.6	76.7	95.6	75.4	82.8	43.6	37.0
Urbanicity								
City	83.0	95.1	69.4	94.9	73.9	75.5	49.3	32.1
Suburb	84.9	96.3	74.7	96.9	76.0	76.3	43.4	36.8
Town	85.3	96.8	73.9	94.4	70.3	73.3	30.6	38.7
Rural	80.3	95.7	68.7	89.8	66.1	71.3	33.6	37.5
Percent minority enrollment								
Less than 5 percent	80.6	95.0	75.5	94.4	68.2	75.7	36.4	42.8
5 to less than 20 percent	87.8	96.9	71.9	93.9	74.6	80.0	36.2	41.4
20 to less than 50 percent	84.5	96.1	73.1	95.9	74.3	70.4	40.1	34.3
50 percent or more	79.4	95.3	67.6	91.9	68.8	71.5	44.7	30.0

<sup>1</sup>Examples of natural disasters provided to respondents were earthquakes or tornadoes.

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

<sup>3</sup>This item is new to the 2007–08 School Survey on Crime and Safety.

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 10. Percentage of public schools that drilled students on a written plan for a specific crisis situation, by selected school characteristics: School year 2007–08

School characteristic	Shootings	Natural disasters <sup>1</sup>	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents <sup>2</sup>
All public schools	52.5	83.1	38.5	58.4	28.4
Level <sup>3</sup>					
Primary	49.2	84.6	39.6	58.3	27.9
Middle	62.7	82.5	41.3	61.0	30.9
High school	56.9	79.7	39.2	62.2	28.7
Combined	45.0	79.3	23.2	46.7	25.6
Enrollment size					
Less than 300	47.3	83.2	29.5	51.9	23.1
300–499	50.9	81.9	38.4	56.8	27.3
500–999	53.5	84.0	42.1	60.8	30.1
1,000 or more	64.0	83.0	46.2	68.5	36.8
Urbanicity					
City	50.9	77.6	35.7	58.3	29.5
Suburb	57.5	85.1	46.6	67.4	35.2
Town	52.8	84.1	37.9	53.8	22.2
Rural	49.0	85.2	33.8	52.3	24.1
Percent minority enrollment					
Less than 5 percent	45.8	83.3	36.4	55.4	23.4
5 to less than 20 percent	57.9	85.9	40.5	58.9	26.8
20 to less than 50 percent	52.1	83.9	41.3	60.4	30.8
50 percent or more	51.9	80.2	36.0	58.1	30.4

<sup>1</sup>Examples of natural disasters provided to respondents were earthquakes or tornadoes.

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

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

NOTE: Respondents were not asked if they drilled students on the following crisis situations: suicide threat or incident; the U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security; and pandemic flu. 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, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table 11. 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 2007-08

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	6.1	36.6	57.3
Lack of or inadequate alternative placements or programs for disruptive students	25.4	38.5	36.1
Likelihood of complaints from parents	4.0	30.8	65.2
Lack of teacher support for school policies	3.8	21.1	75.2
Lack of parental support for school policies	9.1	39.1	51.8
Teachers' fear of student retaliation	2.1	18.9	79.0
Fear of litigation	4.9	31.7	63.4
Inadequate funds	23.7	39.6	36.7
Inconsistent application of school policies by faculty or staff	7.3	39.2	53.5
Fear of district or state reprisal	2.6	16.4	81.0
Federal, state, or district policies on disciplining special education students <sup>1</sup>	17.6	42.2	40.3
Federal policies on discipline and safety other than those for special education students <sup>1, 2</sup>	5.2	30.7	64.1
State or district policies on discipline and safety other than those for special education students <sup>1, 2</sup>	6.3	30.6	63.1

<sup>1</sup>A 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)."

<sup>2</sup>The wording of this item was changed in 2008 to include the phrase "other than those for special education students." Therefore, caution should be exercised when making direct comparisons to prior School Survey on Crime and Safety collections.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007-08 School Survey on Crime and Safety (SSOCS), 2008.

**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 2007–08

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	410	960	1.09	62,080	1.28	880	1.06	6,560	0.14	1,100	1.29	9,510	0.20	950	1.13	11,160	0.23
Level																	
Primary	330	870	1.64	52,120	2.29	840	1.69	5,160	0.22	920	1.85	4,870	0.21	880	1.79	7,020	0.31
Middle	90	170	0.88	16,130	1.60	200	1.32	2,910	0.30	240	1.59	5,650	0.58	210	1.36	5,930	0.61
High school	60	130	1.07	10,860	0.82	180	1.53	1,440	0.12	190	1.51	4,280	0.34	160	1.20	6,580	0.50
Combined	220	310	4.50	18,120	6.84	310	4.70	500	0.17	340	5.24	2,530	0.95	280	4.82	2,500	0.78
Enrollment size																	
Less than 300	270	690	3.53	20,330	4.97	430	2.21	2,840	0.71	530	2.66	4,680	1.15	560	2.85	5,280	1.30
300–499	250	630	2.75	31,790	3.14	450	1.89	1,550	0.16	600	2.49	3,380	0.33	750	3.14	4,830	0.48
500–999	160	510	1.69	42,000	2.15	440	1.44	4,130	0.21	640	2.09	5,950	0.29	520	1.68	7,390	0.37
1,000 or more	60	110	1.08	15,410	1.10	200	2.03	2,220	0.16	180	1.78	4,220	0.32	130	1.24	7,840	0.57
Urbanicity																	
City	210	440	2.01	34,340	2.43	460	2.15	5,270	0.38	460	2.08	5,020	0.37	560	2.55	8,520	0.59
Suburb	140	530	2.17	25,360	1.47	310	1.29	3,430	0.21	470	1.94	4,560	0.27	530	2.16	7,490	0.45
Town	160	380	2.79	16,270	2.65	300	2.51	1,370	0.23	390	3.25	2,800	0.45	440	3.77	3,470	0.55
Rural	260	550	2.13	34,490	3.09	410	1.59	1,230	0.11	750	2.89	5,910	0.55	590	2.51	5,330	0.50
Percent minority enrollment																	
Less than 5 percent	690	640	3.34	12,100	2.02	370	2.52	1,030	0.19	520	3.26	2,540	0.45	630	3.08	3,020	0.50
5 to less than 20 percent	620	560	2.51	17,210	1.50	310	1.38	970	0.08	500	2.28	4,040	0.32	710	3.23	4,000	0.34
20 to less than 50 percent	690	630	2.40	37,590	2.87	370	1.77	1,710	0.13	590	2.84	4,270	0.31	630	2.65	5,720	0.38
50 percent or more	690	820	2.21	38,320	2.12	560	1.88	6,010	0.34	740	2.18	7,090	0.40	700	2.31	10,350	0.59

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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	647	0.77	2,579	0.05	1,028	1.19	29,411	0.62	113	0.14	216	†	464	0.56	3,138	0.07
Level																
Primary	633	1.28	1,770	0.08	952	1.88	22,159	0.96	†	†	†	†	362	0.74	†	†
Middle	158	1.04	1,619	0.17	247	1.53	9,024	0.90	34	0.22	104	†	124	0.81	1,161	0.12
High school	136	1.15	481	0.04	220	1.83	6,067	0.47	50	0.42	†	†	120	1.00	1,128	0.09
Combined	181	2.73	198	0.07	294	4.22	13,582	5.14	†	†	†	†	182	2.72	406	0.15
Enrollment size																
Less than 300	323	1.69	747	0.19	610	3.20	14,562	3.63	†	†	†	†	289	1.50	†	†
300–499	350	1.46	1,243	0.12	579	2.39	16,875	1.68	†	†	†	†	207	0.85	536	0.05
500–999	362	1.19	1,203	0.06	545	1.84	13,662	0.69	†	†	†	†	221	0.73	713	0.04
1,000 or more	102	1.09	1,547	0.11	215	2.20	6,232	0.44	36	0.38	82	†	166	1.73	1,416	0.10
Urbanicity																
City	396	1.85	1,117	0.08	585	2.69	14,841	1.07	87	0.41	149	†	258	1.21	3,105	0.22
Suburb	279	1.15	1,717	0.10	567	2.35	11,683	0.69	71	0.30	88	†	203	0.85	894	0.05
Town	253	2.16	1,229	0.21	406	3.26	9,703	1.59	†	†	†	†	195	1.65	431	0.07
Rural	333	1.29	764	0.07	580	2.24	15,274	1.35	†	†	†	†	203	0.78	608	0.05
Percent minority enrollment																
Less than 5 percent	329	2.33	785	0.14	530	3.24	6,447	1.14	†	†	†	†	177	1.26	410	0.08
5 to less than 20 percent	250	1.17	801	0.07	445	2.26	8,324	0.72	†	†	†	†	175	0.81	302	0.03
20 to less than 50 percent	243	1.19	1,224	0.10	628	2.75	14,408	1.08	23	0.11	†	†	156	0.79	821	0.06
50 percent or more	451	1.54	2,045	0.11	775	2.29	20,362	1.16	107	0.38	160	†	296	1.06	3,152	0.18

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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	600	0.68	4,130	0.08	460	0.57	1,410	0.03	970	1.16	8,790	0.19
Level												
Primary	330	0.67	890	0.04	340	0.68	370	0.02	890	1.82	6,410	0.28
Middle	190	1.18	2,800	0.29	160	1.07	520	0.05	270	1.75	4,320	0.44
High school	180	1.48	2,890	0.21	210	1.74	1,160	0.09	210	1.65	3,670	0.30
Combined	310	4.62	1,220	0.38	230	3.54	570	0.20	290	4.70	1,490	0.56
Enrollment size												
Less than 300	230	1.22	2,910	0.72	290	1.51	490	0.12	550	2.79	2,700	0.68
300–499	300	1.22	730	0.07	230	0.96	360	0.04	630	2.65	4,280	0.43
500–999	370	1.23	1,570	0.08	390	1.27	960	0.05	660	2.19	6,770	0.34
1,000 or more	140	1.36	2,770	0.19	150	1.70	1,090	0.07	170	2.01	4,720	0.35
Urbanicity												
City	310	1.36	2,420	0.16	300	1.40	1,030	0.07	630	2.94	5,650	0.42
Suburb	200	0.78	1,780	0.10	190	0.78	780	0.05	560	2.27	6,750	0.41
Town	230	2.02	1,400	0.21	180	1.54	570	0.10	360	3.10	2,500	0.42
Rural	320	1.19	3,370	0.30	310	1.22	800	0.07	560	2.21	2,470	0.23
Percent minority enrollment												
Less than 5 percent	270	1.76	1,270	0.22	260	1.94	600	0.11	480	3.23	1,870	0.35
5 to less than 20 percent	260	1.34	1,450	0.13	230	1.04	830	0.07	680	3.08	2,890	0.25
20 to less than 50 percent	270	1.42	1,660	0.13	270	1.25	740	0.05	550	2.25	4,320	0.30
50 percent or more	350	1.30	3,800	0.22	300	1.00	880	0.05	790	2.65	8,200	0.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.



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 2007–08

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	281	0.34	1,452	0.03	386	0.47	4,447	0.09	140	0.17	692	0.01
Level												
Primary	259	0.53	583	0.03	298	0.61	2,279	0.10	†	†	†	†
Middle	115	0.74	1,145	0.12	162	1.05	2,542	0.26	65	0.42	562	0.06
High school	131	1.11	463	0.04	143	1.18	2,224	0.18	57	0.48	367	0.03
Combined	†	†	†	†	†	†	†	†	†	†	†	†
Enrollment size												
Less than 300	162	0.85	275	0.07	176	0.92	949	0.24	†	†	†	†
300–499	167	0.69	654	0.07	140	0.58	657	0.07	†	†	†	†
500–999	170	0.56	1,166	0.06	228	0.76	3,063	0.15	81	0.27	250	†
1,000 or more	133	1.43	472	0.03	144	1.55	2,597	0.19	69	0.74	433	0.03
Urbanicity												
City	179	0.84	1,106	0.08	274	1.33	3,655	0.26	106	0.50	463	0.03
Suburb	179	0.75	548	0.03	143	0.60	1,973	0.12	73	0.31	112	†
Town	128	1.09	696	0.12	67	0.56	688	0.12	39	0.33	†	†
Rural	190	0.74	398	0.04	178	0.69	1,162	0.10	26	0.10	†	†
Percent minority enrollment												
Less than 5 percent	171	1.26	239	0.05	39	0.28	49	†	†	†	†	†
5 to less than 20 percent	113	0.54	509	0.04	112	0.54	423	0.04	†	†	†	†
20 to less than 50 percent	157	0.77	662	0.05	151	0.77	851	0.07	76	0.38	256	0.02
50 percent or more	189	0.68	1,096	0.06	326	1.22	4,257	0.24	67	0.25	459	0.03

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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 other than verbal abuse	Gang activities	Cult or extremist group activities
All public schools	0.49	1.11	0.39	0.48	0.45	0.71	0.88	0.36
Level								
Primary	0.72	1.69	0.52	0.73	0.59	1.19	1.17	0.29
Middle	0.75	1.39	0.76	1.01	0.90	1.11	1.43	0.63
High school	0.69	1.45	0.78	1.20	0.76	1.27	1.52	0.81
Combined	2.02	3.91	†	1.40	†	1.53	3.46	2.65
Enrollment size								
Less than 300	1.18	2.62	1.12	1.38	1.09	1.72	1.78	0.66
300–499	0.54	2.12	0.72	0.78	0.82	1.47	1.63	0.48
500–999	0.87	1.96	0.58	0.86	0.78	1.19	1.30	0.49
1,000 or more	0.72	2.19	0.80	1.76	1.17	1.74	2.01	1.36
Urbanicity								
City	1.35	2.12	0.97	1.53	1.24	2.30	2.18	0.64
Suburb	0.57	2.27	0.54	0.86	0.80	1.04	1.42	0.54
Town	0.91	3.26	0.96	0.89	0.82	1.56	1.86	1.05
Rural	0.86	1.77	0.72	0.72	0.60	0.98	1.10	0.52
Percent minority enrollment								
Less than 5 percent	0.51	2.70	0.99	1.30	0.88	1.58	0.97	†
5 to less than 20 percent	0.61	2.28	0.61	0.54	0.57	0.80	1.02	0.59
20 to less than 50 percent	0.63	1.98	0.48	0.95	0.71	1.62	1.70	0.55
50 percent or more	1.25	2.34	0.95	1.36	1.14	1.56	1.93	0.60

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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 for at least the remainder of the school year		Transfers to specialized schools		Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year		Other disciplinary actions	
	Number of 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	452	0.88	907	1.42	2,044	2.50	2,260	2.96
Level								
Primary	†	†	399	2.16	1,461	6.57	1,499	6.11
Middle	175	1.05	350	2.30	586	2.46	437	2.38
High school	400	2.08	748	3.40	836	2.96	1,337	5.63
Combined	†	†	†	†	347	13.91	451	15.44
Enrollment size								
Less than 300	101	2.60	242	5.78	412	9.14	773	13.12
300–499	†	†	242	3.06	1,014	10.02	713	9.39
500–999	128	0.62	452	2.16	1,404	4.70	1,729	4.88
1,000 or more	416	1.96	763	2.53	746	2.33	542	2.55
Urbanicity								
City	177	0.97	739	2.08	1,512	4.52	1,106	3.93
Suburb	160	1.24	505	2.75	650	3.49	710	4.16
Town	121	2.32	220	4.26	593	4.76	1,460	9.23
Rural	379	3.29	414	3.30	1,038	5.44	649	4.81
Percent minority enrollment								
Less than 5 percent	†	†	291	5.40	520	7.80	292	8.57
5 to less than 20 percent	121	1.36	231	2.55	417	4.44	688	5.24
20 to less than 50 percent	†	†	585	3.18	1,028	4.74	694	4.65
50 percent or more	240	1.02	487	2.16	1,422	3.45	1,838	4.28

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007–08

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	26–50	51–75	76–100	School does not offer	0–25	26–50	51–75	76–100	School does not offer
	percent of students	percent of students	percent of students	percent of students		percent of students	percent of students	percent of students	percent of students	
All public schools	0.54	0.96	1.22	1.39	0.41	0.54	0.78	1.21	1.39	0.33
Level										
Primary	0.69	1.23	1.75	2.05	†	0.75	1.08	1.91	2.11	0.42
Middle	0.68	1.20	1.72	1.69	0.43	1.14	1.30	1.69	1.84	0.62
High school	1.39	1.50	1.67	1.36	0.93	1.41	1.37	1.77	1.07	1.07
Combined	3.06	5.05	5.23	5.25	3.75	3.02	4.12	4.69	5.77	†
Enrollment size										
Less than 300	1.52	2.23	2.80	3.31	1.46	1.54	2.21	2.68	3.66	1.01
300–499	1.17	1.93	2.52	2.40	0.69	0.90	1.47	2.28	2.47	0.44
500–999	0.57	1.25	1.74	1.84	†	0.72	1.31	1.74	1.85	0.55
1,000 or more	1.17	1.89	2.28	1.84	0.38	1.63	1.75	1.97	1.68	0.86
Urbanicity										
City	1.05	2.16	2.64	2.80	0.26	0.91	1.74	2.57	3.02	0.41
Suburb	0.70	1.07	2.60	2.58	†	0.64	1.43	1.85	2.19	0.75
Town	1.03	2.67	2.99	2.99	0.49	1.28	2.34	2.95	2.85	0.53
Rural	1.33	2.00	2.18	2.30	1.12	1.44	1.73	2.09	2.28	0.83
Percent minority enrollment										
Less than 5 percent	1.58	2.57	2.93	3.26	1.31	2.01	2.42	2.55	3.07	1.60
5 to less than 20 percent	0.62	1.46	2.02	2.36	0.61	0.55	1.31	1.87	2.17	0.71
20 to less than 50 percent	1.01	1.97	2.12	2.73	0.81	0.88	1.68	2.26	2.88	0.56
50 percent or more	1.02	1.95	2.46	2.27	0.76	0.95	1.33	2.51	2.70	0.34

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

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 2007-08

School characteristic	Percentage of schools using selected violence prevention program components								
	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	Student 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	0.86	0.82	0.82	0.89	1.00	1.48	1.19	1.10	
Level									
Primary	1.10	1.21	1.22	1.18	1.48	2.26	1.56	1.56	
Middle	1.13	0.77	0.73	0.91	1.09	1.79	1.30	1.47	
High school	1.53	1.30	1.09	1.28	1.27	1.83	1.34	1.75	
Combined	4.71	4.46	3.27	4.55	4.54	4.97	5.36	4.90	
Enrollment size									
Less than 300	2.30	2.92	2.94	2.78	2.95	3.31	2.74	2.64	
300–499	1.50	1.68	1.20	1.44	1.89	2.86	2.26	1.93	
500–999	1.12	0.76	0.70	0.83	1.33	1.81	1.32	1.73	
1,000 or more	1.68	1.30	1.00	1.15	1.36	2.18	1.87	2.04	
Urbanicity									
City	0.98	1.00	1.35	1.48	2.06	2.70	2.00	2.05	
Suburb	1.20	1.07	1.25	1.10	1.76	2.69	1.41	1.94	
Town	2.49	2.07	2.08	1.92	2.76	3.63	2.77	2.97	
Rural	2.05	2.09	1.81	2.23	2.14	2.53	2.93	1.94	
Percent minority enrollment									
Less than 5 percent	2.68	2.89	2.67	2.71	2.75	3.28	3.91	2.64	
5 to less than 20 percent	1.84	1.62	1.51	1.97	1.95	2.47	1.90	2.42	
20 to less than 50 percent	1.65	1.50	1.63	1.42	2.27	2.58	1.87	2.29	
50 percent or more	1.19	1.17	1.16	1.37	1.46	2.38	2.03	1.92	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table A-9. Standard errors for the percentage of public schools that had a written plan for a specific crisis situation, by selected school characteristics: School year 2007–08

School characteristic	Shootings	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents	Suicide threat or incident	The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security	Pandemic flu
All public schools	1.31	0.48	1.26	0.65	1.16	1.33	1.26	1.10
Level								
Primary	2.07	0.75	2.06	0.97	1.83	1.91	1.93	1.57
Middle	1.21	0.79	1.41	0.67	1.83	1.47	1.63	1.57
High school	1.07	0.79	1.56	0.90	1.82	1.40	1.80	1.81
Combined	4.55	2.18	5.31	4.22	5.30	5.05	4.65	4.64
Enrollment size								
Less than 300	3.40	1.74	3.81	2.47	3.15	4.18	3.25	3.61
300–499	2.27	0.95	2.54	1.62	2.59	2.08	2.53	2.68
500–999	1.36	0.65	1.80	0.72	1.70	1.75	1.88	1.79
1,000 or more	1.44	0.87	2.10	1.03	2.20	1.93	2.19	2.17
Urbanicity								
City	2.03	1.16	2.64	1.17	2.30	2.23	2.42	2.71
Suburb	1.88	0.93	1.91	0.82	1.82	2.38	2.24	2.19
Town	2.56	1.27	3.00	1.89	2.97	3.26	2.94	3.06
Rural	2.70	1.11	2.44	1.78	2.23	2.22	2.32	2.54
Percent minority enrollment								
Less than 5 percent	3.20	1.51	2.94	1.77	3.03	3.67	3.41	3.13
5 to less than 20 percent	2.07	0.91	2.16	1.45	2.16	2.08	2.36	2.97
20 to less than 50 percent	1.98	1.13	2.79	1.10	2.43	2.46	2.36	2.31
50 percent or more	2.01	0.91	2.29	1.30	2.19	2.04	2.52	2.19

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table A-10. Standard errors for the percentage of public schools that drilled students on a written plan for a specific crisis situation, by selected school characteristics: School year 2007-08

School characteristic	Shootings	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents
All public schools	1.48	0.98	1.39	1.23	1.31
Level					
Primary	2.17	1.46	2.11	1.76	1.95
Middle	1.90	1.59	1.79	1.59	1.68
High school	1.62	1.47	1.88	1.87	1.69
Combined	5.15	4.09	4.03	4.95	4.24
Enrollment size					
Less than 300	3.18	2.59	2.76	2.96	3.26
300–499	3.12	2.29	2.96	2.77	2.87
500–999	2.05	1.29	2.33	1.94	1.88
1,000 or more	2.23	1.45	2.19	2.01	2.42
Urbanicity					
City	2.52	2.07	2.74	2.56	2.46
Suburb	2.83	1.63	1.99	2.26	1.97
Town	3.14	2.97	3.53	3.11	2.62
Rural	2.61	1.81	2.58	2.98	2.36
Percent minority enrollment					
Less than 5 percent	3.78	2.31	3.71	3.63	2.96
5 to less than 20 percent	2.67	1.58	2.31	2.68	2.39
20 to less than 50 percent	2.77	1.92	2.54	2.74	2.28
50 percent or more	2.37	1.70	1.95	2.24	2.09

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.

Table A-11. 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 2007–08

Factor	Efforts to reduce or prevent crime were limited in a major way	Efforts to reduce or prevent crime were limited in a minor way	Efforts to reduce or prevent crime were not limited at all
Lack of or inadequate teacher training in classroom management	0.63	1.21	1.36
Lack of or inadequate alternative placements or programs for disruptive students	1.21	1.39	1.50
Likelihood of complaints from parents	0.48	1.10	1.12
Lack of teacher support for school policies	0.53	1.17	1.26
Lack of parental support for school policies	0.73	1.15	1.30
Teachers' fear of student retaliation	0.36	0.98	1.01
Fear of litigation	0.52	1.23	1.23
Inadequate funds	1.09	1.33	1.31
Inconsistent application of school policies by faculty or staff	0.66	1.44	1.52
Fear of district or state reprisal	0.41	0.96	1.04
Federal, state, or district policies on disciplining special education students	1.11	1.30	1.33
Federal policies on discipline and safety other than those for special education students	0.64	1.40	1.30
State or district policies on discipline and safety other than those for special education students	0.72	1.36	1.28

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS), 2008.



**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. 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, 2005–06, and 2007–08. A fifth collection is planned for school year 2009–10.

SSOCS was developed by NCES and is funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. The 2007–08 SSOCS (SSOCS:2008) was conducted by the U.S. Census Bureau. Data collection began on February 25, 2008, when questionnaire packets were mailed to sampled schools, and continued through June 18, 2008. A total of 2,560 public schools submitted usable questionnaires: 618 primary schools, 897 middle schools, 936 high schools, and 109 combined schools.

### Sample Design

The sampling frame for SSOCS:2008 was constructed from the public school universe file created for the 2007–08 Schools and Staffing Survey (SASS). The SASS frame was derived from the 2005–06 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 were excluded from the CCD file in order to meet the sampling needs of SASS: those in U.S. outlying areas<sup>1</sup> and Puerto Rico, overseas Department of Defense schools, newly closed schools, home schools, and schools with a high grade of kindergarten or lower. Additional schools were then excluded from the SASS frame to meet the sampling needs of SSOCS: special education schools, vocational schools, alternative schools (e.g., adult continuing education schools and remedial schools), ungraded schools, schools sponsored by the Bureau of Indian Education, and other “nonregular” schools.<sup>2</sup> Charter schools were not excluded. The use of the modified SASS sampling frame for SSOCS:2008 is consistent with the 1999–2000 SSOCS (SSOCS:2000) and the 2003–04 SSOCS (SSOCS:2004). The 2005–06 SSOCS (SSOCS:2006) deviated from this by using the CCD directly as a 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, 2005–06, and 2007–08. To attain these objectives, a stratified sample of 3,484 regular public schools was drawn for SSOCS:2008 using the same general sampling design as in

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

<sup>2</sup>“Nonregular” schools include cases of schools-within-schools, which were found in Minnesota and Georgia.

the previous survey administrations for stratification variables, number of strata, method of sample allocation, and sorting of variables before selection.<sup>3</sup> As in the 2005–06 SSOCS, there was no attempt to minimize overlap between the SSOCS:2008 sample and samples for other NCES surveys.

The initial goal of SSOCS:2008 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 (where crime is an infrequent event) than middle or high schools (where 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), SSOCS:2004, and SSOCS:2006 were allocated to instructional levels in a similar manner.

The same variables and categories used to create strata in SSOCS:2000, SSOCS:2004, and SSOCS:2006 were used to create strata in SSOCS:2008. The population of schools was stratified (grouped) into four instructional levels,<sup>4</sup> four types of locale settings,<sup>5,6</sup> and four enrollment size categories.<sup>7</sup> 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<sup>8</sup> and percent minority enrollment, and an initial sample of 3,484 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: 2007–08 Data File User's Manual* (Ruddy et al. forthcoming).

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

<sup>4</sup>The four instructional levels are primary, middle, high, and combined.

<sup>5</sup>The four types of locales are city, suburb, town, and rural.

<sup>6</sup>Starting with the 2007–08 SSOCS, a 12-category urban-centric CCD locale variable was collapsed into the following 4 categories: city, suburb, town, and rural. Prior SSOCS collections used an 8-category CCD variable, which was collapsed into the following 4 categories: city, urban fringe, town, and rural.

<sup>7</sup>The four categories of enrollment size are less than 300 students, 300–499 students, 500–999 students, and 1,000 students or more.

<sup>8</sup>The four regions are the Northeast, Midwest, South, and West.

## Data Collection

SSOCS:2008 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 sampled schools that required prior approval to participate in the survey. On February 19, 2008, school administrators of sampled schools were sent advance letters that included the date of the first questionnaire mailing and a toll-free number to call with any questions.

Upon distribution of the advance letters, 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:2008. 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.

On February 25–26, 2008, questionnaires were sent via FedEx directly to the principals of the sampled schools, with a cover letter describing the importance of the survey, a promotional SSOCS pen, and a CD-ROM of the *Statistical Abstract of the United States: 2008*. See appendix D for a copy of the questionnaire.

During the two weeks following the first questionnaire mailing, a screener telephone operation was conducted to verify that each sampled school had received the questionnaire and was, in fact, eligible to participate. Two weeks 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 second week, the interviewer could complete the SSOCS interview over the phone at the respondent's request.

Returned questionnaires were examined for quality and completeness using both manual and computerized edits. 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.”<sup>9</sup> The criteria used to determine completeness are detailed in section 3.1 of the *School Survey on Crime and Safety: 2007–08 Data File User's Manual* (Ruddy et al. forthcoming). Data collection ended on June 18, 2008. 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,<sup>10</sup> 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.

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<sup>9</sup>The critical items in SSOCS:2008 included all subitems associated with items 7, 8, 14, 15, 16, 17, 20, 22, 23, 24, 25, 26, 28, 31, 32, and 33.

<sup>10</sup>All subitems on the questionnaire except for the seven introductory items.

## 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:2008 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, locale, 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 another class to avoid the possibility of large weights. After combining the necessary classes, the base weights were adjusted to produce nonresponse adjusted weights so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted 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:2006, these requirements were satisfied in SSOCS:2008 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 leave some survey items unanswered, creating bias in the survey estimates. Completed SSOCS:2008 surveys contained some level of item nonresponse after the conclusion of the data collection phase, and imputation procedures were used to create values for all questionnaire items with missing information.

The imputation methods utilized in SSOCS:2008 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: 2007–08 Data File User’s Manual* (Ruddy et al. forthcoming).

## **Unit Response Rates**

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. 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 3,484 cases initially selected for participation in SSOCS:2008, as well as the unweighted and weighted unit response rates by selected school characteristics.<sup>11</sup> The overall weighted<sup>12</sup> unit response rate was 77 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:2008. Responding and nonresponding schools were compared across

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<sup>11</sup>While 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.

<sup>12</sup>The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases / (total sample - known ineligibles).

Table B1. Unweighted and weighted unit response rates, by selected school characteristics: School year 2007–08

School characteristic	Initial sample	Completed survey <sup>1</sup>	Non-respondents <sup>2</sup>	Ineligible <sup>3</sup>	Unweighted response rate (percent) <sup>4</sup>	Weighted response rate (percent) <sup>5</sup>
Total	3,484	2,560	872	52	74.6	77.2
<b>Level</b>						
Primary	833	618	200	15	75.6	77.0
Middle	1,214	897	297	20	75.1	77.0
High school	1,295	936	347	12	73.0	76.2
Combined	142	109	28	5	79.6	80.8
<b>Enrollment size</b>						
Less than 300	371	285	60	26	82.6	83.3
300–499	630	486	131	13	78.8	76.7
500–999	1,318	992	315	11	75.9	76.2
1,000 or more	1,165	797	366	2	68.5	68.6
<b>Urbanicity</b>						
City	1,046	679	335	32	67.0	69.4
Suburb	1,151	814	329	8	71.2	73.1
Town	469	390	70	9	84.8	84.6
Rural	818	677	138	3	83.1	83.9
<b>Percent minority enrollment</b>						
Less than 5 percent	427	353	70	4	83.5	84.3
5 to less than 20 percent	892	707	181	4	79.6	80.8
20 to less than 50 percent	895	656	231	8	74.0	76.7
50 percent or more	1,270	844	390	36	68.4	71.4
<b>Region</b>						
Northeast	597	399	189	9	67.9	69.5
Midwest	832	648	168	16	79.4	80.8
South	1,274	950	304	20	75.8	79.7
West	781	563	211	7	72.7	74.6

<sup>1</sup>In SSOCS:2008, A minimum of 60 percent of the 241 subitems eligible for recontact (i.e., all subitems in the questionnaire except for the seven introductory items) were required to have been answered for a survey to be considered complete, including a minimum of 80 percent of the 103 critical subitems.

<sup>2</sup>Nonrespondents include 94 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.

<sup>3</sup>Ineligible schools include those that had closed, merged with another school at a new location, or changed from a regular public school to an alternative school.

<sup>4</sup>The unweighted response rate is calculated as the following ratio: completed cases / (total sample - known ineligible).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).



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: 2007–08 Data File User’s Manual* (Ruddy et al. forthcoming).

### **Item Response Rates**

Just as principals sometimes chose not to respond to the SSOCS:2008 survey request, those that did respond occasionally chose not to answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sampled schools responding to an item by the number of schools asked to respond to the item. Weighted<sup>13</sup> item-level response rates in SSOCS:2008 were generally high, ranging from 72 to 100 percent. Of the 241 subitems in the SSOCS questionnaire (i.e., all subitems except for the seven introductory items), most (199) had response rates greater than 95 percent, 29 had response rates between 85 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–Number of full-time school resource officers
- C0238–Number of part-time school resource officers
- C0240–Number of full-time sworn law enforcement officers
- C0242–Number of part-time sworn law enforcement officers
- C0326–Number of physical attacks or fights with a weapon
- C0330–Number of physical attacks or fights without a weapon
- C0408–Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided was used this school year
- C0542–Number of paid part-time special education teachers
- 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**

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

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<sup>13</sup>Base weights were used to calculate item response rates.

The magnitude of item nonresponse bias is determined by factors including the level of item response, the differences between item respondents and item nonrespondents on a survey item, and the distribution of item responses across categories of auxiliary variables. Because the values of the survey items are not known for item nonrespondents, the distributions of eight sampling frame variables<sup>14</sup> were compared between the nonrespondents and respondents for the 13 subitems with response rates of less than 85 percent. In addition, item medians were examined to determine if variation exists in responses between the categories of the eight sampling frame variables. The susceptibility to bias was also considered within each item by examining the effects of extreme outliers on the estimates.

Among the items examined, 12 (C0234, C0236, C0238, C0240, C0242, C0326, C0408, C0542, C0546, C0550, C0554, C0558) were identified as having negligible nonresponse bias. The other item (C0330, total number of physical attacks or fights without a weapon) had statistically significant differences in its distributions across most of the key variables examined, and had statistically significant differences in its distributions of responses across categories of the eight sampling frame variables. The distributions between respondents and the sample for survey items associated with item C0330 were then examined. Based on these analyses, it was determined that the increased potential for bias in this item was not enough to warrant its 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 the *School Survey on Crime and Safety: 2007–08 Data File User’s Manual* (Ruddy et al. forthcoming).

### **Sampling Variability**

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population is surveyed. In surveys with complex sampling designs, such as SSOCS:2008, 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 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: 2007–08 Data File User’s Manual* (Ruddy et al. forthcoming).

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<sup>14</sup>The eight 2005–06 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 at the .05 level. Adjustments for multiple comparisons were not included. The  $t$  statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

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

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. Certain characteristics discussed in this report may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal inferences should be made when reading these results.

## References

- Ruddy, S., Bauer, L., Swaim, N.L., Thomas, T.L., and Parmer, R.J. (forthcoming). *School Survey on Crime and Safety: 2007–08 Data File User's Manual* (NCES 2009-311). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Miller, A.K. (2004). *Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety* (NCES 2004-314 REVISED). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

**Appendix C:**  
**Description of Variables**

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## Description of Variables

Several variables from the 2007–08 School Survey on Crime and Safety (SSOCS:2008) 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 11). These variables have been ordered as they appear in the tables. Listed after the school characteristics are the column variables for each table.

### School Characteristic (Row) Variables

*School Level (FR\_LVEL)*: This variable was created using the 2005–06 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 2005–06 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\_URBAN)*:<sup>1</sup> This collapsed variable was constructed from a variable in the 2005–06 CCD Public Elementary/Secondary School Universe data file that is composed of 12 categories. In order for the sample size to be large enough in each cell, and to be consistent with prior reports, the 12 categories were collapsed into a four-level urbanicity variable with the values “city,” “suburb,” “town,” and “rural,” according to the following criteria:

City:

11<sup>2</sup> = Large: Territory inside an urbanized area and inside a principal city with a population of 250,000 or more.

12 = Midsize: Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.

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

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<sup>1</sup>The 12-category urbanicity variable used for SSOCS:2008 is new to the 2005–06 CCD Public Elementary/Secondary School Universe data file. In previous SSOCS administrations, an eight-category CCD variable was used to create the urbanicity variable. Caution should be exercised when making direct comparisons to prior SSOCS collections.

<sup>2</sup>The number at the beginning of each urbanicity category represents the 2-digit urban-centric code given as the value assigned to the category in the CCD data file.

Suburb:

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

22 = Midsize: Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.

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

Town:

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

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

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

Rural:

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

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

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

*Percent Minority Enrollment (FR\_CATMN)*: The percent minority enrollment classification categories were created using the school enrollment data in the 2005–06 CCD Public Elementary/Secondary School Universe data file. The percent minority enrollment size categories are (1) less than 5 percent, (2) 5 to less than 20 percent, (3) 20 to less than 50 percent, and (4) 50 percent or more.

*Region (CENRGN)*: As defined by the U.S. Census Bureau. This variable was created during sampling from the 2005–06 CCD Public Elementary/Secondary School Universe data file variable FIPS (Federal Information Processing Standard): 1 = Northeast, 2 = Midwest, 3 = South, and 4 = West. For a list of states in each region category, please see section 5.7 of the *School Survey on Crime and Safety: 2007–08 Data File User's Manual* (Ruddy et al. forthcoming).

## Column Variables

### Table 1

*Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338)*: This information is taken directly from questions 16a\_1–eii\_1 in the SSOCS 2008 questionnaire. 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)*: This information is taken directly from questions 16a\_1–di\_1, and 16ei\_1 in the SSOCS 2008 questionnaire. 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:2008 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 16ei\_1 in the SSOCS:2008 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 16eii\_1 in the SSOCS:2008 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 16ci\_1 in the SSOCS:2008 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 16cii\_1 in the SSOCS:2008 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:2008 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:2008 questionnaire.

*Incidents of Vandalism Recorded (C0362)*: The count of incidents of vandalism recorded is taken directly from item 16k1 in the SSOCS:2008 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:2008 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:2008 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:2008 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:2008 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 other than verbal abuse, 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:2008 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 (suspension for less than 5 days, detention, etc.).

*Table 7*

*Parental Involvement in School Events (C0196, C0198)*: This information is taken directly from items 5a–b in the SSOCS:2008 questionnaire. 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):* This information is taken directly from items 3a–h in the SSOCS:2008 questionnaire. Violence prevention program components include prevention curriculum, instruction, or training for students (C0174); behavioral or behavior modification intervention for students (C0176); counseling, social work, psychological, or therapeutic activity for students (C0178); individual attention/mentoring/tutoring/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 a Specific Crisis Situation (C0154, C0158, C0162, C0166, C0170, C0169, C0171, C0173):* This information is taken directly from items 2a\_1–h\_1 in the SSOCS:2008 questionnaire. 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); chemical, biological, or radiological threats or incidents (C0170); suicide threats or incidents (C0169); the U.S. national threat level is changed to Red by the Department of Homeland Security (C0171); and pandemic flu (C0173). 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*

*Schools That Drilled Students on a Written Plan for Responding to a Specific Crisis Situation (C0156, C0160, C0164, C0168, C0172):* This information is taken directly from items 2a\_2–e\_2 in the SSOCS:2008 questionnaire. 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 2007–08. 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 11*

*Limitations on Crime Prevention (C0280, C0282, C0284, C0286, C0288, C0290, C0292, C0294, C0296, C0298, C0300, C0302, C0304):* This information is taken directly from items 13a–m in the SSOCS:2008 questionnaire. Respondents were asked to what extent the following factors limited their school’s efforts to reduce or prevent crime: lack of or inadequate teacher training in classroom management (C0280); lack of or inadequate alternative placements/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 limits crime prevention in a "major way" at the respondent's school, a value of "2" indicates that the factor limits crime prevention in a "minor way," and a value of "3" indicates that the factor does not limit crime prevention.