

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

Findings From the School Survey on Crime and Safety: 2003-04

U.S. Department of Education
NCES 2007-302

F I R S T L O O K





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Contents

	Page
Acknowledgments	iii
List of Tables	vi
Introduction	1
Selected Findings: 2003–04 School Year	2
Estimate Tables	3
Appendix A: Standard Error Tables	A-1
Appendix B: Methodology and Technical Notes.....	B-1
Appendix C: Description of Variables.....	C-1
Appendix D: 2003–04 School Survey on Crime and Safety Instrument	D-1

List of Tables

Table		Page
Estimate Tables		
1.	Number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2003–04.....	5
2.	Number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	6
3.	Number and percentage of public schools reporting distribution of illegal drugs, possession or use of alcohol or illegal drugs, and incidents of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	7
4.	Number and percentage of public schools reporting incidents of hate crime and gang-related crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	8
5.	Percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics: School year 2003–04.....	9
6.	Number of students involved in the use or possession of a weapon other than a firearm at school, and the number and percentage of students receiving various disciplinary actions, by selected school characteristics: School year 2003–04.....	10
7.	Percentage distribution of public schools reporting selected percentages of parents or guardians who attended an open house or back-to-school night or regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2003–04.....	11
8.	Percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2003–04.....	12
9.	Number and percentage of public schools with a written plan for responding to at least one crisis situation and the percentage of schools with a written plan for a specific crisis that also drilled students on that plan, by selected school characteristics: School year 2003–04.....	13
10.	Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2003–04.....	14

Standard Error Tables

A-1.	Standard errors for the number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2003–04.....	A-3
A-2.	Standard errors for the number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	A-4
A-3.	Standard errors for the number and percentage of public schools reporting distribution of illegal drugs, possession or use of alcohol or illegal drugs, and incidents of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	A-5
A-4.	Standard errors for the number and percentage of public schools reporting incidents of hate crime and gang-related crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04.....	A-6
A-5.	Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics: School year 2003–04.....	A-7
A-6.	Standard errors for the number of students involved in the use or possession of a weapon other than a firearm at school, and the number and percentage of students receiving various disciplinary actions, by selected school characteristics: School year 2003–04.....	A-8
A-7.	Standard errors for the percentage distribution of public schools reporting selected percentages of parents or guardians who attended an open house or back-to-school night or regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2003–04.....	A-9
A-8.	Standard errors for the percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2003–04.....	A-10
A-9.	Standard errors for the number and percentage of public schools with a written plan for responding to at least one crisis situation and the percentage of schools with a written plan for a specific crisis that also drilled students on that plan, by selected school characteristics: School year 2003–04.....	A-11
A-10.	Standard errors for the percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2003–04.....	A-12

Methodology and Technical Notes Table

B-1.	Unweighted and weighted unit response rates, by selected school characteristics, School Survey on Crime and Safety, 2004.....	B-8
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Introduction

This report presents findings on crime and violence in regular public schools¹ in the United States, using data from the 2003–04 School Survey on Crime and Safety (SSOCS:2004). First administered in the 1999–2000 school year, SSOCS provides information about school crime-related topics from the perspective of school administrators. Developed by the National Center for Education Statistics (NCES) and supported by the Office of Safe and Drug-Free Schools, SSOCS asks public school principals about the frequency of criminal incidents in their schools, such as physical attacks, robberies, and thefts. Portions of this survey also focus on school programs, disciplinary actions, and the policies implemented to prevent and reduce crime in schools.

SSOCS:2004 is based on a nationally representative stratified random sample of 3,743 U.S. public schools. Questionnaires were mailed to principals on March 1, 2004, and data collection continued through June 4, 2004. A total of 2,772 public primary, middle, high, and combined schools provided useable questionnaires leading to an unweighted response rate of approximately 75 percent. When the responding schools were weighted to account for their original sampling probabilities, the response rate increased to approximately 77 percent. A nonresponse bias analysis was performed because the weighted response weight was less than 85 percent. For more information about the methodology and design of SSOCS, including the results of the nonresponse bias analysis, please see the Methodology and Technical Notes in appendix B of this report.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only select findings are listed below. These key points have been chosen to demonstrate the range of information available when using SSOCS:2004 data rather than discuss all of the observed differences.

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

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

¹ The term “regular public schools” excludes special education schools, vocational schools, alternative schools (e.g., adult continuing education schools and remedial schools), Department of Defense schools, ungraded schools, and schools sponsored by the Bureau of Indian Affairs.

Selected Findings: 2003–04 School Year

- High schools (96 percent) and middle schools (94 percent) were more likely than primary schools (74 percent) to report violent² incidents of crime. High schools were no different than middle schools in the number of violent incidents of crime reported. (table 1)
- High schools (44 percent) were more likely to report that students were distributing illegal drugs at school than were middle schools (27 percent) or primary schools (1 percent). (table 3)
- Middle schools (42 percent) were more likely than high schools (21 percent) and primary schools (24 percent) to report that student bullying occurs at least once a week at school. (table 5)
- Of the disciplinary actions administered for use or possession of a weapon other than a firearm, the percentage of out-of-school suspensions lasting 5 or more days but less than the remainder of the school year (37 percent) was no different than the percentage of other disciplinary actions³ (36 percent). Both out-of-school suspensions and other disciplinary actions were used more often than were removals with no continuing services for at least the remainder of the school year (5 percent) and transfers to specialized schools (23 percent). (table 6)
- Schools with 1,000 or more students (24 percent) were less likely to have 76–100 percent of students with a parent or guardian who attended an open house or back-to-school night than were schools with fewer than 300 students (48 percent), schools with 300–499 students (49 percent), or schools with 500–999 students (43 percent). (table 7)
- City schools (95 percent) were more likely than rural schools (89 percent) to use student-to-student or adult-to-student methods of violence prevention such as individual attention, mentoring, tutoring, or coaching of students. (table 8)
- The percentage of schools that drilled students on an existing written plan for school shootings (47 percent) was lower than the percentage of schools that drilled students on an existing written plan for natural disasters (84 percent). (table 9)
- Among factors that were reported to limit schools' efforts to reduce crime in a major way, three factors were more likely to be reported than others: a lack of or inadequate alternative placements or programs for disruptive students (24 percent); inadequate funds (22 percent); and federal, state, or district policies on disciplining special education students (16 percent). (table 10)

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

³ "Other disciplinary actions" were defined as any disciplinary actions other than "no continuing school services for at least the remainder of the school year," "transfers to specialized schools for disciplinary reasons," and "out-of-school suspensions lasting 5 or more days but less than the remainder of the school year." The following examples of "other disciplinary actions" were provided to respondents: suspension less than 5 days and detention.

Estimate Tables

Table 1. Number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2003–04

School characteristic	Violent incidents ¹					Serious violent incidents ²				Theft ³				Other incidents ⁴			
	Total number of schools	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	80,454	65,523	81	1,553,291	33.3	14,719	18	55,193	1.2	37,041	46	199,845	4.3	51,456	64	380,094	8.1
Level ⁵																	
Primary	48,765	36,191	74	638,540	28.2	6,478	13	18,943	0.8	14,544	30	35,519	1.6	24,751	51	78,275	3.5
Middle	14,493	13,558	94	515,827	52.7	3,533	24	15,704	1.6	9,179	63	54,113	5.5	12,015	83	104,658	10.7
High school	10,829	10,380	96	320,100	27.5	3,185	29	16,741	1.4	9,042	84	93,891	8.1	10,072	93	168,200	14.5
Combined	6,367	5,394	85	78,823	29.7	1,524	24	3,805	1.4	4,275	67	16,322	6.2	4,619	73	28,959	10.9
Enrollment size																	
Less than 300	18,990	13,057	69	142,568	36.4	2,909	15	8,144	2.1	7,683	40	18,497	4.7	9,619	51	27,786	7.1
300–499	23,522	18,866	80	330,576	33.9	3,479	15	8,396	0.9	7,961	34	24,719	2.5	14,023	60	51,186	5.2
500–999	29,007	24,886	86	656,091	33.5	5,090	18	18,703	1.0	14,183	49	68,312	3.5	19,480	67	130,917	6.7
1,000 or more	8,935	8,714	98	424,056	31.6	3,241	36	19,950	1.5	7,214	81	88,317	6.6	8,334	93	170,205	12.7
Urbanicity																	
City	20,058	17,600	88	487,124	35.9	4,306	21	20,355	1.5	9,346	47	54,800	4.0	13,782	69	128,892	9.5
Urban fringe	26,586	21,323	80	565,076	30.7	4,912	18	18,291	1.0	12,237	46	80,022	4.3	17,328	65	139,469	7.6
Town	9,645	8,377	87	159,286	32.1	1,853	19	8,106	1.6	4,340	45	19,887	4.0	6,536	68	39,666	8.0
Rural	24,164	18,223	75	341,805	35.1	3,648	15	8,441	0.9	11,119	46	45,136	4.6	13,810	57	72,067	7.4
Percent minority enrollment ⁶																	
Less than 5 percent	17,078	12,661	74	193,459	27.1	2,659	16	6,192	0.9	7,353	43	31,495	4.4	9,963	58	51,456	7.2
5 to 20 percent	19,732	15,166	77	278,859	24.7	2,745	14	9,127	0.8	9,032	46	50,895	4.5	12,482	63	83,075	7.4
20 to 50 percent	17,685	14,947	85	354,246	32.0	3,409	19	10,898	1.0	8,019	45	49,198	4.4	11,423	65	85,244	7.7
50 percent or more	24,267	21,349	88	699,470	43.4	5,724	24	28,283	1.8	11,971	49	66,087	4.1	16,500	68	152,922	9.5

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

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

³Theft or larceny (taking things worth over \$10 without personal confrontation) was defined for respondents as "the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing 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 bicycles, theft from vending machines, and all other types of thefts."

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

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

⁶These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: "At school" was defined for respondents to include activities that happen 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. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 2. Number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Student threat of physical attack with a weapon ¹				Student threat of physical attack without a weapon ¹				Robbery with a weapon ^{1,2}				Robbery without a weapon ^{1,2}			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
	All public schools	6,952	9	19,160	0.4	42,609	53	566,015	12.1	476	1	1,344	#	5,070	6	16,136
Level ³																
Primary	3,424	7	8,564	0.4	22,125	45	199,252	8.8	130	#	130	#	1,994	4	4,878	0.2
Middle	1,711	12	5,002	0.5	9,824	68	203,411	20.8	120	1	631	0.1	949	7	4,117	0.4
High school	1,258	12	4,586	0.4	7,734	71	135,937	11.7	185	2	541	#	1,355	13	5,315	0.5
Combined	558	9	1,007	0.4	2,925	46	27,415	10.3	42	1	42	#	772	12	1,827	0.7
Enrollment size																
Less than 300	1,218	6	2,635	0.7	7,137	38	44,929	11.5	#	#	#	#	969	5	1,872	0.5
300–499	1,570	7	4,065	0.4	12,311	52	141,238	14.5	98	#	98	#	1,272	5	2,223	0.2
500–999	2,580	9	6,906	0.4	16,277	56	217,319	11.1	135	#	529	#	1,622	6	6,003	0.3
1,000 or more	1,585	18	5,554	0.4	6,884	77	162,529	12.1	244	3	717	0.1	1,206	13	6,038	0.4
Urbanicity																
City	2,139	11	6,993	0.5	11,546	58	172,053	12.7	270	1	977	0.1	1,570	8	4,974	0.4
Urban fringe	2,543	10	7,629	0.4	14,635	55	201,654	10.9	174	1	244	#	1,550	6	4,883	0.3
Town	781	8	1,841	0.4	4,989	52	57,798	11.7	#	#	#	#	545	6	2,972	0.6
Rural	1,489	6	2,697	0.3	11,439	47	134,511	13.8	32	#	122	#	1,404	6	3,308	0.3
Percent minority enrollment ⁴																
Less than 5 percent	1,212	7	1,846	0.3	8,967	53	75,833	10.6	#	#	#	#	836	5	1,887	0.3
5 to 20 percent	1,502	8	3,345	0.3	9,558	48	94,755	8.4	47	#	137	#	966	5	3,690	0.3
20 to 50 percent	1,573	9	4,864	0.4	10,065	57	125,183	11.3	142	1	161	#	1,149	6	3,109	0.3
50 percent or more	2,637	11	9,039	0.6	13,105	54	261,320	16.2	288	1	1,046	0.1	2,016	8	7,000	0.4

Rounds to zero.

¹Weapon was defined for respondents as, "any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others."

²Robbery was defined for respondents as, "the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery."

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

⁴These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: "At school" was defined for respondents to include activities that happen 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. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 3. Number and percentage of public schools reporting distribution of illegal drugs, possession or use of alcohol or illegal drugs, and incidents of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Distribution of illegal drugs				Possession or use of alcohol or illegal drugs				Vandalism ¹			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	10,392	13	32,641	0.7	23,597	29	131,267	2.8	41,359	51	178,514	3.8
Level ²												
Primary	712	1	1,040	#	3,058	6	5,801	0.3	20,556	42	60,609	2.7
Middle	3,860	27	8,128	0.8	8,076	56	30,154	3.1	9,428	65	55,199	5.6
High school	4,807	44	20,747	1.8	9,168	85	83,472	7.2	8,067	74	50,556	4.3
Combined	1,013	16	2,726	1.0	3,294	52	11,840	4.5	3,308	52	12,149	4.6
Enrollment size												
Less than 300	673	4	1,495	0.4	3,054	16	6,630	1.7	7,148	38	16,692	4.3
300–499	1,485	6	2,429	0.2	4,495	19	13,332	1.4	11,273	48	30,758	3.1
500–999	4,008	14	8,847	0.5	8,998	31	36,798	1.9	15,754	54	71,523	3.7
1,000 or more	4,227	47	19,870	1.5	7,049	79	74,507	5.5	7,185	80	59,541	4.4
Urbanicity												
City	2,799	14	12,230	0.9	5,771	29	39,465	2.9	11,352	57	62,050	4.6
Urban fringe	3,729	14	11,317	0.6	7,452	28	49,804	2.7	14,831	56	65,466	3.6
Town	1,364	14	3,187	0.6	3,460	36	15,212	3.1	4,798	50	16,987	3.4
Rural	2,500	10	5,906	0.6	6,914	29	26,785	2.8	10,378	43	34,011	3.5
Percent minority enrollment ³												
Less than 5 percent	1,888	11	3,633	0.5	4,868	29	19,395	2.7	7,710	45	25,332	3.6
5 to 20 percent	2,904	15	7,518	0.7	5,704	29	33,478	3.0	10,510	53	35,878	3.2
20 to 50 percent	2,306	13	7,390	0.7	5,322	30	30,413	2.7	9,037	51	37,854	3.4
50 percent or more	3,002	12	12,776	0.8	7,018	29	45,325	2.8	13,348	55	76,638	4.8

Rounds to zero.

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

²Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12.

Combined schools include all other combinations of grades, including K–12 schools.

³These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: "At school" was defined for respondents to include activities that happen 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. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 4. Number and percentage of public schools reporting incidents of hate crime and gang-related crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Hate crime ¹				Gang-related crime ²			
	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	1,998	2	6,383	0.1	3,669	5	23,039	0.5
Level ³								
Primary	461	1	2,124	0.1	792	2	2,895	0.1
Middle	564	4	1,220	0.1	1,200	8	10,116	1.0
High school	790	7	2,746	0.2	1,481	14	9,636	0.8
Combined	183	3	292	0.1	196	3	393	0.1
Enrollment size								
Less than 300	108	1	131	#	51	#	178	#
300–499	260	1	400	#	664	3	2,392	0.2
500–999	829	3	1,965	0.1	1,197	4	6,208	0.3
1,000 or more	802	9	3,887	0.3	1,758	20	14,261	1.1
Urbanicity								
City	689	3	3,552	0.3	1,938	10	16,340	1.2
Urban fringe	704	3	1,450	0.1	1,153	4	4,928	0.3
Town	201	2	448	0.1	192	2	772	0.2
Rural	404	2	933	0.1	386	2	999	0.1
Percent minority enrollment ⁴								
Less than 5 percent	360	2	592	0.1	86	1	195	#
5 to 20 percent	559	3	1,243	0.1	246	1	700	0.1
20 to 50 percent	369	2	920	0.1	759	4	3,067	0.3
50 percent or more	683	3	3,601	0.2	2,546	10	18,995	1.2

Rounds to zero.

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

²Gang was defined for respondents as "an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior."

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

⁴These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: "At school" was defined for respondents to include activities that happen 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. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 5. Percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics: School year 2003–04

School characteristic	Happens daily or at least once a week					Happens at all		
	Student racial tensions	Student bullying	Student sexual harassment of other students ¹	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities ²	Undesirable cult or extremist group activities ³
All public schools	2	27	4	11	3	19	17	3
Level ⁴								
Primary	1	24	2	7	2	14	8	1
Middle	5	42	9	18	6	32	31	6
High school	3	21	6	17	4	26	41	13
Combined	2	23	4	14	3	25	11	2
Enrollment size								
Less than 300	1	23	2	7	3	14	7	2
300–499	1	27	3	8	2	17	10	1
500–999	3	28	4	12	3	21	18	3
1,000 or more	6	30	8	23	7	34	49	13
Urbanicity								
City	3	31	5	16	4	27	25	4
Urban fringe	2	26	4	8	2	16	17	4
Town	4	30	5	13	3	23	18	4
Rural	#	23	2	8	2	16	9	1
Percent minority enrollment ⁵								
Less than 5 percent	1	25	3	6	1	14	3	2
5 to 20 percent	2	27	3	6	1	14	10	3
20 to 50 percent	3	28	4	12	3	19	20	6
50 percent or more	2	27	5	17	6	29	30	3

Rounds to zero.

¹Sexual harassment was defined for respondents as "unsolicited, offensive behavior that inappropriately asserts sexuality over another person. This behavior may be verbal or non-verbal."²Gang was defined for respondents as "an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior."³Cult or extremist group was defined for respondents as "a group that espouses radical beliefs and practices, which may include a religious component, that are widely seen as threatening the basic values and cultural norms of society at large."⁴Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.⁵These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: "At school" was defined for respondents to include activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 6. Number of students involved in the use or possession of a weapon other than a firearm at school, and the number and percentage of students receiving various disciplinary actions, by selected school characteristics: School year 2003–04

School characteristic	Total students involved in recorded offenses	Disciplinary actions taken for students involved in the use and or possession of a weapon other than a firearm at school							
		Removals without continuing services		Transfers to specialized schools ¹		Out-of-school suspensions lasting 5 or more days		Other disciplinary action ²	
		Number of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students
All public schools	57,535	2,720	5	12,415	23	20,262	37	19,679	36
Level ³									
Primary	20,295	180	1	774	4	4,878	26	13,158	69
Middle	19,440	937	5	5,854	31	8,294	43	3,992	21
High school	15,709	1,544	10	5,201	34	6,328	42	2,108	14
Combined	2,091	60	3	586	32	762	42	422	23
Enrollment size									
Less than 300	2,777	189	8	252	10	978	40	1,039	42
300–499	12,528	280	2	1,254	10	3,325	27	7,244	60
500–999	20,914	855	4	3,843	19	7,052	35	8,546	42
1,000 or more	21,316	1,396	7	7,066	35	8,906	44	2,849	14
Urbanicity									
City	25,586	900	4	5,876	24	8,610	35	9,470	38
Urban fringe	18,518	1,023	6	4,265	24	7,877	45	4,465	25
Town	5,982	348	6	1,103	19	1,718	29	2,713	46
Rural	7,449	448	7	1,170	17	2,057	31	3,030	45
Percent minority enrollment ⁴									
Less than 5 percent	3,974	256	7	440	12	1,205	34	1,625	46
5 to 20 percent	8,833	480	6	1,416	17	3,339	40	3,145	38
20 to 50 percent	12,951	980	8	2,711	22	5,528	45	3,196	26
50 percent or more	31,085	957	3	7,651	25	10,105	33	11,465	38

¹Specialized school was defined for respondents as "a school that is specifically for students who were referred for disciplinary reasons. The school may also have students who were referred for other reasons. The school may be at the same location as your school."

²Other disciplinary actions include suspension less than 5 days, detention, etc.

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

⁴These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: The numbers of students involved in offenses were provided by the principal or the person most knowledgeable about discipline issues at the school. Detail may not sum to totals because of rounding. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 7. Percentage distribution of public schools reporting selected percentages of parents or guardians who attended an open house or back-to-school night or regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2003–04

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended a regularly scheduled parent-teacher conference				
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	School	0–25 percent	26–50 percent	51–75 percent	76–100 percent	School
	of students	of students	of students	of students	does not offer	of students	of students	of students	of students	does not offer
All public schools	5	17	31	44	3	7	16	23	50	4
Level ¹										
Primary	2	10	29	57	2	2	11	20	66	2
Middle	4	22	38	35	#	9	23	30	34	5
High school	15	32	34	12	7	18	31	27	14	9
Combined	17	26	25	22	9	14	19	31	29	7
Enrollment size										
Less than 300	6	14	26	48	6	6	9	19	63	2
300–499	5	13	30	49	3	4	17	21	54	3
500–999	4	18	34	43	1	7	17	27	47	3
1,000 or more	10	28	36	24	1	15	27	27	22	10
Urbanicity										
City	6	20	39	33	1	8	17	27	45	2
Urban fringe	4	13	28	54	1	6	14	22	53	5
Town	7	18	32	41	2	7	20	21	49	3
Rural	6	18	28	43	6	7	16	23	51	4
Percent minority enrollment ²										
Less than 5 percent	6	12	26	49	7	6	16	18	56	4
5 to 20 percent	3	10	24	61	2	4	11	19	61	5
20 to 50 percent	4	15	33	45	3	6	15	24	50	5
50 percent or more	7	26	38	28	1	10	20	30	39	2

Rounds to zero.

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

²These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: Detail may not sum to 100 percent because of rounding. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 8. Percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2003–04

School characteristic	Percentage of schools using selected violence prevention program component								
	Prevention curriculum, instruction, or training for students ¹	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students or adults	Individual attention, mentoring, tutoring, or coaching of students by students or adults	Recreational, enrichment, or leisure activities for students	Students' involvement in resolving student conduct problems ²	Programs to promote a sense of community or social integration among students	Hotline or tipline for students to report problems	
All public schools	87	91	93	92	83	57	82	31	
Level ³									
Primary	91	93	93	93	83	56	83	24	
Middle	88	92	95	93	89	58	81	41	
High school	74	84	93	90	80	58	75	50	
Combined	83	89	85	89	82	57	82	35	
Enrollment size									
Less than 300	86	89	88	90	80	54	80	27	
300–499	89	93	93	92	82	53	81	23	
500–999	89	92	94	94	87	58	83	34	
1,000 or more	82	89	95	93	84	71	84	54	
Urbanicity									
City	89	95	94	95	87	63	84	34	
Urban fringe	88	92	92	93	83	60	85	32	
Town	85	88	95	91	81	53	80	31	
Rural	86	90	91	89	82	50	76	29	
Percent minority enrollment ⁴									
Less than 5 percent	86	89	91	87	82	51	75	32	
5 to 20 percent	89	91	92	90	82	56	86	33	
20 to 50 percent	88	93	94	95	84	62	82	30	
50 percent or more	86	91	93	95	86	60	83	31	

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

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

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

⁴These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 9. Number and percentage of public schools with a written plan for responding to at least one crisis situation and the percentage of schools with a written plan for a specific crisis that also drilled students on that plan, by selected school characteristics: School year 2003–04

School characteristic	Schools with a written plan for responding to at least one crisis situation		Percentage of schools with a written plan for a specific crisis that also drilled students on that plan				
	Number of schools	Percent of schools	Shootings	Natural disasters ¹	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents ²
All public schools	79,208	98	47	84	43	55	39
Level ³							
Primary	48,215	99	48	85	45	56	40
Middle	14,350	99	48	82	43	58	39
High school	10,700	99	44	82	40	59	34
Combined	5,944	93	36	85	32	39	39
Enrollment size							
Less than 300	18,093	95	39	76	34	44	33
300–499	23,285	99	45	87	42	53	38
500–999	28,941	100	50	86	46	60	41
1,000 or more	8,889	99	54	85	51	70	48
Urbanicity							
City	19,773	99	51	86	48	65	44
Urban fringe	26,369	99	54	84	49	63	46
Town	9,543	99	40	82	39	41	26
Rural	23,523	97	37	83	33	45	32
Percent minority enrollment ⁴							
Less than 5 percent	16,905	99	35	79	34	41	31
5 to 20 percent	19,538	99	52	88	46	56	38
20 to 50 percent	17,464	99	46	86	44	58	43
50 percent or more	23,610	97	49	82	44	62	43

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

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

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

⁴These estimates exclude data from Tennessee because schools in this state did not report estimates of student race.

NOTE: Respondents were included as having a written plan for responding to at least one crisis situation if they reported that they had a written plan that described procedures for any of the following: school shootings; natural disasters; hostages; bomb threats; or chemical, biological, or radiological threats or incidents. Detail may not sum to totals because of rounding. Due to the small number of responding combined schools, interpret combined school estimates with caution.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table 10. Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2003–04

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	3	33	63
Lack of or inadequate alternative placements or programs for disruptive students	24	36	41
Likelihood of complaints from parents	3	24	72
Lack of teacher support for school policies	2	17	82
Lack of parental support for school policies	6	36	58
Teachers' fear of student retaliation	1	14	85
Fear of litigation	2	25	73
Inadequate funds	22	36	42
Inconsistent application of school policies by faculty or staff	5	37	59
Fear of district or state reprisal	2	13	85
Federal, state, or district policies on disciplining special education students ¹	16	43	41
Other federal policies on discipline and safety	3	25	72
Other state or district policies on discipline and safety	2	25	74

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

NOTE: Detail may not sum to 100 percent because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Appendix A:
Standard Error Tables

Table A-1. Standard errors for the number and percentage of public schools reporting incidents of crime that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by incident type and selected school characteristics: School year 2003–04

School characteristic	Violent incidents					Serious violent incidents				Theft				Other incidents			
	Total number of schools	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	245.5	863.9	1.0	73,531.9	1.55	805.8	1.0	4,697.6	0.10	1,045.1	1.3	7,036.1	0.15	1,035.9	1.3	9,906.2	0.20
Level																	
Primary	183.2	869.5	1.7	50,996.8	2.14	654.6	1.3	3,036.0	0.13	920.1	1.9	3,514.8	0.15	977.8	2.0	5,475.3	0.22
Middle	44.5	158.5	1.1	44,730.0	4.52	158.9	1.1	2,167.0	0.22	257.2	1.8	3,203.7	0.31	183.8	1.3	4,962.4	0.48
High school	266.4	249.3	0.9	17,500.5	1.48	183.4	1.7	1,992.1	0.17	240.6	1.3	4,237.6	0.31	266.7	1.0	5,676.3	0.41
Combined	320.3	381.3	3.7	12,510.2	4.33	303.3	4.7	1,213.7	0.44	402.5	5.0	2,845.0	1.07	424.0	4.8	4,325.9	1.40
Enrollment size																	
Less than 300	244.6	546.9	2.9	19,706.3	4.86	487.9	2.5	2,438.2	0.62	690.8	3.5	2,412.5	0.57	585.4	3.0	3,853.6	0.94
300–499	80.6	526.1	2.2	47,186.1	4.85	379.2	1.6	2,063.2	0.21	512.4	2.2	2,276.9	0.23	641.7	2.8	3,127.7	0.32
500–999	33.5	388.1	1.3	37,938.7	1.89	390.6	1.3	2,059.4	0.11	502.5	1.7	4,137.6	0.21	468.9	1.6	4,298.6	0.22
1,000 or more	7.4	95.6	1.1	20,427.8	1.51	185.4	2.1	2,562.5	0.19	172.2	1.9	4,356.7	0.30	139.8	1.6	6,129.3	0.45
Urbanicity																	
City	72.2	365.5	1.8	31,753.8	2.30	461.5	2.3	3,126.8	0.23	494.2	2.5	3,235.6	0.24	595.2	3.0	7,591.3	0.51
Urban fringe	157.3	501.0	1.8	36,494.2	1.95	451.4	1.7	2,130.6	0.11	453.4	1.7	4,847.2	0.24	629.4	2.4	6,068.4	0.28
Town	193.0	346.0	2.8	13,210.9	2.47	303.9	3.1	2,161.8	0.43	316.8	3.1	1,961.6	0.33	360.1	3.3	3,545.4	0.60
Rural	122.4	601.6	2.4	57,187.0	5.75	360.1	1.5	1,016.5	0.10	651.4	2.7	3,512.8	0.35	714.5	2.9	4,431.0	0.43
Percent minority enrollment																	
Less than 5 percent	876.2	921.5	2.8	17,930.3	2.28	371.1	2.1	1,389.1	0.19	573.2	2.7	2,984.4	0.36	768.9	3.1	4,440.8	0.49
5 to 20 percent	968.1	754.8	2.6	19,767.8	1.59	322.5	1.6	1,834.5	0.16	586.1	3.1	4,458.5	0.35	562.8	2.7	4,900.1	0.41
20 to 50 percent	1,134.0	957.8	2.1	23,786.0	1.96	436.6	2.4	1,487.2	0.13	664.5	3.0	4,469.6	0.34	698.6	2.8	5,060.8	0.39
50 percent or more	776.2	686.5	1.6	62,457.4	3.87	465.7	1.7	3,521.4	0.22	678.1	2.4	4,713.9	0.28	687.1	2.4	5,797.7	0.37

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-2. Standard errors for the number and percentage of public schools reporting student threats of physical attack and incidents of robbery that occurred at school, the number of incidents, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Student threat of physical attack with a weapon				Student threat of physical attack without a weapon				Robbery with a weapon				Robbery without a weapon			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
	All public schools	570.7	0.7	2,571.5	0.05	1,069.7	1.3	47,379.0	1.01	119.0	0.1	435.1	†	484.4	0.6	1,886.6
Level																
Primary	455.6	0.9	2,064.5	0.09	957.5	1.9	18,160.9	0.77	91.9	†	91.9	†	380.3	0.8	1,548.0	0.07
Middle	143.2	1.0	1,020.6	0.10	231.4	1.6	41,206.1	4.21	39.4	0.3	392.1	0.04	116.2	0.8	803.1	0.08
High school	115.6	1.1	1,139.0	0.10	235.4	1.4	13,003.0	1.12	46.9	0.4	179.7	†	133.8	1.2	630.6	0.05
Combined	201.6	3.2	393.7	0.15	380.1	5.5	8,412.0	3.13	41.9	0.7	41.9	†	256.4	4.0	683.5	0.25
Enrollment size																
Less than 300	352.1	1.8	954.8	0.24	592.0	3.1	7,762.0	1.92	†	†	†	†	274.8	1.4	647.6	0.17
300–499	291.4	1.2	1,782.4	0.18	592.2	2.5	39,213.7	4.03	76.5	†	76.5	†	238.9	1.0	536.4	0.06
500–999	245.4	0.8	1,095.3	0.06	562.5	1.9	18,017.2	0.91	62.8	†	382.2	†	236.0	0.8	1,560.5	0.08
1,000 or more	149.7	1.7	1,200.1	0.09	164.5	1.9	13,995.9	1.04	64.6	0.7	231.0	0.02	113.8	1.3	834.3	0.06
Urbanicity																
City	372.6	1.9	2,152.4	0.16	469.1	2.4	16,720.2	1.21	80.2	0.4	420.3	0.03	239.6	1.2	759.7	0.06
Urban fringe	327.3	1.2	1,508.8	0.08	604.2	2.3	18,646.6	1.00	89.7	0.3	102.7	†	261.4	1.0	880.7	0.05
Town	189.4	1.9	564.7	0.11	360.6	3.5	7,381.7	1.43	†	†	†	†	132.3	1.4	1,483.6	0.30
Rural	222.4	0.9	474.6	0.05	645.3	2.7	41,751.8	4.26	25.4	†	101.3	†	264.8	1.1	652.9	0.07
Percent minority enrollment																
Less than 5 percent	248.7	1.4	400.8	0.06	726.9	3.1	11,535.9	1.55	†	†	†	†	205.6	1.1	437.9	0.06
5 to 20 percent	231.3	1.2	719.1	0.06	602.1	2.9	7,666.1	0.66	28.9	†	101.8	†	260.3	1.3	1,514.7	0.13
20 to 50 percent	294.1	1.7	1,091.4	0.09	786.1	3.4	12,237.0	1.07	84.5	0.5	86.0	†	261.4	1.4	668.7	0.06
50 percent or more	377.5	1.5	2,343.8	0.14	641.9	2.3	43,241.0	2.70	72.4	0.3	419.6	0.03	264.9	1.1	1,057.7	0.06

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-3. Standard errors for the number and percentage of public schools reporting distribution of illegal drugs, possession or use of alcohol or illegal drugs, and incidents of vandalism at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Distribution of illegal drugs				Possession or use of alcohol or illegal drugs				Vandalism			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	449.3	0.5	1,651.1	0.03	715.6	0.9	4,246.7	0.09	936.3	1.2	6,581.2	0.14
Level												
Primary	235.0	0.5	454.8	†	487.2	1.0	1,448.4	0.06	886.2	1.8	4,585.1	0.19
Middle	213.2	1.5	533.7	0.05	253.8	1.8	1,703.0	0.17	238.3	1.7	3,780.0	0.37
High school	187.2	1.8	1,315.4	0.11	221.7	1.2	2,839.8	0.22	264.3	1.5	3,031.4	0.24
Combined	227.4	3.4	706.0	0.27	378.3	4.8	2,008.0	0.70	392.8	5.0	2,206.7	0.72
Enrollment size												
Less than 300	217.4	1.1	613.4	0.15	380.3	2.0	1,324.1	0.33	582.3	3.1	2,233.2	0.56
300–499	194.9	0.8	369.5	0.04	347.4	1.5	1,703.2	0.17	582.6	2.5	2,077.4	0.23
500–999	276.6	1.0	655.9	0.03	336.0	1.2	2,172.6	0.11	469.2	1.6	3,915.1	0.20
1,000 or more	152.9	1.7	1,376.6	0.10	115.6	1.3	2,670.4	0.20	186.2	2.1	3,863.9	0.28
Urbanicity												
City	184.3	0.9	1,083.4	0.08	275.9	1.4	2,643.3	0.18	622.2	3.1	5,014.1	0.35
Urban fringe	207.8	0.7	1,013.3	0.05	234.6	0.9	2,245.4	0.11	576.1	2.2	3,952.7	0.20
Town	163.9	1.7	446.0	0.08	293.0	2.8	1,574.0	0.26	379.0	3.8	1,907.7	0.35
Rural	257.9	1.1	686.9	0.07	446.8	1.9	2,383.3	0.24	624.6	2.6	3,047.3	0.31
Percent minority enrollment												
Less than 5 percent	177.9	1.0	362.0	0.05	471.5	2.2	2,472.9	0.28	694.4	3.2	2,525.0	0.34
5 to 20 percent	277.8	1.5	754.2	0.07	341.3	1.9	2,393.8	0.21	535.3	2.6	2,416.0	0.20
20 to 50 percent	187.0	1.2	602.4	0.06	389.6	1.9	2,045.5	0.15	622.0	3.2	3,043.0	0.25
50 percent or more	209.1	1.0	1,207.4	0.08	383.5	1.6	2,276.5	0.16	613.5	2.3	4,495.4	0.27

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-4. Standard errors for the number and percentage of public schools reporting incidents of hate crime and gang-related crime at school, the number of incidents reported, and the rate of incidents per 1,000 students, by selected school characteristics: School year 2003–04

School characteristic	Hate crime				Gang-related crime			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	214.8	0.3	1,675.4	0.04	321.0	0.4	2,449.8	0.05
Level								
Primary	152.4	0.3	1,221.8	0.05	214.2	0.4	1,318.1	0.06
Middle	88.7	0.6	216.7	0.02	122.1	0.8	2,022.4	0.20
High school	101.4	0.9	1,056.8	0.09	102.4	1.0	1,317.2	0.11
Combined	89.9	1.4	158.5	0.06	121.7	1.9	243.3	0.09
Enrollment size								
Less than 300	53.1	0.3	66.1	†	35.2	†	135.0	†
300–499	120.8	0.5	204.3	†	222.0	0.9	1,270.5	0.13
500–999	141.5	0.5	444.7	0.02	171.9	0.6	1,205.2	0.06
1,000 or more	105.2	1.2	1,569.0	0.12	106.4	1.2	1,962.0	0.15
Urbanicity								
City	149.5	0.7	1,680.8	0.12	220.5	1.1	2,267.5	0.17
Urban fringe	109.7	0.4	242.8	0.01	141.3	0.5	734.1	0.04
Town	65.9	0.7	153.6	0.03	50.1	0.5	269.2	0.05
Rural	103.6	0.4	355.5	0.04	130.4	0.5	313.3	0.03
Percent minority enrollment								
Less than 5 percent	95.1	0.6	150.9	0.02	36.3	0.2	104.8	†
5 to 20 percent	112.3	0.6	342.2	0.03	72.6	0.4	279.5	0.03
20 to 50 percent	73.1	0.4	250.2	0.02	134.4	0.8	699.9	0.06
50 percent or more	167.5	0.7	1,658.1	0.10	237.8	1.1	2,379.3	0.15

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-5. Standard errors for the percentage of public schools reporting selected types of disciplinary problems occurring at school daily or at least once a week, or at all, by selected school characteristics:
School year 2003–04

School characteristic	Happens daily or at least once a week						Happens at all	
	Student racial tensions	Student bullying	Student sexual harassment of other students	Student verbal abuse of teachers	Widespread disorder in classrooms	Student acts of disrespect for teachers	Undesirable gang activities	Undesirable cult or extremist group activities
All public schools	0.3	1.1	0.4	0.8	0.4	0.9	0.8	0.3
Level								
Primary	0.4	1.6	0.6	1.0	0.5	1.3	0.9	0.3
Middle	0.7	1.4	0.9	1.0	0.7	1.5	1.5	0.7
High school	0.6	1.4	0.7	1.0	0.6	1.4	1.7	1.1
Combined	1.0	4.2	1.5	3.3	1.4	4.2	3.2	1.0
Enrollment size								
Less than 300	0.6	2.7	0.8	2.3	1.1	2.6	1.7	0.8
300–499	0.5	1.9	0.8	1.4	0.6	1.9	1.3	0.5
500–999	0.5	1.5	0.6	1.1	0.5	1.5	1.2	0.4
1,000 or more	0.9	1.9	0.9	1.4	1.0	1.8	1.5	1.0
Urbanicity								
City	0.8	2.0	1.0	1.8	0.7	2.2	2.0	0.5
Urban fringe	0.4	1.9	0.6	0.9	0.6	1.1	1.3	0.7
Town	1.1	3.0	1.5	2.6	1.5	2.8	2.2	1.6
Rural	†	2.1	0.4	1.4	0.7	1.7	1.2	0.3
Percent minority enrollment								
Less than 5 percent	0.3	2.4	0.5	1.3	0.5	1.5	0.8	0.6
5 to 20 percent	0.5	2.0	0.6	1.1	0.5	1.6	1.2	0.6
20 to 50 percent	0.8	2.6	1.0	1.9	0.8	2.1	1.8	1.1
50 percent or more	0.6	1.9	0.8	1.8	1.1	2.0	1.8	0.4

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-6. Standard errors for the number of students involved in the use or possession of a weapon other than a firearm at school, and the number and percentage of students receiving various disciplinary actions, by selected school characteristics: School year 2003–04

School characteristic	Total students involved in recorded offenses	Disciplinary actions taken for students involved in the use or possession of a weapon other than a firearm at school							
		Removals without continuing services		Transfers to specialized schools		Out-of-school suspensions lasting 5 or more days		Other disciplinary action	
		Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students	Number of students	Percent of students
All public schools	4,264.9	278.3	0.6	884.7	1.6	1,195.9	3.2	3,516.5	4.3
Level									
Primary	4,328.4	127.5	0.7	319.1	1.2	696.2	6.2	3,550.9	5.9
Middle	1,226.6	188.5	0.9	529.8	2.0	650.8	2.2	477.5	2.1
High school	1,023.8	174.4	1.3	528.1	2.9	713.4	3.2	314.0	1.9
Combined	480.6	41.9	2.5	234.9	12.6	290.7	14.3	301.1	15.5
Enrollment size									
Less than 300	987.6	115.4	6.1	137.0	7.7	406.1	6.0	538.3	12.3
300–499	4,171.3	115.3	1.5	534.9	4.1	555.1	10.5	3,380.7	13.9
500–999	1,317.3	190.7	0.9	352.7	1.8	515.0	2.7	1,136.1	3.5
1,000 or more	1,145.0	195.9	1.0	654.5	2.6	804.0	2.8	307.2	1.4
Urbanicity									
City	4,227.5	192.0	0.9	686.3	3.7	908.0	6.1	3,449.2	9.6
Urban fringe	1,020.0	178.5	0.9	384.2	2.0	767.8	3.3	649.6	3.5
Town	892.3	86.4	1.6	249.5	4.2	256.8	5.1	770.8	7.9
Rural	809.0	155.2	2.3	190.7	2.8	342.4	3.7	471.5	4.2
Percent minority enrollment									
Less than 5 percent	627.3	112.2	3.1	130.6	3.8	182.1	5.5	444.6	7.8
5 to 20 percent	771.3	87.2	1.1	217.2	2.4	412.5	3.9	523.0	4.4
20 to 50 percent	1,156.6	192.9	1.5	298.2	2.1	717.5	4.1	594.2	3.7
50 percent or more	4,192.3	171.2	0.7	805.1	3.5	848.2	4.6	3,464.5	7.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-7. Standard errors for the percentage distribution of public schools reporting selected percentages of parents or guardians who attended an open house or back-to-school night or regularly scheduled parent-teacher conferences, by selected school characteristics: School year 2003–04

School characteristic	Percent of students with a parent or guardian who attended an open house or back-to-school night					Percent of students with a parent or guardian who attended a regularly scheduled parent-teacher conference				
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	School	0–25 percent	26–50 percent	51–75 percent	76–100 percent	School
	of students	of students	of students	of students	does not offer	of students	of students	of students	of students	does not offer
All public schools	0.6	1.0	1.2	1.4	0.4	0.5	0.9	1.1	1.3	0.4
Level										
Primary	0.7	1.3	1.7	2.0	0.6	0.5	1.4	1.7	1.9	0.5
Middle	0.7	1.4	1.8	1.8	†	0.9	1.2	1.5	1.7	0.7
High school	1.4	1.7	1.6	1.1	1.0	1.4	1.5	1.4	1.1	1.0
Combined	4.7	4.8	4.9	3.9	3.1	4.1	3.5	4.5	4.7	2.4
Enrollment size										
Less than 300	2.1	2.6	2.2	3.7	1.7	1.2	1.9	2.9	3.2	0.9
300–499	0.9	1.8	2.3	2.0	0.7	1.1	1.6	2.0	2.1	0.8
500–999	0.7	1.6	1.7	2.0	0.2	0.9	1.2	1.6	1.7	0.6
1,000 or more	1.1	2.0	2.0	2.4	0.3	1.1	1.9	1.7	1.9	0.9
Urbanicity										
City	1.0	1.7	2.6	2.8	0.7	1.1	2.0	2.3	3.2	0.3
Urban fringe	0.9	1.2	2.1	2.4	0.3	0.8	1.4	1.8	2.3	0.6
Town	1.7	2.6	3.3	3.5	0.5	1.4	2.7	3.0	3.9	1.1
Rural	1.0	2.0	2.6	3.0	1.2	1.0	1.6	2.1	2.4	0.9
Percent minority enrollment										
Less than 5 percent	1.4	1.7	2.8	3.2	1.5	1.1	1.7	1.9	2.6	1.0
5 to 20 percent	1.0	1.3	2.3	2.6	0.4	0.9	1.2	2.0	2.4	0.8
20 to 50 percent	1.0	2.0	2.4	3.0	1.0	1.0	2.0	2.2	2.9	1.1
50 percent or more	1.4	1.7	1.8	2.1	0.4	1.2	1.4	2.1	2.3	0.4

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-8. Standard errors for the percentage of public schools reporting the use of selected violence prevention program components, by selected school characteristics: School year 2003–04

School characteristic	Percentage of schools using selected violence prevention program component								
	Prevention curriculum, instruction, or training for students	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students or adults	Individual attention, mentoring, tutoring, or coaching of students by students or adults	Recreational, enrichment, or leisure activities for students	Students' involvement in resolving student conduct problems	Programs to promote a sense of community or social integration among students	Hotline or tipline for students to report problems	
All public schools	0.9	0.7	0.6	0.6	1.0	1.3	1.1	1.1	
Level									
Primary	1.3	1.0	0.9	1.1	1.6	2.0	1.6	1.7	
Middle	1.4	1.0	0.8	1.1	1.1	1.5	1.4	1.8	
High school	1.7	1.3	0.9	1.2	1.6	1.5	1.5	1.5	
Combined	4.2	3.5	4.0	4.4	4.2	6.2	4.7	5.3	
Enrollment size									
Less than 300	2.0	2.0	2.0	1.8	2.4	3.2	2.7	3.1	
300–499	1.6	1.1	1.3	1.3	2.0	3.1	2.1	2.2	
500–999	1.4	1.0	0.9	1.0	1.5	1.9	1.5	1.7	
1,000 or more	1.6	1.4	1.0	1.2	1.7	1.9	1.5	1.8	
Urbanicity									
City	1.7	0.9	1.3	1.0	1.8	2.3	2.2	2.2	
Urban fringe	1.5	1.2	1.1	1.2	1.7	1.9	1.5	2.3	
Town	2.8	2.5	1.6	2.0	3.0	3.3	3.0	3.1	
Rural	1.8	1.5	1.5	1.7	2.0	2.8	2.4	2.5	
Percent minority enrollment									
Less than 5 percent	2.4	2.1	1.9	2.1	2.5	3.6	2.6	3.0	
5 to 20 percent	1.7	1.5	1.5	2.0	2.2	2.7	1.7	2.9	
20 to 50 percent	1.6	1.2	1.3	1.1	2.2	2.8	2.1	2.2	
50 percent or more	1.6	1.1	1.2	0.8	1.8	2.3	1.8	2.0	

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-9. Standard errors for the number and percentage of public schools with a written plan for responding to at least one crisis situation and the percentage of schools with a written plan for a specific crisis that also drilled students on that plan, by selected school characteristics: School year 2003–04

School characteristic	Schools with a written plan for responding to at least one crisis situation		Percentage of schools with a written plan for a specific crisis that also drilled students on that plan				
	Number of schools	Percent of schools	Shootings	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents
All public schools	377.7	0.4	1.2	1.0	1.4	1.4	1.7
Level							
Primary	296.1	0.5	2.1	1.5	2.4	2.2	2.3
Middle	67.0	0.4	2.1	1.3	1.8	1.8	2.1
High school	258.2	0.5	1.9	1.4	1.8	1.7	2.2
Combined	346.3	3.0	7.1	3.9	7.4	6.7	8.3
Enrollment size							
Less than 300	370.2	1.6	4.1	3.4	4.6	4.0	4.4
300–499	138.6	0.5	2.3	1.7	2.5	2.4	2.7
500–999	45.0	†	1.9	1.4	1.9	2.2	2.2
1,000 or more	35.6	0.4	2.1	1.6	2.4	1.9	2.4
Urbanicity							
City	162.9	0.8	2.8	1.9	3.2	2.4	3.2
Urban fringe	187.5	0.4	2.7	1.5	2.4	1.9	2.6
Town	199.4	0.6	3.7	3.3	4.2	3.8	4.6
Rural	237.6	0.9	2.5	2.4	2.2	3.0	3.4
Percent minority enrollment							
Less than 5 percent	897.3	0.6	2.8	2.5	3.0	3.1	3.4
5 to 20 percent	931.8	0.6	3.3	1.6	3.0	3.1	3.0
20 to 50 percent	1,131.9	0.7	2.8	1.8	2.6	2.7	3.3
50 percent or more	729.4	0.9	2.7	1.7	2.9	2.5	2.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Table A-10. Standard errors for the percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way, a minor way, or not at all, by selected factors: School year 2003–04

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	0.4	1.0	1.1
Lack of or inadequate alternative placements or programs for disruptive students	1.2	1.4	1.2
Likelihood of complaints from parents	0.5	1.2	1.3
Lack of teacher support for school policies	0.2	0.9	1.0
Lack of parental support for school policies	0.6	1.3	1.4
Teachers' fear of student retaliation	0.2	0.8	0.8
Fear of litigation	0.4	1.2	1.2
Inadequate funds	0.9	1.3	1.5
Inconsistent application of school policies by faculty or staff	0.6	1.1	1.1
Fear of district or state reprisal	0.4	0.8	0.9
Federal, state, or district policies on disciplining special education students	0.8	1.7	1.7
Other federal policies on discipline and safety	0.4	1.1	1.2
Other state or district policies on discipline and safety	0.3	1.2	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

Appendix B:
Methodology and Technical Notes

Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS) was designed to collect data on school crime and violence in U.S. public schools by asking principals about the frequency of crime and violence in their schools. It is managed by the National Center for Education Statistics (NCES). Data from this collection can be used to examine the relationship between school characteristics and violent and serious violent crimes in primary schools, middle schools, high schools, and combined schools. In addition, data from SSOCS can be used to assess what crime prevention programs, practices, and policies are used by schools. SSOCS has been conducted in school years 1999–2000 and 2003–04, and a third collection took place in the 2005–06 school year.

The 2003–04 School Survey on Crime and Safety (SSOCS:2004) was developed by the National Center for Education Statistics (NCES) and conducted by Abt Associates, Inc. Funding for the survey was provided by the Office of Safe and Drug Free Schools. Questionnaire packets were mailed to 3,743 public schools. Data were collected from March 1, 2004 and continued to June 4, 2004. A total of 2,772 public schools submitted usable questionnaires: 692 primary schools, 969 middle schools, 1009 high schools, and 102 combined schools.

Sample Design

The sampling frame for SSOCS:2004 was constructed from the public school universe file created for the 2003–04 Schools and Staffing Survey (SASS). The SASS frame was derived from the 2001–02 Common Core of Data (CCD) Public Elementary/Secondary School Universe Data file. The CCD is an annual national database containing information on all public K–12 schools and school districts. Certain types of schools are excluded from the 2001–02 CCD Public Elementary/Secondary School Universe Data file in order to meet the sampling needs of SASS: those in U.S. outlying areas,¹ overseas Department of Defense schools, newly closed schools, home schools, and schools with high grades of kindergarten or lower. Additional schools are then excluded from the SASS frame to meet the sampling needs of SSOCS: any “non-regular”² public schools, ungraded schools, domestic Department of Defense schools, Bureau of Indian Affairs schools, schools reporting no students, local education agencies that appear to be schools, and administrative offices that oversee schools in California and Pennsylvania.

The objectives of the sampling design in 2003–04 were two-fold: to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and to have precise estimates of change in various characteristics relating to crime between the 1999–2000 and 2003–04 SSOCS administrations. To obtain these objectives, a stratified sample of 3,743 regular public schools was drawn for SSOCS:2004. The same general sampling design used for SSOCS:2000 was adopted for the selection of schools

¹ “U.S. outlying areas” include America Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

² “Non-regular” public schools include special education schools, vocational schools, and other alternative schools.

in SSOCS:2004 with regard to the stratification variables, the number of strata, the method of sample allocation, and the sorting of variables before selection. However, there was no attempt to minimize overlap between SSOCS samples and other NCES survey samples in SSOCS:2004, as was done during the 2000 administration.³ Adopting the same basic design increases the precision of the estimates of change.

The initial goal of SSOCS:2004 was to collect data from a sample of 2,550 schools. One possible method of allocating schools would have been to proportionately allocate them to strata. However, while the majority of schools are primary schools, the majority of school violence is reported in middle and high schools. Proportional allocation would have therefore yielded an inefficient sample design. Since it was suspected that primary schools would have less variation in the amount of school violence, a larger proportion of the sample was allocated to middle and high schools. SSOCS:2000 was allocated in a similar manner. The desired sample of 2,550 schools was allocated to the four instructional levels as follows: 640 primary schools, 895 middle schools, 915 high schools; and 100 combined schools.⁴

The same variables and categories used to create strata in SSOCS:2000 were used to create strata for SSOCS:2004. The population of schools was stratified (grouped) into four instructional levels, four types of locale settings, and four enrollment size groups. These variables were chosen because they were shown to be highly associated with school crime. The sample of schools in each instructional level was allocated to each of the 16 subgroups formed by the cross-classification of four categories of enrollment size⁵ and four types of locale.⁶ In order to obtain a reasonable sample of lower-enrollment schools while at the same time giving a higher probability of selection to higher-enrollment schools, the sample was allocated to each subgroup in proportion to the sum of the square roots of the total student enrollment in each school in that stratum. The effective sample within each stratum was then inflated to account for nonresponse. Once the final sample sizes were determined for each of the 64 strata, the subgroups were

³ Selecting a sample that avoids any overlap or minimizes overlap would have unnecessarily complicated the sampling design and would have required complex computations of probabilities prior to sample selection, as well as complex weighting post-data collection. Moreover, minimizing overlap leads to changes to the probabilities of selection that would have resulted under a design without the constraint of minimization of overlap. Finally, the number of other NCES surveys in the field during the SSOCS:2004 field period was much lower than it was in the SSOCS:2000 administration, so the likelihood of a sampled SSOCS school being selected for another NCES survey was lower for SSOCS:2004 than it was for SSOCS:2000.

⁴ The number of combined schools sampled in the SSOCS:2004 study was considerably smaller than in 2000. In SSOCS:2000, an initial sample of 269 combined schools was selected and 199 surveys were completed. Because so few combined schools responded, reliable estimates for these schools could not be produced. It was therefore more efficient to take a smaller sample of combined schools and allocate the balance to the remaining three instructional levels for which separate estimates were required. In 2004, the number of completed surveys for combined schools was initially expected to be about half the number of completed surveys for combined schools in 2000. This logic proved true, as 102 combined schools completed surveys in SSOCS:2004.

⁵ The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁶ The four types of locales are city, urban fringe, town, and rural.

sorted by region and percent minority enrollment, and a systematic sample of 3,743 schools was selected. Sorting by these variables before selection has the same effect as stratification with proportional allocation of schools to the strata.

Data Collection

SSOCS:2004 was conducted as a mail survey with telephone follow-up. Six months before the onset of data collection, NCES began working with the school districts of sample schools that required prior approval to participate in the survey. In late February 2004, advance letters were sent to school administrators of sample schools that included the date of the first questionnaire mailing and a toll-free number to call with any questions. Approximately one week later, SSOCS questionnaires were mailed to administrators with a cover letter describing the importance of the survey and a brochure providing additional information about it. See appendix D for a copy of the questionnaire.

On the same day the questionnaires were mailed to schools, letters were sent to sample district superintendents and the Chief State School Officer of each state to inform them that schools within their districts and states, respectively, had been selected to participate in SSOCS:2004. The letters included information about the survey and were accompanied by a copy of the questionnaire and brochure that were sent to schools. The letter was not designed to ask for permission from these officials to participate in the survey but rather was designed by NCES as a vehicle to enhance participation.

Starting approximately one week after the first questionnaire mailing, follow-up telephone prompts were used to verify that the questionnaire was received and to encourage survey response. As an alternative to replying by mail, data were also accepted by fax submission and over the telephone. Data collection ended on June 4, 2004. Returned questionnaires were examined for quality and completeness using both manual and computerized edits. A total of 101 items were identified as critical items because it was felt that responses to these items were crucial to the success of the survey.⁷ If the survey had more than 40 percent of all items missing or more than 20 percent of critical items missing, the respondent was recontacted to resolve issues related to the missing data, irrespective of whether the item was considered “critical” or not. In cases where the recontacts failed to produce a satisfactory resolution, imputation was used to resolve data quality issues for questionnaires that had at least 60 percent of all items and 80 percent of critical items completed. Surveys that did not meet these criteria were considered nonrespondents and are excluded from the analyses in this report.

Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Because of the complex nature of the SSOCS:2004 sample design, these weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate

⁷ The 101 critical items include all sub-items associated with items Q7, Q8, Q15, Q16, Q17, Q20, Q22, Q23, Q24, Q25, Q26, Q28, Q31, Q32, and Q33.

the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS sampling weights are described below.

An initial (base) weight was first determined within each stratum by calculating the ratio of the number of schools available in the sampling frame to the number of schools selected. The responding schools did not necessarily constitute a random sample from the schools in the stratum because some principals refused to participate. In order to reduce the potential of bias from nonresponse, weighting classes were determined by using a statistical algorithm similar to CHAID (i.e., chi-square automatic interaction detector) to partition the sample such that schools within a weighting class were homogenous with respect to the probability of responding. The predictor variables for the analysis were school level, region, enrollment size, percent minority, student-to-teacher ratio, percentage of students eligible for free or reduced-price lunch, and number of teachers. When the number of responding schools in a class was small, that weighting class was combined with another class to avoid the possibility of large weights. After combining the necessary classes, the base weights were adjusted so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted base sampling weights were then calibrated to agree with known population counts obtained from the sampling frame, to reduce bias in the estimates due to undercoverage. The calibration process, a form of poststratification, separates the sample into a number of classes (poststrata), defined by a cross-classification of variables. The known population counts may be available for the individual cells of the cross-classification or only for certain margins of it. In the latter situation, the calibration proceeds iteratively, one margin at a time, and is often called “raking.” Poststratification works well when the noncovered population is similar to the covered population in each poststratum. Thus, to be effective, the variables that define the poststrata must be correlated with the outcome of interest, which is crime for the purpose of this report. They must also be well-measured in the survey, and the control totals must be available for the population as a whole. Similar to SSOCS:2000, these requirements were satisfied by the two margins set up for the raking ratio adjustment of the weights: (1) instructional level and school enrollment size, and (2) instructional level and locale. All three variables have been shown to be correlated with crime (Miller 2004).

Imputation Procedures

Files containing missing data can be problematic because, depending on how the missing data are treated, analysis of incomplete data sets may cause different users to arrive at different conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to skip survey items, creating bias in the survey estimates. Imputing the missing data aims to reduce these problems. For this reason, an item-level nonresponse bias analysis was conducted, which is discussed briefly below in the section entitled “Analysis of Item Nonresponse Bias” and in detail in section 3.6 and section 3.7 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Completed SSOCS surveys contained some level of item nonresponse after the conclusion of the data retrieval phase.⁸ In SSOCS:2004, imputation procedures were used to create values for all questionnaire items with missing information. This is a deviation from SSOCS:2000, in which only critical items were imputed. This procedural change was implemented because the analysis of incomplete datasets may cause different users to arrive at different conclusions, depending on how the missing data are treated.

The imputation methods utilized in SSOCS:2004 were tailored to the nature of the survey item. Four methods were used: aggregate proportions, best-match, logical, and clerical. These methods are described in detail in section 4.4 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

The weighted item response rates for SSOCS:2004 were generally high. After data cleaning and editing, weighted item response rates ranged from 68.2 percent to 100 percent. The median weighted item response rate of the 227 questionnaire items was 99.2 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (96 percent) had weighted response rates of over 85 percent. All nine of the survey items with weighted response rates below 85 percent were items that required the respondent to provide a write-in value. For a listing of specific item response rates, please refer to section 4.4 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Certain groups of respondents may be more likely than others to skip survey items, creating bias in the survey estimates. For this reason, an item-level bias analysis was conducted, which is discussed briefly below in the section entitled “Analysis of Item Nonresponse Bias.” It is discussed in detail in section 3.6 and section 3.7 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Unit Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed with eligible respondents to the total count of eligible respondents. In some surveys, this calculation can be rather complicated because it is difficult to distinguish eligible and ineligible units. For school surveys, however, the Department of Education updates its list of known schools on a fairly regular basis, so estimating eligibility among nonrespondents is relatively straightforward.

Unit response rates can be unweighted or weighted, but weighted response rates are traditionally reported because they reflect the potential effects of nonsampling error and whether portions of the population are underrepresented due to nonresponse. In order to calculate any of these measures, it is first necessary to know the disposition (outcome) of each sampled case. Table B-1 shows the dispositions of the 3,743 cases initially selected

⁸ The initial editing program was run again after data retrieval. If a survey still failed to reach 60 percent of overall items or 80 percent of critical items, it was considered incomplete and the data were not included in the final dataset.

Table B-1. Unweighted and weighted unit response rates, by selected school characteristics, School Survey on Crime and Safety, 2004

School characteristic	Initial sample	Completed survey ¹	Non-respondents ²	Ineligible ³	Unweighted response rate (%) ⁴	Weighted response rate (%) ⁵
Total	3,743	2,772	940	31	74.7	77.2
Level						
Primary	941	692	239	10	74.3	76.5
Middle	1,315	969	335	11	74.3	75.5
High School	1,362	1,009	346	7	74.5	77.8
Combined	125	102	20	3	83.6	84.9
Enrollment size						
Less than 300	361	291	53	17	84.6	86.0
300–499	651	509	134	8	79.2	77.8
500–999	1,460	1,079	378	3	74.1	72.8
1,000 or more	1,271	893	375	3	70.4	71.1
Urbanicity						
City	1,056	728	319	9	69.5	69.0
Urban fringe	1,438	1,028	396	14	72.2	72.5
Town	446	367	73	6	83.4	84.9
Rural	803	649	152	2	81.0	86.1
Percent minority enrollment						
Less than 5 percent/missing	656	547	104	5	84.0	85.9
5 to 19 percent	1,019	763	247	9	75.5	77.7
20 to 49 percent	908	660	242	6	73.2	75.8
50 percent or more	1,160	802	347	11	69.8	71.4
Region						
Northeast	744	513	226	5	69.4	71.7
Midwest	881	684	191	6	78.2	80.8
South	906	704	195	7	78.3	79.8
West	1,212	871	328	13	72.6	75.7

¹ In SSOCS:2004, a minimum of 60 percent of the 227 sub-items in the questionnaire were required to consider a survey complete. Of the 227 sub-items, a minimum of 80 percent of the 101 critical sub-items were required before a survey could be considered complete.

² Nonrespondents include those eligible schools that responded but did not answer the minimum number of items required to be considered a complete.

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

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

⁵ Please see section 3.5 of the *School Survey on Crime and Safety: 2003–04 Data File User's Manual* (Guerino et al. 2006) for a description on how weighted response rates were calculated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

for participation in SSOCS:2004, as well as the unweighted and weighted unit response rates by selected school characteristics.⁹

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

⁹ While it reasonable to assume that the ineligible rate among nonrespondents is not zero, a zero ineligibility rate was assumed when calculating the unweighted and weighted response rates. This is the most conservative approach.

between responding and nonresponding schools on characteristics related to the estimates of interest. A unit-level nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2004. Responding and nonresponding schools were compared across the characteristics available for both groups: instructional level, enrollment size, type of locale, percent minority, region, the number of full-time-equivalent (FTE) teachers, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch. With the exception of the Northeast and Midwest regions, the differences within the categories were less than 1.0 percentage point, often substantially less. For more information on the analysis of unit nonresponse, please see section 3.6 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Item Response Rates

The unweighted item response rates are calculated by dividing the number of sample schools responding to an item by the number of schools asked to respond to the item. Sometimes, respondents gave answers to items that were inconsistent with latter portions of the questionnaire. These answers were blanked and imputed to maintain consistency. However, these cases were considered respondents when calculating the item-level response rates. Weighted item-level response rates on SSOCS:2004 ranged from 68–100 percent.

Analysis of Item Nonresponse Bias

Just as principals chose not to respond to the survey request, they occasionally chose not to answer all of the items on SSOCS. An item-level bias analysis was performed to determine the extent to which such differences occur on SSOCS:2004 because this type of nonresponse can lead to bias in estimates.

The magnitude of item nonresponse bias is determined by both the level of item response and the difference between item respondents and item nonrespondents on a survey variable. Because the values of the survey variables are not known for item nonrespondents, distributions of eight sampling frame variables¹⁰ were compared between the respondents to each item and all respondents to the survey (item respondents + item nonrespondents) for the nine items with weighted item response rates less than 85 percent: Q17D1_1 (total number of recorded physical attacks or fights with a weapon), Q17D1_2 (number of physical attacks or fights with a weapon reported to police or other law enforcement), Q17D2_1 (total number of recorded physical attacks or fights without a weapon), Q17D2_2 (number of physical attacks or fights without a weapon reported to police or other law enforcement), Q28A2 (number of part-time special education teachers), Q28B2 (number of part-time special education aides), Q28C2 (number of part-time regular classroom teachers), Q28D2 (number of part-time regular classroom teacher

¹⁰ The eight SASS 2003–04 frame variables used in this analysis are school level (FR_LEVEL), school enrollment size category (FR_SIZE), locale (FR_LOC4), percent minority enrollment (FR_CATMN), region (FR_REGN), full-time equivalent (FTE) teachers, student-teacher ratio, and the percent of students eligible for free or reduced-price lunch.

aides or paraprofessionals), and Q28E2 (number of part-time counselors or mental health professionals).

For each of the nine items with weighted response rates less than 85 percent, the differences between the proportion of item respondents and all respondents (item respondents + nonrespondents with imputed values) were examined across each category of the eight frame variables. Next, the proportion of item respondents reporting non-zero responses was compared to the proportion of nonrespondents with imputed non-zero responses across each category of the eight sampling frame variables. Finally, the distribution of the responses from true respondents was compared to the distribution of the responses from all respondents (item respondents + nonrespondents with imputed values). Based on the results of these analyses, it was determined that the biases introduced due to item nonresponse were negligible. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in section 3.7 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Sampling Variability

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population will have been surveyed. In surveys with complex sampling designs, such as SSOCS:2004, direct estimates of the sampling errors that assume simple random sampling typically underestimate the variability in the estimates. The estimates outlined in this report were produced using the jackknife replication method. The approximate standard errors for a range of survey estimates can be computed by hand or by using a statistical package such as SAS, Stata, or SUDAAN. For guidance on how to produce survey estimates and their related standard errors using SSOCS data, please see section 2.6 and section 2.7 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

Statistical Tests

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

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

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

Due to the large sample size, many differences (no matter how substantively minor) are statistically significant. Thus, only differences of 5 percentage points or more between groups are discussed in the report, except when an attribute occurs in less than 20 percent of the population.

References

Guerino, P., Hurwitz, M., Kaffenberger, S. and Burnaska, K. (2006). *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (NCES 2007-335). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Miller, A.M. (2004). *Violence in U.S. Public Schools 2000 School Survey on Crime and Safety*, (NCES 2004-314 REVISED). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Appendix C:
Description of Variables

Description of Variables

Several variables from the 2003–04 School Survey on Crime and Safety (SSOCS) were used to produce the tables in this report. Listed first are the school characteristic or row variables that appear on all tables in this report except table 10. These variables have been ordered as they appear in the tables. The row variables for table 10 are responses to items in the questionnaire, which can be found in appendix E. Listed after the school characteristics are the column variables of each table.

For more information on the imputation methods used for each item, see section 4.4 of the *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (Guerino et al. 2006).

School Characteristics

School Level (Fr_Lvel): This variable was created from data located on the 2001–02 Common Core of Data (CCD) Public Elementary/Secondary School Universe Data file. Schools were classified as primary schools, middle schools, high schools, or combined schools based on the school’s low grade (*GSLO01*) and the school’s high grade (*GSHI01*). “Primary schools” were defined as schools in which the lowest grade was not higher than grade 3 and the highest grade was not higher than grade 8. “Middle schools” were defined as schools in which the lowest grade was not lower than grade 4 and the highest grade was not higher than grade 9. “High schools” were defined as schools in which the lowest grade was not lower than grade 9 and the highest grade was not higher than grade 12. “Combined schools” included all other combinations of grades not included in the three former categories, including K–12 schools.

Enrollment Size (Fr_Size): The enrollment classification categories were created from the school’s enrollment numbers (*MEMBER01*) on the 2001–02 CCD Public Elementary/Secondary School Universe Data file. The enrollment size categories were: 1) Less than 300 students; 2) 300–499 students; 3) 500–999 students; 4) 1,000 or more students.

Urbanicity (Fr_Loc4): This collapsed variable was constructed from (*LOCALE01*) on the 2001–02 CCD Public Elementary/Secondary School Universe Data file. The *LOCALE01* variable on the 2001–02 CCD Public Elementary/Secondary School Universe Data file was composed of eight categories. In order for the sample size to be large enough in each cell, and to be consistent with prior reports, the eight categories of *LOCALE01* were collapsed into a four-level urbanicity variable with the values “City,” “Urban fringe,” “Town,” and “Rural,” according to the following criteria:

City Schools:

LOCALE01=1 is a Large City, defined as a central city of a Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.

LOCALE01=2 is a Mid-size City, defined as a central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.

Urban fringe:

LOCALE01=3 is the Urban Fringe of a Large City, defined as any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

LOCALE01=4 is the Urban Fringe of a Mid-size City, defined as any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

Town:

LOCALE01=5 is a Large Town, defined as any incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

LOCALE01=6 is a Small Town, defined as any incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.

Rural:

LOCALE01=7 is a Rural area, outside an MSA, defined as any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

LOCALE01=8 is a Rural area, inside an MSA, defined as any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

Percent Minority Enrollment (Fr_Permn): Data regarding student race/ethnicity were taken from the 2001–02 CCD Public Elementary/Secondary School Universe Data file. The *TOTETH01* variable indicated the total number of students who were identified as non-Hispanic Black (*BLACK01*), non-Hispanic White (*WHITE01*), Hispanic (*HISP01*), Asian/Pacific Islander (*ASIAN01*), and American Indian/Alaskan Native (*AM01*). *FR_PERMN* was calculated as the quotient $(BLACK01 + HISP01 + ASIAN01 + AM01) / TOTETH01$.

Column Variables

Violent Incidents Recorded (Q17a1, Q17b1, Q17c1_1, Q17c2_1, Q17d1_1, Q17d2_1, Q17e1_1, Q17e2_1): A total count of violent incidents recorded was obtained by adding the number of recorded rapes (Q17a1), sexual batteries other than rape (Q17b1), robberies with a weapon (Q17c1_1), robberies without a weapon (Q17c2_1), physical attacks or fights with a weapon (Q17d1_1), physical attacks or fights without a weapon (Q17d2_1), threats of physical attack with a weapon (Q17e1_1), and threats of physical attack without a weapon at each school (Q17e2_1).

Serious Violent Incidents Recorded (Q17a1, Q17b1, Q17c1_1, Q17c2_1, Q17d1_1, Q17e1_1): A total count of serious violent incidents recorded was obtained by adding the number of recorded rapes (Q17a1), sexual batteries other than rape (Q17b1), robberies with a weapon (Q17c1_1), robberies without a weapon (Q17c2_1), physical attacks or fights with a weapon (Q17d1_1), and threats of physical attack with a weapon at each school (Q17e1_1).

Thefts Recorded (Q17f1): This information is obtained directly from Item 17f1 in the 2003–04 SSOCS questionnaire. "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. Included are 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 bicycles, theft from vending machines, and all other types of thefts."

Other Incidents Recorded (Q17g1, Q17h1, Q17i1, Q17j1, Q17k1): A total count of other incidents recorded was obtained by adding the number of incidents of possession of a firearm or explosive device (Q17g1), possession of a knife or sharp object with the intent to harm (Q17h1), distribution of illegal drugs (Q17i1), possession or use of alcohol or illegal drugs (Q17j1), and vandalism (Q17k1).

Threats of Physical Attack With a Weapon Recorded (Q17e1_1): This information is obtained directly from Item 17e1_1 in the 2003–04 SSOCS questionnaire. "Physical attack or fight" was defined for respondents as "an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual." "Weapon" was defined for respondents as "any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others."

Threats of Physical Attack Without a Weapon Recorded (Q17e2_1): This information is obtained directly from Item 17e2_1 in the 2003–04 SSOCS questionnaire. "Physical attack or fight" was defined for respondents as "an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual." "Weapon" was defined for respondents as "any instrument or

object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others."

Robberies With a Weapon Recorded (Q17c1_1): This information is obtained directly from Item 17c1_1 in the 2003–04 SSOCS questionnaire. "Robbery" was defined for respondents as "the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery." "Weapon" was defined for respondents as "any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others."

Robberies Without a Weapon Recorded (Q17c2_1): This information is obtained directly from Item 17c2_1 in the 2003–04 SSOCS questionnaire. "Robbery" was defined for respondents as "the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery." "Weapon" was defined for respondents as "any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others."

Incidents of Distribution of Illegal Drugs Recorded (Q17i1): The count of incidents of distribution of illegal drugs recorded is obtained directly from Item 17i1 in the 2003–04 SSOCS questionnaire.

Incidents of Possession or Use of Alcohol or Illegal Drugs Recorded (Q17j1): The count of incidents of possession or use of alcohol or illegal drugs recorded is obtained directly from Item 17j1 in the 2003–04 SSOCS questionnaire.

Incidents of Vandalism Recorded (Q17k1): The count of incidents of vandalism recorded is obtained directly from Item 17k1 in the 2003–04 SSOCS questionnaire. Vandalism was defined for respondents as "the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. Includes damage caused by computer hacking."

Hate Crime (Q18a): This information is obtained directly from Item 18a in the 2003–04 SSOCS questionnaire. A "hate crime" was defined for respondents as "a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation."

Gang-Related Crime (Q18b): This information is obtained directly from Item 18b in the 2003–04 SSOCS questionnaire. A "gang" was defined for respondents as "an ongoing loosely organized association of three or more persons, whether formal or informal, that has a common name, signs, symbols or colors, whose members engage, either individually or collectively, in violent or other forms of illegal behavior."

Percentage of Schools Allowing and Using Selected Disciplinary Actions (Q21a1, Q21a2, Q21b1, Q21b2, Q21c1, Q21c2, Q21d1, Q21d2, Q21e1, Q21e2, Q21f1, Q21f2, Q21g1, Q21g2, Q21h1, Q21h2, Q21i1, Q21i2, Q21j1, Q21j2, Q21k1, Q21k2, Q21l1, Q21l2, Q21m1, Q21m2, Q21n1, Q21n2, Q21o1, Q21o2, Q21p1, Q21p2, Q21q1, Q21q2): In Q21a–Q21q, respondents were asked whether their schools allowed the use of selected disciplinary actions and whether the selected disciplinary actions were used during the 2003–04 school year. Variable names ending with “1” assess whether the school allows the disciplinary action, and variable names ending with “2” assess whether the school used the selected disciplinary action in the 2003–04 school year. The selected disciplinary actions include: removals or transfers for at least the remainder of the year, suspensions for less than the remainder of the year, mandatory counseling services, and other punishments including corporal punishment and detention.

Removal With No Continuing Services for at Least the Remainder of the School Year (Q21a1): This information is obtained directly from Item 21a1 in the 2003–04 SSOCS questionnaire. A value of “1” indicates that the disciplinary action was allowed at the school, and a value of “2” indicates that the disciplinary action was not allowed.

Serious Disciplinary Actions (Q22a2, Q22a3, Q22a4, Q22b2, Q22b3, Q22b4, Q22c2, Q22c3, Q22c4, Q22d2, Q22d3, Q22d4, Q22e2, Q22e3, Q22e4, Q22f2, Q22f3, Q22f4): This information is obtained directly from the Item 22a2 through Item 22f4 series in the 2003–04 SSOCS questionnaire. “Serious disciplinary actions” include removals with no continuing services for at least the remainder of the school year, transfers to specialized schools for disciplinary reasons, and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year.

Other Disciplinary Actions (Q22a5, Q22b5, Q22c5, Q22d5, Q22e5, Q22f5): This information is obtained directly from the Item 22a5 through Item 22f5 series in the 2003–04 SSOCS questionnaire. “Other disciplinary actions” include suspension less than 5 days and detention.

Parental Involvement in School Events (Q5a, Q5b): Respondents were asked to estimate the percentage of students with at least one parent or guardian that attended an open house or back-to-school night (Q5a), or regularly scheduled parent-teacher conferences (Q5b). A value of “1” for each of these items indicates that 0–25 percent of students had a parent or guardian that participated in the specified event. A value of “2” indicates that 26–50 percent of students had a parent or guardian that participated in the specified event. A value of “3” indicates that 51–75 percent of students had a parent or guardian that participated in the specified event. A value of “4” indicates that 76–100 percent of students had a parent or guardian that participated in the specified event. A value of “5” indicates that the school does not offer the specified event.

Use of Violence Prevention Program Components (Q3a, Q3b, Q3c, Q3d, Q3e, Q3f, Q3g, Q3h): Violence prevention program components include: prevention curriculum, instruction, or training for students (Q3a); behavioral or behavior modification

intervention for students (Q3b); counseling, social work, psychological, or therapeutic activity for students (Q3c); individual attention/mentoring/tutoring/coaching of students by students or adults (Q3d); recreational, enrichment, or leisure activities for students (Q3e); student involvement in resolving student conduct problems (Q3f); programs to promote sense of community/social integration among students (Q3g); and hotline/tipline for students to report problems (Q3h). Respondents were asked whether their schools implemented any of the aforementioned formal programs. A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Existence of a Written Plan Describing Procedures to Be Performed in Selected Crises (Q2a1, Q2b1, Q2c1, Q2d1, Q2e1): Respondents were asked if their school had crisis plans for the following: shootings (Q2a1), natural disasters (Q2b1), hostages (Q2c1), bomb threats or incidents (Q2d1), and chemical, biological or radiological threats or incidents (Q2e1). A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Drilling Students on Selected Crisis Plans (Q2a2, Q2b2, Q2c2, Q2d2, Q2e2): If respondents indicated that their school contained a written plan for a specific crisis, the respondents were subsequently asked to indicate whether the students at their school were drilled on the plan for that specific crisis. Respondents were asked if their students had been drilled on the following: shootings (Q2a1), natural disasters (Q2b1), hostages (Q2c1), bomb threats or incidents (Q2d1), and chemical, biological, or radiological threats or incidents (Q2e1). A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

Monitoring Access to Campus (Q1a, Q1b, Q1c, Q1d, Q1e, Q1f, Q1g): Respondents were asked if it was a school practice to implement any of the following policies geared toward monitoring access to campus: require visitors to sign or check in (Q1a), control access to school buildings during school hours (Q1b), control access to school grounds during school hours (Q1c), require students to pass through metal detectors each day (Q1d), require visitors to pass through metal detectors (Q1e), perform one or more random metal detector checks on students (Q1f), or close the campus for most students during lunch (Q1g). A “yes” response to each of these items was coded with a value of “1,” and a “no” response was coded with a value of “2.”

School-Level Limitations on Crime Prevention (Q14a, Q14b, Q14c, Q14d, Q14e, Q14f, Q14g, Q14i): 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 (Q14a), lack of or inadequate alternative placements or programs for disruptive students (Q14b), likelihood of complaints from parents (Q14c), lack of teacher support for school policies (Q14d), lack of parental support for school policies (Q14e), teachers’ fear of student retaliation (Q14f), fear of litigation (Q14g), and inconsistent application of school policies by faculty or staff (Q14i). A value of “1” to any of these items indicates that the factor limited crime prevention in a “major way” at the respondent’s school, a value of “2” indicates that the factor limited crime prevention

in a “minor way,” and a value of “3” indicates that the factor did not limit crime prevention.

Non-School-Level Limitations on Crime Prevention (Q14h, Q14j, Q14k, Q14l, Q14m): Respondents were asked to what extent the following factors limited their school’s efforts to reduce or prevent crime: inadequate funds (Q14h), fear of district or state reprisal (Q14j), federal, state, or district policies on disciplining special education students (Q14k), other federal policies on discipline and safety (Q14l), and other state or district policies on discipline and safety (Q14m). A value of “1” to any of these items indicates that the factor limited crime prevention in a “major way” at the respondent’s school, a value of “2” indicates that the factor limited crime prevention in a “minor way,” and a value of “3” indicates that the factor did not limit crime prevention.

References

Guerino, P., Hurwitz, M., Kaffenberger, S. and Burnaska, K. (2006). *School Survey on Crime and Safety: 2003–04 Data File User’s Manual* (NCES 2007-335). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Appendix D:

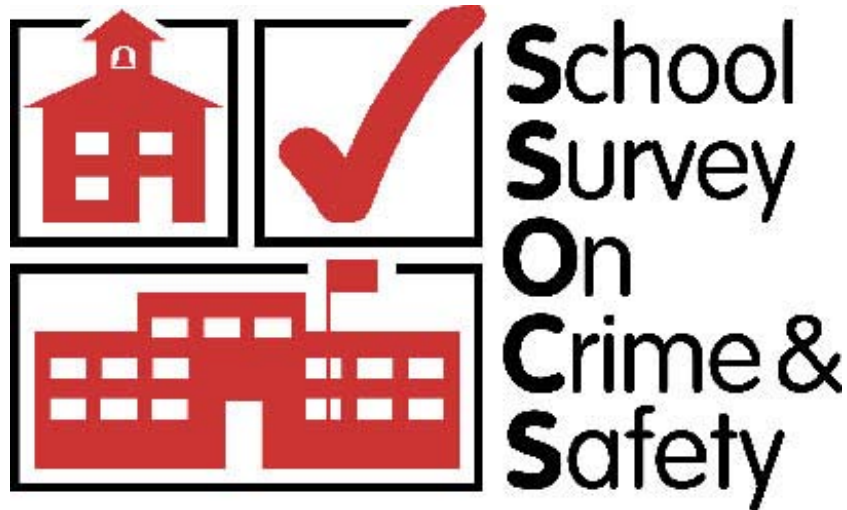
2003–04 School Survey on Crime and Safety Instrument

*

OMB #: 1850-0761
Expiration date: 02/28/2007

IF ABOVE INFORMATION IS INCORRECT,
PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL

PRINCIPAL QUESTIONNAIRE 2003-2004 SCHOOL YEAR



Prepared for the U.S. Department of Education
National Center for Education Statistics

By Abt Associates Inc.
55 Wheeler Street, Cambridge, MA 02138
1-888-743-7324

Assurance of Confidentiality

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002. Participation is voluntary. Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed or used for any other purposes, unless otherwise compelled by law. Your cooperation is essential to make the results of this survey comprehensive, accurate, and timely. The information you provide will be combined with the information provided by others in statistical reports. No individual data that links your name, address, or telephone number with your responses will be included in the statistical reports.

PLEASE RESPOND BY: **MARCH 19, 2004**

SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school’s circumstances. Please mark your response with an ‘x’.
- For questions that ask for counts or percents, please use zeros where appropriate, rather than leaving the item blank.
- There are two items (5 and 26) for which we would prefer that you provide estimates. It is not necessary to consult any records.
- Definitions are available (on page iii) for many terms. Defined terms will be highlighted with red text throughout the survey.
- Some questions refer to the 2003–04 school year. Please report for the school year to date.

Please have this questionnaire filled out by the person most knowledgeable about this topic. Please keep a copy of the completed questionnaire for your records.

Please provide the following information:

Name of person completing form:	_____
Telephone:	_____
Title/position	_____
Number of years at this school:	_____
Best days and times to reach you (in case of questions):	_____
E-mail:	_____

If you have any questions about this questionnaire, please contact us at: **1-888-743-7324**.

RETURN YOUR COMPLETED QUESTIONNAIRE TO:

Abt Associates Inc.
Attn: School Survey on Crime and Safety
55 Wheeler Street Cambridge, MA 02138

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. Public reporting burden for this collection of information is estimated to average 60 minutes, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Room 9017, Washington, D.C. 20006.

Definitions

The following words are highlighted in red text wherever they appear in the questionnaire.
Please use these definitions as you respond.

At school / at your school — include activities happening in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities. Unless otherwise specified, only respond for those times that were normal school hours or school activities/events were in session.

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

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

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

Hate crime — a criminal offense or threat against a person, property, or society that is motivated, in whole or in part, by the offender's bias against a race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation.

Insubordination — a deliberate and inexcusable defiance of or refusal to obey a school rule, authority, or a reasonable order. It includes but is not limited to direct defiance of school authority, failure to attend assigned detention or on-campus supervision, failure to respond to a call slip, and physical or verbal intimidation/abuse.

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

Rape — forced sexual intercourse (vaginal, anal, or oral penetration). Includes penetration from a foreign object.

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

School Resource Officers — career law enforcement officers with arrest authority, who are assigned to work in collaboration with school organizations.

Sexual battery — an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Sexual harassment — unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or non-verbal.

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, and 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. 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 over \$10 without personal confrontation) — the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing 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 bicycles, theft from vending machines, and all other types of thefts.

Vandalism — the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. 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. Includes look-alikes if they are used to threaten other

School practices and programs

1. **During the 2003-2004 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 one response on each line.)

	YES	NO
Control access to school buildings during school hours (e.g., locked or monitored doors)		
a. Require visitors to sign or check in	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Control access to school buildings during school hours (e.g., locked or monitored doors)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Control access to school grounds during school hours (e.g., locked or monitored gates)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Require students to pass through metal detectors each day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Require visitors to pass through metal detectors	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Perform one or more random metal detector checks on students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Close the campus for most students during lunch	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Use one or more random dog sniffs to check for drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j. Require drug testing for any students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k. Require drug testing for athletes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l. Require drug testing for students in extra-curricular activities other than athletics	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m. Require students to wear uniforms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n. Enforce a strict dress code	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o. Provide school lockers to students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p. Require clear book bags or ban book bags on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q. Require students to wear badges or picture Ids	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
r. Require faculty and staff to wear badges or picture Ids	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
s. Use one or more security cameras to monitor the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
t. Provide telephones in most classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
u. Provide two-way radios to any staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
v. Prohibit all tobacco use on school grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

2. **Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan this school year?**
 (In each row, please check whether you have a written plan. For every “Yes” answer, check whether your school has drilled students on the plan this year.)

	Have a written plan?		If “Yes,” has your school drilled students on the plan this school year?	
	YES	NO	YES	NO
a. Shootings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Natural disasters (e.g., earthquakes or tornadoes)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Hostages	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Bomb threats or incidents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Chemical, biological or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox or radioactive materials)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

3. **During the 2003-2004 school year, did your school have any formal programs intended to prevent or reduce **violence** that included the following components for students? If a program has multiple components, answer “yes” for each that applies.** (Check one response on each line.)

	YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Behavioral or behavior modification intervention for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Counseling, social work, psychological, or therapeutic activity for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Recreational, enrichment, or leisure activities for students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Programs to promote sense of community/social integration among students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Hotline/tipline for students to report problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Parent and community involvement at school

4. Which of the following does your school do to involve or help parents? (Check one response on each line.)

	YES	NO
a. Have a formal process to obtain parent input on policies related to school crime and discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Provide training or technical assistance to parents in dealing with students' problem behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Have a program that involves parents at school helping to maintain school discipline	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2003-2004 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	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Regularly scheduled parent-teacher conferences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Special subject-area events (e.g., science fair, concerts)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Volunteered at school or served on a committee	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

6. Were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? (Check one response on each line.)

	YES	NO
a. Parents groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Social service agencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Juvenile justice agencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Law enforcement agencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Mental health agencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Civic organizations/service clubs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Private corporations and business	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. Religious organizations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

7. During the 2003-2004 school year, did you have any sworn law enforcement officers, security guards, or security personnel present **at your school** on a regular basis?

₁ Yes

₂ No [SKIP to Question 12]

8. Were these sworn law enforcement officers, security guards, or security personnel regularly used in or around your school at the following times? (Check one response on each line.)

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

9. How many of the following types of sworn law enforcement officers, security guards, or security personnel did you regularly have present in your school? (If an officer works full-time across various schools in the district, please count this as 'part-time' for this school.)

	When you have no such officer or guard, please record zero [0].	
	Number of full-time at your school	Number of part-time at your school
a. Security guards or security personnel (not law enforcement)	_____	_____
b. School Resource Officers (Include all career law enforcement officers with arrest authority, who are assigned to work in collaboration with school organizations).	_____	_____
c. Sworn law enforcement officers who are <u>not</u> School Resource Officers	_____	_____

10. Did any of the law enforcement officers, security guards, or security personnel **at your school** routinely wear a uniform (or other identifiable clothing) or carry a firearm during the times they were **at your school**? (Check one response on each line.)

	YES	NO
a. Uniformed, or in other identifiable clothing	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Armed with a firearm	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

11. Did these sworn law enforcement officers, security guards, or security personnel participate in the following activities at your school? (Check one response on each line.)

	YES	NO
a. Security enforcement and patrol	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Maintaining school discipline and safety	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Coordination with local police and emergency team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Identifying problems in the school and proactively seeking solutions to those problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Training teachers and staff in school safety or crime prevention	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Mentoring students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law or crime prevention courses)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Teacher training

12. During the 2003-2004 school year, which of the following trainings for classroom teachers or aides did your school or district provide? (Check one response on each line.)

	YES	NO
a. Classroom management for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. School-wide discipline policies and practices related to violence , alcohol and/or drug use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Safety procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Recognizing early warning signs of students likely to exhibit violent behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Recognizing signs of students using/abusing alcohol and/or drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Positive behavioral intervention strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

13. How many classroom teachers or aides participated in at least one of the training sessions listed in question 12? Please consider only classroom teachers or aides, and not administrators or counselors. (Record zero [0] if you answered “No” to all of the items in question 12.)

Number of classroom teachers or aides involved in training _____

Limitations on crime prevention

14. To what extent did the following factors limit your school’s efforts to reduce or prevent crime?
(Check one response on each line.)

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b. Lack of or inadequate alternative placements/programs for disruptive students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c. Likelihood of complaints from parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d. Lack of teacher support for school policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e. Lack of parental support for school policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f. Teachers’ fear of student retaliation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g. Fear of litigation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h. Inadequate funds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
i. Inconsistent application of school policies by faculty or staff	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
j. Fear of district or state reprisal	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
k. Federal, state, or district policies on disciplining special education students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
l. Other federal policies on discipline and safety	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
m. Other state or district policies on discipline and safety	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Frequency of crime and violence at school

15. During the 2003-2004 school year, did any of your school’s students, faculty, or staff die as a result of a homicide committed **at your school**? (Check one response.)

₁ Yes

₂ No

16. During the 2003-2004 school year, has there been at least one incident **at your school** that involved a shooting (whether or not anyone was hurt)? Please include those incidents that occurred **at school**, whether or not a student or non-student used the **firearm**. (Check one response.)

₁ Yes

₂ No

Number of incidents

17. Please provide the number of *incidents* your school recorded during the 2003-2004 school year for the offenses listed below. 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.
- Only the most serious offense when an incident involved multiple offenses. For example, if an incident included a **rape** and **robbery**, include the incident only under **rape**. The list below does not necessarily dictate the order of seriousness. Use your own judgment when determining which is the most serious offense.

	If there were no such incidents in your school's records, please record zero [0].	
	Total number of recorded incidents	Number reported to police or other law enforcement
a. Rape or attempted rape	_____	_____
b. Sexual battery other than rape (include threatened rape)	_____	_____
c. Robbery (taking things by force)		
i. With a weapon	_____	_____
ii. Without a weapon	_____	_____
d. Physical attack or fight		
i. With a weapon	_____	_____
ii. Without a weapon	_____	_____
e. Threats of physical attack		
i. With a weapon	_____	_____
ii. Without a weapon	_____	_____
f. Theft/larceny (taking things over \$10 without personal confrontation)	_____	_____
g. Possession of firearm/explosive device	_____	_____
h. Possession of knife or sharp object with intent to harm	_____	_____
i. Distribution of illegal drugs	_____	_____
j. Possession or use of alcohol or illegal drugs	_____	_____
k. Vandalism	_____	_____

18. During the 2003-2004 school year, how many of the following occurred? (If no such incident occurred, please record zero [0]).

	Total number
a. Hate crime	_____
b. Gang-related crime	_____

19. How many times during the 2003-2004 school year were activities disrupted by actions such as death threats, bomb threats, or chemical, biological, or radiological threats? Exclude all fire alarms from your response, including false fire alarms. (If no such incident occurred, please record zero [0].)

Number of disruptions _____

Disciplinary problems and actions

20. To the best of your knowledge, how often did 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 tensions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Student bullying	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Student sexual harassment of other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Student verbal abuse of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. Widespread disorder in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. Student acts of disrespect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. Gang activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h. Cult or extremist group activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

21. During the 2003-2004 school year, did your school allow for the use of the following disciplinary actions? If yes, were the actions used this school year? (In each row, please check whether your school allows for each action. For every “Yes” answer, please check whether the action was used for this year.)

Disciplinary Action	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 remainder of school year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Removal with school-provided tutoring/at-home instruction for at least remainder of school year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Transfer to specialized school for disciplinary reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Transfer to another regular school for disciplinary reasons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g. In school suspension for less than the remainder of the school year with no curriculum/services provided	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h. In school suspension for less than the remainder of the school year with curriculum/services provided	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i. Referral to school counselor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j. Assigned to program designed to reduce disciplinary problems during school hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k. Assigned to program designed to reduce disciplinary problems outside of school hours	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l. Kept off school bus due to misbehavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m. Corporal punishment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n. Put on school probation with threatened consequences if another incident occurs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
o. Detention and/or Saturday school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
p. Loss of student privileges	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
q. Require participation in community service	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

22. During the 2003-2004 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 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).
- However, 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 there are no such offenses or disciplinary actions in your school's records, please record zero [0].

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 for disciplinary reasons	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension less than 5 days, detention, etc.)
a. Use/possession of a firearm/explosive device	_____	_____	_____	_____	_____
b. Use/possession of a weapon other than a firearm	_____	_____	_____	_____	_____
c. Distribution, possession, or use of illegal drugs	_____	_____	_____	_____	_____
d. Distribution, possession, or use of alcohol	_____	_____	_____	_____	_____
e. Physical attacks or fights	_____	_____	_____	_____	_____
f. Insubordination	_____	_____	_____	_____	_____

23. During the 2003-2004 school year, how many students were removed from your school without continuing services for at least the remainder of the school year or transferred to a **specialized school** for disciplinary reasons? (If no such removals or transfers occurred, please record zero [0].)

	Total number
a. Total removals with no continuing services for at least the remainder of the school year?	_____
b. Total transfers to specialized schools for disciplinary reasons?	_____

School characteristics

24. As of October 1, 2003, what was the total enrollment **at your school**?

_____ students

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

	Percent of students
a. Eligible for free or reduced-price lunch	_____ %
b. Limited English proficient (LEP)	_____ %
c. Special education students	_____ %
d. Male	_____ %

26. What is your best estimate of the percentage of your current students who are the following?

	Percent of students
a. Below the 15 th percentile on standardized tests	_____ %
b. Likely to go to college after high school	_____ %
c. Consider academic achievement to be very important	_____ %

27. 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.)

Typical number of classroom changes _____

28. How many paid staff are **at your school** in the following categories? (If no such staff, please record zero [0].)

	Number of full-time	Number of part-time
a. Special education teachers	_____	_____
b. Special education aides	_____	_____
c. Regular classroom teachers	_____	_____
d. Regular classroom teacher aides or paraprofessionals	_____	_____
e. Counselors/mental health professionals	_____	_____

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

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

30. How would you describe the crime level in the area where your school is located?
(Check only one response.)

- ₁ High level of crime
- ₂ Moderate level of crime
- ₃ Low level of crime

31. Which of the following best describes your school? (Check one response.)

- ₁ Regular public school
- ₂ Charter school
- ₃ Have magnet program for part of school
- ₄ Totally a magnet school
- ₅ Other (please specify): _____

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

_____ % of students present

33. During the 2003-2004 school year, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. (If a student transferred more than once in the school year, count each transfer separately. If no transfers, please record zero [0].)

	Total number of transfers
a. Transferred <u>to</u> the school	_____
b. Transferred <u>from</u> the school	_____

34. Please provide the following dates.

a. Starting date for your 2003-2004 academic school year	____/____/2003
b. Ending date for your 2003-2004 academic school year	____/____/2004
c. Date you completed the questionnaire	____/____/2004

Thank you very much for completing this survey. If you have any questions, please contact us, toll-free at: 1-888-743-7324.