



**School Survey on Crime and Safety (SSOCS)  
2010 and 2012**

**OMB Supporting Statement D – Survey Instrument**

**September 24, 2009**

The following survey instrument is intended for use for the SSOCS 2009–10 collection. Any changes to the 2011–12 collection instrument will be minimal and will be submitted separately to OMB for approval prior to the 2010 collection

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

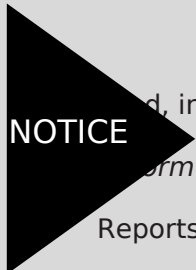
Conducted by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# SCHOOL SURVEY ON CRIME AND SAFETY PRINCIPAL QUESTIONNAIRE 2009-10 SCHOOL YEAR

*(Please correct any errors in name, address, and ZIP Code.)*

THIS SURVEY HAS BEEN ENDORSED BY:

TBD.



Your answers may be used only for statistical purposes and may not be disclosed, or identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107-279, Section 183] and U.S. Code Title 20 Section 9573. Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and

reports.

PLEASE RESPOND BY:

FORM SSOCS-1  
(1-14-2009)

## Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SURVEY INSTRUCTIONS:**

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- For questions that ask for counts or percents, please place an "X" in the None box, rather than leaving the item blank.
- It is not necessary to consult any records for items 5 and 27. Please provide estimates for these questions.
- Definitions are available for many terms on page 2. Defined terms are bolded and marked with an asterisk (\*) throughout the survey.
- Some questions refer to the 2009–10 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment. Please keep a copy of the completed questionnaire for your records.

**WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?**

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

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

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: **1-800-221-1204** or at [dsd.education.surveys@census.gov](mailto:dsd.education.surveys@census.gov).

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. Public reporting burden for this collection of information is estimated to average 45 minutes, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: School Survey on Crime and Safety, National Center for Education Statistics, 1990 K Street, N.W., Room 9017, Washington, D.C. 20006.

Please provide the following information:

010 NAME OF PERSON COMPLETING FORM

[Redacted text box]

012 TELEPHONE NUMBER  
Area code      Number

[Redacted text box]

014 TITLE/POSITION  
Check one response.

- 1  Principal
- 2  Vice-principal or disciplinarian
- 3  Other – Please specify

015 [Redacted text box]

016 NUMBER OF YEARS AT THIS SCHOOL

[Redacted text box]

018 BEST DAYS AND TIMES TO REACH YOU (IN CASE WE HAVE FURTHER QUESTIONS)

[Redacted text box]

020 E-MAIL ADDRESS

[Redacted text box]

IS **LOW - HIGH** THE CORRECT GRADE RANGE FOR THIS SCHOOL?

Xxx Yes → *GO TO QUESTION 1 ON PAGE 5.*

Xxx No → Which of the following grades are offered in this school?

- Check all that apply.

Xxx  PK

Xxx  K

Xxx  1

Xxx  2

Xxx  3

Xxx  4

Xxx  5

Xxx  6

Xxx  7

Xxx  8

Xxx  9

Xxx  10

Xxx  11

Xxx  12

Xxx  Ungraded

**GO TO QUESTION 1 ON PAGE 5.**

# School Practices and Programs

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

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



\*Please use the definition on page 2.

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

3. During the 2009–10 school year, did your school have any formal programs <u>intended to prevent or reduce violence*</u> that included the following components for students?	YES		NO	
	1	2	1	2
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	174	<input type="checkbox"/>	174	<input type="checkbox"/>
b. Behavioral or behavior modification intervention for students	176	<input type="checkbox"/>	176	<input type="checkbox"/>
c. Counseling, social work, psychological, or therapeutic activity for students	178	<input type="checkbox"/>	178	<input type="checkbox"/>
d. Individual attention/mentoring/tutoring/coaching of students by students	180	<input type="checkbox"/>	180	<input type="checkbox"/>
e. Individual attention/mentoring/tutoring/coaching of students by adults	xxx	<input type="checkbox"/>	xxx	<input type="checkbox"/>
f. Recreational, enrichment, or leisure activities for students	182	<input type="checkbox"/>	182	<input type="checkbox"/>
g. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	184	<input type="checkbox"/>	184	<input type="checkbox"/>
h. Programs to promote sense of community/social integration among student	186	<input type="checkbox"/>	186	<input type="checkbox"/>

\*Please use the definition on page 2.

## Parent and Community Involvement at School

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

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

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

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

- Check one response on each line.

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

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

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

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

\*Please use the definition on page 2.

## School Security Staff

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

- 014 1  Yes  
 2  No – GO TO QUESTION 12 ON PAGE 9.

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

- Check “Yes” or “No” on each line.

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

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

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

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

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

- Check “Yes” or “No” on each line.

		YES		NO
a. Carry a stun gun (e.g., Taser gun)	246	1	<input type="checkbox"/>	2 <input type="checkbox"/>
b. Carry chemical aerosol sprays (e.g., Mace, pepper spray)	248	1	<input type="checkbox"/>	2 <input type="checkbox"/>
c. Carry a <b>firearm*</b>	250	1	<input type="checkbox"/>	2 <input type="checkbox"/>

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

- Check “Yes” or “No” on each line.

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

## Staff Training

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

- Check “Yes” or “No” on each line.

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

\*Please use the definition on page 2.

## Limitations on Crime Prevention

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

- Check one response on each line.

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

## Frequency of Crime and Violence at School

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

- 306
- 1  Yes  
2  No

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

- 308
- 1  Yes  
2  No

\*Please use the definition on page 2.

# Number of Incidents

16. Please record the number of incidents that occurred **at school\*** during the 2009–10 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2).

- If none, please place an “X” in the None box.

Please provide information on:

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

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

\*Please use the definition on page 2.

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

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

	Total Number	
a. <b>Hate crime*</b> (excludes gang-related hate crime)	366	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> None
b. <b>Gang-related*</b> crime (excludes gang-related hate crime)	368	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> None
c. <b>Gang-related* hate crime*</b>	369	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> None

18. How many times during the 2009–10 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)? Do not include fire alarms due to actual emergencies.

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

370    Number of unplanned fire alarms  
 None

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

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

372    Number of disruptions  
 None

\*Please use the definition on page 2.



## Disciplinary Problems and Actions

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

- Check one response on each line.

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

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

- [apple] Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Cyberbullying among students who attend your school	xxx	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. School environment is affected by cyberbullying	xxx	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Staff resources are used to deal with cyberbullying	xxx	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

\*Please use the definition on page 2.

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

	Does your school allow for use of the following?		If "Yes," was the action used this school year?	
	YES	NO	YES	NO
a. Removal with no continuing school services for at least the remainder of the school year	390	1 <input type="checkbox"/> 2 <input type="checkbox"/>	392	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b. Removal with school-provided tutoring/at home instruction for at least the remainder of the school year	394	1 <input type="checkbox"/> 2 <input type="checkbox"/>	396	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Transfer to a <b>specialized school*</b> for disciplinary reasons	398	1 <input type="checkbox"/> 2 <input type="checkbox"/>	400	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d. Transfer to another regular school for disciplinary reasons	402	1 <input type="checkbox"/> 2 <input type="checkbox"/>	404	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e. Out-of-school suspension or removal for less than the remainder of the school year				
i....With no curriculum/services provided	406	1 <input type="checkbox"/> 2 <input type="checkbox"/>	408	1 <input type="checkbox"/> 2 <input type="checkbox"/>
ii....With curriculum/services provided	410	1 <input type="checkbox"/> 2 <input type="checkbox"/>	412	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f. In-school suspension for less than the remainder of the school year				
i....With no curriculum/services provided	414	1 <input type="checkbox"/> 2 <input type="checkbox"/>	416	1 <input type="checkbox"/> 2 <input type="checkbox"/>
ii....With curriculum/services provided	418	1 <input type="checkbox"/> 2 <input type="checkbox"/>	420	1 <input type="checkbox"/> 2 <input type="checkbox"/>
g. Referral to a school counselor	422	1 <input type="checkbox"/> 2 <input type="checkbox"/>	757	1 <input type="checkbox"/> 2 <input type="checkbox"/>
h. Assignment to a program (during school hours) designed to reduce disciplinary problems	426	1 <input type="checkbox"/> 2 <input type="checkbox"/>	428	1 <input type="checkbox"/> 2 <input type="checkbox"/>
i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems	430	1 <input type="checkbox"/> 2 <input type="checkbox"/>	432	1 <input type="checkbox"/> 2 <input type="checkbox"/>
j. Loss of school bus privileges due to misbehavior	434	1 <input type="checkbox"/> 2 <input type="checkbox"/>	436	1 <input type="checkbox"/> 2 <input type="checkbox"/>
k. Corporal punishment	438	1 <input type="checkbox"/> 2 <input type="checkbox"/>	440	1 <input type="checkbox"/> 2 <input type="checkbox"/>
l. Placement on school probation with consequences if another incident occurs	442	1 <input type="checkbox"/> 2 <input type="checkbox"/>	444	1 <input type="checkbox"/> 2 <input type="checkbox"/>
m. Detention and/or Saturday school	446	1 <input type="checkbox"/> 2 <input type="checkbox"/>	448	1 <input type="checkbox"/> 2 <input type="checkbox"/>
n. Loss of student privileges	450	1 <input type="checkbox"/> 2 <input type="checkbox"/>	452	1 <input type="checkbox"/> 2 <input type="checkbox"/>
o. Requirement of participation in community service	454	1 <input type="checkbox"/> 2 <input type="checkbox"/>	456	1 <input type="checkbox"/> 2 <input type="checkbox"/>

\*Please use the definition on page 2.

23. During the 2009-10 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

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

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

		Column Number				
		1	2	3	4	5
		Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to <b>specialized schools*</b>	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 <b>firearm/ explosive device*</b>	458	460	462	464	466
		<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
b.	Use/possession of a <b>weapon*</b> other than a <b>firearm/ explosive device*</b>	468	470	472	474	476
		<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
c.	Distribution, possession, or use of illegal drugs	478	480	482	484	486
		<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
d.	Distribution, possession, or use of alcohol	488	490	492	494	496
		<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None
e.	<b>Physical attacks or fights*</b>	498	500	502	504	506
		<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None	<input type="checkbox"/> None

24. During the 2009–10 school year, how many of the following occurred?

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

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

\*Please use the definition on page 2.

# School Characteristics: 2009-10 School Year

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

522      Students

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

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

Percent of students

- |                                             |     |                                                                |                               |
|---------------------------------------------|-----|----------------------------------------------------------------|-------------------------------|
| a. Eligible for free or reduced-price lunch | 524 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |
| b. Limited English Proficient (LEP)         | 526 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |
| c. <b>Special education students*</b>       | 528 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |
| d. Male                                     | 530 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |

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

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

Percent of students

- |                                                                |     |                                                                |                               |
|----------------------------------------------------------------|-----|----------------------------------------------------------------|-------------------------------|
| a. Below the 15 <sup>th</sup> percentile on standardized tests | 532 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |
| b. Likely to go to college after high school                   | 534 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |
| c. Consider academic achievement to be very important          | 536 | <input type="text"/> <input type="text"/> <input type="text"/> | <input type="checkbox"/> None |

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

- Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.
- If none, please place an "X" in the None box.

538    Typical number of classroom changes  
 None

\*Please use the definition on page 2.

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

- Check one response.

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

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

- Check one response.

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

31. Which of the following best describes your school?

- Check one response.

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

565

What is your school's average daily attendance?

568 Percent of students present

32.

568 Percent of students present

33. During the 2009–10 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 23b).

- If a student transferred more than once in the school year, count each transfer separately.
- If none, please place an "X" in the None box.

a. Transferred to the school 570

None

b. Transferred from the school 572

None

34. Please provide the following dates.

Month Day

a. Start date for your school's 2009–10 academic year 574   \   2009

b. End date for your school's 2009–10 academic year 576   \   2010

c. Date you completed the questionnaire

578

\

2010

Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:  
U.S. Census Bureau  
Attn: SPB 64C  
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: 1-800-221-1204 or by e-mail at: [dsd.education@census.gov](mailto:dsd.education@census.gov)

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

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

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

<http://nces.ed.gov>

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

<http://www.fedstats.gov>