Institute of Education Sciences

Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20
Findings From the School Survey on Crime and Safety

First Look

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Introduction

Using data from the School Survey on Crime and Safety (SSOCS), this report presents findings both on crime and violence in U.S. public schools and on the practices and programs schools have used to promote school safety. SSOCS is managed and funded by the National Center for Education Statistics (NCES). NCES is part of the U.S. Department of Education's Institute of Education Sciences. The study has been fielded eight times, most recently during the 2019-20 school year. The 2019-20 SSOCS (SSOCS:2020) was funded in part by the Department's Office of Safe and Healthy Students.

SSOCS collects data from public school principals about violent and nonviolent crimes in their schools. The survey also collects data on school security measures, school security staff, mental health services, parent and community involvement at school, and staff training. SSOCS data can be used to study how violent incidents in schools relate to the programs and practices that schools have in place to prevent crime.

Data collection began in February 2020 and was conducted mostly using an online survey instrument. In March 2020, many schools began closing their physical buildings due to the coronavirus pandemic. This affected data collection activities. Also, the change to virtual schooling and the adjusted school year may have impacted the data collected by SSOCS. Due to the pandemic, the survey also had an extended data collection window compared with earlier SSOCS collections. Data collection for SSOCS:2020 ended in October 2020. Readers should use caution when comparing SSOCS:2020 estimates with those from earlier years.

The national sample for SSOCS:2020 was made up of 4,800 U.S. public schools.[1] Of these schools, 2,370 elementary, middle, high/secondary, and combined/other schools[2] responded. The weighted response rate is 54 percent. Since the response rate was less than 85 percent, a unit nonresponse bias analysis was performed. The results showed that nonresponding schools were significantly different from responding schools. However, the results also showed that weighting adjustments removed most of the observed nonresponse bias. Weighting should also reduce

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

[2] *Elementary* schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. *Middle* schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. *High/secondary* schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. *Combined/other* schools include all other combinations of grades, including K-12 schools. School level categories in SSOCS:2020 differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see the Caution Concerning Changes in Variables and Estimates section of Appendix C: Methodology and Technical Notes.

nonresponse bias in the survey estimates, although some bias may remain. For more information about the response rates and the nonresponse bias analysis, see Appendix C: Methodology and Technical Notes.

The purpose of this report is to introduce the data by presenting selected descriptive information from SSOCS:2020. The tables in the report contain totals and percentages, which have been weighted to represent U.S. public schools. Tables of standard errors are provided in Appendix A. The report also includes selected findings and figures. Together, the tables, findings, and figures show the range of data available from the survey rather than a full review of all observed differences. A description of the variables presented in the tables is provided in Appendix B.

Comparisons made in the report were tested to make sure differences accounted for margins of error due to sampling. Student's t tests were used for testing with a .05 significance threshold. Adjustments for multiple comparisons were not made. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. For information about how to compare estimates in the tables, see the Statistical Tests section of Appendix C.

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

Selected Findings: School Year 2019-20

- During the 2019-20 school year, about 939,000 violent incidents and 487,000 nonviolent incidents occurred in U.S. public schools.[3,4] Seventy percent of schools reported having at least one violent incident, and 62 percent reported having at least one nonviolent incident (table 1) (figure 1).
- Sixty percent of schools reported at least one physical attack or fight without a weapon at school. Nine percent of schools reported such an attack with a weapon (table 2).
- Schools in towns reported at least one incident of theft at school (38 percent) at higher rates than suburban (31 percent) and rural schools (26 percent). This rate was also higher in city schools (35 percent) than in rural schools (table 3).
- Among schools with 1,000 or more students, 48 percent reported having at least one incident of distribution, possession, or use of alcohol at school. Smaller schools reported this incident at lower rates (6 to 14 percent) (table 4).
- Bullying at school at least once a week was reported at a higher rate for middle schools (25 percent) than for high/secondary schools (16 percent) or elementary schools (11 percent). Cyberbullying at school or away from school at least once a week was reported by 33 percent of middle schools and 29 percent of high/secondary schools. This compared to 7 percent of elementary schools (table 5).
- Serious disciplinary actions include out-of-school suspensions of 5 or more days. They also include removals with no services for the remainder of the school year and transfers to alternative schools. Some 35 percent of schools reported taking at least one such action for specific offenses.[5] Much higher rates of use were reported by high/secondary schools (74 percent) and middle schools (61 percent) than for elementary schools (16 percent) (table 6).
- Sixty-four percent of all public schools reported having a threat assessment[6] team. These teams were more common in suburban (71 percent) and city (67 percent) schools than in town (57 percent) and rural schools (55 percent) (table 7).

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[3] Violent incidents include rape or attempted rape, sexual assault other than rape, robbery (with or without a weapon), physical attack or fight (with or without a weapon), and threat of physical attack (with or without a weapon). Nonviolent incidents include theft; possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.

[4] The 95 percent confidence interval for "violent incidents" ranges from 840,700 to 1,036,300. The 95 percent confidence interval for "nonviolent incidents" ranges from 456,700 to 517,300.

[5] Respondents were asked to report on disciplinary actions for five specific offenses: use or possession of a firearm or explosive device; use or possession of a weapon other than a firearm or explosive device; distribution, possession, or use of illegal drugs; distribution, possession, or use of alcohol; and physical attacks or fights.

[6] "Threat assessment" was defined as a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

- During the 2019-20 school year, 52 percent of schools had a written plan for procedures in the event of a pandemic disease. Schools had other types of plans as well. Some of the most commonly reported plans were for natural disasters (96 percent), active shooters (96 percent), and bomb threats or incidents (93 percent) (table 8) (figure 2).
- Among schools where at least half of the students were minorities, 69 percent reported involving students in restorative practices.[7] Rates were lower at schools with lower minority enrollments (ranging from 40 to 58 percent) (table 9).
- Schools were asked whether certain factors limited their efforts to reduce or prevent crime "in a major way." The two factors reported most often were inadequate funding and a lack of, or inadequate, alternative placements or programs for disruptive students. Roughly 36 percent reported each issue. Schools were also asked about factors that limited their efforts to provide mental health services to students. Most (54 percent) reported inadequate funding, and 40 percent reported lack of access to licensed mental health professionals[8] (table 10).
- About 51 percent of traditional public schools had a School Resource Officer[9] present at school at least once a week. This was about twice the rate (25 percent) of charter schools (table 11).
- Among schools with 1,000 or more students, 83 percent had at least one sworn law enforcement officer who routinely carried a firearm. Schools with fewer students reported this situation at lower rates (33 to 56 percent) (table 12) (figure 3).
- During the 2019-20 school year, 55 percent of schools provided diagnostic mental health assessments to evaluate students for mental health disorders. Forty-two percent of schools provided treatment to students for mental health disorders (table 13).

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[7] "Restorative practices" was defined as a formal mediation process led by a facilitator that brings affected parties of a problem together to explore what happened, reflect on their roles, find a solution, and ultimately restore harmony to individual relationships and the larger community. An example was "peace or conflict circles."

[8] Licensed mental health professionals may include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors.

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

Estimate Tables and Figures

Table 1. RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident of crime that occurred at school, the number of incidents recorded, and the rate of incidents recorded per type and selected school characteristics: School year 2019–20

| School characteristic | Total number of schools | Violent incidents | | | | | | | | Nonviolent incidents[3] | | | |
| | | All violent[1] | | | | Serious violent[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
All public schools	**83,100**	**58,300**	**70.2**	**938,500**	**19.2**	**21,100**	**25.4**	**62,800**	**1.3**	**51,200**	**61.6**	**487,000**	**10.0**
School type													
Traditional public school	76,700	54,000	70.4	892,800	19.5	19,600	25.5	58,900	1.3	47,100	61.5	458,900	10.0
Charter school	6,400	4,400	67.8	45,700	15.1	1,500	23.6	4,000	1.3	4,100	63.5	28,200	9.3
Level													
Elementary	49,200	28,700	58.4	408,300	17.5	9,400	19.2	24,700	1.1	22,100	45.0	75,500	3.2
Middle	14,600	13,300	91.0	276,500	28.4	4,800	32.5	14,800	1.5	12,200	83.6	128,500	13.2
High/secondary	16,000	14,300	89.6	237,300	16.4	6,000	37.5	21,600	1.5	14,700	91.8	273,100	18.8
Combined/other	3,300	2,000	60.3	16,300	12.5	900	27.1	1,800	1.3	2,200	65.3	9,800	7.5
Enrollment size													
Less than 300	17,700	9,900	55.8	97,500	24.3	3,700	20.8	9,000	2.2	7,600	43.0	31,300	7.8
300–499	25,600	17,000	66.4	207,800	19.6	5,600	21.9	14,600	1.4	14,000	54.6	71,700	6.8
500–999	30,900	23,300	75.2	401,900	19.1	8,100	26.0	22,700	1.1	21,500	69.6	161,900	7.7
1,000 or more	8,800	8,200	92.5	231,300	17.4	3,700	42.2	16,600	1.3	8,100	91.6	222,000	16.7
Locale													
City	22,800	17,100	75.2	391,300	27.0	6,900	30.4	24,700	1.7	15,000	65.9	172,900	11.9
Suburb	27,300	19,100	70.3	293,000	15.1	7,200	26.6	21,100	1.1	16,500	60.6	166,700	8.6
Town	10,500	7,500	71.6	104,400	19.3	2,300	21.7	5,400	1.0	7,300	68.8	58,200	10.8
Rural	22,600	14,500	64.4	149,800	15.6	4,600	20.5	11,700	1.2	12,500	55.2	89,200	9.3
Region													
Northeast	13,300	8,200	61.9	112,200	15.1	3,100	23.4	9,100	1.2	6,900	51.6	55,400	7.4
Midwest	20,400	15,000	73.5	247,000	24.3	5,100	25.2	13,800	1.4	11,800	57.8	111,800	11.0
South	29,900	20,500	68.5	373,700	19.4	7,700	25.9	26,900	1.4	18,500	61.8	165,600	8.6
West	19,500	14,700	75.1	205,600	17.1	5,100	26.1	13,000	1.1	14,100	72.2	154,200	12.8
Percent minority enrollment													
Less than 5 percent	4,400	2,400	53.7	26,800 !	17.2 !	‡	10.3 !	‡	0.5 !	2,500	55.6	10,400	6.7
5 percent to less than 20 percent	18,200	12,200	67.1	115,700	12.8	3,800	20.9	9,300	1.0	11,000	60.3	79,000	8.8
20 percent to less than 50 percent	22,700	15,500	68.2	217,500	15.2	6,100	26.9	18,000	1.3	13,600	60.0	131,400	9.2
50 percent or more	37,800	28,300	74.8	578,500	24.1	10,700	28.4	34,700	1.4	24,200	63.9	266,200	11.1
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	14,700	9,100	62.0	99,300	9.9	2,900	19.4	7,600	0.8	7,700	52.5	73,100	7.3
More than 25 to 50 percent	20,900	14,800	70.7	176,400	13.9	5,700	27.1	15,500	1.2	13,400	64.1	129,400	10.2
More than 50 to 75 percent	21,700	15,600	72.0	243,500	19.8	5,400	24.9	16,500	1.3	13,500	62.4	137,500	11.2
More than 75 percent	25,800	18,800	72.8	419,300	30.2	7,200	27.8	23,300	1.7	16,600	64.2	147,000	10.6

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

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

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

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

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Figure 1.   Percentage of public schools with at least one recorded incident of crime that occurred at school, by percent minority enrollment and incident type: School year 2019–20

Percent minority enrollment

Percent of schools recording incidents

☐ Nonviolent incidents[1]   ■ Violent incidents[2]
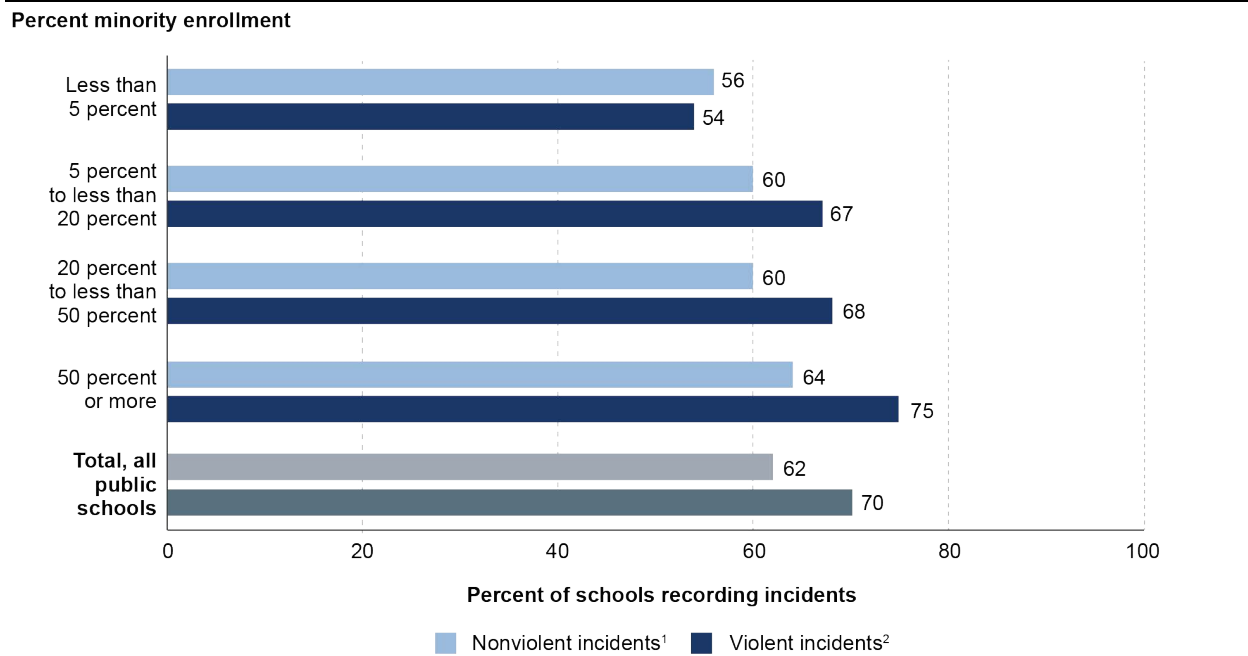
[1]"Nonviolent incidents" include theft; possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; vandalism; and inappropriate distribution, possession, or use of prescription drugs.
[2]"Violent incidents" include rape or attempted rape, sexual assault other than rape (including threatened rape), physical attack or fight with or without a weapon, threat of physical attack with or without a weapon, and robbery (taking things by force) with or without a weapon.
NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Although rounded numbers are displayed, the figures are based on unrounded data.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Table 2. THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack that occurred at school, the number of incidents recorded incidents per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**7,400**	**8.9**	**16,900**	**0.3**	**49,800**	**59.9**	**583,300**	**11.9**	**8,300**	**10.0**	**20,500**	**0.4**	**33,400**	**40.1**	**292,400**	**6.0**
School type																
Traditional public school	6,800	8.9	15,600	0.3	46,100	60.1	555,200	12.1	7,700	10.0	19,500	0.4	31,000	40.5	278,800	6.1
Charter school	‡	9.2 !	1,300 !	0.4 !	3,700	57.4	28,100	9.3	‡	9.3	1,000 !	0.3 !	2,300	36.3	13,600	4.5
Level																
Elementary	4,800	9.7	9,500	0.4	22,700	46.2	246,100	10.6	3,400	6.9	8,500	0.4	15,300	31.0	137,600	5.9
Middle	1,000	6.6	2,200	0.2	12,500	85.6	186,200	19.1	2,400	16.6	5,700	0.6	8,200	56.0	75,500	7.8
High/secondary	1,400	8.4	4,400	0.3	13,200	82.3	143,200	9.9	2,200	13.9	6,000	0.4	8,800	54.8	72,600	5.0
Combined/other	‡	10.4	‡	0.5 !	1,300	40.5	7,800	6.0	‡	6.8 !	‡	0.2 !	1,100	34.5	6,800	5.2
Enrollment size																
Less than 300	‡	10.0	2,700	0.7	7,500	42.3	51,800	12.9	‡	5.3	‡	0.4 !	5,400	30.2	36,700	9.1
300–499	2,500	9.9	6,500 !	0.6 !	13,900	54.4	126,000	11.9	2,300	8.8	4,600	0.4	9,400	36.9	67,100	6.3
500–999	2,100	6.9	4,700	0.2	20,500	66.4	254,500	12.1	3,600	11.8	9,000	0.4	13,000	42.1	124,700	5.9
1,000 or more	1,000	11.2	3,000	0.2	7,800	88.2	150,900	11.4	1,500	16.5	5,400	0.4	5,600	62.8	63,800	4.8
Locale																
City	2,300	10.0	7,800	0.5	14,900	65.6	239,500	16.5	2,600	11.5	7,200	0.5	10,600	46.5	127,100	8.8
Suburb	2,600	9.6	4,500	0.2	16,100	59.2	192,400	9.9	3,000	11.0	7,500	0.4	10,900	39.8	79,600	4.1
Town	‡	5.5	1,100	0.2	6,800	64.5	64,800	12.0	1,000	9.4	2,000	0.4	4,200	40.1	34,200	6.3
Rural	2,000	8.7	3,500	0.4	11,900	52.7	86,600	9.0	1,700	7.5	3,700	0.4	7,700	34.1	51,500	5.4
Region																
Northeast	‡	8.9	2,100	0.3	6,700	50.4	68,500	9.2	1,000	7.2	2,500 !	0.3 !	4,400	33.3	34,500	4.6
Midwest	1,800	8.8	3,000	0.3	12,700	62.2	135,900	13.4	2,200	10.8	5,400	0.5	8,600	42.0	97,300	9.6
South	2,800	9.4	8,500	0.4	17,400	58.1	248,400	12.9	3,500	11.6	9,100	0.5	11,300	37.7	98,400	5.1
West	1,600	8.4	3,200	0.3	13,000	66.6	130,500	10.9	1,700	8.7	3,400	0.3	9,100	46.6	62,200	5.2
Percent minority enrollment																
Less than 5 percent	‡	‡	‡	‡	2,000	45.4	15,500 !	10.0 !	‡	4.4 !	‡	‡	1,600	36.8	10,500 !	6.7 !
5 percent to less than 20 percent	1,500	8.3	2,600	0.3	9,900	54.5	69,400	7.7	1,300	7.1	2,600	0.3	6,600	36.5	37,000	4.1
20 percent to less than 50 percent	2,500	11.0	4,700	0.3	12,800	56.5	142,300	9.9	2,400	10.7	5,600	0.4	8,800	38.9	57,200	4.0
50 percent or more	3,300	8.8	9,500	0.4	25,000	66.1	356,100	14.9	4,400	11.6	11,900	0.5	16,300	43.0	187,700	7.8
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	1,100	7.6	1,800	0.2	7,500	50.7	67,000	6.7	900	5.9	2,100	0.2	5,000	33.8	24,700	2.5
More than 25 to 50 percent	1,700	8.0	3,500	0.3	12,200	58.5	102,900	8.1	2,800	13.4	5,900	0.5	9,100	43.4	58,000	4.6
More than 50 to 75 percent	1,900	8.9	3,300	0.3	13,800	63.4	154,200	12.5	2,300	10.8	6,200	0.5	8,600	39.7	72,800	5.9
More than 75 percent	2,700	10.5	8,200	0.6	16,300	63.3	259,100	18.7	2,300	8.9	6,300	0.5	10,700	41.4	137,000	9.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent.
‡ Reporting standards not met. Either there are too few cases for a reliable estimate or the standard error represents more than 50 percent of the estimate.
NOTE: "Physical attack or fight" was defined for respondents as an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. "Weapon" was defined for respondents as any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others. "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 3. ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, and hate crime that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Robbery (with or without a weapon)[1,2]				Theft[3]				Vandalism[4]				Hate crimes[5]			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**5,400**	**6.5**	**16,700**	**0.3**	**26,300**	**31.7**	**117,300**	**2.4**	**26,900**	**32.4**	**95,100**	**1.9**	**1,900**	**2.3**	**5,700 !**	**0.1 !**
School type																
Traditional public school	4,900	6.4	15,500	0.3	24,400	31.8	110,500	2.4	25,100	32.8	88,500	1.9	1,800	2.3	5,500 !	0.1 !
Charter school	‡	7.1	1,200 !	0.4 !	1,900	29.9	6,800	2.2	1,800	27.9	6,600	2.2	‡	‡	‡	‡
Level																
Elementary	‡	3.5	5,400 !	0.2 !	9,000	18.3	24,500	1.1	9,900	20.2	26,100	1.1	‡	1.1 !	‡	‡
Middle	1,300	8.9	4,800	0.5	7,000	48.2	35,800	3.7	7,300	49.7	30,500	3.1	600	4.2	1,400	0.1
High/secondary	2,100	13.3	6,200	0.4	9,200	57.3	54,500	3.8	8,800	55.1	36,500	2.5	700	4.6	1,800	0.1
Combined/other	‡	6.4 !	‡	0.3 !	1,100	33.5	2,500	1.9	‡	27.3	2,000	1.6	‡	‡	‡	‡
Enrollment size																
Less than 300	‡	6.3	4,000 !	1.0 !	2,700	15.0	6,600	1.6	3,700	20.7	8,600	2.2	‡	‡	‡	‡
300–499	‡	2.6	2,100 !	0.2 !	6,200	24.4	20,700	2.0	7,400	28.7	20,200	1.9	‡	1.6 !	‡	‡
500–999	2,100	6.8	6,000	0.3	11,400	36.8	41,800	2.0	10,600	34.1	38,400	1.8	800	2.5	1,700	0.1
1,000 or more	1,500	16.5	4,600	0.3	6,000	68.4	48,200	3.6	5,300	60.2	27,800	2.1	600	6.7	1,700	0.1
Locale																
City	2,300	10.3	6,400	0.4	8,000	35.2	42,400	2.9	8,800	38.6	36,000	2.5	1,000	4.4	3,800 !	0.3 !
Suburb	1,600	5.9	6,500	0.3	8,400	30.8	38,200	2.0	8,600	31.6	30,500	1.6	500	2.0	1,200	0.1
Town	‡	4.7	1,000	0.2	4,000	38.3	15,000	2.8	3,400	32.7	11,300	2.1	‡	1.1 !	‡	#
Rural	‡	4.0	2,800 !	0.3 !	5,900	26.1	21,700	2.3	6,100	26.9	17,300	1.8	‡	1.1 !	500 !	0.1 !
Region																
Northeast	‡	5.9	3,400 !	0.5 !	3,000	22.8	12,700	1.7	3,500	26.2	13,200	1.8	‡	1.9 !	‡	0.1 !
Midwest	900	4.3	2,900	0.3	6,200	30.5	29,100	2.9	6,800	33.2	27,100	2.7	‡	2.5	‡	‡
South	2,000	6.7	6,800	0.4	10,900	36.4	49,200	2.6	7,800	26.3	23,100	1.2	‡	1.0	700 !	#
West	1,700	8.7	3,700	0.3	6,200	31.8	26,200	2.2	8,800	45.1	31,700	2.6	800	4.2	1,800	0.1
Percent minority enrollment																
Less than 5 percent	‡	‡	‡	‡	‡	19.0	2,500	1.6	1,300	30.1	3,000	1.9	‡	‡	‡	‡
5 percent to less than 20 percent	800	4.3	2,100	0.2	5,100	27.9	19,200	2.1	5,400	29.7	19,500	2.2	‡	2.2	1,100	0.1
20 percent to less than 50 percent	1,300	5.9	5,400	0.4	7,800	34.3	32,100	2.2	7,200	31.7	24,200	1.7	‡	1.9	800	0.1
50 percent or more	3,200	8.6	9,200	0.4	12,600	33.4	63,600	2.7	13,000	34.3	48,400	2.0	1,000	2.7	3,800 !	0.2 !
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	700	4.8	2,100	0.2	4,200	28.6	18,900	1.9	4,700	32.0	18,600	1.8	‡	3.5	1,400	0.1
More than 25 to 50 percent	1,000	4.8	3,200	0.3	7,500	35.8	30,300	2.4	7,100	34.0	24,000	1.9	‡	1.4	600	#
More than 50 to 75 percent	1,300	6.0	4,800	0.4	6,900	31.7	31,700	2.6	6,600	30.6	21,600	1.8	‡	2.2	‡	‡
More than 75 percent	2,300	9.1	6,600	0.5	7,800	30.1	36,400	2.6	8,500	32.8	31,000	2.2	‡	2.3	1,000	0.1

#Rounds to zero.

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

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

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

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

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

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

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 4. KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**27,000**	**32.4**	**53,200**	**1.1**	**11,900**	**14.3**	**29,400**	**0.6**	**23,700**	**28.5**	**169,100**	**3.5**	**7,500**	**9.0**	**19,100**	**0.4**
School type																
Traditional public school	25,100	32.8	50,200	1.1	11,100	14.5	28,100	0.6	21,700	28.3	160,000	3.5	7,000	9.1	18,200	0.4
Charter school	1,800	28.1	3,000	1.0	700	11.2	1,300	0.4	2,000	30.4	9,200	3.0	‡	7.4	900	0.3
Level																
Elementary	11,700	23.8	17,300	0.7	‡	1.9	‡	#	2,600	5.3	4,900	0.2	‡	1.5 !	‡	#
Middle	7,100	48.5	14,400	1.5	4,000	27.5	8,900	0.9	7,700	53.0	33,700	3.5	2,100	14.3	4,300	0.4
High/secondary	7,400	46.1	20,300	1.4	6,500	40.8	18,700	1.3	12,400	77.4	127,500	8.8	4,500	27.8	13,700	0.9
Combined/other	‡	22.8	1,200	0.9	‡	12.1	‡	0.5	900	28.5	3,000	2.3	‡	5.1 !	‡	0.2 !
Enrollment size																
Less than 300	3,100	17.4	5,000	1.2	‡	5.8	1,700	0.4	2,800	15.7	7,900	2.0	‡	4.2	‡	0.3 !
300–499	6,700	26.1	9,800	0.9	2,100	8.3	3,400	0.3	4,800	18.7	14,700	1.4	1,100	4.4	2,100	0.2
500–999	12,100	39.3	22,900	1.1	4,400	14.3	8,700	0.4	9,200	29.9	43,200	2.1	3,000	9.8	5,900	0.3
1,000 or more	5,000	57.0	15,500	1.2	4,300	48.5	15,700	1.2	6,900	77.7	103,400	7.8	2,600	29.0	9,900	0.7
Locale																
City	8,400	36.8	16,400	1.1	3,400	15.0	9,700	0.7	7,000	30.9	61,100	4.2	2,100	9.1	5,500	0.4
Suburb	9,100	33.3	17,900	0.9	3,800	14.0	9,300	0.5	7,600	27.7	62,900	3.3	2,300	8.4	6,900	0.4
Town	3,700	35.0	7,900	1.5	1,500	14.2	3,500	0.6	3,500	33.3	18,200	3.4	1,000	9.8	2,000	0.4
Rural	5,800	25.8	11,000	1.1	3,100	13.9	6,900	0.7	5,600	24.7	26,900	2.8	2,000	9.1	4,700	0.5
Region																
Northeast	3,600	26.9	6,900	0.9	1,200	9.1	2,200	0.3	3,500	25.9	18,400	2.5	800	5.7	1,600	0.2
Midwest	6,100	29.7	11,800	1.2	3,200	15.5	6,600	0.6	5,600	27.4	31,600	3.1	1,900	9.5	4,900	0.5
South	9,700	32.3	18,100	0.9	4,100	13.7	10,500	0.5	8,100	27.2	55,200	2.9	3,100	10.3	7,700	0.4
West	7,700	39.2	16,400	1.4	3,400	17.3	10,200	0.8	6,500	33.3	64,000	5.3	1,700	8.7	4,900	0.4
Percent minority enrollment																
Less than 5 percent	‡	20.7	1,400	0.9	‡	10.4	700	0.4	900	19.5	2,400	1.5	‡	4.3 !	‡	0.3 !
5 percent to less than 20 percent	5,200	28.4	9,800	1.1	2,600	14.4	6,000	0.7	4,900	26.9	21,200	2.3	1,600	8.7	2,900	0.3
20 percent to less than 50 percent	7,800	34.5	15,700	1.1	3,600	15.7	9,400	0.7	6,200	27.5	42,800	3.0	2,100	9.2	6,700	0.5
50 percent or more	13,000	34.5	26,300	1.1	5,200	13.8	13,300	0.6	11,700	30.9	102,800	4.3	3,600	9.5	9,200	0.4
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	3,200	21.8	5,300	0.5	2,100	14.2	5,200	0.5	3,500	23.6	21,400	2.1	1,300	9.0	3,300	0.3
More than 25 to 50 percent	7,400	35.5	15,400	1.2	3,500	16.8	9,800	0.8	6,300	30.4	43,200	3.4	2,100	10.0	6,300	0.5
More than 50 to 75 percent	6,800	31.4	15,400	1.2	3,500	16.1	8,200	0.7	6,800	31.3	54,000	4.4	2,100	9.7	5,100	0.4
More than 75 percent	9,500	36.8	17,100	1.2	2,800	10.8	6,100	0.4	7,100	27.3	50,500	3.6	1,900	7.5	4,500	0.3

#Rounds to zero.

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

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 5.   DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2019–20

School characteristic	Student racial/ethnic tensions	Student bullying[1]	Cyberbullying among students who attend your school[2]	Student sexual harassment of other students[3]	Student harassment of other students based on sexual orientation or gender identity[4]	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities[5]
All public schools	**3.8**	**14.6**	**15.9**	**1.6**	**1.5**	**4.1**	**9.8**	**15.3**	**0.5**
School type									
Traditional public school	3.9	14.7	16.5	1.7	1.5	4.3	10.1	15.7	0.5
Charter school	‡	12.4	9.3 !	‡	‡	‡	6.0 !	9.9	‡
Level									
Elementary	2.9	11.4	7.2	‡	‡	3.3	8.9	13.6	‡
Middle	6.5	24.6	32.5	3.9	3.8	6.3	12.8	21.2	1.1 !
High/secondary	4.1	16.1	28.9	2.5	3.1	4.1	10.4	15.8	1.0 !
Combined/other	‡	10.0 !	9.6 !	‡	‡	6.2 !	6.4 !	11.2 !	‡
Enrollment size									
Less than 300	‡	8.7	9.2	‡	‡	2.8 !	8.9	13.7	‡
300–499	3.6	13.1	13.4	1.1 !	‡	2.8	10.1	13.2	‡
500–999	4.4	17.3	16.0	2.2	2.1	5.6	9.8	17.4	0.6 !
1,000 or more	7.0	21.0	36.4	4.4	5.4	5.0	10.3	17.2	1.8 !
Locale									
City	5.0	20.5	16.6	2.7	2.1	8.0	16.2	22.2	1.1 !
Suburb	4.0	12.7	14.8	1.4	1.5	3.0	8.6	14.3	‡
Town	2.2	12.1	20.0	2.6 !	1.3 !	2.0 !	6.9	11.3	0.6 !
Rural	2.9 !	12.0	14.7	0.5 !	1.0 !	2.4	6.0	11.4	‡
Region									
Northeast	2.8 !	12.4	14.8	1.6 !	1.8 !	2.8 !	10.3	11.7	‡
Midwest	4.6	16.2	19.6	2.0 !	1.9	4.9	14.2	20.0	0.7 !
South	3.2	14.4	15.4	1.5 !	1.0	3.9	8.6	14.1	‡
West	4.4	14.7	13.6	1.6	1.7	4.4	6.6	14.6	0.5 !
Percent minority enrollment									
Less than 5 percent	‡	9.7 !	14.5	‡	‡	‡	‡	10.7 !	‡
5 percent to less than 20 percent	2.2 !	11.2	17.7	1.0	1.1	1.9 !	3.7	10.0	‡
20 percent to less than 50 percent	3.9	13.3	15.2	1.8 !	1.5	2.5	6.4	14.3	0.3 !
50 percent or more	4.9	17.5	15.6	2.1	1.8	6.5	15.5	18.9	0.9
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	3.3	9.9	12.5	0.9	1.5	1.1 !	2.3 !	6.5	‡
More than 25 to 50 percent	5.1	14.9	17.2	1.8	1.5	3.1	6.9	13.7	0.3 !
More than 50 to 75 percent	3.6	15.6	18.9	1.5	1.3	4.3	9.2	17.2	0.2 !
More than 75 percent	3.0	16.1	14.2	2.0 !	1.6	6.4	16.8	19.9	1.0 !

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

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

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

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

[3] "Sexual harassment" was defined for respondents as conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as nonverbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

[4] The questionnaire had one item asking about "student harassment of other students based on sexual orientation," followed by a separate item asking about "student harassment of other students based on gender identity." Schools are included in this column if they responded "daily" or "at least once a week" to either or both of these items; each school is counted only once, even if it indicated daily/weekly frequency for both items. "Sexual orientation" was defined for respondents as one's emotional or physical attraction to the same and/or opposite sex. "Gender identity" was defined for respondents as one's inner sense of one's own gender, which may or may not match the sex assigned at birth.

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

NOTE: Includes schools for which one of the following two response categories was selected: "daily" or "at least once a week." "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 6.   SERIOUS DISCIPLINARY ACTIONS TAKEN: Percentage of schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school
School year 2019–20

		Type of offense				
School characteristic	Total, at least one serious disciplinary action[1]	Use/possession of a firearm or explosive device[2]	Use/possession of a weapon other than a firearm or explosive device[2,3]	Distribution, possession, or use of illegal drugs	Distribution, possession, or use of alcohol	Physical attacks or fights[4]
All public schools	**35.4**	**2.4**	**10.0**	**19.5**	**8.0**	**24.0**
School type						
Traditional public school	35.3	2.4	10.3	19.4	8.3	24.0
Charter school	36.8	‡	6.7	20.9	4.1	23.0
Level						
Elementary	15.5	0.9	4.2	2.5	1.0	10.2
Middle	61.4	3.0	19.0	35.7	15.3	41.4
High/secondary	73.5	6.9	20.6	58.0	23.0	50.6
Combined/other	32.5	‡	6.0 !	14.5	6.4	21.9
Enrollment size						
Less than 300	20.1	‡	4.5	8.7	2.5	12.4
300–499	28.3	1.9	7.1	11.3	4.1	18.5
500–999	38.8	1.5	11.1	20.7	8.5	25.8
1,000 or more	75.1	8.8	26.0	60.6	28.2	56.3
Locale						
City	38.6	3.5	11.9	20.3	6.7	27.3
Suburb	33.6	1.7	11.3	19.6	8.5	22.9
Town	38.7	2.1	9.1	23.0	7.3	24.5
Rural	33.0	2.4	7.0	16.9	8.9	21.6
Region						
Northeast	30.5	‡	8.4	16.9	5.1	21.2
Midwest	37.5	2.1	10.7	20.1	7.8	24.3
South	38.9	3.4	9.8	21.8	10.3	28.2
West	31.4	2.6	10.8	17.0	6.5	19.0
Percent minority enrollment						
Less than 5 percent	27.0	‡	2.5 !	12.4	7.1	17.0
5 percent to less than 20 percent	31.8	1.5	7.7	20.5	8.5	18.6
20 percent to less than 50 percent	34.6	2.3	9.5	19.0	9.4	22.7
50 percent or more	38.7	3.2	12.3	20.1	6.9	28.0
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	24.7	1.0	5.4	16.2	7.5	13.6
More than 25 to 50 percent	38.2	1.6	9.8	21.5	10.1	24.5
More than 50 to 75 percent	36.7	3.5	11.7	21.7	9.8	24.3
More than 75 percent	38.2	3.1	11.5	17.9	5.0	29.1

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

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

[1] Schools that took serious disciplinary actions in response to more than one type of offense were counted only once in the total.

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

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

[4] "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

NOTE: Serious disciplinary actions include removals with no continuing services for at least the remainder of the school year; transfers to alternative schools; and out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 7.　SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2019–20

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					Threat assessment team[7]
	School buildings[1]	School grounds[2]	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/ staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband[3]	"Panic button(s)" or silent alarm(s)[4]	Electronic notification system[5]	Structured anonymous threat reporting system[6]	Security cameras to monitor the school	Non-academic cell phone use is prohibited	
All public schools	**97.1**	**58.9**	**73.1**	**18.8**	**10.1**	**76.8**	**4.4**	**6.0**	**2.7**	**28.7**	**40.0**	**70.4**	**65.7**	**91.1**	**76.9**	**64.0**
School type																
Traditional public school	97.0	58.3	72.3	15.2	10.2	78.3	4.0	5.9	2.6	28.8	40.7	70.6	66.4	91.0	75.9	64.1
Charter school	98.4	67.1	82.8	61.2	10.0	58.3	8.9	7.3	4.1 !	27.5	31.8	68.1	58.3	92.5	88.1	61.9
Level																
Elementary	98.0	62.9	73.1	21.5	4.4	82.6	2.1	1.8 !	‡	8.3	41.3	70.5	58.9	88.3	85.8	61.7
Middle	96.9	52.6	71.6	18.2	18.7	77.6	9.3	10.0	3.1	48.3	41.8	69.5	77.3	94.3	81.8	70.2
High/secondary	95.6	54.0	73.8	12.0	20.9	64.6	7.5	14.8	7.7	65.7	38.5	72.2	76.2	96.7	46.7	67.8
Combined/other	91.6	52.6	76.0	15.5	5.4 !	45.3	‡	7.6 !	5.8 !	67.0	21.0	64.1	65.0	91.4	69.5	50.3
Enrollment size																
Less than 300	95.9	49.4	72.6	16.6	3.8 !	57.4	5.2	6.5	3.2	33.6	28.3	64.8	52.2	91.4	76.7	50.7
300–499	97.7	58.2	71.7	20.3	6.1	82.2	3.7	4.0	1.8	20.7	40.3	72.3	62.8	90.0	82.9	62.7
500–999	97.8	63.3	74.1	20.3	11.9	81.9	4.2	4.8	2.5	24.7	44.5	71.9	71.8	90.7	79.4	70.1
1,000 or more	95.6	65.3	74.6	13.9	28.5	81.8	5.2	14.8	5.3	56.2	47.3	71.0	80.3	95.1	51.1	73.0
Locale																
City	97.9	70.1	71.8	36.6	12.6	73.8	5.4	10.0	6.6	20.2	39.7	69.8	66.0	86.5	79.4	67.1
Suburb	98.1	62.7	72.1	17.8	12.8	86.0	3.5	4.1	1.6	21.3	45.3	70.8	70.2	89.9	77.2	70.9
Town	95.0	49.3	71.5	6.1	7.6	78.8	4.7 !	3.6 !	1.4 !	38.1	41.7	70.5	63.9	95.2	75.4	57.4
Rural	96.1	47.6	76.4	8.1	5.7	67.5	4.1	4.6	0.7 !	41.9	33.3	70.5	60.9	95.3	74.8	55.5
Region																
Northeast	99.3	53.6	71.6	20.3	8.5	80.2	5.2	6.0	5.1	18.5	48.7	70.4	52.3	93.1	74.7	61.7
Midwest	99.4	44.2	71.4	10.6	6.4	71.8	4.4	5.7	3.2	36.6	42.7	69.4	61.9	95.3	72.8	59.6
South	97.9	62.4	71.8	26.3	15.4	84.7	6.4	8.2	2.7	34.7	43.0	71.0	75.4	97.5	78.6	66.8
West	92.0	72.7	77.9	14.9	7.1	67.5	0.7 !	2.9 !	0.5 !	18.4	26.8	70.6	64.0	75.5	80.0	65.7
Percent minority enrollment																
Less than 5 percent	99.8	41.1	75.0	‡	‡	64.7	4.5 !	‡	‡	46.0	31.8	74.2	58.0	95.0	76.5	49.2
5 percent to less than 20 percent	98.7	46.5	73.1	1.8 !	4.1	75.1	3.7	3.9	0.9 !	35.1	41.7	69.5	63.1	95.5	72.9	60.2
20 percent to less than 50 percent	96.2	55.0	73.7	7.8	8.5	81.5	2.3	3.7	1.5	27.6	46.3	72.2	67.5	91.6	75.5	65.9
50 percent or more	96.6	69.4	72.4	35.7	15.0	76.1	5.9	8.9	4.7	24.3	36.4	69.3	66.9	88.2	79.7	66.3
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	97.5	49.7	77.7	6.0	6.8	84.7	2.6	1.9	‡	18.8	52.6	70.6	64.2	91.6	73.5	64.2
More than 25 to 50 percent	98.1	54.0	72.4	7.5	8.9	76.1	3.3	3.6	1.4 !	36.2	43.3	70.8	67.1	91.7	73.0	64.5
More than 50 to 75 percent	95.9	55.1	75.5	10.8	10.1	76.6	2.5	5.5	1.5	32.2	34.5	69.1	66.6	89.7	78.5	62.1
More than 75 percent	97.0	71.5	72.9	42.1	13.1	72.9	7.8	10.7	6.3	25.4	34.9	71.0	64.8	91.4	80.6	64.9

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

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

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

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

[3] Examples of random sweeps provided to respondents were locker checks and dog sniffs. Examples of contraband provided to respondents were drugs and weapons. "Weapon" was defined for respondents as any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

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

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

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

[7] "Threat assessment" was defined for respondents as a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 8. PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2019–20

School characteristic	Had a written plan describing procedures to be performed in various crisis scenarios								Drilled students on the use of emergency		
	Active shooter[1]	Natural disasters[2]	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents[3]	Suicide threat or incident	Pandemic disease	Post-crisis reunification of students with their families	Evacuation[4]	Lockdown[5]	Shelter-in-place[6]
All public schools	**96.2**	**96.3**	**52.7**	**93.3**	**73.8**	**91.0**	**52.0**	**89.3**	**94.2**	**97.7**	**91.5**
School type											
Traditional public school	96.5	96.5	53.0	93.9	74.9	91.4	52.4	89.6	94.1	97.7	91.2
Charter school	92.1	93.9	48.3	85.4	60.3	86.4	46.9	85.9	95.1	98.1	95.1
Level											
Elementary	96.0	96.3	51.8	92.9	72.8	89.2	52.9	89.6	93.8	98.1	90.7
Middle	97.3	96.7	56.4	94.4	76.8	94.7	50.7	91.3	95.9	98.1	93.9
High/secondary	96.3	95.5	52.3	95.2	75.4	93.9	51.9	88.3	94.0	97.6	93.3
Combined/other	92.9	98.1	51.3	85.8	67.5	88.1	45.6	81.1	93.7	91.2	84.7
Enrollment size											
Less than 300	91.9	93.4	49.5	89.3	66.5	86.2	43.0	82.0	94.7	94.5	85.0
300–499	97.1	97.7	50.9	93.7	72.6	89.6	56.5	88.6	93.9	97.9	93.9
500–999	97.3	96.9	56.7	95.0	78.9	93.7	54.1	93.2	93.6	99.2	92.8
1,000 or more	97.7	96.0	49.9	94.2	73.9	95.5	49.7	92.7	95.9	98.5	93.1
Locale											
City	96.8	94.4	48.4	93.4	70.5	91.2	49.6	90.0	95.7	99.0	92.9
Suburb	96.4	97.0	51.2	94.0	75.0	92.8	52.7	92.7	94.3	99.1	94.1
Town	97.2	97.2	55.1	92.0	74.8	92.2	54.2	89.2	92.0	96.4	90.2
Rural	94.8	97.0	57.6	92.9	75.2	88.1	52.6	84.5	93.5	95.2	87.6
Region											
Northeast	96.6	87.0	59.0	97.5	73.1	92.5	56.8	91.1	94.7	98.8	92.7
Midwest	96.3	98.7	48.8	92.2	69.6	88.7	51.0	85.6	93.6	97.6	89.8
South	96.7	98.4	56.8	94.8	76.4	91.6	50.7	88.1	94.5	98.0	92.2
West	94.8	96.9	46.1	89.3	74.7	91.6	51.7	93.8	94.0	96.7	91.5
Percent minority enrollment											
Less than 5 percent	98.9	98.9	47.8	90.6	70.5	84.4	45.5	83.8	92.5	90.4	88.2
5 percent to less than 20 percent	97.1	97.8	56.2	96.0	79.1	91.9	56.1	92.3	94.6	97.9	91.1
20 percent to less than 50 percent	95.8	96.1	51.1	92.7	73.6	91.2	51.8	91.2	94.1	98.0	93.7
50 percent or more	95.6	95.4	52.5	92.6	71.7	91.2	50.9	87.4	94.2	98.3	90.8
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	96.5	97.4	48.6	93.7	74.8	92.6	50.8	92.1	96.7	97.8	96.3
More than 25 to 50 percent	96.5	97.8	53.8	94.6	77.5	92.6	52.1	92.6	94.4	98.4	93.8
More than 50 to 75 percent	96.3	96.7	52.8	93.7	75.8	88.7	55.1	86.6	93.8	97.4	89.9
More than 75 percent	95.6	94.3	54.0	91.7	68.6	90.7	50.0	87.3	92.9	97.3	88.3

[1] "Active shooter" was defined for respondents as one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

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

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

[4] "Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

[5] "Lockdown" was defined for respondents as a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

[6] "Shelter-in-place" was defined for respondents as a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Figure 2. Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures: School year 2019–20
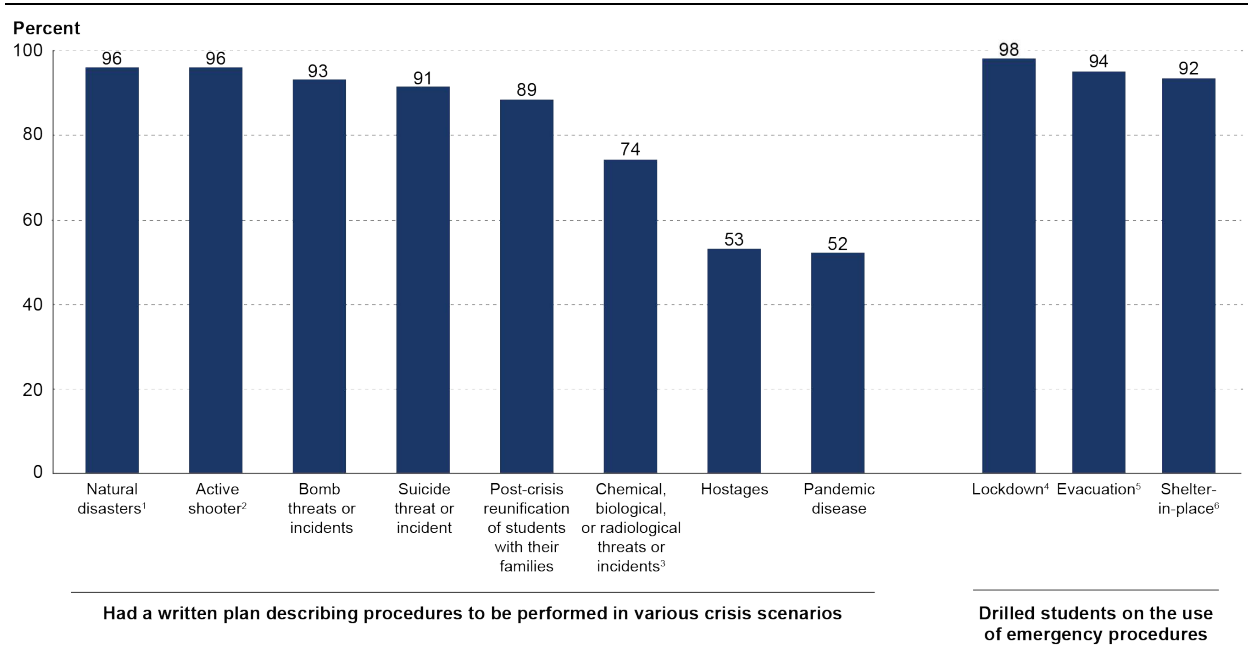
[1] Examples of natural disasters provided to respondents were earthquakes or tornadoes.

[2] "Active shooter" was defined for respondents as one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

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

[4] "Lockdown" was defined for respondents as a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

[5] "Evacuation" was defined for respondents as a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

[6] "Shelter-in-place" was defined for respondents as a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 9.   ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2019–20

School characteristic	Prevention curriculum, instruction, or training for students[1]	Social emotional learning (SEL) for students[2]	Behavioral or behavior modification intervention for students[3]	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative practices[4]	Programs to promote a sense of community or social integration among students
All public schools	**96.1**	**94.4**	**95.9**	**92.5**	**50.3**	**7.9**	**60.2**	**87.8**
School type								
Traditional public school	96.1	94.6	95.7	92.1	49.9	8.1	59.1	87.6
Charter school	96.7	92.0	98.6	97.1	54.0	5.9 !	73.1	89.8
Level								
Elementary	97.3	97.0	97.5	91.8	50.7	5.8	65.1	90.3
Middle	95.9	94.1	95.9	95.0	53.6	11.1	58.2	86.8
High/secondary	93.1	88.3	91.7	93.2	49.2	10.8	51.6	82.2
Combined/other	94.6	86.9	91.9	87.5	34.3	10.4 !	37.3	81.3
Enrollment size								
Less than 300	96.4	92.4	92.7	88.6	44.4	4.0 !	47.8	83.1
300–499	96.1	96.2	97.5	91.7	48.6	7.5	64.4	89.7
500–999	96.5	94.4	97.0	94.5	53.6	8.9	63.7	88.0
1,000 or more	94.3	93.1	93.8	95.6	55.1	13.8	60.6	90.9
Locale								
City	96.9	96.1	97.9	95.9	58.9	9.8	77.1	91.0
Suburb	97.3	96.6	97.7	94.0	54.1	7.0	64.3	90.9
Town	95.2	93.7	94.5	92.2	34.7	7.1	48.9	86.4
Rural	94.4	90.4	92.3	87.2	44.2	7.5	43.5	81.5
Region								
Northeast	96.8	97.3	96.7	89.8	54.1	7.2	66.3	93.7
Midwest	96.2	94.5	95.7	92.7	49.3	5.7	58.1	88.9
South	96.1	93.3	95.7	93.5	51.6	11.8	53.0	84.6
West	95.7	93.9	95.8	92.4	46.5	4.8	69.2	87.4
Percent minority enrollment								
Less than 5 percent	95.8	92.2	92.9	88.8	47.0	3.6 !	40.3	83.4
5 percent to less than 20 percent	94.9	94.4	94.6	89.5	44.8	8.0	49.9	85.2
20 percent to less than 50 percent	95.8	93.7	95.1	91.1	47.0	6.1	58.5	90.0
50 percent or more	96.9	95.1	97.3	95.2	55.2	9.4	68.5	88.1
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	95.5	94.9	96.6	90.4	49.8	4.6	58.1	89.5
More than 25 to 50 percent	95.6	93.5	94.1	93.5	48.9	8.6	54.7	89.5
More than 50 to 75 percent	96.7	95.3	95.7	91.0	49.6	5.5	55.6	86.4
More than 75 percent	96.5	94.1	97.1	94.0	52.2	11.2	69.8	86.5

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

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

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

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

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

NOTE: Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 10.   LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health limited in a major way, a minor way, or not at all, by selected factors: School year 2019–20

Factor	Efforts were limited in a major way	Efforts were limited in a minor way	Efforts were not limited at all
Factor limiting efforts to reduce or prevent crime			
Lack of or inadequate teacher training in classroom management	5.6	34.0	60.4
Lack of or inadequate alternative placements or programs for disruptive students	35.6	33.1	31.4
Likelihood of complaints from parents	6.7	32.5	60.8
Lack of teacher support for school policies	4.0	25.6	70.4
Lack of parental support for school policies	9.9	39.0	51.1
Teachers' fear of student retaliation	4.1	24.2	71.7
Fear of litigation	10.3	34.6	55.1
Inadequate funds	35.7	33.5	30.8
Inconsistent application of school policies by faculty or staff	9.5	41.3	49.2
Factor limiting efforts to provide mental health services			
Inadequate access to licensed mental health professionals[1]	40.1	35.4	24.5
Inadequate funding	54.3	26.3	19.4
Potential legal issues for school or district[2]	15.1	32.0	52.8
Concerns about reactions from parents	8.4	35.8	55.8
Lack of community support for providing mental health services to students in your school	9.9	26.3	63.8
Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students[3, 4]	19.4	27.9	52.7
Reluctance to label students with mental health disorders to avoid stigmatizing the child[5]	8.4	34.2	57.4

[1] "Mental health professionals" were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social

[2] Examples of legal issues provided to respondents were malpractice, insufficient supervision, and confidentiality.

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

[4] "Treatment" was defined for respondents as a clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or

[5] "Mental health disorders" were defined for respondents as collectively, all diagnosable mental disorders or health conditions that are characterized by alterations in thinking, mood, or behavior (or some combination thereof) associated with distress and/or impaired functioning.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 11.   SECURITY STAFF: Percentage of public schools with one or more full-time or part-time security staff present at school at least once a week, by type of security staff and selected school characteristics: School year 2019–20

School characteristic	School Resource Officers[1]			Other sworn law enforcement officers[2]			Security officers or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	**49.2**	**30.0**	**21.1**	**12.9**	**6.0**	**7.2**	**26.3**	**18.5**	**11.4**
School type									
Traditional public school	51.2	31.4	21.7	13.3	6.2	7.4	26.0	17.9	11.5
Charter school	24.9	13.5	14.3	8.4 !	‡	5.3 !	29.7	26.3	10.5
Level									
Elementary	39.0	19.1	20.7	11.0	4.7	6.4	19.2	11.6	9.7
Middle	68.0	45.9	24.0	12.2	6.2	6.7	31.2	23.8	11.1
High/secondary	67.4	51.5	21.3	18.3	9.7	9.2	44.1	35.6	17.7
Combined/other	30.2	16.3	13.9	17.7	6.2 !	12.1 !	22.4	15.5	8.1 !
Enrollment size									
Less than 300	28.8	15.0	15.2	11.0	5.3 !	6.0	20.3	10.3	11.6
300–499	45.1	23.4	23.1	13.0	5.1	7.9	18.8	12.5	8.7
500–999	54.6	32.8	23.1	13.6	6.8	7.2	26.3	18.4	11.1
1,000 or more	83.0	69.0	20.4	14.0	6.9	7.8	59.6	52.7	20.4
Locale									
City	43.4	27.8	18.2	11.4	6.3	5.3	35.7	29.4	11.8
Suburb	53.3	31.5	23.8	14.1	5.7	8.6	29.5	21.2	13.4
Town	55.8	29.8	27.6	8.4	3.6	5.0	16.1	9.8	9.0
Rural	47.0	30.5	17.9	15.2	7.0	8.5	17.5	8.5	9.9
Region									
Northeast	45.4	27.7	21.2	13.2	5.8	7.9	38.6	32.3	13.5
Midwest	47.4	21.3	27.4	15.7	6.9	8.9	20.0	10.5	11.7
South	65.3	47.7	20.0	13.6	6.7	7.2	26.5	18.6	10.7
West	29.1	13.4	16.3	8.9	4.0	4.9	24.0	17.6	10.9
Percent minority enrollment									
Less than 5 percent	46.9	29.5	18.3 !	15.2	11.2 !	4.1 !	16.3	5.5 !	10.7 !
5 percent to less than 20 percent	54.1	29.5	26.4	15.3	6.4	9.5	17.1	8.4	10.5
20 percent to less than 50 percent	52.7	31.5	23.0	11.4	4.2	7.5	21.9	14.2	10.7
50 percent or more	45.0	29.4	17.8	12.4	6.2	6.4	34.4	27.5	12.5
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	49.3	25.7	25.6	12.6	4.5	8.4	23.1	14.3	11.4
More than 25 to 50 percent	49.3	30.8	19.9	10.9	5.7	5.2	23.6	14.2	12.3
More than 50 to 75 percent	52.3	31.2	22.5	14.3	6.6	8.1	24.9	16.9	11.2
More than 75 percent	46.5	30.7	18.4	13.7	6.5	7.4	31.4	25.9	10.9

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

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

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 12. PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2019–20

School characteristic	Total number of schools	Number of schools with a sworn law enforcement officer (including SROs) who routinely:				Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Among schools with a sworn law enforcement officer (including SROs), percentage with an officer who routinely:			
		Carries physical restraints[1]	Carries chemical aerosol sprays[2]	Carries a firearm[3]	Wears a body camera	Carries physical restraints[1]	Carries chemical aerosol sprays[2]	Carries a firearm[3]	Wears a body camera		Carries physical restraints[1]	Carries chemical aerosol sprays[2]	Carries a firearm[3]	Wears a body camera
All public schools	**83,100**	**40,800**	**32,400**	**42,700**	**20,400**	**49.1**	**39.0**	**51.4**	**24.5**	**45,200**	**90.3**	**71.8**	**94.5**	**45.0**
School type														
Traditional public school	76,700	39,200	31,200	40,900	19,500	51.1	40.7	53.4	25.4	43,400	90.3	71.9	94.4	44.9
Charter school	6,400	1,600	1,200	1,800	‡	25.3	19.3	28.1	13.7	1,800	88.9	67.8	98.6	48.0
Level														
Elementary	49,200	18,300	13,700	20,100	8,800	37.2	27.9	40.9	18.0	21,500	85.2	63.9	93.8	41.2
Middle	14,600	9,900	8,100	9,900	5,200	67.6	55.4	68.0	35.4	10,500	94.2	77.2	94.7	49.3
High/secondary	16,000	11,400	9,700	11,400	5,700	71.4	60.5	70.9	35.8	11,900	95.9	81.2	95.2	48.0
Combined/other	3,300	1,200	900	1,300	‡	35.4	28.0	39.1	18.6	1,300	90.7	71.6	100.0	47.7
Enrollment size														
Less than 300	17,700	5,700	4,200	5,800	2,800	32.1	23.4	32.6	15.7	6,100	93.5	68.3	94.9	45.7
300–499	25,600	11,300	8,800	12,300	5,500	44.3	34.6	48.1	21.4	12,900	87.7	68.4	95.4	42.5
500–999	30,900	16,500	13,300	17,300	8,100	53.4	43.1	56.0	26.3	18,500	89.1	71.9	93.4	44.0
1,000 or more	8,800	7,300	6,100	7,300	3,900	82.1	69.0	82.6	44.6	7,700	94.8	79.8	95.4	51.6
Locale														
City	22,800	9,500	7,300	9,500	5,200	41.7	32.1	41.7	22.8	10,800	88.0	67.8	87.9	48.2
Suburb	27,300	13,700	10,800	15,100	6,400	50.4	39.7	55.6	23.6	15,900	86.5	68.1	95.5	40.5
Town	10,500	5,900	4,700	6,100	2,900	56.3	44.6	57.8	27.3	6,200	95.1	75.3	97.4	46.0
Rural	22,600	11,600	9,600	12,000	5,900	51.6	42.6	53.2	26.0	12,300	94.6	78.2	97.7	47.6
Region														
Northeast	13,300	5,200	3,700	5,900	1,500	39.2	27.7	44.3	11.1	6,700	77.4	54.7	87.5	21.9
Midwest	20,400	10,200	8,100	10,500	4,800	50.0	39.7	51.7	23.7	11,000	92.6	73.6	95.8	44.0
South	29,900	19,600	15,800	20,500	10,400	65.7	52.9	68.5	34.7	21,100	92.9	74.7	96.8	49.1
West	19,500	5,700	4,800	5,800	3,700	29.4	24.8	29.8	18.8	6,300	91.3	76.9	92.3	58.2
Percent minority enrollment														
Less than 5 percent	4,400	2,200	1,700	2,300	‡	49.0	37.4	51.8	25.2	2,300	94.0	71.8	99.2	48.2
5 percent to less than 20 percent	18,200	10,500	8,600	11,000	4,800	57.7	47.3	60.7	26.6	11,200	93.5	76.7	98.4	43.2
20 percent to less than 50 percent	22,700	11,400	8,900	12,100	6,100	50.3	39.0	53.3	26.8	12,600	90.4	70.0	95.7	48.1
50 percent or more	37,800	16,700	13,300	17,300	8,300	44.2	35.3	45.8	22.0	19,000	87.8	70.0	90.9	43.8
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	14,700	6,900	5,200	7,500	3,100	47.0	35.4	50.7	21.2	7,900	88.1	66.3	95.0	39.7
More than 25 to 50 percent	20,900	10,400	8,000	11,100	5,100	49.7	38.4	53.1	24.3	11,300	91.8	71.0	98.2	44.9
More than 50 to 75 percent	21,700	11,700	9,700	12,100	6,600	53.8	44.6	55.8	30.4	12,700	92.3	76.6	95.9	52.3
More than 75 percent	25,800	11,800	9,500	12,000	5,600	45.8	36.9	46.6	21.5	13,400	88.4	71.1	89.9	41.5

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

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

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

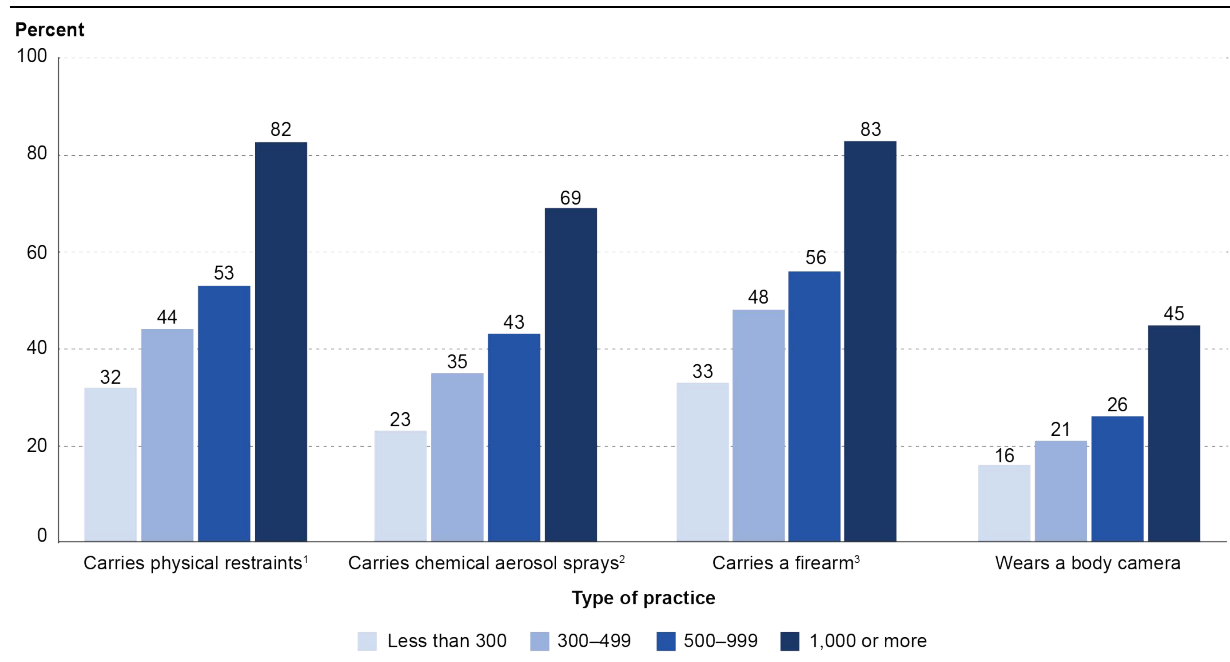[2] Examples of chemical aerosol sprays provided to respondents were Mace and pepper spray.

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. "School Resource Officer" was defined for respondents as career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations. Sworn law enforcement officers include School Resource Officers and other sworn law enforcement officers who are not School Resource Officers. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Figure 3. Percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and school enrollment size: School year 2019–20

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

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

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

NOTE: "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. "School Resource Officer" was defined for respondents as career sworn law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations. Sworn law enforcement officers include School Resource Officers and other sworn law enforcement officers who are not School Resource Officers. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table 13.　MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2019–20

School characteristic	Number of schools providing diagnostic mental health assessments[1]	Percentage of schools providing diagnostic mental health assessments[1]	Among schools providing diagnostic mental health assessments,[1] percentage distribution of location where services were provided:			Number of schools providing treatment[2]	Percentage of schools providing treatment[2]	Among schools providing treatment,[2] percentage distribution of location where services were provided:		
			At school[3] only	Outside of school only	Both at school[3] and outside of school			At school[3] only	Outside of school only	Both at school[3] and outside of school
All public schools	**45,600**	**54.8**	**28.6**	**10.8**	**60.6**	**35,200**	**42.4**	**30.4**	**7.3**	**62.4**
School type										
Traditional public school	41,500	54.2	28.6	10.3	61.1	32,700	42.6	30.8	7.0	62.2
Charter school	4,000	62.4	28.3	15.4 !	56.3	2,600	39.6	25.2	10.4 !	64.4
Level										
Elementary	24,400	49.6	31.1	10.7	58.2	19,400	39.5	33.9	7.1	58.9
Middle	9,400	64.0	27.6	11.1	61.3	6,900	47.1	28.1	7.0	64.9
High/secondary	10,400	64.7	25.4	9.2	65.4	7,500	46.8	24.3	5.6	70.1
Combined/other	1,500	44.8	14.6 !	21.8 !	63.6	1,400	42.3	24.8	18.8 !	56.4
Enrollment size										
Less than 300	7,600	42.9	29.9	13.5	56.6	6,200	34.7	28.0	3.7 !	68.3
300–499	13,500	52.8	30.3	12.2	57.5	11,100	43.3	36.0	11.4	52.7
500–999	18,100	58.6	26.4	8.8	64.8	13,900	44.8	28.3	5.3	66.4
1,000 or more	6,300	71.3	29.5	10.3	60.1	4,100	46.8	25.9	8.1	66.0
Locale										
City	13,900	60.9	29.9	10.2	59.8	10,300	45.3	29.9	9.8	60.3
Suburb	16,400	60.2	27.3	10.1	62.6	11,000	40.2	31.9	5.4	62.7
Town	5,300	50.0	31.4	10.7	58.0	4,700	44.8	34.3	8.1 !	57.6
Rural	10,000	44.5	27.3	12.7	60.0	9,200	40.9	27.1	6.2 !	66.8
Region										
Northeast	8,900	67.0	17.8	14.6	67.6	6,600	49.7	29.2	7.4 !	63.4
Midwest	9,600	46.9	27.0	13.1	59.9	8,500	41.5	32.6	8.8	58.6
South	16,500	55.4	29.3	11.2	59.5	12,100	40.5	26.2	6.7	67.1
West	10,500	54.0	38.1	4.7	57.2	8,000	41.2	35.2	6.3	58.5
Percent minority enrollment										
Less than 5 percent	1,800	41.2	10.3 !	‡	81.6	1,800	40.0	25.7 !	‡	71.4
5 percent to less than 20 percent	9,500	52.3	31.8	12.5	55.7	8,200	45.2	34.3	4.6 !	61.1
20 percent to less than 50 percent	11,900	52.5	28.8	9.5	61.8	9,200	40.7	27.4	6.4 !	66.1
50 percent or more	22,300	59.0	28.6	11.0	60.4	16,000	42.3	30.6	9.6	59.8
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	8,200	55.5	34.6	12.0	53.4	5,800	39.2	35.6	5.0 !	59.3
More than 25 to 50 percent	12,000	57.5	29.0	10.6	60.4	8,600	41.3	32.6	5.9	61.6
More than 50 to 75 percent	10,800	49.9	25.9	11.4	62.7	9,100	41.9	29.5	7.2	63.4
More than 75 percent	14,600	56.5	26.9	9.9	63.3	11,700	45.5	26.9	9.4	63.7

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

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

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

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

[3] "At school" was defined for respondents to include activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

NOTE: Schools were instructed to include only services provided by a licensed mental health professional employed or contracted by the school. "Mental health professionals" were defined for respondents as including providers of mental health services within several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric or mental health nurse practitioners, psychiatric or mental health nurses, clinical social workers, and professional counselors. Responses were provided by the principal or the person most knowledgeable about school crime and policies to provide a safe environment. Detail may not sum to totals because of rounding and the suppression of cells that do not meet National Center for Education Statistics reporting standards.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Appendix A: Standard Error Tables

Table A-1. Standard errors for table 1: RECORDED INCIDENTS OF CRIME: Number and percentage of public schools with at least one recorded incident of crime that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by incident type and selected school characteristics: School year 2019–20

School characteristic	Total number of schools	Violent incidents — All violent — Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Serious violent — Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Nonviolent incidents — Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**150**	**1,070**	**1.30**	**49,890**	**1.04**	**860**	**1.06**	**4,020**	**0.08**	**1,100**	**1.35**	**15,450**	**0.30**
School type													
Traditional public school	600	1,130	1.28	49,440	1.08	830	1.06	4,010	0.08	1,170	1.39	14,800	0.32
Charter school	580	430	5.16	6,930	1.92	280	4.41	960	0.32	420	5.53	4,000	1.39
Level													
Elementary	130	1,050	2.15	42,170	1.83	840	1.74	3,160	0.14	1,030	2.12	5,820	0.25
Middle	40	150	1.04	20,080	2.05	250	1.73	1,510	0.15	220	1.41	6,590	0.65
High/secondary	40	190	1.18	16,210	1.11	310	1.93	2,250	0.15	220	1.41	11,700	0.71
Combined/other	30	190	5.85	2,970	2.41	180	5.48	450	0.33	160	5.03	1,420	0.99
Enrollment size													
Less than 300	80	680	3.82	17,630	4.13	520	2.97	1,900	0.50	570	3.25	2,870	0.82
300–499	90	660	2.57	21,130	1.94	570	2.22	2,680	0.25	620	2.42	5,590	0.50
500–999	80	640	2.06	38,660	1.89	560	1.81	1,980	0.10	490	1.60	8,060	0.38
1,000 or more	30	120	1.40	22,900	1.71	190	2.16	1,940	0.14	120	1.39	11,860	0.83
Locale													
City	100	510	2.22	41,280	2.85	480	2.10	3,030	0.20	610	2.72	11,360	0.74
Suburb	80	600	2.26	24,290	1.21	460	1.69	1,960	0.10	570	2.12	6,590	0.30
Town	50	370	3.52	12,550	2.29	250	2.38	830	0.15	330	3.03	4,350	0.78
Rural	30	630	2.76	15,950	1.60	550	2.46	1,740	0.18	560	2.49	6,390	0.66
Region													
Northeast	850	570	4.16	17,360	2.25	390	3.08	1,930	0.27	540	3.39	4,510	0.46
Midwest	980	720	2.41	32,660	3.15	590	2.56	1,790	0.16	660	2.76	7,800	0.66
South	1,070	890	2.35	28,940	1.50	540	1.69	3,110	0.15	960	2.52	9,880	0.49
West	1,040	840	1.88	19,320	1.32	520	2.25	1,340	0.10	910	2.61	11,220	0.69
Percent minority enrollment													
Less than 5 percent	350	320	6.52	9,040	5.73	†	3.28	†	0.18	320	6.11	1,630	0.94
5 percent to less than 20 percent	740	650	2.67	10,840	1.16	410	2.26	1,390	0.15	690	2.94	7,180	0.80
20 percent to less than 50 percent	840	760	2.70	18,860	1.30	460	2.09	1,770	0.13	660	2.61	6,470	0.45
50 percent or more	680	810	2.03	43,240	1.86	630	1.66	3,190	0.13	780	2.04	13,870	0.52
Percent of students eligible for free or reduced-price lunch													
0 to 25 percent	680	540	3.06	15,170	1.49	310	2.05	950	0.09	530	3.80	5,470	0.56
More than 25 to 50 percent	800	650	2.54	13,280	1.02	490	2.18	1,710	0.12	600	2.50	7,310	0.51
More than 50 to 75 percent	1,010	750	2.54	20,680	1.65	470	2.32	2,150	0.18	830	2.84	9,740	0.58
More than 75 percent	960	900	2.56	45,320	2.90	640	2.31	3,210	0.21	810	2.39	11,330	0.76

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Table A-2. Standard errors for table 2: THREATS AND PHYSICAL ATTACKS OR FIGHTS: Number and percentage of public schools with at least one recorded incident of a physical attack or fight and threat of physical attack that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Physical attack or fight with a weapon				Physical attack or fight without a weapon				Threat of physical attack with a weapon				Threat of physical attack without a weapon			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**630**	**0.76**	**2,450**	**0.05**	**980**	**1.18**	**35,690**	**0.74**	**560**	**0.68**	**2,060**	**0.04**	**860**	**1.04**	**22,480**	**0.46**
School type																
Traditional public school	570	0.74	2,410	0.05	1,030	1.19	35,150	0.77	530	0.70	2,000	0.04	820	1.03	22,570	0.50
Charter school	†	3.51	560	0.19	400	4.88	5,420	1.49	†	2.77	330	0.11	350	4.65	2,710	0.91
Level																
Elementary	620	1.26	2,290	0.10	930	1.89	28,450	1.23	480	0.98	1,640	0.07	810	1.66	19,670	0.85
Middle	140	0.95	460	0.05	200	1.35	16,190	1.65	210	1.41	910	0.09	250	1.72	6,380	0.66
High/secondary	150	0.95	820	0.06	300	1.88	9,290	0.64	220	1.35	960	0.06	330	2.02	8,710	0.60
Combined/other	†	3.08	†	0.19	170	5.18	2,060	1.65	†	3.18	†	0.08	150	4.59	1,650	1.29
Enrollment size																
Less than 300	†	2.09	540	0.14	590	3.31	10,040	2.56	†	1.36	†	0.11	600	3.39	10,370	2.38
300–499	450	1.78	2,230	0.21	650	2.53	12,780	1.19	350	1.38	970	0.09	590	2.32	9,790	0.90
500–999	310	0.99	760	0.04	630	2.02	28,170	1.36	380	1.23	1,260	0.06	600	1.95	17,390	0.84
1,000 or more	120	1.40	740	0.06	130	1.56	16,370	1.23	140	1.58	1,020	0.08	160	1.89	7,160	0.53
Locale																
City	350	1.52	2,240	0.15	550	2.36	24,740	1.71	340	1.49	1,370	0.09	480	2.02	19,040	1.31
Suburb	340	1.25	580	0.03	550	2.03	19,730	1.00	340	1.24	1,100	0.06	580	2.13	9,080	0.46
Town	†	1.64	310	0.06	430	4.01	10,600	1.94	170	1.65	520	0.10	320	3.01	5,580	1.04
Rural	390	1.71	660	0.07	540	2.40	7,940	0.79	280	1.26	890	0.09	620	2.74	10,720	1.10
Region																
Northeast	†	1.96	460	0.06	540	3.98	12,350	1.59	180	1.45	850	0.12	370	2.71	6,290	0.82
Midwest	410	1.91	820	0.08	690	2.68	16,630	1.63	330	1.53	940	0.09	560	2.51	19,670	1.91
South	360	1.19	2,030	0.10	840	2.44	24,280	1.25	420	1.32	1,450	0.07	710	2.20	9,060	0.49
West	380	1.82	710	0.06	700	1.97	17,110	1.27	240	1.25	650	0.05	670	2.19	5,530	0.40
Percent minority enrollment																
Less than 5 percent	†	†	†	†	270	5.74	5,050	3.21	†	1.88	†	†	280	5.67	4,400	2.80
5 percent to less than 20 percent	290	1.57	520	0.06	550	2.43	7,550	0.85	260	1.44	720	0.08	480	2.61	6,140	0.65
20 percent to less than 50 percent	360	1.52	750	0.05	750	2.73	17,250	1.20	300	1.31	880	0.06	530	2.32	5,190	0.35
50 percent or more	460	1.19	2,280	0.09	750	2.02	28,130	1.23	390	1.11	1,530	0.06	720	1.89	21,680	0.90
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	240	1.61	410	0.04	450	3.05	14,370	1.42	160	1.08	490	0.05	450	2.77	3,610	0.36
More than 25 to 50 percent	300	1.42	700	0.06	530	2.31	10,160	0.80	330	1.53	1,100	0.08	470	2.10	3,780	0.29
More than 50 to 75 percent	310	1.48	550	0.05	730	2.51	17,310	1.38	300	1.41	1,310	0.10	520	2.24	10,170	0.83
More than 75 percent	430	1.57	2,210	0.15	770	2.32	30,240	2.00	350	1.36	1,300	0.09	670	2.24	20,310	1.36

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Table A-3. Standard errors for table 3: ROBBERY, THEFT, VANDALISM, AND HATE CRIME: Number and percentage of public schools with at least one recorded incident of a robbery, theft, vandalism, and hate crime that occurred at school, the number of incidents recorded, and the rate of recorded incidents per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Robbery (with or without a weapon)				Theft				Vandalism				Hate crimes			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**430**	**0.52**	**2,010**	**0.04**	**1,000**	**1.21**	**5,370**	**0.11**	**980**	**1.18**	**4,790**	**0.10**	**210**	**0.25**	**1,810**	**0.04**
School type																
Traditional public school	420	0.54	2,020	0.04	990	1.27	5,290	0.12	950	1.21	4,450	0.09	190	0.25	1,820	0.04
Charter school	†	1.87	370	0.12	290	3.99	1,590	0.50	300	4.54	1,390	0.48	†	†	†	†
Level																
Elementary	†	0.70	1,690	0.07	890	1.82	3,190	0.14	860	1.75	3,090	0.13	†	0.39	†	†
Middle	160	1.11	1,040	0.11	310	2.07	3,700	0.37	210	1.43	2,180	0.22	100	0.69	300	0.03
High/secondary	200	1.26	850	0.06	330	2.07	3,210	0.20	320	2.02	2,990	0.20	110	0.68	420	0.03
Combined/other	†	2.24	†	0.09	180	5.42	440	0.33	†	4.62	570	0.41	†	†	†	†
Enrollment size																
Less than 300	†	1.59	1,620	0.41	350	1.95	970	0.24	450	2.53	1,240	0.33	†	†	†	†
300–499	†	0.72	730	0.07	540	2.13	2,520	0.23	610	2.37	2,590	0.24	†	0.60	†	†
500–999	270	0.87	950	0.05	610	2.01	2,900	0.14	600	1.95	3,220	0.15	160	0.52	390	0.02
1,000 or more	160	1.79	710	0.05	170	1.86	4,220	0.31	180	2.00	2,790	0.20	80	0.93	420	0.03
Locale																
City	250	1.09	900	0.06	490	2.17	4,510	0.30	540	2.34	3,240	0.22	190	0.82	1,830	0.13
Suburb	210	0.76	1,640	0.08	440	1.60	2,660	0.12	490	1.81	2,430	0.12	110	0.40	310	0.02
Town	†	1.28	300	0.06	300	2.84	1,660	0.30	310	2.96	2,070	0.37	†	0.44	†	†
Rural	†	1.06	910	0.10	420	1.87	2,350	0.25	470	2.10	1,710	0.18	†	0.41	220	0.02
Region																
Northeast	†	1.33	1,480	0.20	290	2.38	1,720	0.22	380	2.58	1,950	0.24	†	0.72	†	0.02
Midwest	160	0.74	570	0.05	420	1.83	2,510	0.25	500	2.23	3,140	0.31	†	0.68	†	†
South	350	1.15	1,300	0.07	690	2.31	4,350	0.23	580	1.65	2,030	0.10	†	0.22	220	†
West	220	1.08	550	0.04	550	2.65	3,320	0.24	650	2.89	2,970	0.23	150	0.78	390	0.03
Percent minority enrollment																
Less than 5 percent	†	†	†	†	†	3.64	730	0.45	280	5.99	730	0.47	†	†	†	†
5 percent to less than 20 percent	190	1.04	500	0.06	370	1.96	2,220	0.24	500	2.53	2,440	0.27	†	0.64	310	0.03
20 percent to less than 50 percent	220	0.96	1,100	0.08	450	1.85	2,250	0.14	400	1.84	1,770	0.13	†	0.43	190	0.01
50 percent or more	300	0.78	1,620	0.07	750	2.03	4,790	0.19	740	1.82	4,090	0.17	170	0.45	1,810	0.08
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	130	0.92	420	0.04	380	2.71	2,110	0.21	420	3.16	2,380	0.25	†	0.75	320	0.03
More than 25 to 50 percent	210	0.94	790	0.06	480	2.22	2,060	0.15	480	2.36	2,090	0.17	†	0.33	150	†
More than 50 to 75 percent	200	0.99	1,020	0.08	500	1.89	2,550	0.17	460	1.54	1,830	0.11	†	0.63	†	†
More than 75 percent	290	1.07	1,530	0.11	620	2.24	4,700	0.32	630	2.34	3,340	0.24	†	0.56	280	0.02

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-4. Standard errors for table 4: KNIVES, ALCOHOL, AND DRUGS: Number and percentage of public schools with at least one recorded incident of possession of a knife or sharp object; distribution, possession, or use of alcohol or illegal drugs; inappropriate distribution, possession, or use of prescription drugs that occurred at school, the number of incidents recorded, and the rate of incidents recorded per 1,000 students, by selected school characteristics: School year 2019–20

School characteristic	Possession of a knife or sharp object				Distribution, possession, or use of alcohol				Distribution, possession, or use of illegal drugs				Inappropriate distribution, possession, or use of prescription drugs			
	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
All public schools	**940**	**1.13**	**1,980**	**0.04**	**330**	**0.40**	**1,550**	**0.03**	**820**	**1.01**	**7,660**	**0.15**	**390**	**0.47**	**1,300**	**0.03**
School type																
Traditional public school	960	1.19	1,980	0.04	340	0.45	1,510	0.03	750	1.00	7,150	0.16	370	0.48	1,270	0.03
Charter school	310	3.98	590	0.19	140	2.25	350	0.12	230	4.34	1,820	0.65	†	2.06	230	0.09
Level																
Elementary	830	1.69	1,470	0.06	†	0.47	†	†	590	1.20	1,140	0.05	†	0.48	†	†
Middle	260	1.73	830	0.08	220	1.52	870	0.09	270	1.82	2,520	0.26	170	1.18	630	0.06
High/secondary	320	1.96	1,210	0.09	220	1.34	1,120	0.08	280	1.77	6,920	0.44	240	1.48	1,090	0.07
Combined/other	†	4.03	220	0.18	†	3.03	†	0.14	150	4.69	680	0.49	†	2.24	†	0.10
Enrollment size																
Less than 300	440	2.51	750	0.21	†	0.98	370	0.10	380	2.17	1,530	0.39	†	1.08	†	0.10
300–499	560	2.20	960	0.09	220	0.84	560	0.05	430	1.69	1,590	0.15	210	0.81	490	0.05
500–999	610	1.95	1,510	0.07	280	0.91	680	0.03	360	1.18	2,980	0.14	260	0.85	650	0.03
1,000 or more	150	1.71	990	0.07	200	2.19	1,270	0.09	110	1.20	6,070	0.43	160	1.83	940	0.07
Locale																
City	410	1.75	960	0.07	280	1.24	1,060	0.07	350	1.61	5,780	0.39	250	1.11	550	0.04
Suburb	530	1.97	1,250	0.07	200	0.74	800	0.04	270	1.00	3,460	0.17	160	0.59	770	0.04
Town	290	2.75	860	0.16	150	1.45	480	0.09	260	2.51	1,750	0.33	130	1.23	390	0.07
Rural	450	1.99	960	0.10	210	0.93	760	0.08	370	1.64	2,650	0.26	190	0.85	630	0.06
Region																
Northeast	380	2.70	790	0.10	150	1.22	390	0.05	350	2.64	2,160	0.25	160	1.25	370	0.05
Midwest	510	2.39	1,150	0.11	220	1.16	670	0.06	440	1.98	3,290	0.28	230	1.16	820	0.07
South	680	2.00	1,420	0.07	290	0.91	960	0.05	440	1.31	4,050	0.21	310	1.02	840	0.04
West	610	2.76	1,330	0.10	260	1.30	1,020	0.08	480	2.30	6,350	0.45	210	1.04	650	0.05
Percent minority enrollment																
Less than 5 percent	†	4.38	320	0.19	†	2.23	170	0.10	170	3.93	550	0.33	†	1.94	†	0.13
5 percent to less than 20 percent	430	2.08	890	0.10	190	1.30	930	0.11	260	1.92	2,380	0.27	180	1.03	420	0.05
20 percent to less than 50 percent	510	2.34	1,060	0.07	240	1.14	800	0.05	430	1.84	2,950	0.21	190	0.96	790	0.06
50 percent or more	640	1.79	1,400	0.06	350	0.94	1,110	0.04	510	1.40	7,070	0.27	330	0.85	940	0.04
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	340	2.32	470	0.04	140	1.19	620	0.06	240	1.81	1,940	0.20	130	1.01	530	0.05
More than 25 to 50 percent	520	2.22	1,290	0.10	220	0.98	1,040	0.08	310	1.50	3,470	0.25	200	0.96	870	0.07
More than 50 to 75 percent	580	2.23	1,410	0.09	300	1.43	870	0.06	490	2.34	5,070	0.36	210	1.03	670	0.06
More than 75 percent	660	2.22	1,410	0.09	280	1.13	690	0.05	480	1.91	5,130	0.36	250	0.99	670	0.05

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-5. Standard errors for table 5: DISCIPLINARY PROBLEMS: Percentage of public schools reporting selected types of disciplinary problems occurred at school daily or at least once a week, by selected school characteristics: School year 2019–20

School characteristic	Student racial/ethnic tensions	Student bullying	Cyberbullying among students who attend your school	Student sexual harassment other students	Student harrassment of other students based on sexual orientation or gender identity	Widespread disorder in classrooms	Student verbal abuse of teachers	Student acts of disrespect for teachers other than verbal abuse	Gang activities
All public schools	**0.48**	**0.86**	**0.91**	**0.30**	**0.21**	**0.42**	**0.62**	**0.73**	**0.12**
School type									
Traditional public school	0.50	0.84	0.93	0.32	0.22	0.46	0.66	0.77	0.13
Charter school	†	3.14	2.94	†	†	†	1.88	2.14	†
Level									
Elementary	0.63	1.53	1.14	†	†	0.68	1.09	1.29	†
Middle	0.79	1.55	1.89	0.64	0.72	0.79	1.09	1.46	0.35
High/secondary	0.61	1.18	1.60	0.48	0.48	0.75	1.37	1.48	0.34
Combined/other	†	3.14	2.99	†	†	2.56	2.68	3.66	†
Enrollment size									
Less than 300	†	1.79	1.96	†	†	1.16	2.07	2.52	†
300–499	1.06	1.81	1.44	0.49	†	0.76	1.64	1.76	†
500–999	0.79	1.52	1.12	0.48	0.47	0.77	1.12	1.50	0.27
1,000 or more	1.12	1.67	1.97	0.85	0.82	1.05	1.33	1.69	0.57
Locale									
City	1.07	2.23	1.97	0.79	0.52	1.25	1.67	1.77	0.38
Suburb	0.74	1.23	1.31	0.34	0.23	0.75	1.14	1.64	†
Town	0.59	1.75	2.34	0.96	0.42	0.92	1.64	1.72	0.31
Rural	0.92	1.52	1.96	0.16	0.31	0.55	1.43	1.78	†
Region									
Northeast	1.09	2.37	2.23	0.69	0.67	1.28	1.80	1.90	†
Midwest	1.16	1.65	1.72	0.69	0.49	0.96	1.81	1.99	0.23
South	0.76	1.49	1.37	0.47	0.30	0.76	1.18	1.36	†
West	0.82	1.82	1.68	0.35	0.29	1.06	1.51	2.35	0.22
Percent minority enrollment									
Less than 5 percent	†	3.63	2.91	†	†	†	†	4.13	†
5 percent to less than 20 percent	0.80	1.44	1.88	0.28	0.29	0.61	1.01	1.62	†
20 percent to less than 50 percent	0.75	1.43	1.56	0.56	0.32	0.68	1.07	1.56	0.13
50 percent or more	0.80	1.62	1.13	0.49	0.37	0.86	1.26	1.36	0.25
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	0.66	1.33	1.60	0.26	0.38	0.42	0.74	1.21	†
More than 25 to 50 percent	1.01	1.38	1.63	0.48	0.29	0.84	1.30	1.60	0.14
More than 50 to 75 percent	1.02	1.92	1.87	0.43	0.36	0.90	1.39	1.65	0.12
More than 75 percent	0.88	1.85	1.56	0.70	0.45	1.02	1.49	1.86	0.35

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-6. Standard errors for table 6: SERIOUS DISCIPLINARY ACTIONS TAKEN: Percentage of schools that took a serious disciplinary action in response to specific offenses, by type of offense and selected school characteristics: School year 2019–20

		Type of offense				
School characteristic	Total, at least one serious disciplinary action	Use/possession of a firearm or explosive device	Use/possession of a weapon other than a firearm or explosive device	Distribution, possession, or use of illegal drugs	Distribution, possession, or use of alcohol	Physical attacks or fights
All public schools	**1.06**	**0.35**	**0.61**	**0.65**	**0.39**	**0.89**
School type						
Traditional public school	1.00	0.31	0.64	0.62	0.38	0.86
Charter school	4.70	†	1.75	3.22	1.56	3.79
Level						
Elementary	1.48	0.42	0.76	0.65	0.36	1.20
Middle	1.91	0.57	1.56	1.61	1.09	1.69
High/secondary	1.72	0.81	1.68	1.81	1.09	1.82
Combined/other	4.58	†	2.57	3.25	2.70	4.14
Enrollment size						
Less than 300	2.15	†	1.19	1.47	0.80	1.75
300–499	1.86	0.72	1.32	1.18	0.61	1.56
500–999	1.70	0.33	1.06	0.99	0.63	1.54
1,000 or more	1.52	1.03	1.49	1.52	1.67	1.63
Locale						
City	1.75	0.89	1.27	1.38	0.71	1.79
Suburb	1.53	0.31	1.09	0.72	0.76	1.41
Town	2.92	0.56	1.76	1.97	1.03	2.50
Rural	2.19	0.76	1.12	1.06	0.92	1.91
Region						
Northeast	2.67	†	1.15	1.96	0.92	2.56
Midwest	2.01	0.66	1.38	1.58	1.01	1.89
South	1.99	0.70	0.91	1.19	0.75	1.71
West	2.48	0.72	1.22	1.42	0.76	1.73
Percent minority enrollment						
Less than 5 percent	3.99	†	1.05	3.07	1.96	3.52
5 percent to less than 20 percent	2.35	0.37	1.11	1.79	0.90	1.86
20 percent to less than 50 percent	2.08	0.76	1.18	1.26	0.90	1.71
50 percent or more	1.64	0.62	0.94	1.16	0.68	1.48
Percent of students eligible for free or reduced-price lunch						
0 to 25 percent	1.96	0.33	0.97	1.59	1.04	1.48
More than 25 to 50 percent	1.69	0.43	1.14	1.22	0.96	1.61
More than 50 to 75 percent	2.35	0.84	1.26	1.35	1.04	1.79
More than 75 percent	2.02	0.72	1.24	1.45	0.68	1.92

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Table A-7.   Standard errors for table 7: SAFETY AND SECURITY MEASURES: Percentage of public schools with various safety and security measures, by selected school characteristics: School year 2019–20

School characteristic	Controlled access			Student dress, IDs, and school supplies				Metal detectors and sweeps			Communication systems and technology					
	School buildings	School grounds	Classrooms that can be locked from the inside	School uniforms required	Student badges or picture IDs required	Faculty/ staff badges or picture IDs required	Book bags must be clear or are banned	Random metal detector checks	Daily metal detector checks	Random sweeps for contraband	"Panic button(s)" or silent alarm(s)	Electronic notification system	Structured anonymous threat reporting system	Security cameras to monitor the school	Non-academic cell phone use is prohibited	Threat assessment team
All public schools	**0.43**	**1.42**	**1.28**	**1.14**	**0.54**	**1.18**	**0.43**	**0.47**	**0.34**	**0.89**	**1.26**	**1.34**	**1.30**	**0.79**	**1.03**	**1.28**
School type																
Traditional public school	0.46	1.51	1.33	1.00	0.55	1.23	0.41	0.50	0.35	0.94	1.30	1.29	1.31	0.86	1.07	1.31
Charter school	0.86	4.91	3.42	5.41	2.21	4.72	2.11	1.93	1.50	4.04	5.14	5.23	4.44	2.62	3.02	5.33
Level																
Elementary	0.61	2.34	1.98	1.68	0.69	1.85	0.59	0.64	†	1.24	1.95	1.84	2.17	1.27	1.50	1.99
Middle	0.67	1.61	1.55	1.40	1.42	1.56	1.02	1.22	0.65	1.89	1.95	2.06	1.54	0.90	1.41	1.45
High/secondary	0.84	1.91	1.75	1.43	1.75	2.01	1.15	1.44	0.88	2.03	1.52	1.78	1.56	0.75	1.91	1.58
Combined/other	3.36	5.03	4.92	2.97	1.80	4.58	†	2.52	2.36	5.47	4.75	4.95	4.76	3.35	5.11	5.85
Enrollment size																
Less than 300	1.30	3.74	3.45	3.02	1.18	4.13	1.45	1.37	0.92	2.93	3.02	3.18	3.95	1.84	2.72	3.37
300–499	0.67	2.40	2.67	2.09	0.93	1.80	0.75	0.86	0.52	1.34	2.10	2.56	2.78	1.46	2.09	2.95
500–999	0.53	1.89	1.57	1.68	1.04	1.57	0.64	0.60	0.52	0.88	2.10	2.10	1.82	1.37	1.36	1.78
1,000 or more	0.82	1.70	2.15	1.77	1.78	1.62	1.08	1.57	1.08	2.26	2.59	2.16	1.93	0.98	1.83	1.97
Locale																
City	0.56	2.21	2.46	2.85	1.24	2.31	0.98	1.20	1.00	1.29	2.98	2.47	2.21	2.11	2.64	2.27
Suburb	0.44	2.35	2.22	1.70	1.19	1.59	0.76	0.50	0.44	0.91	2.24	2.00	2.16	1.39	1.71	2.08
Town	1.56	3.62	2.61	1.80	1.36	2.48	1.43	1.12	0.56	2.71	3.94	2.88	2.91	1.59	2.47	3.25
Rural	1.04	2.99	2.30	1.42	0.93	2.52	1.02	1.00	0.28	2.28	2.09	2.63	2.76	1.37	1.92	2.84
Region																
Northeast	0.57	3.71	3.01	3.17	1.43	3.09	1.47	1.08	0.98	1.87	3.88	2.80	3.04	1.76	2.76	3.50
Midwest	0.34	3.05	2.78	1.90	0.87	2.14	0.85	1.25	0.90	2.32	2.51	2.61	2.85	1.02	2.48	2.58
South	0.56	2.46	2.49	2.14	1.23	1.37	0.92	0.91	0.50	1.70	1.82	2.16	2.04	0.75	1.90	2.35
West	1.36	2.46	2.57	1.96	0.95	2.49	0.28	1.04	0.19	1.74	2.84	2.46	3.07	2.42	1.90	2.41
Percent minority enrollment																
Less than 5 percent	0.24	6.80	5.62	†	†	6.50	1.81	†	†	5.81	6.02	6.23	6.26	3.13	5.23	6.85
5 percent to less than 20 percent	0.55	2.68	2.51	0.65	0.82	2.36	0.79	0.88	0.39	2.60	2.53	2.23	2.72	1.08	2.32	2.93
20 percent to less than 50 percent	1.21	2.62	2.09	1.26	0.96	2.14	0.52	0.60	0.41	1.62	2.39	2.21	2.94	1.54	1.62	2.64
50 percent or more	0.61	2.25	2.05	2.31	1.06	1.96	0.80	0.96	0.68	1.20	2.03	2.04	1.84	1.49	1.63	2.10
Percent of students eligible for free or reduced-price lunch																
0 to 25 percent	0.89	2.90	2.45	1.49	1.03	2.40	0.59	0.43	†	1.55	2.86	2.18	3.32	1.99	2.51	2.66
More than 25 to 50 percent	0.46	2.20	2.31	1.28	1.37	1.86	0.57	0.82	0.63	2.27	2.55	2.51	2.57	1.61	1.92	2.23
More than 50 to 75 percent	1.13	2.83	2.21	1.87	1.18	2.34	0.59	1.00	0.35	2.13	2.76	2.34	2.89	1.95	1.86	3.12
More than 75 percent	0.71	2.52	2.67	2.62	1.31	2.67	1.21	1.37	1.04	2.05	2.41	2.10	2.26	1.50	1.90	2.67

†Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-8. Standard errors for table 8: PLANS AND DRILLS FOR CRISES AND EMERGENCIES: Percentage of public schools that had a written plan describing procedures to be performed in various crisis scenarios and percentage of public schools that drilled students on the use of emergency procedures, by selected school characteristics: School year 2019–20

| School characteristic | Had a written plan describing procedures to be performed in various crisis scenarios | | | | | | | | Drilled students on the use of emergency procedures | | |
	Active shooter	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents	Suicide threat or incident	Pandemic disease	Post-crisis reunification of students with their families	Evacuation	Lockdown	Shelter-in-place
All public schools	**0.57**	**0.50**	**1.28**	**0.71**	**1.05**	**0.93**	**1.35**	**0.84**	**0.68**	**0.47**	**0.82**
School type											
Traditional public school	0.59	0.53	1.31	0.73	1.12	0.92	1.45	0.93	0.71	0.46	0.90
Charter school	3.15	2.58	5.67	3.62	6.24	4.09	5.21	3.26	2.35	1.29	2.45
Level											
Elementary	0.85	0.72	2.11	1.11	1.69	1.45	2.40	1.29	1.12	0.66	1.25
Middle	0.63	0.62	1.59	0.79	1.68	0.81	1.82	1.02	0.73	0.60	0.89
High/secondary	0.89	0.93	1.83	0.82	1.61	0.86	2.30	1.17	1.01	0.66	0.94
Combined/other	2.92	1.59	5.14	4.32	5.71	4.05	5.38	4.80	2.63	3.52	4.68
Enrollment size											
Less than 300	1.90	1.77	3.59	2.27	3.73	2.51	3.52	2.69	1.75	1.74	2.72
300–499	0.82	0.75	2.90	1.28	2.62	1.81	2.68	1.44	1.39	0.71	1.14
500–999	0.73	0.79	2.11	0.84	1.51	1.13	1.91	0.93	0.96	0.38	1.18
1,000 or more	0.52	1.04	2.31	1.06	2.02	0.77	2.52	1.03	0.81	0.50	1.27
Locale											
City	0.95	1.37	2.64	1.27	2.20	1.61	3.27	1.37	1.10	0.47	1.35
Suburb	1.03	0.77	2.22	1.05	1.86	1.26	2.34	1.10	1.02	0.45	1.25
Town	1.04	1.30	3.26	2.57	3.30	1.93	3.78	2.60	1.68	1.30	2.03
Rural	1.36	1.11	2.32	1.63	2.32	2.04	2.39	2.30	1.56	1.15	1.93
Region											
Northeast	1.20	2.13	3.42	0.99	3.53	2.11	3.30	1.71	1.62	0.70	2.12
Midwest	1.11	0.66	2.73	1.62	2.14	2.26	2.59	2.00	1.24	1.00	1.73
South	0.88	0.59	2.25	1.16	1.94	1.42	1.98	1.58	1.03	0.80	1.16
West	1.38	0.90	3.12	1.90	2.38	1.90	2.92	1.28	1.17	1.15	1.48
Percent minority enrollment											
Less than 5 percent	1.17	1.17	7.62	4.80	6.34	5.97	6.46	5.31	4.11	4.20	4.24
5 percent to less than 20 percent	1.13	0.80	2.82	1.13	2.33	1.47	2.75	1.74	1.45	0.88	1.72
20 percent to less than 50 percent	1.16	1.07	2.28	1.34	2.19	1.52	2.44	1.75	1.01	0.72	1.44
50 percent or more	0.81	0.89	1.88	0.96	1.72	1.36	2.03	1.21	1.00	0.58	1.31
Percent of students eligible for free or reduced-price lunch											
0 to 25 percent	1.31	0.86	2.76	1.60	2.68	1.77	2.87	1.74	1.02	1.06	0.95
More than 25 to 50 percent	1.11	0.73	2.27	1.08	2.29	1.59	2.99	1.35	1.08	0.71	1.49
More than 50 to 75 percent	1.07	1.09	2.94	1.43	2.13	1.84	2.66	2.07	1.44	0.98	2.05
More than 75 percent	1.13	1.22	2.50	1.53	2.46	1.77	3.06	1.65	1.40	0.92	1.57

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Table A-9. Standard errors for table 9: ACTIVITIES FOR STUDENTS: Percentage of public schools reporting activities that included various components for students, by activity component and selected school characteristics: School year 2019–20

School characteristic	Prevention curriculum, instruction, or training for students	Social emotional learning (SEL) for students	Behavioral or behavior modification intervention for students	Individual mentoring, tutoring, or coaching of students by adults	Student involvement in peer mediation	Student court to address student conduct problems or minor offenses	Student involvement in restorative practices	Programs to promote a sense of community or social integration among students
All public schools	**0.53**	**0.52**	**0.51**	**0.86**	**1.40**	**0.61**	**0.95**	**0.93**
School type								
Traditional public school	0.55	0.53	0.55	0.93	1.51	0.64	1.01	0.95
Charter school	1.12	2.19	0.64	1.42	5.21	2.28	3.65	2.38
Level								
Elementary	0.79	0.74	0.72	1.31	1.94	0.92	1.50	1.33
Middle	0.81	0.91	0.80	0.97	1.81	1.09	1.94	1.68
High/secondary	0.92	1.19	1.05	1.06	1.93	1.10	1.96	1.46
Combined/other	2.15	3.91	2.84	3.44	5.07	3.26	4.40	4.57
Enrollment size								
Less than 300	1.47	1.71	1.89	2.73	3.66	1.46	3.12	2.74
300–499	0.86	1.03	0.59	1.47	2.11	1.25	2.20	1.32
500–999	0.77	0.81	0.53	0.91	2.19	0.99	1.83	1.30
1,000 or more	0.94	1.07	0.91	0.95	2.27	1.36	2.30	1.16
Locale								
City	0.60	0.83	0.58	1.20	2.55	1.38	1.74	1.55
Suburb	0.57	0.76	0.49	1.04	2.39	0.95	2.06	1.01
Town	1.38	1.28	1.32	1.71	3.08	1.56	3.04	1.77
Rural	1.29	1.42	1.61	1.97	3.02	1.31	2.60	2.51
Region								
Northeast	0.89	1.20	0.97	2.13	4.00	1.44	3.11	1.51
Midwest	0.92	0.89	1.13	1.10	2.94	1.01	2.26	1.62
South	0.90	1.04	0.85	1.46	2.09	1.26	2.07	1.66
West	1.07	1.30	1.37	1.73	2.60	0.77	2.40	1.71
Percent minority enrollment								
Less than 5 percent	2.33	2.52	3.47	3.80	6.78	1.43	6.39	4.58
5 percent to less than 20 percent	1.25	1.08	0.98	1.83	2.95	1.42	2.65	1.99
20 percent to less than 50 percent	0.92	1.12	1.13	1.61	2.34	0.95	2.27	1.41
50 percent or more	0.56	0.76	0.65	1.03	2.11	1.12	1.49	1.30
Percent of students eligible for free or reduced-price lunch								
0 to 25 percent	1.15	1.33	0.77	2.04	3.29	1.14	2.70	2.24
More than 25 to 50 percent	0.93	0.77	1.26	1.57	1.96	1.05	1.92	1.35
More than 50 to 75 percent	0.90	1.03	1.22	1.64	3.47	1.01	2.94	1.71
More than 75 percent	0.92	1.21	1.05	1.74	2.81	1.45	2.12	1.90

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-10. Standard errors for table 10: LIMITATIONS ON CRIME PREVENTION AND MENTAL HEALTH SERVICES: Percentage distribution of public schools reporting that their efforts to reduce or prevent crime and to provide mental health services to students were limited in a major way, a minor way, or not at all, by selected factors: School year 2019–20

Factor	Efforts were limited in a major way	Efforts were limited in a minor way	Efforts were not limited at all
Factor limiting efforts to reduce or prevent crime			
Lack of or inadequate teacher training in classroom management	0.61	1.40	1.47
Lack of or inadequate alternative placements or programs for disruptive students	1.28	1.42	1.34
Likelihood of complaints from parents	0.56	1.11	1.28
Lack of teacher support for school policies	0.50	1.09	1.13
Lack of parental support for school policies	0.85	1.54	1.51
Teachers' fear of student retaliation	0.58	1.25	1.25
Fear of litigation	0.86	1.24	1.37
Inadequate funds	1.06	1.11	1.08
Inconsistent application of school policies by faculty or staff	0.79	1.52	1.56
Factor limiting efforts to provide mental health services			
Inadequate access to licensed mental health professionals	1.19	1.21	1.10
Inadequate funding	1.15	1.15	0.93
Potential legal issues for school or district	1.03	1.34	1.53
Concerns about reactions from parents	0.67	1.28	1.32
Lack of community support for providing mental health services to students in your school	0.82	1.17	1.45
Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students	1.12	1.22	1.26
Reluctance to label studnets with mental health disorders to avoid stigmatizing the child	0.81	1.42	1.47

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS), 2020.

Table A-11.   Standard errors for table 11: SECURITY STAFF: Percentage of public schools with one or more full-time or part-time security staff present at school at least once a week, by type of security staff and selected school characteristics: School year 2019–20

School characteristic	School Resource Officers			Other sworn law enforcement officers			Security officers or security personnel		
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
All public schools	**1.20**	**0.89**	**1.11**	**0.89**	**0.59**	**0.87**	**1.24**	**0.96**	**0.95**
School type									
Traditional public school	1.22	0.96	1.14	0.92	0.55	0.91	1.22	0.91	1.03
Charter school	4.56	3.35	3.46	2.84	†	2.02	4.39	4.43	2.57
Level									
Elementary	1.95	1.45	1.68	1.41	0.80	1.37	1.85	1.39	1.32
Middle	1.61	1.87	1.34	1.24	0.91	1.00	1.65	1.49	1.14
High/secondary	1.66	1.91	1.70	1.40	1.22	1.22	1.89	1.57	1.44
Combined/other	4.00	3.20	3.67	4.09	3.06	3.63	3.96	3.43	2.78
Enrollment size									
Less than 300	2.91	2.72	2.41	2.60	2.06	1.78	3.34	2.31	2.67
300–499	2.32	1.94	1.78	1.54	1.01	1.38	1.95	1.70	1.55
500–999	2.04	1.61	1.84	1.32	0.94	1.15	1.52	1.46	1.05
1,000 or more	1.54	1.49	1.85	1.32	0.91	1.16	2.11	2.41	1.80
Locale									
City	2.67	1.88	2.48	1.61	1.02	1.36	2.48	2.16	1.63
Suburb	2.08	1.80	2.00	1.67	1.00	1.39	2.41	1.59	1.63
Town	3.51	2.52	2.70	1.64	0.98	1.32	2.15	1.74	1.81
Rural	2.72	2.26	2.35	1.46	1.29	1.20	1.98	1.17	1.79
Region									
Northeast	3.84	2.96	2.46	1.98	1.25	1.50	3.30	2.96	2.32
Midwest	2.34	1.97	2.30	2.21	1.25	1.90	1.95	1.20	1.97
South	2.26	1.76	1.68	1.29	1.10	1.01	1.96	1.53	1.44
West	2.03	1.32	1.89	1.28	0.86	1.03	2.12	1.91	1.40
Percent minority enrollment									
Less than 5 percent	6.66	5.46	5.78	4.01	3.68	1.66	4.79	1.90	4.85
5 percent to less than 20 percent	2.77	2.28	2.21	1.76	1.16	1.66	2.25	1.21	1.85
20 percent to less than 50 percent	2.71	2.17	1.97	1.35	0.84	1.28	2.01	1.29	1.91
50 percent or more	2.02	1.71	1.58	1.50	1.04	1.27	2.02	1.76	1.51
Percent of students eligible for free or reduced-price lunch									
0 to 25 percent	2.76	2.50	2.63	2.16	1.04	1.81	2.34	1.60	1.79
More than 25 to 50 percent	2.26	1.96	1.69	1.72	1.05	1.23	2.24	1.59	1.73
More than 50 to 75 percent	2.68	2.41	2.22	1.77	1.20	1.44	2.16	1.61	1.81
More than 75 percent	2.84	2.49	1.71	1.80	1.20	1.50	2.71	2.32	1.63

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

A-12

Table A-12.   Standard errors for table 12: PRACTICES OF SWORN LAW ENFORCEMENT OFFICERS: Number and percentage of public schools reporting that sworn law enforcement officers, including School Resource Officers (SROs), routinely engage in specified practices at school, by type of practice and selected school characteristics: School year 2019–20

School characteristic	Total number of schools	Number of schools with a sworn law enforcement officer (including SROs) who routinely:				Among all schools, percentage with a sworn law enforcement officer (including SROs) who routinely:				Total number of schools with a sworn law enforcement officer	Among schools with a sworn law enforcement officer (including SROs), percentage with a officer who routinely:			
		Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera	Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera		Carries physical restraints	Carries chemical aerosol sprays	Carries a firearm	Wears a body camera
All public schools	**150**	**1,010**	**920**	**1,080**	**880**	**1.21**	**1.11**	**1.28**	**1.06**	**1,010**	**1.11**	**1.60**	**0.79**	**1.66**
School type														
Traditional public school	600	1,050	950	1,050	900	1.30	1.17	1.33	1.16	990	1.10	1.49	0.81	1.75
Charter school	580	300	250	360	†	3.76	3.56	4.56	2.79	370	7.14	12.58	1.41	8.54
Level														
Elementary	130	960	860	1,010	760	1.95	1.75	2.04	1.55	920	2.18	2.95	1.41	2.82
Middle	40	250	240	260	250	1.68	1.70	1.79	1.76	210	1.23	2.04	1.17	2.23
High/secondary	40	300	240	270	260	1.83	1.46	1.69	1.60	280	0.93	1.67	1.02	2.20
Combined/other	30	140	140	140	†	4.13	4.31	4.24	4.03	140	5.14	8.37	0.00	9.00
Enrollment size														
Less than 300	80	590	530	600	450	3.31	3.00	3.38	2.52	650	2.16	5.87	2.26	5.63
300–499	90	630	660	610	480	2.45	2.58	2.38	1.87	560	2.80	4.15	1.39	3.31
500–999	80	610	560	640	510	1.94	1.79	2.01	1.63	600	1.59	2.05	1.29	2.36
1,000 or more	30	150	140	140	210	1.60	1.58	1.56	2.37	140	1.42	1.57	1.19	2.63
Locale														
City	100	600	590	590	450	2.60	2.56	2.56	1.94	590	2.25	3.67	2.46	4.15
Suburb	80	590	500	560	530	2.18	1.84	2.06	1.95	550	2.37	2.58	1.08	2.71
Town	50	350	330	370	270	3.28	3.16	3.53	2.52	370	1.47	3.32	1.44	4.34
Rural	30	640	620	670	550	2.86	2.74	2.96	2.44	660	1.62	2.69	0.90	3.64
Region														
Northeast	850	460	400	530	240	3.37	3.08	3.49	1.76	590	4.87	4.75	2.75	3.44
Midwest	980	670	610	650	470	2.39	2.48	2.34	1.89	660	1.86	3.51	1.48	3.36
South	1,070	850	750	890	680	2.06	1.96	2.10	2.00	890	1.44	2.14	1.10	2.28
West	1,040	360	370	360	330	1.92	1.89	1.95	1.50	410	2.92	3.12	2.33	3.44
Percent minority enrollment														
Less than 5 percent	350	320	270	340	†	6.46	5.88	6.88	5.10	340	2.91	6.34	0.80	7.20
5 percent to less than 20 percent	740	670	610	710	540	3.10	3.28	3.04	2.56	700	1.93	3.48	0.61	3.47
20 percent to less than 50 percent	840	650	560	630	400	2.77	2.21	2.69	1.89	640	2.04	2.95	1.22	2.97
50 percent or more	680	770	760	830	640	1.99	1.99	2.05	1.71	780	1.92	2.67	1.65	2.64
Percent of students eligible for free or reduced-price lunch														
0 to 25 percent	680	430	440	520	370	2.60	2.88	2.87	2.54	520	2.88	4.55	1.62	3.81
More than 25 to 50 percent	800	650	540	660	390	2.78	2.37	2.68	1.94	670	2.28	2.90	0.61	2.97
More than 50 to 75 percent	1,010	640	610	740	630	2.44	2.37	2.50	2.64	710	1.80	2.37	1.29	3.88
More than 75 percent	960	760	680	760	490	2.83	2.58	2.81	1.86	770	2.08	3.05	1.96	2.58

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

A-13

Table A-13. Standard errors for table 13: MENTAL HEALTH SERVICES PROVIDED TO STUDENTS: Number and percentage of public schools providing mental health services to students and percentage distribution of the location where services were provided, by type of service and selected school characteristics: School year 2019–20

School characteristic	Number of schools providing diagnostic mental health assessments	Percentage of schools providing diagnostic mental health assessments	Among schools providing diagnostic mental health assessments, percentage distribution of location where services were provided:			Number of schools providing treatment	Percentage of schools providing treatment	Among schools providing treatment, percentage distribution of location where services were provided:		
			At school only	Outside of school only	Both at school and outside of school			At school only	Outside of school only	Both at school and outside of school
All public schools	**1,040**	**1.26**	**1.74**	**1.15**	**1.66**	**980**	**1.17**	**1.98**	**1.11**	**2.15**
School type										
Traditional public school	1,060	1.28	1.75	1.18	1.81	960	1.25	2.04	1.00	2.21
Charter school	510	4.76	5.79	5.24	5.65	360	4.68	7.45	4.44	7.30
Level										
Elementary	1,060	2.18	2.83	2.02	2.59	880	1.79	3.37	1.78	3.62
Middle	220	1.50	1.83	1.43	2.03	320	2.14	2.13	1.37	2.58
High/secondary	290	1.82	1.78	1.41	1.97	290	1.76	2.39	1.11	2.48
Combined/other	180	5.44	5.58	6.79	7.05	190	5.61	7.37	6.93	8.91
Enrollment size										
Less than 300	620	3.48	6.05	3.15	5.63	550	3.10	6.65	1.68	6.61
300–499	730	2.80	3.13	2.15	3.39	760	2.97	3.01	2.43	3.10
500–999	610	1.96	2.17	1.63	2.23	570	1.81	2.89	1.41	3.18
1,000 or more	200	2.25	2.29	1.68	2.52	190	2.11	2.78	1.90	3.09
Locale										
City	620	2.71	3.11	2.26	2.85	500	2.19	3.76	2.46	4.27
Suburb	610	2.24	2.27	1.76	2.52	630	2.32	3.61	1.54	3.79
Town	420	4.00	4.34	2.87	4.27	360	3.47	5.89	3.37	5.91
Rural	580	2.57	3.67	2.22	3.67	610	2.73	3.30	2.18	3.30
Region										
Northeast	640	3.13	2.39	2.73	3.04	460	2.71	4.64	2.50	4.74
Midwest	640	2.50	4.03	2.79	4.26	630	2.83	4.34	2.60	4.15
South	740	2.00	2.77	1.66	2.91	810	2.27	3.39	1.69	3.42
West	740	3.03	3.02	1.26	2.91	620	2.84	3.49	1.54	3.40
Percent minority enrollment										
Less than 5 percent	280	6.15	4.63	†	6.61	360	7.35	9.58	†	9.64
5 percent to less than 20 percent	590	2.70	3.78	2.29	3.95	600	2.48	4.17	1.59	4.32
20 percent to less than 50 percent	650	2.62	3.42	1.58	3.05	630	2.53	3.81	2.24	4.07
50 percent or more	860	2.24	2.28	1.87	2.33	680	1.71	3.08	1.80	3.15
Percent of students eligible for free or reduced-price lunch										
0 to 25 percent	480	2.58	4.32	2.37	4.36	490	2.74	4.78	1.81	5.02
More than 25 to 50 percent	710	2.36	3.45	2.00	3.56	640	2.54	3.89	1.57	4.05
More than 50 to 75 percent	820	3.28	3.64	2.06	3.64	710	2.51	3.52	2.11	4.09
More than 75 percent	880	2.58	3.08	2.03	3.07	850	2.40	3.68	2.18	3.74

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019–20 School Survey on Crime and Safety (SSOCS), 2020.

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Appendix B: Description of Variables

Selected variables from the 2019–20 School Survey on Crime and Safety (SSOCS:2020) were used to produce the tables in this report. This appendix identifies all of the variables used to generate each table. Survey variables that come from the questionnaire items (those with variable names that begin with "C" and are followed by four digits) are listed in table B-1.

Derived variables are listed after table B-1, along with detailed variable descriptions. Derived variables are created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these variables; derived variables are frequently used in NCES publications to facilitate data analysis. Specifically, in this report, derived variables include the column variables created for table 1 and table 6, as well as the school characteristics that appear in the rows of all tables (except table 10).[1]

Note that many terms used in the SSOCS questionnaire have a formal definition. These definitions were provided in the questionnaire and can be found on pages D-3 and D-4 of this report, as part of Appendix D: 2019–20 School Survey on Crime and Safety Questionnaire. For more information about how variables are coded, please see the *School Survey on Crime and Safety: 2019–20 Data File User's Manual* (Kaatz et al. forthcoming).

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[1] Most derived variables used in this report are included on the SSOCS:2020 restricted-use data file. The only exceptions are the column variables used in table 6 (serious disciplinary actions), which the authors constructed for this report.

Survey Variables

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20: Findings From the School Survey on Crime and Safety*

Table number in this report	Variable	Variable name in the data file
Table 1	Recorded incidents of rape or attempted rape	C0310
	Recorded incidents of sexual assault other than rape	C0314
	Recorded incidents of robbery with a weapon	C0318
	Recorded incidents of robbery without a weapon	C0322
	Recorded incidents of physical attack or fight with a weapon	C0326
	Recorded incidents of physical attack or fight without a weapon	C0330
	Recorded incidents of threat of physical attack with a weapon	C0334
	Recorded incidents of threat of physical attack without a weapon	C0338
	Recorded incidents of theft or larceny	C0342
	Recorded incidents of possession of a firearm or explosive device	C0346
	Recorded incidents of possession of a knife or sharp object	C0350
	Recorded incidents of distribution, possession, or use of illegal drugs	C0354
	Recorded incidents of inappropriate distribution, possession, or use of prescription drugs	C0355
	Recorded incidents of distribution, possession, or use of alcohol	C0358
	Recorded incidents of vandalism	C0362
Table 2	Recorded incidents of physical attack or fight with a weapon	C0326
	Recorded incidents of physical attack or fight without a weapon	C0330
	Recorded incidents of threat of physical attack with a weapon	C0334
	Recorded incidents of threat of physical attack without a weapon	C0338
Table 3	Recorded incidents of robbery with a weapon	C0318
	Recorded incidents of robbery without a weapon	C0322
	Recorded incidents of theft or larceny	C0342
	Recorded incidents of vandalism	C0362
	Incidents of hate crime	C0690
Table 4	Recorded incidents of possession of a knife or sharp object	C0350
	Recorded incidents of distribution, possession, or use of alcohol	C0358
	Recorded incidents of distribution, possession, or use of illegal drugs	C0354
	Recorded incidents of inappropriate distribution, possession, or use of prescription drugs	C0355
Table 5	Occurrence of student racial or ethnic tensions	C0374
	Occurrence of student bullying	C0376
	Occurrence of cyberbullying among students who attend the school	C0389
	Occurrence of student sexual harassment of other students	C0378
	Occurrence of student harassment of other students based on sexual orientation	C0381
	Occurrence of student harassment of other students based on gender identity	C0383
	Occurrence of widespread disorder in classrooms	C0382
	Occurrence of student verbal abuse of teachers	C0380
	Occurrence of student acts of disrespect for teachers other than verbal abuse	C0384
	Occurrence of gang activities	C0386

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20: Findings From the School Survey on Crime and Safety*–continued

Table number in this report	Variable	Variable name in the data file
Table 6	Disciplinary actions taken (removals with no continuing school services for at least the remainder of the school year; transfers to alternative schools; out-of-school suspensions lasting 5 or more days), in response to student use/possession of a firearm or explosive device	C0460; C0462; C0464
	Disciplinary actions taken (removals with no continuing school services for at least the remainder of the school year; transfers to alternative schools; out-of-school suspensions lasting 5 or more days), in response to student use/possession of a weapon other than a firearm or explosive device	C0470; C0472; C0474
	Disciplinary actions taken (removals with no continuing school services for at least the remainder of the school year; transfers to alternative schools; out-of-school suspensions lasting 5 or more days), in response to student distribution, possession, or use of illegal drugs	C0480; C0482; C0484
	Disciplinary actions taken (removals with no continuing school services for at least the remainder of the school year; transfers to alternative schools; out-of-school suspensions lasting 5 or more days), in response to student distribution, possession, or use of alcohol	C0490; C0492; C0494
	Disciplinary actions taken (removals with no continuing school services for at least the remainder of the school year; transfers to alternative schools; out-of-school suspensions lasting 5 or more days), in response to student physical attacks or fights	C0500; C0502; C0504
Table 7	School practice: control access to school buildings during school hours	C0112
	School practice: control access to school grounds during school hours	C0114
	School practice: equip classrooms with locks so that doors can be locked from the inside	C0121
	School practice: require students to wear uniforms	C0134
	School practice: require students to wear badges or picture IDs	C0142
	School practice: require faculty and staff to wear badges or picture IDs	C0144
	School practice: require clear book bags or ban book bags on school grounds	C0140
	School practice: perform one or more random metal detector checks on students	C0120
	School practice: require metal detector checks on students every day	C0116
	School practice: perform one or more random sweeps for contraband	C0125
	School practice: have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident	C0139
	School practice: provide an electronic notification system that automatically notifies parents in case of a schoolwide emergency	C0141
	School practice: provide a structured anonymous threat reporting system	C0143
	School practice: use one or more security cameras to monitor the school	C0146
	School practice: prohibit nonacademic use of cell phones or smartphones during school hours	C0153
	Threat assessment team	C0600

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20: Findings From the School Survey on Crime and Safety*–continued

Table number in this report	Variable	Variable name in the data file
Table 8	A written plan for: active shooter	C0155
	A written plan for: natural disasters	C0158
	A written plan for: hostages	C0162
	A written plan for: bomb threats or incidents	C0166
	A written plan for: chemical, biological, or radiological threats or incidents	C0170
	A written plan for: suicide threats or incidents	C0169
	A written plan for: pandemic disease	C0161
	A written plan for: post-crisis reunification of students with their families	C0157
	Drilled students on the use of: evacuation	C0163
	Drilled students on the use of: lockdown	C0165
	Drilled students on the use of: shelter-in-place	C0167
Table 9	Activities that included: prevention curriculum, instruction, or training for students	C0174
	Activities that included: social and emotional learning for students	C0183
	Activities that included: behavioral or behavior modification intervention for students	C0176
	Activities that included: individual mentoring, tutoring, or coaching of students by adults	C0181
	Activities that included: student involvement in peer mediation	C0175
	Activities that included: student court to address student conduct problems or minor offenses	C0177
	Activities that included: student involvement in restorative practices	C0179
	Activities that included: programs to promote a sense of community or social integration among students	C0186
Table 10	Limitations on crime prevention: lack of or inadequate teacher training in classroom management	C0280
	Limitations on crime prevention: lack of or inadequate alternative placement or programs for disruptive students	C0282
	Limitations on crime prevention: likelihood of complaints from parents	C0284
	Limitations on crime prevention: lack of teacher support for school policies	C0286
	Limitations on crime prevention: lack of parental support for school policies	C0288
	Limitations on crime prevention: teachers' fear of student retaliation	C0290
	Limitations on crime prevention: fear of litigation	C0292
	Limitations on crime prevention: inadequate funds	C0294
	Limitations on crime prevention: inconsistent application of school policies by faculty or staff	C0296
	Limitations on providing mental health services: inadequate access to licensed mental health professionals	C0674
	Limitations on providing mental health services: inadequate funding	C0676
	Limitations on providing mental health services: potential legal issues for school or district	C0678
	Limitations on providing mental health services: concerns about reactions from parents	C0681

Table B-1. Survey variables used in *Crime, Violence, Discipline, and Safety in U.S. Public Schools in 2019-20: Findings From the School Survey on Crime and Safety*–continued

Table number in this report	Variable	Variable name in the data file
Table 10–continued	Limitations on providing mental health services: lack of community support for providing mental health services to students in your school	C0682
	Limitations on providing mental health services: written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students	C0684
	Limitations on providing mental health services: reluctance to label students with mental health disorders to avoid stigmatizing the child	C0686
Table 11	Full-time School Resource Officers present at school at least once a week	C0236
	Part-time School Resource Officers present at school at least once a week	C0238
	Full-time sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week	C0240
	Part-time sworn law enforcement officers (who are not School Resource Officers) present at school at least once a week	C0242
	Full-time security officers or other security personnel present at school at least once a week	C0232
	Part-time security officers or other security personnel present at school at least once a week	C0234
Table 12	Sworn law enforcement officers at the school routinely: carry physical restraints	C0621
	Sworn law enforcement officers at the school routinely: carry chemical aerosol sprays	C0622
	Sworn law enforcement officers at the school routinely: carry a firearm	C0624
	Sworn law enforcement officers at the school routinely: wear a body camera	C0626
	Presence of any sworn law enforcement officers at school at least once a week	C0610
Table 13	Diagnostic mental health assessments to evaluate students for mental health disorders	C0661
	Diagnostic mental health assessments provided at school	C0663
	Diagnostic mental health assessments provided outside of school	C0665
	Treatment for mental health disorders	C0667
	Treatment provided at school	C0669
	Treatment provided outside of school	C0671

Derived Variables

Column Variables

Table 1
All Violent Incidents Recorded (VIOINC20): A total count of violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); physical attacks or fights without a weapon (C0330); threats of physical

attack with a weapon (C0334); and threats of physical attack without a weapon (C0338).

Serious Violent Incidents Recorded (SVINC20): A total count of serious violent incidents recorded was obtained by adding the number of recorded incidents of rapes or attempted rapes (C0310); sexual assaults other than rape (C0314); robberies with a weapon (C0318); robberies without a weapon (C0322); physical attacks or fights with a weapon (C0326); and threats of physical attack with a weapon (C0334).

Nonviolent Incidents Recorded (NONVIOINC20): A total count of nonviolent incidents recorded was obtained by adding the number of recorded incidents of theft or larceny (C0342); possession of a firearm or explosive device (C0346); possession of a knife or sharp object (C0350); distribution, possession, or use of illegal drugs (C0354); inappropriate distribution, possession, or use of prescription drugs (C0355); distribution, possession, or use of alcohol (C0358); and vandalism (C0362).

Table 6
Serious Disciplinary Action: A school is defined as having taken a serious disciplinary action in response to a specific offense listed in item 33 if the school reported one or more (1) removals with no continuing school services for at least the remainder of the school year; (2) transfers to alternative schools; or (3) out-of-school suspensions lasting 5 or more days but less than the remainder of the school year.

School Characteristic (Row) Variables

School Type (FR_CHRT): This variable was created using the 2017-18 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. A "charter school" is defined as a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or another appropriate authority and designated by such authority to be a charter school.

Level (FR_LVELX): This variable was created using the 2017-18 CCD Public Elementary/ Secondary School Universe data file. Schools are classified as elementary schools, middle schools, high/secondary schools, or combined/other schools. Elementary schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

School level categories in SSOCS:2020 differ from those in previous survey administrations, thus some schools (about 6 percent of the total SSOCS:2020 sample) are assigned to a different group than they would have been in the past. Also, SSOCS uses fewer school-level categories than the CCD. See *Changes to CCD-assigned school and LEA levels* at https://nces.ed.gov/ccd/reference_library.asp for more details.

Enrollment Size (FR_SIZE): The enrollment classification categories were created using the school enrollment data in the 2017-18 CCD Public Elementary/Secondary School Universe data file. The enrollment size categories are (1) less than 300 students; (2) 300-499 students; (3) 500-999 students; and (4) 1,000 or more students.

Locale (FR_URBAN): This collapsed variable was constructed from a variable (*FR_LOC12*) in the 2017-18 CCD Public Elementary/Secondary School Universe data file. The CCD locale variable has 3 city, 3 suburb, 3 town, and 3 rural categories for a total of 12 locale categories. For the sample size to be large enough in each cell, the 12 categories were collapsed into a four-level locale variable with the following values: (1) City, (2) Suburb, (3) Town, and (4) Rural. For more information about how the locale categories are defined, see https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries.

Region (CENREGN): This variable was created using the Federal Information Processing Standard (FIPS) variable from the 2017-18 CCD Public Elementary/ Secondary School Universe data file. The U.S. Census Bureau defines the regions of the country as (1) Northeast, (2) Midwest, (3) South, and (4) West. Table B-2 shows how the states are classified into these regions.

Table B-2.   States within regions of the country as defined by the U.S. Census Bureau

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

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

Percent Minority Enrollment (PERMINX):[2] The percent minority enrollment variable was created using school enrollment data in the 2017-18 CCD Public Elementary/ Secondary School Universe data file. Percent minority enrollment was calculated as 100 minus the percent enrollment of White, non-Hispanic students (*FR_PERWTX*). Therefore, percent minority enrollment is equal to the percent combined enrollment of Black, Hispanic, Asian, Pacific Islander, and American Indian/Alaska Native students and students of Two or more races. Percent minority enrollment was then categorized as follows: (1) Less than 5 percent; (2) 5 percent to less than 20 percent; (3) 20 percent to less than 50 percent; and (4) 50 percent or more.

Percentage of Students Eligible for Free or Reduced-Price Lunch (C0524): This information is taken directly from item 42 in the SSOCS:2020 questionnaire. Respondents were asked to report the percentage of students eligible for free or reduced-price lunch (C0524). The percentage of students eligible for free or reduced-price lunch was then categorized as follows: (1) 0 to 25 percent; (2) more than 25 to 50 percent; (3) more than 50 to 75 percent; and (4) more than 75 percent.

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[2] SSOCS:2020 reports percent minority enrollment differently than in previous years. The four categories of the percent minority enrollment variable (less than 5 percent, 5 percent to less than 20 percent, 20 percent to less than 50 percent, and 50 percent or more) remain the same, but the categorization has been revised to be based on unrounded percentages. Due to these changes in variable categorization, data users should exercise caution when comparing SSOCS:2020 estimates for minority enrollment against those for previous years.

Appendix C: Methodology and Technical Notes

The School Survey on Crime and Safety (SSOCS)–a nationally representative survey of U.S. K-12 public schools–is managed by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education's Institute of Education Sciences. SSOCS collects detailed information from public schools on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel. SSOCS also collects information on the programs, practices, and policies that schools have in place to prevent and reduce crime. Data from this collection can be used to examine the relationship between school characteristics and violent crimes in public schools.

SSOCS has been conducted eight times, covering the 1999-2000, 2003-04, 2005-06, 2007-08, 2009-10, 2015-16, 2017-18, and 2019-20 school years. The responsibility for the design and conduct of the survey lies with NCES, and the 2019-20 SSOCS data collection (SSOCS:2020) was administered by the U.S. Census Bureau. SSOCS:2020 was conducted primarily through the use of an online survey instrument.

Data collection for SSOCS:2020 began on February 13, 2020. In March 2020, many schools began closing their physical buildings due to the coronavirus pandemic. This affected data collection activities, while the change to virtual schooling and the adjusted school year may have impacted the data collected by SSOCS. To accommodate challenges caused by the pandemic and to allow schools more time to respond, SSOCS:2020 also had an extended data collection window compared with earlier SSOCS administrations (data collection for SSOCS:2020 ended on October 16, 2020).[1] Readers should use caution when comparing SSOCS:2020 estimates with those from earlier years. A total of 2,370 public schools submitted completed questionnaires, including 624 elementary schools, 818 middle schools, 827 high/secondary schools, and 101 combined/other schools.

Sample Design

The sampling frame for SSOCS:2020 was constructed using the 2017-18 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file, an annual data collection of all public K-12 schools and school districts.[2] The SSOCS sampling frame was restricted to regular public schools, charter schools, and schools with partial or total magnet programs in the 50 states and the District of Columbia.[3]

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[1] In comparison, the SSOCS:2018 collection ended in July 2018.

[2] At the time of sampling, the 2017-18 CCD was the most recent data file available.

[3] The SSOCS sample frame excludes special education schools, vocational schools, alternative schools, virtual schools, newly closed schools, home schools, ungraded schools, schools with a highest grade of kindergarten or lower, Department of Defense schools, schools sponsored by the Bureau of Indian Education, and schools in the U.S. outlying areas and Puerto Rico.

The objectives of the SSOCS sampling design are twofold: (1) to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety; and (2) to yield precise estimates of change in these indicators between survey administrations. To attain these objectives, a stratified, random sample of 4,800 public schools was drawn for SSOCS:2020. The same general sampling design–including stratification variables, number of strata, method of sample allocation, and sorting of variables before selection–was used for SSOCS:2020 as for the previous survey administrations.[4]

One possible method of allocating schools to the different sampling strata is to allocate them proportionally to the U.S. public school population. However, because the majority of school violence is reported in middle and high schools, a larger proportion of the expected respondent count of 2,730 schools was allocated to middle and high/secondary schools. The target respondent count was allocated to the four school levels, as follows: 685 elementary schools, 958 middle schools, 980 high/secondary schools, and 107 combined/other schools.

Three variables that have been shown to be associated with school crime–school level, locale, and enrollment size–were used to create strata (i.e., groups) in SSOCS:2020, with the population of schools stratified into four school levels, four locale categories,[5] and four enrollment size categories[6] (Diliberti et al. 2019; Chen 2008; Langbein and Bess 2002; Miller 2003). The expected respondent count within each school level was allocated to each of the 16 cells formed by the cross-classification of the four enrollment size categories and four locale categories. The target number of responding schools allocated to each of the 16 cells was proportional to the sum of the square roots of the total student enrollment over all schools in the cell.

The target respondent count within each stratum was then inflated to account for anticipated nonresponse; this inflated count was the sample size for the stratum. The strata were sorted by percent White, non-Hispanic enrollment,[7] U.S. Census region,[8] and an identification number consisting of state, district code, and school ID, and a sample of 4,800 schools was selected using a systematic design, with a constant sampling rate in each stratum.

For more information on the sample design, see the *School Survey on Crime and Safety: 2019-20 Data File User's Manual* (Kaatz et al. forthcoming).

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[4] Adopting the same basic design for all survey administrations increases the precision of the estimates of change.

[5] The four locale categories are city, suburb, town, and rural.

[6] The four enrollment size categories are less than 300 students, 300-499 students, 500-999 students, and 1,000 students or more.

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

[8] The four U.S. Census regions are the Northeast, Midwest, South, and West.

Data Collection

The SSOCS:2020 data collection was designed to include an incentive experiment and a navigation menu treatment experiment. The incentive experiment was planned as a test of a $10 cash incentive at different points in the data collection, with schools randomly assigned to a delayed, early, or no-incentive treatment group. However, the incentive experiment needed to be adjusted due to the coronavirus pandemic. See below for more information on how this experiment was revised. The navigation menu treatment experiment was not impacted by the pandemic. In this experiment, half of the schools in the sample received a version of the SSOCS online instrument with added navigation menu functionality, and the other half received an invitation to complete the SSOCS via the traditional online instrument without the navigation menu (similar to the SSOCS:2018 online instrument).

Five months before the onset of data collection, recruitment operations began with school districts that require prior approval before allowing sampled schools in their district to participate in the survey. In February 2020, about three days prior to the initial mailout to schools, advance letters were mailed to Chief State School Officers and superintendents to notify them about the survey and to request that they encourage schools under their purview to participate.

In February 2020, the principals of the sampled schools received an initial physical package containing a letter with the log-in information for the online instrument, an insert showing the organizations that endorsed the survey, and the SSOCS:2020 brochure. Additionally, the early incentive treatment group received a $10 cash incentive. Approximately one week after the initial packages were sent to the eligible schools, an initial email–which again included the login information for the online instrument–was sent directly to the principals of these schools.

The initial plan was to send paper questionnaires in the third and fourth mailouts in March and April 2020 and as requested by nonresponding schools throughout the data collection period. However, beginning in mid-March 2020, the coronavirus pandemic resulted in the closure of many school buildings across the nation, as well as of the U.S. Census Bureau's National Processing Center (NPC). As a result, schools were primarily contacted by email from mid-March through the end of data collection. Once NPC reopened, paper questionnaires were included in packages mailed to schools in July and August 2020.

The nationwide school closures and the temporary closure of NPC meant the plan to include the $10 "delayed (pre-paid cash) incentive" in the March package had to be adjusted. The cash initially planned for the "delayed incentive" was re-allocated and

instead offered as a "promised (post-operation) incentive." On April 21, 2020, a reminder email was sent to all nonresponding schools–regardless of the school's originally assigned incentive experiment group–with the promise that a $10 cash incentive would be delivered after the data collection to schools that completed the questionnaire.

A telephone reminder operation was planned to begin 6 weeks after the initial February 2020 mailout, but it was cancelled due to pandemic-related closures. The data collection plan was adjusted to include an initial email and up to 16 reminder emails throughout the data collection window–instead of the telephone reminder operation.

Data from submitted online questionnaires were retrieved daily, and paper questionnaires were sent to data keying staff, who used a data capture program to enter the responses. A program was then used to assess whether a questionnaire would be considered complete. In past SSOCS collections, telephone follow-up was typically used at this point to complete partial interviews, but this operation was not carried out for SSOCS:2020 due to the pandemic.[9] Questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2020 data file.

A copy of the SSOCS:2020 paper questionnaire can be found in Appendix D: 2019-20 School Survey on Crime and Safety Questionnaire. More detailed information about the SSOCS:2020 data collection and data processing procedures can be found in the *School Survey on Crime and Safety: 2019-20 Data File User's Manual* (Kaatz et al. forthcoming).

Editing and Imputation

After data for the online and paper respondents were merged into a single data file, the combined data were run through a series of editing programs. These programs checked for consistency, valid data value ranges, and skip patterns in the data. All of the issues identified were flagged, reviewed, and either verified or rectified.

Files containing missing data can be problematic because, depending on how the missing data are treated, their analysis may cause different users to arrive at different conclusions. Another problem with missing data is that they can lead to bias in the survey estimates because certain groups of respondents may be more likely than others to leave some survey items unanswered. When completed SSOCS:2020 surveys contained some level of item nonresponse at the conclusion of the data collection phase, imputation procedures were used to create values for all items with missing information (i.e., the

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[9] In SSOCS:2020, the telephone follow-up operation was initially postponed due to pandemic-related closures. U.S. Census Bureau staff then attempted to conduct follow-ups in June 2020, but by that point, even schools that had re-opened were again closed for the summer.

missing values were replaced with estimates derived from data reported by schools with similar characteristics or from data available in the sampling frame).

The imputation methods utilized in SSOCS:2020 were tailored to the nature of each survey item. Three methods were used: ratio, direct copy, and clerical. These methods are described in detail in the *School Survey on Crime and Safety: 2019-20 Data File User's Manual* (Kaatz et al. forthcoming).

Unit Response Rates

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents using the base weights[10] (i.e., prior to nonresponse adjustments). Unit response rates are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. To calculate any of these measures, it is first necessary to know the outcome of each sampled case. Table C-1 shows the outcomes of the 4,800 cases selected for participation in SSOCS:2020, as well as the weighted unit response rates by selected school characteristics.[11] The overall weighted[12] unit response rate was 54.1 percent.

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[10] Please see the "Weighting" section below for more information.

[11] Schools known to be ineligible (e.g., schools that had closed, merged with another school at a new location, changed from a regular public school to a nonregular school, or been found not to be providing classroom instruction) are excluded from the response rate. While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES to administer SSOCS:2020 and schools that either did not respond or did not submit a complete survey) were also ineligible, the calculation of the unweighted and weighted response rate assumed that all nonresponding schools were eligible. This is the most conservative approach to calculating the response rate.

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

Table C-1. Outcomes and weighted unit response rates of cases selected for participation in SSOCS:2020, by selected school characteristics: School year 2019-20

School characteristic	Initial sample	Completed survey[1]	Nonrespondents[2]	Ineligible[3]	Weighted response rate (percent)[4]
Total	4,800	2,370	2,381	49	54.1
Level[5]					
Elementary	1,195	624	560	11	55.1
Middle	1,694	818	861	15	50.8
High/secondary	1,739	827	893	19	52.1
Combined/other	172	101	67	4	64.3
Enrollment size					
Less than 300	472	262	203	7	59.0
300-499	918	507	406	5	58.2
500-999	2,012	974	1,016	22	49.9
1,000 or more	1,398	627	756	15	47.3
Locale					
City	1,588	633	928	27	41.7
Suburb	1,796	864	917	15	51.6
Town	516	325	189	2	64.4
Rural	900	548	347	5	64.9
Percent White, non-Hispanic enrollment					
More than 95 percent	155	96	58	1	64.9
More than 80 to 95 percent	899	563	333	3	66.7
More than 50 to 80 percent	1,376	733	633	10	57.6
50 percent or less	2,370	978	1,357	35	44.8
Region					
Northeast	806	374	422	10	50.6
Midwest	1,055	583	468	4	58.6
South	1,807	869	925	13	52.9
West	1,132	544	566	22	53.8

[1] In SSOCS:2020, a minimum of 60 percent (160 subitems) of the 267 substantive subitems in the questionnaire were required to have been answered for the survey to be considered complete. The 267 subitems include a minimum of 76 percent of the 72 critical subitems, 60 percent of item 25 subitems, and 60 percent of item 33 subitems in column 1. Questionnaires that did not meet these criteria were considered incomplete and are excluded from the SSOCS:2020 data file.

[2] Nonrespondents include schools whose districts denied permission to NCES to administer SSOCS:2020 and eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete.

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

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

[5] Elementary schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2019-20 School Survey on Crime and Safety (SSOCS:2020).

Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than

85 percent, a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2020 (U.S. Department of Education 2014).

Comparisons of the sample and target population, respondents and nonrespondents, and relative response probability across school characteristic categories were examined to identify potential sources of bias. Eight school characteristics were used in the unit nonresponse bias analysis: school locale; number of full-time-equivalent (FTE) teachers; school level; region; percent White, non-Hispanic enrollment; school enrollment size; student-to-FTE teacher ratio; and percentage of students eligible for free or reduced-price lunch. These variables are available for all U.S. public schools from the CCD, and thus were known for all schools sampled for SSOCS:2020 regardless of whether they responded. Based on these characteristics, the analysis found that there were significant differences between responding and nonresponding schools. In general, larger schools, middle schools, city schools, schools with 50 percent or less White enrollment, schools with large FTE teaching staff, and schools with a high percentage of students eligible for free or reduced-price lunch were significantly underrepresented among respondents, relative to their share of the target population (see table C-1).

To provide a fuller picture of the risk of bias in key estimates, correlations between the school characteristics and survey variables were analyzed, and comparisons were made between the key estimates for the lowest propensity respondents (i.e., schools with characteristics resembling those of nonrespondents) and other respondents. The school characteristics (which are known for both respondents and nonrespondents) were found to be correlated with a number of survey variables (which are known only for respondents). This implies that the observed bias in school characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2020 estimates.

A Chi-Squared Interaction Detection (CHAID) analysis was conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on the CHAID analysis, the base weights were adjusted for potential nonresponse bias in school level; locale; enrollment size; percentage of White, non-Hispanic enrollment; region; percentage of students eligible for free or reduced-price lunch; student-to-FTE-teacher ratio; and number of FTE teaching staff. The results show that before the nonresponse adjustment, approximately 61 percent of the 31 categories from the eight school characteristics were significantly biased. After the adjustment, none of the categories was significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight school characteristics. Because these characteristics are known to be correlated with survey variables, this suggests that the adjustments incorporated into the SSOCS:2020 weights help to mitigate nonresponse bias in key estimates.

However, some estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates.

For more information on the analysis of unit nonresponse, please see the *School Survey on Crime and Safety: 2019-20 Data File User's Manual* (Kaatz et al. forthcoming).

Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2020 sample design, weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS:2020 sampling weights are described below.

Each school was assigned an initial (base) weight equal to the ratio of the number of schools available in the sampling frame in the school's stratum to the number of schools sampled from the school's stratum. In other words, a school's base weight was equal to the inverse of the sampling rate within its stratum. The weights were adjusted to correct for nonresponse by multiplying each school's base weight by the inverse of the response rate within the school's adjustment cell. Adjustment cells were defined using variables available in the sampling frame. The CHAID analysis that was conducted during the unit nonresponse bias analysis (see the "Analysis of Unit Nonresponse Bias" section above) identified the following variables as predictive of response: locale; enrollment size; percentage of White, non-Hispanic enrollment; region; percentage of students eligible for free or reduced-price lunch; and student-to-FTE-teacher ratio.[13]

Since variables that are predictive of response are likely to be sources of nonresponse bias, these variables were used to define the weighting adjustment cells. The nonresponse adjustments allowed the weighted distribution of the responding schools to resemble the initial distribution of the total sample.

The nonresponse-adjusted weights were then raked to agree with known population counts, which were obtained from the sampling frame, by school level, enrollment size, and locale. The three variables used for raking have been shown to be correlated with school crime (Diliberti et al. 2019; Chen 2008; Langbein and Bess 2002; Miller 2003).

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[13] School level and number of FTE teaching staff were also examined for inclusion in the model but were not found to be predictive of response.

This raking step helps to reduce bias in the estimates due to nonresponse and/or undercoverage and may improve the precision of some estimates.

Item Response Rates

Just as there were some principals who did not respond to the SSOCS:2020 survey request, there were some principals who did respond but did not answer all of the survey items, leading to the need to calculate item response rates. *Unweighted* item response rates were calculated by dividing the number of sampled schools responding to an item by the number of schools to which the item was applicable. *Weighted* item response rates were calculated in the same way, by weighting each school by the inverse of its probability of selection.

Base-weighted item-level response rates in SSOCS:2020 were generally high, ranging from 80 to 100 percent. The mean item response rate for SSOCS:2020 was about 98 percent. Of the 251 subitems in the SSOCS questionnaire (i.e., all subitems in the questionnaire except the nonsurvey items that collect information about the respondent), 228 had response rates above

95 percent, 20 had response rates between 85 and 95 percent, and 3 had response rates below 85 percent. The three subitems with response rates below 85 percent are listed here:

- C0326–Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 80.11 percent)
- C0532–Percentage of students below the 15th percentile on standardized tests (weighted response rate of 83.62 percent)
- C0570–Number of students transferred to the school (weighted response rate of 83.80 percent)

Analysis of Item Nonresponse Bias

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

The analysis led to the determination that the potential for bias in the three items noted above was not enough to warrant their exclusion from the data file. For more information on the analysis of item nonresponse, please see the *School Survey on Crime and Safety: 2019-20 Data File User's Manual* (Kaatz et al. forthcoming).

Sampling Variability

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population is surveyed. In surveys with complex sampling designs, such as SSOCS:2020, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. Thus, the standard errors in this report were produced using the jackknife replication method. The standard errors associated with the estimates discussed in this report can be found in appendix A.

Nonsampling Error

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures.

The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents' interpretations of the meaning of survey questions, response differences related to the particular month or time of the year when the survey was conducted, response differences related to the different data collection modes, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For SSOCS, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive testing of any new and any revised questionnaire items was conducted with public school principals. Cognitive testing provided the opportunity to check for consistency of interpretation of questions and definitions as well as to eliminate ambiguous items. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Where feasible, cases with missing or inconsistent items were recontacted by telephone to resolve problems. The data entered for all surveys, whether they had been received by mail or through the online instrument, were reviewed to identify anomalies and to verify that they appeared correct.

Statistical Tests

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

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

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

Although certain characteristics discussed in this report may be related to one another, the analysis does not control for such possible relationships. Therefore, no causal relationships should be inferred from the results.

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

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

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

Caution Concerning Changes in Variables and Estimates

SSOCS:2020 reports school level using different categorizations than in previous administrations. To better align with the definitions of school level used in the CCD,[14] SSOCS:2020 categorizes schools into "elementary," "middle," "high/secondary," and "combined/other." Elementary schools are defined as schools that enroll students in more of grades K through 4 than in higher grades. Middle schools are defined as schools that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. Because these definitions differ slightly from those used through SSOCS:2018, a small number of schools are assigned to a different group than they would have been in the past.

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[14] However, SSOCS uses fewer school-level categories than the CCD. See *Changes to CCD-assigned school and LEA levels* at https://nces.ed.gov/ccd/reference_library.asp for more details.

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Appendix D:
2019-20 School Survey on Crime and Safety Questionnaire

SCHOOL SURVEY ON CRIME AND SAFETY
2019–20 SCHOOL YEAR
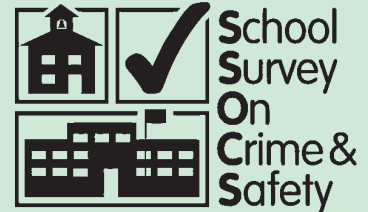
(Please correct any errors in name, address, and ZIP Code.)

School Survey On Crime & Safety

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

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

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY:

110106

DEFINITIONS

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

Active shooter – one or more individuals actively engaged in killing or attempting to kill people in a populated area; in most cases, active shooters use firearm(s).

Alternative school – a school that addresses the needs of students that typically cannot be met in a regular school program and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

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

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

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

Children with disabilities – children having intellectual disability; hearing impairment, including deafness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individual Education Program (IEP), Individualized Family Service Plan (IFSP), or services plan.

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

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

Evacuation – a procedure that requires all students and staff to leave the building. The evacuation plan may encompass relocation procedures and include backup buildings to serve as emergency shelters. Evacuation also includes "reverse evacuation," a procedure for schools to return students to the building quickly if an incident occurs while students are outside.

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

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

Gender identity – one's inner sense of one's own gender, which may or may not match the sex assigned at birth.

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

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

Lockdown – a procedure that involves securing school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

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

Please tear off this "definitions" sheet to use while completing the survey.

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

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

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims of rape.

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

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

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

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

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

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

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

Shelter-in-place – a procedure that requires all students and staff to remain indoors because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

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

Threat assessment – a formalized process of identifying, assessing, and managing students who may pose a threat of targeted violence in schools.

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

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

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

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

SURVEY INSTRUCTIONS:

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

- Some questions ask for counts or percents. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.

- Defined terms are bolded and marked with an asterisk (*) throughout the survey. A removable "definitions" sheet is printed on pages 2 and 3 to use as a reference while filling out the questionnaire.

- This survey refers to the 2019–20 school year. Please report for the school year to date.

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

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

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

U.S. Census Bureau
ATTN: DCB/PCSPU, Building 60A
1201 E. 10th Street
Jeffersonville, IN 47132-0001

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

School Practices and Programs

1. During the 2019–20 school year, was it a practice of your school to do the following?

   - If your school changed its practices during the school year, please answer regarding your most recent practice.
   - Check "Yes" or "No" on each line.

		YES	NO
a.	Require visitors to sign or check in and wear badges 110	1 ○	2 ○
b.	Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) 112	1 ○	2 ○
c.	Control access to school grounds during school hours (e.g., locked or monitored gates) 114	1 ○	2 ○
d.	Equip classrooms with locks so that doors can be locked from the inside 121	1 ○	2 ○
e.	Close the campus for most or all students during lunch 122	1 ○	2 ○
f.	Provide school lockers to students 138	1 ○	2 ○
g.	Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident 139	1 ○	2 ○
h.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency 141	1 ○	2 ○
i.	Require faculty and staff to wear badges or picture IDs 144	1 ○	2 ○
j.	Use one or more security cameras to monitor the school 146	1 ○	2 ○
k.	Provide two-way radios to any staff 150	1 ○	2 ○
l.	Require metal detector checks on students every day 116	1 ○	2 ○
m.	Perform one or more random metal detector checks on students 120	1 ○	2 ○
n.	Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or **weapons***) 125	1 ○	2 ○
o.	Require drug testing for students participating in athletics or other extracurricular activities 129	1 ○	2 ○
p.	Require students to wear uniforms 134	1 ○	2 ○
q.	Enforce a strict dress code 136	1 ○	2 ○
r.	Require clear book bags or ban book bags on school grounds 140	1 ○	2 ○
s.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box) 143	1 ○	2 ○
t.	Require students to wear badges or picture IDs 142	1 ○	2 ○
u.	Prohibit non-academic use of cell phones or smartphones during school hours 153	1 ○	2 ○

*A removable "definitions" sheet is printed on pages 2 and 3.

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

		YES	NO
a.	**Active shooter*** 155	1 ○	2 ○
b.	Natural disasters (e.g., earthquakes or tornadoes) 158	1 ○	2 ○
c.	Hostages 162	1 ○	2 ○
d.	Bomb threats or incidents 166	1 ○	2 ○
e.	Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials) 170	1 ○	2 ○
f.	Suicide threats or incidents 169	1 ○	2 ○
g.	Pandemic disease 161	1 ○	2 ○
h.	Post-crisis reunification of students with their families 157	1 ○	2 ○

3. During the 2019–20 school year, has your school drilled students on the use of the following emergency procedures?

		YES	NO
a.	**Evacuation*** 163	1 ○	2 ○
b.	**Lockdown*** 165	1 ○	2 ○
c.	**Shelter-in-place*** 167	1 ○	2 ○

4. During the 2019–20 school year, did your school have any activities that included the following components for students?

		YES	NO
a.	Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti-**bullying***, dating **violence*** prevention) 174	1 ○	2 ○
b.	Social and emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) 183	1 ○	2 ○
c.	Behavioral or behavior modification intervention for students (including the use of positive reinforcements) 176	1 ○	2 ○
d.	Individual mentoring, tutoring, or coaching of students by adults 181	1 ○	2 ○
e.	Student involvement in peer mediation 175	1 ○	2 ○
f.	Student court to address student conduct problems or minor offenses 177	1 ○	2 ○
g.	Student involvement in **restorative practices*** (e.g., peace or conflict circles) 179	1 ○	2 ○
h.	Programs to promote a sense of community or social integration among students 186	1 ○	2 ○

*A removable "definitions" sheet is printed on pages 2 and 3.

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110502

5. During the 2019–20 school year, did your school have a **threat assessment*** team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)? 600

   1 ◯ Yes

   2 ◯ No

6. During the 2019–20 school year, did your school have any recognized student groups with the following purposes?

	YES	NO
a. Acceptance of **sexual orientation*** and **gender identity*** of students (e.g., Gay-Straight Alliance) 604	1 ◯	2 ◯
b. Acceptance of students with disabilities (e.g., Best Buddies) 606	1 ◯	2 ◯
c. Acceptance of cultural or religious diversity (e.g., Cultural Awareness Club) 608	1 ◯	2 ◯

Parent and Community Involvement at School

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

	YES	NO
a. Have a formal process to obtain parental input on policies related to school crime and discipline 190	1 ◯	2 ◯
b. Provide training or technical assistance to parents in dealing with students' problem behavior 192	1 ◯	2 ◯

8. During the 2019–20 school year, were any of the following community and outside groups involved in your school's efforts to promote a safe school?

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

***A removable "definitions" sheet is printed on pages 2 and 3.**

School Security Staff

9. During the 2019–20 school year, did you have any sworn law enforcement officers (including **School Resource Officers***) present **at your school*** at least once a week? 610

   - Do not include security officers or other security personnel who are not sworn law enforcement in response to items 9-15; information on additional security staff is gathered in item 16.

   1 ◯ Yes

   2 ◯ No → GO TO item 16 on page 10.

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

	YES	NO
a. While students were arriving or leaving 614	1 ◯	2 ◯
b. At selected school activities (e.g., athletic and social events, open houses) 616	1 ◯	2 ◯
c. When school or school activities were not occurring 618	1 ◯	2 ◯

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

	YES	NO
a. Carry physical restraints (e.g., handcuffs, Tasers) 621	1 ◯	2 ◯
b. Carry chemical aerosol sprays (e.g., Mace, pepper spray) 622	1 ◯	2 ◯
c. Carry a **firearm*** 624	1 ◯	2 ◯
d. Wear a body camera 626	1 ◯	2 ◯

*A removable "definitions" sheet is printed on pages 2 and 3.

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110601

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

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

13. During the 2019–20 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Understanding, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers***) **at school***? 650

1 ○ Yes ➔   GO TO item 14 below.

2 ○ No ➔   GO TO item 15 on page 10.

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

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

*A removable "definitions" sheet is printed on pages 2 and 3.

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

- If an officer works full-time across various schools in the district, please count this officer as "Part-time" for your school.
- If none, please place an "X" in the None box.

Number
at your school*
None

a. **School Resource Officers***

   i. Full-time 236   ☐☐ 0 ☐

   ii. Part-time 238   ☐☐ 0 ☐

b. Sworn law enforcement officers who are not **School Resource Officers***

   i. Full-time 240   ☐☐ 0 ☐

   ii. Part-time 242   ☐☐ 0 ☐

16. Aside from sworn law enforcement officers (including **School Resource Officers***), how many additional security officers or security personnel were present **at your school*** at least once a week?

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

Number
at your school*
None

Security officers or security personnel

a. Full-time 232   ☐☐ 0 ☐

b. Part-time 234   ☐☐ 0 ☐

School Mental Health Services

17. During the 2019–20 school year, did your school provide **diagnostic mental health assessments*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders***? 661

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

1 ◯ Yes

2 ◯ No → GO TO item 19 on page 11.

*A removable "definitions" sheet is printed on pages 2 and 3.

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

		YES	NO
a.	**At school***, by a school-employed or contracted **mental health professional*** 663	1 ◯	2 ◯
b.	Outside of school, by a school-employed or contracted **mental health professional*** 665	1 ◯	2 ◯

19. During the 2019–20 school year, did your school provide **treatment*** (e.g., psychotherapy, medication) to students for **mental health disorders***? 667

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

   1 ◯ Yes
   2 ◯ No ➔ [*GO TO item 21 below.*]

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

		YES	NO
a.	**At school***, by a school-employed or contracted **mental health professional*** 669	1 ◯	2 ◯
b.	Outside of school, by a school-employed or contracted **mental health professional*** 671	1 ◯	2 ◯

21. During the 2019–20 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

   • Check one response on each line.

		Limits in major way	Limits in minor way	Does not limit
a.	Inadequate access to licensed **mental health professionals*** 674	1 ◯	2 ◯	3 ◯
b.	Inadequate funding 676	1 ◯	2 ◯	3 ◯
c.	Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) 678	1 ◯	2 ◯	3 ◯
d.	Concerns about reactions from parents 681	1 ◯	2 ◯	3 ◯
e.	Lack of community support for providing mental health services to students in your school 682	1 ◯	2 ◯	3 ◯
f.	Written or unwritten policies regarding the school's requirement to pay for the **diagnostic mental health assessment*** or **treatment*** of students 684	1 ◯	2 ◯	3 ◯
g.	Reluctance to label students with **mental health disorders*** to avoid stigmatizing the child 686	1 ◯	2 ◯	3 ◯

*A removable "definitions" sheet is printed on pages 2 and 3.

Staff Training and Practices

22. During the 2019–20 school year, did your school or school district provide any of the following for classroom teachers or aides?

		YES	NO
a.	Training in classroom management for teachers 266	1 ◯	2 ◯
b.	Training in school-wide discipline policies and practices related to **violence*** 268	1 ◯	2 ◯
c.	Training in school-wide discipline policies and practices related to **cyberbullying*** 265	1 ◯	2 ◯
d.	Training in school-wide discipline policies and practices related to **bullying*** other than **cyberbullying*** 267	1 ◯	2 ◯
e.	Training in school-wide discipline policies and practices related to alcohol and/or drug use 269	1 ◯	2 ◯
f.	Training in safety procedures (e.g., how to handle emergencies) 270	1 ◯	2 ◯
g.	Training in recognizing early warning signs of students likely to exhibit violent behavior 272	1 ◯	2 ◯
h.	Training in recognizing signs of self-harm or suicidal tendencies 278	1 ◯	2 ◯
i.	Training in intervention and referral strategies for students displaying signs of **mental health disorders*** (e.g., depression, mood disorders, ADHD) 271	1 ◯	2 ◯
j.	Training in recognizing physical, social, and verbal **bullying*** behaviors 273	1 ◯	2 ◯
k.	Training in recognizing signs of students using/abusing alcohol and/or drugs 274	1 ◯	2 ◯
l.	Training in positive behavioral intervention strategies 276	1 ◯	2 ◯
m.	Training in crisis prevention and intervention 277	1 ◯	2 ◯

23. Aside from sworn law enforcement officers (including **School Resource Officers***) or other security officers or personnel who carry firearms, during the 2019–20 school year, were there any staff **at your school*** who legally carried a **firearm*** on school property? 279

1 ◯ Yes

2 ◯ No

*A removable "definitions" sheet is printed on pages 2 and 3.

D-13   ‖‖‖‖‖‖‖‖‖‖ 111007

Limitations on Crime Prevention

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

    • Check one response on each line.

		Limits in major way	Limits in minor way	Does not limit
a.	Lack of or inadequate teacher training in classroom management 280	1 ○	2 ○	3 ○
b.	Lack of or inadequate alternative placement or programs for disruptive students 282	1 ○	2 ○	3 ○
c.	Likelihood of complaints from parents 284	1 ○	2 ○	3 ○
d.	Lack of teacher support for school policies 286	1 ○	2 ○	3 ○
e.	Lack of parental support for school policies 288	1 ○	2 ○	3 ○
f.	Teachers' fear of student retaliation 290	1 ○	2 ○	3 ○
g.	Fear of litigation 292	1 ○	2 ○	3 ○
h.	Inadequate funds 294	1 ○	2 ○	3 ○
i.	Inconsistent application of school policies by faculty or staff 296	1 ○	2 ○	3 ○

Incidents

25. Please record the number of incidents that occurred **at school*** during the 2019–20 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

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

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

*A removable "definitions" sheet is printed on pages 2 and 3.

26. During the 2019–20 school year, how many **hate crimes*** occurred **at your school*** ? 690

[ ][ ][ ]   Number of **hate crimes***

0 [ ] None → [GO TO item 28 below.]

27. To the best of your knowledge, were any of these **hate crimes*** motivated by the offender's bias against the following characteristics or perceived characteristics?
    - If a **hate crime*** was motivated by multiple characteristics, answer "Yes" for each that applies.

		YES	NO
a.	Race 692	1 ○	2 ○
b.	National origin or ethnicity 694	1 ○	2 ○
c.	Sex 696	1 ○	2 ○
d.	Religion 698	1 ○	2 ○
e.	Disability (e.g., physical, mental, and learning disabilities) 700	1 ○	2 ○
f.	**Sexual orientation*** 702	1 ○	2 ○
g.	**Gender identity*** 704	1 ○	2 ○

28. To the best of your knowledge, during the 2019–20 school year, have there been any incidents of **sexual misconduct*** between a staff member and a student **at your school*** ? 705
    - Report on misconduct between staff and students whether or not the incidents occurred **at school*** or away from school.
    - **Sexual assault*** and **rape*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 25a and 25b as well as item 28.

    1 ○ Yes
    2 ○ No

29. Please select the number of **arrests***, including both students and non-students, that occurred **at your school*** during the 2019–20 school year. 688

    1 ○ None
    2 ○ 1 - 5
    3 ○ 6 - 10
    4 ○ 11 or more

*A removable "definitions" sheet is printed on pages 2 and 3.

Disciplinary Problems and Actions

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

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial or ethnic tensions 374	1 ○	2 ○	3 ○	4 ○	5 ○
b. Student **bullying*** 376	1 ○	2 ○	3 ○	4 ○	5 ○
c. Student **sexual harassment*** of other students 378	1 ○	2 ○	3 ○	4 ○	5 ○
d. Student **harassment*** of other students based on **sexual orientation*** 381	1 ○	2 ○	3 ○	4 ○	5 ○
e. Student **harassment*** of other students based on **gender identity*** 383	1 ○	2 ○	3 ○	4 ○	5 ○
f. Student **harassment*** of other students based on religion 385	1 ○	2 ○	3 ○	4 ○	5 ○
g. Student **harassment*** of other students based on disability (e.g. physical, mental and learning disabilities) 387	1 ○	2 ○	3 ○	4 ○	5 ○
h. Widespread disorder in classroom 382	1 ○	2 ○	3 ○	4 ○	5 ○
i. Student verbal abuse of teachers 380	1 ○	2 ○	3 ○	4 ○	5 ○
j. Student acts of disrespect for teachers other than verbal abuse 384	1 ○	2 ○	3 ○	4 ○	5 ○
k. **Gang*** activities 386	1 ○	2 ○	3 ○	4 ○	5 ○

31. To the best of your knowledge, thinking about problems that can occur anywhere (both **at your school*** and away from school), how often does **cyberbullying*** among students who attend your school occur? 389

1 ○ Happens daily
2 ○ Happens at least once a week
3 ○ Happens at least once a month
4 ○ Happens on occasion
5 ○ Never happens

*A removable "definitions" sheet is printed on pages 2 and 3.

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32. During the 2019–20 school year, did your school allow for the use of the following disciplinary actions? If "Yes," were the actions used this school year?

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

*A removable "definitions" sheet is printed on pages 2 and 3.

33. During the 2019–20 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

Please follow these guidelines when determining the number of offenses and disciplinary actions:

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

Number of disciplinary actions taken in response to offense

	Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to **alternative schools***	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a. Use/possession of a **firearm or explosive device***	458 0 None	460 0 None	462 0 None	464 0 None	466 0 None
b. Use/possession of a **weapon*** other than a **firearm or explosive device***	468 0 None	470 0 None	472 0 None	474 0 None	476 0 None
c. Distribution, possession, or use of illegal drugs	478 0 None	480 0 None	482 0 None	484 0 None	486 0 None
d. Distribution, possession, or use of alcohol	488 0 None	490 0 None	492 0 None	494 0 None	496 0 None
e. **Physical attacks or fights***	498 0 None	500 0 None	502 0 None	504 0 None	506 0 None

34. During the 2019–20 school year, how many of the following occurred?

Total number

a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 2.) 518

0 None

b. Students were transferred to **alternative schools*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 33, column 3.) 520

0 None

*A removable "definitions" sheet is printed on pages 2 and 3.

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School Characteristics: 2019–20 School Year

35. Which of the following best describes your school? 564
    1 ◯ Regular public school
    2 ◯ Charter school
    3 ◯ Has a magnet program for part of the school
    4 ◯ Exclusively a magnet school
    5 ◯ Other - *Please specify:* 565 [_____]

36. Which of the following grades are offered in this school?
    - Check all that apply.

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

37. Please provide the following dates:
    a. Start date for your 2019–20 school year 574, 575 ☐☐ / ☐☐ / 2019   MM   DD
    b. End date for your 2019–20 school year 576, 577 ☐☐ / ☐☐ / 2020   MM   DD

38. As of October 1, 2019, what was your school's total enrollment? 522 ☐☐☐☐☐ Students

39. During the 2019–20 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 34b.)
    - If a student transferred more than once in the school year, count each transfer separately.

	Number of Students	None
a. Transferred **to** the school 570	☐☐☐☐	0 ☐
b. Transferred **from** the school 572	☐☐☐☐	0 ☐

40. What percentage of your school's total enrollment is present on an average day? 568

Percent of students present	None
☐☐☐ %	0 ☐

41. How many classroom changes do most students make in a typical day? 538
    - 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	None
☐☐	0 ☐

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

	Percent of students	None
a. Eligible for free or reduced-price lunch 524	☐☐☐ %	0 ☐
b. English language learner (ELL) 526	☐☐☐ %	0 ☐
c. **Children with disabilities (CWD)*** 528	☐☐☐ %	0 ☐
d. Male 530	☐☐☐ %	0 ☐

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

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

44. How would you describe the crime level in the area(s) in which your students live? 560

1 ◯ High level of crime

2 ◯ Moderate level of crime

3 ◯ Low level of crime

4 ◯ Students come from areas with very different levels of crime

45. How would you describe the crime level in the area where your school is located? 562

1 ◯ High level of crime

2 ◯ Moderate level of crime

3 ◯ Low level of crime

Respondent Information

Please provide the following information for the person who completed this questionnaire. If more than one person completed the questionnaire, please answer for the primary respondent.

Name of primary person completing form 010

[   ]

Title or position 014

- Check one response.

1 ◯ Principal

2 ◯ Vice principal

3 ◯ Disciplinarian

4 ◯ Counselor

5 ◯ Administrative or secretarial staff

6 ◯ Teacher or instructor

7 ◯ Superintendent or district staff

8 ◯ Security personnel

9 ◯ Other - *Please specify:* 015

[   ]

*A removable "definitions" sheet is printed on pages 2 and 3.

Number of years at this school 016

☐ ☐ Years

Telephone number 012

Area Code   Number

☐ ☐ ☐ — ☐ ☐ ☐ — ☐ ☐ ☐ ☐

E-mail address 074

[   ]

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

- Check all that apply.

  1 ☐ Monday 054
  1 ☐ Tuesday 056
  1 ☐ Wednesday 058
  1 ☐ Thursday 060
  1 ☐ Friday 062

- Check all that apply.

  1 ☐ 7AM to 9AM 064
  1 ☐ 9AM to 11AM 066
  1 ☐ 11AM to 1PM 068
  1 ☐ 1PM to 3PM 070
  1 ☐ 3PM to 5PM 072

Did other school personnel help to complete the questionnaire? 076

1 ◯ Yes

2 ◯ No

If yes, please list the title(s) or position(s) of these staff.

- Check all that apply.

  1 ☐ Principal 078
  1 ☐ Vice principal 080
  1 ☐ Disciplinarian 082
  1 ☐ Counselor 084
  1 ☐ Administrative or secretarial staff 086

  1 ☐ Teacher or instructor 088
  1 ☐ Superintendent or district staff 090
  1 ☐ Security personnel 092
  1 ☐ Other, *Please specify:* 094

  096 [   ]

Date you completed the questionnaire 578, 579   ☐ ☐ / ☐ ☐ / 2020

MM   DD

How long did it take you to complete this form, not counting interruptions? 580

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

  ☐ ☐ ☐ minutes

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

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

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

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

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

http://nces.ed.gov

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

https://www.usa.gov/statistics

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