

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

Findings From the School Survey on Crime and Safety: 2017–18

First Look



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July 2019

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Contents

	Page
Acknowledgements.....	iii
List of Tables	vii
List of Figures	x
Introduction.....	1
Selected Findings: School Year 2017–18.....	3
Estimate Tables and Figures	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: 2017–18 School Survey on Crime and Safety Questionnaire.....	D-1

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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 2017–18.....	6
2. Number and percentage of public schools with recorded incidents of physical attacks or fights (with and without a weapon) and threats of physical attack (with and without a weapon) 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 2017–18.....	8
3. Number and percentage of public schools with recorded incidents of robbery (with or without a weapon), theft, vandalism, 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 2017–18	9
4. Number and percentage of public schools with recorded incidents of possession of a firearm or explosive device; possession of a knife or sharp object; the distribution, possession, or use of alcohol or illegal drugs at school; inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2017–18	10
5. Percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2017–18.....	11
6. Number and percentage distribution 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, by type of disciplinary action and selected school characteristics: School year 2017–18.....	12
7. Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2017–18	13
8. Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2017–18.....	14
9. Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2017–18.....	16
10. 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 2017–18.....	17

Table	Page
11. 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 2017–18.....	18
12. 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 2017–18.....	19
13. Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2017–18	21
A-1. Standard errors for the 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 2017–18.....	A-2
A-2. Standard errors for the number and percentage of public schools with recorded incidents of physical attacks or fights (with and without a weapon) and threats of physical attack (with and without a weapon) 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 2017–18	A-3
A-3. Standard errors for the number and percentage of public schools with recorded incidents of robbery (with or without a weapon), theft, vandalism, 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 2017–18.....	A-4
A-4. Standard errors for the number and percentage of public schools with recorded incidents of possession of a firearm or explosive device; possession of a knife or sharp object; the distribution, possession, or use of alcohol or illegal drugs at school; inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2017–18	A-5
A-5. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2017–18	A-6
A-6. Standard errors for the number and percentage distribution 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, by type of disciplinary action and selected school characteristics: School year 2017–18	A-7
A-7. Standard errors for the percentage of public schools with various safety and security measures, by selected school characteristics: School year 2017–18	A-8

Table	Page
A-8. Standard errors for the percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2017–18	A-9
A-9. Standard errors for the percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2017–18.....	A-10
A-10. 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 2017–18.....	A-11
A-11. Standard errors for the 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 2017–18	A-12
A-12. 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 2017–18	A-13
A-13. Standard errors for the number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2017–18.....	A-14
B-1. Weighted unit response rates, by selected school characteristics: School year 2017–18.....	B-6
C-1. States within regions of the country as defined by the U.S. Census Bureau	C-3

List of Figures

Figure	Page
1. Number of recorded criminal incidents that occurred at school, by percent minority enrollment and incident type: School year 2017–18.....	7
2. Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures: School year 2017–18.....	15
3. 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 school enrollment size: School year 2017–18	20

Introduction

Using data from the School Survey on Crime and Safety (SSOCS), this report presents findings both on crime and violence in U.S. public schools and on the practices and programs schools have implemented to promote school safety. Developed and managed by the National Center for Education Statistics (NCES) of the U.S. Department of Education, SSOCS has been administered seven times, most recently during the 2017–18 school year. The 2017–18 SSOCS administration (SSOCS:2018) was funded by NCES, with supplemental funding provided by the National Institute of Justice.

SSOCS collects information from public school principals about the prevalence of violent and serious violent crimes occurring in their schools. Portions of this survey also focus on school security measures, school security staff, the availability of mental health services, parent and community involvement at school, and staff training. SSOCS data can be used to examine the relationship between violent incidents in schools and the programs, practices, and policies schools have in place to prevent and reduce crime.

The findings presented in this report are based on a nationally representative, stratified, random sample of 4,803 U.S. public schools.¹ Data collection for SSOCS:2018 began on February 20, 2018, and continued through July 18, 2018. While SSOCS has historically been conducted by mail with telephone and e-mail follow-up, the 2018 survey administration experimented with an online questionnaire. The 2018 survey administration also experimented with offering a \$10 cash incentive to a subset of sampled schools.

A total of 2,762 primary, middle, high, and combined schools provided complete questionnaires, yielding a weighted response rate of 62 percent. Per NCES Statistical Standards, a unit nonresponse bias analysis was performed since the weighted response rate was less than 85 percent. The results of this analysis suggest that 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:2018 removed most of the observed nonresponse bias in characteristics known for both respondents and nonrespondents. To the extent that missingness in the survey variables is correlated with the variables used to adjust for nonresponse, the nonresponse adjustments should serve to mitigate nonresponse bias in the SSOCS:2018 survey estimates (although some bias may remain after adjustment). For more information about SSOCS's methodology—including how response rates were calculated and the details of the nonresponse bias analysis—please see Appendix B: Methodology and Technical Notes.

The purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information. The tables in this report contain totals and percentages generated from bivariate cross-tabulation procedures. For a detailed description of the variables presented in the tables, please see Appendix C: Description of Variables. This report also includes selected findings and figures. These items demonstrate the range of information

¹ The SSOCS sample frame includes regular public schools, public charter schools, and schools with partial or total magnet programs. The SSOCS sample frame 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.

available from SSOCS:2018 data, rather than provide a comprehensive presentation of all observed differences.

Estimates from SSOCS:2018 are based on a random sample of K–12 schools and all results are weighted to represent the population of U.S. public schools. When using data from a sample, some margin of error will always be present because data are available from only a portion of the total population. Consequently, data from samples can provide only an approximation of the true or actual value. To account for sampling error, the comparisons drawn in the selected findings below have been tested for statistical significance at the .05 level using Student's *t* statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Due to the large sample size, many differences (no matter how substantively minor) are statistically significant; thus, only differences of 5 percentage points or more between groups are mentioned in the findings. For some selected findings that present counts, a 95% confidence interval is also presented. A 95% confidence interval can be constructed such that if an estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true population value. As a confidence interval presents the range of values that is likely to encompass the true or actual value, it provides an important indication of the margin of error for an estimate.

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

Selected Findings: School Year 2017–18

- During the 2017–18 school year, an estimated 962,300 violent incidents and 476,100 nonviolent incidents occurred in U.S. public schools nationwide.^{2,3} Seventy-one percent of schools reported having at least one violent incident, and 65 percent reported having at least one nonviolent incident (table 1) (figure 1).
- Some 66 percent of schools reported at least one physical attack or fight without a weapon, compared with 3 percent of schools that reported such an attack with a weapon (table 2).
- A higher percentage of schools located in towns reported at least one incident of theft at school (44 percent) than did schools located in cities (36 percent), suburbs (32 percent), and rural areas (29 percent). In contrast, a higher percentage of schools located in cities reported at least one incident of vandalism (40 percent) than did schools located in suburbs (33 percent), towns (31 percent), and rural areas (27 percent) (table 3).
- During the 2017–18 school year, there were an estimated 3,600 incidents nationwide involving the possession of a firearm or explosive device at school (table 4).⁴
- A higher percentage of middle schools reported that student bullying occurred at school at least once a week (28 percent) than did high schools (16 percent) or primary schools (9 percent). Also, higher percentages of middle and high schools reported that cyberbullying occurred at school or away from school at least once a week (33 and 30 percent, respectively) than did primary schools (5 percent) (table 5).
- Some 35 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 lasting 5 or more days, 14 percent involved the transfer of students to specialized schools, and 5 percent involved the removal of students with no continuing services for at least the remainder of the school year (table 6).
- Lower percentages of schools located in towns (38 percent) and rural areas (34 percent) reported having a threat assessment team during the 2017–18 school year than did schools located in cities (50 percent) and suburbs (49 percent) (table 7).
- Of the written plans that schools may have to address various crisis scenarios, the ones reported most commonly were for natural disasters (94 percent), active shooters (92 percent), and bomb threats or incidents (91 percent) (table 8) (figure 2).

² Violent incidents include rape, sexual assault other than rape, robbery (with or without a weapon), physical attack or fight (with or without a weapon), and threat of physical attack (with or without a weapon). Nonviolent incidents include theft; 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.

³ The 95% confidence interval for “violent incidents” ranges from 872,500 to 1,052,200. The 95% confidence interval for “nonviolent incidents” ranges from 449,700 to 502,600.

⁴ The 95% confidence interval for “incidents involving the possession of a firearm or explosive device” ranges from 2,800 to 4,300.

- Among schools with at least 50 percent minority enrollment, half (50 percent) reported involving students in restorative circles. Lower percentages of schools with less than 5 percent, 5–20 percent, and 20–50 percent minority enrollment reported involving students in restorative circles (28, 35, and 38 percent, respectively) (table 9).
- Schools were asked whether certain factors limited their efforts to reduce or prevent crime “in a major way.” The three factors reported most often were inadequate funds (36 percent); a lack of alternative placements or programs for disruptive students (34 percent); and federal, state, or district policies on disciplining special education students (19 percent) (table 10).
- About 46 percent of traditional public schools had a School Resource Officer present at school at least once a week, compared with only 19 percent of charter schools. Conversely, a higher percentage of charter schools than traditional public schools had a security guard or other security personnel present at least once a week (35 vs. 21 percent) (table 11).
- A higher percentage of schools with 1,000 or more students had at least one sworn law enforcement officer present who routinely carried a firearm (79 percent) than schools with 500–999 students (52 percent), schools with 300–499 students (36 percent), and schools with less than 300 students (34 percent) (table 12) (figure 3).
- In school year 2017–18, about 51 percent of schools provided diagnostic mental health assessments to evaluate students for mental health disorders and 38 percent provided treatment to students for mental health disorders (table 13).

Estimate Tables and Figures

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 2017–18

School characteristic	Violent incidents												
	Total number of schools	All violent ¹				Serious violent ²				Nonviolent incidents ³			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	82,300	58,200	70.7	962,300	19.6	17,500	21.3	54,400	1.1	53,200	64.6	476,100	9.7
School type													
Traditional public school	77,300	55,200	71.4	935,800	20.0	16,600	21.4	52,800	1.1	50,400	65.2	459,700	9.8
Charter school	5,000	3,000	59.3	26,500	11.3	‡	19.0	1,600	0.7	2,800	55.4	16,500	7.0
Level ⁴													
Primary	48,300	28,500	59.1	441,700	18.3	6,700	13.9	21,200	0.9	24,800	51.3	101,500	4.2
Middle	15,100	13,600	89.8	287,800	29.6	4,900	32.5	16,700	1.7	12,700	84.1	125,000	12.8
High school	12,600	11,400	90.4	205,200	16.0	4,500	35.5	14,300	1.1	11,300	89.4	225,400	17.6
Combined	6,300	4,700	74.4	27,600	11.1	1,400	22.9	2,200	0.9	4,400	70.4	24,200	9.7
Enrollment size													
Less than 300	16,800	8,900	53.1	74,000	20.3	2,300	13.7	4,500	1.2	8,000	47.4	36,500	10.0
300–499	24,900	17,200	69.2	242,400	22.7	4,400	17.9	15,800 !	1.5 !	15,200	61.2	83,500	7.8
500–999	31,700	23,800	75.0	430,300	19.9	7,000	22.0	18,200	0.8	21,900	69.0	155,400	7.2
1,000 or more	8,900	8,200	92.7	215,600	16.3	3,800	42.8	15,900	1.2	8,100	91.3	200,700	15.2
Locale													
City	22,500	16,900	75.0	377,600	26.2	5,200	23.1	14,300	1.0	15,700	69.8	157,600	11.0
Suburb	27,300	18,500	67.7	299,800	14.9	5,900	21.5	20,000	1.0	16,100	59.1	163,600	8.2
Town	10,500	7,600	72.0	118,400	21.1	2,100	20.4	5,800	1.0	7,400	70.0	65,300	11.6
Rural	22,000	15,200	69.3	166,500	18.3	4,300	19.5	14,300 !	1.6 !	14,000	63.6	89,700	9.9
Region													
Northeast	14,300	8,900	62.2	121,600	15.2	2,900	20.2	13,000 !	1.6 !	7,900	55.2	59,300	7.4
Midwest	19,500	14,000	71.7	226,100	21.6	4,000	20.3	7,600	0.7	13,100	67.2	103,500	9.9
South	29,200	21,100	72.4	364,600	19.4	5,800	20.0	17,300	0.9	19,000	65.0	158,400	8.4
West	19,200	14,100	73.3	250,000	21.0	4,800	25.1	16,400	1.4	13,200	68.4	154,800	13.0
Percent minority enrollment													
Less than 5 percent	5,100	3,300	64.4	28,500	15.8	‡	13.3	1,500	0.8	2,800	54.5	11,700	6.5
5 percent to less than 20 percent	19,500	12,900	66.0	119,500	11.7	3,400	17.6	7,700	0.7	12,800	65.8	94,000	9.2
20 percent to less than 50 percent	22,800	16,000	70.0	244,300	17.2	5,300	23.3	19,100	1.3	14,900	65.2	136,400	9.6
50 percent or more	34,900	26,100	74.7	570,100	24.9	8,100	23.2	26,100	1.1	22,700	65.0	234,000	10.2
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	15,000	8,600	57.6	72,400	7.0	2,600	17.5	6,100	0.6	8,200	54.4	68,300	6.6
26 to 50 percent	19,600	14,000	71.5	180,700	15.2	4,300	21.8	11,600	1.0	12,800	65.4	120,300	10.1
51 to 75 percent	20,600	15,400	74.7	256,500	22.0	4,200	20.2	10,400	0.9	14,700	71.2	127,900	11.0
76 to 100 percent	27,100	20,100	74.3	452,700	29.6	6,500	23.9	26,300	1.7	17,500	64.7	159,700	10.5

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 “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.

² “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.

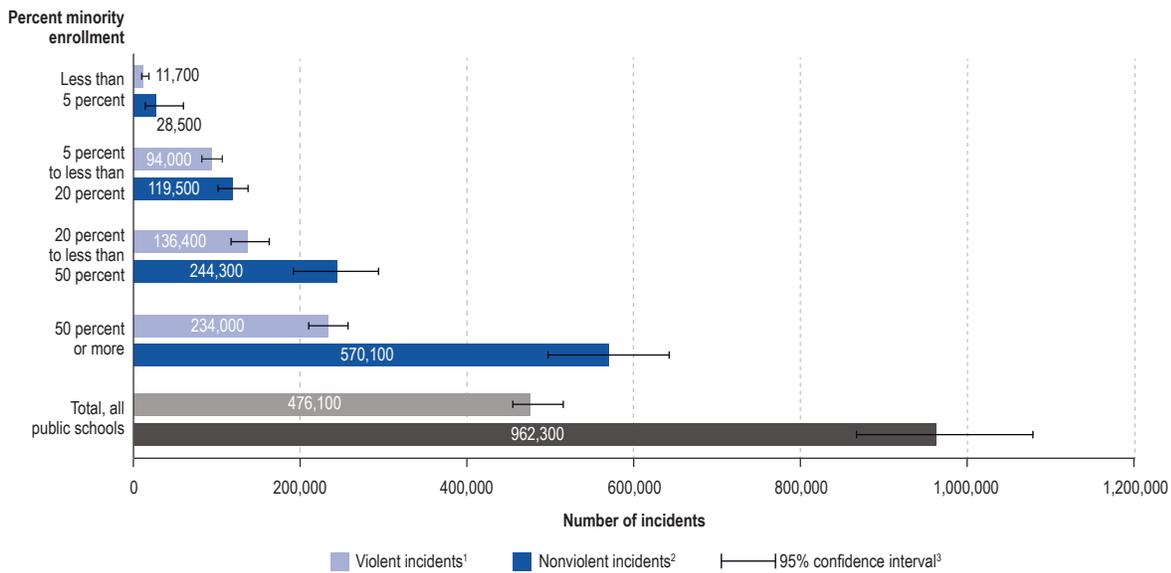
³ “Nonviolent incidents” include theft; possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

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 13. “Combined schools” include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Figure 1. Number of recorded criminal incidents that occurred at school, by percent minority enrollment and incident type: School year 2017–18



¹ “Violent incidents” include rape, sexual assault other than rape (including threatened rape), physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery (taking things by force) with or without a weapon.

² “Nonviolent incidents” include theft; 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.

³ If the estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true number of recorded criminal incidents that occurred at school.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 2. Number and percentage of public schools with recorded incidents of physical attacks or fights (with and without a weapon) and threats of physical attack (with and without a weapon) 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 2017–18

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	2,500	3.0	10,500	0.2	54,100	65.7	597,300	12.2	10,900	13.2	26,700	0.5	34,100	41.4	310,700	6.3
School type																
Traditional public school	2,200	2.9	10,200	0.2	51,300	66.4	582,300	12.4	10,500	13.6	26,100	0.6	32,700	42.3	300,800	6.4
Charter school	‡	‡	‡	‡	2,700	54.1	15,000	6.4	‡	7.3	‡	0.2	1,400	28.1	9,900	4.2
Level ¹																
Primary	‡	2.0	3,400	0.1	26,000	53.8	283,900	11.8	4,700	9.7	14,000	0.6	15,300	31.8	136,600	5.7
Middle	700	4.6	5,000	0.5	12,900	85.5	179,000	18.4	3,100	20.6	6,600	0.7	9,000	59.3	92,100	9.5
High school	500	4.0	1,700	0.1	10,800	85.9	118,900	9.3	2,400	19.3	5,000	0.4	7,600	60.5	72,000	5.6
Combined	‡	‡	‡	‡	4,300	68.6	15,500	6.2	‡	10.6	‡	0.4	2,200	34.2	10,000	4.0
Enrollment size																
Less than 300	‡	3.2	1,700	0.5	8,000	47.6	39,600	10.9	1,400	8.4	2,000	0.6	4,900	29.0	29,900	8.2
300–499	‡	2.2	1,800	0.2	15,900	63.8	143,100	13.4	2,600	10.5	10,000	0.9	9,700	38.8	83,500	7.8
500–999	1,000	3.0	2,900	0.1	22,200	70.1	287,800	13.3	4,800	15.2	10,000	0.5	13,600	42.9	124,300	5.7
1,000 or more	400	4.6	‡	‡	7,900	89.5	126,700	9.6	2,000	22.9	4,700	0.4	5,900	66.6	73,000	5.5
Locale																
City	800	3.4	2,500	0.2	15,900	70.6	237,500	16.5	3,100	13.8	5,700	0.4	10,000	44.7	125,800	8.7
Suburb	600	2.3	‡	‡	17,200	62.9	187,800	9.4	3,700	13.7	9,600	0.5	11,000	40.3	92,000	4.6
Town	‡	1.5	‡	‡	7,300	69.6	67,600	12.0	1,400	13.6	3,100	0.6	5,400	51.0	45,000	8.0
Rural	‡	4.1	2,700	0.3	13,700	62.3	104,400	11.5	2,600	11.9	8,200	0.9	7,700	34.9	47,800	5.3
Region																
Northeast	‡	4.2	2,400	0.3	8,000	55.9	64,500	8.1	1,600	11.3	‡	‡	5,100	35.3	44,100	5.5
Midwest	‡	2.6	900	0.1	13,100	66.9	130,500	12.5	2,600	13.6	4,600	0.4	8,400	43.2	87,900	8.4
South	600	2.1	2,800	0.1	20,300	69.5	251,700	13.4	3,800	12.9	8,900	0.5	11,700	40.0	95,600	5.1
West	700	3.8	‡	‡	12,700	66.0	150,600	12.7	2,800	14.8	5,900	0.5	8,900	46.2	83,000	7.0
Percent minority enrollment																
Less than 5 percent	‡	‡	‡	‡	3,200	62.6	18,300	10.2	‡	9.9	900	0.5	1,700	34.3	8,700	4.8
5 percent to less than 20 percent	‡	1.9	800	0.1	11,400	58.6	66,400	6.5	2,200	11.0	3,900	0.4	7,500	38.4	45,400	4.4
20 percent to less than 50 percent	‡	2.4	2,700	0.2	14,800	64.8	150,900	10.6	3,700	16.2	11,600	0.8	9,500	41.8	74,400	5.2
50 percent or more	1,400	4.1	6,900	0.3	24,700	70.7	361,600	15.8	4,500	13.0	10,300	0.4	15,300	43.9	182,300	8.0
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	‡	1.7	‡	‡	7,500	49.8	40,400	3.9	1,700	11.3	3,200	0.3	4,800	32.3	26,000	2.5
26 to 50 percent	‡	2.6	1,300	0.1	12,800	65.4	106,200	8.9	2,400	12.3	5,700	0.5	8,700	44.4	62,900	5.3
51 to 75 percent	‡	2.1	1,800	0.2	14,700	71.4	166,400	14.3	2,700	13.1	5,000	0.4	9,500	45.9	79,700	6.8
76 to 100 percent	1,300	4.6	6,800	0.4	19,100	70.4	284,300	18.6	4,100	15.1	12,800	0.8	11,100	40.9	142,100	9.3

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 "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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

NOTE: "Physical attack or fight" was defined for respondents as an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. "Weapon" was defined for respondents as any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others. "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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 3. Number and percentage of public schools with recorded incidents of robbery (with or without a weapon), theft, vandalism, 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 2017–18

School characteristic	Robbery (with or without a weapon) ^{1,2}				Theft ³				Vandalism ⁴				Hate crimes ⁵			
	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	3,100	3.8	9,100	0.2	27,500	33.4	132,500	2.7	27,200	33.1	100,600	2.0	1,600	1.9	5,700 !	0.1 !
School type																
Traditional public school	2,900	3.8	8,700	0.2	26,200	34.0	129,000	2.8	25,900	33.5	96,500	2.1	1,400	1.8	5,500 !	0.1 !
Charter school	‡	3.2 !	‡	‡	1,300	25.4	3,500	1.5	1,300	26.4	4,100	1.7	‡	3.5 !	‡	0.1 !
Level ⁶																
Primary	‡	1.7 !	2,300 !	0.1 !	9,400	19.5	29,500	1.2	12,000	25.0	40,400	1.7	‡	0.7 !	‡	‡
Middle	900	5.9	2,700	0.3	7,900	52.0	41,200	4.2	6,900	45.9	25,900	2.7	600	4.2	1,900	0.2
High school	1,200	9.3	3,700	0.3	8,000	63.3	55,000	4.3	6,200	49.1	28,700	2.2	600	4.5	1,100	0.1
Combined	‡	3.2 !	‡	‡	2,300	36.0	6,800	2.7	2,100	32.8	5,500	2.2	‡	‡	‡	‡
Enrollment size																
Less than 300	‡	1.2 !	‡	0.1 !	3,300	19.9	9,500	2.6	3,600	21.2	9,400	2.6	‡	0.7 !	‡	0.1 !
300–499	‡	2.7 !	1,900 !	0.2 !	6,900	27.7	24,700	2.3	7,400	29.6	26,600	2.5	‡	1.4 !	900 !	0.1 !
500–999	1,200	3.8	3,000	0.1	11,200	35.3	45,400	2.1	11,100	34.9	35,600	1.6	‡	1.8	‡	‡
1,000 or more	1,000	11.7	3,600	0.3	6,100	68.9	52,900	4.0	5,200	58.7	29,100	2.2	600	6.5	1,800	0.1
Locale																
City	1,100	4.7	3,200	0.2	8,000	35.6	44,500	3.1	9,100	40.3	37,800	2.6	‡	2.0 !	1,300 !	0.1 !
Suburb	1,000	3.8	2,800	0.1	8,600	31.5	45,700	2.3	9,100	33.1	31,400	1.6	700	2.4	1,700	0.1
Town	‡	3.5 !	1,000 !	0.2 !	4,600	43.8	18,200	3.2	3,300	31.0	12,600	2.2	‡	2.2 !	‡	‡
Rural	‡	2.8	2,000 !	0.2 !	6,300	28.7	24,100	2.6	5,800	26.6	18,900	2.1	‡	1.2 !	‡	‡
Region																
Northeast	‡	3.0	2,000 !	0.3 !	3,500	24.3	15,100	1.9	4,000	27.8	17,600	2.2	‡	2.8	1,400 !	0.2 !
Midwest	400	2.2	900	0.1	6,600	34.1	29,900	2.9	7,200	36.9	27,600	2.6	‡	1.2	400	#
South	1,200	4.1	3,300	0.2	10,500	35.8	51,900	2.8	7,800	26.8	23,600	1.3	‡	0.8 !	400 !	#
West	1,000	5.4	2,900	0.2	6,900	36.0	35,600	3.0	8,200	42.6	31,900	2.7	700	3.9	3,500 !	0.3 !
Percent minority enrollment																
Less than 5 percent	‡	‡	‡	‡	1,100	22.0	2,500	1.4	900	18.6	2,300	1.3	‡	‡	‡	‡
5 percent to less than 20 percent	500	2.8	1,700	0.2	6,400	32.8	24,900	2.4	6,400	32.6	19,400	1.9	400	2.2	900	0.1
20 percent to less than 50 percent	800	3.7	2,800 !	0.2 !	7,800	34.3	38,300	2.7	8,100	35.7	28,100	2.0	600	2.4	1,500 !	0.1 !
50 percent or more	1,600	4.6	4,400	0.2	12,200	34.8	66,800	2.9	11,800	33.8	50,800	2.2	600	1.7	‡	‡
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	‡	3.1	1,300	0.1	4,100	27.3	18,900	1.8	4,700	31.6	13,800	1.3	‡	2.2	900 !	0.1 !
26 to 50 percent	900	4.6	2,300	0.2	7,400	38.0	35,100	2.9	6,800	34.9	21,600	1.8	700	3.3	1,500	0.1
51 to 75 percent	600	3.0	1,600	0.1	7,900	38.1	35,400	3.0	7,400	35.9	26,300	2.3	‡	1.0	500	#
76 to 100 percent	1,100	4.1	3,900	0.3	8,100	30.0	43,100	2.8	8,300	30.5	38,900	2.5	‡	1.5	‡	‡

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 "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.

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

⁴ "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.

⁵ "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.

⁶ "Primary schools" are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. "Middle schools" are defined as schools in which the lowest grade is not higher 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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 4. Number and percentage of public schools with recorded incidents of possession of a firearm or explosive device; possession of a knife or sharp object; the distribution, possession, or use of alcohol or illegal drugs at school; inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2017–18

School characteristic	Possession of a firearm or explosive device ¹				Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	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	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	2,700	3.3	3,600	0.1	31,400	38.2	69,100	1.4	11,000	13.4	29,000	0.6	20,500	24.9	120,300	2.4	8,000	9.7	21,100	0.4
School type																				
Traditional public school	2,300	3.0	3,100	0.1	30,500	39.4	67,200	1.4	10,600	13.7	27,800	0.6	19,400	25.2	116,400	2.5	7,500	9.7	19,800	0.4
Charter school	‡	7.4 !	‡	0.2 !	900	18.8	1,900	0.8	‡	8.3	1,200 !	0.5 !	1,100	21.0	3,800	1.6	‡	9.1 !	‡	‡
Level ²																				
Primary	‡	1.3 !	‡	#	14,300	29.7	24,900	1.0	‡	1.4 !	‡	#	2,200	4.5	4,400	0.2	‡	1.0 !	‡	#
Middle	600	4.3	1,000	0.1	8,100	53.3	18,100	1.9	3,400	22.6	7,600	0.8	6,900	45.6	26,300	2.7	2,600	17.1	5,000	0.5
High school	1,200	9.6	1,700	0.1	6,800	53.8	22,000	1.7	6,000	47.9	18,700	1.5	9,600	76.3	85,100	6.6	4,200	33.5	14,200	1.1
Combined	‡	‡	‡	‡	2,200	35.5	4,100	1.6	‡	14.2	1,700	0.7	1,800	29.3	4,400	1.8	‡	10.8 !	1,500 !	0.6 !
Enrollment size																				
Less than 300	‡	0.9 !	‡	0.1 !	3,700	22.0	6,300	1.7	1,100	6.4	1,800	0.5	2,100	12.4	6,900	1.9	‡	4.0 !	2,400 !	0.7 !
300–499	‡	2.2 !	‡	0.1 !	9,300	37.3	16,700	1.6	1,400	5.6	2,800	0.3	4,100	16.6	10,400	1.0	1,200	4.8	1,700	0.2
500–999	1,100	3.3	1,300	0.1	12,700	40.1	26,900	1.2	4,000	12.8	8,600	0.4	7,400	23.5	32,200	1.5	2,900	9.1	5,500	0.3
1,000 or more	1,000	10.8	1,500	0.1	5,700	64.5	19,200	1.5	4,500	51.1	15,900	1.2	6,800	77.0	70,700	5.4	3,200	36.2	11,500	0.9
Locale																				
City	1,400	6.2	1,800	0.1	8,400	37.1	18,800	1.3	2,500	11.2	7,700	0.5	5,600	24.8	40,100	2.8	2,000	9.0	6,900	0.5
Suburb	700	2.4	900	#	9,500	34.9	22,400	1.1	3,900	14.3	10,700	0.5	6,500	23.7	45,100	2.2	2,900	10.7	7,400	0.4
Town	‡	3.2	600	0.1	5,200	49.4	11,200	2.0	1,900	18.0	4,800	0.9	3,000	28.2	15,200	2.7	1,200	11.4	2,700	0.5
Rural	‡	1.5	‡	#	8,300	37.9	16,800	1.8	2,700	12.4	5,800	0.6	5,500	24.9	19,800	2.2	1,900	8.4	4,100	0.4
Region																				
Northeast	‡	2.3 !	‡	#	4,500	31.1	8,400	1.0	1,300	9.2	2,800	0.3	3,300	22.9	13,200	1.7	1,000	6.7	2,000	0.2
Midwest	500	2.4	600	0.1	7,300	37.2	14,200	1.4	2,700	13.8	5,700	0.5	4,600	23.4	21,700	2.1	1,600	8.3	3,900	0.4
South	1,300	4.4	1,600	0.1	11,000	37.6	23,500	1.3	3,800	13.1	9,300	0.5	7,400	25.5	39,500	2.1	3,200	10.9	8,900	0.5
West	600	3.3	1,000	0.1	8,700	45.3	23,000	1.9	3,200	16.6	11,200	0.9	5,200	27.2	45,900	3.9	2,200	11.4	6,300	0.5
Percent minority enrollment																				
Less than 5 percent	‡	1.9 !	‡	0.1 !	1,400	27.7	3,100	1.7	‡	11.3	900	0.5	1,000	18.9	2,600	1.4	‡	4.0 !	‡	0.2 !
5 percent to less than 20 percent	‡	1.7	400	#	7,600	39.2	16,400	1.6	3,000	15.3	7,200	0.7	4,500	23.1	21,000	2.0	2,100	10.7	4,700	0.5
20 percent to less than 50 percent	400	1.6	500	#	9,000	39.3	19,900	1.4	3,400	14.7	9,400	0.7	6,000	26.1	33,600	2.4	2,500	11.1	6,600	0.5
50 percent or more	1,900	5.5	2,500	0.1	13,400	38.3	29,700	1.3	4,100	11.8	11,600	0.5	9,100	26.0	63,200	2.8	3,100	9.0	9,500	0.4
Percent of students eligible for free or reduced-price lunch																				
0 to 25 percent	‡	1.3	‡	#	3,600	23.8	7,200	0.7	2,000	13.5	6,100	0.6	3,100	20.4	18,000	1.7	1,500	10.3	4,000	0.4
26 to 50 percent	500	2.5	600	#	7,700	39.3	17,800	1.5	3,600	18.1	9,000	0.8	5,200	26.4	31,100	2.6	2,200	11.5	5,200	0.4
51 to 75 percent	700	3.6	1,100	0.1	9,600	46.6	21,900	1.9	3,200	15.3	7,700	0.7	5,800	27.9	30,100	2.6	2,000	9.9	5,300	0.5
76 to 100 percent	1,300	4.7	1,600	0.1	10,500	38.9	22,300	1.5	2,300	8.5	6,200	0.4	6,500	24.0	41,000	2.7	2,100	7.9	6,500	0.4

Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

² "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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 5. Percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2017–18

School characteristic	Student racial/ethnic tensions	Student bullying ¹	Cyberbullying among students who attend your school ²	Student sexual harassment of other students ³	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities ⁴
All public schools	2.8	13.6	14.9	1.4	3.1	6.0	11.8	0.4
School type								
Traditional public school	3.0	14.0	15.2	1.5	2.9	6.0	11.8	0.4
Charter school	‡	7.1 !	10.8	‡	5.2 !	5.9 !	11.2	‡
Level ⁵								
Primary	1.9	8.7	4.5	‡	2.6	4.6	10.1	‡
Middle	4.9	27.9	33.1	3.3	5.5	10.3	17.3	0.6 !
High school	4.5	15.8	30.2	2.8	2.6	7.1	13.1	1.9
Combined	‡	12.3	20.2	‡	‡	4.3 !	8.2 !	‡
Enrollment size								
Less than 300	‡	9.6	10.9	‡	1.5 !	3.0 !	4.9	0.6 !
300–499	3.4	11.3	10.9	1.2 !	4.3	5.9	14.4	‡
500–999	2.3	15.6	15.5	0.9	2.7	6.8	12.1	0.4 !
1,000 or more	5.9	20.7	31.6	3.3	3.9	9.5	16.2	1.1
Locale								
City	3.1	13.4	12.7	0.9	3.9	8.9	14.9	0.9
Suburb	3.7	13.0	14.1	1.4	2.7	5.3	10.5	‡
Town	2.6 !	17.9	20.2	2.4 !	4.8 !	6.6	14.8	‡
Rural	1.4 !	12.5	15.8	1.5 !	1.8 !	3.7	8.7	‡
Region								
Northeast	2.2 !	9.9	11.9	2.0 !	1.0 !	3.6 !	6.7	‡
Midwest	1.8	13.9	17.5	1.0 !	3.6	5.9	12.0	‡
South	2.3	11.5	13.9	0.8	3.3	7.2	13.2	0.4 !
West	5.1	19.3	16.0	2.3	3.7	6.2	13.0	0.7 !
Percent minority enrollment								
Less than 5 percent	‡	13.9	17.8	‡	‡	2.3 !	5.3 !	‡
5 percent to less than 20 percent	1.7 !	12.3	16.7	1.2	1.0	1.8	7.1	‡
20 percent to less than 50 percent	2.6	12.6	15.7	1.2	3.9	5.0	10.5	‡
50 percent or more	3.9	14.9	13.0	1.3	4.0	9.7	16.1	0.8
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	1.5	8.5	12.9	1.5 !	1.1 !	1.4	5.8	‡
26 to 50 percent	3.5	13.8	18.4	1.9	2.5 !	3.0	8.1	‡
51 to 75 percent	2.2	14.5	16.5	0.4 !	3.3	7.1	13.8	‡
76 to 100 percent	3.5	15.6	12.2	1.7 !	4.4	10.0	16.2	0.9

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

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

² "Cyberbullying" was defined for respondents as bullying that occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices. Includes cyberbullying that occurs at school as well as away from school.

³ "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. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

⁴ "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.

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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

NOTE: Includes schools for which one of the following two response categories was selected: "daily" or "at least once a week." "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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 6. Number and percentage distribution 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, by type of disciplinary action and selected school characteristics: School year 2017–18

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	2,000	4.8	5,900	14.3	14,500	34.9	19,000	46.0
School type								
Traditional public school	1,900	4.6	5,900	14.6	13,900	34.6	18,600	46.1
Charter school	‡	‡	‡	‡	‡	45.3	‡	40.3
Level ³								
Primary	‡	‡	‡	10.4	3,200	24.3	8,500	64.3
Middle	600	5.1	1,800	16.4	4,500	40.1	4,300	38.4
High school	1,200 !	8.2 !	2,700	18.5	5,800	39.3	5,000	34.0
Combined	‡	‡	‡	‡	‡	41.2	‡	54.9
Enrollment size								
Less than 300	‡	‡	‡	7.1 !	‡	32.4	1,500	54.8
300–499	‡	‡	‡	8.9	2,300	24.9	5,600	59.8
500–999	800	4.5	2,300	13.5	5,800	33.7	8,300	48.3
1,000 or more	500	3.9	2,600	21.3	5,500	44.7	3,700	30.1
Locale								
City	500 !	4.2 !	1,600	13.8	4,700	40.6	4,800	41.3
Suburb	600 !	4.9 !	2,300	18.9	4,900	40.0	4,500	36.2
Town	‡	2.6 !	‡	5.3 !	1,800	26.7	4,400	65.3
Rural	‡	6.8 !	1,600	15.2	3,000	28.0	5,400	50.0
Region								
Northeast	‡	‡	800	13.2	2,800	44.8	2,600	41.4
Midwest	500 !	6.0 !	600	7.2	3,300	42.6	3,500	44.1
South	1,000 !	7.1 !	3,000	21.6	3,700	26.9	6,200	44.5
West	500 !	3.8	1,500	11.5	4,500	33.9	6,800	50.8
Percent minority enrollment								
Less than 5 percent	‡	‡	‡	‡	‡	‡	1,000 !	45.3
5 percent to less than 20 percent	‡	2.9 !	800	11.1	2,400	34.1	3,600	51.9
20 percent to less than 50 percent	700 !	5.9 !	1,200	10.5	3,700	33.0	5,600	50.6
50 percent or more	700	3.5	3,800	17.9	7,800	36.9	8,800	41.7
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	‡	‡	400	10.1	1,100	30.9	1,800	50.0
26 to 50 percent	‡	2.9	1,100	11.8	3,700	38.9	4,400	46.4
51 to 75 percent	900 !	7.4 !	2,000	16.2	4,100	33.6	5,200	42.7
76 to 100 percent	500	3.1	2,500	15.3	5,500	34.4	7,600	47.2

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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.

² Examples 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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 7. Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2017–18

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					
	School buildings ¹	School grounds ²	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/ staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband ³	"Panic button(s)" or silent alarm(s) ⁴	Electronic notification system ⁵	Structured anonymous threat reporting system ⁶	Security cameras to monitor the school	Non-academic cell phone use is prohibited	Threat assessment team ⁷
All public schools	95.4	50.8	64.8	19.8	9.2	69.9	3.5	4.9	2.2	27.4	29.1	71.6	49.3	83.5	70.3	43.7
School type																
Traditional public school	95.4	49.9	64.8	16.9	8.9	71.6	3.5	4.9	2.1	27.5	29.6	71.9	50.6	83.6	69.6	43.5
Charter school	94.5	64.4	65.3	63.8	14.9	42.8	3.6 !	4.8 !	4.0 !	25.8	21.7	66.5	28.4	81.0	81.9	45.9
Level ⁸																
Primary	97.5	55.2	66.3	22.9	6.0	75.6	1.8 !	1.5 !	‡	7.6	28.1	72.2	45.1	77.9	76.0	41.1
Middle	94.7	45.2	63.7	18.0	13.2	69.3	8.0	7.0	2.5	49.8	34.7	72.1	59.3	91.5	71.9	48.6
High school	91.4	46.3	62.8	10.4	17.6	63.5	5.4	13.2	7.3	65.2	31.8	69.6	60.4	93.6	47.3	52.3
Combined	89.1	39.4	61.0	18.8	7.6 !	39.8	‡	8.8 !	‡	49.3	18.2	69.0	34.9	86.6	68.5	34.0
Enrollment size																
Less than 300	93.6	48.2	61.9	15.8	4.3	49.5	‡	4.6	1.9	27.5	22.8	67.5	39.8	79.1	74.2	40.6
300–499	95.4	47.8	67.1	19.8	7.5	72.2	3.0	3.4	2.3	19.8	30.5	73.5	46.8	84.1	71.2	40.6
500–999	97.0	52.3	65.2	23.3	10.2	77.4	3.9	4.5	1.7	25.5	30.7	71.5	51.9	82.9	72.3	43.7
1,000 or more	92.8	58.6	62.7	14.6	20.2	75.0	5.1	10.9	4.0	55.0	31.8	73.6	64.8	91.9	53.5	57.8
Locale																
City	95.6	61.7	67.4	39.8	11.6	66.4	4.7	8.4	6.0	18.6	24.9	72.4	51.7	77.9	74.4	49.6
Suburb	96.4	49.4	61.4	17.9	10.4	83.1	2.5	3.5	0.9	21.2	34.7	72.6	52.2	82.6	69.4	49.0
Town	94.4	46.2	66.6	11.1	8.8	70.8	3.9	2.6	‡	37.9	25.7	68.0	50.0	87.8	66.7	38.1
Rural	94.5	43.5	65.5	5.8	5.6	56.4	3.3	4.1	0.6 !	38.9	28.2	71.2	42.8	88.1	69.1	33.6
Region																
Northeast	99.5	38.7	67.3	21.3	5.0	65.9	2.1	5.9	4.5	19.6	39.1	74.1	33.3	84.7	68.4	43.2
Midwest	98.4	37.8	66.3	11.1	6.4	68.5	3.7	3.3	1.7 !	35.2	30.3	70.5	49.4	90.0	67.9	39.1
South	96.4	58.6	62.4	30.1	15.1	77.1	5.5	7.7	2.4	33.2	29.8	72.2	54.1	91.1	73.3	43.0
West	87.8	61.0	65.2	11.8	6.5	63.2	1.4 !	1.4	0.6 !	16.4	19.6	69.8	53.6	64.4	69.8	49.6
Percent minority enrollment																
Less than 5 percent	96.6	35.7	72.8	‡	‡	62.0	‡	‡	‡	39.6	25.2	64.0	39.9	86.4	69.8	28.1
5 percent to less than 20 percent	95.8	34.3	67.2	1.7 !	3.8	71.2	3.7	2.1 !	‡	35.5	33.2	74.5	48.2	89.5	65.4	39.3
20 percent to less than 50 percent	95.9	50.5	64.7	9.8	7.0	76.9	2.7	2.1	0.3 !	26.7	36.5	70.3	52.3	87.7	71.3	47.8
50 percent or more	94.7	62.4	62.4	39.1	14.7	65.6	4.3	8.2	4.6	21.5	22.6	71.8	49.3	76.9	72.5	45.7
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	94.3	38.9	67.4	3.4 !	4.8	78.5	1.5 !	0.5 !	‡	21.3	38.7	72.0	46.2	82.4	67.2	45.9
26 to 50 percent	95.8	43.7	67.6	7.0	6.5	71.1	3.4	2.1	‡	35.3	36.5	73.6	51.5	88.9	65.5	42.7
51 to 75 percent	96.1	46.2	64.4	13.2	9.5	70.1	2.1	5.6	1.7 !	30.5	23.0	69.4	53.7	86.1	71.6	42.5
76 to 100 percent	95.1	66.0	61.8	43.1	13.5	63.9	5.8	8.7	5.0	22.6	23.2	71.4	46.0	78.1	74.6	44.0

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 Examples of controlling access to school buildings provided to respondents were locked or monitored doors and loading docks.

² Examples of controlling access to school grounds provided to respondents were locked or monitored gates.

³ Examples of random sweeps provided to respondents were locker checks and dog sniffs. Examples of contraband provided to respondents were drugs and weapons. "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.

⁴ Refers to buttons or alarms that directly connect to law enforcement in the event of an incident.

⁵ Refers to systems that automatically notify parents in schoolwide emergencies.

⁶ Examples of structured anonymous threat reporting systems provided to respondents were online submissions, telephone hotlines, and written submission via drop box.

⁷ "Threat assessment team" was defined for respondents as 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.

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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 8. Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2017–18

School characteristic	Had a written plan describing procedures to be performed in various 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 disease	Post-crisis reunification of students with their families	Evacuation ⁴	Lockdown ⁵	Shelter-in-place ⁶
All public schools	92.4	94.0	48.0	91.3	69.7	85.4	45.7	85.0	92.8	95.7	82.6
School type											
Traditional public school	92.8	94.4	48.1	91.8	70.9	86.1	46.2	85.9	92.8	96.6	83.2
Charter school	86.8	87.8	45.8	83.6	51.1	74.7	39.1	71.0	92.2	81.7	73.3
Level ⁷											
Primary	92.5	95.0	46.2	89.7	70.1	82.8	45.0	86.2	92.8	96.5	83.4
Middle	92.5	94.0	49.4	93.7	69.6	89.1	44.9	84.7	92.6	96.9	83.2
High school	93.0	92.5	51.4	94.7	71.9	92.1	50.1	83.5	94.0	95.6	83.8
Combined	90.6	89.7	50.9	90.5	62.7	82.6	44.7	79.3	90.6	86.8	72.8
Enrollment size											
Less than 300	88.3	93.6	43.2	92.3	66.3	79.0	37.6	79.7	93.0	93.6	79.5
300–499	92.3	94.3	48.6	88.9	68.9	83.9	47.5	85.4	92.9	95.3	82.0
500–999	94.3	93.8	49.9	91.3	71.2	87.4	47.7	86.8	92.0	96.2	84.0
1,000 or more	94.1	95.0	48.3	96.2	73.2	94.5	49.3	87.6	95.0	98.7	85.3
Locale											
City	91.7	93.4	45.2	89.8	68.4	86.4	44.6	85.3	94.2	96.3	84.0
Suburb	93.3	92.7	45.3	91.8	69.9	86.6	46.1	84.9	93.9	97.0	86.6
Town	92.5	97.7	53.0	91.4	70.5	83.9	45.1	85.3	91.2	94.0	82.4
Rural	92.1	94.7	51.7	92.1	70.4	83.6	46.7	84.6	90.8	94.2	76.4
Region											
Northeast	91.2	82.0	46.4	93.5	68.1	89.6	45.5	82.4	94.0	94.2	84.2
Midwest	94.6	98.1	49.5	93.0	66.8	82.5	45.0	82.3	91.5	93.7	83.1
South	94.2	97.3	54.9	93.7	74.4	85.9	50.3	86.3	92.3	97.5	81.6
West	88.5	94.0	37.0	84.2	66.7	84.5	39.8	87.6	93.9	95.9	82.5
Percent minority enrollment											
Less than 5 percent	90.1	94.3	51.8	96.2	65.5	82.8	31.3	79.1	90.5	94.5	80.1
5 percent to less than 20 percent	95.3	93.9	48.4	93.1	71.9	86.2	49.5	86.1	91.8	95.7	82.4
20 percent to less than 50 percent	92.7	94.9	50.2	91.6	73.0	86.7	48.5	87.5	93.4	96.6	85.4
50 percent or more	91.0	93.5	45.7	89.3	67.0	84.5	43.9	83.6	93.2	95.2	81.3
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	92.1	93.5	50.9	90.2	72.3	87.9	45.7	84.4	94.9	96.4	87.2
26 to 50 percent	93.4	94.0	46.0	94.0	75.0	86.3	48.4	86.6	91.1	95.7	83.0
51 to 75 percent	92.6	94.5	46.3	92.1	68.1	85.2	44.2	86.1	92.4	95.6	81.3
76 to 100 percent	91.8	94.0	49.0	89.3	65.7	83.6	45.0	83.3	93.1	95.3	80.8

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.

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

³ Examples 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.

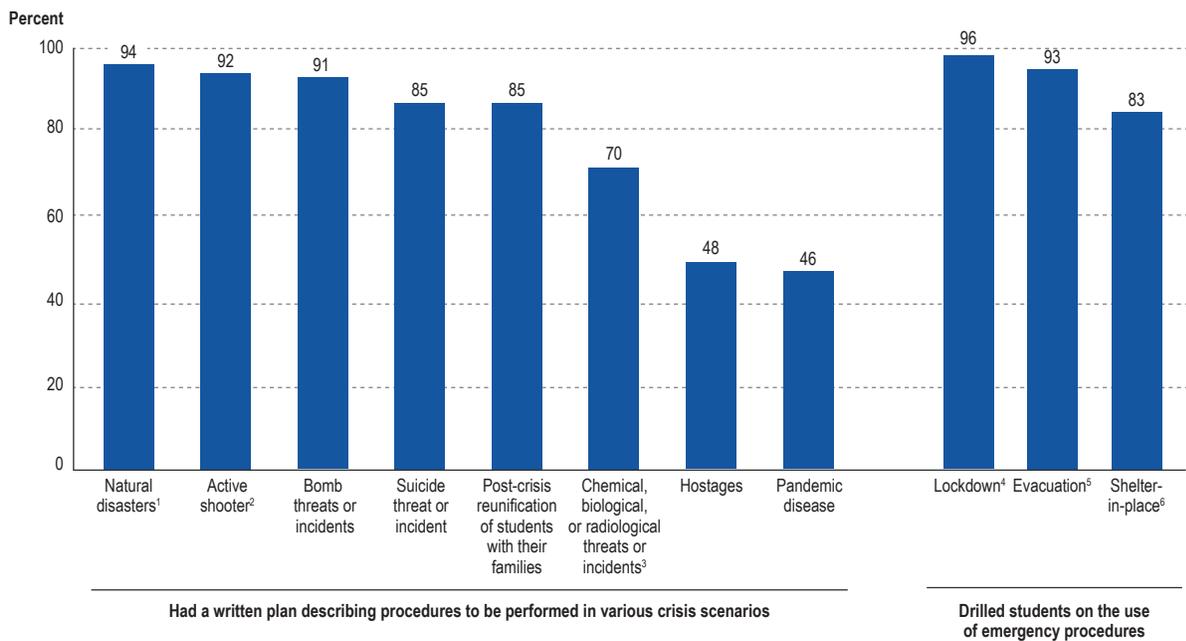
⁶ “Shelter-in-place” was defined for respondents as a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would 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 13. “Combined schools” include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Figure 2. Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures: School year 2017–18



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

² “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.

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

⁴ “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.

⁵ “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.

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.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 9. Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2017–18

School characteristic	Prevention curriculum, instruction, or training for students ¹	Social emotional learning (SEL) for students ²	Behavioral or behavior modification intervention for students ³	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative circles ⁴	Programs to promote a sense of community or social integration among students
All public schools	94.2	89.2	95.9	91.8	47.5	9.2	41.6	83.9
School type								
Traditional public school	94.7	89.4	95.9	91.6	47.4	9.2	41.5	84.0
Charter school	86.7	84.9	95.8	95.8	49.6	8.7 !	42.3	81.5
Level ⁵								
Primary	95.6	93.3	98.7	91.9	48.0	7.2	46.7	85.8
Middle	96.1	86.1	95.6	91.7	46.1	10.4	39.8	83.1
High school	88.8	80.6	90.2	92.2	50.6	15.3	32.9	81.7
Combined	89.5	82.0	87.0	90.8	41.0	8.9 !	24.4	75.2
Enrollment size								
Less than 300	93.8	92.3	95.3	90.8	43.7	9.4	34.9	79.9
300–499	94.3	89.1	96.9	91.3	43.7	7.9	41.6	84.5
500–999	95.1	88.8	96.2	92.8	50.5	8.4	44.8	84.5
1,000 or more	91.4	84.2	93.4	91.6	54.9	14.8	42.5	87.2
Locale								
City	94.2	91.3	97.5	93.8	54.7	10.7	53.3	87.2
Suburb	95.5	91.5	97.5	92.6	48.9	7.6	44.9	87.1
Town	94.2	87.5	94.0	89.8	43.1	8.2	35.9	80.1
Rural	92.6	84.8	93.4	89.8	40.5	10.0	28.2	78.2
Region								
Northeast	96.0	94.6	97.5	88.2	49.5	7.3	49.8	91.1
Midwest	92.8	89.9	94.8	93.7	47.5	9.2	42.3	81.8
South	95.9	86.3	96.3	93.3	48.2	11.4	36.9	81.7
West	91.7	88.6	95.3	90.3	45.2	7.2	41.9	84.0
Percent minority enrollment								
Less than 5 percent	95.2	84.8	89.6	88.2	46.8	15.1 !	27.6	70.9
5 percent to less than 20 percent	93.6	88.8	95.7	92.4	44.5	7.9	34.8	85.1
20 percent to less than 50 percent	94.1	88.4	95.2	91.4	43.2	7.5	37.6	83.4
50 percent or more	94.4	90.5	97.5	92.3	52.2	10.1	50.0	85.3
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	92.3	91.8	95.5	89.7	45.6	4.4	44.9	89.2
26 to 50 percent	95.0	85.5	94.0	92.3	48.7	7.9	37.8	86.1
51 to 75 percent	93.0	88.2	95.9	91.7	40.8	9.5	35.2	82.1
76 to 100 percent	95.6	91.0	97.6	92.7	52.8	12.5	47.3	80.6

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

¹ Examples of prevention curriculum, instruction, or training provided to respondents were conflict resolution, anti-bullying, and dating violence prevention.

² Examples of social emotional learning training for students provided for respondents were social skills, anger management, and mindfulness.

³ Respondents were instructed to include the use of positive reinforcements.

⁴ “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.”

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 13. “Combined schools” include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 10. 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 2017–18

Factor	Efforts to reduce or prevent crime were limited in a major way	Efforts to reduce or prevent crime were limited in a minor way	Efforts to reduce or prevent crime were not limited at all
Lack of or inadequate teacher training in classroom management	6.4	33.3	60.3
Lack of or inadequate alternative placements or programs for disruptive students	33.9	34.5	31.6
Likelihood of complaints from parents	4.5	30.4	65.1
Lack of teacher support for school policies	2.9	24.5	72.6
Lack of parental support for school policies	9.1	33.2	57.8
Teachers' fear of student retaliation	2.8	21.7	75.5
Fear of litigation	9.2	30.6	60.2
Inadequate funds	35.7	28.9	35.4
Inconsistent application of school policies by faculty or staff	8.2	36.5	55.2
Fear of district or state reprisal	4.7	21.3	74.0
Federal, state, or district policies on disciplining special education students ¹	19.2	34.6	46.3
Federal policies on discipline and safety other than those for special education students ¹	10.5	31.7	57.8
State or district policies on discipline and safety other than those for special education students ¹	11.3	30.9	57.7

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 11. 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 2017–18

School characteristic	School Resource Officers (SROs) ¹			Other 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	44.8	24.4	21.9	13.2	4.7	8.8	22.3	16.3	9.2
School type									
Traditional public school	46.5	25.4	22.7	13.8	4.9	9.1	21.5	15.7	8.8
Charter school	19.3	10.3	9.7 !	5.0 !	‡	3.8 !	34.9	26.0	14.8 !
Level ³									
Primary	33.7	13.8	20.6	11.3	2.8	8.6	16.6	10.2	8.0
Middle	65.4	38.0	29.6	15.6	5.8	10.2	24.3	18.8	8.7
High school	69.5	53.1	20.7	19.4	10.3	10.3	42.5	37.9	13.0
Combined	31.3	16.2	16.3	9.7	5.8	3.9 !	20.5	13.6	11.8
Enrollment size									
Less than 300	31.8	13.8	18.8	12.4	3.4	9.2	12.0	7.4	4.9 !
300–499	35.9	16.4	20.2	10.6	2.1	9.0	17.5	13.7	6.7
500–999	49.7	25.9	25.5	14.6	6.3	8.5	22.8	14.8	10.9
1,000 or more	77.3	62.1	20.0	17.3	9.4	8.6	53.2	45.6	18.5
Locale									
City	39.5	24.1	17.5	11.1	5.5	6.0	33.8	26.6	11.8
Suburb	47.0	23.8	24.5	14.5	5.3	9.5	25.1	18.5	10.5
Town	56.4	28.9	29.0	16.1	7.0	9.3	12.8	8.0	5.9
Rural	42.0	23.4	19.8	12.5	2.1	10.7	11.6	6.9	6.4
Region									
Northeast	45.1	26.3	21.1	14.7	7.1	7.6	35.3	27.2	13.3
Midwest	39.8	18.2	23.0	13.5	3.9	10.0	13.7	10.2	6.0
South	56.1	34.2	23.3	14.8	5.1	10.2	20.4	14.3	8.4
West	32.5	14.5	19.3	9.5	3.3	6.4	24.1	17.4	10.7
Percent minority enrollment									
Less than 5 percent	43.4	23.6	20.0	8.6 !	‡	4.1 !	8.7 !	‡	‡
5 percent to less than 20 percent	48.4	22.3	27.7	16.8	3.9	13.4	9.0	5.1	6.1
20 percent to less than 50 percent	45.3	25.1	21.8	12.9	4.1	8.9	17.8	11.6	7.7
50 percent or more	42.7	25.3	19.0	12.1	5.6	6.9	34.6	27.4	12.6
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	39.3	22.3	18.0	11.8	3.6	8.4	18.8	12.9	8.9
26 to 50 percent	50.6	26.9	25.5	16.9	5.2	11.9	16.2	9.6	8.1
51 to 75 percent	47.7	24.8	24.3	13.6	3.8	10.1	18.0	12.9	8.1
76 to 100 percent	41.5	23.6	19.7	11.1	5.7	5.9	31.9	25.6	11.1

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 13. “Combined schools” include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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 type of 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 12. 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 2017–18

School characteristic	Number of schools with a sworn law enforcement officer (including SROs) who routinely:					Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Among schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely:			
	Total number of schools	Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera	Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera		Carries physical restraints ¹	Carries chemical aerosol sprays ²	Carries a firearm ³	Wears a body camera
All public schools	82,300	38,400	29,700	38,400	13,700	46.7	36.0	46.7	16.7	42,100	91.2	70.4	91.1	32.6
School type														
Traditional public school	77,300	37,600	29,000	37,600	13,200	48.7	37.5	48.6	17.1	41,100	91.5	70.6	91.5	32.1
Charter school	5,000	‡	‡	‡	‡	17.0	13.2	16.3	10.6	1,100	80.7	63.0	77.4	50.4
Level ⁴														
Primary	48,300	17,000	12,400	17,400	5,900	35.2	25.7	36.0	12.3	19,400	87.8	64.0	89.8	30.6
Middle	15,100	10,100	8,200	10,200	3,800	67.1	54.5	67.6	25.0	10,800	93.8	76.2	94.5	34.9
High school	12,600	9,300	7,500	9,100	3,500	74.0	59.5	72.0	27.5	9,600	96.8	77.8	94.2	35.9
Combined	6,300	2,000	1,500	1,700	‡	31.5	24.5	27.5	9.1	2,300	85.2	66.3	74.3	24.6
Enrollment size														
Less than 300	16,800	5,900	4,300	5,800	2,100	34.9	25.3	34.4	12.6	6,400	91.3	66.2	89.9	33.1
300–499	24,900	8,700	6,700	9,000	3,100	35.0	26.7	36.0	12.5	10,200	85.9	65.5	88.2	30.6
500–999	31,700	16,800	13,100	16,600	5,800	52.9	41.2	52.4	18.4	18,300	91.8	71.5	91.0	31.9
1,000 or more	8,900	7,100	5,700	7,000	2,700	79.8	64.2	79.4	30.2	7,300	97.1	78.1	96.7	36.7
Locale														
City	22,500	8,800	6,400	8,100	3,000	39.1	28.3	36.0	13.2	10,000	88.2	64.0	81.3	29.7
Suburb	27,300	13,600	10,500	13,900	4,600	49.7	38.5	51.0	17.0	14,600	93.2	72.2	95.6	31.8
Town	10,500	6,100	4,800	6,200	2,600	58.1	45.9	59.4	25.1	6,800	90.1	71.2	92.1	38.9
Rural	22,000	10,000	8,000	10,100	3,500	45.4	36.2	46.1	16.0	10,800	92.2	73.4	93.6	32.4
Region														
Northeast	14,300	6,600	4,100	6,100	1,300	46.2	28.7	42.6	9.2	7,500	88.5	54.9	81.6	17.7
Midwest	19,500	8,100	6,300	8,200	2,500	41.6	32.5	42.2	12.9	9,200	87.7	68.5	89.0	27.2
South	29,200	17,200	14,000	17,500	7,100	59.0	47.8	59.8	24.4	18,400	93.7	75.8	95.0	38.7
West	19,200	6,500	5,300	6,600	2,800	33.6	27.4	34.2	14.4	7,000	92.4	75.3	94.0	39.4
Percent minority enrollment														
Less than 5 percent	5,100	2,400	1,600	2,300	‡	46.5	32.6	44.7	5.6	2,500	95.6	66.9	91.9	11.5
5 percent to less than 20 percent	19,500	10,300	8,100	10,700	3,300	52.9	41.4	55.0	17.1	11,200	92.1	72.0	95.6	29.7
20 percent to less than 50 percent	22,800	10,900	8,600	11,000	4,200	47.6	37.8	48.2	18.6	11,700	93.3	74.0	94.4	36.4
50 percent or more	34,900	14,900	11,300	14,400	5,900	42.7	32.4	41.3	16.9	16,800	88.6	67.3	85.7	35.0
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	15,000	6,500	5,100	6,600	2,200	43.1	34.0	44.1	14.6	6,800	95.3	75.1	97.5	32.2
26 to 50 percent	19,600	10,700	8,200	10,900	3,900	54.5	42.0	55.4	19.9	11,600	92.2	71.0	93.6	33.6
51 to 75 percent	20,600	10,500	8,200	10,600	4,000	50.8	39.6	51.3	19.3	11,300	92.8	72.3	93.8	35.2
76 to 100 percent	27,100	10,800	8,200	10,400	3,700	40.0	30.2	38.2	13.6	12,500	86.7	65.5	83.0	29.5

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 Examples of physical restraints provided to respondents were handcuffs and Tasers.

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

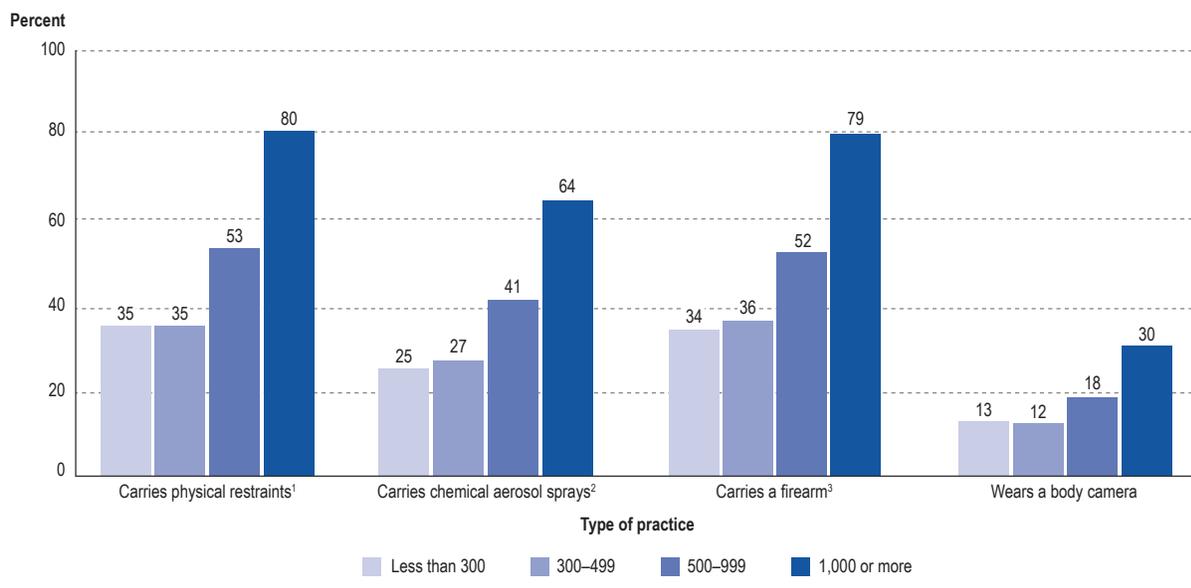
³ "Firearm or explosive device" was defined for respondents as any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable 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 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Figure 3. 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 school enrollment size: School year 2017–18



¹ Examples of physical restraints provided to respondents were handcuffs and Tasers.

² Examples 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.

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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table 13. Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2017–18

School characteristic	Number of schools providing diagnostic mental health assessments ¹	Percentage of schools providing diagnostic mental health assessments ¹	Among schools providing diagnostic mental health assessments, ¹ percentage distribution of location where services were provided:			Number of schools providing treatment ²	Percentage of schools providing treatment ²	Among schools providing treatment, ² percentage distribution of location where services were provided:		
			where services were provided:					where services were provided:		
			At school ³ only	Outside of school only	Both at school ³ and outside of school			At school ³ only	Outside of school only	Both at school ³ and outside of school
All public schools	42,200	51.2	32.2	11.8	52.4	31,500	38.3	33.0	9.7	54.7
School type										
Traditional public school	39,400	51.1	31.9	12.5	52.5	29,800	38.5	32.6	9.9	55.2
Charter school	2,700	54.2	36.9	‡	51.9	1,800	34.9	39.6	‡	45.2
Level ⁴										
Primary	23,500	48.7	33.5	11.6	50.9	17,800	36.9	34.3	10.5	52.4
Middle	8,400	55.7	29.3	11.6	58.0	5,900	39.1	29.9	8.5	60.3
High school	7,700	60.8	30.3	10.2	57.7	5,600	44.5	33.0	5.1	60.0
Combined	2,600	41.2	36.1	19.4 !	33.1	2,200	34.6	30.5 !	18.7 !	44.9
Enrollment size										
Less than 300	7,300	43.2	28.9	15.4	49.8	5,800	34.5	41.5	16.2 !	40.1
300–499	12,200	49.0	32.7	10.4	53.7	10,000	40.3	31.7	7.3	58.4
500–999	17,000	53.7	33.9	13.1	50.0	11,800	37.2	31.2	9.0	56.5
1,000 or more	5,700	64.0	30.5	6.6	60.2	3,900	44.0	29.1	8.2	61.2
Locale										
City	13,100	58.4	32.9	8.4	53.9	9,400	41.7	35.5	8.0 !	53.1
Suburb	14,400	52.9	32.3	8.9	56.6	9,700	35.7	30.2	9.6 !	57.6
Town	4,900	46.3	28.6	18.5	49.8	4,300	40.5	26.6	6.9 !	64.9
Rural	9,700	44.3	33.0	17.5	45.6	8,200	37.1	36.8	13.3	47.7
Region										
Northeast	8,500	59.4	24.1	14.5	58.4	6,200	43.2	36.2	5.9 !	57.5
Midwest	8,300	42.3	31.3	12.5	53.1	7,700	39.6	31.4	6.6	57.1
South	14,900	50.9	35.0	12.0	49.0	10,900	37.2	29.9	13.3	53.9
West	10,600	54.9	35.6	9.0 !	52.0	6,700	35.0	36.8	10.9 !	50.6
Percent minority enrollment										
Less than 5 percent	2,100	41.1	31.4	15.6 !	51.6	1,800	34.7	40.8	‡	55.8
5 percent to less than 20 percent	8,400	43.0	28.8	15.2	53.0	7,500	38.6	28.0	8.9	60.1
20 percent to less than 50 percent	11,500	50.4	30.9	16.3	50.8	8,800	38.7	33.9	11.4	53.3
50 percent or more	20,200	57.9	34.5	7.5	53.2	13,400	38.5	34.2	10.1	52.4
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	7,500	50.3	35.5	10.8	50.9	5,000	33.6	44.0	4.4 !	51.1
26 to 50 percent	9,000	46.1	34.3	13.3	49.2	6,900	35.0	37.3	8.9 !	50.9
51 to 75 percent	9,600	46.6	30.0	12.2	56.1	8,000	39.0	29.6	8.3	57.7
76 to 100 percent	16,000	59.1	30.9	11.3	52.8	11,600	42.8	28.0	13.4	56.4

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.

‡ 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 “Diagnostic mental health assessment” was defined for respondents as an evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student’s mental health diagnosis.

² “Treatment” was defined for respondents as a clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.

³ “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.

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 13. “Combined schools” include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

NOTE: Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. “Mental health professionals” were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed 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. Some schools reported having mental health services available but did not specify any location at which the services were provided; thus percentage distributions may not sum to 100 percent. 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, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

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Appendix A:
Standard Error Tables

Table A-1. Standard errors for 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 2017–18

School characteristic	Violent incidents												
	Total number of schools	All violent				Serious violent				Nonviolent 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
All public schools	350	1,120	1.38	45,850	0.98	810	0.98	7,770	0.16	1,090	1.29	13,500	0.29
School type													
Traditional public school	640	1,180	1.38	46,000	1.01	820	1.00	7,770	0.17	1,090	1.33	12,540	0.28
Charter school	550	320	5.27	4,340	1.82	†	4.34	430	0.16	300	4.45	2,910	1.14
Level													
Primary	290	1,060	2.17	38,950	1.67	750	1.55	5,660	0.24	1,020	2.11	8,620	0.36
Middle	60	160	1.02	11,470	1.07	230	1.52	2,410	0.25	210	1.32	4,570	0.46
High school	40	150	1.12	8,830	0.69	210	1.69	1,090	0.09	150	1.13	7,990	0.59
Combined	180	340	4.95	3,690	1.40	340	5.23	550	0.22	300	4.42	2,760	1.09
Enrollment size													
Less than 300	310	540	3.36	9,980	2.83	400	2.38	1,060	0.29	670	3.75	5,230	1.42
300–499	120	610	2.44	31,230	2.97	360	1.46	5,100	0.48	530	2.08	6,230	0.59
500–999	70	610	1.86	28,770	1.32	510	1.60	2,090	0.10	510	1.59	6,730	0.30
1,000 or more	20	130	1.43	10,170	0.80	180	2.04	2,610	0.20	130	1.52	8,490	0.63
Locale													
City	170	510	2.22	32,520	2.26	400	1.79	1,280	0.09	540	2.48	8,920	0.60
Suburb	150	610	2.24	18,780	0.98	420	1.52	3,830	0.19	580	2.04	7,020	0.35
Town	150	310	2.95	12,100	2.17	230	2.18	740	0.13	300	2.77	3,690	0.63
Rural	210	610	2.79	23,340	2.55	440	2.00	4,730	0.52	710	3.21	5,660	0.60
Region													
Northeast	930	660	3.44	15,820	1.97	460	3.00	5,280	0.66	670	3.89	6,200	0.75
Midwest	1,000	760	2.48	27,450	2.58	400	1.78	900	0.08	800	2.68	8,120	0.68
South	960	760	2.16	20,770	1.13	480	1.44	1,760	0.09	670	2.37	7,560	0.39
West	1,010	780	2.66	25,110	2.10	530	2.54	2,790	0.24	740	2.50	9,090	0.72
Percent minority enrollment													
Less than 5 percent	530	370	6.02	7,390	3.88	†	2.75	350	0.20	360	5.92	1,450	0.84
5 percent to less than 20 percent	960	740	3.08	9,200	0.83	330	1.83	770	0.07	820	3.22	6,200	0.59
20 percent to less than 50 percent	950	640	2.46	27,150	1.77	510	2.05	5,010	0.35	650	2.46	7,870	0.51
50 percent or more	760	750	1.84	35,310	1.67	550	1.46	3,280	0.15	740	1.94	10,790	0.50
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	610	500	3.14	4,810	0.46	320	2.20	820	0.08	540	3.19	4,450	0.41
26 to 50 percent	870	700	2.74	16,090	1.20	320	1.50	1,710	0.14	670	2.64	8,420	0.59
51 to 75 percent	950	800	3.07	21,600	1.76	420	1.93	1,360	0.10	760	2.86	8,530	0.60
76 to 100 percent	880	750	2.11	41,400	2.79	510	1.86	7,130	0.47	740	2.37	11,680	0.77

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-2. Standard errors for table 2: Number and percentage of public schools with recorded incidents of physical attacks or fights (with and without a weapon) and threats of physical attack (with and without a weapon) 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 2017–18

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	350	0.42	2,850	0.06	1,130	1.39	34,030	0.71	700	0.86	4,460	0.09	1,120	1.38	18,050	0.38
School type																
Traditional public school	320	0.41	2,850	0.06	1,160	1.46	34,260	0.74	710	0.89	4,470	0.10	1,140	1.44	17,810	0.39
Charter school	†	†	†	†	320	5.13	2,860	1.12	†	1.97	†	0.07	200	4.22	2,300	1.05
Level																
Primary	†	0.52	1,340	0.06	1,070	2.21	29,760	1.26	620	1.28	4,310	0.18	990	2.04	16,540	0.70
Middle	100	0.69	2,340	0.24	180	1.14	9,610	0.89	180	1.20	570	0.06	250	1.65	5,280	0.54
High school	80	0.61	590	0.05	170	1.29	5,430	0.41	170	1.34	460	0.04	210	1.64	5,160	0.41
Combined	†	†	†	†	350	5.05	2,130	0.83	†	3.27	†	0.17	310	4.85	2,050	0.80
Enrollment size																
Less than 300	†	1.26	820	0.23	570	3.47	5,980	1.69	350	2.08	580	0.16	520	3.27	5,410	1.51
300–499	†	0.79	880	0.08	640	2.51	21,510	2.04	320	1.28	3,980	0.37	630	2.55	15,170	1.43
500–999	170	0.54	980	0.05	650	2.02	22,880	1.06	390	1.22	1,160	0.05	550	1.72	9,330	0.42
1,000 or more	60	0.71	†	†	150	1.67	7,390	0.57	160	1.87	460	0.03	160	1.87	4,830	0.37
Locale																
City	210	0.91	860	0.06	530	2.25	19,450	1.37	370	1.65	720	0.05	550	2.48	17,190	1.18
Suburb	150	0.56	†	†	640	2.35	15,500	0.78	340	1.25	2,350	0.12	540	1.98	6,820	0.36
Town	†	0.53	†	†	310	2.94	7,580	1.33	220	2.07	590	0.11	330	3.11	5,620	1.03
Rural	†	0.93	1,090	0.12	650	2.96	18,360	2.01	380	1.76	3,760	0.41	580	2.65	7,090	0.77
Region																
Northeast	†	1.36	1,010	0.12	600	3.39	6,460	0.75	320	2.07	†	†	530	3.25	7,530	0.96
Midwest	†	0.85	310	0.03	790	2.56	15,250	1.43	360	1.70	770	0.07	580	2.62	14,960	1.42
South	170	0.57	950	0.05	760	2.34	18,580	1.03	390	1.27	1,220	0.06	600	1.75	6,780	0.35
West	220	1.16	†	†	700	2.58	20,550	1.76	310	1.57	840	0.07	620	2.67	8,110	0.62
Percent minority enrollment																
Less than 5 percent	†	†	†	†	370	5.85	5,320	2.90	†	2.43	270	0.15	290	5.75	3,160	1.66
5 percent to less than 20 percent	†	0.57	270	0.03	700	3.12	5,130	0.47	320	1.74	540	0.05	620	2.84	5,030	0.47
20 percent to less than 50 percent	†	0.61	1,100	0.08	560	2.35	22,990	1.53	480	1.95	3,980	0.28	480	2.15	7,000	0.49
50 percent or more	270	0.76	2,500	0.11	700	1.81	24,270	1.10	390	1.05	1,460	0.06	640	1.85	16,540	0.77
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	†	0.71	†	†	470	2.91	3,350	0.32	240	1.62	560	0.05	320	2.05	2,410	0.23
26 to 50 percent	†	0.65	520	0.04	690	3.05	11,640	0.93	300	1.52	1,210	0.10	610	2.60	6,390	0.46
51 to 75 percent	†	0.59	780	0.07	790	3.06	18,420	1.56	380	1.74	760	0.06	690	2.97	7,250	0.58
76 to 100 percent	290	1.04	2,650	0.17	740	2.06	25,590	1.71	420	1.46	3,970	0.26	630	2.17	17,710	1.19

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-3. Standard errors for table 3: Number and percentage of public schools with recorded incidents of robbery (with or without a weapon), theft, vandalism, 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 2017–18

School characteristic	Robbery (with or without a weapon)				Theft				Vandalism				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	330	0.40	1,040	0.02	1,080	1.31	6,130	0.13	880	1.10	5,720	0.12	230	0.28	1,800	0.04
School type																
Traditional public school	320	0.42	1,060	0.02	1,010	1.33	5,990	0.13	870	1.11	5,590	0.12	190	0.24	1,800	0.04
Charter school	†	1.50	†	†	210	4.37	710	0.33	240	4.45	900	0.40	†	1.71	†	0.04
Level																
Primary	†	0.52	920	0.04	830	1.73	4,100	0.17	820	1.74	4,580	0.19	†	0.30	†	†
Middle	90	0.61	420	0.04	280	1.83	2,850	0.29	230	1.51	1,270	0.13	80	0.55	370	0.04
High school	110	0.84	540	0.04	160	1.27	2,560	0.19	210	1.71	2,530	0.20	100	0.78	260	0.02
Enrollment size																
Less than 300	†	0.39	†	0.07	610	3.61	2,360	0.63	480	2.91	1,800	0.51	†	0.30	†	0.03
300–499	†	0.84	820	0.08	480	1.96	3,190	0.30	520	2.06	3,460	0.31	†	0.42	350	0.03
500–999	200	0.63	670	0.03	650	2.06	3,600	0.16	520	1.63	2,680	0.12	†	0.47	†	†
1,000 or more	120	1.33	540	0.04	140	1.64	3,230	0.24	170	1.92	3,530	0.27	80	0.88	510	0.04
Locale																
City	150	0.66	640	0.04	570	2.58	3,960	0.26	470	2.17	4,320	0.30	†	0.60	510	0.04
Suburb	160	0.57	360	0.02	480	1.74	3,390	0.17	500	1.82	2,580	0.13	90	0.33	320	0.02
Town	†	1.09	370	0.07	310	2.99	1,570	0.27	290	2.72	2,020	0.36	†	0.91	†	†
Rural	†	0.63	790	0.09	560	2.54	2,340	0.25	440	2.06	2,240	0.24	†	0.39	†	†
Region																
Northeast	†	0.82	890	0.11	400	2.57	2,550	0.34	440	2.76	3,470	0.41	†	0.73	530	0.07
Midwest	90	0.46	180	0.02	570	2.54	3,170	0.29	550	2.27	3,930	0.35	†	0.33	120	†
South	210	0.68	670	0.03	560	1.90	3,770	0.20	480	1.71	1,520	0.08	†	0.30	150	†
West	220	1.11	530	0.04	530	2.62	3,330	0.28	570	2.74	3,380	0.28	130	0.63	1,710	0.14
Percent minority enrollment																
Less than 5 percent	†	†	†	†	250	4.72	530	0.28	220	4.15	610	0.36	†	†	†	†
5 percent to less than 20 percent	110	0.57	390	0.04	520	2.51	2,100	0.21	570	2.66	2,470	0.23	70	0.38	250	0.02
20 percent to less than 50 percent	160	0.70	880	0.06	490	2.12	3,230	0.21	530	2.44	2,960	0.20	140	0.64	460	0.03
50 percent or more	200	0.61	620	0.03	740	2.21	4,840	0.22	670	1.90	4,900	0.21	130	0.37	†	†
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	†	0.81	330	0.03	310	2.04	1,610	0.15	420	2.41	1,630	0.15	†	0.46	300	0.03
26 to 50 percent	200	1.00	400	0.03	470	1.95	3,040	0.23	560	2.48	2,350	0.18	150	0.72	410	0.03
51 to 75 percent	120	0.63	440	0.04	540	2.63	3,100	0.24	600	2.43	2,830	0.22	†	0.24	140	†
76 to 100 percent	180	0.69	930	0.06	660	2.30	4,750	0.32	560	2.08	4,710	0.31	†	0.42	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-4. Standard errors for table 4: Number and percentage of public schools with recorded incidents of possession of a firearm or explosive device; possession of a knife or sharp object; the distribution, possession, or use of alcohol or illegal drugs at school; inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2017–18

School characteristic	Possession of a firearm or explosive device				Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	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	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	310	0.37	390	0.01	930	1.12	2,220	0.05	380	0.45	1,420	0.03	550	0.69	4,480	0.09	370	0.46	1,350	0.03
School type																				
Traditional public school	270	0.35	360	0.01	990	1.21	2,260	0.05	370	0.47	1,310	0.03	490	0.66	4,020	0.09	320	0.42	1,100	0.02
Charter school	†	2.75	†	0.08	230	3.81	540	0.20	†	2.04	440	0.17	210	3.34	1,100	0.45	†	3.64	†	†
Level																				
Primary	†	0.43	†	†	990	2.02	1,840	0.07	†	0.43	†	†	350	0.73	1,210	0.05	†	0.39	†	†
Middle	120	0.78	220	0.02	250	1.61	800	0.08	160	1.05	610	0.06	240	1.60	1,420	0.14	190	1.26	410	0.04
High school	110	0.90	240	0.02	200	1.58	1,130	0.08	190	1.50	960	0.07	180	1.38	3,770	0.28	180	1.38	1,290	0.10
Combined	†	†	†	†	330	5.45	780	0.32	†	3.49	430	0.17	250	3.96	900	0.36	†	3.52	570	0.23
Enrollment size																				
Less than 300	†	0.34	†	0.02	520	3.02	1,010	0.26	230	1.39	400	0.11	300	1.74	1,710	0.47	†	1.49	1,060	0.29
300–499	†	0.71	†	0.02	630	2.55	1,390	0.13	160	0.65	490	0.05	290	1.15	950	0.09	160	0.62	250	0.02
500–999	200	0.62	230	0.01	510	1.58	1,290	0.06	260	0.83	620	0.03	340	1.07	2,020	0.09	210	0.66	460	0.02
1,000 or more	100	1.09	220	0.02	170	1.94	940	0.07	160	1.80	1,000	0.08	150	1.70	3,010	0.22	140	1.59	910	0.07
Locale																				
City	240	1.06	290	0.02	570	2.54	1,440	0.10	180	0.77	840	0.06	300	1.32	2,890	0.20	220	0.98	1,170	0.08
Suburb	120	0.43	160	†	560	2.04	1,410	0.07	220	0.79	670	0.03	250	0.88	2,290	0.12	220	0.80	630	0.03
Town	†	0.58	150	0.03	360	3.29	790	0.13	150	1.50	490	0.09	190	1.88	1,300	0.22	110	1.05	310	0.06
Rural	†	0.42	†	†	560	2.51	1,280	0.14	260	1.15	610	0.07	360	1.66	1,680	0.18	210	0.95	610	0.07
Region																				
Northeast	†	1.00	†	†	520	3.48	1,010	0.11	130	0.99	410	0.05	320	2.24	1,460	0.18	190	1.29	440	0.05
Midwest	100	0.51	110	0.01	560	2.37	1,140	0.10	270	1.34	570	0.05	300	1.50	2,180	0.19	150	0.80	640	0.06
South	200	0.70	250	0.01	610	2.27	1,650	0.09	230	0.81	700	0.04	380	1.18	2,660	0.13	240	0.83	890	0.05
West	150	0.76	230	0.02	610	2.71	1,320	0.11	220	1.19	1,080	0.09	350	1.91	3,520	0.27	260	1.31	1,190	0.10
Percent minority enrollment																				
Less than 5 percent	†	0.71	†	0.02	230	4.14	590	0.30	†	2.87	230	0.13	170	3.61	580	0.35	†	1.37	†	0.06
5 percent to less than 20 percent	†	0.42	100	†	660	2.65	1,770	0.16	260	1.47	670	0.07	290	1.87	1,780	0.17	170	0.98	460	0.05
20 percent to less than 50 percent	70	0.32	140	†	560	2.21	1,310	0.09	210	1.13	740	0.05	340	1.49	2,010	0.14	200	0.90	710	0.05
50 percent or more	290	0.85	360	0.02	660	1.84	1,560	0.07	270	0.76	1,010	0.05	420	1.25	3,650	0.17	250	0.72	1,240	0.05
Percent of students eligible for free or reduced-price lunch																				
0 to 25 percent	†	0.29	†	†	290	2.04	650	0.06	170	1.29	670	0.07	200	1.40	1,480	0.14	150	1.06	460	0.05
26 to 50 percent	90	0.42	100	†	570	2.55	1,590	0.11	270	1.43	710	0.06	290	1.74	2,410	0.19	180	1.08	560	0.05
51 to 75 percent	170	0.79	260	0.02	620	2.53	1,520	0.10	280	1.32	880	0.07	380	1.83	2,260	0.19	230	1.11	780	0.06
76 to 100 percent	200	0.74	260	0.02	630	2.35	1,680	0.11	230	0.82	890	0.06	410	1.52	3,740	0.25	250	0.90	1,190	0.08

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-5. Standard errors for table 5: Percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2017–18

School characteristic	Student racial/ethnic tensions	Cyberbullying among students who attend your school	Student sexual harassment of other students	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities	
All public schools	0.42	0.72	0.59	0.27	0.41	0.53	0.72	0.09
School type								
Traditional public school	0.44	0.79	0.65	0.29	0.39	0.52	0.74	0.09
Charter school	†	2.54	3.10	†	2.53	2.21	3.29	†
Level								
Primary	0.51	0.94	0.81	†	0.62	0.83	1.02	†
Middle	0.68	1.51	1.65	0.58	0.79	0.89	1.18	0.27
High school	0.69	1.25	1.21	0.49	0.60	0.81	1.25	0.46
Combined	†	3.17	3.60	†	†	1.98	2.67	†
Enrollment size								
Less than 300	†	1.89	1.94	†	0.64	1.04	1.29	0.28
300–499	0.76	1.26	1.22	0.41	0.97	1.18	1.60	†
500–999	0.45	1.20	0.97	0.25	0.51	0.87	1.09	0.18
1,000 or more	0.89	1.67	1.67	0.56	0.71	1.29	1.48	0.33
Locale								
City	0.69	1.11	1.18	0.24	0.74	1.32	1.64	0.25
Suburb	0.79	1.51	1.06	0.36	0.64	0.74	1.23	†
Town	0.85	2.35	1.90	0.73	1.63	1.80	2.16	†
Rural	0.60	1.53	1.60	0.62	0.66	0.90	1.44	†
Region								
Northeast	0.74	1.48	1.42	0.96	0.34	1.13	1.43	†
Midwest	0.48	1.49	1.58	0.38	1.02	1.14	1.76	†
South	0.60	1.24	1.05	0.21	0.70	0.92	1.38	0.15
West	0.97	1.63	1.52	0.55	0.84	1.21	1.69	0.22
Percent minority enrollment								
Less than 5 percent	†	4.13	3.97	†	†	1.11	1.83	†
5 percent to less than 20 percent	0.53	1.30	1.48	0.35	0.30	0.38	1.27	†
20 percent to less than 50 percent	0.55	1.39	1.10	0.24	0.86	0.96	1.53	†
50 percent or more	0.79	1.22	1.07	0.34	0.68	0.95	1.29	0.19
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	0.36	0.97	1.50	0.49	0.44	0.36	1.43	†
26 to 50 percent	0.76	1.45	1.44	0.55	0.77	0.71	1.07	†
51 to 75 percent	0.61	1.63	1.60	0.15	0.83	0.98	1.35	†
76 to 100 percent	0.93	1.52	1.22	0.63	0.82	1.25	1.73	0.22

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-6. Standard errors for table 6: Number and percentage distribution 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, by type of disciplinary action and selected school characteristics: School year 2017–18

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	460	1.05	610	1.23	1,070	2.20	1,920	2.76
School type								
Traditional public school	450	1.06	610	1.28	1,040	2.39	1,840	2.89
Charter school	†	†	†	†	†	8.91	†	8.57
Level								
Primary	†	†	†	2.86	680	4.14	1,440	6.26
Middle	150	1.37	220	1.48	510	3.25	410	3.36
High school	420	2.57	270	1.73	530	4.19	990	4.12
Combined	†	†	†	†	†	10.27	†	9.86
Enrollment size								
Less than 300	†	†	†	2.85	†	8.94	450	10.14
300–499	†	†	†	2.46	510	4.77	930	5.82
500–999	210	1.24	420	1.93	740	3.74	1,300	4.35
1,000 or more	130	0.99	280	1.95	510	2.50	410	2.54
Locale								
City	150	1.33	310	2.10	640	2.89	730	3.51
Suburb	230	1.68	340	2.57	560	3.26	790	4.65
Town	†	1.08	†	1.84	320	3.62	850	4.36
Rural	†	3.38	340	2.55	540	4.78	1,020	5.71
Region								
Northeast	†	†	240	3.29	470	5.40	650	6.90
Midwest	170	2.19	140	1.81	530	3.79	660	4.49
South	390	2.69	420	2.99	510	3.59	1,240	4.89
West	150	1.07	360	2.31	580	2.93	910	4.46
Percent minority enrollment								
Less than 5 percent	†	†	†	†	†	†	480	9.16
5 percent to less than 20 percent	†	0.93	190	2.39	410	4.57	610	4.93
20 percent to less than 50 percent	240	2.08	230	2.09	520	3.51	1,170	5.81
50 percent or more	190	0.90	510	1.88	800	2.77	1,410	3.70
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	†	†	90	2.55	190	4.24	340	6.57
26 to 50 percent	†	0.69	190	1.91	580	4.59	760	4.95
51 to 75 percent	390	2.95	320	2.48	530	3.34	820	3.68
76 to 100 percent	130	0.78	510	2.11	790	3.92	1,330	4.45

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-7. Standard errors for table 7: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2017–18

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					
	School buildings	School grounds	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/ staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband	"Panic button(s)" or silent alarm(s)	Electronic notification system	Structured anonymous threat reporting system	Security cameras to monitor the school	Non-academic cell phone use is prohibited	Threat assessment team
All public schools	0.52	1.38	1.01	0.87	0.60	1.18	0.42	0.49	0.35	0.88	1.15	1.17	1.32	1.09	1.30	1.35
School type																
Traditional public school	0.52	1.46	1.02	0.91	0.57	1.34	0.42	0.48	0.36	0.87	1.18	1.20	1.29	1.04	1.39	1.38
Charter school	2.77	6.05	5.38	6.61	3.41	6.42	1.23	1.48	1.30	5.01	4.11	6.18	4.58	4.62	3.06	7.20
Level																
Primary	0.65	2.10	1.64	1.44	0.89	1.71	0.59	0.48	†	1.12	1.86	1.86	1.99	1.79	2.02	2.19
Middle	0.70	1.63	1.76	1.16	1.08	1.59	0.92	0.84	0.48	1.72	1.61	1.39	1.18	0.81	1.62	1.52
High school	0.91	1.47	1.56	1.13	1.06	1.96	0.80	1.25	0.87	1.71	1.46	1.63	1.40	0.97	1.75	1.68
Combined	3.66	4.68	5.66	3.06	2.50	5.08	†	3.18	†	5.94	4.03	4.67	5.10	4.13	4.91	5.07
Enrollment size																
Less than 300	1.63	4.27	3.77	2.70	1.10	3.62	†	1.15	0.50	2.65	3.25	3.63	3.65	3.49	3.00	3.47
300–499	0.94	2.58	2.00	1.41	1.21	2.06	0.60	0.81	0.67	1.43	2.08	2.21	2.68	1.89	2.24	2.63
500–999	0.57	1.80	1.92	1.71	1.15	1.69	0.58	0.76	0.46	1.21	1.92	2.16	1.98	1.52	1.62	2.09
1,000 or more	0.99	1.84	2.02	1.46	1.77	1.63	1.11	1.22	0.64	1.81	2.17	1.91	1.93	1.32	2.01	1.91
Locale																
City	0.90	2.62	2.03	2.22	1.44	1.93	0.73	0.98	1.06	1.22	2.12	2.23	2.60	2.57	2.13	2.75
Suburb	0.72	2.38	2.02	1.56	0.92	1.60	0.65	0.73	0.25	0.96	2.08	1.60	1.81	1.79	2.02	2.08
Town	1.20	3.74	3.29	2.28	1.70	3.25	1.03	0.65	†	2.59	2.65	3.16	3.34	2.48	2.72	2.94
Rural	1.24	2.78	2.88	1.03	0.93	2.55	0.74	0.90	0.28	2.61	2.30	2.67	2.84	2.14	2.67	2.62
Region																
Northeast	0.29	3.51	3.09	2.36	0.92	3.16	0.49	1.12	1.16	1.97	3.21	2.82	3.25	2.70	2.57	3.26
Midwest	0.62	2.25	2.28	1.72	1.07	2.51	0.72	0.89	0.54	2.58	2.40	2.15	2.86	2.04	2.50	2.36
South	0.62	2.13	2.03	2.02	1.34	1.66	1.08	1.04	0.45	1.64	2.05	2.11	2.09	1.00	1.94	2.69
West	1.86	2.72	2.59	1.95	1.28	2.90	0.54	0.34	0.20	1.95	2.17	2.67	2.59	3.03	2.57	2.72
Percent minority enrollment																
Less than 5 percent	1.97	5.50	4.71	†	†	5.82	†	†	†	6.03	5.45	5.75	5.80	5.12	5.71	5.92
5 percent to less than 20 percent	1.30	2.58	2.12	0.66	0.97	2.87	0.87	0.67	†	2.21	2.64	2.15	2.70	1.68	2.14	2.78
20 percent to less than 50 percent	0.71	2.88	2.04	1.62	1.30	2.13	0.56	0.48	0.14	1.86	2.40	2.24	2.57	1.91	2.33	2.69
50 percent or more	0.71	1.98	1.70	2.03	1.19	1.70	0.67	0.88	0.71	1.10	1.49	1.96	1.95	1.93	1.92	2.07
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	1.73	2.90	2.71	1.38	0.95	2.68	0.45	0.19	†	1.75	2.96	2.55	2.49	2.23	2.20	2.94
26 to 50 percent	0.93	2.71	2.60	1.14	1.27	2.33	0.68	0.43	†	2.32	2.56	2.16	2.44	1.90	2.87	2.56
51 to 75 percent	0.91	2.59	2.12	1.63	1.32	2.50	0.41	1.14	0.75	2.08	2.09	2.43	2.94	2.09	2.46	2.93
76 to 100 percent	0.88	2.51	2.17	2.58	1.19	2.09	1.14	1.08	0.81	1.47	1.99	2.17	1.98	1.68	2.17	2.57

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-8. Standard errors for table 8: Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2017–18

School characteristic	Had a written plan describing procedures to be performed in various 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 disease	Post-crisis reunification of students with their families	Evacuation	Lockdown	Shelter-in-place
All public schools	0.73	0.57	1.38	0.72	1.44	1.06	1.34	0.89	0.71	0.53	1.14
School type											
Traditional public school	0.77	0.60	1.43	0.74	1.40	1.05	1.34	0.89	0.68	0.39	1.13
Charter school	3.59	3.61	6.56	4.15	7.03	5.61	5.96	5.05	3.42	4.78	5.28
Level											
Primary	1.16	0.80	1.99	1.12	2.17	1.78	1.83	1.38	1.13	0.71	1.57
Middle	0.96	0.79	1.50	0.78	1.37	1.06	1.74	1.36	0.89	0.56	1.17
High school	1.02	0.96	1.62	0.84	1.63	1.18	1.93	1.33	0.73	0.75	1.27
Combined	3.43	3.29	5.81	3.59	5.94	4.39	5.68	4.16	3.50	4.00	4.55
Enrollment size											
Less than 300	2.41	1.64	4.15	1.87	3.92	2.93	3.65	3.16	1.99	1.72	3.45
300–499	1.42	1.14	2.42	1.60	2.41	1.80	2.51	1.52	1.24	1.08	1.87
500–999	0.87	0.89	2.17	1.11	1.41	1.27	2.02	1.37	1.15	0.73	1.49
1,000 or more	1.08	0.82	2.13	0.60	1.94	0.86	2.14	1.33	0.82	0.42	1.68
Locale											
City	1.56	0.95	2.11	1.48	2.52	1.95	2.09	2.02	1.37	1.17	1.79
Suburb	1.02	1.06	2.04	1.09	1.97	1.41	2.59	1.33	1.06	0.83	1.45
Town	1.69	0.94	3.26	1.94	3.28	2.66	4.00	2.15	2.27	1.76	2.11
Rural	1.61	1.27	2.94	1.36	2.72	2.09	2.40	2.28	1.53	1.12	2.74
Region											
Northeast	2.20	2.85	3.00	1.43	3.44	1.87	3.17	2.33	1.41	1.46	2.69
Midwest	1.31	0.76	3.10	1.40	3.04	2.49	3.12	2.43	1.25	1.04	1.94
South	1.06	0.63	2.21	1.01	1.74	1.49	2.18	1.48	1.22	0.80	1.89
West	2.12	1.01	2.51	2.15	2.99	2.76	2.60	1.75	1.29	1.31	2.09
Percent minority enrollment											
Less than 5 percent	4.06	3.07	5.89	1.65	6.16	4.49	5.70	4.86	3.86	1.87	4.96
5 percent to less than 20 percent	1.24	1.24	2.98	1.62	3.00	2.04	2.56	1.91	1.28	0.77	2.29
20 percent to less than 50 percent	1.34	1.06	2.52	1.43	2.40	1.75	2.77	1.51	1.42	0.89	1.77
50 percent or more	1.02	0.96	2.06	1.18	1.97	1.69	1.93	1.61	1.13	1.09	1.64
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	1.84	1.26	3.09	2.04	2.60	2.08	3.05	2.13	1.02	1.18	2.15
26 to 50 percent	1.33	1.37	2.58	1.12	2.60	2.10	3.46	1.55	1.66	0.81	2.14
51 to 75 percent	1.52	1.29	2.63	1.32	3.15	2.07	2.75	1.82	1.47	1.30	2.10
76 to 100 percent	1.13	0.83	2.55	1.52	2.29	1.96	2.47	1.79	1.18	1.21	2.15

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-9. Standard errors for table 9: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2017–18

School characteristic	Prevention curriculum, instruction, or training for students	Social emotional learning (SEL) for students	Behavioral or behavior modification intervention for students	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative circles	Programs to promote a sense of community or social integration among students
All public schools	0.50	0.78	0.39	0.73	1.15	0.83	1.25	1.15
School type								
Traditional public school	0.50	0.75	0.40	0.79	1.15	0.82	1.22	1.09
Charter school	3.27	3.96	2.14	1.91	4.83	3.41	6.15	6.04
Level								
Primary	0.79	1.07	0.43	1.18	2.04	1.22	1.96	1.46
Middle	0.68	1.32	0.65	0.82	1.73	1.08	1.50	1.17
High school	0.93	1.42	1.18	0.95	1.67	1.29	1.73	1.28
Combined	3.24	4.12	3.84	3.01	5.08	2.84	4.71	6.07
Enrollment size								
Less than 300	1.58	1.44	1.21	2.05	3.55	2.47	3.60	3.17
300–499	1.17	1.28	0.62	1.64	2.53	1.45	2.07	1.73
500–999	0.74	1.18	0.51	0.92	1.96	0.98	1.71	1.47
1,000 or more	0.92	1.51	0.73	1.07	1.52	1.40	2.00	1.04
Locale								
City	1.10	1.17	0.54	0.89	2.55	1.40	2.89	1.82
Suburb	0.87	1.28	0.37	1.19	1.82	1.20	2.08	1.30
Town	1.22	2.01	1.23	2.63	3.31	1.49	3.17	2.53
Rural	1.32	1.71	1.14	1.64	2.46	1.58	2.70	2.44
Region								
Northeast	1.13	1.37	0.69	2.28	3.19	1.67	2.90	1.53
Midwest	1.34	1.42	1.17	1.28	2.66	1.52	2.72	2.01
South	0.68	1.80	0.56	0.83	2.33	1.46	2.13	1.71
West	1.44	1.49	0.82	1.78	3.09	1.13	2.41	2.06
Percent minority enrollment								
Less than 5 percent	2.03	3.75	2.85	3.86	6.36	5.54	6.07	5.35
5 percent to less than 20 percent	1.31	1.44	0.86	1.39	2.46	1.33	2.49	1.71
20 percent to less than 50 percent	1.04	1.46	0.84	1.39	2.30	1.04	2.69	2.07
50 percent or more	0.91	1.01	0.39	0.87	1.96	1.21	1.88	1.40
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	1.50	1.39	0.99	2.28	2.90	1.03	3.33	1.76
26 to 50 percent	1.20	1.79	1.02	1.35	2.40	1.37	2.48	1.65
51 to 75 percent	1.29	1.46	0.91	1.37	2.61	1.24	2.28	2.12
76 to 100 percent	0.98	1.28	0.43	1.00	2.15	1.73	2.50	2.01

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-10. Standard errors for table 10: 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 2017–18

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	0.72	1.29	1.46
Lack of or inadequate alternative placements or programs for disruptive students	1.21	1.25	1.24
Likelihood of complaints from parents	0.52	1.43	1.49
Lack of teacher support for school policies	0.45	1.14	1.28
Lack of parental support for school policies	0.94	0.90	1.26
Teachers' fear of student retaliation	0.43	1.09	1.19
Fear of litigation	0.81	1.05	1.17
Inadequate funds	1.09	1.08	1.20
Inconsistent application of school policies by faculty or staff	0.66	1.38	1.37
Fear of district or state reprisal	0.63	1.21	1.12
Federal, state, or district policies on disciplining special education students	0.92	1.27	1.57
Federal policies on discipline and safety other than those for special education students	0.84	1.39	1.49
State or district policies on discipline and safety other than those for special education students	0.88	1.28	1.38

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-11. Standard errors for table 11: 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 2017–18

School characteristic	School Resource Officers (SROs)			Other 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	1.17	0.91	1.01	0.74	0.42	0.71	1.02	0.83	0.76
School type									
Traditional public school	1.12	0.94	1.02	0.80	0.43	0.78	0.98	0.80	0.78
Charter school	4.29	2.67	3.82	1.81	†	1.76	6.04	4.61	4.62
Level									
Primary	1.73	1.42	1.59	1.14	0.62	1.15	1.53	1.26	1.09
Middle	1.70	1.47	1.62	1.23	0.85	1.02	1.37	1.25	0.89
High school	1.56	1.66	1.58	1.52	1.12	1.01	1.63	1.58	1.03
Combined	4.92	3.67	3.91	1.88	1.72	1.34	3.64	3.36	3.42
Enrollment size									
Less than 300	3.12	1.90	2.79	2.19	0.97	2.14	2.11	1.71	1.63
300–499	2.01	1.56	1.58	1.47	0.50	1.44	1.99	1.48	1.36
500–999	1.69	1.46	1.42	1.24	0.96	0.98	1.58	1.36	1.19
1,000 or more	1.57	1.91	1.52	1.12	0.82	0.90	1.83	1.37	1.64
Locale									
City	2.18	1.52	1.60	1.37	0.85	1.05	2.21	2.03	1.47
Suburb	1.75	1.45	1.75	1.32	0.88	1.24	1.62	1.40	1.01
Town	3.75	3.49	3.10	2.48	1.74	2.09	2.00	1.25	1.57
Rural	2.50	1.80	2.31	1.75	0.42	1.68	1.78	1.15	1.53
Region									
Northeast	3.31	2.91	2.52	2.04	1.49	1.75	2.86	2.93	2.13
Midwest	2.99	1.87	2.43	1.83	0.73	1.75	1.85	1.55	1.11
South	1.83	1.94	1.69	1.49	0.74	1.44	1.67	1.28	1.16
West	2.17	1.52	1.95	1.32	0.67	1.19	2.02	1.36	1.53
Percent minority enrollment									
Less than 5 percent	7.62	5.86	4.32	2.83	†	1.91	3.64	†	†
5 percent to less than 20 percent	2.70	2.13	2.58	2.07	0.80	2.05	0.99	0.82	0.99
20 percent to less than 50 percent	2.25	1.92	1.87	1.62	0.94	1.17	1.64	1.32	1.03
50 percent or more	1.82	1.45	1.20	1.07	0.70	0.93	1.87	1.72	1.26
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	2.40	2.02	2.08	1.90	1.00	1.68	1.92	1.81	1.39
26 to 50 percent	2.76	2.09	2.08	1.85	1.03	1.64	1.96	1.07	1.53
51 to 75 percent	3.05	1.77	2.46	1.54	0.64	1.59	1.96	1.54	1.34
76 to 100 percent	2.34	1.79	1.57	1.28	0.89	1.09	2.12	1.73	1.46

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-12. Standard errors for table 12: 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 2017–18

School characteristic	Number of schools with a sworn law enforcement officer (including SROs) who routinely:					Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Among schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely:			
	Total number of schools	Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera	Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera		Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera
All public schools	350	920	870	890	770	1.08	1.06	1.06	0.93	980	0.94	1.87	0.87	1.83
School type														
Traditional public school	640	920	870	910	760	1.11	1.13	1.12	0.98	970	0.98	1.84	0.86	1.81
Charter school	550	†	†	†	†	3.69	3.37	3.66	3.47	240	7.56	11.12	9.00	12.39
Level														
Primary	290	820	840	830	670	1.64	1.72	1.68	1.38	850	1.65	3.80	1.72	3.42
Middle	60	230	260	250	230	1.53	1.76	1.68	1.53	240	0.83	1.74	0.90	1.97
High school	40	200	210	190	180	1.61	1.65	1.55	1.45	180	0.81	1.65	1.05	1.78
Combined	180	270	240	260	†	4.28	3.88	4.17	2.52	320	7.20	8.05	8.65	6.60
Enrollment size														
Less than 300	310	560	530	560	370	3.29	3.15	3.30	2.23	610	3.15	6.74	3.14	5.49
300–499	120	460	420	510	290	1.88	1.70	2.06	1.19	560	2.88	3.34	2.39	2.64
500–999	70	650	550	570	490	2.03	1.70	1.77	1.53	600	1.37	2.32	1.38	2.54
1,000 or more	20	140	140	150	180	1.53	1.55	1.63	1.98	140	0.71	1.71	1.11	2.16
Locale														
City	170	430	380	390	350	1.96	1.74	1.76	1.54	480	2.01	3.79	2.38	3.55
Suburb	150	510	460	540	360	1.77	1.66	1.89	1.33	520	1.46	2.77	1.15	2.48
Town	150	450	380	420	290	4.01	3.42	3.82	2.81	410	2.99	3.75	2.47	3.93
Rural	210	570	550	570	390	2.56	2.49	2.58	1.81	610	1.94	3.17	1.93	3.70
Region														
Northeast	930	670	450	700	340	2.97	2.17	3.39	2.09	760	2.71	3.03	2.97	3.75
Midwest	1,000	480	470	510	280	2.80	2.70	2.84	1.49	590	2.70	4.19	2.66	3.24
South	960	780	770	700	460	1.80	2.04	1.63	1.52	740	1.29	2.32	1.00	2.37
West	1,010	470	450	480	380	2.19	1.99	2.18	1.72	510	2.14	3.42	1.60	4.03
Percent minority enrollment														
Less than 5 percent	530	380	300	350	†	6.84	5.89	6.56	1.49	410	4.49	7.44	5.48	3.07
5 percent to less than 20 percent	960	500	500	530	360	2.54	2.83	2.48	2.02	560	2.15	3.52	1.64	3.26
20 percent to less than 50 percent	950	550	510	560	390	2.20	1.72	2.22	1.74	580	1.87	2.66	1.36	2.90
50 percent or more	760	550	470	470	420	1.58	1.33	1.40	1.20	610	1.69	2.63	1.83	2.61
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	610	410	360	440	330	2.60	2.25	2.78	2.15	440	1.68	3.31	1.30	4.28
26 to 50 percent	870	710	600	730	400	2.88	2.80	2.95	1.99	780	1.98	3.31	1.98	3.06
51 to 75 percent	950	660	610	670	400	2.75	2.41	2.89	1.90	700	1.87	3.31	1.89	3.13
76 to 100 percent	880	600	550	530	460	1.96	1.86	1.79	1.65	640	2.28	3.43	2.57	3.46

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table A-13. Standard errors for table 13: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2017–18

School characteristic	Number of schools providing diagnostic mental health assessments	Percentage of schools providing diagnostic mental health assessments	Among schools providing diagnostic mental health assessments, percentage distribution of location where services were provided:			Number of schools providing treatment	Percentage of schools providing treatment	Among schools providing treatment, percentage distribution of location where services were provided:		
			At school only	Outside of school only	Both at school and outside of school			At school only	Outside of school only	Both at school and outside of school
All public schools	1,000	1.20	1.50	1.00	1.73	870	1.09	2.15	1.48	2.10
School type										
Traditional public school	1,010	1.23	1.54	1.07	1.82	830	1.10	1.99	1.55	1.97
Charter school	330	5.39	6.73	†	6.44	340	5.84	8.98	†	9.64
Level										
Primary	980	2.02	2.64	1.82	3.02	900	1.90	3.08	2.24	3.20
Middle	260	1.68	1.94	1.66	2.51	260	1.72	2.25	1.54	2.64
High school	220	1.77	1.70	1.52	1.95	210	1.68	2.80	1.07	2.61
Combined	330	4.84	7.85	6.29	7.01	350	5.59	9.48	7.68	9.22
Enrollment size										
Less than 300	570	3.44	5.21	4.09	5.09	540	3.32	6.94	5.71	6.44
300–499	630	2.54	3.00	2.07	3.97	630	2.55	3.13	1.87	3.36
500–999	630	1.98	2.11	1.64	2.43	560	1.76	3.17	2.00	3.44
1,000 or more	180	2.09	1.90	1.51	2.18	190	2.13	3.05	2.36	3.28
Locale										
City	470	2.13	2.38	1.76	2.84	420	1.89	4.17	2.46	3.97
Suburb	680	2.37	2.44	1.57	2.94	670	2.43	2.91	2.97	4.11
Town	390	3.70	4.92	4.10	4.47	370	3.48	4.06	3.01	4.27
Rural	510	2.31	3.97	2.60	3.58	540	2.48	4.82	3.20	5.02
Region										
Northeast	640	3.12	3.45	2.73	4.14	620	3.45	6.25	2.20	5.85
Midwest	620	2.33	3.85	2.60	4.06	650	2.15	4.86	1.82	4.55
South	730	2.25	2.63	1.96	3.06	670	2.12	2.85	2.66	3.43
West	730	2.95	3.63	2.72	3.69	580	2.34	4.41	3.76	4.52
Percent minority enrollment										
Less than 5 percent	380	6.54	8.77	6.63	9.44	320	5.89	10.51	†	10.42
5 percent to less than 20 percent	560	2.37	3.93	3.17	3.72	500	2.20	4.28	2.52	4.53
20 percent to less than 50 percent	700	2.33	2.78	2.52	3.16	630	2.38	3.83	2.73	3.86
50 percent or more	870	2.31	2.40	1.51	2.42	670	1.73	3.56	2.18	3.40
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	530	2.57	3.62	2.38	3.53	430	2.63	4.83	1.88	4.14
26 to 50 percent	560	2.58	3.40	2.41	3.54	480	2.17	4.22	2.93	4.57
51 to 75 percent	710	2.71	3.14	1.95	3.58	570	2.34	3.42	2.22	3.58
76 to 100 percent	900	2.94	2.88	2.27	3.01	620	1.82	4.00	3.01	3.69

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

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. K–12 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 collects detailed information from public schools on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel. SSOCS also collects information on the programs, practices, and policies schools have in place to prevent and reduce crime. Data from this collection can be used to examine the relationship between school characteristics and violent crimes in regular public primary, middle, high, and combined schools.

SSOCS has been conducted seven times, covering the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 school years. The responsibility for the design and conduct of the survey lies with NCES, and the 2017–18 SSOCS data collection (SSOCS:2018) was administered by the U.S. Census Bureau. Although historically SSOCS has been conducted as a mail survey with telephone and e-mail follow-up, the 2018 data collection experimented with an online questionnaire. In this experiment, approximately one-fourth of the sampled schools were randomly assigned to initially receive instructions to complete the online questionnaire and the remaining schools received a paper questionnaire. The 2018 data collection also included an incentive experiment in which about half of the sampled schools received a \$10 cash incentive. For more information on the experiments, see the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

Data collection began in February 2018. Invitations including log-in information to complete the survey via the online questionnaire were mailed to schools in the internet treatment group on February 20, 2018. Paper questionnaires were mailed to schools in the paper treatment group on February 23, 2018. Data collection continued through July 18, 2018.

A total of 2,762 public schools submitted complete questionnaires, including 671 primary schools, 975 middle schools, 997 high schools, and 119 combined schools.

Sample Design

The sampling frame for SSOCS:2018 was constructed using the 2014–15 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file, an annual data collection of all public K–12 schools and school districts.¹ The SSOCS sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia.²

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 survey administrations. To attain these objectives, a stratified, random sample of 4,803 public schools was drawn for SSOCS:2018. The

¹ At the time of sampling, the 2014–15 CCD was the most recent data file available.

² The SSOCS sample frame 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.

same general sampling design—including stratification variables, number of strata, method of sample allocation, and sorting of variables before selection—was used for SSOCS:2018 as for the previous survey administrations.³

However, for the first time, SSOCS used a reverse Keyfitz procedure to minimize the probabilities that a school would be selected to participate in both the 2017–18 SSOCS and the 2017–18 National Teacher and Principal Survey (another school-based NCES data collection) (Keyfitz 1951; Rust and Johnson 1992). Since the 2017–18 NTPS data collection window overlapped with the 2017–18 SSOCS data collection window, this procedure was implemented to minimize overlap between the two samples as a way of reducing burden on respondents. Since the NTPS sample was chosen first, the reverse Keyfitz procedure set a probability for each SSOCS school conditional on the probability of selection for that school in NTPS and whether the school was in the NTPS sample. In short, the schools that were selected for NTPS had their conditional probabilities of selection for SSOCS decreased and the schools that were not selected for NTPS had their conditional probabilities of selection for SSOCS increased. For more information on the Keyfitz procedure, see the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

To account for declining response rates as well as to allow for analysis of the internet and incentive experiments, SSOCS:2018 began with a larger sample than in previous SSOCS administrations. Because the majority of school violence is reported in middle and high schools, a larger proportion of the expected respondent count of 2,755 schools was allocated to middle and high schools. The target respondent count was allocated to the four school levels, as follows: 691 primary schools, 967 middle schools, 989 high schools, and 108 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:2018, with the population of schools stratified into four school levels, four locale categories,⁴ and four enrollment size categories⁵ (Diliberti, Jackson, and Kemp 2017; Chen 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 Census region,⁷ and state, and a sample of 4,803 schools was selected using a systematic design, with a constant sampling rate in each stratum.

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

⁴ The four locale categories are city, suburb, town, and rural.

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 Census regions are the Northeast, Midwest, South, and West.

For more information on the sample design, see the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

Data Collection

Five months before the onset of data collection, recruitment operations began with school districts that require prior approval before allowing sampled schools in their district to participate in the survey. On February 12, 2018, the principals of the sampled schools were sent advance letters that informed them that their school had been sampled and included 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.

Between February 20 and February 23, 2018, principals of sampled schools were sent a package containing either a letter with log-in information to complete the survey or a paper questionnaire and a return envelope. Half of the packages in each group included a \$10 cash incentive. All principals—regardless of the school’s assigned treatment group—received a brochure and a cover letter describing the importance of the survey.

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. The interviewer could also offer the internet option to respondents who were in the paper treatment group and offer the paper option to those who were in the internet treatment group. Throughout the data collection window, nonresponding schools also received reminder e-mails and replacement packages, as appropriate.

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.

Excluding the non-survey items that collect information about the respondent, the SSOCS:2018 questionnaire included 261 subitems. For a survey to be considered complete, all of the following completion criteria had to be met:

- Answers were required for at least 157 of the 261 total subitems.
- Of the 261 total subitems, 76 were categorized as critical. Responses were required for at least 61 of the 76 critical subitems. Responses provided to the critical subitems counted toward the total 157 subitem responses needed for a survey to be considered complete.
- Items 30 and 38 had additional completion criteria; responses were required for at least 18 of the 30 subitems within item 30 and at least 3 of the 5 subitems within the first column of item 38.

Questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2018 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 in the sampling frame).

A copy of the SSOCS:2018 paper questionnaire can be found in Appendix D: 2017–18 School Survey on Crime and Safety Questionnaire. More detailed information about the SSOCS:2018 data collection and data processing procedures can be found in the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

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:2018 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:2018 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 (FTE) teachers; percent White, non-Hispanic enrollment; school enrollment size; student-to-FTE teacher ratio; and percentage 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 “Analysis of Unit Nonresponse Bias” section below).

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. As noted previously, the three variables used for raking (school level, enrollment size, and locale) have been shown to be correlated with school crime (Diliberti, Jackson, and Kemp 2017; Chen 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. To calculate any of these measures, it is first necessary to know the outcome of each sampled case. Table B-1 shows the outcomes of the 4,803 cases selected for participation in SSOCS:2018, as well as the weighted unit response rates by selected school characteristics.⁸ The overall weighted⁹ unit response rate was 61.7 percent.

Table B-1. Weighted unit response rates, by selected school characteristics: School year 2017–18

School characteristic	Initial sample	Completed survey ¹	Nonrespondents ²	Ineligible ³	Weighted response rate (percent) ⁴
Total	4,803	2,762	1,975	66	61.7
Level ⁵					
Primary	1,170	671	477	22	60.8
Middle	1,704	975	703	26	60.7
High school	1,748	997	740	11	61.4
Combined	181	119	55	7	71.5
Enrollment size					
Less than 300	456	286	135	35	68.4
300–499	955	605	334	16	65.8
500–999	1,860	1,042	806	12	56.8
1,000 or more	1,532	829	700	3	55.1
Locale					
City	1,528	723	769	36	49.3
Suburb	1,837	1,034	793	10	58.2
Town	563	382	168	13	68.2
Rural	875	623	245	7	75.6
Percent White, non-Hispanic enrollment					
More than 95 percent	170	128	39	3	79.2
More than 80 to 95 percent	1,014	675	330	9	68.3
More than 50 to 80 percent	1,390	848	536	6	62.8
50 percent or less	2,229	1,111	1,070	48	55.0
Region					
Northeast	819	459	347	13	61.3
Midwest	1,029	636	377	16	64.3
South	1,845	1,042	782	21	61.0
West	1,110	625	469	16	60.4

¹In SSOCS:2018, a minimum of 60 percent (157 subitems) of the 261 substantive subitems in the questionnaire were required for the survey to be considered complete. The 261 subitems include a minimum of 80 percent of the 76 critical subitems, 60 percent of item 30 subitems, and 60 percent of item 38 subitems in column 1. Questionnaires that did not meet these criteria were considered incomplete and are excluded from the SSOCS:2018 data file.

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

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to a non-regular 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).

⁴The weighted response rate is calculated by applying the inverse of the probability of selection to the calculation of the unweighted response rate.

⁵Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8.

"Middle schools" are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. "High schools" are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 13. "Combined schools" include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

⁸Schools 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.

⁹The 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.

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:2018 (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 school characteristics used in the unit nonresponse bias analysis were school locale; number of FTE teachers; school level; region; percent White, non-Hispanic enrollment; school enrollment size; student-to-FTE teacher ratio; and percentage 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:2018 regardless of whether they responded. Based on these characteristics, the analysis found that there were significant differences between responding and nonresponding schools. For example, schools with an enrollment of 1,000 students or more, city 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 (see table B-1).

To provide a fuller picture of the risk of bias in key estimates, correlations between the school 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 school 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 school characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2018 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; percentage of White, non-Hispanic enrollment; region; percentage of students eligible for free or reduced-price lunch; student-to-FTE-teacher ratio; and number of FTE teaching staff. The results show that before the nonresponse adjustment, approximately 56 percent of the 32 categories from the eight school characteristics were significantly biased. After the adjustment, only about 3 percent were significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight frame characteristics. Because these characteristics are known to be correlated with survey variables, this suggests the weighting adjustments incorporated into the SSOCS:2018 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: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

Item Response Rates

Just as some principals chose to not respond to the SSOCS:2018 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:2018 were generally high, ranging from 87 to 100 percent. The mean item response rate for SSOCS:2018 was about 98 percent. Of the 261 subitems in the SSOCS questionnaire (i.e., all subitems in the questionnaire except the non-survey items that collect information about the respondent), most (235) had response rates greater than 95 percent, 24 had response rates between 90 and 95 percent, and 2 had response rates below 90 percent. The two subitems with response rates below 90 percent are listed below:

- C0326–Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 89 percent)
- C0330–Number of recorded incidents of physical attacks or fights without a weapon (weighted response rate of 87 percent)

Analysis of Item Nonresponse Bias

NCES Statistical Standard 4-4 requires an analysis of item nonresponse bias for any item with a base-weighted item response rate less than 85 percent. No specific items were analyzed for potential nonresponse bias because all SSOCS:2018 items met the threshold of 85 percent response.

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:2018 surveys contained some level of item nonresponse

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

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:2018 were tailored to the nature of the survey item. Three methods were used: ratio, direct copy, and clerical. These methods are described in detail in the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Padgett et al. 2019).

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:2018, 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.

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, response differences related to the different data collection modes, 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. Cognitive testing provided the opportunity to check for consistency of interpretation of questions and definitions as well as to eliminate ambiguous items. 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, whether they were received by mail, Internet, or telephone, were reviewed to identify anomalies and to verify that data appeared correct.

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.

For some selected findings and figures that present counts, a 95% confidence interval is also presented. A 95% confidence interval can be constructed such that if an estimation procedure were repeated many times, 95 percent of the calculated confidence intervals would contain the true population value. A 95% confidence interval can be computed by using the following formula:

$$\bar{x} \pm z * \frac{\sigma}{\sqrt{n}}$$

where \bar{x} is the estimate obtained from the sample, σ is the standard deviation, and n is the number of observations. For a 95% confidence interval, z is equal to 1.96.

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Appendix C:
Description of Variables

Description of Variables

Selected variables from the 2017–18 School Survey on Crime and Safety (SSOCS:2018) 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 10). 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 were provided in the questionnaire and can be found on pages D-3 and D-4 of this report, as part of Appendix D: 2017–18 School Survey on Crime and Safety Questionnaire. For more information about how variables are coded, please see the *School Survey on Crime and Safety: 2017–18 Data File User’s Manual* (Jackson et al. 2019).

School Characteristic (Row) Variables

School Type (FR_CHRT): This variable was created using the 2014–15 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. Schools indicate whether or not they are a “charter school,” which is defined as a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and is designated by such authority to be a charter school.

Level (FR_LVL): This variable was created using the 2014–15 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 13. “Combined schools” include all other combinations of grades not included in the three former categories, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or CTE students in a high school program that continues beyond grade 12.

Enrollment Size (FR_SIZE): The enrollment classification categories were created using the school enrollment data in the 2014–15 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_URBAN): This collapsed variable was constructed from a variable (*FR_LOC12*) in the 2014–15 CCD Public Elementary/Secondary School Universe data file. The CCD locale variable has 3 city, 3 suburb, 3 town, and 3 rural categories for a total 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.

Region (CENREGN): This variable was created during using the 2014–15 CCD Public Elementary/Secondary School Universe data file variable FIPS (Federal Information Processing Standard). Regions are defined by the U.S. Census Bureau. The regions are (1) Northeast, (2) Midwest, (3) South, and (4) West. Table C-1 shows how states within regions of the country are defined according to the U.S. Census Bureau.

Table C-1. States within regions of the country as defined by the U.S. Census Bureau

Northeast	Midwest	South	West
Connecticut	Illinois	Alabama	Alaska
Maine	Indiana	Arkansas	Arizona
Massachusetts	Iowa	Delaware	California
New Hampshire	Kansas	District of Columbia	Colorado
New Jersey	Michigan	Florida	Hawaii
New York	Minnesota	Georgia	Idaho
Pennsylvania	Missouri	Kentucky	Montana
Rhode Island	Nebraska	Louisiana	Nevada
Vermont	North Dakota	Maryland	New Mexico
	Ohio	Mississippi	Oregon
	South Dakota	North Carolina	Utah
	Wisconsin	Oklahoma	Washington
		South Carolina	Wyoming
		Tennessee	
		Texas	
		Virginia	
		West Virginia	

SOURCE: U.S. Department of Commerce, Economics and Statistics Administration.

Percent Minority Enrollment (PERMIN): The percent minority enrollment variable was created using school enrollment data in the 2014–15 CCD Public Elementary/Secondary School Universe data file. Percent minority enrollment was calculated as 100 minus the percent enrollment of White, non-Hispanic students (*FR_PERWT*). Therefore, percent minority enrollment is equal to the percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races. Percent minority enrollment was then categorized as follows: (1) Less than 5 percent, (2) 5 percent to less than 20 percent, (3) 20 percent to less than 50 percent, and (4) 50 percent or more.

Percentage of Students Eligible for Free or Reduced-Price Lunch (C0524): This information is taken directly from item 41 in the SSOCS:2018 questionnaire. Respondents were asked to report the percentage of students eligible for free or reduced-price lunch (C0524). The percentage of students eligible for free or reduced-price lunch was then categorized as follows: (1) 0 to 25 percent, (2) 26 to 50 percent, (3) 51 to 75 percent, and (4) 76 to 100 percent.

Column Variables

Table 1

All Violent Incidents Recorded (C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338): This information is taken directly from items 30a_1–30e_ii_1 in the SSOCS:2018 questionnaire. A total count of 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 30a_1–30d_i_1 and 30e_i_1 in the SSOCS:2018 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.

Nonviolent Incidents Recorded (C0342, C0346, C0350, C0354, C0355, C0358, C0362): This information is taken directly from items 30f_1–30l_1 in the SSOCS:2018 questionnaire. A total count of nonviolent incidents recorded was obtained by adding the number of recorded incidents of theft or larceny (C0342); 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

Incidents of Physical Attacks or Fights With a Weapon Recorded (C0326): This information is taken directly from item 30d_i_1 in the SSOCS:2018 questionnaire.

Incidents of Physical Attacks or Fights Without a Weapon Recorded (C0330): This information is taken directly from item 30d_ii_1 in the SSOCS:2018 questionnaire.

Incidents of Threats of Physical Attack With a Weapon Recorded (C0334): This information is taken directly from item 30e_i_1 in the SSOCS:2018 questionnaire.

Incidents of Threats of Physical Attack Without a Weapon Recorded (C0338): This information is taken directly from item 30e_ii_1 in the SSOCS:2018 questionnaire.

Table 3

Incidents of Robberies With or Without a Weapon Recorded (C0318, C0322): This information is taken directly from items 30c_i_1 and 30c_ii_1 in the SSOCS:2018 questionnaire.

Incidents of Theft Recorded (C0342): This information is taken directly from item 30f_1 in the SSOCS:2018 questionnaire.

Incidents of Vandalism Recorded (C0362): This information is taken directly from item 30l_1 in the SSOCS:2018 questionnaire.

Incidents of Hate Crimes (C0690): This information is taken directly from item 31 in the SSOCS:2018 questionnaire.

Table 4

Incidents of Possession of a Firearm/Explosive Device Recorded (C0346): This information is taken directly from item 30g_1 in the SSOCS:2018 questionnaire.

Incidents of Possession of a Knife or Sharp Object Recorded (C0350): This information is taken directly from item 30h_1 in the SSOCS:2018 questionnaire.

Incidents of Distribution, Possession, or Use of Alcohol Recorded (C0358): This information is taken directly from item 30k_1 in the SSOCS:2018 questionnaire.

Incidents of Distribution, Possession, or Use of Illegal Drugs Recorded (C0354): This information is taken directly from item 30i_1 in the SSOCS:2018 questionnaire.

Incidents of Inappropriate Distribution, Possession, or Use of Prescription Drugs Recorded (C0355): This information is taken directly from item 30j_1 in the SSOCS:2018 questionnaire.

Table 5

Disciplinary Problems Occurring at Least Once a Week (C0374, C0376, C0389, C0378, C0382, C0380, C0384, C0386): This information is taken directly from items 35a–c, 35h–k, and 36a in the SSOCS:2018 questionnaire. Respondents were asked to report, to the best of their knowledge, how often the following types of problems occurred: student racial or ethnic tensions (C0374); student bullying (C0376); cyberbullying among students who attend your school (C0389); student sexual harassment of other students (C0378); 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 6

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 (C0470, C0472, C0474, C0476): This information is taken directly from items 38b_2–38b_5 in the SSOCS:2018 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 (C0476).

Table 7

Safety and Security Measures (C0112, C0114, C0121, C0134, C0142, C0144, C0140, C0120, C0116, C0125, C0139, C0141, C0143, C0146, C0153): This information is taken directly from items 1b–1f, 1h, 1j, 1m–1s, and 1u in the SSOCS:2018 questionnaire. Respondents were asked to report whether it was a practice of their school to do the following: control access to school buildings during school hours (C0112); control access to school grounds during school

hours (C0114); equip classrooms with locks so that doors can be locked from the inside (C0121); require students to wear uniforms (C0134); require students to wear badges or picture IDs (C0142); require faculty and staff to wear badges or picture IDs (C0144); require clear book bags or ban book bags on school grounds (C0140); perform one or more random metal detector checks on students (C0120); require metal detector checks on students every day (C0116); perform one or more random sweeps for contraband (C0125); have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident (C0139); provide an electronic notification system that automatically notifies parents in case of a schoolwide emergency (C0141); provide a structured anonymous threat reporting system (C0143); use one or more security cameras to monitor the school (C0146); and prohibit non-academic use of cell phones or smartphones during school hours (C0153).

Threat Assessment Team (C0600): This information is taken directly from item 5 in the SSOCS:2018 questionnaire.

Table 8

Written Plans Describing Procedures to Be Performed in Select Crisis Scenarios (C0155, C0158, C0162, C0166, C0170, C0169, C0161, C0157): This information is taken directly from items 2a–2h in the SSOCS:2018 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 threats or incidents (C0169); pandemic disease (C0161); and post-crisis reunification of students with their families (C0157).

Drills on the Use of Emergency Procedures (C0163, C0165, C0167): This information is taken directly from items 3a–3c in the SSOCS:2018 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

Activities (C0174, C0183, C0176, C0181, C0175, C0177, C0179, C0186): This information is taken directly from items 4a–4h in the SSOCS:2018 questionnaire. Respondents were asked to report whether their school had any activities that included the following components: prevention curriculum, instruction, or training for students (C0174); social emotional learning for students (C0183); behavioral or behavior modification intervention for students (C0176); individual mentoring, tutoring, or coaching of students by adults (C0181); student involvement in peer mediation (C0175); student court to address student conduct problems or minor offenses (C0177); student involvement in restorative circles (C0179); and programs to promote a sense of community or social integration among students (C0186).

Table 10

Limitations on Crime Prevention (C0280, C0282, C0284, C0286, C0288, C0290, C0292, C0294, C0296, C0298, C0300, C0302, C0304): This information is taken directly from items 27a–27m in the SSOCS:2018 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).

Table 11

Presence of School Resource Officers (C0236, C0238): This information is taken directly from items 18a_i and 18a_ii in the SSOCS:2018 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 (C0240, C0242): This information is taken directly from items 18b_i and 18b_ii in the SSOCS:2018 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 (C0232, C0234): This information is taken directly from items 19_i and 19_ii in the SSOCS:2018 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 12

Practices of Sworn Law Enforcement Officers (C0621, C0622, C0624, C0626): This information is taken directly from items 13a–13d in the SSOCS:2018 questionnaire. Respondents were asked whether sworn law enforcement officers (including School Resource Officers) at their school routinely carry physical restraints (C0621); carry chemical aerosol sprays (C0622); carry a firearm (C0624); or wear a body camera (C0626). To obtain a count of schools that have a sworn law enforcement officer present, item 11 (C0610) was used.

Table 13

Diagnostic Mental Health Assessments for Mental Health Disorders (C0661, C0663, C0665): This information is taken directly from items 20 and 21a–21b in the SSOCS:2018 questionnaire. Respondents were asked whether their school provided diagnostic mental health assessments conducted by a licensed mental health professional to evaluate students for mental health disorders (C0661). A follow-up question asked whether these assessments were provided to students in the following locations: at school (C0663) and outside of school (C0665).

Treatment for Mental Health Disorders (C0667, C0669, C0671): This information is taken directly from items 22 and 23a–23b in the SSOCS:2018 questionnaire. Respondents were asked whether their school provided treatment by a licensed mental health professional to students for mental health disorders (C0667). A follow-up question asked whether treatment was provided to students in the following locations: at school (C0669) and outside of school (C0671).

Appendix D:
**2017–18 School Survey on Crime and
Safety Questionnaire**

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

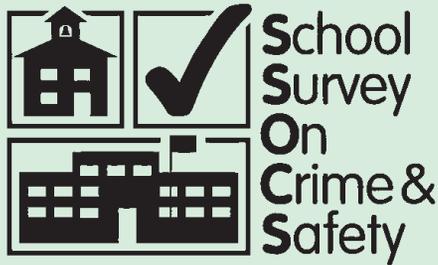
Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2017-18 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 empty rounded rectangular box for address and contact information]

(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 Elementary School Principals
National Association of School Psychologists

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

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



All of the information you provide 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 (20 U.S.C. §9573 and 6 U.S.C. §151). 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:

[Empty rectangular box for response deadline]

FORM **SSOCS-1**
(10-19-2017)



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.

Arrest – The act of detaining in legal custody. An "arrest" is the deprivation of a person's liberty by legal authority in response to a criminal charge.

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 that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.

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

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

Harassment – conduct that is unwelcome and denies or limits a student's ability to participate in or benefit from a school's education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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 licensed 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.



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.

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 30a.]

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.

School Resource Officer (SRO) – a career sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.

Sexual assault – an incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, 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. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Sexual misconduct – Any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position, thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.

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 intervention addressed at lessening or eliminating the symptoms of a mental health disorder. 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 42. 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 2017–18 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 SSOCS@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 53 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 e-mail: SSOCS@census.gov, or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4012, Washington, DC 20202.



110304

FORM SSOCS-1 (10-19-2017)

School Practices and Programs

1. During the 2017–18 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, loading docks)	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.	Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons *)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i.	Require drug testing for students participating in athletics or other extracurricular activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j.	Require students to wear uniforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k.	Enforce a strict dress code	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l.	Provide school lockers to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m.	Require clear book bags or ban book bags on school grounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n.	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"/>
o.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p.	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"/>
q.	Require students to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r.	Require faculty and staff to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s.	Use one or more security cameras to monitor the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t.	Provide two-way radios to any staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u.	Prohibit non-academic <u>use</u> of cell phones or smartphones 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 disease	161	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 2017–18 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 2017–18 school year, did your school have any activities that included the following components for students?

☛ 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. Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness)	183	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements)	176	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual mentoring/tutoring/coaching of students by adults	181	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student involvement in peer mediation	175	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Student court to address student conduct problems or minor offenses	177	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Student involvement in restorative circles* (e.g., "peace circles," "talking circles," "conflict circles")	179	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. 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 2017–18 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 2017–18 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 2017–18 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"/>

***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 2017–18 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"/>

10. During the 2017–18 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 2017–18 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 11.

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 physical restraints (e.g., handcuffs, Tasers)	621	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 student discipline	632	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d.	Identifying problems in the school and proactively seeking solutions to those problems	636	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e.	Training teachers and staff in school safety or crime prevention	638	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f.	Mentoring students	640	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g.	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"/>
h.	Recording or reporting discipline problems to school authorities	644	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	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 2017–18 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 2017–18 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 11.**
2 No → **GO TO item 18 on page 11.**

***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 or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray)	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 **at 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*				
i. Full-time	236	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	238	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
b. Sworn law enforcement officers who are not School Resource Officers*				
i. Full-time	240	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	242	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None

19. Aside from sworn law enforcement officers (including **School Resource Officers***), how many additional security guards or security personnel were present **at 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				
i. Full-time	232	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	234	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None

***Please use the definition on pages 2 and 3.**



School Mental Health Services

20. During the 2017–18 school year, did your school provide **diagnostic mental health assessments*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders***?

- 661 Include only assessments conducted by a licensed **mental health professional***.
 Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.

1 Yes
 2 No → GO TO item 22 below.

21. Were **diagnostic mental health assessment*** services provided to students from your school in the following locations?

	YES	NO
a. At school* , by a school-employed or contracted mental health professional* 663	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Outside of school, by a school-employed or contracted mental health professional* 665	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

22. During the 2017–18 school year, did your school provide **treatment*** (e.g., psychotherapy, medication) to students for **mental health disorders***?

- 667 Include only **treatment*** provided by a licensed **mental health professional***.
 Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.

1 Yes
 2 No → GO TO item 24 below.

23. Were **treatment*** services provided to students from your school in the following locations?

	YES	NO
a. At school* , by a school-employed or contracted mental health professional* 669	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Outside of school, by a school-employed or contracted mental health professional* 671	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

24. During the 2017–18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

	Limits in major way	Limits in minor way	Does not limit
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, confidentiality) 678	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Concerns about reactions from parents 681	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 mental health 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"/>

Check one response on each line.

***Please use the definition on pages 2 and 3.**



Staff Training and Practices

25. During the 2017–18 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 recognizing signs of self-harm or suicidal tendencies	278	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i.	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"/>
j.	Training in recognizing physical, social, and verbal bullying* behaviors	273	1 <input type="checkbox"/> 2 <input type="checkbox"/>
k.	Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/> 2 <input type="checkbox"/>
l.	Training in positive behavioral intervention strategies	276	1 <input type="checkbox"/> 2 <input type="checkbox"/>
m.	Training in crisis prevention and intervention	277	1 <input type="checkbox"/> 2 <input type="checkbox"/>

26. To the best of your knowledge, during the 2017–18 school year, were there any staff **at your school*** who legally carried a **firearm*** on school property?

☛ Exclude sworn law enforcement officers (including **School Resource Officers***) or other security guards or personnel who carry firearms.

279 1 Yes

2 No

***Please use the definition on pages 2 and 3.**



Limitations on Crime Prevention

27. 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

28. During the 2017–18 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

29. During the 2017–18 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.**



111205

FORM SSOCS-1 (10-19-2017)

Incidents

30. Please record the number of incidents that occurred **at school*** during the 2017–18 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/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.**



31. During the 2017–18 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 33 below.**

32. To the best of your knowledge, were any of these **hate crimes*** motivated by the offender's bias against the following characteristics or perceived 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. Sex	696	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Religion	698	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Disability (e.g., physical, mental, and learning disabilities)	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"/>

33. To the best of your knowledge, during the 2017–18 school year, have there been any incidents of **sexual misconduct*** between a staff member and a student **at your school***.

☛ Report on misconduct between staff and students whether or not the incidents occurred at school or away from school.

☛ **Sexual assault*** and **rape*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 30a and 30b as well as item 33.

705 1 Yes
 2 No

34. Please record the number of **arrests*** that occurred **at your school*** during the 2017–18 school year. Please include all **arrests*** that occurred **at school***, regardless of whether a student or non-student was arrested.

688 1 None
 2 1–5
 3 6–10
 4 11 or more

***Please use the definition on pages 2 and 3.**



Disciplinary Problems and Actions

35. 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.	Student harassment * of other students based on religion 385	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g.	Student harassment * of other students based on disability (e.g., physical, mental, and learning disabilities) 387	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h.	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"/>
i.	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"/>
j.	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"/>
k.	Gang * activities 386	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

36. 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.**



37. During the 2017–18 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/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.**



111304

FORM SSOCS-1 (10-19-2017)

38. During the 2017–18 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.

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

39. During the 2017–18 school year, how many of the following occurred?
 ☛ If none, please place an "X" in the None box.

	Total number
a. Students were removed from your school without continuing services for at least the remainder of the school year for <u>disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 2.)	518 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Students were transferred to specialized schools* for <u>disciplinary reasons</u> . (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 3.)	520 <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.**



School Characteristics: 2017-18 School Year

40. As of October 1, 2017, what was your school's total enrollment?

522 Students

41. 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="1"/> <input type="text" value="5"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
b. English language learner (ELL)	526 <input type="text" value="1"/> <input type="text" value="5"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
c. Special education students*	528 <input type="text" value="1"/> <input type="text" value="5"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None
d. Male	530 <input type="text" value="1"/> <input type="text" value="5"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None

42. 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="1"/> <input type="text" value="5"/> <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="1"/> <input type="text" value="5"/> <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="1"/> <input type="text" value="5"/> <input type="text" value="0"/> % 0 <input type="text" value="0"/> None

43. 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.**



44. 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

45. 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

46. 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

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

Percent of students present

568 %
0 None

48. During the 2017–18 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 39b.)

- 📍 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.

a. Transferred to the school

570
0 None

b. Transferred from the school

572
0 None



Please provide the following information:

Please provide the following dates:

		Month	Day	
a.	Start date for your 2017–18 school year	<input type="text"/>	<input type="text"/>	/2017
b.	End date for your 2017–18 school year	<input type="text"/>	<input type="text"/>	/2018
c.	Date you completed the questionnaire	<input type="text"/>	<input type="text"/>	/2018

Is the correct grade range for this school?

022 1 Yes

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

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

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: SSOCS@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:

<https://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:

<https://nces.ed.gov>

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

<https://fedstats.sites.usa.gov>



111908

FORM SSOCS-1 (10-19-2017)