

# Public School Safety and Discipline: 2013–14

## First Look



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**Lucinda Gray**  
**Laurie Lewis**  
Westat

**John Ralph**  
*Project Officer*  
National Center for Education Statistics

**U.S. Department of Education**

Arne Duncan  
*Secretary*

**Institute of Education Sciences**

Sue Betka  
*Acting Director*

**National Center for Education Statistics**

Peggy G. Carr  
*Acting Commissioner*

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**Content Contact**

John Ralph  
(202) 502-7441  
[john.ralph@ed.gov](mailto:john.ralph@ed.gov)

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# Introduction

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This report provides nationally representative data on public school safety and discipline for the 2013–14 school year. The National Center for Education Statistics (NCES) previously collected data on this topic in the School Survey on Crime and Safety (SSOCS), which was last conducted in the 2009–10 school year (Neiman 2011). This report presents results from the survey, *School Safety and Discipline: 2013–14*, which collected information on specific safety and discipline plans and practices, training for classroom teachers and aides related to school safety and discipline issues, security personnel, frequency of specific discipline problems, and number of incidents of various offenses.

NCES, in the Institute of Education Sciences, conducted this survey in spring 2014 using the Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of districts, schools, or teachers with minimal burden on respondents and within a relatively short period of time. The survey on school safety and discipline was mailed to approximately 1,600 regular public schools in the 50 states and the District of Columbia. The cover letter indicated that the survey was designed to be completed by the person most knowledgeable about safety and discipline at the school. Respondents were asked to provide information for the 2013–14 school year to date, and were offered options of completing the survey on paper or online.

The unweighted survey response rate was 86 percent and the weighted response rate using the initial base weights was 85 percent. The survey weights were adjusted for questionnaire nonresponse and the data were then weighted to yield national estimates that represent all eligible regular public schools in the United States. Tables of standard error estimates are provided in appendix A. See the technical notes (appendix B) for detailed information about the survey methodology. Appendix B also includes definitions of the analysis variables (i.e., school characteristics) and terms used in the report. The questionnaire is located in appendix C.

Because the purpose of this report is to introduce new NCES data from the survey through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue. Readers are cautioned not to make causal inferences about the data presented here. The findings are based on self-reported data from public schools. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

## Selected Findings

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This section presents selected findings based on survey responses about school safety and discipline from regular public schools in the 2013–14 school year.<sup>1</sup>

- Public schools reported various safety and discipline practices, including 93 percent that controlled access to school buildings during school hours (e.g., locked or monitored doors), 75 percent that used security camera(s), 68 percent that required faculty and staff to wear badges or picture IDs, and 58 percent that enforced a strict dress code (table 1).
- Public schools provided training to classroom teachers or aides on topics such as safety procedures (95 percent), school discipline policies and practices on bullying (89 percent), positive behavioral intervention strategies (81 percent), and recognizing early warning signs of students likely to become violent (48 percent; table 2).
- Eighty-eight percent of public schools had a written plan of procedures in case of shootings or active shooters in the school (table 3), and 70 percent of all public schools had drilled students on the use of this plan during the 2013–14 school year (table 4). Seventy-two percent of public schools had a written plan of procedures for suicide threats or incidents (table 3).
- Forty-three percent of public schools had some type of security personnel present at the school at least once a week<sup>2</sup> (table 5). By instructional level, 29 percent of elementary, 63 percent of middle, and 64 percent of high school/combined schools had such personnel.<sup>3</sup> Across all levels, schools had 46,290 of these personnel working full time at the school and 36,110 working part time at the school (table 6). Including students in all schools, the number of students per security personnel was 580 (table 7).<sup>4</sup>
- Within the 43 percent of public schools with security personnel present at the school at least once a week, these personnel participated in various activities at the school, including security enforcement and patrol (at 90 percent of schools), coordinating with local police and emergency teams (at 88 percent of schools), and mentoring students (at 66 percent of schools; table 8).
- Student bullying was reported to occur at least once a month<sup>5</sup> at 37 percent of public schools and on occasion at 61 percent of public schools (table 9). By instructional level, student bullying was reported to occur at least once a month at 29 percent of elementary, 56 percent of middle, and 42 percent of high school/combined schools. Student verbal abuse of teachers was reported to occur at least once a month at 10 percent of public schools and on occasion at 55 percent of public schools.
- Overall, 65 percent of public schools reported that at least one violent incident<sup>6</sup> occurred at school during the 2013–14 school year (table 10).<sup>7</sup> Violent incidents were reported at 53 percent of elementary schools, 88 percent of middle schools, and 78 percent of high school/combined schools. The rate of violent

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<sup>1</sup> Regular schools include traditional and charter public schools but do not include special education, vocational, or alternative schools, or schools with no grade above kindergarten. Other terms used in the report are presented in appendix B.

<sup>2</sup> Security personnel includes security guards or security personnel, School Resource Officers (all career law enforcement officers with arrest authority and specialized training who are assigned to work with school organizations), and other sworn law enforcement officers.

<sup>3</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

<sup>4</sup> The number of students per security personnel was calculated using student enrollment across all public schools, not just schools with one or more security personnel.

<sup>5</sup> At least once a month includes the response options of daily, at least once a week, and at least once a month.

<sup>6</sup> Violent incidents include rape or attempted rape, sexual battery other than rape, robbery with or without a weapon, physical attack or fight with or without a weapon, and threat of physical attack with or without a weapon.

<sup>7</sup> An estimated 99.8 percent of all public schools reported that no students, faculty, or staff died as a result of a homicide committed at school; the standard error for this estimate is 0.14 (data not shown in tables).

incidents per 1,000 students was 13.5 in elementary schools, 23.6 in middle schools, and 14.3 in high school/combined schools.<sup>8</sup>

- Overall, 13 percent of public schools reported that at least one serious violent incident<sup>9</sup> had occurred at school (table 10). The rate of serious violent incidents per 1,000 students was 0.5.
- Two percent of public schools reported at least one physical attack or fight with a weapon and 58 percent reported this type of incident without a weapon (table 11). Public schools also reported threats of physical attack with a weapon (9 percent) and without a weapon (47 percent).
- The percentage distribution of public schools by the number of serious violent incidents was 87 percent with none, 7 percent with 1 incident, 3 percent with 2 incidents, 3 percent with 3–5 incidents, and 1 percent with 6 or more incidents (table 12).

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<sup>8</sup> Rates calculated using student enrollment across all public schools, not just schools with one or more incidents.

<sup>9</sup> Serious violent incidents are a subset of violent incidents and include rape or attempted rape, sexual battery other than rape, robbery with or without a weapon, physical attack or fight with a weapon, and threat of physical attack with a weapon.

## **Tables**

**Table 1. Percent of public schools with various safety and discipline practices, by school characteristics: School year 2013–14**

School characteristic	School access				Metal detectors, dogs, sweeps, and cameras					Drug testing		
	Visitors must sign in	Access to school buildings controlled <sup>1</sup>	Access to school grounds controlled <sup>2</sup>	Students stay on campus for lunch	Daily metal detector checks <sup>3</sup>	Random metal detector checks	Random dog sniffs for drugs	Random sweeps for contraband <sup>4</sup>	Security cameras	For athletes	For extra-curricular activities	For any other students
<b>All public schools</b> .....	99	93	43	93	2	4	24	11	75	7	4	3
<b>Instructional level<sup>5</sup></b>												
Elementary .....	98	95	47	95	1!	1!	6	3	67	‡	#	‡
Middle .....	100	95	36	97	2!	8	44	20	84	10	8	6
High school/combined .....	98	89	36	82	4	9	57	26	89	19	12	11
<b>Enrollment size</b>												
Less than 300 .....	94	87	25	86	‡	2!	29	14	73	9	6	4!
300 to 499 .....	100	97	43	94	2!	5	15	8	75	6	4	2
500 to 999 .....	100	95	50	97	2!	4	22	10	73	5	3	2
1,000 or more .....	100	92	53	87	4	10	48	19	89	10	5	9
<b>Community type</b>												
City .....	100	94	56	92	5	10	11	11	68	2	1!	2!
Suburban .....	100	97	45	94	‡	3!	19	8	78	3	1!	3
Town .....	100	96	40	92	‡	4!	32	14	76	12	10	4!
Rural .....	96	89	32	92	‡	1!	35	14	77	11	7	5
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	92	91	22	92	‡	‡	26	12!	77	10!	8!	9!
81 to 95 percent .....	99	94	25	90	‡	‡	33	10	81	7	4	3
51 to 80 percent .....	100	94	41	93	‡	3	25	10	76	9	7	4
50 percent or less .....	99	93	61	95	4	8	16	13	70	4	2!	2

See notes at end of table.

**Table 1. Percent of public schools with various safety and discipline practices, by school characteristics: School year 2013–14—Continued**

School characteristic	Student dress, IDs, and school supplies						Communication systems and technology					
	Student uniforms required	Strict dress code enforced	Student badges or IDs required	Faculty/ staff badges or IDs required	School lockers provided to students	Book bags must be clear or banned	Electronic system notifies parents of school-wide emergency	Structured anonymous threat reporting system <sup>6</sup>	Telephones in most classrooms	Two-way radios provided to staff	School computers limit access to social networking websites <sup>7</sup>	Use of cell phones and text messaging devices prohibited <sup>8</sup>
<b>All public schools</b> .....	20	58	9	68	50	6	82	47	79	74	92	76
<b>Instructional level<sup>5</sup></b>												
Elementary .....	23	53	4	73	27	4	83	43	78	78	92	84
Middle .....	20	70	16	69	82	10	82	54	81	74	93	79
High school/combined .....	15	64	16	54	85	8	79	49	79	65	90	51
<b>Enrollment size</b>												
Less than 300 .....	15	56	6!	46	58	8	76	36	73	59	94	79
300 to 499 .....	20	57	8	71	45	5	80	47	77	76	93	80
500 to 999 .....	25	60	8	77	42	6	85	48	82	81	91	77
1,000 or more .....	16	64	23	78	74	6	87	61	85	80	88	54
<b>Community type</b>												
City .....	41	66	13	67	42	9	81	41	75	78	92	82
Suburban .....	17	56	10	79	42	3!	86	52	83	84	92	78
Town .....	14	53	4!	67	57	10	82	47	77	71	96	73
Rural .....	10	57	7	60	60	6	79	46	79	65	91	71
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	‡	46	‡	64	61	‡	78	46	74	60	94	72
81 to 95 percent .....	2!	48	4!	69	64	6	82	42	84	68	91	71
51 to 80 percent .....	12	57	6	73	49	5	86	51	79	79	91	74
50 percent or less .....	44	70	16	65	38	8	79	46	75	78	93	82

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

<sup>1</sup> Control access to school buildings during school hours (e.g., locked or monitored doors).

<sup>2</sup> Control access to school grounds during school hours (e.g., locked or monitored gates).

<sup>3</sup> Require students to pass through metal detectors each day.

<sup>4</sup> Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs.

<sup>5</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

<sup>6</sup> Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box).

<sup>7</sup> Limit access to social networking websites (e.g., Facebook, Twitter) from school computers.

<sup>8</sup> Prohibit use of cell phones and text messaging devices during school hours.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 2. Percent of public schools providing various types of training for classroom teachers or aides, by school characteristics: School year 2013–14**

School characteristic	Classroom management for teachers	Safety procedures	School-wide discipline policies and practices related to:			Recognizing			Positive behavioral intervention strategies	Crisis prevention and intervention
			Violence <sup>1</sup>	Bullying	Alcohol and/or drug use	Early warning signs of students likely to be violent	Physical, social, and verbal bullying	Signs students using/abusing alcohol and/or drugs		
<b>All public schools .....</b>	78	95	67	89	47	48	79	34	81	74
<b>Instructional level<sup>2</sup></b>										
Elementary .....	78	96	66	91	41	49	79	28	85	75
Middle .....	77	96	67	88	53	46	82	38	82	74
High school/combined .....	76	92	68	85	56	49	74	49	71	73
<b>Enrollment size</b>										
Less than 300 .....	73	93	65	87	44	47	76	33	77	74
300 to 499 .....	80	96	66	89	42	43	78	30	82	69
500 to 999 .....	78	95	67	91	48	53	82	35	83	78
1,000 or more .....	78	95	71	89	61	49	78	50	78	77
<b>Community type</b>										
City .....	89	96	73	94	52	57	82	39	93	77
Suburban .....	75	97	68	88	50	50	80	36	83	76
Town .....	76	93	63	86	40	44	76	31	77	69
Rural .....	72	93	62	88	42	42	77	30	72	73
<b>Percent White, non-Hispanic enrollment</b>										
96 percent or more .....	70	94	68	80	41	46	72	28	62	71
81 to 95 percent .....	71	93	59	90	39	42	77	29	76	73
51 to 80 percent .....	79	97	67	88	46	47	81	36	82	75
50 percent or less .....	84	95	72	91	53	54	80	39	88	76

<sup>1</sup> Violence was defined as actual, attempted, or threatened fight or assault.

<sup>2</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 3. Percent of public schools with a written plan of procedures to be performed in various crises, by school characteristics: School year 2013–14**

School characteristic	Shootings/ active shooters	Natural disasters <sup>1</sup>	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents <sup>2</sup>	Suicide threat or incident	An “imminent threat alert” issued by the Department of Homeland Security’s National Terrorism Advisory System	Pandemic flu
<b>All public schools .....</b>	88	94	50	88	60	72	47	36
<b>Instructional level<sup>3</sup></b>								
Elementary .....	87	94	47	86	58	67	43	34
Middle .....	91	95	55	92	61	80	56	41
High school/combined .....	89	92	55	88	64	78	49	39
<b>Enrollment size</b>								
Less than 300 .....	87	91	48	85	54	66	42	34
300 to 499 .....	86	93	46	85	55	68	44	35
500 to 999 .....	90	96	54	89	64	76	50	38
1,000 or more .....	90	94	54	93	69	81	55	39
<b>Community type</b>								
City .....	85	92	46	82	58	67	49	35
Suburban .....	91	95	49	88	61	75	47	38
Town .....	91	94	50	92	68	72	49	39
Rural .....	88	94	54	89	57	73	44	35
<b>Percent White, non-Hispanic enrollment</b>								
96 percent or more .....	87	92	62	91	68	76	47	38
81 to 95 percent .....	90	96	48	90	58	72	46	34
51 to 80 percent .....	91	93	50	90	61	72	47	41
50 percent or less .....	85	93	49	83	58	70	47	35

<sup>1</sup> Examples provided to respondents for natural disasters were earthquakes or tornadoes.

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

<sup>3</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.



**Table 4. Percent of public schools that drilled students on the use of a written plan of procedures for various crises, by school characteristics: School year 2013–14**

School characteristic	Shootings/ active shooters	Natural disasters <sup>1</sup>	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents <sup>2</sup>
<b>All public schools</b> .....	70	83	22	49	22
<b>Instructional level<sup>3</sup></b>					
Elementary .....	71	84	21	49	22
Middle .....	73	83	25	51	23
High school/combined .....	68	78	20	50	21
<b>Enrollment size</b>					
Less than 300 .....	64	79	19	41	15
300 to 499 .....	72	86	21	51	26
500 to 999 .....	72	83	24	51	22
1,000 or more .....	73	81	21	56	25
<b>Community type</b>					
City .....	71	83	29	57	27
Suburban .....	75	82	21	52	24
Town .....	73	83	18	49	24
Rural .....	65	83	18	41	16
<b>Percent White, non-Hispanic enrollment</b>					
96 percent or more .....	70	81	15	39	16
81 to 95 percent .....	68	82	16	44	19
51 to 80 percent .....	73	83	23	49	21
50 percent or less .....	71	83	27	55	26

<sup>1</sup> Examples provided to respondents for natural disasters were earthquakes or tornadoes.

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

<sup>3</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: Respondents were not asked if they drilled students on the following crisis situations: suicide threat or incident, an “imminent threat alert” issued by the Department of Homeland Security’s National Terrorism Advisory System, or pandemic flu.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 5. Percent of public schools with one or more full-time or part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school
<b>All public schools .....</b>	43	24	19	18	14	4	30	14	16	11	2	9
<b>Instructional level<sup>1</sup></b>												
Elementary .....	29	10	18	11	8	3	18	4	15	9	1!	8
Middle .....	63	37	26	25	18	7	46	23	23	11	2	9
High school/combined .....	64	48	16	33	28	5	49	34	15	16	6	10
<b>Enrollment size</b>												
Less than 300 .....	22	7	15	6	3!	3!	13	4!	10	10	‡	10
300 to 499 .....	35	15	20	13	10	3!	22	7	15	12	2!	10
500 to 999 .....	51	26	24	21	15	6	37	15	22	11	3	8
1,000 or more .....	87	77	10	56	51	4	73	56	17	13	6	7
<b>Community type</b>												
City .....	45	35	10	30	25	5	28	17	11	11	5	6
Suburban .....	48	26	21	25	18	7	33	14	19	10	2!	8
Town .....	48	18	30	9	7	3!	39	15	24	12	‡	11
Rural .....	36	15	20	8	6	2	27	11	16	12	1!	10
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	36	9!	27	4!	‡	‡	26	7!	19	15!	‡	14!
81 to 95 percent .....	35	14	21	10	7	3	24	9	15	10	‡	10
51 to 80 percent .....	47	25	21	14	11	3	39	19	20	10	3!	7
50 percent or less .....	48	33	15	31	25	7	30	16	15	12	4	8

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

<sup>1</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: If a school had both full-time and part-time security personnel, the school was only counted in the column for “full time at the school” in this table. “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities; this refers to normal school hours or to times when school activities/events were in session. Respondents were instructed that if an officer works full time across various schools in the district, the officer should be counted as part time at the school. School Resource Officers include all career law enforcement officers with arrest authority and specialized training who are assigned to work with school organizations. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 6. Total number of public schools, and the number of full-time and part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Total number of schools <sup>1</sup>	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
		Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school
<b>All public schools .....</b>	84,110	82,400	46,290	36,110	38,630	29,320	9,310	30,710	14,380	16,330	13,060	2,590	10,470
<b>Instructional level<sup>2</sup></b>													
Elementary .....	49,680	24,650	7,400	17,260	8,150	5,000	3,150	10,190	2,000	8,190	6,320	410!	5,910
Middle .....	16,070	17,710	9,460	8,260	7,160	4,970	2,190	8,430	4,080	4,350	2,120	410!	1,720
High school/combined .....	18,360	40,030	29,430	10,600	23,330	19,360	3,970	12,090	8,300	3,790	4,610	1,780	2,840
<b>Enrollment size</b>													
Less than 300 .....	19,510	7,400	2,290!	5,120	1,940!	‡	680!	2,890	820!	2,070	2,570	‡	2,370!
300 to 499 .....	25,360	16,200	6,950	9,250	5,150	3,640	1,500!	6,660	2,610	4,050	4,390	700!	3,690
500 to 999 .....	30,720	29,310	13,910	15,400	12,300	8,090	4,220	12,790	4,860	7,930	4,210	960	3,250
1,000 or more .....	8,520	29,490	23,140	6,350	19,240	16,330	2,910	8,370	6,090	2,280	1,880	720	1,160
<b>Community type</b>													
City .....	21,100	28,160	20,370	7,790	15,340	13,020	2,310	8,980	5,750	3,240	3,840	1,600	2,240!
Suburban .....	23,540	28,420	15,320	13,100	16,230	11,330	4,900	8,540	3,550	5,000	3,650	450!	3,200
Town .....	10,830	8,430	3,160	5,270	1,810	1,320	490!	4,610	1,710	2,900	2,010	‡	1,880
Rural .....	28,640	17,380	7,440	9,940	5,250	3,650	1,600	8,580	3,380	5,200	3,550	410!	3,140
<b>Percent White, non-Hispanic enrollment</b>													
96 percent or more .....	7,280	3,880	830!	3,050	640!	‡	‡	1,940	560!	1,380	1,300!	‡	1,230!
81 to 95 percent .....	22,790	13,200	4,900	8,300	4,540	2,620	1,920	6,080	2,200	3,880	2,580	‡	2,500
51 to 80 percent .....	22,720	21,970	11,750	10,220	8,550	6,600	1,940	9,730	4,510	5,220	3,690	640!	3,050
50 percent or less .....	31,330	43,360	28,810	14,540	24,910	19,900	5,010	12,960	7,110	5,850	5,490	1,800	3,690

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

<sup>1</sup> Total number of schools includes all public schools.

<sup>2</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: All full-time and part-time security personnel are included in this table (i.e., if a school had both full-time and part-time security personnel, both types are included). “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities; this refers to normal school hours or to times when school activities/events were in session. Respondents were instructed that if an officer works full time across various schools in the district, the officer should be counted as part time at the school. School Resource Officers include all career law enforcement officers with arrest authority and specialized training who are assigned to work with school organizations. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 7. Across all public schools, number of students per full-time and part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school
<b>All public schools</b> .....	580	1,040	1,330	1,240	1,640	5,150	1,560	3,330	2,940	3,670	18,520	4,580
<b>Instructional level<sup>1</sup></b>												
Elementary .....	950	3,180	1,360	2,890	4,710	7,460	2,310	11,780	2,870	3,730	‡	3,980
Middle .....	550	1,030	1,180	1,360	1,950	4,430	1,150	2,380	2,230	4,570	23,810!	5,650
High school/combined .....	370	500	1,390	630	760	3,700	1,220	1,770	3,870	3,180	8,280	5,180
<b>Enrollment size</b>												
Less than 300 .....	490	1,600!	710	‡	‡	5,380!	1,260	4,440!	1,770	1,420!	‡	1,540!
300 to 499 .....	630	1,460	1,100	1,980	2,790	6,770!	1,530	3,900!	2,510	2,320	14,540!	2,760
500 to 999 .....	720	1,510	1,370	1,710	2,600	4,990	1,650	4,330	2,650	5,000	21,880	6,470
1,000 or more .....	440	560	2,060	680	800	4,490	1,560	2,140	5,730	6,950	18,080	11,300
<b>Community type</b>												
City .....	490	680	1,770	900	1,060	5,960	1,540	2,400	4,260	3,590	8,610	6,160!
Suburban .....	570	1,050	1,230	1,000	1,430	3,290	1,890	4,550	3,230	4,430	35,930!	5,050!
Town .....	660	1,760	1,060	3,080	4,220	11,390!	1,210	3,260	1,920	2,770	‡	2,960
Rural .....	710	1,670	1,250	2,360	3,400	7,750	1,450	3,670	2,390	3,500	30,400!	3,950
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	640	2,990!	810	‡	‡	‡	1,270	4,390!	1,790	1,910!	‡	2,010!
81 to 95 percent .....	820	2,200	1,300	2,380	4,120	5,630	1,780	4,910	2,780	4,180	‡	4,320
51 to 80 percent .....	660	1,230	1,410	1,690	2,180	7,410!	1,480	3,200	2,760	3,910	22,590!	4,730!
50 percent or less.....	470	700	1,390	810	1,020	4,050	1,560	2,850	3,460	3,690	11,250	5,490!

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

<sup>1</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: All full-time and part-time security personnel are included in this table (i.e., if a school had both full-time and part-time security personnel, both types are included). The numbers of students per security personnel were calculated using student enrollment across all public schools, not just schools with one or more security personnel. For the “total” columns, the denominator was the sum of full-time and part-time security personnel. For the “full time at school” columns, the denominator was the number of security personnel at the school full time. For the “part time at school” columns, the denominator was the number of security personnel at the school part time. “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities; this refers to normal school hours or to times when school activities/events were in session. Respondents were instructed that if an officer works full time across various schools in the district, the officer should be counted as part time at the school. School Resource Officers include all career law enforcement officers with arrest authority and specialized training who are assigned to work with school organizations.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 8. Percent of public schools with one or more full-time or part-time security personnel present at school at least once a week, and among those schools, the percent with security personnel participating in various activities at the school, by school characteristics: School year 2013–14**

School characteristic	Have security personnel at least once a week	Of schools with security personnel, percent where officers participate in:						
		Security enforcement and patrol	Maintaining school discipline	Coordinating with local police and emergency team(s)	Identifying problems in the school and proactively seeking solutions	Training teachers and staff in school safety or crime prevention	Mentoring students	Teaching law-related education course or training students <sup>1</sup>
<b>All public schools</b> .....	43	90	69	88	86	50	66	32
<b>Instructional level<sup>2</sup></b>								
Elementary .....	29	85	57	83	79	41	54	31
Middle .....	63	92	76	86	89	55	71	36
High school/combined .....	64	96	78	95	91	57	75	30
<b>Enrollment size</b>								
Less than 300 .....	22	81	56	84	81	70	64	41
300 to 499 .....	35	87	63	86	82	39	53	28
500 to 999 .....	51	91	69	85	86	50	70	31
1,000 or more .....	87	98	85	97	94	53	74	34
<b>Community type</b>								
City .....	45	87	80	85	84	39	64	19
Suburban .....	48	93	70	88	86	51	67	35
Town .....	48	87	58	93	91	56	74	37
Rural .....	36	93	64	87	86	56	62	38
<b>Percent White, non-Hispanic enrollment</b>								
96 percent or more .....	36	88	69	93	90	64	57	54
81 to 95 percent .....	35	88	49	87	80	53	61	36
51 to 80 percent .....	47	91	70	93	90	52	75	39
50 percent or less .....	48	91	79	84	86	45	64	21

<sup>1</sup> Examples provided to respondents for education or training were drug-related education, criminal law, or crime prevention courses.

<sup>2</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities; this refers to normal school hours or to times when school activities/events were in session. Includes security guards or security personnel, School Resource Officers (all career law enforcement officers with arrest authority and specialized training who are assigned to work with school organizations), and other sworn law enforcement officers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 9. Percentage distribution of public schools reporting how often various discipline problems occurred at school, by school characteristics: School year 2013–14**

School characteristic	Student racial/ethnic tensions happen:			Student bullying happens:			Student sexual harassment of other students happens: <sup>1</sup>			Student harassment of other students for sexual orientation or gender identity happens:		
	At least once a month <sup>2</sup>	On occasion	Never	At least once a month <sup>2</sup>	On occasion	Never	At least once a month <sup>2</sup>	On occasion	Never	At least once a month <sup>2</sup>	On occasion	Never
<b>All public schools</b> .....	5	57	38	37	61	2	5	54	41	3	41	55
<b>Instructional level<sup>3</sup></b>												
Elementary .....	5	50	45	29	69	3!	3	40	57	1!	25	74
Middle .....	7	72	22	56	43	‡	10	75	15	7	67	26
High school/combined .....	4	64	32	42	56	2!	7	74	19	6	64	30
<b>Enrollment size</b>												
Less than 300 .....	‡	48	51	27	70	‡	‡	48	50	‡	36	63
300 to 499 .....	5	56	39	39	59	2!	6	51	43	3	36	61
500 to 999 .....	7	60	33	38	59	2!	5	56	40	3	42	55
1,000 or more .....	8	72	20	44	55	‡	12	73	14	9	69	21
<b>Community type</b>												
City .....	8	57	35	35	62	3!	7	52	41	3	40	57
Suburban .....	6	61	33	34	64	‡	4	54	43	3	40	56
Town .....	4!	62	33	48	50	‡	7	61	33	3!	46	51
Rural .....	2!	53	44	36	62	‡	5	54	41	4	42	55
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	#	45	55	30	67	‡	‡	51	45	4!	39	58
81 to 95 percent .....	2!	55	43	36	63	2!	4	55	41	2	39	58
51 to 80 percent .....	7	65	28	41	57	2!	8	53	38	4	47	49
50 percent or less .....	7	56	37	36	62	2!	4	55	41	3	40	57

See notes at end of table.

**Table 9. Percentage distribution of public schools reporting how often various discipline problems occurred at school, by school characteristics: School year 2013–14—Continued**

School characteristic	Widespread disorder in classrooms happens:			Student verbal abuse of teachers happens:			Student acts of disrespect for teachers other than verbal abuse happens:		
	At least once a month <sup>2</sup>	On occasion	Never	At least once a month <sup>2</sup>	On occasion	Never	At least once a month <sup>2</sup>	On occasion	Never
<b>All public schools</b> .....	5	26	69	10	55	35	18	56	27
<b>Instructional level<sup>3</sup></b>									
Elementary .....	5	23	73	7	48	45	14	56	30
Middle .....	5	32	62	12	64	24	22	56	22
High school/combined .....	5	32	63	17	64	19	24	55	22
<b>Enrollment size</b>									
Less than 300 .....	‡	24	74	4!	52	43	10	59	31
300 to 499 .....	7	26	67	11	53	36	19	54	27
500 to 999 .....	5	26	69	11	54	35	18	57	26
1,000 or more .....	4	36	60	17	65	18	30	51	20
<b>Community type</b>									
City .....	9	30	61	16	53	31	24	47	29
Suburban .....	5	28	67	10	55	35	17	57	26
Town .....	5!	25	70	10	55	35	23	56	21
Rural .....	2!	23	75	6	55	39	11	61	28
<b>Percent White, non-Hispanic enrollment</b>									
96 percent or more .....	‡	19	79	‡	68	29	9!	63	28
81 to 95 percent .....	3!	23	74	5	51	44	10	60	30
51 to 80 percent .....	5	23	71	11	56	34	19	54	27
50 percent or less .....	6	33	61	15	53	32	24	52	24

# Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

<sup>1</sup> Sexual harassment was defined as conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. 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.

<sup>2</sup> At least once a month includes the response options of daily, at least once a week, and at least once a month.

<sup>3</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: "At school" was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities; this refers to normal school hours or to times when school activities/events were in session. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table 10. Total number of schools, and the number and percent of public schools reporting violent and serious violent incidents that occurred at school, the number of those incidents, and the rate of incidents per 1,000 students, by school characteristics: School year 2013–14**

School characteristic	Total number of schools <sup>1</sup>	All violent incidents <sup>2</sup>				Serious violent incidents <sup>3</sup>			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
<b>All public schools</b> .....	84,110	54,650	65	757,000	15.8	11,050	13	25,740	0.5
<b>Instructional level<sup>4</sup></b>									
Elementary .....	49,680	26,250	53	318,340	13.5	4,560	9	7,720	0.3
Middle .....	16,070	14,070	88	228,740	23.6	2,950	18	7,640	0.8
High school/combined .....	18,360	14,330	78	209,930	14.3	3,540	19	10,380	0.7
<b>Enrollment size</b>									
Less than 300 .....	19,510	10,660	55	72,220	19.8	2,200	11	2,980	0.8
300 to 499 .....	25,360	15,390	61	202,650	19.9	2,730	11	4,960	0.5
500 to 999 .....	30,720	21,240	69	316,240	15.0	3,970	13	11,470	0.5
1,000 or more .....	8,520	7,360	86	165,890	12.7	2,150	25	6,320	0.5
<b>Community type</b>									
City .....	21,100	14,340	68	300,160	21.7	3,700	18	10,140	0.7
Suburban .....	23,540	14,230	60	192,070	11.9	2,640	11	6,020	0.4
Town .....	10,830	8,270	76	103,110	18.5	1,880	17	4,370	0.8
Rural .....	28,640	17,820	62	161,660	13.0	2,820	10	5,220	0.4
<b>Percent White, non-Hispanic enrollment</b>									
96 percent or more .....	7,280	4,350	60	30,490	12.3	410!	6!	560!	0.2!
81 to 95 percent .....	22,790	14,140	62	111,610	10.3	2,330	10	5,360	0.5
51 to 80 percent .....	22,720	14,110	62	173,540	12.0	3,390	15	6,790	0.5
50 percent or less.....	31,330	22,050	70	441,350	21.8	4,910	16	13,040	0.6

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

<sup>1</sup> Total number of schools includes all public schools.

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

<sup>3</sup> Serious violent incidents include rape or attempted rape, sexual battery other than rape, robbery with or without a weapon, physical attack or fight with a weapon, and threat of physical attack with a weapon.

<sup>4</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: The rates per 1,000 students were calculated using student enrollment across all public schools, not just schools with one or more incident. “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were asked to report number of incidents, not number of victims or offenders; recorded incidents, regardless of whether any disciplinary action was taken or whether students or non-students were involved; and incidents occurring before, during, or after normal school hours. Weapon was defined as any instrument or object used with the intent to threaten, injure, or kill, including look-alikes if they are used to threaten others. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.



**Table 11. Number and percent of public schools reporting various types of violent incidents that occurred at school, the number of those incidents, and the rate per 1,000 students, by type of incident: School year 2013–14**

Type of incident	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
<b>Total violent incidents<sup>1</sup></b> .....	54,650	65	757,000	15.8
Serious violent incidents <sup>2</sup> .....	11,050	13	25,740	0.5
Rape or attempted rape <sup>3</sup> .....	170	#!	170!	#!
Sexual battery other than rape <sup>4</sup> .....	1,400	2	1,780	#
Robbery with a weapon <sup>5</sup> .....	‡	‡	‡	‡
Robbery without a weapon.....	2,080	2	5,240	0.1
Physical attack or fight with a weapon <sup>6</sup> .....	1,480	2	2,910	0.1
Threats of physical attack with a weapon.....	7,300	9	15,130	0.3
Physical attack or fight without a weapon.....	48,380	58	453,140	9.5
Threats of physical attack without a weapon.....	39,640	47	278,120	5.8

# Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

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

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

<sup>3</sup> Rape was defined as 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.

<sup>4</sup> Sexual battery was defined as 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).

<sup>5</sup> Robbery was defined as the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or battery. Respondents were asked to report robbery but not theft/larceny (theft/larceny was defined as the unlawful taking of another person’s property without personal confrontation, threat, violence, or bodily harm).

<sup>6</sup> Physical attack or fight was defined as an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

NOTE: The rates per 1,000 students were calculated using student enrollment across all public schools, not just schools with one or more incidents. “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were asked to report number of incidents, not number of victims or offenders; recorded incidents, regardless of whether any disciplinary action was taken or whether students or non-students were involved; and incidents occurring before, during, or after normal school hours. Weapon was defined as any instrument or object used with the intent to threaten, injure, or kill, including look-alikes if they are used to threaten others. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table 12. Percentage distribution of public schools reporting various numbers of violent and serious violent incidents, by school characteristics: School year 2013–14**

School characteristic	Number of violent incidents <sup>1</sup>							Number of serious violent incidents <sup>2</sup>				
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1 incident	2 incidents	3–5 incidents	6 or more incidents
<b>All public schools</b> .....	35	13	15	12	8	5	12	87	7	3	3	1
<b>Instructional level<sup>3</sup></b>												
Elementary .....	47	14	12	10	6	3	8	91	5	2	1!	‡
Middle .....	12	12	21	14	12	7	21	82	8	3	6	1!
High school/combined .....	22	10	19	15	11	8	15	81	9	4	4	2!
<b>Enrollment size</b>												
Less than 300 .....	45	20	18	9	3!	2!	3!	89	9	2!	‡	#
300 to 499 .....	39	11	16	9	11	5	9	89	6	3!	2!	‡
500 to 999 .....	31	12	14	15	8	6	15	87	5	3	3	1!
1,000 or more .....	14	8	10	12	14	11	32	75	11	4!	9	3!
<b>Community type</b>												
City .....	32	11	11	11	7	7	21	82	9	3!	4	1!
Suburban .....	40	12	17	9	8	5	10	89	5	3!	3	‡
Town .....	24	12	11	17	13	9	13	83	10	4!	‡	2!
Rural .....	38	15	19	12	8	2	6	90	6	1!	2	‡
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	40	13!	24	10!	5!	3!	5!	94	‡	‡	‡	#
81 to 95 percent .....	38	17	16	14	7	2	6	90	6	2!	2!	‡
51 to 80 percent .....	38	12	14	10	9	7	10	85	8	3!	4	‡
50 percent or less .....	30	11	14	11	9	7	19	84	7	4	4	1!

# Rounds to zero.

! Interpret data with caution; the coefficient of variation is at least 30 percent but less than 50 percent.

‡ Reporting standards not met. The coefficient of variation for this estimate is 50 percent or greater.

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

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

<sup>3</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: “At school” was defined as activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Respondents were asked to report number of incidents, not number of victims or offenders; recorded incidents, regardless of whether any disciplinary action was taken or whether students or non-students were involved; and incidents occurring before, during, or after normal school hours. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

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**Appendix A**  
**Standard Error Tables**

**Table A-1. Standard errors for Table 1: The percent of public schools with various safety and discipline practices, by school characteristics: School year 2013–14**

School characteristic	School access				Metal detectors, dogs, sweeps, and cameras					Drug testing		
	Visitors must sign in	Access to school buildings controlled	Access to school grounds controlled	Students stay on campus for lunch	Daily metal detector checks	Random metal detector checks	Random dog sniffs for drugs	Random sweeps for contraband	Security cameras	For athletes	For extra-curricular activities	For any other students
<b>All public schools</b> .....	0.5	0.9	1.5	0.8	0.4	0.5	1.0	0.9	1.3	0.6	0.5	0.4
<b>Instructional level</b>												
Elementary .....	0.8	1.3	2.4	1.1	0.4	0.5	1.2	0.9	2.1	†	†	†
Middle .....	#	1.2	2.4	1.1	0.8	1.2	2.5	2.1	2.0	1.6	1.5	1.4
High school/combined .....	0.8	1.6	2.5	2.0	1.0	1.5	2.4	2.4	1.6	1.9	1.6	1.5
<b>Enrollment size</b>												
Less than 300 .....	2.1	3.0	3.6	2.6	†	0.9	3.4	2.4	3.6	1.9	1.4	1.3
300 to 499 .....	#	1.0	2.9	1.3	0.8	1.1	1.5	1.3	2.5	0.9	0.7	0.6
500 to 999 .....	#	1.0	2.5	0.9	0.7	0.7	1.3	1.0	2.0	0.7	0.6	0.5
1,000 or more .....	#	1.4	2.9	1.7	1.1	1.5	3.1	2.3	2.1	1.7	1.2	1.7
<b>Community type</b>												
City .....	#	1.3	3.1	1.7	1.1	1.5	1.0	1.3	3.1	0.5	0.3	0.5
Suburban .....	#	1.1	3.3	1.4	†	0.8	1.7	1.5	2.4	0.8	0.4	0.7
Town .....	#	1.5	4.4	1.8	†	1.5	2.6	2.4	3.9	1.8	1.7	1.2
Rural .....	1.4	2.2	2.9	1.6	†	0.4	2.2	1.8	2.9	1.4	1.1	1.0
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	4.2	3.9	5.4	3.7	†	†	4.2	4.2	5.8	3.2	3.1	2.9
81 to 95 percent .....	0.9	1.8	2.7	1.9	†	†	2.9	1.5	2.6	1.4	0.9	0.9
51 to 80 percent .....	#	1.6	3.2	1.4	†	0.9	1.9	1.6	2.7	1.3	1.2	0.9
50 percent or less .....	0.6	1.4	2.7	1.1	0.8	1.0	1.3	1.4	2.1	0.7	0.6	0.5

See notes at end of table.

**Table A-1. Standard errors for Table 1: The percent of public schools with various safety and discipline practices, by school characteristics: School year 2013–14—Continued**

School characteristic	Student dress, IDs, and school supplies						Communication systems and technology					
	Student uniforms required	Strict dress code enforced	Student badges or IDs required	Faculty/staff badges or IDs required	School lockers provided to students	Book bags must be clear or banned	Electronic system notifies parents of school-wide emergency	Structured anonymous threat reporting system	Telephones in most classrooms	Two-way radios provided to staff	School computers limit access to social networking websites	Use of cell phones and text messaging devices prohibited
<b>All public schools</b> .....	1.3	1.6	0.8	1.6	1.3	0.8	1.1	1.6	1.3	1.4	0.8	1.1
<b>Instructional level</b>												
Elementary .....	2.0	2.5	1.0	2.3	2.0	1.2	1.8	2.6	2.1	2.0	1.2	1.5
Middle .....	2.0	2.6	2.0	2.6	1.7	1.6	2.2	2.6	2.1	2.2	1.4	2.2
High school/combined .....	1.7	2.5	1.7	2.5	1.8	1.5	2.2	2.5	2.0	2.5	1.3	2.5
<b>Enrollment size</b>												
Less than 300 .....	2.5	4.0	1.9	4.2	4.0	2.0	3.2	4.3	3.6	3.8	1.9	2.5
300 to 499 .....	2.3	3.0	1.7	2.7	2.6	1.2	2.3	2.9	2.7	2.7	1.5	2.3
500 to 999 .....	2.2	2.3	1.1	2.1	1.8	1.0	1.7	2.4	1.8	2.0	1.3	1.9
1,000 or more .....	2.4	3.0	2.5	2.4	3.0	1.4	2.1	2.9	2.1	2.5	1.6	3.4
<b>Community type</b>												
City .....	3.2	3.0	1.7	3.1	2.6	1.8	2.4	2.8	2.8	2.5	1.8	2.4
Suburban .....	2.6	2.9	1.5	2.4	2.4	1.2	2.2	3.0	2.3	2.1	1.5	2.2
Town .....	2.9	4.4	1.5	4.0	4.2	2.2	3.1	3.8	3.6	3.8	1.5	3.6
Rural .....	1.6	2.8	1.4	3.2	2.7	1.1	2.3	3.1	2.3	2.8	1.6	2.0
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	†	5.4	†	5.8	5.5	†	5.1	6.4	5.2	6.8	3.0	4.5
81 to 95 percent .....	0.8	3.4	1.1	3.2	3.1	1.2	2.5	3.4	2.2	3.2	1.7	2.5
51 to 80 percent .....	2.3	3.3	1.2	3.0	2.9	1.3	2.1	3.2	2.6	2.5	1.5	2.3
50 percent or less .....	2.8	2.2	1.8	2.6	2.3	1.4	2.0	2.2	2.3	2.2	1.3	1.8

# Rounds to zero.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-2. Standard errors for Table 2: The percent of public schools providing various types of training for classroom teachers or aides, by school characteristics: School year 2013–14**

School characteristic	Classroom management for teachers	Safety procedures	School-wide discipline policies and practices related to:			Recognizing			Positive behavioral intervention strategies	Crisis prevention and intervention
			Violence	Bullying	Alcohol and/or drug use	Early warning signs of students likely to be violent	Physical, social, and verbal bullying	Signs students using/abusing alcohol and/or drugs		
<b>All public schools .....</b>	1.3	0.7	1.5	1.1	1.3	1.4	1.3	1.4	1.2	1.3
<b>Instructional level</b>										
Elementary .....	2.1	1.1	2.3	1.5	2.1	2.2	1.9	2.0	1.8	2.0
Middle .....	2.3	1.1	2.6	1.9	2.3	2.4	2.1	2.5	2.1	2.4
High school/combined .....	2.1	1.4	2.3	1.9	2.5	2.5	2.3	2.5	2.4	2.2
<b>Enrollment size</b>										
Less than 300 .....	3.3	2.0	3.8	3.0	3.6	3.8	3.5	3.4	3.3	3.3
300 to 499 .....	2.2	1.0	2.8	1.9	2.8	2.8	2.6	2.7	2.1	2.6
500 to 999 .....	2.0	1.2	2.1	1.4	2.2	2.3	1.8	2.3	1.6	1.9
1,000 or more .....	2.4	1.6	3.2	1.8	2.7	3.5	2.4	3.1	2.4	2.8
<b>Community type</b>										
City .....	1.8	1.1	2.9	1.4	3.3	2.9	2.5	2.9	1.3	2.8
Suburban .....	2.6	1.0	2.8	1.8	2.7	3.1	2.3	2.8	2.3	2.7
Town .....	3.5	2.1	3.7	2.8	3.7	3.6	3.1	3.6	3.3	3.4
Rural .....	2.5	1.5	2.7	1.9	2.6	2.7	2.5	2.4	2.5	2.6
<b>Percent White, non-Hispanic enrollment</b>										
96 percent or more .....	6.0	2.9	5.1	6.0	5.7	5.7	6.2	5.5	5.8	5.8
81 to 95 percent .....	2.9	1.9	3.2	1.5	2.9	2.9	2.6	2.9	2.6	2.6
51 to 80 percent .....	2.2	1.0	3.1	2.1	3.1	3.2	2.2	2.9	2.2	2.6
50 percent or less .....	2.2	1.2	2.4	1.5	2.3	2.3	2.1	2.4	1.6	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-3. Standard errors for Table 3: The percent of public schools with a written plan of procedures to be performed in various crises, by school characteristics: School year 2013–14**

School characteristic	Shootings/ active shooters	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents	Suicide threat or incident	An “imminent threat alert” issued by the Department of Homeland Security’s National Terrorism Advisory System	Pandemic flu
<b>All public schools</b> .....	1.0	0.8	1.6	1.0	1.5	1.4	1.7	1.6
<b>Instructional level</b>								
Elementary .....	1.5	1.0	2.4	1.5	2.2	2.2	2.8	2.2
Middle .....	1.5	1.3	2.7	1.4	2.4	2.1	2.5	2.6
High school/combined .....	1.7	1.6	2.4	1.7	2.4	2.1	2.2	2.5
<b>Enrollment size</b>								
Less than 300 .....	2.6	2.2	4.0	2.6	3.7	3.4	3.5	4.1
300 to 499 .....	2.0	1.4	2.8	2.1	3.2	2.8	2.9	2.9
500 to 999 .....	1.6	1.0	2.5	1.5	2.3	2.1	2.4	2.3
1,000 or more .....	1.9	1.8	2.8	1.5	2.9	2.6	3.1	2.8
<b>Community type</b>								
City .....	2.2	1.7	3.5	2.5	3.6	3.0	3.5	3.4
Suburban .....	1.7	1.5	3.2	1.9	2.8	2.8	3.0	3.0
Town .....	2.3	2.1	4.5	2.3	4.0	3.8	4.2	4.3
Rural .....	1.9	1.4	2.6	1.8	2.7	2.6	2.8	2.4
<b>Percent White, non-Hispanic enrollment</b>								
96 percent or more .....	3.9	3.7	5.8	4.2	6.3	4.9	5.7	6.1
81 to 95 percent .....	2.0	1.2	2.9	1.8	2.8	2.7	2.9	2.8
51 to 80 percent .....	1.7	1.5	3.1	1.9	2.9	2.6	3.1	3.1
50 percent or less .....	1.9	1.3	2.5	1.9	2.5	2.2	2.4	2.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.



**Table A-4. Standard errors for Table 4: The percent of public schools that drilled students on the use of a written plan of procedures for various crises, by school characteristics: School year 2013–14**

School characteristic	Shootings/ active shooters	Natural disasters	Hostages	Bomb threats or incidents	Chemical, biological, or radiological threats or incidents
<b>All public schools</b> .....	1.6	1.2	1.3	1.5	1.2
<b>Instructional level</b>					
Elementary .....	2.3	1.8	2.0	2.3	1.9
Middle .....	2.4	1.9	2.3	2.8	2.2
High school/combined .....	2.2	2.0	1.8	2.5	1.8
<b>Enrollment size</b>					
Less than 300 .....	4.0	3.3	2.8	3.5	2.9
300 to 499 .....	2.8	2.1	2.6	3.2	2.6
500 to 999 .....	2.2	1.8	2.1	2.5	1.9
1,000 or more .....	2.4	2.6	2.5	3.1	2.5
<b>Community type</b>					
City .....	3.0	2.3	3.1	3.2	3.1
Suburban .....	2.6	2.3	2.3	2.8	2.3
Town .....	3.5	3.1	2.9	4.6	3.9
Rural .....	3.2	2.3	2.2	2.7	2.2
<b>Percent White, non-Hispanic enrollment</b>					
96 percent or more .....	5.3	5.4	4.0	6.1	3.7
81 to 95 percent .....	2.9	2.2	2.2	3.2	2.4
51 to 80 percent .....	2.7	2.2	2.8	2.7	2.4
50 percent or less .....	2.5	1.8	2.3	2.5	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-5. Standard errors for Table 5: The percent of public schools with one or more full-time or part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school	Total	Full time at the school	Only part time at the school
<b>All public schools .....</b>	1.5	1.1	1.2	1.1	1.0	0.5	1.3	0.8	1.2	0.8	0.3	0.9
<b>Instructional level</b>												
Elementary .....	2.2	1.5	1.7	1.4	1.3	0.8	1.9	0.9	1.8	1.2	0.4	1.2
Middle .....	2.1	2.2	2.2	2.1	2.0	1.2	2.4	2.0	2.0	1.6	0.7	1.4
High school/combined .....	2.4	2.3	2.0	1.9	1.7	1.0	2.4	2.2	1.8	1.6	1.0	1.3
<b>Enrollment size</b>												
Less than 300 .....	3.1	1.7	2.8	1.6	1.0	1.2	2.6	1.3	2.2	2.3	†	2.3
300 to 499 .....	2.9	2.1	2.3	2.0	1.8	0.9	2.5	1.4	2.2	1.7	0.7	1.7
500 to 999 .....	2.4	1.8	1.9	1.9	1.6	1.1	2.2	1.3	1.9	1.4	0.6	1.2
1,000 or more .....	2.3	2.7	2.1	2.9	3.2	1.1	2.8	2.8	2.4	1.7	1.3	1.3
<b>Community type</b>												
City .....	3.1	2.7	2.1	2.9	2.7	1.4	2.6	1.7	2.2	1.9	1.1	1.7
Suburban .....	2.7	2.0	2.2	2.3	1.9	1.4	2.4	1.2	2.2	1.7	0.5	1.7
Town .....	4.1	2.6	3.9	1.9	1.6	1.1	4.0	2.5	3.7	2.3	†	2.3
Rural .....	2.3	1.4	2.3	1.2	1.0	0.6	1.8	1.1	1.7	1.7	0.5	1.7
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	5.4	2.7	5.4	1.5	†	†	5.0	2.7	4.6	4.5	†	4.5
81 to 95 percent .....	2.9	1.7	2.4	1.5	1.2	0.9	2.4	1.2	1.9	1.6	†	1.6
51 to 80 percent .....	3.3	2.3	2.5	1.7	1.5	0.8	2.9	1.9	2.3	1.5	0.8	1.4
50 percent or less .....	2.2	2.1	1.7	2.2	2.1	1.2	2.0	1.2	1.9	1.6	0.8	1.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-6. Standard errors for Table 6: The total number of public schools, and the number of full-time and part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Total number of schools	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
		Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school
<b>All public schools .....</b>	840	3,302	2,367	2,144	2,302	2,043	917	1,418	1,028	1,049	1,275	389	1,253
<b>Instructional level</b>													
Elementary .....	795	2,365	1,097	2,061	1,129	879	691	1,093	478	1,011	1,133	200	1,136
Middle .....	246	846	726	625	708	580	397	513	400	403	324	132	297
High school/combined .....	333	2,355	1,989	926	1,849	1,653	612	909	875	432	528	325	427
<b>Enrollment size</b>													
Less than 300 .....	1,543	1,546	794	1,209	763	†	259	631	296	510	744	†	734
300 to 499 .....	1,251	1,918	1,223	1,234	924	740	473	1,040	763	654	867	266	859
500 to 999 .....	954	2,394	1,433	1,461	1,562	1,228	752	936	458	748	696	217	594
1,000 or more .....	301	1,877	1,479	665	1,569	1,391	488	545	446	320	317	170	272
<b>Community type</b>													
City .....	574	2,598	1,959	1,437	1,713	1,558	493	1,026	844	627	819	356	757
Suburban .....	630	1,893	1,202	1,286	1,552	1,189	783	666	298	613	834	139	828
Town .....	751	991	502	809	398	320	153	543	291	477	508	†	498
Rural .....	1,027	1,202	751	929	804	677	376	648	329	575	539	150	536
<b>Percent White, non-Hispanic enrollment</b>													
96 percent or more .....	916	742	255	684	313	†	†	398	197	355	412	†	403
81 to 95 percent .....	1,132	1,157	585	898	675	436	423	589	261	506	439	†	442
51 to 80 percent .....	1,292	2,004	1,246	1,364	1,337	1,073	517	795	397	634	842	197	834
50 percent or less .....	1,124	3,042	2,226	1,737	2,130	1,915	726	1,081	835	754	989	354	945

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table A-7. Standard errors for Table 7: Across all public schools, number of students per full-time and part-time security personnel present at school at least once a week, by type of personnel and school characteristics: School year 2013–14**

School characteristic	Security guards, security personnel, School Resource Officers, or sworn law enforcement officers who are not School Resource Officers			Security guards or security personnel (not law enforcement)			School Resource Officers			Sworn law enforcement officers who are not School Resource Officers		
	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school	Total	Full time at the school	Part time at the school
<b>All public schools .....</b>	24	54	80	75	116	509	71	242	188	375	2,857	577
<b>Instructional level</b>												
Elementary .....	95	481	172	414	857	1,753	252	2,982	364	724	†	832
Middle .....	26	76	92	137	232	845	66	223	212	714	9,019	1,014
High school/combined .....	20	32	120	49	64	585	90	192	443	367	1,561	807
<b>Enrollment size</b>												
Less than 300 .....	106	709	182	†	†	2,496	277	1,742	464	473	†	562
300 to 499 .....	66	255	137	347	569	2,420	231	1,372	381	484	6,354	705
500 to 999 .....	56	160	120	217	416	890	113	415	236	855	5,260	1,228
1,000 or more .....	26	34	207	55	68	765	81	133	800	1,204	4,510	2,849
<b>Community type</b>												
City .....	44	63	360	102	127	1,357	172	368	860	868	1,981	2,799
Suburban .....	39	86	123	98	157	534	150	371	412	1,140	12,728	1,508
Town .....	68	264	157	694	1,059	3,871	122	529	301	763	†	868
Rural .....	47	169	113	375	669	1,959	99	349	253	542	13,728	695
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	100	977	163	†	†	†	267	1,913	486	646	†	726
81 to 95 percent .....	65	259	132	341	684	1,270	164	593	351	729	†	786
51 to 80 percent .....	50	120	174	260	350	2,204	105	273	306	968	7,964	1,466
50 percent or less.....	30	52	164	66	96	577	122	350	427	723	2,288	1,673

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table A-8. Standard errors for Table 8: The percent of public schools with one or more full-time or part-time security personnel present at school at least once a week, and among those schools, the percent with security personnel participating in various activities at the school, by school characteristics: School year 2013–14**

School characteristic	Have security personnel at least once a week	Of schools with security personnel, percent where officers participate in:							
		Security enforcement and patrol	Maintaining school discipline	Coordinating with local police and emergency team(s)	Identifying problems in the school and proactively seeking solutions	Training teachers and staff in school safety or crime prevention	Mentoring students	Teaching law-related education course or training students	
<b>All public schools</b> .....	1.5	1.4	2.2	1.7	1.6	2.2	1.9	1.9	
<b>Instructional level</b>									
Elementary .....	2.2	3.1	5.2	3.5	3.6	4.2	4.2	3.8	
Middle .....	2.1	1.7	2.6	2.1	1.8	3.1	2.5	3.3	
High school/combined .....	2.4	1.2	2.4	1.4	2.2	2.8	2.4	2.6	
<b>Enrollment size</b>									
Less than 300 .....	3.1	6.4	8.0	5.4	5.3	7.5	8.7	7.9	
300 to 499 .....	2.9	3.6	4.7	3.6	3.9	4.5	4.5	4.0	
500 to 999 .....	2.4	1.8	2.8	2.3	2.0	3.3	3.0	2.8	
1,000 or more .....	2.3	1.2	2.4	1.4	2.0	3.2	2.8	2.9	
<b>Community type</b>									
City .....	3.1	3.1	3.8	3.2	3.1	3.7	3.4	2.9	
Suburban .....	2.7	2.3	3.5	2.7	2.8	3.9	3.6	3.9	
Town .....	4.1	4.7	5.5	3.0	3.4	5.2	5.2	5.2	
Rural .....	2.3	2.4	4.0	2.9	2.8	4.5	4.3	4.2	
<b>Percent White, non-Hispanic enrollment</b>									
96 percent or more .....	5.4	7.8	9.4	5.3	5.5	8.7	10.9	10.2	
81 to 95 percent .....	2.9	3.1	4.2	3.7	3.8	4.3	4.5	4.2	
51 to 80 percent .....	3.3	2.4	3.3	2.1	2.3	4.2	3.6	3.8	
50 percent or less .....	2.2	2.0	3.2	2.6	2.4	3.2	3.0	3.0	

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-9. Standard errors for Table 9: The percentage distribution of public schools reporting how often various discipline problems occurred at school, by school characteristics: School year 2013–14**

School characteristic	Student racial/ethnic tensions happen:			Student bullying happens:			Student sexual harassment of other students happens:			Student harassment of other students for sexual orientation or gender identity happens:		
	At least once a month	On occasion	Never	At least once a month	On occasion	Never	At least once a month	On occasion	Never	At least once a month	On occasion	Never
<b>All public schools</b> .....	0.5	1.5	1.6	1.5	1.6	0.5	0.6	1.6	1.6	0.4	1.5	1.5
<b>Instructional level</b>												
Elementary .....	0.9	2.5	2.5	2.2	2.2	0.8	0.8	2.5	2.5	0.5	2.1	2.2
Middle .....	1.2	2.3	2.2	2.6	2.6	†	1.4	2.1	1.9	1.5	2.8	2.7
High school/combined .....	0.9	2.2	2.1	2.4	2.5	0.7	1.1	2.3	2.1	0.9	2.5	2.4
<b>Enrollment size</b>												
Less than 300 .....	†	3.8	3.9	3.8	4.0	†	†	3.7	4.0	†	3.9	3.9
300 to 499 .....	1.4	3.2	3.2	3.2	3.2	0.9	1.2	3.1	3.3	0.8	2.8	2.8
500 to 999 .....	1.1	2.4	2.4	2.2	2.3	0.8	0.8	2.4	2.2	0.7	2.1	2.0
1,000 or more .....	1.5	2.5	2.1	2.8	2.8	†	1.9	2.9	2.3	1.7	3.1	2.7
<b>Community type</b>												
City .....	1.5	3.3	3.1	3.1	3.2	1.1	1.3	3.0	3.1	0.7	2.8	2.8
Suburban .....	1.3	3.1	3.1	2.7	2.9	†	0.8	2.9	2.8	0.8	2.7	2.8
Town .....	1.6	4.2	4.2	3.8	3.9	†	1.8	4.3	4.1	1.0	3.8	3.7
Rural .....	0.8	2.9	2.8	2.8	2.8	†	1.1	2.6	2.6	0.9	2.4	2.4
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	†	5.5	5.5	5.7	6.4	†	†	6.4	6.5	1.7	5.5	5.6
81 to 95 percent .....	0.7	3.0	3.0	3.1	3.1	0.7	1.0	2.9	3.1	0.7	3.1	3.1
51 to 80 percent .....	1.3	2.7	2.7	3.0	3.0	1.1	1.6	2.7	3.1	1.1	3.1	3.2
50 percent or less .....	1.1	2.8	2.9	2.3	2.3	0.8	0.8	2.7	2.7	0.7	2.7	2.8

See notes at end of table.

**Table A-9. Standard errors for Table 9: The percentage distribution of public schools reporting how often various discipline problems occurred at school, by school characteristics: School year 2013–14—Continued**

School characteristic	Widespread disorder in classrooms happens:			Student verbal abuse of teachers happens:			Student acts of disrespect for teachers other than verbal abuse happens:		
	At least once a month	On occasion	Never	At least once a month	On occasion	Never	At least once a month	On occasion	Never
<b>All public schools</b> .....	0.6	1.3	1.3	0.8	1.4	1.5	1.1	1.6	1.4
<b>Instructional level</b>									
Elementary .....	0.9	2.0	2.1	1.2	2.2	2.4	1.6	2.2	2.2
Middle .....	1.2	2.4	2.4	1.6	2.7	2.2	2.3	2.8	2.3
High school/combined .....	1.1	2.4	2.4	1.8	2.4	2.0	2.1	2.6	2.2
<b>Enrollment size</b>									
Less than 300 .....	†	3.3	3.4	1.5	4.0	4.2	2.2	4.1	4.1
300 to 499 .....	1.5	2.8	2.9	1.8	3.2	3.0	2.3	3.0	2.9
500 to 999 .....	1.0	1.9	2.1	1.4	2.2	2.2	1.8	2.4	2.0
1,000 or more .....	1.0	2.9	2.8	2.1	2.7	2.4	3.1	3.0	2.4
<b>Community type</b>									
City .....	1.7	2.9	3.2	2.0	3.0	2.9	2.2	3.2	3.0
Suburban .....	1.3	2.8	2.9	1.7	2.8	2.5	2.3	2.9	2.4
Town .....	1.6	3.2	3.5	2.2	3.8	4.0	3.6	4.1	3.5
Rural .....	0.9	2.4	2.5	1.2	2.8	2.8	1.5	2.7	2.6
<b>Percent White, non-Hispanic enrollment</b>									
96 percent or more .....	†	4.5	4.9	†	6.0	6.1	3.4	5.7	5.4
81 to 95 percent .....	1.0	2.5	2.8	1.1	3.2	3.2	1.5	3.1	3.0
51 to 80 percent .....	1.3	2.6	2.7	1.7	3.2	2.9	2.2	2.8	2.5
50 percent or less .....	1.1	2.1	2.2	1.6	2.2	2.3	2.2	2.7	2.3

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.

**Table A-10. Standard errors for Table 10: The total number of schools, and the number and percent of public schools reporting violent and serious violent incidents that occurred at school, the number of those incidents, and the rate of incidents per 1,000 students, by school characteristics: School year 2013–14**

School characteristic	Total number of schools	All violent incidents				Serious violent incidents			
		Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
<b>All public schools</b> .....	840	1,318	1.5	48,537	1.05	826	1.0	2,726	0.06
<b>Instructional level</b>									
Elementary .....	795	1,192	2.2	43,532	1.86	620	1.3	1,248	0.05
Middle .....	246	354	1.9	15,047	1.57	315	1.9	1,151	0.12
High school/combined .....	333	494	2.5	15,680	1.06	342	1.8	1,960	0.13
<b>Enrollment size</b>									
Less than 300 .....	1,543	1,248	4.2	15,005	3.79	530	2.6	717	0.20
300 to 499 .....	1,251	1,077	2.8	38,452	3.75	481	1.8	1,094	0.10
500 to 999 .....	954	924	2.0	24,815	1.13	495	1.6	2,285	0.11
1,000 or more .....	301	275	2.2	12,859	0.91	228	2.6	898	0.07
<b>Community type</b>									
City .....	574	685	3.0	39,832	2.89	477	2.3	2,008	0.15
Suburban .....	630	768	3.1	20,142	1.22	377	1.6	1,012	0.06
Town .....	751	673	3.5	12,541	2.03	395	3.5	1,035	0.18
Rural .....	1,027	997	3.2	16,785	1.32	444	1.5	843	0.07
<b>Percent White, non-Hispanic enrollment</b>									
96 percent or more .....	916	619	5.8	4,915	1.46	178	2.4	240	0.09
81 to 95 percent .....	1,132	921	3.5	10,324	0.92	404	1.8	1,080	0.10
51 to 80 percent .....	1,292	923	2.8	15,544	1.00	464	2.1	1,025	0.07
50 percent or less .....	1,124	993	2.3	44,494	2.16	526	1.6	2,169	0.11

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "School Safety and Discipline: 2013–14," FRSS 106, 2014.



**Table A-11. Standard errors for Table 11: The number and percent of public schools reporting various types of violent incidents that occurred at school, the number of those incidents, and the rate per 1,000 students, by type of incident: School year 2013–14**

Type of incident	Number of schools	Percent of schools	Number of incidents	Rate per 1,000 students
<b>Total violent incidents</b> .....	1,318	1.5	48,537	1.05
Serious violent incidents.....	826	1.0	2,726	0.06
Rape or attempted rape.....	80	†	80	†
Sexual battery other than rape.....	309	0.4	480	†
Robbery with a weapon.....	†	†	†	†
Robbery without a weapon.....	356	0.4	917	0.02
Physical attack or fight with a weapon.....	284	0.3	703	0.01
Threats of physical attack with a weapon.....	648	0.8	1,816	0.04
Physical attack or fight without a weapon.....	1,199	1.4	41,326	0.88
Threats of physical attack without a weapon.....	1,271	1.5	13,818	0.30

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Table A-12. Standard errors for Table 12: The percentage distribution of public schools reporting various numbers of violent and serious violent incidents, by school characteristics: School year 2013–14**

School characteristic	Number of violent incidents							Number of serious violent incidents				
	None	1–2 incidents	3–5 incidents	6–9 incidents	10–14 incidents	15–19 incidents	20 or more incidents	None	1 incident	2 incidents	3–5 incidents	6 or more incidents
<b>All public schools</b> .....	1.5	1.2	1.1	1.0	0.8	0.6	0.9	1.0	0.7	0.5	0.4	0.2
<b>Instructional level</b>												
Elementary .....	2.2	1.9	1.5	1.5	1.1	0.8	1.2	1.3	1.0	0.6	0.5	†
Middle .....	1.9	1.7	2.1	1.8	1.6	1.2	1.7	1.9	1.4	0.9	1.2	0.5
High school/combined .....	2.5	1.6	2.0	1.6	1.5	1.3	1.4	1.8	1.4	1.0	0.8	0.5
<b>Enrollment size</b>												
Less than 300 .....	4.2	3.3	2.6	2.4	1.4	0.9	1.4	2.6	2.3	0.7	†	†
300 to 499 .....	2.8	2.0	2.1	1.7	2.0	1.4	1.7	1.8	1.2	1.0	0.7	†
500 to 999 .....	2.0	1.6	1.7	1.7	1.2	1.0	1.4	1.6	1.0	0.8	0.8	0.4
1,000 or more .....	2.2	2.0	1.7	1.8	2.5	1.8	2.6	2.6	1.7	1.1	1.5	0.8
<b>Community type</b>												
City .....	3.0	2.3	2.0	2.0	1.6	1.5	2.3	2.3	1.6	1.0	1.1	0.5
Suburban .....	3.1	2.1	2.1	1.6	1.5	1.1	1.4	1.6	1.0	1.0	0.8	†
Town .....	3.5	2.8	2.4	3.2	2.4	2.2	2.6	3.5	2.9	1.5	†	1
Rural .....	3.2	2.1	2.2	1.8	1.3	0.6	1.0	1.5	1.2	0.6	0.6	†
<b>Percent White, non-Hispanic enrollment</b>												
96 percent or more .....	5.8	4.2	4.4	3.8	2.3	1.5	1.7	2.4	†	†	†	†
81 to 95 percent .....	3.5	2.4	2.1	2.2	1.4	0.6	1.2	1.8	1.5	0.7	0.6	†
51 to 80 percent .....	2.8	1.9	2.1	1.5	1.6	1.2	1.5	2.1	1.6	0.9	0.9	†
50 percent or less .....	2.3	1.9	1.9	1.5	1.5	1.2	1.7	1.6	1.1	0.9	0.8	0.4

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

**Appendix B**  
**Technical Notes**

# Technical Notes

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## Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,200 to 1,800 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by analysis variables. However, as the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by analysis variables.

## Sample Design

The sample for the FRSS survey of School Safety and Discipline: 2013–14 consisted of approximately 1,600 regular public elementary, middle, and high school/combined schools in the 50 states and the District of Columbia. The nationally representative sample was selected from the 2011–12 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included 50,807 regular elementary schools, 16,536 regular middle schools, and 19,247 regular high school/combined schools. For purposes of this study, “regular” schools included charter schools. Excluded from the sampling frame were schools with a high grade of prekindergarten, kindergarten, or ungraded, schools with zero, missing, or “not applicable” enrollment, along with special education, vocational, and alternative/other schools, and schools outside the 50 states and the District of Columbia. A school was defined as an elementary school if the lowest grade was less than or equal to grade 3 and the highest grade was less than or equal to grade 8. A middle school was defined as having a lowest grade greater than or equal to grade 4 and a highest grade less than or equal to grade 9. All other eligible schools were defined as high school/combined.

The public school sampling frame was stratified by instructional level (elementary, middle, and high school/combined), community type (city, suburban, town, and rural), and enrollment size (less than 300, 300 to 499, 500 to 999, and 1,000 or more) to create 45 primary strata. Within each stratum, schools were sorted by region (Northeast, Midwest, South, and West) and percent White, non-Hispanic enrollment in the school (missing, 96 percent or more, 81 to 95 percent, 51 to 80 percent, and 50 percent or less) prior to selection to induce additional implicit stratification. These variables are defined in more detail in the “Definitions of Analysis Variables” section of these technical notes. Within each primary stratum, schools were selected systematically using sampling rates that depended on the size classification of the school.

## Data Collection and Response Rates

Questionnaires and cover letters were mailed to the principal of each sampled school in February 2014. The letter stated the purpose of the study and requested that the questionnaire be completed by the person most knowledgeable about safety and discipline at the school. Respondents were offered options of completing the survey on paper or online. Telephone follow-up for survey nonresponse and data clarification was initiated in March 2014 and completed in July 2014.

Respondents were asked to respond for the current 2013–14 school year to date. Therefore, if violent incidents occurred in the school between the time that the survey was completed and the end of the school year, information about these incidents is not included in the survey data. This approach is consistent with the approach used on NCES’s School Survey on Crime and Safety (SSOCS), which was last conducted in the 2009–10 school year. One of the goals of the current survey is to allow comparisons to SSOCS data.

Of the approximately 1,600 public schools in the sample, approximately 25 were found to be ineligible because the school was closed or did not meet some other criterion for inclusion in the sample (e.g., was an alternative school). For the eligible schools, an unweighted response rate of 86 percent was obtained for this survey (about 1,350 responding schools divided by the approximately 1,575 eligible schools in the sample). The corresponding weighted response rate using the initial base weights was 85 percent (table B-1). Among the respondents who completed the survey, 62 percent completed it via the Web, 37 percent completed it by paper (sent by mail, fax, or e-mail), and 2 percent completed it by telephone. The final weighted count of responding schools in the survey after nonresponse adjustment represents the estimated universe of eligible public schools in the 50 states and the District of Columbia—approximately 84,100 schools (table B-1).<sup>1</sup>

**Table B-1. Number and percentage of responding public schools in the study sample, and estimated number and percentage of public schools the sample represents, by school characteristics: School year 2013–14**

School characteristic	Respondent sample (unweighted)		National estimate (weighted) <sup>1</sup>	
	Number	Percent	Number	Percent
<b>All public schools</b> .....	<b>1,350</b>	<b>100</b>	<b>84,100</b>	<b>100</b>
<b>Instructional level<sup>2</sup></b>				
Elementary .....	460	34	49,700	59
Middle .....	410	30	16,100	19
High school/combined .....	490	36	18,400	22
<b>Enrollment size</b>				
Less than 300 .....	190	14	19,500	23
300 to 499 .....	310	23	25,400	30
500 to 999 .....	540	40	30,700	37
1,000 or more .....	310	23	8,500	10
<b>Community type</b>				
City .....	340	25	21,100	25
Suburban .....	400	29	23,500	28
Town .....	190	14	10,800	13
Rural .....	430	32	28,600	34
<b>Percent White, non-Hispanic enrollment</b>				
96 percent or more .....	100	7	7,300	9
81 to 95 percent .....	360	27	22,800	27
51 to 80 percent .....	390	29	22,700	27
50 percent or less .....	510	38	31,300	37

<sup>1</sup> Weighted count of responding schools using the final nonresponse-adjusted weights. The weighted count is an estimate of the number of eligible schools in the study universe (see text for definition of the types of schools included in the study).

<sup>2</sup> Elementary schools are defined as schools in which the lowest grade is less than or equal to 3 and the highest grade is less than or equal to 8. Middle schools are defined as schools in which the lowest grade is greater than or equal to 4 and the highest grade is less than or equal to 9. High school/combined schools include high schools defined as schools in which the lowest grade is greater than or equal to 9 and the highest grade is less than or equal to 12, and combined schools defined as those with all other combinations of grades, including K–12.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), “School Safety and Discipline: 2013–14,” FRSS 106, 2014.

<sup>1</sup> For more details about the development of survey weights, see the section of this report on weighting and sampling errors.

## **Imputation for Item Nonresponse**

Cases with missing data were recontacted by telephone to collect the missing information. However, for cases in which this data retrieval was unsuccessful, missing data were imputed. Although item nonresponse was very low (less than 1 percent for any item), missing data were imputed for the 6 items with a response rate of less than 100 percent. The missing items included both numerical data such as the number of violent incidents that occurred at school, as well as categorical data, such as whether the school had a particular safety practice. The missing data were imputed using a “hot-deck” approach to obtain a “donor” school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified (Kalton 1983, pp. 65–104). The matching characteristics included instructional level, enrollment size, community type, region, and percent White, non-Hispanic enrollment in the school. In addition, other relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, the imputed value was simply the corresponding value from the donor school.

## **Data Reliability**

Although the survey on school safety and discipline was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

## **Weighting and Sampling Errors**

The responses were weighted to produce national estimates (table B-1). The weights were designed to reflect the probabilities of selection of the sampled schools and were adjusted for differential unit (questionnaire) nonresponse. The nonresponse weighting adjustments were made within classes defined by instructional level, community type, and enrollment size. Within the final weighting classes, the base weights (i.e., the reciprocal of schools’ probabilities of selection) of the responding schools were inflated by the inverse of the weighted response rate for the class. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

Because the survey data were collected using a complex sampling design, the variances of the estimates from the survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an under- or overestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication (Levy and Lemeshow 1991). A form of jackknife replication referred to as the JK1 method was used to construct the replicates. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 100 stratified subsamples of the full sample were created and then dropped one at a time to define 100 jackknife replicates. Estimates of standard errors can be computed using statistical packages such as SAS or WesVar.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This

is a 95 percent confidence interval. For example, the estimated percent of public schools that control access to school grounds during school hours is 43 percent, and the standard error is 1.5 percent (tables 1 and 1a). The 95 percent confidence interval for the statistic extends from  $[43 - (1.5 \times 1.96)]$  to  $[43 + (1.5 \times 1.96)]$ , or from 40.1 to 45.9 percent. The 1.96 is the appropriate percentile from a standard normal distribution corresponding to a two-sided statistical test at the  $p < .05$  significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Comparisons can be tested for statistical significance at the  $p < .05$  level using Student's  $t$ -statistic to ensure that the differences are larger than those that might be expected due to sampling variation.<sup>2</sup> Student's  $t$  values are computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where  $E_1$  and  $E_2$  are the estimates to be compared and  $se_1$  and  $se_2$  are their corresponding standard errors.

## Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with school-level personnel considered to be the most knowledgeable about safety and discipline at the school. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing, inconsistent, or out-of-range items were recontacted by telephone to resolve problems. Data entered for all surveys received by mail, fax, or telephone were verified to ensure accuracy.

## Definitions of Analysis Variables

Many of the school characteristics described below may be related to each other. For example, school enrollment size and community type are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this First Look report focuses on national estimates and bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

**Instructional level**—Schools were classified according to their grade span in the 2011–12 CCD Public School Universe file, revised based on any updated grade span information obtained during survey collection.

**Elementary school**—lowest grade less than or equal to 3 and highest grade less than or equal to 8; does not include schools with a high grade of prekindergarten or kindergarten

**Middle school**—lowest grade greater than or equal to 4 and highest grade less than or equal to 9

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<sup>2</sup> Comparisons of results in this report to results from the NCES School Survey on Crime and Safety (SSOCS), which was last conducted in the 2009–10 school year (Neiman 2011) may be tested for statistical significance using Student's  $t$ -statistics.

**High school/combined**—includes high schools with lowest grade greater than or equal to 9 and highest grade less than or equal to 12, and combined schools with all other combinations of grades, including K–12

**Enrollment size**—This variable indicates the total number of students enrolled in the school based on data from the 2011–12 CCD Public School Universe file. The variable was collapsed into the following categories:

**Less than 300 students**

**300 to 499 students**

**500 to 999 students**

**1,000 or more students**

**Community type**—This variable indicates the type of community in which the school is located, as defined in the 2011–12 CCD Public School Universe file. These codes are based on the location of school buildings. The urban-centric locale codes are assigned through a methodology developed by the U.S. Census Bureau’s Population Division in 2005. This classification system has four major locale categories—city, suburban, town, and rural—each of which is subdivided into three subcategories. This variable was based on the 12-category urban-centric locale variable from CCD and collapsed into the four categories below.

**City**—Territory inside an urbanized area and inside a principal city

**Suburban**—Territory outside a principal city and inside an urbanized area

**Town**—Territory inside an urban cluster

**Rural**—Territory outside an urbanized area and outside an urban cluster

**Percent White, non-Hispanic enrollment**—This variable indicates the percentage of White, non-Hispanic students enrolled in the school based on data in the 2011–12 CCD Public School Universe file. The variable was collapsed into the following categories based on percentages rounded to whole numbers:

**96 percent or more**

**81 to 95 percent**

**51 to 80 percent**

**50 percent or less**

## Definitions of Terms Used in This Survey

The following definitions were provided to respondents in the questionnaire.

**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.

**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. *(For this survey, you will be asked to report incidents of robbery, but not theft/larceny).*

**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.

**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.  
*(For this survey, you will be asked to report incidents of robbery, but not theft/larceny).*

**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.

## Contact Information

For more information about the survey, contact John Ralph, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006; e-mail: [john.ralph@ed.gov](mailto:john.ralph@ed.gov); telephone: (202) 502-7441.

**Appendix C**  
**Questionnaire**

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS  
WASHINGTON, D.C. 20006-5651

**SCHOOL SAFETY AND DISCIPLINE: 2013-14**

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED  
O.M.B. No.: 1850-0733  
EXPIRATION DATE: 05/2015

This survey is authorized by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9543). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Education Sciences Reform Act of 2002, 20 U.S.C. § 9573).

- **This survey is designed to be completed by the person(s) most knowledgeable about safety and discipline at your school.**
- **Please respond for the current 2013-14 school year to date.**
- **Please use the definitions on the Instructions and Definitions Page for words that appear in the questionnaire bolded and marked by an asterisk.**

IF ABOVE **SCHOOL** INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

**Grades taught at this school: Low grade taught \_\_\_\_\_ High grade taught \_\_\_\_\_**

Name of person completing this form: \_\_\_\_\_

Title/position: \_\_\_\_\_

Telephone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Best days and times to reach you (in case of questions): \_\_\_\_\_

**THANK YOU. PLEASE KEEP A COPY OF THIS SURVEY FOR YOUR RECORDS.**

**PLEASE RETURN COMPLETED FORM TO:**

**Mail:** Cindy Gray (6197-0102-02)  
Westat  
1600 Research Boulevard  
Rockville, Maryland 20850-3195  
**Fax:** 800-254-0984

**IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:**

Cindy Gray at Westat  
800-937-8281, Ext. 4336 or 301-251-4336  
E-mail: SafetySurvey@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

FRSS Form No. 106, 02/2014

## Instructions and Definitions Page

- Please respond for the current 2013–14 school year to date.
- 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.

**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. **For this survey, you will be asked to report incidents of robbery, but not theft/larceny).**

**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.

**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. **(For this survey, you will be asked to report incidents of robbery, but not theft/larceny).**

**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.

1. During the 2013–14 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. Indicate yes or no for each item.)

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

2. During the 2013–14 school year, did your school or school district provide any of the following for classroom teachers or aides? (Indicate yes or no for each item.)

	Yes	No
a. Training in classroom management for teachers.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Training in school-wide discipline policies and practices related to <b>violence*</b> .....	<input type="checkbox"/>	<input type="checkbox"/>
c. Training in school-wide discipline policies and practices related to bullying .....	<input type="checkbox"/>	<input type="checkbox"/>
d. Training in school-wide discipline policies and practices related to alcohol and/or drug use.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Training in safety procedures (e.g., how to handle emergencies) .....	<input type="checkbox"/>	<input type="checkbox"/>
f. Training in recognizing early warning signs of students likely to exhibit violent behavior .....	<input type="checkbox"/>	<input type="checkbox"/>
g. Training in recognizing physical, social, and verbal bullying behaviors.....	<input type="checkbox"/>	<input type="checkbox"/>
h. Training in recognizing signs of students using/abusing alcohol and/or drugs.....	<input type="checkbox"/>	<input type="checkbox"/>
i. Training in positive behavioral intervention strategies .....	<input type="checkbox"/>	<input type="checkbox"/>
j. Training in crisis prevention and intervention.....	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate in **part 1** whether your school has a written plan that describes procedures to be performed in the following crises. For items a–e, if your school has a written plan, please indicate in **part 2** whether your school drilled students on the use of this plan during the 2013–14 school year.

Crisis	Part 1. Have a written plan?		Part 2. If "Yes," have you drilled students on the plan this school year?	
	Yes	No	Yes	No
a. Shootings/Active shooters	Yes	No	Yes	No
b. Natural disasters (e.g., earthquakes or tornadoes)	Yes	No	Yes	No
c. Hostages	Yes	No	Yes	No
d. Bomb threats or incidents	Yes	No	Yes	No
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	Yes	No	Yes	No
f. Suicide threat or incident	Yes	No		
g. An "imminent threat alert" is issued by the Department of Homeland Security's National Terrorism Advisory System	Yes	No		
h. Pandemic flu	Yes	No		

4. During the 2013–14 school year, did you have any security guards, security personnel, or sworn law enforcement officers present **at your school\*** at least once a week?

Yes  (Continue with question 5.)      No  (Skip to question 7.)

5. 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, count this officer as "part time **at your school.\***" Please answer all items. If none, check the "None" box.)

Type of personnel (Answer all items. If none, check the "None" box)	Number at your school*
a. Security guards or security personnel (not law enforcement)	
i. Full time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None
ii. Part time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None
b. School Resource Officers (Include all career law enforcement officers with arrest authority, specialized training, and are assigned to work with school organizations.)	
i. Full time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None
ii. Part time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None
c. Sworn law enforcement officers who are not School Resource Officers	
i. Full time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None
ii. Part time <b>at your school*</b> .....	_____ or <input type="checkbox"/> None

6. Did these security guards, security personnel, or sworn law enforcement officers participate in the following activities **at your school\*?** (Indicate yes or no for each item.)

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

Please refer to the Instructions and Definitions Page for words in bold and marked by an asterisk.

7. To the best of your knowledge, how often do the following types of problems occur **at your school**\*? (Check one box on each line.)

Problem	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial/ethnic tensions .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student bullying .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student <b>sexual harassment</b> * of other students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student harassment of other students based on sexual orientation or gender identity (i.e., lesbian, gay, bisexual, transgender, questioning).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Widespread disorder in classrooms.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student verbal abuse of teachers .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student acts of disrespect for teachers other than verbal abuse .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. During the 2013–14 school year, have any of your school’s students, faculty, or staff died as a result of a homicide committed **at your school**\*?

Yes  No

9. Record the number of incidents that occurred **at school**\* during the 2013–14 school year for the offenses listed below.

Please provide information on:

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

Please answer all items. If none, check the “None” box.

Type of incident	Total number of recorded incidents
a. <b>Rape</b> * or attempted <b>rape</b> * .....	_____ or <input type="checkbox"/> None
b. <b>Sexual battery</b> * other than <b>rape</b> * (include threatened <b>rape</b> *).....	_____ or <input type="checkbox"/> None
c. <b>Robbery</b> * (Report <b>robbery</b> ,* which is taking things by force or threat. Do <u>not</u> report <b>theft</b> ,* which is taking things <u>without</u> personal confrontation.)	
i. With a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None
ii. Without a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None
d. <b>Physical attack or fight</b> *	
i. With a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None
ii. Without a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None
e. Threats of <b>physical attack</b> *	
i. With a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None
ii. Without a <b>weapon</b> * .....	_____ or <input type="checkbox"/> None