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

Findings From the School Survey on Crime and Safety: 2009–10

First Look

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

Findings From the School Survey on Crime and Safety: 2009–10

First Look

MAY 2011

Samantha Neiman
Education Statistics Services Institute –
MacroSys Research and Technology, LLC

Monica R. Hill
Project Officer
National Center for Education Statistics

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

Acknowledgments

This page is intentionally left blank

Contents

List of Tables

Introduction

This report presents findings on crime and violence in U.S. public schools,[1] using data from the 2009–10 School Survey on Crime and Safety (SSOCS:2010). First administered in school year 1999–2000 and repeated in school years 2003–04, 2005–06, 2007–08, and 2009–10, SSOCS provides information on school crime-related topics from the perspective of schools. Developed and managed by the National Center for Education Statistics (NCES) within the Institute of Education Sciences 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:2010 is based on a nationally representative stratified random sample of 3,476 U.S. public schools. Data collection began on February 24, 2010, when questionnaires were mailed to principals, and continued through June 11, 2010. A total of 2,648 public primary, middle, high, and combined schools provided usable questionnaires, yielding an unweighted response rate of approximately 77 percent. When the responding schools were weighted to account for their original sampling probabilities, the response rate increased to approximately 81 percent. A nonresponse bias analysis was performed because the weighted response rate was less than 85 percent, and the results suggest that nonresponse bias is not an issue for SSOCS:2010. 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:2010 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.

---

[1] SSOCS includes regular public schools and 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, 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, publications, and data products can be found at http://nces.ed.gov/surveys/ssocs.

Selected Findings: School Year 2009–10

- During the 2009–10 school year, the rate of violent incidents[2] per 1,000 students was higher in middle schools (40 incidents) than in primary schools or high schools (21 incidents each) (table 1).

- Some 46 percent of schools reported at least one student threat of physical attack without a weapon, compared to 8 percent of schools reported such a threat with a weapon (table 2).

- Some 25 percent of schools reported at least one incident of the distribution, possession, or use of illegal drugs, a higher percentage than that of the distribution, possession, or use of alcohol (14 percent of schools) or prescription drugs (12 percent of schools) (table 3).

- Some 10 percent of city schools reported at least one gang-related crime,[3] a higher percentage than that reported by suburban (5 percent), town (4 percent), or rural schools (2 percent) (table 4).

- A higher percentage of middle schools reported that student bullying occurred at school daily or at least once a week[4] (39 percent) than did high schools or primary schools (20 percent each) (table 5).

- A lower percentage of schools with 50 percent or less White student enrollment reported that cyberbullying among students occurred daily or at least once a week (5 percent) than did schools with higher percentages of White student enrollment (7 to 13 percent) (table 6).

- For students involved in the use or possession of a weapon other than a firearm or explosive device at school, 40 percent of students received out-of-school suspensions lasting 5 or more days, 36 percent of students received other disciplinary actions (e.g., suspensions for less than 5 days, detention, etc.), 19 percent of students received transfers to specialized schools, and 6 percent of students received removals with no continuing services for at least the remainder of the school year (table 7).

- 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 (23 percent) than did schools with lower enrollments (53 to 56 percent) (table 8).

---

[2]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.
[3]Includes gang-related hate crime.
[4] Includes schools for which one of the following two response categories was selected: "daily" or "at least once a week."

- A higher percentage of schools with 1,000 or more students involved students in resolving student conduct problems as a component of violence prevention programs (60 percent) than did schools with lower enrollments (39 to 49 percent) (table 9).

- Some 41 percent of schools reported having a written plan for the U.S. national threat level being changed to red (severe risk of terrorist attack) by the Department of Homeland Security, compared to 95 percent of schools that reported having a written plan for natural disasters and 94 percent of schools that reported having a written plan for bomb threats or incidents (table 10).

- A higher percentage of suburban schools drilled students on a written plan describing procedures to be performed during a shooting (58 percent) than did city schools or rural schools (49 and 48 percent, respectively). The percentage of town schools (53 percent) that drilled students on this type of plan was not measurably different from the percentage of suburban schools (table 11).

- 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: inadequate funds (25 percent); a lack of, or inadequate, alternative placements or programs for disruptive students (21 percent); and federal, state, or district policies on disciplining special education students (16 percent) (table 12).

Estimate Tables

This page is intentionally left blank

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 2009–10

School characteristic	Total number schools	Violent incidents[1]				Serious violent incidents[2]				Theft[3]				Other incidents[4]			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	82,800	61,100	73.8	1,183,700	25.0	13,600	16.4	52,500	1.1	36,500	44.1	258,500	5.5	56,400	68.1	434,700	9.2
Level[5]																	
Primary	48,900	31,500	64.4	482,100	21.3	6,400	13.0	21,900	1.0	12,600	25.7	41,700	1.8	28,000	57.3	101,900	4.5
Middle	15,300	13,800	90.5	375,200	40.0	2,900	18.9	13,600	1.5	9,900	65.2	69,000	7.4	12,500	81.9	104,000	11.1
High school	12,200	11,100	90.9	264,400	21.4	3,400	27.6	13,500	1.1	10,100	82.6	125,000	10.1	11,300	92.2	200,100	16.2
Combined	6,400	4,700	73.7	62,000	20.8	1,000	15.5	‡	‡	3,800	60.5	22,700	7.6	4,600	72.5	28,800	9.7
Enrollment size																	
Less than 300	18,900	11,800	62.8	111,300	27.2	2,000	10.4	6,100 !	1.5 !	5,800	30.7	21,400	5.2	10,400	55.3	36,600	8.9
300–499	25,200	18,000	71.3	274,400	26.5	4,000	15.7	14,200	1.4	9,200	36.4	40,900	3.9	15,900	63.3	71,100	6.9
500–999	29,800	22,800	76.4	487,900	25.0	4,800	15.9	16,400	0.8	13,900	46.7	81,800	4.2	21,600	72.5	134,600	6.9
1,000 or more	8,900	8,500	95.4	310,100	23.2	2,900	32.8	15,700	1.2	7,600	84.9	114,500	8.6	8,400	94.3	192,500	14.4
Urbanicity																	
City	21,500	16,100	74.9	396,300	28.8	4,700	21.7	17,400	1.3	10,200	47.6	85,400	6.2	15,800	73.5	160,200	11.7
Suburb	23,800	17,500	73.5	371,000	22.4	3,700	15.5	16,200	1.0	10,300	43.1	81,000	4.9	15,800	66.1	133,200	8.0
Town	12,100	9,700	80.3	166,300	28.2	1,900	15.6	6,300	1.1	5,600	46.2	33,400	5.7	8,900	74.1	55,100	9.3
Rural	25,300	17,800	70.2	250,100	22.5	3,400	13.2	12,600	1.1	10,400	41.1	58,700	5.3	15,900	62.6	86,200	7.8
Percent White enrollment																	
More than 95 percent	11,700	8,200	69.6	108,500	23.3	1,500	12.6	5,400 !	1.2 !	4,800	40.8	22,700	4.9	6,900	59.0	34,200	7.4
More than 80 to 95 percent	20,900	14,200	67.9	192,800	17.2	2,100	9.9	6,500	0.6	8,000	38.3	53,300	4.8	12,800	61.2	79,800	7.1
More than 50 to 80 percent	20,000	15,200	75.9	293,600	23.1	3,700	18.6	15,100	1.2	9,200	46.2	74,400	5.8	13,900	69.7	113,000	8.9
50 percent or less	30,100	23,600	78.2	588,800	31.4	6,300	21.1	25,400	1.4	14,500	48.0	108,100	5.8	22,800	75.5	207,700	11.1

! 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.

[1] 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.

[2] 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.

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

School characteristic	Student threat of physical attack with a weapon[1,2]				Student threat of physical attack without a weapon[1,2]				Robbery with a weapon[2,3]				Robbery without a weapon[2,3]			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	6,350	7.7	19,180	0.4	38,430	46.4	405,900	8.6	200	0.2	410 !	#	3,670	4.4	14,340	0.3
Level[4]																
Primary	3,350	6.8	7,750	0.3	18,610	38.0	165,040	7.3	#	#	#	#	1,320	2.7	5,582 !	0.2 !
Middle	1,570	10.3	7,620	0.8	9,390	61.5	122,680	13.1	80 !	0.5 !	‡	‡	840	5.5	2,880	0.3
High school	1,220	10.0	3,230	0.3	7,570	61.9	93,890	7.6	130	1.0	‡	‡	1,300	10.6	5,520	0.4
Combined	210 !	3.4 !	‡	‡	2,850	44.9	24,290	8.1	#	#	#	#	‡	‡	‡	‡
Enrollment size																
Less than 300	710 !	3.8 !	810 !	0.2 !	6,460	34.3	42,250	10.3	#	#	#	#	550 !	2.9 !	‡	‡
300–499	2,020	8.0	5,820 !	0.6 !	11,230	44.6	103,410	10.0	‡	‡	‡	‡	680	2.7	1,560 !	0.2 !
500–999	2,480	8.3	6,650	0.3	14,260	47.8	157,060	8.1	56 !	0.2 !	‡	‡	1,220	4.1	4,310	0.2
1,000 or more	1,150	12.8	5,900	0.4	6,480	72.5	103,190	7.7	120	1.3	150 !	#	1,220	13.7	6,820	0.5
Urbanicity																
City	2,190	10.2	6,800	0.5	10,460	48.6	129,770	9.4	130 !	0.6 !	340 !	#	1,400	6.5	5,500	0.4
Suburb	1,850	7.7	6,710	0.4	11,040	46.3	122,900	7.4	60 !	0.2 !	60 !	#	820	3.4	3,180	0.2
Town	750	6.3	2,260 !	0.4 !	6,780	56.2	67,340	11.4	‡	‡	‡	‡	370 !	3.0 !	870 !	0.1 !
Rural	1,560	6.2	3,420	0.3	10,140	40.0	85,890	7.7	#	#	#	#	1,100	4.3	4,780 !	0.4 !
Percent White enrollment																
More than 95 percent	700	5.9	2,190 !	0.5 !	4,530	38.6	35,070	7.5	#	#	#	#	‡	‡	‡	‡
More than 80 to 95 percent	1,000	4.8	2,990	0.3	9,120	43.6	76,530	6.8	‡	‡	‡	‡	490 !	2.3 !	2,260 !	0.2 !
More than 50 to 80 percent	1,720	8.6	4,780	0.4	9,620	48.2	97,670	7.7	60 !	0.3 !	62 !	#	890	4.4	4,160	0.3
50 percent or less	2,940	9.8	9,220	0.5	15,150	50.3	196,630	10.5	130 !	0.4 !	340 !	#	2,110	7.0	7,720	0.4

#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.

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

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

[3]Robbery 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."

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 3. Number and percentage of public schools reporting incidents of the distribution, possession, or use of illegal drugs or alcohol at school; inappropriate distribution, possession, or use of prescription drugs at school; or of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2009–10

School characteristic	Distribution, possession, or use of illegal drugs				Distribution, possession, or use of alcohol				Inappropriate distribution, possession, or use of prescription drugs				Vandalism[1]			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	20,320	24.6	115,900	2.4	11,680	14.1	40,700	0.9	10,010	12.1	29,300	0.6	37,940	45.8	171,500	3.6
Level[2]																
Primary	1,690	3.5	3,100	0.1	1,030	2.1	1,100	0.1	750 !	1.5 !	900 !	#	18,530	37.9	66,300	2.9
Middle	6,820	44.7	24,600	2.6	3,010	19.7	7,200	0.8	2,870	18.8	6,400	0.7	8,470	55.5	46,200	4.9
High school	9,450	77.2	78,700	6.4	6,310	51.6	29,300	2.4	5,270	43.0	19,400	1.6	7,650	62.5	49,400	4.0
Combined	2,370	37.3	9,400	3.1	1,330	20.9	3,000	1.0	1,120	17.6	2,700	0.9 !	3,290	51.9	9,700	3.3
Enrollment size																
Less than 300	2,210	11.7	6,200	1.5	1,170	6.2	2,300	0.6	960	5.1	1,600 !	0.4 !	6,390	33.9	18,500	4.5
300–499	3,780	15.0	9,400	0.9	2,180	8.7	3,500	0.3	1,390	5.5	2,600	0.2	11,010	43.7	39,200	3.8
500–999	7,330	24.6	27,100	1.4	3,380	11.3	10,700	0.5	3,680	12.4	8,800	0.5	14,070	47.2	57,800	3.0
1,000 or more	7,010	78.4	73,200	5.5	4,960	55.5	24,100	1.8	3,980	44.5	16,300	1.2	6,470	72.4	56,000	4.2
Urbanicity																
City	5,990	27.8	44,200	3.2	3,210	14.9	13,700	1.0	2,220	10.3	6,700	0.5	12,230	56.9	72,300	5.3
Suburb	5,340	22.4	36,500	2.2	3,700	15.5	14,100	0.8	2,880	12.1	10,000	0.6	11,260	47.2	49,300	3.0
Town	3,080	25.5	14,700	2.5	1,540	12.8	4,800	0.8	1,490	12.3	5,000	0.8	5,390	44.7	17,800	3.0
Rural	5,920	23.4	20,500	1.8	3,230	12.7	8,000	0.7	3,420	13.5	7,700	0.7	9,050	35.7	32,100	2.9
Percent White enrollment																
More than 95 percent	2,470	21.0	8,300	1.8	1,380	11.8	3,100	0.7	1,520	12.9	4,000	0.9	4,550	38.7	12,500	2.7
More than 80 to 95 percent	4,570	21.8	20,200	1.8	2,550	12.2	9,700	0.9	2,830	13.5	8,700	0.8	8,080	38.6	26,900	2.4
More than 50 to 80 percent	5,270	26.4	31,300	2.5	3,080	15.4	11,600	0.9	2,900	14.5	8,700	0.7	8,930	44.7	40,800	3.2
50 percent or less	8,020	26.6	56,100	3.0	4,670	15.5	16,400	0.9	2,770	9.2	7,800	0.4	16,390	54.4	91,300	4.9

#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.

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

School characteristic	Hate crime[1,2]				Gang-related crime[2,3]				Gang-related hate crime[1,3]			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	2,670	3.2	12,130	0.3	4,340	5.2	30,860	0.7	750	0.9	4,140	0.1
Level[4]												
Primary	920 !	1.9 !	3,220 !	0.1 !	880	1.8	3,580 !	0.2 !	‡	‡	‡	‡
Middle	780	5.1	5,040 !	0.5 !	1,350	8.8	12,320	1.3	220	1.4	1,890 !	0.2 !
High school	870	7.1	3,740	0.3	1,940	15.9	12,580	1.0	320	2.6	1,320	0.1
Combined	‡	‡	‡	‡	170 !	2.7 !	‡	‡	#	#	#	#
Enrollment size												
Less than 300	‡	‡	‡	‡	260 !	1.4 !	810 !	0.2 !	‡	‡	‡	‡
300–499	820	3.3	2,530 !	0.2 !	940	3.7	3,670 !	0.4	‡	‡	‡	‡
500–999	860	2.9	4,540 !	0.2 !	1,310	4.4	10,140	0.5	250 !	0.8 !	1,760 !	0.1 !
1,000 or more	730	8.2	4,040 !	0.3 !	1,840	20.6	16,230	1.2	240	2.7	1,200 !	0.1 !
Urbanicity												
City	1,090	5.1	8,230	0.6	2,190	10.2	21,590	1.6	430 !	2.0 !	3,290 !	0.2 !
Suburb	750	3.1	1,980	0.1	1,220	5.1	6,060	0.4	220 !	0.9 !	540 !	#
Town	250	2.1	580 !	0.1 !	430	3.5	1,930	0.3	‡	‡	‡	‡
Rural	570 !	2.3 !	1,340 !	0.1 !	510	2.0	1,270	0.1	70 !	0.3 !	‡	‡
Percent White enrollment												
More than 95 percent	280 !	2.4 !	650	0.1	‡	‡	‡	‡	‡	‡	193 !	#
More than 80 to 95 percent	240	1.2	630 !	0.1 !	320	1.5	720	0.1	‡	‡	83 !	#
More than 50 to 80 percent	430	2.2	1,060	0.1	960	4.8	4,300	0.3	60 !	0.3 !	100 !	#
50 percent or less	1,710	5.7	9,790	0.5	3,000	10.0	25,580	1.4	570	1.9	3,760 !	0.2 !

#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.

[1]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."

[2]Includes gang-related hate crimes.

[3]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."

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

School characteristic	Happens daily or at least once a week[1]							Happens at all	
	Student racial/ethnic tensions	Student bullying	Student sexual harassment of other students[2]	Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	Student verbal abuse of teachers	Widespread disorder in classroom	Student acts of disrespect for teachers other than verbal abuse	Gang activities[3]	Cult or extremist group activities[4]
All public schools	2.8	23.1	3.2	2.5	4.8	2.5	8.6	16.4	1.7
Level[5]									
Primary	2.1	19.6	1.8 !	0.8 !	3.4	1.9 !	6.1	7.5	1.4 !
Middle	5.4	38.6	6.1	6.2	6.8	4.1	13.7	29.2	1.4
High school	3.3	19.8	3.2	3.1	8.6	4.4	14.3	38.4	3.9
Combined	‡	18.6	7.5 !	6.0 !	‡	#	4.4 !	11.1	‡
Enrollment size									
Less than 300	‡	16.5	4.5 !	4.3 !	‡	‡	3.3 !	6.5	‡
300–499	2.5	24.0	2.4 !	1.0	5.2	2.4	9.5	11.9	‡
500–999	3.0	25.3	2.6	2.4	4.3	2.6	8.3	16.4	1.3 !
1,000 or more	5.5	27.0	4.7	3.8	11.2	4.3	18.2	49.8	5.6
Urbanicity									
City	5.3	27.0	3.6 !	2.9 !	9.1	4.5	11.7	28.3	2.5
Suburb	2.7	19.9	2.6	2.0	4.7	3.0	8.1	14.6	1.2 !
Town	1.0 !	26.2	2.9 !	2.0	3.3 !	0.6 !	11.6	13.9	1.7 !
Rural	1.6 !	21.2	3.6	2.9	1.9 !	1.3 !	5.0	9.1	1.6 !
Percent White enrollment									
More than 95 percent	‡	22.0	4.5 !	2.7 !	‡	‡	3.6 !	1.5	0.4 !
More than 80 to 95 percent	1.5	21.3	1.8 !	1.9	1.8	0.5 !	6.1	5.8	1.8 !
More than 50 to 80 percent	3.2	22.3	2.6	2.6	4.5	1.1 !	9.6	16.9	1.4
50 percent or less	4.3	25.2	4.1 !	2.9 !	8.5	5.7	11.7	29.1	2.4

#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.

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

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

[3]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."

[4]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."

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 6. Percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school daily or at least once a week, by selected school characteristics: School year 2009–10

School characteristic	Cyberbullying among students	School environment is affected by cyberbullying	Staff resources are used to deal with cyberbullying
All public schools	7.9	4.4	3.8
Level[1]			
Primary	1.5	0.9 !	0.9 !
Middle	18.6	9.8	8.5
High school	17.6	9.9	8.6
Combined	12.6	7.4 !	‡
Enrollment size			
Less than 300	4.8	3.2 !	2.9 !
300–499	4.6	2.8	2.7
500–999	9.3	4.6	3.7
1,000 or more	19.2	10.7	9.4
Urbanicity			
City	5.7	3.8	3.6
Suburb	8.5	4.0	3.7
Town	9.6	5.8	4.1
Rural	8.4	4.5	4.0
Percent White enrollment			
More than 95 percent	12.8	7.7	4.7
More than 80 to 95 percent	10.1	5.1	4.7
More than 50 to 80 percent	6.7	3.6	3.9
50 percent or less	5.3	3.1	2.8

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

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

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

NOTE: "Cyber-bullying" was defined for respondents as "occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices." "At school" wa 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 7. 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 2009–10

| | Disciplinary actions taken for students involved in the use or possession of a weapon other than a firearm or explosive device[1] at school | | | | | | | |
| School characteristic | Removals without continuing services for at least the remainder of the school year | | Transfers to specialized schools[2] | | Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year | | Other disciplinary actions[3] | |
	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
All public schools	2,520	5.6	8,340	18.6	17,900	40.0	15,960	35.7
Level[4]								
Primary	‡	‡	500 !	3.7 !	4,350	32.0	8,480	62.4
Middle	600	4.5	3,550	26.4	6,410	47.6	2,910	21.6
High school	1,290	8.3	4,130	26.5	6,200	39.8	3,960	25.4
Combined	360 !	17.6 !	‡	‡	950	45.9	‡	29.2 !
Enrollment size								
Less than 300	350 !	10.1 !	‡	‡	780 !	22.5 !	2,190	63.1
300–499	310 !	3.4 !	660 !	7.3 !	2,860	31.6	5,220	57.7
500–999	600	3.7	2,980	18.4	7,640	47.1	4,990	30.8
1,000 or more	1,260	7.9	4,550	28.5	6,620	41.4	3,560	22.3
Urbanicity								
City	1,070	6.9	3,440	22.3	6,090	39.5	4,830	31.3
Suburb	630	4.7	2,750	20.7	6,080	45.7	3,830	28.8
Town	420 !	6.6	780	12.3	2,710	43.1	2,390	38.0
Rural	400 !	4.2 !	1,370	14.1	3,020	31.2	4,900	50.6
Percent White enrollment								
More than 95 percent	‡	‡	290	12.1 !	880	36.3	1,070	44.1
More than 80 to 95 percent	300 !	4.4 !	570	8.3	2,830	41.5	3,130	45.8
More than 50 to 80 percent	620	5.3	2,570	21.9	4,430	37.8	4,120	35.1
50 percent or less	1,420	6.0	4,910	20.7	9,760	41.1	7,640	32.2

!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.

[1]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."

[2]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."

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

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

NOTE: 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 8. 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 2009–10

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended regularly scheduled parent-teacher conferences				
	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer
All public schools	4.6	13.8	30.6	49.1	1.9	6.4	17.0	23.1	50.9	2.7
Level[1]										
Primary	1.3 !	7.0	27.9	63.2	‡	2.2 !	9.8	19.0	68.3	‡
Middle	3.9	17.3	37.7	40.1	1.1 !	8.3	23.1	30.9	33.0	4.7
High school	16.6	29.4	33.5	15.0	5.5	19.0	34.0	25.9	13.1	8.0
Combined	8.5 !	26.9	29.0	28.0	7.6 !	9.0 !	24.8	29.9	32.3	4.0 !
Enrollment size										
Less than 300	6.4	11.1	30.4	47.7	4.4	6.6	14.6	22.0	54.2	2.7 !
300–499	2.8	10.9	31.4	53.9	1.1 !	3.8	15.5	23.3	56.2	1.2 !
500–999	3.7	14.1	28.9	52.0	1.2	6.0	16.6	22.6	52.5	2.3
1,000 or more	8.9	26.3	34.7	28.7	1.3	14.0	27.4	26.3	23.4	8.9
Urbanicity										
City	4.3	17.9	33.2	44.0	0.7 !	6.6	19.9	20.5	51.4	1.6
Suburb	2.4	9.1	31.7	56.4	‡	4.0	11.8	24.4	56.3	3.5
Town	5.9	16.7	31.5	44.0	2.0	7.6	15.2	22.4	50.6	4.2
Rural	6.3	13.3	27.1	49.1	4.2	7.8	20.2	24.3	45.5	2.3
Percent White enrollment										
More than 95 percent	5.8	15.9	23.0	50.8	4.5 !	10.4	19.8	21.3	46.2	2.4 !
More than 80 to 95 percent	2.9	10.8	26.5	57.6	2.3	3.7	11.0	22.3	59.0	4.0
More than 50 to 80 percent	3.8	10.0	32.2	52.7	1.3 !	4.0	15.0	27.4	50.7	2.8
50 percent or less	5.8	17.5	35.5	40.1	1.1 !	8.2	21.3	21.4	47.2	1.9

!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.
[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 9. Percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2009–10

School characteristic	Prevention curriculum, instruction, or training for students[1]	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students	Individual attention, mentoring, tutoring, or coaching of students by students	Individual attention, mentoring, tutoring, or coaching of students by adults	Recreational, enrichment, or leisure activities for students	Student involvement in resolving student conduct problems[2]	Programs to promote a sense of community or social integration among students
All public schools	87.1	91.9	93.2	58.1	90.8	84.6	47.8	82.3
Level[3]								
Primary	90.3	94.3	93.6	55.8	91.7	84.8	46.7	84.0
Middle	89.5	93.2	95.7	62.7	94.0	91.3	52.3	84.7
High school	73.1	84.6	90.1	66.4	89.7	80.3	52.5	77.6
Combined	83.9	83.8	90.2	49.2	78.9	75.4	36.7	73.2
Enrollment size								
Less than 300	83.7	85.1	87.6	46.6	84.7	81.3	38.7	75.1
300–499	89.5	95.4	94.4	57.7	92.8	84.0	49.1	83.4
500–999	88.9	93.4	94.7	62.3	92.2	86.6	49.0	85.4
1,000 or more	81.7	91.1	96.6	69.7	93.6	86.4	59.6	84.3
Urbanicity								
City	88.2	94.7	94.4	64.0	94.7	90.5	54.7	86.7
Suburb	88.7	94.8	94.1	63.5	93.0	85.3	51.6	88.2
Town	87.4	94.2	94.9	56.7	89.4	81.4	40.9	78.1
Rural	84.5	85.7	90.5	48.7	86.1	80.4	41.7	75.0
Percent White enrollment								
More than 95 percent	84.8	84.8	91.0	52.9	84.0	81.4	41.2	78.2
More than 80 to 95 percent	86.7	91.7	92.1	55.7	89.3	81.7	43.3	81.3
More than 50 to 80 percent	89.3	92.8	92.5	57.8	93.7	83.3	47.7	83.7
50 percent or less	86.9	94.2	95.3	62.0	92.6	88.7	53.6	83.7

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

[2] Examples of student involvement in resolving student conduct problems provided to respondents were conflict resolution, peer mediation, and student court.

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

NOTE: 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 10.   Percentage of public schools that had a written plan for a specific crisis situation, by selected school characteristics: School year 2009–10

School characteristic	Shootings	Natural disasters[1]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[2]	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	84.3	95.1	74.3	93.5	71.1	74.9	41.3	69.4
Level[3]								
Primary	80.6	95.1	72.4	92.4	69.3	69.9	42.5	67.1
Middle	88.1	95.7	77.0	95.5	74.7	83.7	41.0	71.8
High school	91.4	94.6	77.4	96.5	76.8	83.1	43.7	75.6
Combined	89.2	94.8	76.4	91.8	65.1	77.0	28.0	69.5
Enrollment size								
Less than 300	83.3	93.3	74.2	90.4	64.9	70.1	37.8	64.9
300–499	81.1	96.6	72.5	94.7	70.0	74.3	42.9	72.4
500–999	86.0	94.6	75.2	94.0	74.2	76.0	41.5	69.2
1,000 or more	89.4	96.2	76.3	95.4	77.2	83.6	43.2	70.9
Urbanicity								
City	81.0	93.5	71.7	92.8	68.8	74.9	44.4	68.7
Suburb	83.4	94.0	73.7	93.7	73.0	72.6	45.6	70.9
Town	86.5	98.2	77.9	96.0	73.5	76.4	36.3	69.2
Rural	86.8	96.1	75.3	92.9	70.2	76.6	36.9	68.6
Percent White enrollment								
More than 95 percent	86.8	97.7	74.9	94.2	74.5	83.5	40.0	70.6
More than 80 to 95 percent	85.3	95.8	75.2	93.9	70.0	76.5	36.7	69.8
More than 50 to 80 percent	87.2	93.2	78.4	95.7	75.1	74.3	42.1	75.4
50 percent or less	80.6	94.8	70.6	91.6	68.0	70.9	44.4	64.6

[1]Examples of natural disasters provided to respondents were earthquakes or tornadoes.
[2]Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.
[3]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 11. Percentage of public schools that drilled students on a written plan for a specific crisis situation, by selected school characteristics: School year 2009–10

School characteristic	Shootings	Natural disasters[1]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[2]
All public schools	51.9	82.3	41.4	58.6	30.7
Level[3]					
Primary	50.2	83.1	43.2	58.3	32.2
Middle	56.3	84.5	41.0	59.0	28.2
High school	57.1	76.3	39.3	60.2	30.8
Combined	45.2	82.7	32.4	56.7	25.5
Enrollment size					
Less than 300	43.1	76.5	37.3	52.9	25.3
300–499	51.8	83.7	41.5	59.7	31.6
500–999	55.2	84.6	43.3	60.2	31.7
1,000 or more	60.2	82.9	43.1	62.2	36.4
Urbanicity					
City	48.7	80.4	42.2	58.8	33.0
Suburb	58.1	82.8	42.7	60.2	36.6
Town	52.8	85.3	42.8	57.1	24.6
Rural	48.5	82.0	38.7	57.6	26.3
Percent White enrollment					
More than 95 percent	50.9	81.1	36.0	56.6	33.7
More than 80 to 95 percent	52.2	81.0	42.1	56.5	24.3
More than 50 to 80 percent	53.4	83.6	44.5	61.0	32.8
50 percent or less	51.2	82.8	40.8	59.2	32.7

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

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

[3]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
NOTE: 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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table 12. 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 2009–10

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	4.7	32.9	62.4
Lack of or inadequate alternative placements or programs for disruptive students	21.2	38.7	40.0
Likelihood of complaints from parents	2.9	27.2	69.9
Lack of teacher support for school policies	3.3	18.2	78.5
Lack of parental support for school policies	7.5	37.1	55.4
Teachers' fear of student retaliation	1.6	14.2	84.2
Fear of litigation	3.2	26.3	70.6
Inadequate funds	25.3	36.6	38.2
Inconsistent application of school policies by faculty or staff	7.0	37.1	55.9
Fear of district or state reprisal	1.5	14.5	84.0
Federal, state, or district policies on disciplining special education students[1]	15.9	37.9	46.3
Federal policies on discipline and safety other than those for special education students[1]	4.3	28.1	67.6
State or district policies on discipline and safety other than those for special education students[1]	4.7	27.7	67.6

[1]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)."

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, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Appendix A:

Standard Error Tables

This page is intentionally left blank

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 2009–10

School characteristic	Total number schools	Violent incidents				Serious violent incidents				Theft				Other incidents			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	460	950	1.07	44,390	0.91	790	0.94	5,510	0.12	1,080	1.31	8,570	0.18	970	1.12	11,100	0.23
Level																	
Primary	340	860	1.63	37,320	1.64	710	1.42	3,780	0.17	900	1.82	5,680	0.25	840	1.72	6,420	0.28
Middle	100	180	1.10	19,310	2.04	230	1.46	2,360	0.25	230	1.48	4,760	0.51	210	1.25	4,400	0.47
High school	70	160	1.21	12,910	1.05	170	1.35	1,690	0.14	170	1.35	5,090	0.43	150	1.10	7,680	0.61
Combined	200	330	5.33	7,570	2.21	240	3.72	†	†	390	5.79	2,940	1.00	330	4.65	3,670	1.22
Enrollment size																	
Less than 300	400	640	3.25	17,220	4.08	400	2.11	2,100	0.51	620	3.35	3,230	0.73	580	2.97	3,280	0.87
300–499	180	590	2.34	25,110	2.44	540	2.14	3,560	0.35	640	2.52	6,320	0.62	620	2.47	5,340	0.53
500–999	100	530	1.75	35,630	1.78	420	1.42	2,420	0.12	520	1.74	5,460	0.29	540	1.80	6,650	0.34
1,000 or more	60	110	1.22	16,110	1.19	150	1.61	2,080	0.15	150	1.80	4,400	0.36	110	1.32	8,590	0.67
Urbanicity																	
City	190	470	2.12	27,430	2.11	460	2.12	2,830	0.21	590	2.70	7,030	0.53	530	2.39	9,170	0.63
Suburb	240	580	2.21	33,010	1.92	440	1.80	3,070	0.18	490	1.97	3,980	0.22	580	2.23	6,380	0.32
Town	110	360	3.14	21,190	3.36	280	2.33	1,390	0.23	400	3.22	3,310	0.52	360	2.97	3,980	0.66
Rural	300	490	1.91	15,910	1.49	380	1.51	2,920	0.26	630	2.51	4,560	0.41	650	2.62	4,490	0.42
Percent White enrollment																	
More than 95 percent	980	730	3.33	20,340	3.62	320	2.52	2,090	0.44	530	3.33	2,450	0.42	700	3.65	3,820	0.56
More than 80 to 95 percent	1,080	950	2.82	15,450	1.19	290	1.29	1,490	0.13	640	2.37	4,310	0.36	780	2.19	5,010	0.37
More than 50 to 80 percent	650	610	2.14	20,960	1.76	350	1.58	3,010	0.23	540	2.45	5,450	0.42	660	2.23	5,600	0.42
50 percent or less	1,270	1,100	1.75	43,670	1.96	630	1.82	4,360	0.23	860	2.35	8,080	0.41	1,220	2.33	10,130	0.52

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

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	603	0.72	2,907	0.06	1,123	1.33	22,985	0.47	45	0.05	161	†	404	0.49	1,928	0.04
Level																
Primary	551	1.11	1,900	0.08	974	1.94	21,596	0.94	†	†	†	†	323	0.66	1,873	0.08
Middle	161	1.04	1,912	0.20	273	1.73	8,821	0.94	30	0.20	†	†	114	0.74	585	0.06
High school	122	0.99	584	0.05	190	1.58	5,442	0.45	37	0.30	†	†	107	0.87	786	0.06
Combined	88	1.38	†	†	367	6.17	4,416	1.40	†	†	†	†	†	†	†	†
Enrollment size																
Less than 300	265	1.40	291	0.07	660	3.46	10,155	2.45	†	†	†	†	218	1.17	†	†
300–499	380	1.51	1,941	0.19	626	2.51	14,296	1.41	†	†	†	†	174	0.69	509	0.05
500–999	320	1.08	1,211	0.06	676	2.30	17,137	0.87	27	0.09	†	†	199	0.67	1,206	0.06
1,000 or more	112	1.24	1,649	0.12	140	1.49	7,389	0.56	33	0.37	49	†	103	1.16	1,078	0.08
Urbanicity																
City	366	1.69	1,782	0.13	512	2.43	10,711	0.81	41	0.19	162	†	184	0.84	882	0.07
Suburb	277	1.15	1,546	0.09	595	2.44	17,039	1.01	25	0.10	25	†	131	0.55	721	0.04
Town	188	1.57	1,065	0.18	461	3.86	9,376	1.54	†	†	†	†	126	1.05	269	0.05
Rural	284	1.13	853	0.08	563	2.15	7,095	0.65	†	†	†	†	248	0.97	1,601	0.14
Percent White enrollment																
More than 95 percent	176	1.49	756	0.17	481	3.19	5,835	1.02	†	†	†	†	†	†	†	†
More than 80 to 95 percent	208	0.96	843	0.07	793	3.12	10,981	0.93	†	†	†	†	153	0.73	1,100	0.10
More than 50 to 80 percent	238	1.11	1,215	0.09	578	2.49	8,308	0.67	24	0.12	24	†	165	0.80	1,099	0.09
50 percent or less	463	1.42	2,390	0.13	847	2.10	22,027	1.00	39	0.13	161	†	286	0.90	1,331	0.07

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-3. Standard errors for the number and percentage of public schools reporting incidents of the distribution, possession, or use of illegal drugs or alcohol at school; innappropriate distribution, possession, or use of prescription drugs 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 2009–10

School characteristic	Distribution, possession, or use of illegal drugs				Distribution, possession, or use of alcohol				Inappropriate distribution, possession, or use of prescription drugs				Vandalism			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	441	0.57	4,690	0.10	420	0.50	1,790	0.04	383	0.47	1,870	0.04	936	1.12	7,260	0.15
Level																
Primary	335	0.69	760	0.03	256	0.52	290	0.01	234	0.48	290	†	806	1.69	5,830	0.26
Middle	181	1.17	1,570	0.17	203	1.31	640	0.07	171	1.13	610	0.06	225	1.38	3,100	0.32
High school	182	1.51	3,620	0.29	195	1.60	1,540	0.14	198	1.64	1,520	0.12	231	1.86	4,520	0.35
Combined	280	4.47	1,600	0.55	258	4.14	720	0.24	253	4.01	770	0.27	348	5.17	1,700	0.55
Enrollment size																
Less than 300	237	1.28	1,140	0.30	233	1.22	510	0.13	204	1.10	550	0.14	536	2.89	2,430	0.61
300–499	324	1.30	1,370	0.13	272	1.08	500	0.05	256	1.02	480	0.05	619	2.45	3,980	0.39
500–999	290	0.97	1,750	0.09	244	0.82	1,180	0.06	281	0.94	830	0.04	579	1.93	4,420	0.22
1,000 or more	145	1.77	3,740	0.29	147	1.64	1,550	0.12	144	1.60	1,670	0.12	164	1.80	5,030	0.39
Urbanicity																
City	248	1.22	4,020	0.27	248	1.14	1,340	0.10	197	0.92	880	0.06	466	2.11	5,690	0.40
Suburb	204	0.83	2,020	0.10	224	0.92	1,120	0.06	184	0.79	1,220	0.07	612	2.44	3,610	0.20
Town	171	1.42	1,510	0.26	145	1.17	840	0.14	136	1.12	910	0.15	424	3.54	1,820	0.30
Rural	279	1.17	1,490	0.14	257	1.03	880	0.08	295	1.18	890	0.08	562	2.25	3,450	0.32
Percent White enrollment																
More than 95 percent	288	1.82	1,050	0.17	201	1.61	520	0.10	206	1.55	1,010	0.20	546	3.64	1,660	0.31
More than 80 to 95 percent	306	1.37	1,600	0.13	213	0.94	1,210	0.11	228	1.01	1,160	0.10	637	2.29	2,100	0.16
More than 50 to 80 percent	273	1.35	2,120	0.16	255	1.32	1,080	0.09	246	1.24	1,150	0.09	489	1.96	3,010	0.23
50 percent or less	341	1.39	3,990	0.23	305	0.92	1,450	0.08	226	0.89	870	0.05	1,020	2.43	6,600	0.34

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

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	367	0.45	2,701	0.06	319	0.39	5,092	0.11	155	0.19	1,210	0.03
Level												
Primary	290	0.59	1,571	0.07	230	0.47	1,556	0.07	†	†	†	†
Middle	114	0.74	1,633	0.17	170	1.11	3,332	0.35	65	0.42	841	0.09
High school	100	0.81	709	0.06	143	1.17	1,958	0.16	61	0.50	327	0.03
Combined	†	†	†	†	79	1.24	†	†	†	†	†	†
Enrollment size												
Less than 300	†	†	†	†	79	0.42	350	0.09	†	†	†	†
300–499	207	0.82	1,096	0.11	203	0.81	1,104	0.11	†	†	†	†
500–999	155	0.52	1,521	0.08	182	0.61	2,880	0.15	77	0.26	796	0.04
1,000 or more	105	1.18	1,251	0.09	117	1.29	3,015	0.22	47	0.53	400	0.03
Urbanicity												
City	212	0.98	2,444	0.18	235	1.11	4,626	0.34	135	0.62	1,216	0.09
Suburb	153	0.64	381	0.02	177	0.74	1,077	0.06	73	0.30	169	†
Town	69	0.57	196	0.03	110	0.92	544	0.09	†	†	†	†
Rural	192	0.76	424	0.04	102	0.40	276	0.02	34	0.13	†	†
Percent White enrollment												
More than 95 percent	88	0.72	193	0.04	†	†	†	†	†	†	94	†
More than 80 to 95 percent	58	0.28	223	0.02	82	0.39	167	0.02	†	†	41	†
More than 50 to 80 percent	93	0.48	267	0.02	124	0.65	718	0.06	24	0.12	51	†
50 percent or less	332	1.04	2,625	0.14	302	1.02	4,855	0.25	147	0.48	1,198	0.06

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

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 2009–10

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 harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	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	0.39	1.12	0.55	0.41	0.49	0.37	0.67	0.84	0.31
Level									
Primary	0.62	1.75	0.70	0.35	0.67	0.60	0.92	1.11	0.48
Middle	0.81	1.60	0.89	0.92	0.83	0.67	1.15	1.48	0.36
High school	0.56	1.41	0.58	0.55	1.00	0.80	1.27	1.50	0.48
Combined	†	4.38	2.92	2.74	†	†	2.05	2.89	†
Enrollment size									
Less than 300	†	2.48	1.38	1.33	†	†	1.09	1.34	†
300–499	0.72	2.19	0.75	0.28	1.03	0.70	1.57	1.49	†
500–999	0.54	1.55	0.55	0.48	0.64	0.60	1.00	1.24	0.44
1,000 or more	1.10	2.12	1.01	0.82	1.37	0.96	1.64	1.72	0.95
Urbanicity									
City	1.14	2.08	1.16	1.06	1.38	0.85	1.46	2.10	0.72
Suburb	0.61	1.96	0.69	0.42	0.92	0.77	1.10	1.16	0.41
Town	0.36	2.71	0.99	0.56	1.24	0.26	2.16	1.56	0.75
Rural	0.63	2.11	1.01	0.69	0.58	0.62	0.93	1.13	0.70
Percent White enrollment									
More than 95 percent	†	3.36	1.91	1.19	†	†	1.18	0.39	0.19
More than 80 to 95 percent	0.33	1.66	0.58	0.46	0.48	0.16	1.22	0.80	0.75
More than 50 to 80 percent	0.96	1.70	0.45	0.47	1.08	0.48	1.12	1.40	0.23
50 percent or less	0.95	2.35	1.25	0.87	1.17	0.94	1.22	1.88	0.64

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-6. Standard errors for the percentage of public schools reporting selected types of cyberbullying problems occurring at school or away from school daily or at least once a week, by selected school characteristics: School year 2009–10

School characteristic	Cyberbullying among students	School environment is affected by cyberbullying	Staff resources are used to deal with cyberbullying
All public schools	0.5	0.3	0.4
Level			
Primary	0.4	0.4	0.3
Middle	1.5	1.1	1.0
High school	1.1	0.8	0.8
Combined	3.3	2.6	†
Enrollment size			
Less than 300	1.2	1.0	0.9
300–499	0.7	0.6	0.6
500–999	0.6	0.6	0.6
1,000 or more	1.4	1.3	1.0
Urbanicity			
City	0.6	0.6	0.7
Suburb	0.8	0.5	0.5
Town	1.5	1.2	1.1
Rural	1.1	0.9	0.8
Percent White enrollment			
More than 95 percent	2.1	1.7	1.3
More than 80 to 95 percent	0.9	0.6	0.7
More than 50 to 80 percent	0.8	0.7	0.7
50 percent or less	0.6	0.4	0.5

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-7. 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 2009–10

	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	
School characteristic	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	374	0.87	832	1.69	1,230	2.43	1,699	2.89
Level								
Primary	†	†	226	1.67	756	4.56	1,074	4.53
Middle	138	1.03	521	2.62	643	2.83	348	2.32
High school	213	1.33	492	2.81	464	4.07	1,098	5.65
Combined	169	7.72	†	†	269	10.76	†	13.90
Enrollment size								
Less than 300	167	5.03	†	†	307	7.92	537	8.81
300–499	141	1.64	208	2.62	598	6.63	1,461	8.25
500–999	144	0.95	535	2.82	835	3.46	687	3.52
1,000 or more	226	1.35	511	2.52	491	2.90	520	2.49
Urbanicity								
City	248	1.60	479	2.46	813	4.34	640	3.60
Suburb	140	1.03	451	3.18	608	3.37	610	4.04
Town	126	1.80	189	3.04	480	5.63	480	5.88
Rural	160	1.76	275	2.93	380	5.51	1,262	7.87
Percent White enrollment								
More than 95 percent	†	†	85	3.80	204	4.98	315	7.68
More than 80 to 95 percent	103	1.50	126	1.80	396	5.03	517	5.01
More than 50 to 80 percent	185	1.48	407	2.84	546	3.57	612	4.39
50 percent or less	311	1.33	594	2.51	1,070	3.55	1,423	4.33

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-8.   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 2009–10

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended regularly scheduled parent-teacher conferences				
	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer	0–25 percent of students	26–50 percent of students	51–75 percent of students	76–100 percent of students	School does not offer
All public schools	0.47	0.73	1.24	1.27	0.35	0.59	0.76	1.10	1.17	0.28
Level										
Primary	0.49	0.86	1.67	1.81	†	0.72	1.12	1.73	1.76	†
Middle	0.70	1.32	1.52	1.60	0.39	1.13	1.59	1.47	1.48	0.78
High school	1.37	1.46	1.79	1.35	0.88	1.48	1.51	1.80	1.21	0.98
Combined	3.50	4.79	4.86	4.49	3.30	3.11	5.23	4.89	4.75	1.82
Enrollment size										
Less than 300	1.43	1.92	3.18	3.52	1.19	1.84	1.99	2.71	3.83	0.94
300–499	0.58	1.33	2.59	2.53	0.48	0.80	1.51	2.27	2.22	0.39
500–999	0.63	1.40	1.82	1.65	0.30	0.64	1.14	1.33	1.72	0.40
1,000 or more	1.05	2.01	1.46	1.79	0.38	1.38	1.67	2.06	1.94	1.04
Urbanicity										
City	0.78	2.01	2.25	2.18	0.33	1.00	1.90	2.12	2.16	0.37
Suburb	0.44	0.92	2.33	2.51	†	0.59	1.08	1.82	2.05	0.47
Town	1.07	2.27	3.13	3.31	0.57	1.48	1.86	2.64	2.86	1.10
Rural	1.13	1.52	2.12	2.60	1.09	1.06	1.62	2.19	2.65	0.63
Percent White enrollment										
More than 95 percent	1.37	2.27	3.31	4.01	1.58	1.81	2.73	3.10	4.20	0.92
More than 80 to 95 percent	0.58	1.41	2.46	2.30	0.58	0.80	1.29	2.00	2.51	0.93
More than 50 to 80 percent	0.78	1.11	2.33	2.24	0.46	0.57	1.26	2.16	2.63	0.46
50 percent or less	0.83	1.60	1.95	1.89	0.47	1.15	1.47	1.95	1.92	0.39

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-9.   Standard errors for the percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2009–10

School characteristic	Prevention curriculum, instruction, or training for students	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students	Individual attention, mentoring, tutoring, or coaching of students by students	Individual attention, mentoring, tutoring, or coaching of students by adults	Recreational, enrichment, or leisure activities for students	Student involvement in resolving student conduct problems	Programs to promote a sense of community or social integration among students
All public schools	0.87	0.78	0.81	1.54	0.70	1.06	1.39	1.12
Level								
Primary	1.15	0.95	1.18	2.36	0.99	1.57	2.14	1.64
Middle	1.19	0.90	0.73	1.86	0.70	0.82	2.03	1.38
High school	1.38	1.52	1.19	1.79	1.05	1.60	1.81	1.73
Combined	3.66	4.09	3.42	5.70	4.59	4.75	5.19	5.21
Enrollment size								
Less than 300	2.63	2.54	2.85	3.34	2.26	2.88	3.32	2.70
300–499	1.78	1.11	1.24	2.87	1.22	1.83	2.45	1.87
500–999	1.14	0.91	0.83	2.04	0.96	1.41	1.80	1.35
1,000 or more	1.64	1.03	0.60	1.72	1.18	1.74	1.70	1.78
Urbanicity								
City	1.80	1.09	1.12	2.42	1.22	1.79	2.48	1.87
Suburb	1.46	0.97	1.01	2.50	1.14	1.47	2.21	1.22
Town	1.54	1.15	1.40	3.51	2.30	2.65	3.29	2.91
Rural	1.85	1.75	1.69	2.59	1.70	1.97	2.79	2.30
Percent White enrollment								
More than 95 percent	2.55	2.82	2.10	3.70	2.58	3.68	3.91	2.87
More than 80 to 95 percent	1.99	1.30	1.54	2.20	1.67	1.80	2.55	2.01
More than 50 to 80 percent	1.22	1.33	1.24	2.40	1.10	1.75	2.79	2.00
50 percent or less	1.51	0.93	0.98	2.29	1.04	1.53	2.06	1.60

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-10.   Standard errors for the percentage of public schools that had a written plan for a specific crisis situation, by selected school characteristics: School year 2009–10

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	1.10	0.54	1.20	0.66	1.28	1.30	1.23	1.34
Level								
Primary	1.68	0.82	1.78	1.04	1.78	1.88	1.95	1.96
Middle	1.06	0.94	1.37	0.78	1.98	1.21	1.88	1.45
High school	1.16	0.92	1.69	1.06	1.66	1.30	1.97	1.49
Combined	4.16	2.53	4.41	2.95	5.04	4.38	5.10	5.15
Enrollment size								
Less than 300	2.71	1.71	2.83	1.82	3.45	3.43	3.40	3.17
300–499	2.25	0.80	2.41	1.09	2.12	2.39	2.45	2.31
500–999	1.33	0.87	1.49	0.89	1.59	1.58	1.56	1.58
1,000 or more	1.53	0.86	2.09	1.13	1.94	1.68	2.06	1.70
Urbanicity								
City	2.48	1.09	2.55	1.37	2.45	2.64	2.95	2.33
Suburb	1.94	1.12	2.11	1.38	2.25	2.52	2.05	1.90
Town	2.77	0.67	3.06	1.73	3.44	3.34	3.15	3.34
Rural	2.03	1.11	2.68	1.41	2.61	2.30	2.38	2.59
Percent White enrollment								
More than 95 percent	2.99	0.94	3.03	1.88	2.94	2.61	3.15	3.46
More than 80 to 95 percent	2.52	1.11	2.40	1.49	3.06	2.39	2.63	2.80
More than 50 to 80 percent	1.55	1.42	1.96	0.99	2.20	2.43	2.30	1.88
50 percent or less	2.00	0.94	2.04	1.05	2.34	2.16	2.32	2.33

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-11. 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 2009–10

School characteristic	Shootings	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents
All public schools	1.29	1.05	1.25	1.34	1.19
Level					
Primary	2.17	1.60	1.85	1.99	1.83
Middle	1.61	1.16	1.45	1.65	1.70
High school	1.59	1.55	1.59	1.63	1.40
Combined	5.52	4.14	4.63	5.52	4.67
Enrollment size					
Less than 300	3.38	2.99	3.68	3.75	2.71
300–499	2.90	1.65	2.47	2.24	2.38
500–999	2.08	1.49	1.84	1.94	1.88
1,000 or more	1.89	1.77	2.09	2.24	1.92
Urbanicity					
City	2.46	1.93	2.78	2.74	2.45
Suburb	2.51	1.57	1.95	2.66	2.40
Town	3.49	2.42	3.27	3.26	3.30
Rural	2.50	2.04	2.74	2.40	2.53
Percent White enrollment					
More than 95 percent	3.49	2.93	3.46	3.92	3.43
More than 80 to 95 percent	2.45	2.28	3.33	2.61	1.79
More than 50 to 80 percent	2.46	2.15	2.53	2.88	2.61
50 percent or less	1.82	1.60	2.27	1.97	1.97

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Table A-12. 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 2009–10

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	0.45	1.47	1.65
Lack of or inadequate alternative placements or programs for disruptive students	0.99	1.26	1.23
Likelihood of complaints from parents	0.40	1.29	1.31
Lack of teacher support for school policies	0.48	1.26	1.42
Lack of parental support for school policies	0.67	1.58	1.64
Teachers' fear of student retaliation	0.31	0.91	0.96
Fear of litigation	0.44	1.18	1.23
Inadequate funds	1.08	1.27	1.36
Inconsistent application of school policies by faculty or staff	0.80	1.07	1.26
Fear of district or state reprisal	0.27	1.05	1.04
Federal, state, or district policies on disciplining special education students	0.91	1.32	1.47
Federal policies on discipline and safety other than those for special education students	0.46	1.07	1.17
State or district policies on discipline and safety other than those for special education students	0.54	1.20	1.24

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS), 2010.

Appendix B:

Methodology and Technical Notes

This page is intentionally left blank

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 was conducted in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10. A sixth collection is planned for school year 2011–12.

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 2009–10 SSOCS (SSOCS:2010) was conducted by the U.S. Census Bureau. Data collection began on February 24, 2010, when questionnaire packets were mailed to sampled schools, and continued through June 11, 2010. A total of 2,648 public schools submitted usable questionnaires: 684 primary schools, 909 middle schools, 948 high schools, and 107 combined schools.

Sample Design

The sampling frame for SSOCS:2010 was constructed from the 2007–08 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual collection of data on all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in the United States and the District of Columbia (including charter schools).

The objectives of the SSOCS sampling design are 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, 2007–08, and 2009–10. To attain these objectives, a stratified sample of 3,476 regular public schools was drawn for SSOCS:2010 using the same general sampling design as in the previous survey administrations for stratification variables, number of strata, method of sample allocation, and sorting of variables before selection.[1]
The initial goal of SSOCS:2010 was to collect data from at least 2,550 schools, taking anticipated nonresponse into account. Because the majority of school violence is reported in middle and high schools, 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.

Three variables that have been shown to be associated with school crime were used to create strata in SSOCS:2010. The population of schools was stratified (i.e., grouped) into four school levels,[2] four locales,[3,4] and four enrollment size categories.[5] (Chen and

---

[1]Adopting the same basic design for all survey administrations increases the precision of the estimates of change.
[2]The four school levels are primary, middle, high school, and combined.

Weikart 2008; Langbein and Bess 2002; Miller 2004). The sample of schools in each school level was allocated to each of the 16 cells formed by the cross-classification of the four categories of enrollment size and four locales. The sample was allocated to each stratum 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 anticipated nonresponse. The subgroups were sorted by region[6] and percent White enrollment,[7] and an initial sample of 3,476 schools was selected. For more information on the sample design, see the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011).

Data Collection

SSOCS:2010 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 16–17, 2010, 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.

On February 24–25, 2010, questionnaires were sent via private delivery service directly to the principals of the sampled schools, with a cover letter describing the importance of the survey and a promotional SSOCS pen. See appendix D for a copy of the questionnaire.

Three weeks after the initial mailout, a reminder telephone operation began. 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, the interviewer could complete the SSOCS interview over the phone at the respondent's request.

Returned questionnaires were examined for quality and completeness using both manual and computerized edits. Where necessary, telephone follow-up was used to resolve discrepancies or missing data identified during editing. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2010 data file. If a questionnaire that was considered to be complete at the end of data collection contained missing values, imputation was used to resolve the missing values. More detailed information about the SSOCS:2010 data collection and data

---

[3]The four locales are city, suburb, town, and rural.
[4]Starting with the SSOCS:2008, a 12-category urban-centric CCD locale variable was collapsed into the following four categories: city, suburb, town, and rural. Prior SSOCS collections used an eight-category CCD variable, which was collapsed into the following 4 categories: city, urban fringe, town, and rural. For more information on the change in locale codes see http://nces.ed.gov/ccd/rural_locales.asp.
[5]The four categories of enrollment size are less than 300 students, 300–499 students, 500–999 students, and 1,000 students or more.
[6]The four regions are the Northeast, Midwest, South, and West.
[7]The four categories of percent White enrollment are more than 95 percent, more than 80 to 95 percent, more than 50 to 80 percent, and 50 percent or less.

processing can be found in the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011). Data collection ended on June 11, 2010.

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:2010 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. Differences between respondents and nonrespondents were found in school level, school enrollment size, locale, percent White enrollment, number of FTE teaching staff, and percentage of students eligible for free or reduced-price lunch, thus weighting adjustments were conducted using a CHAID analysis (chi-square automatic interaction detector). The CHAID analysis was conducted to inform the nonresponse adjustments that were applied to the base weights so that the weighted distribution of the responding schools resembled the initial distribution of the total sample (see section on nonresponse bias analysis). The variables which contributed to the weighting adjustment cells based on the results of the CHAID analysis were school level, locale, enrollment size, percent White enrollment, and the number of full-time equivalent teachers

The nonresponse-adjusted weights were then post-stratified and raked using school level, school enrollment size and school locale to agree with known population counts obtained from the sampling frame to reduce bias in the estimates due to undercoverage. The three variables used have been shown to be correlated with school crime (Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004.)

Unit Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents. Unit response rates are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. In order to calculate any of these measures, it is first necessary to know the disposition (outcome) of each sampled case. Table B-1 shows the dispositions of the 3,476 cases initially selected for participation in SSOCS:2010, as well as the unweighted and weighted unit response rates by selected school characteristics.[8] The overall weighted[9] unit response rate was 81 percent.

---

[8]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.
[9]The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases / (total sample - known ineligibles).

Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because the NCES Statistical Standards (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than 85 percent, a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2010 (U.S. Department of Education 2003). Comparisons of the sample and target population, respondents and nonrespondents, and relative response probability across frame variable categories were examined to identify potential sources of bias using school level, locale, region, enrollment size, percent White enrollment, student-to-teacher ratio, percentage of students eligible for free- or reduced-price lunch, and number of full-time equivalent teachers as predictor variables. A CHAID analysis was also conducted to inform the selection of weighting classes to be used to produce nonresponse adjusted weights. Based on this analysis the base weights were adjusted for potential bias in school level, locale, enrollment size, percent White enrollment, and the number of full-time equivalent teachers.

Table B-1.   Unweighted and weighted unit response rates, by selected school characteristics: School year 2009–10

School characteristic	Initial sample	Completed survey[1]	Non-respondents[2]	Ineligible[3]	Unweighted response rate (percent)[4]	Weighted response rate (percent)[5]
Total	3,476	2,648	779	49	77.3	80.8
Level[6]						
Primary	863	684	168	11	80.3	81.4
Middle	1,208	909	280	19	76.5	78.0
High school	1,273	948	314	11	75.1	78.1
Combined	132	107	17	8	86.3	87.6
Enrollment size						
Less than 300	372	304	48	20	86.4	85.8
300–499	673	526	136	11	79.5	81.4
500–999	1,310	1,009	287	14	77.9	79.4
1,000 or more	1,121	809	308	4	72.4	73.0
Urbanicity						
City	1,031	703	303	25	69.9	73.0
Suburb	1,185	881	290	14	75.2	76.7
Town	455	391	59	5	86.9	87.2
Rural	805	673	127	5	84.1	88.1
Percent White enrollment						
More than 95 percent	373	336	36	1	90.3	88.4
More than 80 to 95 percent	868	715	145	8	83.1	86.3
More than 50 to 80 percent	914	703	198	13	78.0	81.9
50 percent or less	1,321	894	400	27	69.1	72.9
Region						
Northeast	595	444	149	2	74.9	78.3
Midwest	822	646	163	13	79.9	81.3
South	1,282	965	296	21	76.5	82.1
West	777	593	171	13	77.6	79.9

[1]In SSOCS:2010, a minimum of 60 percent of the 231 subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items) were required to be answered for the survey to be considered complete. Of the 231 subitems eligible for recontact, this includes a minimum of 80 percent of the 89 critical subitems (72 out of 89 total), 60 percent of item 16 subitems (18 out of 30 total), 93 percent of item 23 subitems in columns 2, 3, and 4 (14 out of 15 total), and 60 percent of item 23 subitems in columns 1 and 5 (6 out of 10 total).

[2]Nonrespondents include 80 schools whose districts denied permission to NCES and those eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete.

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

[4]The unweighted response rate is calculated as the following ratio: completed cases / (total sample - known ineligibles).

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Although likelihood ratio comparisons of the SSOCS sample with the final-weighted respondent distributions identified no significant differences, the average mean relative bias across these variables was 0.04. When these comparisons were drawn after the nonresponse weight adjustments were applied, the average mean relative bias across these variables was reduced to 0.02. For more information on the analysis of unit nonresponse, please see the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011).

Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2010 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[10] item-level response rates in SSOCS:2010 were generally high, ranging from 81 to 100 percent. Of the 231 subitems in the SSOCS questionnaire (i.e., all subitems except those associated with the 23 introductory items, most (213) had response rates greater than 95 percent, 15 had response rates between 85 and 95 percent, and 3 had response rates less than 85 percent. The three subitems with response rates less than 85 percent are listed below:

- C0326–Number of physical attacks or fights with a weapon
- C0330–Number of physical attacks or fights without a weapon
- C0332–Number of physical attacks or fights without a weapon reported to police

Analysis of Item Nonresponse Bias

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

The magnitude of item nonresponse bias 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. Based on an analysis of extreme assumptions it was determined that one item with a response rate below 85 percent (C0326) had little potential for nonresponse bias. For the other two items with response rates below 85 percent (C0330 and C0332), the distributions of eight sampling frame variables[11] were compared between the nonrespondents and respondents. Both items examined in this analysis were identified as having little potential for nonresponse bias. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests

---

[10]Base weights were used to calculate item response rates.
[11]The eight 2007–08 CCD frame variables used in this analysis are school level, enrollment size, locale, percent White enrollment, region, number of full-time-equivalent teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch.

outlined above, is available in the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011).

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:2010 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:2010 were tailored to the nature of the survey item. Three methods were used: aggregate proportions, best match, and clerical. These methods are described in detail in the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011).

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:2010, 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 the *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (Neiman et al. 2011).

Statistical Tests

The tests of significance used in this analysis are based on Student's *t* statistic at the .05 level, two tailed. 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 included in the findings. Certain characteristics discussed in this report may be related to one another, but this analysis does not control for such possible relationships. Therefore, no causal relationships should be inferred from these results.

References

Chen, C., and Weikart, L.A. (2008). School Background, School Climate, School Disorder, and School Achievement: An Empirical Study of New York City's Middle Schools. *Journal of School Violence*, *7*(4): 3-20.

Langbein, L., and Bess, R. (2002). Sports in Schools: Source of Amity or Antipathy? *Social Science Quarterly, 83*(2): 436-54.

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.

Neiman, S., Murphy, C., Swaim, N.L., Thomas, T.L., and Parmer, R.J. (2011). *School Survey on Crime and Safety: 2009–10 Data File User's Manual* (NCES 2011-321). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

U.S. Department of Education, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC: U.S. Government Printing Office.

This page is intentionally left blank

Appendix C:

Description of Variables

This page is intentionally left blank

Description of Variables

Several variables from the 2009–10 School Survey on Crime and Safety (SSOCS:2010) 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 12). 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 2007–08 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 2007–08 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):[1] This collapsed variable was constructed from a variable in the 2007–08 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:
> $11^{[2]}$ = 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.

---

[1]The 12-category urbanicity variable used for SSOCS:2010 was new to the 2005–06 CCD Public Elementary/Secondary School Universe data file and was used for the first time in SSOCS:2008. In SSOCS administrations prior to 2008, an eight-category CCD variable was used to create the urbanicity variable. Caution should be exercised when making direct comparisons to SSOCS collections prior to 2008. For more information on the change in locale codes please see http://nces.ed.gov/ccd/rural_locales.asp.
[2]The number at the beginning of each urbanicity category represents the two-digit urban-centric code assigned to the category in the CCD data file.

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

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 White Enrollment (PERCWHT): The percent White enrollment classification categories were created using the school enrollment data in the 2007–08 CCD Public Elementary/Secondary School Universe data file. The percent White enrollment size categories are (1) more than 95 percent, (2) more than 80 to 95 percent, (3) more than 50 to 80 percent, and (4) 50 percent or less.

Region (CENRGN):[3] As defined by the U.S. Census Bureau. This variable was created during sampling from the 2007–08 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, please see the

---

[3]This variable appears in table B-1 only.

School Survey on Crime and Safety: 2009–10 Data File User's Manual (Neiman et al. 2011).

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:2010 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:2010 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:2010 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, C0355, 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); inappropriate distribution, possession, or use of prescription drugs (C0355); distribution, possession, or use of alcohol (C0358); and vandalism (C0362).

Table 2
Threats of Physical Attack With a Weapon Recorded (C0334): This information is taken directly from item 16ei_1 in the SSOCS:2010 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:2010 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:2010 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:2010 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:2010 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 16k1 in the SSOCS:2010 questionnaire.

Inappropriate Distribution, Possession, or Use of Prescription Drugs Recorded (C0355): The count of incidents of inappropriate distribution, possession, or use of prescription drugs recorded is taken directly from item 16j1 in the SSOCS:2010 questionnaire.

Incidents of Vandalism Recorded (C0362): The count of incidents of vandalism recorded is taken directly from item 16l1 in the SSOCS:2010 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: This is a created variable which represents the sum of hate crimes as reported in item 17a (C0366) and gang-related hate crimes as reported in item 17c (C0369) in the SSOCS:2010 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: This is a created variable which represents the sum of gang crimes as reported in item 17b (C0368) and gang-related hate crimes as reported in item 17c (C0369) in the SSOCS:2010 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:2010 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, C0379, C0380, C0382, C0384, C0386, C0388): This information is taken directly from items 20a–i in the SSOCS:2010 questionnaire. Disciplinary problems include student racial/ethnic tensions (C0374), student bullying (C0376), student sexual harassment of other students (C0378), student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning) (C0379), student verbal abuse of teachers (C0380), widespread disorder in classrooms (C0382), student acts of disrespect for teachers other than verbal abuse (C0384), gang activities (C0386), and cult or extremist group activities (C0388).

Table 6
Cyberbullying Problems (C0389, C0391, C0393): This information is taken directly from items 21a–c in the SSOCS:2010 questionnaire. Cyberbullying problems include cyberbullying among students (C0389), school environment is affected by cyberbullying (C0391), and staff resources are used to deal with cyberbullying (C0393).

Table 7
Disciplinary Actions (C0470, C0472, C0474, C0476): This information is taken directly from items 23b2–5 in the SSOCS:2010 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 8
Parental Involvement in School Events (C0196, C0198): This information is taken directly from items 5a–b in the SSOCS:2010 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 9
Use of Violence Prevention Program Components (C0174, C0176, C0178, C0180, C0181, C0182, C0184, C0186): This information is taken directly from items 3a–h in the SSOCS:2010 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 (C0180); individual attention/mentoring/tutoring/coaching of students by adults (C0181); recreational, enrichment, or leisure activities for students (C0182); student involvement in resolving student conduct problems (C0184); and programs to promote a sense of community/social integration among students (C0186). 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 10
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:2010 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 (Severe Risk of Terrorist Attack) 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 11
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:2010 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 2009–10. 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 12
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:2010 questionnaire. Respondents were asked to what extent the following factors limited their school's efforts to reduce or prevent crime: lack of or inadequate teacher training in classroom management (C0280); lack of or inadequate alternative placements or programs for disruptive students (C0282); likelihood of complaints from parents (C0284); lack of teacher support for school policies (C0286); lack of parental support for school policies (C0288); teachers' fear of student retaliation (C0290); fear of litigation (C0292); inadequate funds (C0294); inconsistent application of school policies by faculty or staff (C0296); fear of district or state reprisal (C0298); federal, state, or district policies on disciplining special education students (C0300); 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.

This page is intentionally left blank

Appendix D:

2009–10 School Survey on Crime and Safety Questionnaire

This page is intentionally left blank

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

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

SCHOOL SURVEY ON CRIME AND SAFETY
PRINCIPAL QUESTIONNAIRE
2009–10 SCHOOL YEAR

School Survey On Crime & Safety
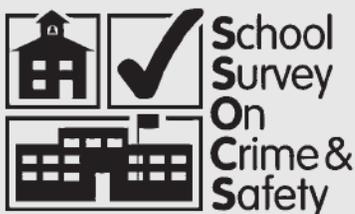
(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Association of American Educators
Center for the Prevention of School Violence
Council of Chief State School Officers
Criminal Justice Institute, Safe Schools
  Initiative Division
National Association of Elementary School Principals
National Association of School Resource Officers
National Association of School Safety and
  Law Enforcement Officers

National Association of Secondary School Principals
National Association of State Boards of Education
National Education Association
National Middle School Association
National PTA
National School Boards Association
National School Safety Center
Northwest Regional Educational Laboratory
Police Executive Research Forum
School Safety Advocacy Council

PLEASE RESPOND BY:

FORM **SSOCS-1**
(1-22-2010)

110106

Definitions

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

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

Cult or extremist group – 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.

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

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

Hate crime – 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.

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

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape.

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

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

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

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

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

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

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

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

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

SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".

- For questions that ask for counts or percents, please place an "X" in the None box, rather than leaving the item blank.

- It is not necessary to consult any records for items 5 and 27. Please provide estimates for these questions.

- Definitions are available for many terms on page 2. Defined terms are bolded and marked with an asterisk (*) throughout the survey.

- Some questions refer to the 2009–10 school year. Please report for the school year to date.

- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.

- Please keep a copy of the completed questionnaire for your records.

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

U.S. CENSUS BUREAU
ATTN: SPB/DSPU 64C
1201 E 10TH STREET
JEFFERSONVILLE, IN 47132-0001

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

Paperwork Burden Statement

Please provide the following information:

Name of person completing form

010 [   ]

Telephone number
Area code   Number

012 [ ][ ][ ] — [ ][ ][ ] — [ ][ ][ ][ ]

Title/position
☛ Check one response.

014 1 [ ] Principal

2 [ ] Vice-principal or disciplinarian

3 [ ] Other – *Please specify* ↘

015 [   ]

Number of years at this school

016 [ ][ ]

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

018 [   ]

E-mail address

020 [   ]

Is   the correct grade range for this school?

022 1 [ ] Yes ➡ (GO TO Question 1 on page 5.)

2 [ ] No ➡ Which of the following grades are offered in this school?
☛ Check all that apply.

024 1 [ ] Prekindergarten
026 1 [ ] Kindergarten
028 1 [ ] 1st
030 1 [ ] 2nd
032 1 [ ] 3rd
034 1 [ ] 4th
036 1 [ ] 5th
038 1 [ ] 6th
040 1 [ ] 7th
042 1 [ ] 8th
044 1 [ ] 9th
046 1 [ ] 10th
048 1 [ ] 11th
050 1 [ ] 12th
052 1 [ ] Ungraded

GO TO QUESTION 1 ON PAGE 5.

110403

4

D-6

School Practices and Programs

1. During the 2009–10 school year, was it a practice of your school to do the following?
   - If your school changed its practices during the school year, please answer regarding your most recent practice.
   - Check "Yes" or "No" on each line.

			YES	NO
a.	Require visitors to sign or check in	110	1	2
b.	Control access to school buildings during school hours (e.g., locked or monitored doors)	112	1	2
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	114	1	2
d.	Require students to pass through metal detectors each day	116	1	2
e.	Perform one or more random metal detector checks on students	120	1	2
f.	Close the campus for most or all students during lunch	122	1	2
g.	Use one or more random dog sniffs to check for drugs	124	1	2
h.	Perform one or more random sweeps for contraband (e.g., drugs or **weapons***), but not including dog sniffs	126	1	2
i.	Require drug testing for athletes	128	1	2
j.	Require drug testing for students in extra-curricular activities other than athletics	130	1	2
k.	Require drug testing for any other students	132	1	2
l.	Require students to wear uniforms	134	1	2
m.	Enforce a strict dress code	136	1	2
n.	Provide school lockers to students	138	1	2
o.	Require clear book bags or ban book bags on school grounds	140	1	2
p.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	141	1	2
q.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	143	1	2
r.	Require students to wear badges or picture IDs	142	1	2
s.	Require faculty and staff to wear badges or picture IDs	144	1	2
t.	Use one or more security cameras to monitor the school	146	1	2
u.	Provide telephones in most classrooms	148	1	2
v.	Provide two-way radios to any staff	150	1	2
w.	Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers	151	1	2
x.	Prohibit use of cell phones and text messaging devices during school hours	153	1	2

*Please use the definition on page 2.

D-7

2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan during the 2009–10 school year?

		Have a written plan?		If "Yes," has your school drilled students on the plan during the 2009–10 school year?	
		YES	NO	YES	NO
a.	Shootings	154 1 ☐	2 ☐	156 1 ☐	2 ☐
b.	Natural disasters (e.g., earthquakes or tornadoes)	158 1 ☐	2 ☐	160 1 ☐	2 ☐
c.	Hostages	162 1 ☐	2 ☐	164 1 ☐	2 ☐
d.	Bomb threats or incidents	166 1 ☐	2 ☐	168 1 ☐	2 ☐
e.	Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170 1 ☐	2 ☐	172 1 ☐	2 ☐
f.	Suicide threat or incident	169 1 ☐	2 ☐		
g.	The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security	171 1 ☐	2 ☐		
h.	Pandemic flu	173 1 ☐	2 ☐		

3. During the 2009–10 school year, did your school have any formal programs intended to prevent or reduce **violence*** that included the following components for students?

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

🍎 Check "Yes" or "No" on each line.

		YES	NO
a.	Prevention curriculum, instruction, or training for students (e.g., social skills training)	174 1 ☐	2 ☐
b.	Behavioral or behavior modification intervention for students	176 1 ☐	2 ☐
c.	Counseling, social work, psychological, or therapeutic activity for students	178 1 ☐	2 ☐
d.	Individual attention/mentoring/tutoring/coaching of students by students	180 1 ☐	2 ☐
e.	Individual attention/mentoring/tutoring/coaching of students by adults	181 1 ☐	2 ☐
f.	Recreational, enrichment, or leisure activities for students	182 1 ☐	2 ☐
g.	Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	184 1 ☐	2 ☐
h.	Programs to promote sense of community/social integration among students	186 1 ☐	2 ☐

*Please use the definition on page 2.

110601

Parent and Community Involvement at School

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

   ☞ Check "Yes" or "No" on each line.

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

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2009–10 school year?

   ☞ Check one response on each line.

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

6. Were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

   ☞ Check "Yes" or "No" on each line.

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

*Please use the definition on page 2.

D-9

School Security Staff

7. During the 2009–10 school year, did you have any security guards, security personnel, or sworn law enforcement officers present **at your school*** at least once a week?

220 1 ☐ Yes

2 ☐ No → ⬭ GO TO Question 12 on page 9.

8. Were these security guards, security personnel, or sworn law enforcement officers used at least once a week in or around your school at the following times?

☙ Check "Yes" or "No" on each line.

			YES	NO
a.	At any time during school hours	222	1 ☐	2 ☐
b.	While students were arriving or leaving	224	1 ☐	2 ☐
c.	At selected school activities (e.g., athletic and social events, open houses, science fairs)	226	1 ☐	2 ☐
d.	When school/school activities were not occurring	228	1 ☐	2 ☐

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

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

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

			Number **at your school***	
a.	Security guards or security personnel (not law enforcement)			
	i. Full-time	232	☐☐	0 ☐ None
	ii. Part-time	234	☐☐	0 ☐ None
b.	School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)			
	i. Full-time	236	☐☐	0 ☐ None
	ii. Part-time	238	☐☐	0 ☐ None
c.	Sworn law enforcement officers who are not School Resource Officers			
	i. Full-time	240	☐☐	0 ☐ None
	ii. Part-time	242	☐☐	0 ☐ None

*Please use the definition on page 2.

110809

FORM SSOCS-1 (1-22-2010)

10. Did any of the security guards, security personnel, or sworn law enforcement officers **at your school*** routinely:

☛ Check "Yes" or "No" on each line.

			YES	NO
a.	Carry a stun gun (e.g., Taser gun)	246	1 ☐	2 ☐
b.	Carry chemical aerosol sprays (e.g., Mace, pepper spray)	248	1 ☐	2 ☐
c.	Carry a **firearm***	250	1 ☐	2 ☐

11. Did these security guards, security personnel, or sworn law enforcement officers participate in the following activities **at your school*?**

☛ Check "Yes" or "No" on each line.

			YES	NO
a.	Security enforcement and patrol	252	1 ☐	2 ☐
b.	Maintaining school discipline	254	1 ☐	2 ☐
c.	Coordinating with local police and emergency team(s)	256	1 ☐	2 ☐
d.	Identifying problems in the school and proactively seeking solutions to those problems	258	1 ☐	2 ☐
e.	Training teachers and staff in school safety or crime prevention	260	1 ☐	2 ☐
f.	Mentoring students	262	1 ☐	2 ☐
g.	Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)	264	1 ☐	2 ☐

Staff Training

12. During the 2009–10 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

			YES	NO
a.	Training in classroom management for teachers	266	1 ☐	2 ☐
b.	Training in school-wide discipline policies and practices related to **violence***	268	1 ☐	2 ☐
c.	Training in school-wide discipline policies and practices related to alcohol and/or drug use	269	1 ☐	2 ☐
d.	Training in safety procedures (e.g., how to handle emergencies)	270	1 ☐	2 ☐
e.	Training in recognizing early warning signs of students likely to exhibit violent behavior	272	1 ☐	2 ☐
f.	Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 ☐	2 ☐
g.	Training in positive behavioral intervention strategies	276	1 ☐	2 ☐
h.	Training in crisis prevention and intervention	277	1 ☐	2 ☐

*Please use the definition on page 2.

D-11

Limitations on Crime Prevention

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

🍎 Check one response on each line.

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

Frequency of Crime and Violence at School

14. During the 2009–10 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

306   1 ☐ Yes

     2 ☐ No

15. During the 2009–10 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

308   1 ☐ Yes

     2 ☐ No

*Please use the definition on page 2.

111007

FORM SSOCS-1 (1-22-2010)

Number of Incidents

16. Please record the number of <u>incidents</u> that occurred **at school*** during the 2009–10 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)
    - If none, please place an "X" in the None box.

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

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

*Please use the definition on page 2.

17. During the 2009–10 school year, how many of the following incidents occurred **at your school***?

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

		Total number
a.	**Hate crime*** (excludes gang-related hate crime)	366 ☐☐☐ 0 ☐ None
b.	**Gang-related*** crime (excludes gang-related hate crime)	368 ☐☐☐ 0 ☐ None
c.	**Gang-related* hate crime***	369 ☐☐☐ 0 ☐ None

18. How many times during the 2009–10 school year were activities disrupted by <u>unplanned</u> fire alarms (i.e., false alarms)?

🍎 Do not include fire alarms due to actual emergencies.

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

370 ☐☐☐ Number of unplanned fire alarms

0 ☐ None

19. Excluding planned and unplanned fire alarms, how many times during the 2009–10 school year were activities disrupted by <u>other</u> actions such as death threats, bomb threats, or chemical, biological, or radiological threats?

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

372 ☐☐☐ Number of disruptions

0 ☐ None

*Please use the definition on page 2.

D-14

Disciplinary Problems and Actions

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

🍎 Check one response on each line.

			Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a.	Student racial/ethnic tensions	374	1	2	3	4	5
b.	Student bullying	376	1	2	3	4	5
c.	Student **sexual harassment*** of other students	378	1	2	3	4	5
d.	Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning)	379	1	2	3	4	5
e.	Widespread disorder in classrooms	382	1	2	3	4	5
f.	Student verbal abuse of teachers	380	1	2	3	4	5
g.	Student acts of disrespect for teachers other than verbal abuse	384	1	2	3	4	5
h.	**Gang*** activities	386	1	2	3	4	5
i.	**Cult or extremist group*** activities	388	1	2	3	4	5

21. Cyberbullying occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often do the following occur?

🍎 Check one response on each line.

			Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a.	Cyberbullying among students who attend your school	389	1	2	3	4	5
b.	School environment is affected by cyberbullying	391	1	2	3	4	5
c.	Staff resources are used to deal with cyberbullying	393	1	2	3	4	5

*Please use the definition on page 2.

D-15

22. During the 2009–10 school year, did your school allow for the use of the following disciplinary actions? If yes, were the actions used this school year?

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

*Please use the definition on page 2.

111403

FORM SSOCS-1 (1-22-2010)

23. During the 2009–10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?
  - If none, please place an "X" in the None box.

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

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

24. During the 2009–10 school year, how many of the following occurred?
  - If none, please place an "X" in the None box.

		Total number
a.	Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 23, column 2).	518 ☐ None
b.	Students were transferred to **specialized schools*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 23, column 3).	520 ☐ None

*Please use the definition on page 2.

School Characteristics: 2009–10 School Year

25. As of October 1, 2009, what was your school's total enrollment?

    522 [ ][ ][ ][ ] Students

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

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

		Percent of students
a.	Eligible for free or reduced-price lunch	524 [ ][ ][ ] % 0 [ ] None
b.	Limited English Proficient (LEP)	526 [ ][ ][ ] % 0 [ ] None
c.	**Special education students***	528 [ ][ ][ ] % 0 [ ] None
d.	Male	530 [ ][ ][ ] % 0 [ ] None

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

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

		Percent of students
a.	Below the 15th percentile on standardized tests	532 [ ][ ][ ] % 0 [ ] None
b.	Likely to go to college after high school	534 [ ][ ][ ] % 0 [ ] None
c.	Consider academic achievement to be very important	536 [ ][ ][ ] % 0 [ ] None

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

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

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

    538 [ ][ ] Typical number of classroom changes

    0 [ ] None

*Please use the definition on page 2.

111601

D-18

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

☞ Check one response.

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

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

☞ Check one response.

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

31. Which of the following best describes your school?

☞ Check one response.

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

565 [   ]

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

Percent of students present
568 [   ][   ][   ] %
0 ☐ None

33. During the 2009–10 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 24b).

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

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

		Total number of transfers
a.	Transferred <u>to</u> the school	570 [ ][ ][ ][ ]
		0 ☐ None
b.	Transferred <u>from</u> the school	572 [ ][ ][ ][ ]
		0 ☐ None

D-19

34. Please provide the following dates:

		Month	Day	
a.	Start date for your school's 2009–10 academic year	574	☐☐ / ☐☐	/2009
b.	End date for your school's 2009–10 academic year	576	☐☐ / ☐☐	/2010
c.	Date you completed the questionnaire	578	☐☐ / ☐☐	/2010

Please return your completed questionnaire in the
enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: SPB/DSPU 64C
1201 E 10th Street
Jeffersonville, IN 47132-0001

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

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

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

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

<u>http://nces.ed.gov</u>

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

<u>http://www.fedstats.gov</u>