The School Survey on Crime and Safety (SSOCS)
Principals Focus Groups

Appendices B and C
2016 (approved)
SSOCS brochure and NCES Letter from Commissioner
&
Sample SSOCS Survey

OMB #1850-0803 v.185

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
Washington, D.C.

December 2016

Appendix B-1. SSOCS brochure

Do individual school data remain confidential?

Your answers may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose except as required by law (20 U.S. Code, Section 9573). Your answers will be combined with those from others to produce summary statistics and reports. No individual data such as names or addresses will be reported. Any attempt on the part of a data user to identify a school or a specific respondent is prohibited by law and punishable with a fine of up to $250,000 and/or a prison term up to 5 years.
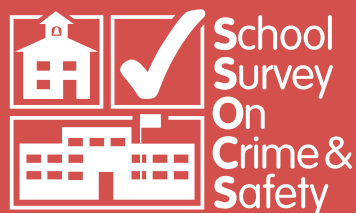
Where can I find more information about the SSOCS?

To see reports, publications, and other information on the SSOCS, please visit the SSOCS website at http://nces.ed.gov/surveys/SSOCS.

Resources

★ For helpful tips on emergency planning: http://www2.ed.gov/about/offices/list/oese/oshs/news.html

★ For more information on the prevention of bullying: http://www.stopbullying.gov

★ For important school safety resources: http://nij.gov/topics/crime/school-crime

★ More school safety resources: http://www.cdc.gov/features/safeschools

School Survey On Crime & Safety

National Center for Education Statistics
Institute of Education Sciences

1990 K Street NW
Washington, DC 20006-5651

nces.ed.gov
202-502-7300

www.ed.gov   ies.ed.gov

:ies **NATIONAL CENTER FOR EDUCATION STATISTICS**
Institute of Education Sciences

The School Survey on

Crime and Safety

(S S O C S)

NCES 2015-045
U.S. DEPARTMENT OF EDUCATION

What is the School Survey on Crime and Safety?

The School Survey on Crime and Safety (SSOCS) is a national survey of elementary and secondary public school principals that collects information on school safety, including the frequency of school crime and violence, disciplinary actions, and school practices related to the prevention and reduction of crime. SSOCS is one of the nation's primary sources of school-level data on crime and safety. Sponsored by the U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics (NCES), it has been administered five times since 1999 to nationally representative samples of schools and will be conducted again in the spring of the 2015–16 school year. Your school has been selected to participate in this new wave of data collection.

Why is the SSOCS important?

To address school crime, parents, school staff, and policymakers must understand the extent and nature of the problem. SSOCS is designed to provide measures of crime and safety in the nation's public schools. Some findings from the most recent collection done in the 2009–10 school year:

- ★ During the 2009–10 school year, the rate of violent incidents per 1,000 students was higher in middle schools (40 incidents) than in primary schools or high schools (21 incidents each).

- ★ Some 25 percent of schools reported at least one incident of the distribution, possession, or use of illegal drugs, a higher percentage than that of the distribution, possession, or use of alcohol (14 percent of schools) or prescription drugs (12 percent of schools).

- ★ A higher percentage of middle schools reported that student bullying occurred at school daily or at least once a week (39 percent) than did high schools or primary schools (20 percent each).

16

What topics are covered in the questionnaire?

- ★ School policies and programs concerning crime and safety;

- ★ Student and teacher involvement in efforts to prevent or reduce school violence;

- ★ Frequency and types of disciplinary actions such as expulsions, transfers, and suspensions for selected offenses;

- ★ Frequency and types of crimes at school, including rape, sexual battery, physical attack, robbery, theft, and vandalism;

- ★ Student access to mental health services; and

- ★ Responsibilities of sworn law enforcement officers and SROs.

Why was my school selected?

There are more than 80,000 public schools in the United States and only a small proportion are surveyed at one time. Your school was selected to represent schools similar to yours from across the nation. Your participation is important so that the results represent the diversity of America's public schools.

Appendix B-2. NCES Letter from Commissioner

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

SSOCS-13(L)
(12-2015)

School Survey On Crime & Safety

SSOCS is endorsed by:
- American Association of School Administrators
- American Federation of Teachers
- American School Counselors Association
- Association of American Educators
- Center for the Prevention of School Violence
- Council of Chief State School Officers
- Criminal Justice Institute, Safe Schools Initiative Division
- National Association of Elementary School Principals
- National Association of School Resource Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council

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

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

Dear [NAME]:

Last week, I wrote to request your participation in the School Survey on Crime and Safety (SSOCS), an important national study that collects information about crime and safety in public schools. Data collection for this survey is being carried out by the U.S. Census Bureau on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

As we mentioned in our previous letter, SSOCS provides a unique opportunity to collect national data on crime and safety from the school's perspective. We are confident that, with your participation, we can provide data to state and federal agencies about various types of crime and discipline that exist in schools today. Although SSOCS may ask some questions that appear similar to those on other surveys, this survey is not connected to any other state or federal data collection system. **SSOCS is unique in that it provides national estimates of school crime and safety using common definitions across all states.**

NCES is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA; 20 U.S.C., § 9543). We realize that data on school crime are highly sensitive, so we want to remind you that information provided as part of this study 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). 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.

While your participation in this survey is voluntary and your decision will not affect any benefits or funding you receive from the U.S. Department of Education, we do hope that you will participate in this important national survey.

We would appreciate the return of the questionnaire within two weeks. A postage-paid return envelope has been enclosed for your convenience. If you have any general questions about the study, please contact the U.S. Census Bureau at 1–888–595–1332. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 8:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at addp.education.surveys@census.gov.

Sincerely,

Peggy G. Carr
Acting Commissioner
National Center for Education Statistics

Enclosures

Appendix C. SAMPLE SSOCS SURVEY

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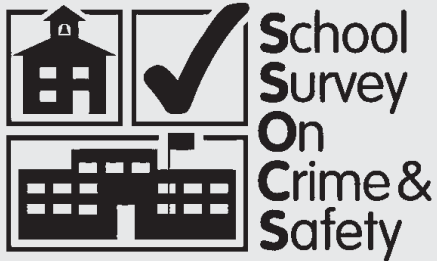NATIONAL CENTER FOR EDUCATION STATISTICS

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

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE
2015–16 SCHOOL YEAR

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

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

THIS SURVEY HAS BEEN ENDORSED BY:

PLEASE RESPOND BY:

FORM **SSOCS-1**
(7-14-2015)

110106

DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DEFINITIONS – *Continued*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SURVEY INSTRUCTIONS:

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

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

- It is not necessary to consult any records for items 9 and 39. Please provide estimates for these questions.

- Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (*) throughout the survey.

- Some questions refer to the 2015–16 school year. Please report for the school year to date.

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

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

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

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

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

Paperwork Burden Statement

Please provide the following information:

Name of person completing form

010

Telephone number
Area code   Number

☐ ☐ ☐ — ☐ ☐ ☐ — ☐ ☐ ☐ ☐

012

Title/position
🍎 Check one response.

014   1 ☐ Principal
      2 ☐ Vice-principal or disciplinarian
      3 ☐ Other – *Please specify* ↙

      015 _____

Number of years at this school

016 ☐ ☐

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

018

E-mail address

020

Is _____ the correct grade range for this school?

022   1 ☐ Yes ➡ (*GO TO Question 1 on page 6.*)

      2 ☐ No ➡ Which of the following grades are offered in this school?
             🍎 Check all that apply.

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

GO TO QUESTION 1 ON PAGE 6.

School Practices and Programs

1. During the 2015–16 school year, was it a practice of your school to do the following?
   - If your school changed its practices during the school year, please answer regarding your most recent practice.
   - Check "Yes" or "No" on each line.

			YES	NO
a.	Require visitors to sign or check in **and** wear badges	110	1	2
b.	Control access to school buildings during school hours (e.g., locked or monitored doors)	112	1	2
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	114	1	2
d.	Require metal detector checks on students every day	116	1	2
e.	Perform one or more random metal detector checks on students	120	1	2
f.	Equip classrooms with locks so that doors can be locked from the inside	121	1	2
g.	Close the campus for most or all students during lunch	122	1	2
h.	Use one or more random dog sniffs to check for drugs	124	1	2
i.	Perform one or more random sweeps for contraband (e.g., drugs or **weapons***), but not including dog sniffs	126	1	2
j.	Require drug testing for athletes	128	1	2
k.	Require drug testing for students in extra-curricular activities other than athletics	130	1	2
l.	Require students to wear uniforms	134	1	2
m.	Enforce a strict dress code	136	1	2
n.	Provide school lockers to students	138	1	2
o.	Require clear book bags or ban book bags on school grounds	140	1	2
p.	Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident	139	1	2
q.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	141	1	2
r.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	143	1	2
s.	Require students to wear badges or picture IDs	142	1	2
t.	Require faculty and staff to wear badges or picture IDs	144	1	2
u.	Use one or more security cameras to monitor the school	146	1	2
v.	Provide telephones in most classrooms	148	1	2
w.	Provide two-way radios to any staff	150	1	2
x.	Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers	151	1	2
y.	Prohibit <u>use</u> of cell phones and text messaging devices during school hours	153	1	2

*Please use the definition on pages 2 and 3.

110502

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 threat or incident	169	1 ☐	2 ☐
g. Pandemic flu	173	1 ☐	2 ☐
h. Post-crisis reunification of students with their families	167	1 ☐	2 ☐

3. During the 2015–16 school year, has your school drilled students on the use of the following emergency procedures?
   🍎 Please respond to each of these according to the definitions provided on pages 2 and 3.

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

4. During the 2015–16 school year, did your school have any formal programs <u>intended to prevent or reduce</u> **violence*** that included the following components for students?
   🍎 If a program has multiple components, answer "Yes" for each that applies.
   🍎 Check "Yes" or "No" on each line.

		YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti-**bullying***, dating **violence*** prevention)	174	1 ☐	2 ☐
b. Behavioral or behavior modification intervention for students (including the use of positive reinforcements)	176	1 ☐	2 ☐
c. Counseling, social work, psychological, or therapeutic activity for students	178	1 ☐	2 ☐
d. Individual attention/mentoring/tutoring/coaching of students by students	180	1 ☐	2 ☐
e. Individual attention/mentoring/tutoring/coaching of students by adults	181	1 ☐	2 ☐
f. Recreational, enrichment, or leisure activities for students	182	1 ☐	2 ☐
g. Student involvement in peer mediation	175	1 ☐	2 ☐
h. Student court to address student conduct problems or minor offenses	177	1 ☐	2 ☐
i. Student involvement in **restorative circles*** (e.g., "peace circles," "talking circles," "conflict circles")	179	1 ☐	2 ☐
j. Social emotional learning (SEL) training for students (e.g., social skills, anger management, mindfulness)	183	1 ☐	2 ☐
k. Programs to promote a sense of community/social integration among students	186	1 ☐	2 ☐

*Please use the definition on pages 2 and 3.

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

600   1 ☐ Yes

    2 ☐ No ⟶ (*GO TO item 7 below.*)

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

🍎 Check one response.

602   1 ☐ At least once a week

    2 ☐ At least once a month

    3 ☐ On occasion

    4 ☐ Never

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

🍎 Check "Yes" or "No" on each line.

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

Parent and Community Involvement at School

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

🍎 Check "Yes" or "No" on each line.

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

*Please use the definition on pages 2 and 3.

110601

9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2015–16 school year?

👉 Check one response on each line.

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

10. During the 2015–16 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

👉 Check "Yes" or "No" on each line.

			YES	NO
a.	Parent groups	204	1 ☐	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/service clubs	214	1 ☐	2 ☐
g.	Private corporations/businesses	216	1 ☐	2 ☐
h.	Religious organizations	218	1 ☐	2 ☐

*Please use the definition on pages 2 and 3.

School Security Staff

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

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

    610   1 ☐ Yes

         2 ☐ No ➡ (*GO TO item 19 on page 12.*)

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

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

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

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

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

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

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

			YES	NO
a.	Carry a stun gun (e.g., Taser gun)	620	1 ☐	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 ☐

*Please use the definition on pages 2 and 3.

110809

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

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

🍎 Check "Yes" or "No" on each line.

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

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

🍎 Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.

🍎 Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.

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

648   1 ☐ Yes

    2 ☐ No

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

650   1 ☐ Yes ➡ (*CONTINUE to item 17 on page 12.*)

    2 ☐ No ➡ (*GO TO item 18 on page 12.*)

*Please use the definition on pages 2 and 3.

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

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

			YES	NO	DON'T KNOW
a.	Student discipline	652	1 ☐	2 ☐	3 ☐
b.	Use of physical restraints (e.g., handcuffs, Tasers, Mace, pepper spray, or other physical or chemical restraints)	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 ☐

18. How many of the following were present in your school <u>at least once a week</u>?

🍎 If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.

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

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

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

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

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

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

	Number **at your school***
Security guards or security personnel	
i. Full-time 232	☐☐ 0 ☐ None
ii. Part-time 234	☐☐ 0 ☐ None

*Please use the definition on pages 2 and 3.

111007

School Mental Health Services

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

   🍎 Check "Yes" or "No" for each type of service available to students, regardless of whether the service was used this school year.

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

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

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

   🍎 Check one response on each line.

		Limits in major way	Limits in minor way	Does not limit
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) — 678	1 ☐	2 ☐	3 ☐
d.	Lack of parental support in addressing their children's **mental health disorders*** — 680	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 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 ☐

*Please use the definition on pages 2 and 3.

Staff Training

22. During the 2015–16 school year, did your school or school district provide any of the following for classroom teachers or aides?

🍎 Check "Yes" or "No" on each line.

			YES	NO
a.	Training in classroom management for teachers	266	1 ☐	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 intervention and referral strategies for students displaying signs of **mental health disorders*** (e.g., depression, mood disorders, ADHD)	271	1 ☐	2 ☐
i.	Training in recognizing physical, social, and verbal **bullying*** behaviors	273	1 ☐	2 ☐
j.	Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 ☐	2 ☐
k.	Training in positive behavioral intervention strategies	276	1 ☐	2 ☐
l.	Training in crisis prevention and intervention	277	1 ☐	2 ☐

*Please use the definition on pages 2 and 3.

111205

Limitations on Crime Prevention

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

    ☙ Check one response on each line.

			Limits in major way	Limits in minor way	Does not limit
a.	Lack of or inadequate teacher training in classroom management	280	1 ☐	2 ☐	3 ☐
b.	Lack of or inadequate alternative placement/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 ☐
j.	Fear of district or state reprisal	298	1 ☐	2 ☐	3 ☐
k.	Federal, state, or district policies on disciplining **special education students***	300	1 ☐	2 ☐	3 ☐
l.	Federal policies on discipline and safety other than those for **special education students***	302	1 ☐	2 ☐	3 ☐
m.	State or district policies on discipline and safety other than those for **special education students***	304	1 ☐	2 ☐	3 ☐

Frequency of Crime and Violence at School

24. During the 2015–16 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

    306 1 ☐ Yes

    2 ☐ No

25. During the 2015–16 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

    308 1 ☐ Yes

    2 ☐ No

*Please use the definition on pages 2 and 3.

Number of Incidents

26. Please record the number of <u>incidents</u> that occurred **at school*** during the 2015–16 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)
    - If none, please place an "X" in the None box.

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

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

*Please use the definition on pages 2 and 3.

111106

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

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

   688 ☐☐☐ Number of arrests

   0 ☐ None

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

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

   690 ☐☐☐ Number of **hate crimes***

   0 ☐ None ⟶ (GO TO item 30 below.)

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

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

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

			YES	NO
a.	Race or color	692	1 ☐	2 ☐
b.	National origin or ethnicity	694	1 ☐	2 ☐
c.	Gender	696	1 ☐	2 ☐
d.	Religion	698	1 ☐	2 ☐
e.	Disability	700	1 ☐	2 ☐
f.	**Sexual Orientation***	702	1 ☐	2 ☐
g.	**Gender Identity***	704	1 ☐	2 ☐

30. How many times during the 2015–16 school year were activities disrupted by <u>unplanned</u> fire alarms (i.e., false alarms)?

   🍎 Do not include fire alarms due to actual emergencies.

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

   370 ☐☐☐ Number of unplanned fire alarms

   0 ☐ None

31. Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by <u>other</u> actions, such as death threats, bomb threats, or chemical, biological, or radiological threats?

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

   372 ☐☐☐ Number of disruptions

   0 ☐ None

*Please use the definition on pages 2 and 3.

Disciplinary Problems and Actions

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

🍎 Check one response on each line.

			Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a.	Student racial/ethnic tensions	374	1 ☐	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.	Widespread disorder in classrooms	382	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g.	Student verbal abuse of teachers	380	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h.	Student acts of disrespect for teachers other than verbal abuse	384	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i.	**Gang*** activities	386	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

33. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur?

🍎 Check one response on each line.

			Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a.	**Cyberbullying*** among students who attend your school	389	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b.	School environment is affected by **cyberbullying***	391	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c.	Staff resources are used to deal with **cyberbullying***	393	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

*Please use the definition on pages 2 and 3.

111304

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

		Does your school allow for use of the following?		If "Yes," was the action used this school year?	
		YES	NO	YES	NO
a.	Removal with no continuing school services for at least the remainder of the school year	390 1 ☐	2 ☐	392 1 ☐	2 ☐
b.	Removal with school-provided tutoring/at-home instruction for at least the remainder of the school year	394 1 ☐	2 ☐	396 1 ☐	2 ☐
c.	Transfer to a **specialized 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/services provided	406 1 ☐	2 ☐	408 1 ☐	2 ☐
	ii. With curriculum/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/services provided	414 1 ☐	2 ☐	416 1 ☐	2 ☐
	ii. With curriculum/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 ☐

*Please use the definition on pages 2 and 3.

35. During the 2015–16 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

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

🍎 If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.

🍎 If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).

🍎 If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), **count only the most severe disciplinary action that was taken.**

🍎 If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.

		Column number				
		1	2	3	4	5
		Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to **specialized schools***	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a.	Use/possession of a **firearm/ explosive device***	458 0 None	460 0 None	462 0 None	464 0 None	466 0 None
b.	Use/possession of a **weapon*** other than a **firearm/ 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

36. During the 2015–16 school year, how many of the following occurred?

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

		Total number
a.	Students were removed from your school without continuing services for at least the remainder of the school year <u>for disciplinary reasons</u>. (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 2.)	518 0 None
b.	Students were transferred to **specialized schools*** <u>for disciplinary reasons</u>. (NOTE: This number should be greater than or equal to the sum of entries in item 35, column 3.)	520 0 None

*Please use the definition on pages 2 and 3.

111502

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

    522 ☐☐☐☐☐ Students

38. What percentage of your current students fit the following criteria?
    🍎 If none, please place an "X" in the None box.

		Percent of students
a.	Eligible for free or reduced-price lunch	524 ☐☐☐ % 0 ☐ None
b.	Limited English Proficient (LEP)	526 ☐☐☐ % 0 ☐ None
c.	**Special education students***	528 ☐☐☐ % 0 ☐ None
d.	Male	530 ☐☐☐ % 0 ☐ None

39. What is your best estimate of the percentage of your current students who meet the following criteria?
    🍎 If none, please place an "X" in the None box.

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

40. How many classroom changes do most students make in a typical day?
    🍎 Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.
    🍎 If none, please place an "X" in the None box.

    538 ☐☐ Typical number of classroom changes

    0 ☐ None

*Please use the definition on pages 2 and 3.

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

   👆 Check one response.

   560 1 ☐ High level of crime

   2 ☐ Moderate level of crime

   3 ☐ Low level of crime

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

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

   👆 Check one response.

   562 1 ☐ High level of crime

   2 ☐ Moderate level of crime

   3 ☐ Low level of crime

43. Which of the following best describes your school?

   👆 Check one response.

   564 1 ☐ Regular public school

   2 ☐ Charter school

   3 ☐ Has a magnet program for part of the school

   4 ☐ Exclusively a magnet school

   5 ☐ Other – *Please specify*

   565 [_____]

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

	Percent of students <u>present</u>
568	☐☐☐ %
0	☐ None

45. During the 2015–16 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 36b.)

   👆 If a student transferred more than once in the school year, count each transfer separately.

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

a.	Transferred <u>to</u> the school	570 ☐☐☐☐ 0 ☐ None
b.	Transferred <u>from</u> the school	572 ☐☐☐☐ 0 ☐ None

111700

46. Please provide the following dates:

		Month	Day	
a.	Start date for your 2015–16 school year	574	☐☐ / ☐☐	/2015
b.	End date for your 2015–16 school year	576	☐☐ / ☐☐	/2016
c.	Date you completed the questionnaire	578	☐☐ / ☐☐	/2016

47. How long did it take you to complete this form, not counting interruptions?
   🍎 Please record the time in minutes (e.g., 55 minutes, 65 minutes).

   580 ☐☐☐ Minutes

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

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

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

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

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

http://nces.ed.gov

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

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

111908