

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

Findings From the School Survey on Crime and Safety: 2015–16

First Look



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

Findings From the School Survey on Crime and Safety:
2015–16

First Look

July 2017

Melissa Diliberti
Michael Jackson
Jana Kemp
American Institutes for Research

Rachel Hansen
Project Officer
National Center for Education Statistics

U.S. Department of Education

Betsy DeVos
Secretary

Institute of Education Sciences

Thomas Brock
Commissioner for Education Research
Delegated the Duties of the Director

National Center for Education Statistics

Peggy G. Carr
Acting Commissioner

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

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

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

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

July 2017

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

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

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

Suggested Citation

Diliberti, M., Jackson, M., and Kemp, J. (2017). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2015–16* (NCES 2017-122). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Content Contact

Rachel Hansen
(202) 245-7082
rachel.hansen@ed.gov

Acknowledgements

The authors and project director would like to extend special thanks to the U.S. Department of Justice's National Institute for Justice (NIJ) for providing funding to support the development and administration of the 2015–16 School Survey on Crime and Safety (SSOCS). We would also like to offer our gratitude to federal partners at the U.S. Department of Justice's Office of Community Oriented Policing Services (COPS Office) and Bureau of Justice Statistics (BJS) for their support and guidance, as well as to the school crime and safety experts who helped to inform the development of the 2015–16 SSOCS questionnaire. Finally, the authors and project director would like to thank all of the schools and school staff who responded to the 2015–16 SSOCS. This report would not be possible without their participation.

This page is intentionally left blank

Contents

	Page
Acknowledgements	iii
List of Tables	vi
Introduction	1
Selected Findings: School Year 2015–16	3
Estimate Tables	5
Appendix A: Standard Error Tables	A-1
Appendix B: Methodology and Technical Notes	B-1
Appendix C: Description of Variables	C-1
Appendix D: 2015–16 School Survey on Crime and Safety Questionnaire	D-1

List of Tables

Table	Page
1.	Number and percentage of public schools with recorded incidents of crime that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by incident type and selected school characteristics: School year 2015–16 6
2.	Number and percentage of public schools with recorded incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2015–16..... 7
3.	Number and percentage of public schools with recorded 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 vandalism at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2015–16 8
4.	Percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16 9
5.	Percentage of public schools reporting selected types of cyberbullying-related problems occurring at school or away from school daily or at least once a week, by selected school characteristics: School year 2015–16 10
6.	Number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16..... 11
7.	Percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16..... 12
8.	Percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16..... 13

Table	Page
9. Percentage of public schools with one or more full-time or part-time security staff present at school at least once a week, by type of security staff and selected school characteristics: School year 2015–16.....	14
10. Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers1 (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16.....	15
11. Percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16.....	16
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 2015–16.....	A-2
A-2. Standard errors for the number and percentage of public schools reporting incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16.....	A-3
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; inappropriate distribution, possession, or use of prescription drugs at school; or vandalism at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16.....	A-4
A-4. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16.....	A-5
A-5. 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 2015–16.....	A-6

Table	Page
A-6. Standard errors for the number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16.....	A-7
A-7. Standard errors for the percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16	A-8
A-8. Standard errors for the percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16	A-9
A-9. Standard errors for the percentage of public schools with one or more full-time or part-time security staff present at least once a week, by type of security staff and selected school characteristics: School year 2015–16...	A-10
A-10. Standard errors for the number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16	A-11
A-11. Standard errors for the percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16.....	A-12
B-1. Unweighted and weighted unit response rates, by selected school characteristics: School year 2015–16.....	B-7

Introduction

This report presents findings on crime and violence in U.S. public schools,¹ using data from the 2015–16 School Survey on Crime and Safety (SSOCS:2016). First administered in school year 1999–2000 and repeated in school years 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16, 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 of the U.S. Department of Education and supported by the National Institute of Justice of the U.S. Department of Justice, SSOCS asks public school principals about the prevalence of violent and serious violent crimes in their schools. Portions of this survey also focus on school security measures, disciplinary problems and actions, school security staff, the availability of mental health services in schools, and the programs and policies implemented to prevent and reduce crime in schools.

SSOCS:2016 is based on a nationally representative stratified random sample of 3,553 U.S. public schools. Data collection began on February 22, 2016, when questionnaires were mailed to principals, and continued through July 5, 2016. A total of 2,092 public primary, middle, high, and combined schools provided complete questionnaires, yielding a response rate of approximately 63 percent once the responding schools were weighted to account for their original sampling probabilities. Per NCES Statistical Standards, a unit nonresponse bias analysis was performed due to the weighted response rate being less than 85 percent. The results suggest the characteristics of nonresponding schools differed significantly from those of responding schools. However, the unit nonresponse bias analysis also provided evidence that the nonresponse weighting adjustments used for SSOCS:2016 removed the observed nonresponse bias in characteristics known for both respondents and nonrespondents. This suggests that the weighting adjustments likely mitigated nonresponse bias in the SSOCS:2016 survey estimates, although some bias may remain after adjustment. 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:2016 data rather than to discuss all of the observed differences. For a more detailed description of the variables presented in the tables, please see Appendix C: Description of Variables in this report.

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. The comparisons drawn in the bulleted items below have been tested for

¹ SSOCS includes regular public schools, public charter schools, and schools that have a partial or total magnet programs. SSOCS excludes special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense schools, schools sponsored by the Bureau of Indian Education, and schools in the U.S. outlying areas and Puerto Rico.

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.

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

Selected Findings: School Year 2015–16

- During the 2015–16 school year, the rate of violent incidents² per 1,000 students was higher in middle schools (27 incidents) than in high schools (16 incidents) and primary schools (15 incidents) (table 1).
- About 39 percent of schools reported at least one student threat of physical attack without a weapon, compared with 9 percent of schools that reported such a threat with a weapon (table 2).
- About 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 (13 percent) or prescription drugs (10 percent) (table 3).
- A higher percentage of middle schools reported that student bullying occurred at school daily or at least once a week (22 percent) than did high schools (15 percent) or primary schools (8 percent) (table 4).
- Of the schools with a student enrollment size of 1,000 or more during the 2015–16 school year, 27 percent reported cyberbullying among students daily or at least once a week. This percentage is higher than in schools with lower enrollments. For example, 8 percent of schools with enrollments of less than 300 students reported cyberbullying (table 5).
- During the 2015–16 school year, 37 percent of disciplinary actions taken by schools in response to student involvement in the use or possession of a weapon other than a firearm or explosive device involved an out-of-school suspension of students lasting 5 or more days. In comparison, 18 percent of disciplinary actions involved the transfer of students to specialized schools, 4 percent of disciplinary actions involved the removal of students with no continuing services for at least the remainder of the school year, and 41 percent of disciplinary actions were classified as other (suspensions for less than 5 days, detention, etc.) (table 6).
- Higher percentages of schools located in suburbs (74 percent) and cities (73 percent) reported they had a formal program intended to prevent or reduce violence that included social emotional learning training for students than did schools located in towns (62 percent) and rural areas (51 percent) (table 7).
- Higher percentages of schools reported that they had drilled students on lockdown procedures (95 percent) and evacuation procedures (92 percent) compared with shelter-in-place procedures (76 percent) (table 8).

² Violent incidents include rape, sexual assault 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.

- A higher percentage of schools in which 1,000 or more students were enrolled during the 2015–16 school year reported having one or more School Resource Officers present once a week (77 percent) than schools in which 500–999 students were enrolled (47 percent), schools in which 300–499 students were enrolled (36 percent), and schools in which less than 300 students were enrolled (24 percent) (table 9).
- A lower percentage of schools located in cities (36 percent) reported that one or more sworn law enforcement officers routinely carried a firearm while at school during the 2015–16 school year than schools located in towns (57 percent) and suburbs (45 percent). The same pattern was observed for sworn law enforcement officers who carried stun guns and who carried chemical or aerosol sprays (table 10).
- Among the factors that were reported to limit schools’ efforts to reduce or prevent crime “in a major way,” three factors were more likely to be reported than others: a lack of, or inadequate, alternative placements or programs for disruptive students (30 percent); inadequate funds (28 percent); and federal, state, or district policies on disciplining special education students (17 percent) (table 11).

Estimate Tables

Table 1. Number and percentage of public schools with recorded incidents of crime that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by incident type and selected school characteristics:
School year 2015–16

School characteristic	Total number of schools	All violent incidents ¹				Serious violent incidents ²				Theft ³				Other incidents ⁴			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	83,600	57,600	68.9	864,900	17.5	12,900	15.5	40,800	0.8	32,400	38.7	166,000	3.4	48,900	58.5	350,400	7.1
Level ⁵																	
Primary	49,100	28,000	57.2	‡	14.7	4,500 !	9.2	‡	0.5	11,000	22.5	27,300	1.1	20,900	42.7	69,900	2.9
Middle	15,600	13,700	88.0	263,000	27.1	3,600	22.9	12,500	1.3	8,500	54.7	43,100	4.4	11,900	76.5	74,500	7.7
High school	12,800	11,500	89.8	207,900	16.2	3,900	30.5	13,200	1.0	9,800	76.5	82,800	6.4	11,200	88.1	180,900	14.1
Combined	6,200	4,400	71.1	38,500	14.8	1,000	15.9	2,300	0.9	3,000	49.3	12,800	4.9	4,800	77.8	25,100	9.6
Enrollment size																	
Less than 300	18,200	9,500	52.6	66,400	15.7	1,300	7.3	3,300 !	0.8 !	5,100	28.2	15,000	3.6	8,100	44.7	32,700	7.8
300–499	25,000	15,800	63.0	177,000	17.3	3,200	12.7	8,700	0.8	6,900	27.6	23,600	2.3	12,900	51.7	51,000	5.0
500–999	31,700	24,100	76.0	399,100	18.2	5,400	17.1	15,700	0.7	13,400	42.3	59,100	2.7	19,800	62.5	124,800	5.7
1,000 or more	8,700	8,200	94.5	222,300	17.2	3,000	34.6	13,200	1.0	7,000	80.1	68,300	5.3	8,000	92.6	141,900	11.0
Locale																	
City	22,800	16,800	74.0	335,900	22.8	4,000	17.4	15,200	1.0	9,700	42.4	55,800	3.8	14,500	63.6	115,400	7.8
Suburb	27,400	18,200	66.4	260,900	13.2	3,500	12.8	11,700	0.6	9,600	35.0	55,000	2.8	14,400	52.6	116,400	5.9
Town	11,000	8,500	77.7	132,500	23.3	2,200	20.2	5,800	1.0	4,700	42.4	20,600	3.6	7,700	70.5	54,400	9.6
Rural	22,500	14,100	62.7	135,500	14.8	3,300	14.6	8,100	0.9	8,500	37.7	34,600	3.8	12,300	54.7	64,200	7.0
Percent White, non-Hispanic enrollment																	
More than 95 percent	5,300	3,100	58.0	28,800	14.9	600	11.0	1,300 !	0.7 !	1,500	27.6	4,800	2.5	2,500	47.7	14,900	7.7
More than 80 to 95 percent	21,300	14,600	68.4	147,000	13.6	3,100	14.7	6,400	0.6	8,700	40.7	34,200	3.2	13,200	62.0	69,400	6.4
More than 50 to 80 percent	21,900	14,600	66.8	199,800	14.8	3,200	14.5	9,700	0.7	8,100	37.1	41,500	3.1	11,700	53.3	82,600	6.1
50 percent or less	35,100	25,400	72.3	489,300	21.2	6,100	17.3	23,300	1.0	14,100	40.2	85,400	3.7	21,500	61.2	183,400	8.0

¹Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

[‡]Reporting standards not met. The standard error represents more than 50 percent of the estimate.

^{1a}All violent incidents" include serious violent incidents as well as physical attack or fight without a weapon and threat of physical attack without a weapon.

^{2a}Serious violent incidents" include rape, sexual assault other than rape (including threatened rape), physical attack or fight with a weapon, threat of physical attack with a weapon, and robbery (taking things by force) with or without a weapon.

^{3a}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.

^{4a}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.

^{5a}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 school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 2. Number and percentage of public schools with recorded incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2015–16

School characteristic	Threat of physical attack with a weapon ^{1,2}				Threat of physical attack without a weapon ^{1,2}				Robbery without a weapon ^{2,3}				Hate crimes 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	7,100	8.5	18,300	0.4	33,000	39.4	257,000	5.2	2,300	2.7	9,500	0.2	900	1.0	3,200	0.1 !
Level ⁵																
Primary	2,500	5.0	6,600 !	0.3 !	14,200	28.9	87,700	3.6	400 !	0.7 !	‡	‡	‡	‡	‡	‡
Middle	2,100	13.4	6,800	0.7	8,200	52.6	79,000	8.1	700	4.5	2,800	0.3	200 !	1.6 !	‡	‡
High school	1,800	14.3	3,700	0.3	7,800	60.8	76,500	5.9	1,100	8.2	4,900	0.4	500	3.6	1,400	0.1
Combined	800	12.6	1,100 !	0.4 !	2,800	45.6	13,800	5.3	‡	‡	‡	‡	‡	‡	‡	‡
Enrollment size																
Less than 300	800 !	4.6 !	2,100 !	0.5 !	4,900	27.0	18,600	4.4	‡	‡	‡	‡	‡	‡	‡	‡
300–499	2,200	8.8	4,700 !	0.5 !	9,200	36.8	57,900	5.7	500 !	1.9 !	‡	‡	300 !	1.1 !	‡	#
500–999	2,800	8.7	7,700	0.4	13,000	41.0	107,300	4.9	700	2.2	2,000	0.1	300	0.8	‡	‡
1,000 or more	1,300	15.5	3,800	0.3	5,900	67.5	73,200	5.7	900	10.8	5,300	0.4	200	2.8	1,000 !	0.1 !
Locale																
City	1,600	7.0	6,400	0.4	10,000	43.9	104,500	7.1	900	4.2	3,700	0.3	200 !	0.9 !	‡	‡
Suburb	2,200	8.0	5,100	0.3	10,100	36.9	71,600	3.6	600	2.2	3,300	0.2	400 !	1.3 !	1,000 !	0.1 !
Town	1,200	11.3	2,100	0.4	5,400	48.9	39,200	6.9	500 !	4.1 !	‡	‡	‡	‡	‡	‡
Rural	2,100	9.4	4,700	0.5	7,500	33.4	41,600	4.5	300 !	1.2 !	800 !	0.1 !	200 !	1.0 !	500 !	0.1 !
Percent White, non-Hispanic enrollment																
More than 95 percent	400 !	7.7 !	500 !	0.3 !	2,000	38.6	10,300	5.3	‡	‡	‡	‡	100 !	1.6 !	‡	‡
More than 80 to 95 percent	1,900	8.7	3,200	0.3	8,100	38.1	44,500	4.1	400 !	1.7 !	700 !	0.1 !	200 !	1.0 !	‡	‡
More than 50 to 80 percent	1,900	8.9	5,000	0.4	8,200	37.5	61,200	4.5	500	2.1	‡	‡	300 !	1.3 !	700 !	#
50 percent or less	2,900	8.4	9,500	0.4	14,600	41.6	141,000	6.1	1,400	4.0	7,000	0.3	300 !	0.8 !	‡	‡

#Rounds to zero.

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

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

¹"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" (taking things by force) was defined for respondents as the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

⁴"Hate crime" was defined for respondents as a committed criminal offense that is motivated, in whole or in part, by the offender's bias(es) against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity; also known as bias crime.

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 school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 3. Number and percentage of public schools with recorded 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 vandalism at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2015–16

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	20,800	24.9	112,100	2.3	11,100	13.3	29,900	0.6	8,000	9.5	20,100	0.4	27,900	33.4	107,200	2.2
Level ²																
Primary	2,400	5.0	4,400	0.2	500 †	1.0 †	‡	‡	800 †	1.5 †	1,000 †	0.0 †	12,200	25.0	34,500	1.4
Middle	6,400	40.8	21,600	2.2	2,600	16.6	4,400	0.5	2,200	14.2	4,100	0.4	6,500	41.8	24,500	2.5
High school	9,700	75.7	79,700	6.2	6,200	48.6	21,000	1.6	4,400	34.2	14,100	1.1	6,800	53.5	40,800	3.2
Combined	2,400	38.4	6,400	2.4	1,800	29.3	3,800	1.5	600 †	10.4 †	900 †	0.4 †	2,300	38.1	7,400 †	2.8 †
Enrollment size																
Less than 300	2,600	14.4	5,600	1.3	1,300	7.0	2,700 †	0.6	800 †	4.2 †	1,000 †	0.2 †	4,200	23.2	15,300 †	3.6 †
300–499	3,800	15.2	10,400	1.0	1,900	7.6	3,400	0.3	1,100	4.6	2,000	0.2	6,900	27.4	18,300	1.8
500–999	7,700	24.3	31,100	1.4	3,700	11.8	8,300	0.4	2,900	9.2	6,200	0.3	11,400	36.0	44,400	2.0
1,000 or more	6,700	77.3	65,000	5.0	4,200	48.0	15,500	1.2	3,100	36.1	11,000	0.9	5,500	62.8	29,100	2.3
Locale																
City	6,300	27.5	38,800	2.6	2,700	11.9	8,800	0.6	1,900	8.5	5,600	0.4	9,100	39.8	38,300	2.6
Suburb	6,500	23.8	39,600	2.0	3,100	11.5	9,400	0.5	2,400	8.8	6,400	0.3	8,300	30.3	35,400	1.8
Town	3,700	34.1	17,100	3.0	1,800	16.7	4,300	0.7	1,500	13.6	3,000	0.5	4,100	37.2	15,700	2.7
Rural	4,300	19.3	16,600	1.8	3,400	15.1	7,400	0.8	2,100	9.5	5,200	0.6	6,500	29.0	17,800	1.9
Percent White, non-Hispanic enrollment																
More than 95 percent	1,200	22.5	3,300	1.7	900	17.9	2,000	1.0	400 †	7.2 †	800 †	0.4 †	1,400	26.2	3,800	2.0
More than 80 to 95 percent	4,900	22.9	17,600	1.6	3,300	15.3	7,300	0.7	2,200	10.3	4,400	0.4	7,300	34.1	21,500	2.0
More than 50 to 80 percent	5,300	24.3	28,700	2.1	2,700	12.2	7,600	0.6	2,200	9.9	5,100	0.4	6,700	30.5	22,500	1.7
50 percent or less	9,500	26.9	62,600	2.7	4,200	12.0	12,900	0.6	3,200	9.2	9,900	0.4	12,600	36.0	59,300	2.6

†Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. The standard error represents more than 50 percent of the estimate.

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 school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 4. Percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16

	Happens daily or at least once a week ¹						Happens at least once a month ²			
	Student racial/ethnic tensions	Student bullying ³	Student sexual harassment of other students ⁴	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities ⁵	Student harassment of other students based on sexual orientation ⁶	Student harassment of other students based on gender identity ⁷	
All public schools	1.7	11.9	1.0	2.3	4.8	10.3	1.2	2.2	1.0	
Level ⁸										
Primary	1.2 !	8.1	‡	1.6 !	3.6	8.8	‡	‡	‡	
Middle	3.2	21.8	2.1	4.9	8.2	15.9	2.0	4.7	1.9	
High school	2.3	14.7	2.5	2.6	7.6	12.1	4.2	5.2	3.7	
Combined	‡	11.0	‡	‡	‡	4.3 !	‡	3.8 !	‡	
Enrollment size										
Less than 300	‡	6.4	‡	‡	3.6 !	6.4	‡	1.3 !	‡	
300–499	‡	9.6	0.7 !	1.3	3.4	9.1	‡	1.2 !	0.5 !	
500–999	2.3	14.0	1.4	3.8	6.0	12.4	0.9	2.7	0.7	
1,000 or more	2.6	22.1	2.4 !	3.8	7.0	14.4	4.2	5.7	4.1	
Locale										
City	1.8 !	12.9	0.9 !	4.9	9.6	15.3	2.2	2.9	1.2	
Suburb	2.3	10.3	0.9 !	1.9	3.3	8.1	1.1	1.5	0.9	
Town	‡	18.3	1.2 !	1.5 !	5.4	14.5	‡	3.2	‡	
Rural	0.9 !	9.7	1.2	‡	1.3 !	5.9	‡	2.0	0.8 !	
Percent White, non-Hispanic enrollment										
More than 95 percent	‡	15.6	‡	‡	‡	‡	‡	‡	‡	
More than 80 to 95 percent	1.0 !	10.8	1.4 !	0.8 !	2.1 !	6.5	‡	1.7	0.9 !	
More than 50 to 80 percent	1.4 !	11.0	0.9	1.1	3.6	9.9	‡	1.9	1.4	
50 percent or less	2.6	12.5	1.0	4.3	7.9	13.7	2.5	2.8	0.9	

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

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

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

²Includes schools that selected "at least once a month" as well as those that selected "daily" or "at least once a week."

³"Bullying" was defined for respondents as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

⁴"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.

⁵"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.

⁶"Sexual orientation" was defined for respondents as meaning one's emotional or physical attraction to the same and/or opposite sex.

⁷"Gender identity" was defined for respondents as meaning one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

⁸"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 school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 5. Percentage of public schools reporting selected types of cyberbullying-related problems occurring at school or away from school daily or at least once a week, by selected school characteristics:
School year 2015–16

School characteristic	Cyberbullying among students	School environment is affected by cyberbullying	Staff resources are used to deal with cyberbullying
All public schools	12.0	6.7	5.9
Level ¹			
Primary	4.2	1.8	1.2 !
Middle	25.6	14.5	13.1
High school	25.9	15.0	15.4
Combined	10.6 !	8.3 !	6.0 !
Enrollment size			
Less than 300	7.9	4.1 !	3.3 !
300–499	8.5	3.8	3.1
500–999	12.9	7.9	6.7
1,000 or more	27.3	15.9	16.7
Locale			
City	12.2	6.6	6.9
Suburb	10.9	7.4	5.7
Town	14.4	6.8	7.5
Rural	12.0	6.0	4.5
Percent White, non-Hispanic enrollment			
More than 95 percent	11.8	8.5 !	8.1 !
More than 80 to 95 percent	12.6	5.5	4.5
More than 50 to 80 percent	11.7	6.8	5.9
50 percent or less	11.9	7.1	6.5

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

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: "Cyberbullying" was defined for respondents as occurring when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 6. Number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16

School characteristic	Removals with no continuing school services for at least the remainder of the school year		Transfers to specialized schools ¹		Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year		Other disciplinary actions ²	
	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions
All public schools	1,300	3.6	6,600	18.1	13,400	37.0	14,900	41.2
Level ³								
Primary	‡	‡	‡	‡	2,600	30.8	5,400	62.9
Middle	400 !	3.3 !	2,200	19.6	4,400	39.4	4,200	37.7
High school	700 !	4.8 !	3,500	25.1	5,700	40.6	4,100	29.4
Combined	‡	‡	400	15.2 !	700	27.4 !	1,200	48.4
Enrollment size								
Less than 300	‡	‡	‡	‡	400	16.7 !	1,900	70.4
300–499	300 !	4.2 !	900	14.7 !	1,600	26.8	3,300	54.3
500–999	500 !	3.8 !	1,900	13.5	5,500	39.5	6,000	43.1
1,000 or more	500	3.5	3,500	25.7	5,900	42.9	3,800	27.8
Locale								
City	400 !	3.4 !	2,000	16.1	4,200	33.5	5,900	46.9
Suburb	400	3.1	2,400	19.5	5,700	45.5	4,000	31.9
Town	‡	‡	1,100	19.4	1,700 !	31.7	2,600	46.7
Rural	‡	‡	1,000	18.6	1,800	31.3	2,500	43.5
Percent White, non-Hispanic enrollment								
More than 95 percent	‡	‡	300	19.3 !	600	34.0 !	700	41.4 !
More than 80 to 95 percent	200 !	2.7 !	500	7.2	2,600	36.4	3,900	53.8
More than 50 to 80 percent	200 !	2.7 !	1,700	21.2	3,000	37.9	3,000	38.3
50 percent or less	800 !	4.2 !	4,100	20.9	7,200	37.2	7,300	37.7

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

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

¹"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.

²Examples of other disciplinary actions provided to respondents were suspension for less than 5 days, detention, etc.

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: This table shows the number of disciplinary actions received by students, not the number of students who were involved in offenses involving the use or possession of a weapon other than a firearm or explosive device. In cases in which a student received multiple disciplinary actions for a single offense, only the most severe disciplinary action is counted. "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. "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. Detail may not sum to totals because of rounding. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 7. Percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16

School characteristic	Prevention curriculum, instruction, or training for students ¹	Behavioral or behavior modification intervention for students ²	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 peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative circles ³	Social emotional learning (SEL) training for students ⁴	Programs to promote a sense of community or social integration among students
All public schools	90.8	94.7	94.8	59.6	92.4	88.5	36.7	8.1	33.5	66.3	80.7
Level ⁵											
Primary	92.2	97.9	94.9	55.8	92.9	88.8	34.5	6.2	37.1	72.2	83.2
Middle	93.3	95.9	96.7	60.6	93.3	92.8	39.1	9.8	31.4	69.1	81.0
High school	86.0	88.2	93.8	70.8	93.6	84.9	43.5	13.3	24.6	53.3	76.9
Combined	83.3	79.7	91.6	64.1	82.9	83.2	34.0	8.8	28.2	38.5	67.6
Enrollment size											
Less than 300	83.8	91.9	92.1	54.4	87.2	87.7	29.3	8.0	28.5	58.0	77.1
300–499	93.7	96.4	95.1	61.0	94.4	83.8	36.0	5.5	34.7	69.6	82.3
500–999	93.0	95.7	95.9	58.5	93.5	92.6	38.4	8.5	36.4	69.2	81.6
1,000 or more	89.6	91.5	96.1	70.7	93.1	89.2	47.8	14.5	30.0	63.4	80.4
Locale											
City	92.1	96.1	94.4	64.4	93.5	91.8	44.5	9.0	47.0	73.3	87.4
Suburb	93.4	96.4	95.8	61.9	93.8	90.3	37.8	8.5	34.6	74.4	82.4
Town	90.6	93.6	95.8	57.8	93.7	87.2	34.1	8.3	26.2	61.8	79.2
Rural	86.6	91.7	93.6	53.0	88.8	83.8	28.8	6.8	22.0	51.4	72.5
Percent White, non-Hispanic enrollment											
More than 95 percent	85.9	88.5	93.2	53.7	75.9	82.7	24.8	‡	15.3	50.7	64.5
More than 80 to 95 percent	88.8	93.0	93.7	56.7	93.5	86.6	33.5	7.4	25.7	65.0	82.8
More than 50 to 80 percent	91.7	94.1	94.5	58.1	91.6	86.9	32.5	7.3	31.3	68.3	81.2
50 percent or less	92.3	97.0	96.0	63.3	94.7	91.6	43.0	9.6	42.3	68.2	81.5

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡Reporting standards not met. The standard error represents more than 50 percent of the estimate.

¹Examples of prevention curriculum, instruction, or training provided to respondents were conflict resolution, anti-bullying, and dating violence prevention. "Bullying" was defined for respondents as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.

²Respondents were instructed to include the use of positive reinforcements.

³"Restorative circle" was defined for respondents as a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community. Examples of student involvement in restorative circles provided for respondents were "peace circles," "talking circles," and "conflict circles."

⁴Examples of social emotional learning training for students provided for respondents were social skills, anger management, and mindfulness.

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: "Violence" was defined for respondents as actual, attempted, or threatened fight or assault. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 8. Percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16

School characteristic	Had a written plan describing procedures to be performed in select crisis scenarios								Drilled students on the use of emergency procedures		
	Active shooter ¹	Natural disasters ²	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ³	Suicide threat or incident	Pandemic flu	Post-crisis reunification of students with their families	Evacuation ⁴	Lockdown ⁵	Shelter-in-place ⁶
All public schools	92.4	96.1	60.5	94.1	73.1	84.6	51.0	86.3	91.5	94.6	75.9
Level ⁷											
Primary	91.2	96.4	57.1	92.5	71.4	80.7	50.9	87.2	91.2	95.5	75.2
Middle	94.0	96.3	62.6	96.5	75.2	89.4	49.5	84.1	93.2	95.5	79.0
High school	95.3	95.5	67.3	97.3	77.2	91.3	50.9	87.2	91.5	94.1	80.8
Combined	91.6	93.5	68.4	94.5	73.1	89.8	55.2	82.6	89.8	86.2	63.0
Enrollment size											
Less than 300	89.0	93.1	58.7	88.9	70.4	79.2	43.8	81.7	87.7	89.9	68.2
300–499	94.3	96.5	59.7	94.8	72.3	85.1	52.4	85.9	90.2	94.9	77.1
500–999	91.5	97.6	60.5	95.3	73.6	84.8	53.5	87.9	94.5	96.6	78.1
1,000 or more	96.9	95.3	67.1	98.9	79.6	93.8	52.7	90.7	92.3	96.8	80.2
Locale											
City	91.3	96.6	63.3	93.6	74.9	85.4	50.5	90.0	94.0	95.9	80.5
Suburb	92.3	95.5	57.3	94.9	71.2	85.8	52.0	85.1	91.0	96.7	79.1
Town	94.4	96.6	54.5	96.2	75.2	82.0	48.0	84.2	91.7	97.6	66.8
Rural	92.6	95.9	64.7	92.8	72.7	83.6	51.6	84.9	89.5	89.5	71.7
Percent White, non-Hispanic enrollment											
More than 95 percent	95.3	95.1	67.8	97.7	67.7	77.1	55.8	86.5	92.2	84.3	64.2
More than 80 to 95 percent	92.9	96.6	58.1	93.7	72.4	89.0	53.4	84.2	87.9	94.3	76.7
More than 50 to 80 percent	93.8	96.2	56.3	92.8	72.4	82.1	50.4	86.5	91.7	98.2	78.3
50 percent or less	90.7	95.8	63.6	94.7	74.8	84.7	49.1	87.3	93.5	94.2	75.7

¹"Active shooter" was defined for respondents as an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

²Examples of natural disasters provided to respondents were earthquakes or tornadoes.

³Examples of chemical, biological, or radiological threats or incidents provided to respondents were the release of mustard gas, anthrax, smallpox, or radioactive materials.

⁴"Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

⁵"Lockdown" was defined for respondents as a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.

⁶"Shelter-in-place" was defined for respondents as a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

⁷"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 school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 9. Percentage of public schools with one or more full-time or part-time security staff present at school at least once a week, by type of security staff and selected school characteristics: School year 2015–16

School characteristic	School Resource Officers ¹			Sworn law enforcement officers ²			Security guards or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	42.0	21.8	21.0	10.9	4.1	7.1	19.8	15.6	6.7
Level ³									
Primary	30.4	10.0	20.4	9.0	2.6	6.5	14.0	9.6	5.4
Middle	58.6	35.1	24.3	14.7	6.3	8.9	22.1	18.9	5.7
High school	68.3	50.3	22.4	15.4	8.9	7.6	41.6	36.7	13.4
Combined	37.6	23.9	14.3	7.4 !	‡	6.4 !	15.0	11.5	5.3 !
Enrollment size									
Less than 300	23.6	8.6	16.2	8.3	3.4 !	4.9 !	9.7	7.0 !	2.9 !
300–499	36.2	15.5	20.9	10.4	2.8 !	7.6	13.2	10.0	4.4
500–999	47.4	22.8	24.9	11.5	4.0	8.0	21.5	15.9	7.8
1,000 or more	77.1	64.4	17.2	15.9	10.2	7.2	54.0	48.8	17.1
Locale									
City	39.0	22.2	18.6	10.7	3.8	7.2	34.9	30.6	7.6
Suburb	43.6	22.0	22.2	12.4	4.5	8.4	21.4	16.6	8.4
Town	49.0	26.4	23.2	15.7	6.8	9.0	10.6	7.0	5.3
Rural	39.7	19.1	20.9	7.1	2.8	4.6	7.1	3.4	4.4
Percent White, non-Hispanic enrollment									
More than 95 percent	37.6	16.7	21.7	9.6 !	‡	6.5 !	5.5 !	2.1 !	‡
More than 80 to 95 percent	45.7	22.7	23.4	11.3	4.3	7.3	8.5	5.1	4.3
More than 50 to 80 percent	40.9	21.2	20.3	9.0	2.8	6.5	13.4	9.7	5.6
50 percent or less	41.0	22.5	19.9	12.1	5.1	7.5	32.8	27.7	9.2

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

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

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

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

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: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. If school security staff worked full-time across various schools in the district, respondents were instructed to count these staff as "part-time" for their school. Some schools reported more than one school security staff at their school; these schools are counted in more than one category. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 10. Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16

School characteristic	Total number of schools	Number of schools with a sworn law enforcement officer (including SROs) who routinely:				Of all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Of schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely:			
		Carries a stun gun ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera	Carries a stun gun ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera		Carries a stun gun ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera
All public schools	83,600	26,900	26,400	35,900	6,500	32.2	31.6	42.9	7.8	39,900	67.4	66.2	89.9	16.3
Level ⁴														
Primary	49,100	11,100	10,300	15,000	2,400	22.7	21.0	30.6	4.8	17,500	63.5	58.7	85.6	13.4
Middle	15,600	7,000	7,400	9,400	1,700	45.0	47.3	60.0	10.8	10,200	68.8	72.3	91.9	16.5
High school	12,800	7,100	7,200	9,100	2,000	55.8	56.0	70.9	16.0	9,600	74.2	74.4	94.3	21.3
Combined	6,200	1,600	1,600	2,400	400 !	26.1	26.2	39.7	7.1 !	2,600	62.5	62.8	95.2	16.9
Enrollment size														
Less than 300	18,200	3,900	3,400	4,900	600 !	21.4	18.8	26.8	3.4 !	5,200	74.3	65.5	93.1	11.9
300–499	25,000	6,300	6,900	9,500	1,600	25.3	27.5	37.8	6.2	10,500	60.3	65.6	90.0	14.8
500–999	31,700	11,300	10,600	14,600	3,000	35.6	33.3	46.0	9.3	16,900	66.8	62.4	86.2	17.5
1,000 or more	8,700	5,400	5,600	7,000	1,400	61.9	64.1	80.5	16.0	7,300	74.0	76.7	96.3	19.1
Locale														
City	22,800	5,900	5,900	8,200	1,300	26.1	25.9	36.0	5.7	10,100	58.7	58.3	80.9	12.8
Suburb	27,400	9,400	9,200	12,200	1,500	34.4	33.7	44.6	5.5	13,400	70.2	68.6	90.9	11.3
Town	11,000	5,000	4,700	6,200	1,700	46.0	43.3	56.5	15.9	6,400	79.0	74.2	97.0	27.3
Rural	22,500	6,500	6,600	9,300	2,000	28.8	29.2	41.3	8.8	10,000	65.0	65.9	93.1	19.8
Percent White, non-Hispanic enrollment														
More than 95 percent	5,300	1,400	1,400	2,200	300 !	27.0	26.1	41.0	6.1 !	2,300	61.9	59.8	93.7	14.0 !
More than 80 to 95 percent	21,300	7,800	7,700	10,100	2,000	36.4	36.0	47.5	9.3	11,000	70.7	69.8	92.3	18.0
More than 50 to 80 percent	21,900	7,300	7,000	9,400	1,900	33.5	32.1	43.0	8.9	9,900	74.0	71.0	95.1	19.6
50 percent or less	35,100	10,400	10,300	14,200	2,300	29.6	29.5	40.4	6.5	16,700	62.1	61.9	84.8	13.6

!Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹An example of a stun gun provided to respondents was Taser gun.

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

³"Firearm or explosive device" was defined for respondents as any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

⁴"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. "School Resource Officer" was defined for respondents as career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations. "Sworn law enforcement officers" include School Resource Officers and other sworn law enforcement officers who are not School Resource Officers. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table 11. Percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16

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	5.8	32.2	62.1
Lack of or inadequate alternative placements or programs for disruptive students	30.4	35.6	34.0
Likelihood of complaints from parents	5.6	29.7	64.6
Lack of teacher support for school policies	2.7	20.6	76.7
Lack of parental support for school policies	7.6	36.7	55.7
Teachers' fear of student retaliation	2.1	17.8	80.2
Fear of litigation	6.7	26.2	67.1
Inadequate funds	27.6	34.2	38.2
Inconsistent application of school policies by faculty or staff	6.8	35.0	58.3
Fear of district or state reprisal	2.9	17.4	79.7
Federal, state, or district policies on disciplining special education students ¹	16.5	33.7	49.7
Federal policies on discipline and safety other than those for special education students ¹	7.4	26.1	66.5
State or district policies on discipline and safety other than those for special education students ¹	8.0	26.9	65.0

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Appendix A: Standard Error Tables

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 2015–16

School characteristic	Total number of schools	All 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	210	1,060	1.30	42,950	0.89	770	0.93	3,460	0.07	1,080	1.29	5,190	0.11	1,400	1.68	10,710	0.22
Level																	
Primary	180	1,000	2.04	†	1.49	550	1.12	†	0.10	890	1.81	3,140	0.13	1,300	2.63	6,150	0.25
Middle	30	180	1.15	17,350	1.78	300	1.90	1,930	0.20	290	1.84	2,530	0.27	260	1.69	3,760	0.38
High school	50	200	1.53	10,320	0.72	230	1.79	1,220	0.09	250	1.98	4,500	0.35	190	1.48	10,150	0.75
Combined	120	340	5.52	6,430	2.61	200	3.22	740	0.30	390	6.40	2,330	0.92	300	4.77	3,710	1.36
Enrollment size																	
Less than 300	190	670	3.81	9,690	2.43	390	2.18	1,110	0.27	560	3.06	2,640	0.64	690	3.87	7,430	1.77
300–499	110	750	2.96	18,850	1.82	450	1.79	2,000	0.20	560	2.22	2,930	0.29	770	3.03	3,570	0.35
500–999	90	650	2.03	33,500	1.54	450	1.43	2,090	0.10	650	2.06	3,470	0.16	670	2.11	6,860	0.30
1,000 or more	10	120	1.37	10,800	0.86	220	2.49	1,570	0.13	160	1.87	3,620	0.29	150	1.74	6,280	0.48
Urbanicity																	
City	110	630	2.71	30,200	2.08	410	1.80	2,230	0.15	700	3.07	3,380	0.23	710	3.12	7,910	0.49
Suburb	90	690	2.47	17,170	0.84	340	1.26	1,610	0.08	610	2.22	3,860	0.19	750	2.77	6,840	0.33
Town	80	420	3.69	19,620	3.51	390	3.52	1,480	0.27	350	3.16	1,750	0.32	430	3.80	3,510	0.62
Rural	150	630	2.82	11,480	1.31	430	1.93	1,470	0.17	630	2.78	3,700	0.41	710	3.18	4,740	0.50
Percent White, non-Hispanic enrollment																	
More than 95 percent	550	380	5.85	4,690	2.01	160	2.98	470	0.24	280	5.55	920	0.47	330	6.06	2,220	1.11
More than 80 to 95 percent	900	820	3.27	19,840	1.80	400	1.84	1,220	0.11	620	2.82	3,830	0.34	750	3.11	4,020	0.36
More than 50 to 80 percent	800	730	3.16	16,960	1.23	410	1.92	1,980	0.15	540	2.41	2,950	0.22	760	3.04	5,510	0.38
50 percent or less	1,110	920	1.89	33,460	1.52	500	1.41	2,300	0.10	830	2.45	5,160	0.21	910	2.58	10,410	0.44

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-2. Standard errors for the number and percentage of public schools reporting incidents of threats of physical attack (with and without a weapon), robbery without a weapon, and hate crimes that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16

School characteristic	Threat of physical attack with a weapon				Threat of physical attack without a weapon				Robbery without a weapon				Hate crimes			
	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	660	0.79	2,420	0.05	1,250	1.48	15,630	0.33	300	0.36	1,440	0.03	165	0.20	950	0.02
Level																
Primary	530	1.08	1,990	0.08	1,020	2.07	12,540	0.52	170	0.35	†	†	†	†	†	†
Middle	230	1.44	1,550	0.16	310	2.01	6,940	0.72	130	0.85	720	0.07	79	0.50	†	†
High school	180	1.43	400	0.03	290	2.32	4,740	0.35	120	0.90	790	0.06	94	0.74	401	0.03
Combined	190	3.09	350	0.15	340	5.51	3,370	1.31	†	†	†	†	†	†	†	†
Enrollment size																
Less than 300	260	1.42	970	0.23	630	3.50	3,400	0.85	†	†	†	†	†	†	†	†
300–499	370	1.50	1,530	0.15	730	2.90	9,410	0.90	180	0.70	†	†	130	0.52	†	†
500–999	380	1.21	1,590	0.07	840	2.66	10,300	0.48	160	0.52	530	0.02	63	0.20	†	†
1,000 or more	140	1.66	660	0.05	220	2.57	4,570	0.36	110	1.32	940	0.07	50	0.58	384	0.03
Urbanicity																
City	250	1.09	1,850	0.12	660	2.90	10,940	0.73	170	0.73	810	0.06	75	0.33	†	†
Suburb	270	1.00	910	0.05	590	2.15	6,720	0.34	100	0.37	790	0.04	116	0.42	385	0.02
Town	340	3.12	580	0.10	380	3.42	4,400	0.79	170	1.54	†	†	†	†	†	†
Rural	350	1.55	1,220	0.14	590	2.63	5,360	0.60	100	0.46	310	0.03	76	0.34	183	0.02
Percent White, non-Hispanic enrollment																
More than 95 percent	150	2.79	230	0.11	340	5.92	1,950	0.88	†	†	†	†	40	0.80	†	†
More than 80 to 95 percent	290	1.32	580	0.05	650	2.88	6,360	0.60	130	0.61	260	0.02	100	0.48	†	†
More than 50 to 80 percent	350	1.58	1,430	0.10	650	2.85	6,230	0.44	130	0.58	†	†	115	0.53	333	†
50 percent or less	450	1.30	2,010	0.09	850	2.37	11,410	0.50	190	0.53	1,010	0.05	86	0.25	†	†

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

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; inappropriate distribution, possession, or use of prescription drugs at school; or vandalism at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2015–16

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	710	0.85	4,250	0.09	420	0.50	1,620	0.03	470	0.55	1,580	0.03	1,040	1.25	7,040	0.14
Level																
Primary	530	1.09	1,310	0.05	220	0.44	†	†	260	0.53	440	0.02	980	2.00	3,680	0.15
Middle	270	1.70	1,780	0.18	210	1.35	410	0.04	190	1.23	530	0.06	300	1.96	2,090	0.21
High school	200	1.53	3,720	0.28	200	1.52	1,300	0.10	230	1.79	1,240	0.09	270	2.11	6,890	0.53
Combined	300	4.85	950	0.37	290	4.79	870	0.32	210	3.38	310	0.12	330	5.28	2,990	1.12
Enrollment size																
Less than 300	500	2.73	1,180	0.28	260	1.45	820	0.19	240	1.33	290	0.07	520	2.89	5,760	1.37
300–499	340	1.34	1,230	0.12	230	0.93	500	0.05	170	0.66	340	0.03	610	2.39	2,070	0.20
500–999	390	1.22	2,400	0.11	270	0.85	840	0.04	340	1.06	890	0.04	650	2.06	4,400	0.20
1,000 or more	120	1.43	3,360	0.26	130	1.55	1,150	0.08	170	1.99	1,020	0.08	210	2.40	2,520	0.20
Urbanicity																
City	480	2.13	2,500	0.16	190	0.84	1,030	0.07	170	0.73	610	0.04	590	2.62	6,230	0.42
Suburb	290	1.06	2,960	0.14	250	0.91	820	0.04	200	0.72	810	0.04	640	2.35	4,380	0.22
Town	330	3.06	1,540	0.28	170	1.57	550	0.09	210	1.88	450	0.08	370	3.37	1,550	0.28
Rural	320	1.44	1,650	0.18	300	1.32	890	0.09	260	1.16	760	0.08	460	2.09	2,080	0.23
Percent White, non-Hispanic enrollment																
More than 95 percent	200	3.89	690	0.33	190	3.70	560	0.28	160	3.02	340	0.18	270	5.10	720	0.36
More than 80 to 95 percent	380	2.19	1,500	0.15	320	1.57	740	0.07	250	1.40	520	0.05	570	2.40	2,270	0.20
More than 50 to 80 percent	460	2.17	2,360	0.18	230	1.06	740	0.05	220	1.00	560	0.04	600	2.48	2,010	0.14
50 percent or less	590	1.82	3,820	0.17	310	0.92	1,360	0.06	320	0.97	1,270	0.05	720	2.01	6,770	0.29

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-4. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school, by frequency and selected school characteristics: School year 2015–16

	Happens daily or at least once a week						Happens at least once a month		
	Student racial/ethnic tensions	Student bullying	Student sexual harassment other students	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities	Student harassment of other students based on sexual orientation	Student harassment of other students based on gender identity
All public schools	0.33	0.79	0.19	0.38	0.51	0.80	0.22	0.26	0.14
Level									
Primary	0.48	1.04	†	0.59	0.74	1.27	†	†	†
Middle	0.69	1.59	0.44	0.67	1.13	1.28	0.45	0.91	0.43
High school	0.64	1.37	0.55	0.52	1.24	1.47	0.78	0.83	0.63
Combined	†	3.17	†	†	†	1.89	†	1.86	†
Enrollment size									
Less than 300	†	1.58	†	†	1.31	1.62	†	0.51	†
300–499	†	1.72	0.32	0.37	1.00	1.87	†	0.38	0.21
500–999	0.62	1.40	0.32	0.91	0.85	1.25	0.21	0.53	0.19
1,000 or more	0.64	1.81	0.74	0.78	0.89	1.74	0.70	1.08	0.85
Urbanicity									
City	0.77	1.45	0.36	1.22	1.58	1.90	0.67	0.73	0.31
Suburb	0.67	1.12	0.29	0.47	0.74	1.04	0.23	0.35	0.22
Town	†	2.77	0.62	0.53	1.62	2.93	†	0.95	†
Rural	0.38	1.58	0.37	†	0.54	1.31	†	0.49	0.26
Percent White, non-Hispanic enrollment									
More than 95 percent	†	4.31	†	†	†	†	†	†	†
More than 80 to 95 percent	0.38	1.61	0.46	0.36	0.80	1.39	†	0.48	0.36
More than 50 to 80 percent	0.54	1.42	0.26	0.31	0.83	1.81	†	0.35	0.38
50 percent or less	0.67	1.23	0.30	0.86	1.05	1.46	0.50	0.50	0.21

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-5. 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 2015–16

School characteristic	Cyberbullying among students	School environment is affected by cyberbullying	Staff resources are used to deal with cyberbullying
All public schools	0.64	0.46	0.43
Level			
Primary	0.81	0.55	0.46
Middle	1.79	1.25	1.06
High school	1.63	1.23	1.41
Combined	3.35	3.01	2.48
Enrollment size			
Less than 300	1.62	1.25	1.22
300–499	1.37	0.76	0.68
500–999	0.97	0.81	0.67
1,000 or more	1.98	1.67	1.68
Urbanicity			
City	1.36	0.92	0.96
Suburb	1.15	0.85	0.65
Town	2.21	1.09	1.51
Rural	1.48	1.08	1.05
Percent White, non-Hispanic enrollment			
More than 95 percent	2.61	3.18	3.17
More than 80 to 95 percent	1.80	1.08	0.79
More than 50 to 80 percent	1.21	1.00	0.91
50 percent or less	1.20	0.92	0.67

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-6. Standard errors for the number and percentage distribution of disciplinary actions received by students for involvement in the use or possession of a weapon other than a firearm or explosive device at school, by type of disciplinary action and selected school characteristics: School year 2015–16

School characteristic	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 actions	
	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions	Number of disciplinary actions	Percent of disciplinary actions
All public schools	320	0.87	690	1.69	1,060	2.62	1,810	3.11
Level								
Primary	†	†	†	†	620	5.42	1,480	7.49
Middle	120	1.05	370	3.29	540	4.18	690	4.20
High school	270	1.79	580	3.24	730	3.47	510	3.19
Combined	†	†	130	5.69	220	8.52	530	13.24
Enrollment size								
Less than 300	†	†	†	†	200	7.56	670	12.16
300–499	120	2.08	310	5.17	490	6.60	860	8.43
500–999	240	1.70	260	1.80	640	3.57	880	4.11
1,000 or more	130	0.92	590	3.17	670	3.86	540	3.33
Urbanicity								
City	140	1.10	380	2.79	540	3.45	1,050	4.67
Suburb	100	0.88	500	3.08	680	3.85	640	3.85
Town	†	†	310	4.31	530	6.09	620	7.97
Rural	†	†	190	3.56	350	5.23	550	7.24
Percent White, non-Hispanic enrollment								
More than 95 percent	†	†	140	7.43	200	11.10	310	15.16
More than 80 to 95 percent	80	1.16	140	1.72	430	6.41	850	6.83
More than 50 to 80 percent	100	1.28	310	3.48	490	4.55	610	5.81
50 percent or less	260	1.28	580	2.72	870	3.59	990	3.86

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-7. Standard errors for the percentage of public schools reporting the existence of formal programs intended to prevent or reduce violence, by program component and selected school characteristics: School year 2015–16

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 peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative circles	Social emotional learning (SEL) training for students	Programs to promote a sense of community or social integration among students
All public schools	0.84	0.57	0.55	1.36	0.80	1.01	1.20	0.72	1.38	1.19	1.14
Level											
Primary	1.36	0.60	0.85	2.05	1.20	1.44	1.85	1.10	2.27	1.98	1.64
Middle	0.94	0.69	0.75	1.91	1.03	1.07	1.90	1.15	1.92	1.92	1.63
High school	1.38	1.47	1.25	1.81	1.32	1.44	1.85	1.37	1.77	1.60	1.75
Combined	5.14	4.79	3.21	5.98	4.05	4.35	5.07	3.34	5.61	5.49	4.93
Enrollment size											
Less than 300	2.46	1.90	1.91	4.21	2.32	2.47	3.15	1.92	3.44	3.66	3.23
300–499	1.19	0.82	1.19	2.73	1.20	2.20	2.44	1.15	2.26	2.48	2.24
500–999	1.08	0.63	0.77	2.05	1.08	1.34	2.22	1.12	2.30	1.93	1.69
1,000 or more	1.55	1.35	1.00	2.27	1.43	1.60	2.19	1.81	2.11	2.13	1.71
Urbanicity											
City	1.42	0.87	1.33	2.92	1.64	1.73	3.10	1.75	3.45	2.64	2.14
Suburb	1.22	0.72	1.11	2.12	1.16	1.44	2.64	1.09	2.46	2.08	1.91
Town	2.50	1.48	1.42	4.16	1.51	2.45	3.33	2.04	3.77	3.68	2.75
Rural	1.97	1.69	1.46	2.90	1.84	2.33	2.53	1.36	2.57	2.61	2.65
Percent White, non-Hispanic enrollment											
More than 95 percent	5.49	4.59	3.53	6.50	5.45	5.21	4.86	†	4.37	6.84	5.83
More than 80 to 95 percent	1.84	1.26	1.31	3.03	1.33	2.29	2.47	1.39	2.93	2.83	1.84
More than 50 to 80 percent	1.55	1.28	1.20	2.39	1.73	1.74	2.25	1.45	2.61	2.25	1.77
50 percent or less	1.24	0.53	0.86	2.32	1.32	1.33	2.45	1.23	2.37	1.98	1.76

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-8. Standard errors for the percentage of public schools that had a written plan describing procedures to be performed in select crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2015–16

School characteristic	Had a written plan describing procedures to be performed in select crisis scenarios							Drilled students on the use of emergency procedures				
	Active shooter	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents	Suicide threat or incident	Pandemic flu	Post-crisis reunification of students with their families	Evacuation	Lockdown	Shelter-in-place	
All public schools	0.78	0.57	1.30	0.87	1.26	1.11	1.49	1.09	1.02	0.78	1.12	
Level												
Primary	1.22	0.86	2.07	1.36	1.84	1.76	2.26	1.39	1.60	0.95	1.56	
Middle	0.94	0.79	1.73	0.87	1.78	1.06	1.91	1.49	0.96	0.86	1.91	
High school	1.07	0.79	1.79	0.76	1.74	1.03	1.96	1.49	1.23	1.05	1.57	
Combined	3.24	2.99	5.96	2.76	5.24	3.57	6.23	4.49	3.33	5.17	6.55	
Enrollment size												
Less than 300	2.48	1.82	3.55	2.74	2.97	2.94	3.73	2.76	2.93	2.47	3.47	
300–499	1.28	1.01	2.97	1.31	3.05	2.16	3.44	2.14	2.13	1.51	2.23	
500–999	1.39	0.74	2.18	1.06	1.90	1.54	2.05	1.57	1.04	0.78	1.70	
1,000 or more	0.76	0.99	2.40	0.37	1.95	0.88	2.40	1.44	1.30	0.78	1.92	
Urbanicity												
City	1.76	1.03	2.93	1.83	2.27	2.72	2.68	1.82	1.37	1.26	2.27	
Suburb	1.25	1.00	2.56	1.29	2.22	1.53	2.42	1.82	1.46	0.89	1.72	
Town	1.92	1.48	3.87	1.55	3.43	3.47	3.94	3.11	2.20	0.83	3.71	
Rural	1.71	1.23	2.84	1.79	2.45	2.38	2.87	2.17	1.60	1.85	2.63	
Percent White, non-Hispanic enrollment												
More than 95 percent	2.17	3.13	5.63	2.09	5.45	5.38	5.85	4.18	3.02	5.41	6.69	
More than 80 to 95 percent	1.45	0.98	2.97	1.73	2.49	1.92	2.66	2.38	1.96	1.37	2.77	
More than 50 to 80 percent	1.40	1.27	2.74	1.75	2.51	2.54	2.79	1.91	2.04	0.47	2.15	
50 percent or less	1.53	0.80	2.57	1.08	2.22	2.07	2.40	1.74	1.15	1.11	2.05	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-9. Standard errors for the percentage of public schools with one or more full-time or part-time security staff present at least once a week, by type of security staff and selected school characteristics: School year 2015–16

School characteristic	School Resource Officers			Sworn law enforcement officers			Security guards or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	1.27	0.85	0.93	0.90	0.51	0.81	1.07	1.01	0.58
Level									
Primary	1.99	1.13	1.46	1.36	0.74	1.25	1.60	1.44	0.95
Middle	1.71	1.92	1.80	1.18	1.00	0.95	1.34	1.31	0.82
High school	1.73	1.76	1.67	1.57	1.11	1.11	1.49	1.56	1.05
Combined	5.05	4.11	3.36	2.60	†	2.39	3.43	3.15	2.62
Enrollment size									
Less than 300	3.12	1.64	2.38	2.02	1.24	1.57	2.63	2.38	1.29
300–499	2.74	1.80	2.15	1.83	1.01	1.58	1.80	1.89	1.03
500–999	2.06	1.45	1.80	1.22	0.74	1.22	1.79	1.46	0.99
1,000 or more	1.58	1.82	1.39	2.17	1.95	1.24	2.04	2.12	1.54
Urbanicity									
City	2.50	1.92	2.41	1.76	0.79	1.69	2.99	2.87	1.41
Suburb	2.34	1.51	1.96	1.69	1.05	1.34	1.62	1.43	1.05
Town	3.84	3.05	3.93	2.90	1.98	2.31	2.05	1.31	1.53
Rural	2.73	1.96	2.39	1.22	0.81	1.07	1.15	0.68	1.09
Percent White, non-Hispanic enrollment									
More than 95 percent	5.41	3.58	4.97	3.02	†	2.39	2.21	0.92	†
More than 80 to 95 percent	2.65	2.24	2.06	1.91	1.06	1.41	1.39	0.87	1.05
More than 50 to 80 percent	2.22	1.52	2.03	1.59	0.82	1.47	1.32	0.89	1.05
50 percent or less	2.29	1.54	1.84	1.39	0.79	1.26	2.00	2.04	1.11

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-10. Standard errors for the number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2015–16

School characteristic	Number of schools with a sworn law enforcement officer (including SROs) who routinely:				Of all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Of schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely:				
	Total number of schools	Carries a stun gun	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera	Carries a stun gun	Carries chemical aerosol sprays	Carries a firearm		Wears a body camera	Carries a stun gun	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera
All public schools	210	1,140	1,140	1,260	560	1.38	1.37	1.50	0.67	1,210	1.80	1.72	1.16	1.36
Level														
Primary	180	990	970	1,150	450	2.01	1.99	2.35	0.92	1,130	3.53	3.57	2.39	2.51
Middle	30	330	270	240	150	2.09	1.72	1.52	0.94	250	2.49	2.14	1.17	1.38
High school	50	240	220	200	160	1.86	1.74	1.55	1.23	210	2.13	2.09	0.96	1.64
Combined	120	300	280	330	140	4.89	4.48	5.34	2.26	340	8.42	7.49	3.38	5.07
Enrollment size														
Less than 300	190	580	520	610	200	3.21	2.85	3.38	1.09	610	6.64	5.81	3.20	3.49
300–499	110	650	600	680	340	2.60	2.41	2.70	1.34	700	4.55	3.99	2.32	3.10
500–999	90	610	530	680	400	1.94	1.67	2.16	1.25	700	2.74	2.26	2.03	2.18
1,000 or more	10	190	190	150	150	2.23	2.15	1.65	1.74	140	2.39	2.37	0.79	2.01
Urbanicity														
City	110	480	520	670	170	2.10	2.24	2.89	0.76	680	3.57	4.03	3.40	1.87
Suburb	90	570	530	620	250	2.09	1.92	2.28	0.90	650	2.87	2.72	2.21	1.87
Town	80	380	420	390	320	3.43	3.79	3.56	2.90	410	3.63	4.21	1.50	4.81
Rural	150	500	490	550	320	2.26	2.22	2.48	1.43	590	4.29	3.39	1.93	2.94
Percent White, non-Hispanic enrollment														
More than 95 percent	550	290	300	370	120	5.37	5.46	6.55	2.34	360	8.62	8.32	3.85	5.33
More than 80 to 95 percent	900	580	650	720	330	2.46	2.58	2.59	1.54	760	3.72	3.72	2.35	3.06
More than 50 to 80 percent	800	610	570	600	350	2.72	2.55	2.74	1.58	590	3.50	3.72	1.93	3.23
50 percent or less	1,110	700	600	760	300	2.07	1.93	2.36	0.89	820	2.78	2.85	1.92	1.64

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

Table A-11. Standard errors for the percentage distribution of public schools reporting that their efforts to reduce or prevent crime were limited in a major way, a minor way, or not at all, by selected factors: School year 2015–16

Factor	Efforts to reduce or prevent crime were limited in a major way	Efforts to reduce or prevent crime were limited in a minor way	Efforts to reduce or prevent crime were not limited at all
Lack of or inadequate teacher training in classroom management	0.63	1.34	1.35
Lack of or inadequate alternative placements or programs for disruptive students	1.20	1.50	1.52
Likelihood of complaints from parents	0.60	1.02	1.18
Lack of teacher support for school policies	0.48	1.19	1.23
Lack of parental support for school policies	0.70	1.44	1.52
Teachers' fear of student retaliation	0.32	1.22	1.20
Fear of litigation	0.82	1.38	1.51
Inadequate funds	1.31	1.34	1.49
Inconsistent application of school policies by faculty or staff	0.65	1.35	1.37
Fear of district or state reprisal	0.51	1.20	1.21
Federal, state, or district policies on disciplining special education students	1.12	1.21	1.45
Federal policies on discipline and safety other than those for special education students	0.74	1.25	1.35
State or district policies on discipline and safety other than those for special education students	0.83	1.28	1.38

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS), 2016.

**Appendix B:
Methodology and Technical Notes**

Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS), a nationally representative survey of U.S. public schools, is managed by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education's Institute of Education Sciences. SSOCS is the only recurring federal survey collecting detailed information on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel, as well as other indices of school safety. SSOCS collects extensive data from public school principals to provide information on crime and safety from the schools' perspective. Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted six times, covering the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 school years. A seventh collection is planned for school year 2017–18.

SSOCS was developed by NCES, and the first five administrations of the survey were funded by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. Funding for the 2015–16 SSOCS (SSOCS:2016) was supported by the National Institute of Justice through its Comprehensive School Safety Initiative, which was developed in response to a 2014 congressional appropriation to conduct research about school safety.

The responsibility for the design and conduct of the survey continues to rest with NCES and the SSOCS:2016 data collection was administered by the U.S. Census Bureau. Data collection began on February 22, 2016, when questionnaire packets were mailed to sampled schools and continued through July 5, 2016. A total of 2,092 public schools submitted complete questionnaires: 516 primary schools, 719 middle schools, 774 high schools, and 83 combined schools.

Sample Design

The sampling frame for SSOCS:2016 was constructed using the 2013–14 Public Elementary/Secondary School Universe data file of the Common Core of Data (CCD), an annual data collection of all public K–12 schools and school districts. The SSOCS sampling frame was restricted to regular public schools in all 50 states and the District of Columbia (including charter schools).

The objectives of the SSOCS sampling design are twofold: (1) to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and (2) to yield precise estimates of change in these indicators between 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16. To attain these objectives, a stratified sample of 3,553 regular public schools was drawn for SSOCS:2016. The same general sampling design—including stratification variables, number of strata, method of sample allocation, and sorting of variables before selection—was used for SSOCS:2016 as for the previous survey administrations.¹

¹ Adopting the same basic design for all survey administrations increases the precision of the estimates of change.

The initial goal of SSOCS:2016 was to collect data from at least 2,550 schools. Because the majority of school violence is reported in middle and high schools, a larger proportion of the target respondent count of 2,550 schools was allocated to middle and high schools. The target respondent count 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—school level, locale, and enrollment size—were used to create strata (i.e., groups) in SSOCS:2016, with the population of schools stratified into four school levels,² four locale categories,^{3,4} and four enrollment size categories⁵ (Neiman 2011; Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004). The expected respondent count within 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 categories of locale. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell.

The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum. The strata were sorted by percent White, non-Hispanic enrollment,⁶ region,⁷ state, and school district, and a sample of 3,553 schools was selected using a systematic design, with a constant sampling rate in each stratum. For more information on the sample design, see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Data Collection

SSOCS:2016 was conducted as a mail survey with telephone follow-up. Four months before the onset of data collection, the U.S. Census Bureau began working with school districts who require prior approval before allowing sampled schools in their district to participate in the survey. On February 18, 2016, the principals of the 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. Advance letters were also mailed to Chief State School Officers and Superintendents to notify them about the survey and to request that they encourage schools under their purview to participate.

On February 22, 2016, 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: 2015–16 School Survey on Crime and Safety Questionnaire for a copy of the SSOCS:2016 questionnaire.

² The four school levels are primary, middle, high, and combined.

³ The four locale categories are city, suburb, town, and rural.

⁴ Starting with 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 enrollment size categories are less than 300 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁶ The four categories of percent White, non-Hispanic enrollment are more than 95 percent, more than 80 percent to 95 percent, more than 50 percent to 80 percent, and 50 percent or less.

⁷ The four regions are the Northeast, Midwest, South, and West.

Three weeks after the initial mailout, a reminder telephone operation began. The primary objective of the reminder telephone operation was to follow up with the principal or school contact to determine the status of the questionnaire; 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. For a survey to be considered complete in SSOCS:2016, answers were required for at least 162 of the 296 total subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items). Of the 296 total subitems, 92 were categorized as critical; for a case to be considered complete, responses were required for at least 75 of the critical subitems. Responses provided to the critical subitems counted toward the total 162 subitem responses needed for a survey to be considered complete. Items 26 and 35 (whose subitems were all categorized as critical) had additional completion criteria; responses were required for at least 18 of the 30 subitems within item 26 and at least 6 of the 25 subitems within item 35. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2016 data file. If a questionnaire that was considered to be complete at the end of data collection contained missing values, the missing values were imputed, i.e., the missing values were replaced with estimates derived from data reported by schools with similar characteristics or from data available on the sampling frame. Data collection ended on July 5, 2016.

More detailed information about the SSOCS:2016 data collection and data processing procedures can be found in the *School Survey on Crime and Safety: 2015–16 Data File User's Manual* (Jackson et al. 2017).

Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2016 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:2016 sampling weights are described below.

Each school was assigned an initial (base) weight equal to the ratio of the number of schools available in the sampling frame in the school's stratum to the number of schools sampled from the school's stratum. In other words, a school's base weight was equal to the inverse of the sampling rate within its stratum. The weights were adjusted to correct for nonresponse by multiplying each school's base weight by the inverse of the response rate within the school's adjustment cell. Adjustment cells were defined using variables available in the sampling frame. A Chi-Squared Interaction Detection (CHAID) analysis, which automatically identifies variables predictive of response, was used to define the adjustment cells. The CHAID analysis identified the following variables as being predictive of response: school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. Variables that are predictive of response are likely to be sources of nonresponse bias. These

variables were therefore used to define the weighting adjustment cells. The nonresponse adjustments allowed the weighted distribution of the responding schools to resemble the initial distribution of the total sample (see the section below on nonresponse bias analysis).

The nonresponse-adjusted weights were then raked to agree with known population counts, which were obtained from the sampling frame, by school level, enrollment size, and locale. This step helps to reduce bias in the estimates due to nonresponse and/or undercoverage, and may improve the precision of some estimates. The three variables used for raking (i.e., school level, enrollment size, and locale) have been shown to be correlated with school crime (Neiman 2011; 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 using the base weights (i.e., prior to nonresponse adjustments). 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 3,553 cases selected for participation in SSOCS:2016, as well as the unweighted and weighted unit response rates by selected school characteristics.⁸ The overall weighted⁹ unit response rate was 62.9 percent.

Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than 85 percent, a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2016 (U.S. Department of Education 2014).

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. The variables used in the unit nonresponse bias analysis were school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. These variables are available for all U.S. public schools from the CCD, and thus were known for all schools sampled for SSOCS:2016 regardless of whether they responded. For such characteristics, bias can be measured directly. The analysis found that, based on these characteristics, there were significant differences between responding and nonresponding

⁸ Schools known to be ineligible (e.g., schools that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or were found not to be a school providing classroom instruction) are excluded from the response rate. While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES and those schools that either did not respond or did not submit a complete survey) were also ineligible, the calculation of the unweighted and weighted response rate assumed that all nonresponding schools were eligible. This is the most conservative approach to calculating the response rate.

⁹ The weighted response rate is calculated by applying the inverse of the probability of selection (including the sampling adjustment factor) to the calculation of the unweighted response rate.

schools. For example, schools with an enrollment of 1,000 students or more, urban schools, and schools in which less than 50 percent of students are White, non-Hispanic were significantly underrepresented among respondents, relative to their share of the target population. To provide a fuller picture of the risk of bias in key estimates, correlations between these frame characteristics and survey variables were analyzed, and key estimates were compared between the lowest propensity respondents (i.e. schools with characteristics resembling those of nonrespondents) and other respondents. The frame characteristics (which are known for both respondents and nonrespondents) were found to be correlated with a number of survey variables (which are known only for respondents). This implies that the observed bias in frame characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2016 estimates.

A CHAID analysis was conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on the CHAID analysis, the base weights were adjusted for potential nonresponse bias in school level, locale, enrollment size, percent White, non-Hispanic enrollment, region, percent of students eligible for free lunch, pupil-teacher ratio, and the number of FTE teaching staff. When the nonresponse-adjusted weights were applied, no significant bias remained in any of these characteristics. Because these characteristics are known to be correlated with survey variables, this suggests that the weighting adjustments incorporated into the SSOCS:2016 weights help to mitigate nonresponse bias in key estimates. However, some estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates.

For more information on the analysis of unit nonresponse, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Table B-1. Unweighted and weighted unit response rates, by selected school characteristics: School year 2015–16

School characteristic	Initial sample	Completed Survey ¹	Non-Respondents ²	Ineligible ³	Weighted response rate (percent) ⁴
Total	3,553	2,092	1,442	19	62.9
Level ⁵					
Primary	849	516	325	8	63.6
Middle	1,230	719	508	3	60.4
High school	1,347	774	567	6	60.2
Combined	127	83	42	2	69.7
Enrollment size					
Less than 300	349	234	107	8	73.0
300–499	702	426	273	3	62.3
500–999	1,384	831	546	7	60.2
1,000 or more	1,118	601	516	1	53.8
Locale					
City	1,083	558	517	8	52.2
Suburb	1,362	781	576	5	60.7
Town	428	295	130	3	68.6
Rural	680	458	219	3	73.9
Percent White, non-Hispanic enrollment					
More than 95 percent	147	108	39	0	74.1
More than 80 to 95 percent	801	543	255	3	71.5
More than 50 to 80 percent	1,025	606	414	5	63.0
50 percent or less	1,580	835	734	11	56.2
Region					
Northeast	602	338	262	2	61.6
Midwest	788	501	283	4	66.3
South	1,346	765	575	6	61.6
West	817	488	322	7	62.5

¹ For a survey to be considered complete in SSOCS:2016, answers were required for at least 162 of the 296 total subitems eligible for recontact (i.e., all subitems in the questionnaire except those associated with the introductory items). Of the 296 total subitems, 92 were categorized as critical and respondents were required to provide answers for at least 75. Responses provided to the critical subitems counted toward the total 162 subitem responses needed for a survey to be considered complete. Items 26 and 35 (whose subitems were all categorized as critical) had additional completion criteria; respondents had to provide responses for at least 18 of the 30 subitems within item 26 and at least 6 of the 25 subitems within item 35. Questionnaires that did not meet established completion criteria were considered incomplete and are excluded from the SSOCS:2016 data file.

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

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” generally 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 only tutoring services).

⁴ The weighted response rate is calculated by applying the inverse of the probability of selection (including the sampling adjustment factor) to the calculation of the unweighted response rate.

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2015–16 School Survey on Crime and Safety (SSOCS:2016).

Item Response Rates

Just as some principals chose to not respond to the SSOCS:2016 survey request, there were some principals who did respond but did not 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 to which the item was applicable. Weighted item response rates are calculated in the same way by weighting each school by the inverse of its probability of selection.

Weighted¹⁰ item-level response rates in SSOCS:2016 were generally high, ranging from 82 to 100 percent. Of the 273 subitems in the SSOCS questionnaire (i.e., all of the subitems except those associated with the 23 introductory items), most (248) had response rates greater than 95 percent, 23 had response rates between 85 and 95 percent, and 2 had response rates less than 85 percent. The two subitems with weighted response rates less than 85 percent are listed below:

- C0326—Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 84 percent)
- C0330—Number of recorded incidents of physical attacks or fights without a weapon (weighted response rate of 82 percent)

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 for a particular item is determined by the following factors: the level of item response, the differences between item respondents and item nonrespondents in the characteristic being measured by the item, and the distribution of item responses across categories of auxiliary variables. Two survey subitems out of 273 subitems examined in this analysis (C0326 and C0330) had a weighted item response rate lower than 85 percent. These subitems were examined for potential bias per NCES standards. Using extreme assumptions for imputation, both were sensitive to the potential effects of nonresponse bias.

Distributions of two survey subitems and eight sampling frame variables were compared between respondents and nonrespondents to subitems C0326 and C0330. Survey subitems C0560 (perceived level of crime in students' neighborhood) and C0562 (perceived level of crime in the school's neighborhood), which are likely to be correlated with responses to critical items, have high item response rates. Sub-items C0560 and C0562 both had weighted item response rates above 99 percent. The eight sampling frame variables used in the analysis were school locale, number of full-time-equivalent teachers, school level, region, percent White, non-Hispanic enrollment, enrollment size, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. Results of the analyses indicated that the potential for bias was not enough to warrant the exclusion of C0326 and C0330 from the data file. More detailed information on

¹⁰ Base weights (which are equal to the inverse of each school's probability of selection) were used to calculate item response rates.

the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

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. When completed SSOCS:2016 surveys contained some level of item nonresponse after the conclusion of the data collection phase, imputation procedures were used to create values for all questionnaire items with missing information.

The imputation methods utilized in SSOCS:2016 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: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

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:2016, 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 associated with the estimates discussed in this report can be found in Appendix A. The standard errors for a range of survey estimates can be computed by using a statistical package such as SAS, Stata, R, 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: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Nonsampling error

“Nonsampling error” is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents’ interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For SSOCS, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive testing of the new and revised questionnaire items was conducted with public school principals or the person most knowledgeable about school crime and policies to provide a safe environment in their school. Cognitive testing provided the opportunity to check for consistency

of interpretation of questions and definitions as well as to eliminate ambiguous items. The questionnaire items were also extensively reviewed by NCES, a technical review panel consisting of some of the nation's top experts on school crime, and the National Institute of Justice, a partner federal agency who contributed funding for SSOCS:2016. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data entered for all surveys, received by mail or telephone, were extensively reviewed to identify anomalies and verify that data were entered correctly.

Statistical Tests

The analyses in this report use tests of significance based on a two-tailed Student's *t* statistic at the .05 level. Adjustments for multiple comparisons were not included. The *t* statistic between estimates from various subgroups presented in the tables can be computed by using the following formula:

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

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

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.
- Jackson, M., Kemp, J., Hummel, S., Cox, C., Gbondo-Tugbawa, K., and Simon, D. (2017). *School Survey on Crime and Safety: 2015–16 Data File User's Manual* (NCES 2017-129). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Langbein, L., and Bess, R. (2002). Sports in Schools: Source of Amity or Antipathy? *Social Science Quarterly*, 83(2): 436–54.
- 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. (2011). *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2009–10* (NCES 2011-320). U.S. Department of Education, National Center for Education Statistics. Washington, DC.
- U.S. Department of Education, National Center for Education Statistics. (2014). *NCES Statistical Standards* (NCES 2014-097). Washington, DC: U.S. Government Printing Office.

This page is intentionally left blank

Appendix C: Description of Variables

Description of Variables

Several variables from the 2015–16 School Survey on Crime and Safety (SSOCS:2016) were used to produce the tables in this report. This appendix identifies all of the variables used to generate each table. Listed first are the school characteristic, or row, variables that appear in all tables in this report (except table 11). These school characteristic variables are listed in the order in which they appear in the tables. Listed after the school characteristics are the column variables for each table. Note that many terms used in the SSOCS questionnaire have a formal definition. These definitions can be found on pages D-4 and D-5 of this report, as part of Appendix D: 2015–16 School Survey on Crime and Safety Questionnaire. For more information about how variables are coded, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

School Characteristic (Row) Variables

School Level (FR_LVL): This variable was created using the 2013–14 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 lowest grade and highest grade in the school. “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 2013–14 CCD Public Elementary/Secondary School Universe data file. The enrollment size categories are (1) less than 300 students, (2) 300–499 students, (3) 500–999 students, and (4) 1,000 or more students.

*Locale (FR_LOC12 and FR_URBAN)*¹: This collapsed variable was constructed from a variable in the 2013–14 CCD Public Elementary/Secondary School Universe data file that is composed of 12 locale categories. For the sample size to be large enough in each cell, the 12 categories were collapsed into a four-level locale variable with the following values: (1) “city,” (2) “suburb,” (3) “town,” and (4) “rural.” The variables were collapsed according to the following criteria²:

City:

11= Large: Territory inside an urbanized area and inside a principal city with a population of at least 250,000.

¹ The 12-category locale variable was first used in SSOCS:2008. In SSOCS administrations prior to 2008, an eight-category CCD variable was used to create the locale variable. For this reason, 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 locale category represents the two-digit urban-centric code assigned to the category in the CCD data file.

12 = Midsize: Territory inside an urbanized area and inside a principal city with a population of at least 100,000 but less than 250,000.

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

Suburb:

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

22 = Midsize: Territory inside an urbanized area and outside a principal city with a population of at least 100,000 but less than 250,000.

23 = Small: Territory inside an urbanized area and outside a principal city with a population of 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 or 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 or 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, non-Hispanic enrollment (FR_PERWT): The percent White, non-Hispanic enrollment classification categories were created using the school enrollment data in the 2013–14 CCD Public Elementary/Secondary School Universe data file. The percent White, non-Hispanic 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 (CENREGN)*³: Regions are defined by the U.S. Census Bureau. This variable was created during sampling using the 2013–14 CCD Public Elementary/Secondary School Universe data file variable FIPS (Federal Information Processing Standard). The regions are (1) Northeast,

³ This variable appears only in table B-1.

(2) Midwest, (3) South, and (4) West. For a list of states in each region, please see the *School Survey on Crime and Safety: 2015–16 Data File User’s Manual* (Jackson et al. 2017).

Column Variables

Table 1

All Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338): This information is taken directly from items 26a_1–26ei_1 in the SSOCS:2016 questionnaire. A total count of all violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); physical attacks or fights without a weapon (C0330); threats of physical attack with a weapon (C0334); and threats of physical attack without a weapon (C0338) recorded by each school.

Serious Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0334): This information is taken directly from items 26a_1–26di_1 and 26ei_1 in the SSOCS:2016 questionnaire. A total count of serious violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); and threats of physical attack with a weapon (C0334) recorded by each school.

Thefts Recorded (C0342): This information is taken directly from item 26f_1 in the SSOCS:2016 questionnaire.

Other Incidents Recorded (C0346, C0350, C0354, C0355, C0358, C0362): This information is taken directly from items 26g_1–26l_1 in the SSOCS:2016 questionnaire. A total count of other incidents recorded was obtained by adding the number of recorded 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 26ei_1 in the SSOCS:2016 questionnaire.

Threats of Physical Attack Without a Weapon Recorded (C0338): This information is taken directly from item 26ei_1 in the SSOCS:2016 questionnaire.

Robberies Without a Weapon Recorded (C0322): This information is taken directly from item 26cii_1 in the SSOCS:2016 questionnaire.

Incidents of Hate Crimes (C0690): This information is taken directly from item 28 in the SSOCS:2016 questionnaire.

Table 3

Incidents of Distribution, Possession, or Use of Illegal Drugs Recorded (C0354): The count of recorded incidents of distribution, possession, or use of illegal drugs is taken directly from item 16i_1 in the SSOCS:2016 questionnaire.

Incidents of Distribution, Possession, or Use of Alcohol Recorded (C0358): The count of recorded incidents of distribution, possession, or use of alcohol is taken directly from item 16k_1 in the SSOCS:2016 questionnaire.

Inappropriate Distribution, Possession, or Use of Prescription Drugs Recorded (C0355): The count of recorded incidents of inappropriate distribution, possession, or use of prescription drugs is taken directly from item 16j_1 in the SSOCS:2016 questionnaire.

Incidents of Vandalism Recorded (C0362): The count of recorded incidents of vandalism is taken directly from item 16l_1 in the SSOCS:2016 questionnaire.

Table 4

Disciplinary Problems (C0374, C0376, C0378, C0381, C0383, C0382, C0380, C0384, C0386): This information is taken directly from items 32a–i in the SSOCS:2016 questionnaire. Respondents were asked to report, to the best of their knowledge, how often the following types of problems occurred at school: student racial or ethnic tensions (C0374), student bullying (C0376), student sexual harassment of other students (C0378), student harassment of other students based on sexual orientation (C0381), student harassment of other students based on gender identity (C0383), widespread disorder in classrooms (C0382), student verbal abuse of teachers (C0380), student acts of disrespect for teachers other than verbal abuse (C0384), and gang activities (C0386).

Table 5

Cyberbullying Problems (C0389, C0391, C0393): This information is taken directly from items 33a–c in the SSOCS:2016 questionnaire. Respondents were asked to report, to the best of their knowledge, how often the following problems occur: cyberbullying among students (C0389), school environment is affected by cyberbullying (C0391), and staff resources are used to deal with cyberbullying (C0393).

Table 6

Disciplinary Actions Received by Students for Involvement in the Use or Possession of a Weapon Other than a Firearm or Explosive Device (C0470, C0472, C0474, C0476): This information is taken directly from items 35b_2–35b_5 in the SSOCS:2016 questionnaire. Disciplinary actions include removals with no continuing school services for at least the remainder of the school year (C0470); transfers to specialized schools (C0472); out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474); and other disciplinary actions (suspension for less than 5 days, detention, etc.) (C0476).

Table 7

Existence of Violence Prevention Program Components (C0174, C0176, C0178, C0180, C0181, C0182, C0175, C0177, C0179, C0183, C0186): This information is taken directly from items

4a–k in the SSOCS:2016 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, or coaching of students by students (C0180); individual attention, mentoring, tutoring, or coaching of students by adults (C0181); recreational, enrichment, or leisure activities for students (C0182); student involvement in peer mediation (C0175); student court to address student conduct problems or minor offenses (C0177); student involvement in restorative circles (C0179); social emotional learning (SEL) training for students (C0183); and programs to promote a sense of community or social integration among students (C0186). Respondents were asked whether their schools had any of the aforementioned components as part of a formal program intended to prevent or reduce violence.

Table 8

Schools With a Written Plan that Describes Procedures to be Performed in Specific Crisis Scenarios (C0155, C0158, C0162, C0166, C0170, C0169, C0173, C0157): This information is taken directly from items 2a–h in the SSOCS:2016 questionnaire. Respondents were asked if their school has a written plan that describes procedures to be performed in the following scenarios: active shooter (C0155); natural disasters (C0158); hostages (C0162); bomb threats or incidents (C0166); chemical, biological, or radiological threats or incidents (C0170); suicide threat or incident (C0169); pandemic flu (C0173); and post-crisis reunification of students with their families (C0157).

Schools That Drill Students on the Use of Emergency Procedures (C0163, C0165, C0167): This information is taken directly from items 3a–c in the SSOCS:2016 questionnaire. Respondents were asked if their school drilled students on the use of the following emergency procedures: evacuation (C0163); lockdown (C0165); and shelter-in-place (C0167).

Table 9

Presence of School Resource Officers in Schools (C0236, C0238): This information is taken directly from items 18ai–aii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of School Resource Officers present at school at least once a week on a full-time (C0236) and part-time (C0238) basis.

Presence of Other Sworn Law Enforcement Officers in Schools (C0240, C0242): This information is taken directly from items 18bi–bii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week on a full-time (C0240) and part-time (C0242) basis.

Presence of Security Guards or Security Personnel in Schools (C0232, C0234): This information is taken directly from items 19ai–aii in the SSOCS:2016 questionnaire. Respondents were asked to report the number of security guards or other security personnel present at school at least once a week on a full-time (C0232) and part-time (C0234) basis.

Table 10

Practices of Sworn Law Enforcement Officers (C0620, C0622, C0624, C0626): This information is taken directly from items 13a–d in the SSOCS:2016 questionnaire. Respondents were asked whether sworn law enforcement officers (including School Resource Officers) at their school routinely engage in the following practices: carry a stun gun (C0620); carry chemical aerosol sprays (C0622); carry a firearm (C0624); and wear a body camera (C0626). To obtain a count of schools that have a sworn law enforcement officer, item 11 (C0610) was used.

Table 11

Limitations on Crime Prevention (C0280, C0282, C0284, C0286, C0288, C0290, C0292, C0294, C0296, C0298, C0300, C0302, C0304): This information is taken directly from items 23a–m in the SSOCS:2016 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); federal policies on discipline and safety other than those for special education students (C0302); and state or district policies on discipline and safety other than those for special education students (C0304).

This page is intentionally left blank

Appendix D:
2015–16 School Survey on Crime and Safety Questionnaire

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

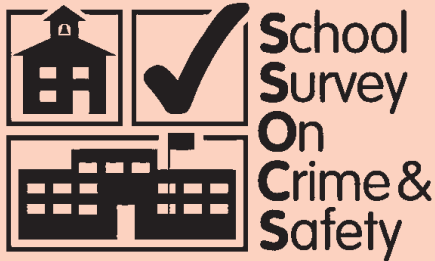
Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2015-16 SCHOOL YEAR

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



[Large white rounded rectangular area for name, address, and ZIP code entry]

(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 for Middle Level Education
Association of American Educators
Council of Chief State School Officers
Education Northwest
National Association of State Boards of Education
National Association of Elementary School Principals

National Association of School Resource Officers
National Association of Secondary School Principals
National PTA
National School Safety Center
School Safety Advocacy Council
UCLA Center for Mental Health in Schools
National Association of School Psychologists
School Social Work Association of America



Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) 20 U.S.C., § 9573]. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY:

[White rectangular area for response date]

FORM **SSOCS-1**
(1-8-2016)



DEFINITIONS

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

Active shooter – an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearm(s) and there is no pattern or method to their selection of victims.

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.

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

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

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

Evacuation – a procedure that requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should encompass relocation procedures and include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

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

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

Gender identity – means one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

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

Lockdown – a procedure that involves occupants of a school building being directed to remain confined to a room or area within a building with specific procedures to follow. A lockdown may be used when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms.

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

Mental health professionals – mental health services are provided by several different professions, each of which has its own training and areas of expertise. The types of professionals who may provide mental health services include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.

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

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Both male and female students can be victims of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 26a.]



DEFINITIONS – *Continued*

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

Restorative circle – a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community.

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

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

Sexual harassment – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. 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.

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

Shelter-in-place – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

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

Threat assessment team – a formalized group of persons who meet on a regular basis with the common purpose of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

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

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".
- Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- It is not necessary to consult any records for items 9 and 39. Please provide estimates for these questions.
- Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2015–16 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: DCB/PCSPU, Building 60A
1201 E. 10th Street
Jeffersonville IN 47132-0001

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 52 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, 550 12th Street, S.W., #4012, Washington, DC 20202.



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 6.**

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 6.



School Practices and Programs

1. During the 2015–16 school year, was it a practice of your school to do the following?

☛ If your school changed its practices during the school year, please answer regarding your most recent practice.

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Require visitors to sign or check in and wear badges	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Control access to school buildings during school hours (e.g., locked or monitored doors)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Require metal detector checks on students every day	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Perform one or more random metal detector checks on students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Equip classrooms with locks so that doors can be locked from the inside	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Close the campus for most or all students during lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Use one or more random dog sniffs to check for drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i.	Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j.	Require drug testing for athletes	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k.	Require drug testing for students in extra-curricular activities other than athletics	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l.	Require students to wear uniforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m.	Enforce a strict dress code	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n.	Provide school lockers to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o.	Require clear book bags or ban book bags on school grounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p.	Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident	1 <input type="checkbox"/>	2 <input type="checkbox"/>
q.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s.	Require students to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t.	Require faculty and staff to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u.	Use one or more security cameras to monitor the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>
v.	Provide telephones in most classrooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
w.	Provide two-way radios to any staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>
x.	Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers	1 <input type="checkbox"/>	2 <input type="checkbox"/>
y.	Prohibit <u>use</u> of cell phones and text messaging devices during school hours	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



2. Does your school have a written plan that describes procedures to be performed in the following scenarios?

		YES	NO
a. Active shooter*	155	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Natural disasters (e.g., earthquakes or tornadoes)	158	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hostages	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Bomb threats or incidents	166	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Suicide threat or incident	169	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Pandemic flu	173	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Post-crisis reunification of students with their families	157	1 <input type="checkbox"/>	2 <input type="checkbox"/>

3. During the 2015–16 school year, has your school drilled students on the use of the following emergency procedures?

☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

		YES	NO
a. Evacuation*	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Lockdown*	165	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Shelter-in-place*	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>

4. During the 2015–16 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., conflict resolution, anti- bullying* , dating violence* prevention)	174	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Behavioral or behavior modification intervention for students (including the use of positive reinforcements)	176	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Counseling, social work, psychological, or therapeutic activity for students	178	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual attention/mentoring/tutoring/coaching of students by students	180	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Individual attention/mentoring/tutoring/coaching of students by adults	181	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Recreational, enrichment, or leisure activities for students	182	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Student involvement in peer mediation	175	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Student court to address student conduct problems or minor offenses	177	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Student involvement in restorative circles* (e.g., "peace circles," "talking circles," "conflict circles")	179	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Social emotional learning (SEL) training for students (e.g., social skills, anger management, mindfulness)	183	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Programs to promote a sense of community/social integration among students	186	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



5. During the 2015–16 school year, did your school have a **threat assessment team*** or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

600 1 Yes
 2 No → **GO TO item 7 below.**

6. During the 2015–16 school year, how often did your school's **threat assessment team*** formally meet?

☛ Check one response.

- 602 1 At least once a week
 2 At least once a month
 3 On occasion
 4 Never

7. During the 2015–16 school year, did your school have any recognized student groups with the following purposes?

☛ Check "Yes" or "No" on each line.

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

Parent and Community Involvement at School

8. 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 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Provide training or technical assistance to parents in dealing with students' problem behavior	192 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Have a program that involves parents at school* helping to maintain school discipline	194 1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



9. 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 2015–16 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	Regularly scheduled parent-teacher conferences	198	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Special subject-area events (e.g., science fair, concerts)	200	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d.	Volunteered at school* or served on a committee	202	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

10. During the 2015–16 school year, 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 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Social service agencies	206	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Juvenile justice agencies	208	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Law enforcement agencies	210	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Mental health agencies	212	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Civic organizations/service clubs	214	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Private corporations/businesses	216	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Religious organizations	218	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



School Security Staff

11. During the 2015–16 school year, did you have any sworn law enforcement officers (including School Resource Officers) present **at your school*** at least once a week?

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

610 1 Yes

2 No → **GO TO item 19 on page 12.**

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

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	At any time during school hours	612 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	While students were arriving or leaving	614 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	At selected school activities (e.g., athletic and social events, open houses, science fairs)	616 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	When school/school activities were not occurring	618 1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Carry a stun gun (e.g., Taser gun)	620 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Carry chemical aerosol sprays (e.g., Mace, pepper spray)	622 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Carry a firearm*	624 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Wear a body camera	626 1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



14. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities **at your school***?

- ☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.
- ☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Motor vehicle traffic control	628	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	Security enforcement and patrol	630	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Maintaining school discipline	632	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Coordinating with local police and emergency team(s)	634	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Identifying problems in the school and proactively seeking solutions to those problems	636	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Training teachers and staff in school safety or crime prevention	638	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	Mentoring students	640	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)	642	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	Recording or reporting discipline problems to school authorities	644	1 <input type="checkbox"/> 2 <input type="checkbox"/>
j.	Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities)	646	1 <input type="checkbox"/> 2 <input type="checkbox"/>

15. During the 2015–16 school year, did your school have a sworn law enforcement officer (including School Resource Officers) present for all instructional hours every day that school was in session?

- ☛ Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- ☛ Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- ☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

648 1 Yes
2 No

16. During the 2015–16 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including School Resource Officers) at school?

650 1 Yes → **CONTINUE to item 17 on page 12.**
2 No → **GO TO item 18 on page 12.**

*Please use the definition on pages 2 and 3.



17. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas?

☛ Check "Yes," "No," or "Don't know" on each line.

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

18. 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.

☛ Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

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

		Number at your school*	
a. School Resource Officers (Include all career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.)		<input type="checkbox"/>	<input type="checkbox"/>
i. Full-time	236	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	238	<input type="checkbox"/>	0 <input type="checkbox"/> None
b. Sworn law enforcement officers who are not School Resource Officers		<input type="checkbox"/>	<input type="checkbox"/>
i. Full-time	240	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	242	<input type="checkbox"/>	0 <input type="checkbox"/> None

19. Aside from School Resource Officers or other sworn law enforcement officers, how many additional security guards or security personnel were present in your school at least once a week?

☛ If a security guard or other security personnel works full-time across various schools in the district, please count this person as "part-time" for your school.

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

		Number at your school*	
Security guards or security personnel		<input type="checkbox"/>	<input type="checkbox"/>
i. Full-time	232	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	234	<input type="checkbox"/>	0 <input type="checkbox"/> None

*Please use the definition on pages 2 and 3.



School Mental Health Services

20. During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed **mental health professional***?

- ☛ Check "Yes" or "No" for each type of service available to students, regardless of whether the service was used this school year.
- ☛ Please respond to each of these according to the definitions provided on pages 2 and 3.

		Service was available to students...														
		AT SCHOOL* by a mental health professional * employed by the school or district		AT SCHOOL* by a mental health professional * other than a school or district employee, funded by the school or district		OUTSIDE OF SCHOOL by a mental health professional * other than a school or district employee, funded by the school or district										
		YES	NO	YES	NO	YES	NO									
a.	Diagnostic assessment* for mental health disorders*	662	1	<input type="checkbox"/>	2	<input type="checkbox"/>	664	1	<input type="checkbox"/>	2	<input type="checkbox"/>	666	1	<input type="checkbox"/>	2	<input type="checkbox"/>
b.	Treatment* for mental health disorders*	668	1	<input type="checkbox"/>	2	<input type="checkbox"/>	670	1	<input type="checkbox"/>	2	<input type="checkbox"/>	672	1	<input type="checkbox"/>	2	<input type="checkbox"/>

21. During the 2015–16 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

- ☛ Check one response on each line.

			Limits in major way	Limits in minor way	Does not limit			
			1	2	3			
a.	Inadequate access to licensed mental health professionals*	674	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
b.	Inadequate funding	676	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
c.	Potential legal issues for school or district (e.g., malpractice, insufficient supervision)	678	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
d.	Lack of parental support in addressing their children's mental health disorders*	680	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
e.	Lack of community support for providing mental health services to students in your school	682	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
f.	Written or unwritten policies regarding the school's requirement to pay for the diagnostic assessment or treatment of students	684	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
g.	Reluctance to label students with mental health disorders* to avoid stigmatizing the child	686	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>

*Please use the definition on pages 2 and 3.



Staff Training

22. During the 2015–16 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 <input type="checkbox"/> 2 <input type="checkbox"/>
b.	Training in school-wide discipline policies and practices related to violence*	268	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c.	Training in school-wide discipline policies and practices related to cyberbullying*	265	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Training in school-wide discipline policies and practices related to bullying* other than cyberbullying*	267	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Training in school-wide discipline policies and practices related to alcohol and/or drug use	269	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Training in safety procedures (e.g., how to handle emergencies)	270	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	Training in recognizing early warning signs of students likely to exhibit violent behavior	272	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h.	Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD)	271	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	Training in recognizing physical, social, and verbal bullying* behaviors	273	1 <input type="checkbox"/> 2 <input type="checkbox"/>
j.	Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/> 2 <input type="checkbox"/>
k.	Training in positive behavioral intervention strategies	276	1 <input type="checkbox"/> 2 <input type="checkbox"/>
l.	Training in crisis prevention and intervention	277	1 <input type="checkbox"/> 2 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



Limitations on Crime Prevention

23. 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b.	Lack of or inadequate alternative placement/programs for disruptive students	282	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c.	Likelihood of complaints from parents	284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d.	Lack of teacher support for school policies	286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e.	Lack of parental support for school policies	288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f.	Teachers' fear of student retaliation	290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g.	Fear of litigation	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h.	Inadequate funds	294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i.	Inconsistent application of school policies by faculty or staff	296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j.	Fear of district or state reprisal	298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k.	Federal, state, or district policies on disciplining special education students*	300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l.	Federal policies on discipline and safety other than those for special education students*	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m.	State or district policies on discipline and safety other than those for special education students*	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Frequency of Crime and Violence at School

24. During the 2015–16 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

25. During the 2015–16 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 pages 2 and 3.



Number of Incidents

26. Please record the number of incidents that occurred **at school*** during the 2015–16 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	Column 2
	Total number of recorded incidents	Number reported to police or other law enforcement
a. Rape* or attempted rape*	310 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	312 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Sexual assault* other than rape* (include threatened rape*)	314 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	316 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Robbery* (taking things by force)		
i. With a weapon*	318 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	320 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	322 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	324 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Physical attack or fight*		
i. With a weapon*	326 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	328 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	330 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	332 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Threats of physical attack*		
i. With a weapon*	334 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	336 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
ii. Without a weapon*	338 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	340 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
f. Theft/larceny* (taking things worth over \$10 without personal confrontation)	342 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	344 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
g. Possession of a firearm or explosive device*	346 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	348 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
h. Possession of a knife or sharp object	350 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	352 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
i. Distribution, possession, or use of illegal drugs	354 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	356 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
j. Inappropriate distribution, possession, or use of prescription drugs	355 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	357 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
k. Distribution, possession, or use of alcohol	358 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	360 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
l. Vandalism*	362 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	364 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

*Please use the definition on pages 2 and 3.



27. Please record the number of arrests that occurred at your school during the 2015–16 school year. Please include all arrests that occurred **at school***, regardless of whether a student or non-student was arrested.

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

688 Number of arrests

0 None

28. During the 2015–16 school year, how many **hate crimes*** occurred **at your school***?

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

690 Number of **hate crimes***

0 None

→ GO TO item 30 below.

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

☛ Check "Yes" or "No" on each line.

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

		YES	NO
a. Race or color	692	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. National origin or ethnicity	694	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Gender	696	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Religion	698	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Disability	700	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Sexual Orientation*	702	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Gender Identity*	704	1 <input type="checkbox"/>	2 <input type="checkbox"/>

30. How many times during the 2015–16 school year were activities disrupted by unplanned 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

31. Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by other 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 pages 2 and 3.



Disciplinary Problems and Actions

32. 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	Student bullying* 376	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Student sexual harassment* of other students 378	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d.	Student harassment of other students based on sexual orientation* 381	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e.	Student harassment of other students based on gender identity* 383	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f.	Widespread disorder in classrooms 382	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g.	Student verbal abuse of teachers 380	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h.	Student acts of disrespect for teachers other than verbal abuse 384	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i.	Gang* activities 386	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

33. 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	School environment is affected by cyberbullying* 391	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Staff resources are used to deal with cyberbullying* 393	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

*Please use the definition on pages 2 and 3.



34. During the 2015–16 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?

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

*Please use the definition on pages 2 and 3.



35. During the 2015–16 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 0 <input type="checkbox"/> None	460 0 <input type="checkbox"/> None	462 0 <input type="checkbox"/> None	464 0 <input type="checkbox"/> None	466 0 <input type="checkbox"/> None
b.	Use/possession of a weapon* other than a firearm/explosive device*	468 0 <input type="checkbox"/> None	470 0 <input type="checkbox"/> None	472 0 <input type="checkbox"/> None	474 0 <input type="checkbox"/> None	476 0 <input type="checkbox"/> None
c.	Distribution, possession, or use of illegal drugs	478 0 <input type="checkbox"/> None	480 0 <input type="checkbox"/> None	482 0 <input type="checkbox"/> None	484 0 <input type="checkbox"/> None	486 0 <input type="checkbox"/> None
d.	Distribution, possession, or use of alcohol	488 0 <input type="checkbox"/> None	490 0 <input type="checkbox"/> None	492 0 <input type="checkbox"/> None	494 0 <input type="checkbox"/> None	496 0 <input type="checkbox"/> None
e.	Physical attacks or fights*	498 0 <input type="checkbox"/> None	500 0 <input type="checkbox"/> None	502 0 <input type="checkbox"/> None	504 0 <input type="checkbox"/> None	506 0 <input type="checkbox"/> None

36. During the 2015–16 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 <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 2.)	518 0 <input type="checkbox"/> None
b.	Students were transferred to specialized schools* <u>for disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 3.)	520 0 <input type="checkbox"/> None

*Please use the definition on pages 2 and 3.



School Characteristics: 2015–16 School Year

37. As of October 1, 2015, what was your school's total enrollment?

522 Students

38. 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 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="4"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
b. Limited English Proficient (LEP) _____	526 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="6"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
c. Special education students* _____	528 <input type="text" value="5"/> <input type="text" value="2"/> <input type="text" value="8"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
d. Male _____	530 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None

39. 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 15 th percentile on standardized tests _____	532 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
b. Likely to go to college after high school _____	534 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
c. Consider academic achievement to be very important _____	536 <input type="text" value="5"/> <input type="text" value="3"/> <input type="text" value="6"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None

40. 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 pages 2 and 3.



41. 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

42. 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

43. 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

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

Percent of students present	
568	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/>
	%
0	<input style="width: 20px; height: 20px;" type="checkbox"/> None

45. During the 2015–16 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 36b.)

☛ 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.

<p>a. Transferred <u>to</u> the school</p> <hr/>	<p>570 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input style="width: 20px; height: 20px;" type="checkbox"/> None</p>
<p>b. Transferred <u>from</u> the school</p> <hr/>	<p>572 <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>0 <input style="width: 20px; height: 20px;" type="checkbox"/> None</p>



46. Please provide the following dates:

		Month	Day	
a. Start date for your 2015–16 school year	574	<input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> /2015
b. End date for your 2015–16 school year	576	<input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> /2016
c. Date you completed the questionnaire	578	<input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> /2016

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

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

580 Minutes



Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: DCB/PCSPU, Building 60A
1201 E 10th Street
Jeffersonville, IN 47132-0001

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

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

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

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

<http://nces.ed.gov>

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

<http://www.fedstats.sites.usa.gov>

