



School Survey on Crime and Safety: 2003-04

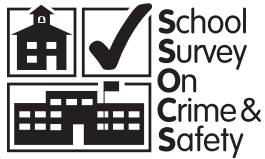


Data File User's Manual

U.S. Department of Education
Institute of Education Sciences
NCES 2007-335



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December 2006

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1. Introduction

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the United States Department of Education (ED). SSOCS collects extensive crime and safety data from principals and school administrators of public schools in America. Data from this collection can be used to correlate school characteristics with violent and serious violent crimes in American schools. Furthermore, data from SSOCS can be used to assess what school programs, practices, and policies are used by schools in their efforts to prevent crime. SSOCS has been conducted three times, in school years 1999–2000, 2003–04, and 2005–06.

The 2003–04 School Survey on Crime and Safety (SSOCS:2004) was developed by the National Center for Education Statistics (NCES) and conducted by Abt Associates Inc. Funding for the survey was provided by the Office of Safe and Drug Free Schools. Questionnaire packets were mailed to 3,743 public primary, middle, high, and combined schools. A total of 2,772 public schools submitted usable questionnaires for a weighted response rate of 77.2 percent. Data were collected from March 1, 2004 to June 4, 2004.

This manual documents the restricted-use and public-use data files for SSOCS:2004 and serves as a guide for users of SSOCS:2004 data. Users will find that this manual offers comprehensive information about the purpose of the study, the data collection instrument, the sample, and the data collection and data processing procedures. In a departure from the 1999–2000 School Survey on Crime and Safety (SSOCS:2000) Data File User’s Manual, this document combines restricted and public-use manuals in a single document. This change was implemented to aid the data user and streamline the data file documentation. The discussion of restricted-use-only variables distinguishes them from public-use variables with the notation “/R” at the end of the variable name.¹

1.1 Background of Study

While school safety has always been a major concern for educators, researchers, and policymakers, it gained national attention in the aftermath of several school shootings in the late 1990s. Although the federal government had collected crime and safety data for several decades, these events highlighted a need for a survey that would build upon prior crime and school safety surveys² while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was established by NCES in response to this need, specifically addressing safety in and around American public schools.

To date, SSOCS is the only periodic survey that collects detailed national information on crime and safety from the perspective of schools. The national estimates of school crime and safety that

¹ Six sections in this Data File User’s Manual discuss variables specific to the restricted-use file: Questionnaire Item Variables (5.4), Composite Variables (5.6), Sampling Frame Variables (5.7), Data Considerations and Anomalies (6), Detailed Item Response Rates (appendix D), and the Variable List (appendix E).

² The two prior surveys on school crime and safety sponsored by the Department of Education were the Safe Schools Study, conducted in the late 1970s, and the Principal/School Disciplinarian Survey on School Violence, conducted through the Fast Response Survey System (FRSS) in 1997.

SSOCS provides assist ED in fulfilling goal 3.1 of its Strategic Goals and Objectives: to ensure that our nation's schools are safe and drug-free and students are free of alcohol, tobacco, and other drugs. On a broader scale, SSOCS data also aid ED in meeting the universal student achievement and character goals of *No Child Left Behind*, which cannot be fully realized without orderly and supportive learning environments.

1.2 Instrument Development

A Technical Review Panel (TRP) composed of national experts on school crime and school programs relating to crime and safety assisted in the development of the SSOCS:2004 instrument. Panel members reviewed the SSOCS:2000 instrument in the context of their professional experience and provided suggestions on (1) how to improve existing items and (2) additional topics that should be covered in 2004. While SSOCS:2004 was expanded to include the panel's suggestions, many of the items are similar across the 2004 and 2000 instruments (see section 1.3 for an expanded discussion on the differences between the SSOCS:2004 and SSOCS:2000 instruments).

The questionnaire was modified in response to the recommendations of the TRP and comments from public and private school administrators³ were collected via cognitive interviews using a shortened version of the instrument. In total, nine administrators from schools varying in locale, level, and district were recruited from Washington, DC; Virginia; Maryland; Illinois; Massachusetts; and Connecticut. Participants completed a survey designed to identify potential issues with wording, formatting, and content. Participants also responded to a series of scripted questions related to the survey items that tested the clarity of terms, the appropriateness of response options, and overall ease in responding to specific survey questions. Interviews were conducted at the schools and varied in length from 1 to 2 hours. Participants received a \$50 honorarium for their time and feedback.

After the questionnaire was modified based on the results of the cognitive interview, seven site visits were completed to determine how schools record crime data (i.e., the format and layout of the data) and the amount of time it takes to obtain the appropriate data. As with the cognitive interviews, administrators were recruited from schools varying in locale, level, and district and were asked to complete a shortened version of the questionnaire. Interviews were conducted at the schools and varied in length from 1 to 3 hours. Participants received a \$100 honorarium for their time and feedback.

To test the wording and format of the questionnaire and to find out how long it took for respondents to complete the SSOCS:2004 instrument in its entirety, a total of eight debriefing interviews were completed. Unlike the cognitive interviews and site visits, the respondents were administrators from public schools only. Principals were asked to complete the survey as if they had received the survey request in the mail, recording the total amount of time it took them to complete the survey. Telephone interviewers then contacted these principals and asked about the amount of time it took to complete the questionnaire, who and what information was needed to respond to the items, whether the questions were clear, the use and clarity of the provided

³ Recruitment focused on principals. If the principal stated that the assistant principal was the most appropriate person to talk to regarding the survey, the assistant principal was contacted.

definitions, whether the reminder phone calls and emails were appropriate, what incentives might have appealed to them, and any recommendations for changing the survey. The interviews were taped for note-taking purposes. Participants in the debriefing survey did not receive an honorarium.

Based on the results of the cognitive interviews, a number of items were revised to yield the final SSOCS:2004 instrument. Modifications focused on formatting, unclear terms and definitions, the units for numerical responses, and the length of the questionnaire.

1.3 Survey Topics

While some re-labeling of sections occurred between SSOCS:2000 and SSOCS:2004, the changes were rarely substantive. SSOCS:2004 retained two of the six sections addressed in SSOCS:2000, renamed the remaining four sections, and added two new sections. The sections labeled “Disciplinary Problems” and “School Characteristics” remained constant from SSOCS:2000 to SSOCS:2004. While virtually unchanged, the SSOCS:2000 sections “Characteristics of School Policies,” “School Violence Prevention Programs and Practices,” were relabeled “School Practices and Programs” and “Parent and Community Involvement at School,” respectively. The SSOCS:2000 section labeled “Frequency of Other Incidents at Schools” was relabeled “Number of Incidents” for SSOCS:2004, and the SSOCS:2000 section “Violent Deaths at School” was relabeled “Frequency of Crime and Violence at School.” The sections labeled “Teacher Training” and “Limitations of Crime Prevention” are new to SSOCS:2004. A more detailed description of each section is presented below. In addition, appendix A contains the specific research questions addressed in the survey, and appendix B contains the questionnaire.

1.3.1 School Practices and Programs

The first section of SSOCS:2004, entitled “School Practices and Programs,” addresses current school practices and programs relating to crime and discipline. Numerous practices and programs are included in this section to inform procedures by which schools attempt to prevent and reduce crime, disorder, and violence, as well as procedures to ensure the most effective response to a myriad of potential on-campus crises. Although the data are not intended to be used to evaluate the state of national school practices, the variables detailed in this section arguably present a foundation from which policymakers and researchers can begin to understand environments in which crime occurs and may be used as a catalyst for influencing safer schools.

1.3.2 Parent and Community Involvement at School

The second section, “Parent and Community Involvement at School,” seeks to collect information about efforts on behalf of schools to involve parents in maintaining school discipline and in responding to student problem behaviors. It also addresses the level of parent or guardian participation in school-related activities. This section additionally seeks to inform the extent to which community groups and related organizations and agencies are involved in schools’ efforts to promote safe schools, including juvenile justice agencies, social service agencies, and religious organizations. Finally, this section includes questions relating to the presence of law enforcement officers, security guards, and security personnel. These questions attempt to derive

how characteristics of their roles impact levels of crime recognizing the potential impact of the presence of these specific reinforcements on student offending and victimization.

1.3.3 Teacher Training

The third section, entitled “Teacher Training,” asks respondents about training provided by the school or school district for classroom teachers or aides. Topics addressed include classroom management, school-wide discipline policies and practices related to violence, safety procedures, and the identification of potentially violent students and those that are using illegal substances. This section also inquires about training for positive behavioral intervention strategies. A school’s use of such profiles may affect school-wide levels of discipline, yet also serve to achieve prevention through student-specific targeted interventions.

1.3.4 Limitations on Crime Prevention

The fourth section of SSOCS:2004, entitled “Limitations on Crime Prevention,” asks respondents whether their efforts to reduce or prevent crime have been constrained by any factors related to teachers, parents, students, or administrative policies. Such limitations include inadequate teacher training or lack of teacher support for school policies, likelihood of complaints from parents, fear of student retaliation, and federal, state, or district policies on discipline and safety. The data from this section can be used to determine whether these limitations are indeed correlated with school crime.

1.3.5 Frequency of Crime and Violence at School

The fifth section of SSOCS:2004, entitled “Frequency of Crime and Violence at School,” focuses on the incidence of homicides and shootings that occur at school. Fortunately, incidents of this type are rare; therefore estimates based on these measures will not be reported. While these crimes receive substantial attention from the media, Noguera (1995) provides evidence that schools are typically much safer than their surrounding communities.

1.3.6 Number of Incidents

The sixth section, “Number of Incidents,” asks respondents about the frequency of a range of serious criminal incidents recorded as occurring on their school campuses. It is important to note that this section refers to specific incidents, not the number of victims or offenders, and the respondent was asked to include recorded incidents committed by both students and non-students. In addition to the total number of recorded incidents, respondents were asked to report how many of the recorded incidents were reported to the police. The criminal incidents this section discusses include rape, robbery, physical attack, theft, possession of a weapon, alcohol or illegal drugs, and vandalism. It also asks for the number of hate and gang-related crimes, as well as the number of disruptions such as death or bomb threats, and chemical, biological, or radiological threats.

1.3.7 Disciplinary Problems and Actions

Research has shown that a school's inability to control minor infractions may be indicative of a crime-prone school environment (Miller 2003). The seventh section of SSOCS:2004, entitled "Disciplinary Problems and Actions," asks about the degree to which schools face such disciplinary problems and their response. School administrators were asked about use of disciplinary actions, such as removals from school, transfers, and out-of-school suspensions and whether the actions were used at the school during the 2003–04 school year. The data provided by this section will be helpful in assessing the impact of schools' control of lesser violations, as well as providing another measure of the disciplinary measures used in U.S. schools.

1.3.8 School Characteristics

The eighth section of SSOCS:2004, entitled "School Characteristics," asks respondents about the structural characteristics of the school campus and features of the student body. Variables include total enrollment, English proficiency, percentage of students eligible for free or reduced-price lunch, full- and part-time staffing for regular and special education students and students in need of mental health services, and the number of student transfers in and out of their particular school. Correlating these characteristics with incidence of crime and safety practices will assist in developing targeted efforts to address the specific needs of schools.

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2. Sample Design and Implementation

2.1 Sampling Frame

The sampling frame for SSOCS:2004 was constructed from the public school universe file created for the 2003–04 Schools and Staffing Survey (SASS). The SASS frame was derived from the 2001–02 NCES Common Core of Data (CCD) Public School Universe file. The CCD is an annual national database of all public K–12 schools and school districts. Certain types of schools are excluded from the CCD Public School Universe File in order to meet the sampling needs of SASS, including those in the outlying U.S. territories,⁴ overseas Department of Defense schools, newly closed schools, home schools, and schools with high grades of kindergarten or lower. Additional schools are then excluded from the SASS frame to meet the sampling needs of SSOCS, including local education agencies that appear to be schools and “intermediate units”⁵ in California and Pennsylvania.

2.2 Sample Design

The objective of the sample design in 2003–04 was two-fold: to obtain overall cross-sectional and sub-group estimates of important indicators of school crime and safety and to have precise estimates of change in various characteristics relating to crime between the 1999–2000 and 2003–04 SSOCS administrations. To attain these objectives, a stratified sample of 3,743 regular public schools was drawn for SSOCS:2004.⁶ The same general sampling design used for SSOCS:2000 was adopted for the selection of schools in SSOCS:2004 with regard to the stratification variables, the number of strata, the method of sample allocation, and the sorting of variables before selection. However, there was no attempt to minimize overlap between SSOCS samples and other NCES survey samples in SSOCS:2004, as was done during the 2000 administration.⁷ Adopting the same basic design increases the precision of the estimates of change. For sample allocation and sample selection purposes, strata were defined by crossing instructional level, type of locale, and enrollment size. In addition, minority status and region were used as implicit stratification variables by sorting schools by these variables within each stratum before sample selection. The three explicit and two implicit stratification variables have been shown to be related to school crime and thus create meaningful strata for this survey.

The same design was used to allocate sample across strata for both administrations of the SSOCS survey, but the calculation of the total initial sample differed. Without the experience of prior administrations of the survey, stratum response rates had to be estimated for SSOCS:2000 when

⁴ “U.S. outlying areas” include the following: America Samoa, Guam, Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

⁵ According to the SASS documentation, these are generally schools specializing in special education, alternative education, or juvenile halls. In the SASS frame, these schools are missing data on school type, and so they will be excluded naturally when the subset of the data includes only regular schools.

⁶ For SSOCS:2000, a stratified sample of 3,366 public schools was selected. “Regular schools” does not include charter schools, schools that have partial or total magnet programs, and other schools that were specified by the respondent.

⁷ Selecting a sample that avoids any overlap or minimizes overlap would have unnecessarily complicated the sampling design and would have required complex computations of probabilities prior to sample selection as well as complex weighting after data collection. Moreover, minimizing overlap leads to changes to the probabilities of selection that would have resulted under a design without the constraint of minimization of overlap. Finally, the number of other NCES surveys in the field during the SSOCS:2004 field period was much lower than in the SSOCS:2000 administration, so the likelihood of a sampled SSOCS school being selected for another NCES survey was lower for SSOCS:2004 than it was for SSOCS:2000.

determining the number of sample cases within each stratum. In contrast, SSOCS:2004 took advantage of the lessons learned from the 2000 data collection and used the SSOCS:2000 stratum response rates to determine the proper size of the initial sample for 2004. NCES required 2,550 completed interviews for SSOCS:2004, and these completes were allocated to the strata. In order to determine the number of cases that should be sampled from within each stratum, these counts were inflated to account for the nonresponse experienced during SSOCS:2000 (for a more detailed explanation of the inflation for nonresponse, see section 2.4).

2.3 Sample Size

The initial goal of SSOCS:2004 was to collect data from an effective sample of 2,550 schools. One possible method of allocating schools would have been to allocate them proportionately to strata. However, while the majority of schools are primary schools, the majority of school violence is reported in middle and high schools. Proportional allocation would therefore have yielded an inefficient sample design. Since it was suspected that primary schools would have less variation in the amount of school violence, a larger proportion of the sample was allocated to middle and high schools. SSOCS:2000 was allocated in a similar manner. The desired sample of 2,550 schools was allocated to the four instructional levels as follows: primary, 640 schools; middle, 895 schools; high, 915 schools; and combined, 100 schools.⁸

2.4 Stratification, Sample Selection, and Final Sample

“Stratification” refers to the process of subdividing the population frame into mutually exclusive subsets called strata, from which samples are selected. Stratification has two main goals: (1) to ensure that selected sub-groups of interest are adequately represented in the sample for analysis purposes, and (2) to improve sampling precision by permitting a more nearly optimal allocation of the sample to the strata. For a fixed sample size, the optimum allocation (i.e., the allocation that produces the smallest sampling error) is a function of the number of schools in the stratum and the underlying within-stratum variance of the statistic of interest.

As indicated earlier, the same variables and categories used in SSOCS:2000 were used to create strata for SSOCS:2004. The population of schools was stratified (grouped) by instructional level, locale, and enrollment size groups. Within each level, the sample of schools was allocated among the 16 strata formed by the cross-classification of enrollment size⁹ and locale.¹⁰ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of size” (MOS) in order to obtain a reasonable sample of lower-enrollment schools while at the same time giving a higher probability of selection to higher-enrollment schools. The MOS was calculated by first finding the square root of each school’s enrollment and then aggregating over the schools in the stratum.

⁸ The number of combined schools sampled in SSOCS:2004 was considerably smaller than in 2000. In SSOCS:2000, an initial sample of 269 combined schools was selected, and 199 surveys were completed. Because so few combined schools responded, reliable estimates for these schools could not be produced. It was therefore more efficient to take a smaller sample of combined schools and allocate the balance to the remaining three instructional levels for which separate estimates were required. In 2004, the number of completed surveys for combined schools was initially expected to be about half the number of completed surveys for combined schools in 2000. This logic proved true, as 102 combined schools completed surveys in SSOCS:2004.

⁹ The four categories of enrollment size are: 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

¹⁰ The four categories of locale are: city, urban fringe, town, and rural.

The formula is given as:

$$MOS(h) = \sum_{i=1}^{N_h} \sqrt{E_{hi}}$$

where E_{hi} is the enrollment of school i in stratum h , and
 N_h is the total number of schools in stratum h .

The total measure of size for an instructional level—*MOSTOT*—was found by summing the $MOS(h)$ values for the 16 strata at that instructional level. The ratio $MOS(h)/MOSTOT$ determined the number of schools allocated to that stratum. For example, the measure of size for the stratum of urban fringe primary schools with between 500–999 students was 199,254, and the total across all 16 strata within the primary school level was 1,015,865. The ratio of this stratum to the overall school level is $199,254 / 1,015,865 = .196142$. We therefore allocated roughly 19.6 percent of the 640 primary school sample cases to this stratum (specifically, $640 \times .196142 = 125.53$), or 126 schools. Note that, because of rounding error, some strata were rounded up and some were rounded down to the nearest whole number.

The effective sample sizes for each of the strata were then inflated to account for nonresponse by dividing the target stratum sample size by the expected stratum response rate. For example, the target sample size for urban fringe primary schools with between 500–999 students was calculated above as 126 schools. Based on prior experience,¹¹ the response rate for this stratum was expected to be 66.8 percent, so the number of schools sampled from this stratum was 189 ($126/.668 = 188.62$).

Once the final sample sizes were determined for each of the 64 strata, the schools within each stratum were sorted by region and percent minority enrollment, which has a similar effect to stratification. Within each stratum, a simple random systematic sample was drawn. The sampling interval k was calculated as the ratio of the number of the number of schools in the frame to the nonresponse-adjusted sample size. A random start r was selected between 0 and k and schools r , $r + k$, $r + 2k$, $r + 3k$, etc. were selected (rounding up to the nearest whole number). Continuing the example of urban fringe primary schools with between 500–999 students, there were 7,769 schools of this type on the frame. Because 189 schools were needed from this stratum, the sampling interval k was 41.1058 ($7,769/189 = 41.1058$). A random start was then chosen between 0 and 41.1058 to select the first school, and 41.1058 was successively added to the random start to select each of the remaining 188 schools in the sample (rounding up each time to get the number of the school in the sorted list).

Table 2.1 shows the characteristics of the initial selected sample of 3,743 schools (which yielded 2,772 responding schools, 940 non-responding schools, and 31 ineligible schools). Some

¹¹ The actual response rates achieved in 2000 were used as the foundation for determining the number of schools that needed to be contacted in each stratum in 2004 so that the allocated number of completes in each stratum would be obtained. Because sample sizes differed between 2000 and 2004, and because of rounding error, some 2004 strata response rates were slightly higher or lower than those achieved in 2000. Beyond the deviations from rounding error, some of the expected 2004 stratum response rates were appreciably higher than those achieved in 2000 because of the belief that alterations in the study design (e.g., starting the field period earlier) would have a positive impact on low-performing strata.

Table 2.1 Response status and unweighted response rates, by selected school characteristics, SSOCS:2004

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

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

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

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

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

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

categories of schools were more likely to respond than others; for example, schools were more likely to respond if they were in rural areas or towns, had fewer students, were combined schools, or had a low minority enrollment.

2.5 Weighting

Sample weights allow inferences to be made about the population from which the sample units were drawn. Because of the complex nature of the SSOCS:2004 sample design, these weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS sampling weights are described below.

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

The non-response-adjusted weights were then poststratified to calibrate the sample to known population totals. For SSOCS:2004, two dimension margins were set up for the poststratification: (1) instructional level and school enrollment size, and (2) instructional level and locale. An iterative process known as the raking ratio adjustment brought the weights into agreement with the known control totals. Poststratification works well when the population not covered by the survey is similar to the covered population within each poststratum. Thus, to be effective, the variables that define the poststrata must be correlated with the variables of interest, they must be well measured in the survey, and control totals must be available for the population as a whole. Similar to SSOCS:2000, all three requirements were satisfied by the aforementioned poststratification margins.¹²

2.6 Approximate Sampling Errors

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population has been surveyed. In surveys with complex sampling designs, such as SSOCS:2004, direct estimates of the sampling errors that assume simple random sampling typically underestimate the variability in the estimates. Two commonly used approaches for estimating sampling errors account for complex sampling designs: (1) replication methods, and (2) Taylor-series linearization procedures (TSP). SSOCS:2004 utilized the jackknife replication method, which involves partitioning the entire sample into a set of groups (replicates) that mimic the actual sample design of the survey. Survey estimates can then be produced for each of the replicates by utilizing replicate weights that mimic the actual weighting procedures used in the full sample, as outlined in section 2.5. The variation in the estimates computed for the replicates can then be used to estimate the sampling errors of the estimates for the full sample.

Although it is possible to use the jackknife replicate weights to produce many key estimates and their standard errors, it is also possible to obtain approximate standard errors by simpler methods. One such method uses design effects (DEFF) of some key estimates obtained from the

¹² Instructional level, school enrollment, and locale have been shown to be correlated with crime (Miller 2003).

survey. The design effect of a survey estimate is defined as the ratio of the variance of the estimate under the sampling design used for the survey to the variance of the estimate under simple random sampling. For example, if we are estimating a population proportion p from a survey with a sample size of n units, then the design effect of the estimated proportion from the survey, \hat{p} , is defined as:

$$DEFF = \frac{\text{var}(\hat{p})}{p(1-p)/n}$$

where $\text{var}(\hat{p})$ is the variance under the complex sampling design and $p(1-p)/n$ is the variance of the estimated proportion under simple random sampling, customarily estimated by $\hat{p}(1-\hat{p})/n$. For estimating standard errors, we use *DEFT*, the square root of the design effect:

$$DEFT = \sqrt{DEFF}.$$

In stratified sampling designs like the one used for SSOCS:2004, cases within a particular stratum tend to have responses that are more similar than if the cases were chosen completely at random from the population. Therefore, values of *DEFF* (which reflect the contributions of nonresponse adjustment and poststratification) tend to be not much greater than 1.0. The appropriate value of *DEFF* in the formulas above depends on the particular domain being analyzed (e.g., the *DEFF* for high schools is different than that for primary schools). Since each estimate has a different design effect and these may be unstable, an average *DEFF* was computed over many different variables. Table 2.2 gives average values of *DEFF* for selected subgroups.

A simple method of obtaining the approximate standard error of an estimated proportion from the survey is to first compute the standard error of the estimate under simple random sampling and multiply the standard error by *DEFT*. That is, the standard error of \hat{p} under the design is:

$$se(\hat{p})_{design} = DEFT \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

An example of how to approximate the standard error for a percentage p is as follows. If a weighted estimate of 46 percent is obtained for some characteristic (e.g., the percentage of all schools reporting at least one theft), then an approximate standard error can be developed in a few steps. First, obtain the simple-random-sample standard error of the estimate:

$$se(\hat{p})_{srs} = \sqrt{\frac{\hat{p}(1-\hat{p})}{n}}$$

where \hat{p} is the weighted estimate (percentage) and n is the unweighted sample size on which the percentage is based. Since the full SSOCS:2004 sample is being used for this estimate, $n = 2,772$. The corresponding simple-random-sample standard error can then be calculated as $\sqrt{46(54)/2,772}$. In this example, the approximate standard error of the estimate is therefore

0.95 times *DEFT*. If $\sqrt{1.3710}$ or 1.1709 is chosen as a conservative estimate of *DEFT*, the estimated standard error would be 1.11 (i.e., 0.95 times 1.1709).

The approximate standard error of a survey mean could be computed using a similar procedure. First, the mean should be estimated using the full sample weight and any standard statistical package like SAS or SPSS. Next, the standard error of the estimate should be obtained under simple random sampling without using weights. This unweighted standard error should then be multiplied by the average design effect to get the approximate standard error of the mean under the design. For example, suppose that the estimated (weighted) mean number of disruptions in high schools is 4 and the simple random sampling standard error (unweighted) is 0.8 disruptions. The approximate standard error for the estimate would then be 0.85 (i.e., 0.8 disruptions times $\sqrt{1.1325}$, the *DEFT* for high schools).

Table 2.2 Average design effects for selected school characteristics, SSOCS:2004

School characteristics	Average design effect
Total	1.3710
Instructional level	
Primary	1.0531
Middle	1.0510
High school	1.1325
Combined	1.1114
Enrollment size	
Less than 300	1.2751
300–499	1.2282
500–999	1.2995
1,000 or more	1.6310
Type of locale	
City	1.6273
Urban fringe	1.5681
Town	1.4205
Rural	1.3475
Percent minority	
Less than 5 percent/missing	1.5296
5 to 19 percent	1.6161
20 to 49 percent	1.5795
50 percent or more	1.4658

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

2.7 Computing Standard Errors

Statistical packages such as SAS and SPSS calculate variances assuming that sample data are drawn using simple random sampling. However, the SSOCS:2004 sample was stratified and weighted, and these design complexities must be taken into consideration during estimation. Several methods for estimating standard errors for complex samples have been developed, including jackknife replication and Taylor-series linearization.

Jackknife replicate weights were created in order to reflect the complex nature of the SSOCS:2004 sample design. A total of 50 replicate weights were created, and these are included in the SSOCS:2004 data files. These weights can be used to calculate sampling errors in a number of software packages specializing in complex sample designs, including WesVar and SUDAAN.

The SSOCS:2004 data files also include variables to obtain weighted estimates and to calculate standard errors using the Taylor-series linearization procedure (TSP). These variables include the final sampling weight (FINALWGT) and a collapsed sampling stratum variable (STRATA64).¹³ Statistical software packages commonly used to estimate standard errors using TSP include SAS (version 8.2 or higher), SUDAAN, and Stata. Under TSP, sampling is assumed to be with replacement within each stratum to avoid estimating the variance at all stages of sampling. Under this assumption, the variance computation involves only the totals of primary sampling units (PSUs) within each stratum. Therefore, it is important to specify the PSU (i.e., the school; ABTID) and the stratum to which the PSU belongs for computing the variance.

Among them, the various statistical packages have the ability to calculate standard errors using TSP, the replication method, or both. Stata and SAS utilize TSP, while WesVar can be used to calculate standard errors using jackknife replicate weights. SUDAAN can produce standard errors utilizing both methods. To produce means and their related standard errors in WesVar, a menu-driven system, please see the *WesVar User's Guide* (Brick, Broene, James, and Severynse 1997). Sample code is provided below for calculating standard errors for means using TSP in SAS, Stata, and SUDAAN. Sample code is additionally provided to calculate standard errors for means using the jackknife replication method in SAS-callable SUDAAN.

The following code will produce standard errors for a mean using TSP:

SAS version 8.2

```
proc surveymeans;  
  stratum STRATA64 ;  
  cluster ABTID ;  
  weight FINALWGT ;  
  var VARNAME ;  
run;
```

Stata

```
svyset strata STRATA64  
svyset pweight FINALWGT  
svymean VARNAME
```

SUDAAN

```
proc describe filetype=sas design=wr DEFT2;  
  nest STRATA64 ;  
  weight FINALWGT;  
  var VARNAME ;  
run;
```

¹³ The sampling strata were collapsed so that each stratum had at least 2 schools. The result was a recoded variable with 61 groups.

The following code for SAS-callable SUDAAN will produce standard errors for a mean using the jackknife replication method:

```
proc descript design = jackknife DEFT4 filetype=sas ;  
  weight FINALWGT;  
  jackwgt REPWGT1-REPWGT50/adjjack=0.98;  
  var VARNAME ;  
run ;
```

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3. Data Collection Methods and Response Rates

The following sections discuss the procedures used in the data collection for the 2003–04 School Survey on Crime and Safety (SSOCS:2004).

3.1 Data Collection Procedures

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

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

Starting approximately one week after the first questionnaire mailing, follow-up telephone prompts were used to verify that the questionnaire was received and to encourage survey response. As an alternative to replying by mail, data were also accepted by fax submission and over the telephone. Data collection ended on June 4, 2004. Returned questionnaires were examined for quality and completeness using both manual and computerized edits. Out of 227 items on the questionnaire, 101 were identified as key (critical) items. If the survey had more than 40 percent of all items missing or more than 20 percent of critical items missing, the respondent was recontacted to resolve issues related to the missing data. In cases where the recontacts failed to produce a satisfactory resolution, imputation was used to resolve data quality issues for questionnaires that had at least 60 percent of all items and 80 percent of critical items completed. Schools whose questionnaires did not meet the 60/80 criterion and for which recontact was not successful were reclassified as nonrespondents.

3.2 Interviewer Training

Interviewer training on the content and data collection procedures of SSOCS:2004 was conducted between February 2004 and April 2004. Telephone center management identified two groups of experienced interviewers for this project. In each of five training sessions, interviewers received training manuals and were given a project overview and information on the documentation procedures, referral processes, and techniques for refusal conversion and data retrieval.

3.2.1 *Training on Basic Interviewer Skills*

While the SSOCS project utilized experienced interviewers for data collection, all interviewers received basic training upon being hired to the phone center. This training lasted ten hours and spanned two days. In the first five-hour session, new hires learned and practiced the skills necessary to collect high-quality data over the telephone. In the next session, they learned and practiced the skills needed to navigate the computer-assisted telephone interviewing (CATI) system. Initial training for new hires was designed to meet the following objectives:

- Provide interviewers with the basic interviewing skills needed to conduct interviews successfully;
- Teach CATI skills (and increase familiarity with computer skills, as needed);
- Explain the components of confidentiality and how to maintain it;
- Encourage staff to commit to the goal of achieving high response rates;
- Provide interviewers with refusal aversion skills to gain cooperation from reluctant respondents; and
- Motivate interviewers to meet production and quality goals.

More specifically, the basic training session introduced trainees to general interviewing practices and techniques, including:

- General overview of the interviewer function in survey research;
- Introducing the study, the sponsor, and Abt Associates to a respondent;
- Using time effectively;
- Asking questions (i.e., reading questions as written, administering different question types);
- Probing effectively and in a neutral fashion;
- Eliminating bias;
- Providing feedback to the respondent and controlling the interview;
- Recording and coding respondent answers accurately;
- Gaining cooperation;
- Quality control;
- Record keeping and the reporting of time and expenses; and
- Evaluation to ensure quality, the monitoring process, methods of evaluation, and feedback.

Finally, each interviewer was individually evaluated to ensure that he or she was prepared to conduct an interview.

To serve as refresher training, the key points from these sessions were interwoven into the materials of the study-specific trainings outlined below. In addition, while monitoring for quality control, if the supervisor noticed an interviewer struggling with a particular skill, he or she worked with that interviewer on the skill during the course of the feedback from the monitoring session. These efforts were documented so the next supervisor to monitor the interviewer was able to follow-up, as needed.

3.2.2 Training on Advance Notification

As described in section 3.1, schools were pre-notified of the survey by an initial advance letter mailed on February 17, 2004, and principals were provided a toll-free number to call with questions. Seven interviewers were trained on February 17 to handle these incoming calls. This training focused on the study background, reasons for school reluctance, frequently asked questions, and professionalism in dealing with school principals and other representatives. This training was brief (1 hour), as the responsibilities during this portion of the data collection were limited to fielding incoming calls and collecting contact information.

3.2.3 Training on Questionnaire Follow-up

During the telephone follow-up phase, interviewers were responsible for: persuading nonresponding schools to agree to participate, documenting reasons for non-participation and nonresponse, documenting all calls with schools, and identifying schools that required refusal conversion. The training relating to this phase of data collection included 27 interviewers from the Advance Notification team and Abt's general interviewing pool. The training was held on March 9 and March 10, 2004.

3.2.4 Training on Refusal Conversion

The responsibility of converting nonrespondents was given to more experienced senior interviewers and those interviewers identified as high performers during the first three weeks of SSOCS data collection. Refusal conversion training took place for 2 hours on March 23, 2004.

Abt Associates has a standard set of refusal conversion training modules that include: the differences between refusal aversion and refusal conversion; the different types of refusals, including hidden refusals, soft refusals, hard refusals, and hostile refusals; why respondents cooperate or refuse; the purpose of the special refusal conversion introduction; and how refusal converters handle common types of refusals. In addition, the materials were tailored to include specific refusals seen during SSOCS, as well as specific strategies for interviewing principals (e.g., modules on how to get past gatekeepers and accommodate the busy schedules of principals). Practice introductions were performed, as well as mock interviews relating to these scenarios. The greatest successes in persuading school principals occurred during the telephone reminder phase of data collection. Therefore, extensive background training was also performed so the majority of inquiries could be answered during that call.

While the interviewer was attempting to convert the refusal, in some cases respondents wanted to speak with the Project Director or someone within NCES. In this scenario, the interviewer asked whether the caller would like the Project Director to call her/him, or whether the caller would prefer to obtain the Project Director's direct phone number. Refusals at the district level were identified and immediately directed to NCES if the refusal was in response to the application process.

3.2.5 Training on Data Retrieval

Data retrieval interviews focused on obtaining missing data from responding schools that supplied surveys with more than 40 percent missing items overall or more than 20 percent missing data for critical items. The training initially took place on April 1, 2004. Because the volume of these calls was far lower than anticipated, this task was subsequently redirected to three Research Assistants, who were in closer proximity to the Survey Directors should any questions have arisen.

3.3 Data Retrieval

An initial editing program assessed whether a returned survey could be considered complete. To reduce unit nonresponse, any schools whose returned surveys did not meet the minimum completion criteria were recontacted for data retrieval. A school was recontacted if either of the following two criteria were true:¹⁴

- More than 40 percent of all questionnaire items were missing
- More than 20 percent of all items deemed critical were missing

In SSOCS:2004, no schools failed the first criterion, and 99 schools failed the second. Of these 99 schools, 77 were successfully recontacted. The missing or illogical data for the remaining 22 schools were imputed (for a more detailed description of the SSOCS:2004 imputation procedures, see chapter 4 and appendix H).

Review of the initially returned questionnaires showed that two key survey questions had comparatively high levels of missing data: item 17, *number of incidents*, and item 22, *number and type of disciplinary actions*. These questions were deemed critical to the success of SSOCS, and the data retrieval criteria were expanded to include two additional measures that would require a school to be recontacted:

- More than 40 percent of all sub-items in Q17 were missing
- More than 40 percent of all sub-items in Q22 were missing

Of the 2,772 responding schools, 210 schools did not meet at least one of these criteria. Of these 210 schools, 100 were successfully contacted for data retrieval. The remaining 110 schools were still considered to be complete because they met the original criteria of a completed questionnaire. The missing data were later imputed.

Eighty-five schools were recontacted during a second phase of data retrieval because values they provided on critical items were found to be inconsistent with their other responses. Of the 85 schools, 45 schools were successfully contacted. Values for the remaining 40 schools were edited according to the consistency edits and rectification procedures detailed in appendix G.

¹⁴ This deviates from the SSOCS:2000 data retrieval plan, in which 50 percent of all items and 75 percent of critical items were required for a survey to be considered complete.

3.4 Efforts to Increase Response Rates

Several steps were taken to maximize survey response rates during data collection. In mid-February, an advance mailing was first sent via first-class mail informing principals that their schools had been selected for SSOCS:2004, describing the survey, appealing for their participation, and promising confidentiality (see Fox, Crask, and Kim, 1988, for a meta-analysis on the positive effects of prenotification in mail surveys). The initial questionnaire mailing was sent via Federal Express to ensure prompt receipt of the questionnaire and to give the survey greater sense of urgency to nonrespondents. This mailing included a cover letter, the questionnaire, a brochure that provided details about the purpose of the study, the names of organizations endorsing the survey, and highlights from the SSOCS:2000 collection. Approximately three weeks after the initial mailing, interviewers called nonresponding schools to ensure the questionnaires had been received and to prompt individuals to respond. In addition, a pre-paid business reply envelope was also included in the mailing for respondents to return their completed questionnaire, and a toll-free number was provided for respondent inquiries regarding the questionnaire. Second and third mailings were sent via Federal Express or fax. Multiple follow-up contacts were also made via telephone and e-mail to nonrespondents throughout the data collection period to encourage and promote participation. E-mail messages from NCES were used as prompts and reminders, as were targeted reminder mailings, including a second questionnaire mailing.

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. These efforts began three weeks after the mailing of the questionnaire and continued to the end of data collection. Refusals coded by interviewers as “firm” were reviewed by supervisors to determine whether another attempt should be made. A case was coded as a final refusal if interviewers received three refusals from any school contact (e.g., secretary or assistant principal). If a district refused, schools within that district were coded as a final refusal as well.

3.5 Unit Response Rate

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

SSOCS:2004 has used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the weighted unit response rate. Traditionally, unit response rates are used as the main measure of response because they reflect the potential effects of nonsampling error and whether portions of the population are underrepresented due to nonresponse. Completion rates, on the other hand, indicate the proportion of sample members that completed the survey. In order to calculate any measure of quality, it is first necessary to know the disposition (outcome) of each sampled case. Table 3.1 shows the dispositions of the 3,743 cases initially selected for participation in SSOCS:2004.

The completion rate is defined as the number of completed surveys (*C*) divided by the total sample size (*T*):

$$C / T = 2,772 / 3,743 = 74.1 \text{ percent}$$

While this figure represents the quality of the data collection operations, it does not necessarily represent the quality of the SSOCS:2004 data. To determine this, we must consider all schools selected for the study, including schools in districts that did not grant them permission to participate. A conservative measure, the unweighted response rate, divides the completes (*C*) by the total initial sample (*T*), subtracting known ineligible schools from the denominator (*I*).

Table 3.1 Number of public schools, by interview status, SSOCS:2004

Interview status	Number of public schools
Total sample	3,743
District permission not granted to NCES	60
Cases provided to Phone Center	3,683
Completed survey	2,772
Partial completes	22
Ineligible schools	31
Other nonresponding schools	858

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

This calculation yields an unweighted unit response rate of:

$$C / (T - I) = 2,772 / (3,743 - 31) = 74.7 \text{ percent}$$

While unweighted unit response rates generally measure the proportion of the sample that produced useable information for analysis, weighted unit response rates can be used to estimate the proportion of the survey population covered by the units that responded. These two rates can differ if certain subpopulations are sampled with different selection probabilities, such as in SSOCS:2004. The weighted unit response rate is calculated by applying the base sampling weights and substituting the result in the equation above. For SSOCS:2004, the weighted response rate was:

$$C / (T - I) = 61,933.7 / (81,612.0 - 1,372.7) = 77.2 \text{ percent}$$

Weighted and unweighted unit response rates by sub-group are shown in table 3.2.

Table 3.2 Response status, unweighted and weighted unit response rates, by selected school characteristics, SSOCS:2004

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

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

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

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

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

⁵The weighted response rate is calculated by applying the base sampling rates to the ratio (completed cases) / (total sample - known ineligible).

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

3.6 Analysis of Unit Nonresponse Bias

As discussed in section 3.5, the unweighted unit response rate for SSOCS was 74.7 percent, and the weighted unit response rate was 77.2 percent. Because 971 schools either failed to respond to the survey or were classified as ineligible, bias may have been introduced into the survey estimates. That is, it is possible that some survey estimates may no longer reflect the corresponding values in the population. To determine the extent of the bias from unit nonresponse, a number of analyses compared nonresponding and responding schools. This

section briefly describes the unit-level nonresponse bias analysis. A more detailed explanation appears in appendix I.

As a starting point, the 31 ineligible schools were examined across the known and created SASS 2003–04 frame variables instructional level, school enrollment size category, locale, percent minority enrollment, region, full-time-equivalent (FTE) teachers, student-teacher ratio, and the percent of students eligible for free or reduced-price lunch. While the small number of ineligibles did not allow for statistical testing of the differences, ineligible schools tended to be primary schools, to have a smaller number of students, and to have fewer FTE teachers.

Next, the base-weighted distributions of the frame variables outlined above were compared between responding and nonresponding schools. A statistical test was used to assess whether the distribution of the nonresponding schools over the categories of each frame variable differed from the distribution of the responding schools. Significant differences were found for size, locale, percent minority, number of FTE teachers, and region. A further analysis determined which categories of these five variables were responsible for these significant differences. All categories were statistically significant, except for schools on the fringe of urban areas and schools in the West.

As a final step in the analysis of unit nonresponse, the differences between the respondent sample, using the final weight, and the full sample, using the base sampling weight, were examined with respect to all eight sampling-frame variables. With the exception of the Northeast and Midwest regions, the differences within the categories were less than 1.0 percentage point, often substantially less.

3.7 Analysis of Item Nonresponse Bias

Just as some principals chose not to respond to the survey request (i.e., unit nonrespondents), responding principals occasionally chose not to answer all of the questions on SSOCS. Because this type of nonresponse can lead to bias in the estimates, an item-level bias analysis was performed to determine the extent to which such differences occur on SSOCS:2004. This section briefly describes the results of this analysis. A more detailed explanation appears in appendix J.

The magnitude of item nonresponse bias is determined by both the level of item response and the difference between item respondents and item nonrespondents on a survey variable. Because the values of the survey variables are not known for item nonrespondents, distributions of the eight sampling frame variables outlined in section 3.6 were compared between the respondents to each item and all respondents to the survey (item respondents + item nonrespondents) for the nine items with the lowest levels of item response:¹⁵ Q17D1_1 (total number of recorded physical attacks or fights with a weapon), Q17D1_2 (number of physical attacks or fights with a weapon reported to police or other law enforcement), Q17D2_1 (total number of recorded physical attacks or fights without a weapon), Q17D2_2 (number of physical attacks or fights without a weapon reported to police or other law enforcement), Q28A2 (number of part-time special education teachers), Q28B2 (number of part-time special education aides), Q28C2 (number of part-time regular classroom teachers), Q28D2 (number of part-time regular classroom teacher

¹⁵ Only items with response rates less than 85% were examined for bias from item-level nonresponse.

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

SAS and SUDAAN were used to obtain the estimate and standard error for the difference between the proportion of item respondents and the proportion of all respondents in each category of each frame variable. Significance testing used a simultaneous alpha of .05 for each of the nine items, with a Bonferroni correction that allocated the .05 equally among the combined total of 29 categories in the eight frame variables. The number of significant comparisons was relatively small, but some patterns were evident. The difference between the proportion of item respondents and the proportion of all respondents in large schools (1,000 or more students), primary schools, middle schools, and high schools was significant for Q17D1_1, Q17D1_2, and Q17D2_1; and the difference in primary schools was significant for Q17D2_2. Otherwise, the following differences were significant: high schools on Q28C2, schools with more than 16 students per teacher on Q28D2 and Q28E2, and schools with fewer than 25 teachers on Q28E2.

A further analysis, parallel in structure, compared the proportions of item respondents with one or more events and item nonrespondents with one or more imputed events. Significant differences emerged for schools with 1,000 or more students on Q17D1_1, Q17D2_1, and Q17D2_2; for primary schools on Q17D1_2, Q17D2_1, and Q17D2_2; for middle schools on Q17D2_1; for high schools on Q17D2_1 and Q17D2_2; for city schools on Q17D1_1; for schools with 50 percent or more minority enrollment on Q17D1_1; for schools with more than 16 students per teacher on Q28B2 and Q28E2; for schools with fewer than 25 teachers on Q28E2; for schools with 50 or more teachers on Q17D2_1, Q17D2_2, and Q28E2; for schools in the South on Q28B2 and Q28D2; and for schools in the West on Q28B2, Q28D2, and Q28E2.

Finally, to assess the success of the imputation procedures, an analysis of the nine variables with low item response compared the distribution of the responses from item respondents to the distribution of the responses from all respondents (item respondents + nonrespondents with imputed values). The results showed similar distributions before and after imputation.

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4. Data Preparation

4.1 Analysis of Disclosure Risk

Central to the mission of the National Center for Education Statistics (NCES) is a commitment to protecting the identity of respondents to its various data collections. The SSOCS:2004 response data have been subjected to an extensive disclosure risk analysis and have been modified based on the results of that analysis to prevent positive identification of individual schools. Tests on the modified data were performed to ensure that the data remain accurate and useful. The penalty for unlawful disclosure of any individually identifiable information is a fine of not more than \$250,000.00 (under 18 U.S.C. 3559 and 3571), or imprisonment for not more than 5 years, or both.

4.2 Editing Specifications

The survey questionnaires were reviewed simultaneously by two coders to match survey responses with the appropriate values to be data-entered. After the data were key-entered, they were run through a series of editing programs. As described in section 3.3, computer programs were used to determine whether a returned questionnaire could be considered complete. Editing programs subsequently checked data for consistency, valid data value ranges, and skip patterns. Detailed information on editing is provided in appendix G.

4.2.1 Range Specifications

The frequencies for all survey items were reviewed to ensure that recorded values were acceptable. For the categorical variables, these values were pre-determined by pre-coded response options available on the questionnaire. For numeric variables, the initial data were reviewed to determine whether the ranges met hard and soft boundary criteria for acceptable responses. Ranges from the SSOCS:2000 data were used as a basis of comparison. Out-of-range responses were flagged; and, if the school was recontacted during data retrieval, the value was verified and, if necessary, top-coded. For example, if a respondent indicated that there were 25 classroom changes on an average day (item 27) and this response was verified, the respondent's value would be top-coded to 20. If the respondent was not recontacted during data retrieval, the out-of-range value was deleted, and a new value was imputed.

4.2.2 Consistency Checks (Logic Edits)

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 17 asks for the incidence of various crimes, and column 2 asks for the number of crimes reported to police. Logically, column 1 should be equal to or greater than column 2. If an illogical relationship was found between two numeric items, a response was deleted during editing and later imputed.¹⁶

¹⁶ If the school required data retrieval, these data inconsistencies were addressed during the data retrieval process.

Illogical relationships can also exist between two categorical items. For example, column 1 in item 2 asks whether the school has a crisis plan, and column 2 of this item asks whether the school has drilled students on the implementation of that plan. Logically, if column 2 was answered “yes,” column 1 should be answered “yes” as well. In this case, the data were “backward cleaned,” and if the column 1 response was “no,” it was logically edited to a “yes” response. A detailed list of consistency checks and rectification procedures are provided in appendix G. All inconsistencies were flagged, reviewed, and rectified.

4.3 Review and Coding of Text Items

The question about the respondent’s title, item 8e (times security used at school) and item 31 (type of school) were reviewed to determine whether the verbatim responses could be back-coded into one of the closed-ended response options already offered in the questionnaire. Those responses that could not be back-coded were manually reviewed, and when a certain response was given a number of times, a new code was added to the dataset.

4.4 Imputation

Files containing missing data can be problematic because, depending on how the missing data are treated, analysis of incomplete data sets may cause different users to arrive at different conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to skip survey items, creating bias in the survey estimates. Imputing the missing data aims to reduce these problems.

Completed SSOCS surveys contained some level of item nonresponse after the conclusion of the data retrieval phase.¹⁷ In SSOCS:2004, imputation procedures were used to create values for all questionnaire items with missing information. This is a deviation from SSOCS:2000, in which only critical items were imputed. This procedural change was implemented because the analysis of incomplete datasets may cause different users to arrive at different conclusions, depending on how the missing data are treated. Appendix D presents the range of frequencies of missing values and response rates for all questionnaire items after data editing and cleaning.

The weighted item response rates for SSOCS:2004 were generally high. After data cleaning and editing, weighted item response rates ranged from 68.2 percent to 100 percent. Of the 227 questionnaire items reviewed, the median weighted item response rate was 99.2 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (96 percent) had weighted response rates of over 85 percent. All nine of the survey items with weighted response rates below 85 percent were items that required the respondent to provide a write-in value. Table 4.1 summarizes weighted item-level response rates. Each of the 33 questionnaire items is associated with a weighted response rate across all sub-items.

¹⁷ The initial editing program was run again after data retrieval. If a survey still failed to reach 60 percent of overall items or 80 percent of critical items, it was considered incomplete and the data were not included in the final dataset.

Table 4.1 Item imputation and weighted item response rates, after data retrieval and editing, SSOCS:2004

Questionnaire item	Total number of sub-items	Number of missing cases		Weighted item response rates	
		Minimum	Maximum	Minimum	Maximum
1: School policies and programs	22	1	25	.9910	.9997
2: Crises plans	10	8	105	.9620	.9975
3: Formal violence prevention programs	8	6	14	.9942	.9977
4: Assistance for parents	3	10	12	.9954	.9973
5: Parental involvement	4	5	8	.9985	.9994
6: Community involvement	8	15	27	.9871	.9949
7: Presence of security personnel	1	2	2	.9986	.9986
8: Times security used	5	0	37	.9853	1.0000
9: Counts of security personnel	6	195	492	.9024	.9348
10: Use of uniforms and firearms	2	11	13	.9940	.9966
11: Activities with security presence	7	11	16	.9932	.9944
12: Training provided to teachers/aides	6	9	13	.9946	.9966
14: Factors limiting efforts to reduce crime	13	16	24	.9882	.9934
15: Death due to homicide	1	3	3	.9989	.9989
16: School shooting	1	3	3	.9983	.9983
17: Criminal incidents occurring	28	19	616	.7493	.9937
18: Hate/gang-related crime	2	21	26	.9938	.9944
19: Death/bomb/other threats	1	42	42	.9862	.9862
20: Problems occurring (disorder, bullying, etc.)	8	5	21	.9943	.9983
21: Disciplinary actions	34	0	106	.9530	1.0000
22: Offenses & disciplinary actions	30	12	341	.9056	.9983
23: Removals/transfers for disciplinary reasons	2	135	217	.9541	.9703
24: Total enrollment	1	46	46	.9846	.9846
25: Percentage of students with specified characteristics	4	55	141	.9401	.9830
26: Percentage of students with specified academic characteristics	3	101	253	.9104	.9591
27: # of classroom changes	1	78	78	.9677	.9677
28: # of paid staff in selected categories	10	41	881	.6672	.9799
29: Students' residential crime levels	1	6	6	.9990	.9990
30: School area's crime levels	1	7	7	.9989	.9989
31: School type	1	7	7	.9990	.9990
32: Daily attendance	1	37	37	.9872	.9872
33: Total transfers to and from the school	2	228	318	.9050	.9258

NOTE: Item 13 was excluded from the dataset because of low data quality. Please see section 6.3 for further discussion.

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

4.4.1 Imputation Methods

The imputation methods used in SSOCS:2004 were tailored to the nature of each survey item. Four methods were used: aggregate proportions, logical, best-match, and clerical.

Aggregate Proportions. Because many of the items in SSOCS:2004 were counts of incidents or disciplinary actions, it was important to maintain relationships between survey items and school characteristics. Therefore, rather than imputing counts from a single donor or a mean count from a group of donors, proportions were imputed. The imputed proportions were derived for most items from aggregate proportions found by summing across all donor schools within an imputation class, defined by instructional level and enrollment size category. For a select number of items,¹⁸ donors were formed by selecting five donor schools with the *identical* instructional level and enrollment size category as the recipients. Regardless of how the donors were selected, the donor proportion was assigned to recipient schools in that imputation class, and the proportion was multiplied by a known value for the recipient school, such as number of students. Unlike mean imputation, this method maintains variability. Since the proportion was based on multiple donors, the result is also more stable than if it had been based on a single donor. By using more stable, aggregate proportions, imputations of outlier values can be minimized.

Best-Match. For categorical variables and several of the continuous variables on the survey, a best-match imputation was used. Donor classes were defined by level, enrollment size category, locale (urbanicity), and the three categorical survey variables that were most strongly associated with variable to be imputed. Whenever possible, a recipient received data from a “perfect” donor that matched on all of the variables that were used to define the imputation class. If more than one “perfect” donor was available, the donor was randomly assigned. If a “perfect” donor was not available, the least correlated variable was dropped, and another search was conducted in order to identify a suitable donor. The process of first dropping correlated questionnaire variables and then dropping imputation class variables continued until a suitable donor was determined. Imputation flags indicate whether a perfect donor was available or whether criteria had to be relaxed to find a suitable donor.

Logical. For some missing values, the respondent’s intentions were clear. For example, if a respondent left a branch item blank, a response could be deduced from the patterns of response to subsequent items. Thus, if a respondent left item 7 blank but responded to items 8 through 11, item 7 was logically imputed to “yes.” Conversely, if items 8 through 11 were left blank, item 7 was logically imputed to “no.”

Clerical. In some instances, missing data were available from the SASS sampling frame. For example, the sampling frame was used to impute values for those schools missing student enrollment data (item 24). Frame data were additionally available on school type (item 31) and percentage of students eligible for free or reduced-price lunch (item 25a).

¹⁸ Items 9, 17, 18, and 28 utilized this five-donor approach.

4.4.2 Imputation Order

The interrelationships between the items on the SSOCS survey necessitated that a specific imputation order be followed. Because item 22 is closely linked to several survey items, including items 17, 21, 23 and 33, the components of this item were imputed first. After the imputation of the item 22 matrix was complete, item 23 and then item 33 were imputed. This imputation sequence was chosen because the item 23 values are limited by the item 22 values. Similarly, the item 33 values are limited by the item 23 values. After these three items were imputed, items 17 and 21 were imputed. The remaining aggregate-proportion imputations were subsequently performed.

4.4.3 Imputation Flags

The imputation flags distinguish between clerical imputation using administrative records, aggregate proportions, logical imputation, and best-match imputation. In addition, for best-match imputations, the flag indicates whether a “perfect” match was available, or whether the imputation criterion was relaxed in order to locate a suitable donor. The codes used for the imputation flags are described in section 5.9.

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5. Guide to the Data File and Codebook

5.1 Content and Organization of the Data File

The SSOCS:2004 data file contains data from all 2,772 completed questionnaires. The contents of the data file are listed in the following order: the unique school identifier (ABTID), questionnaire item variables, open-ended response variables, composite (created) variables, SASS sampling frame variables including the nesting variable (STRATA64), final sampling weight (FINALWGT), jackknife replicate weights, and imputation flags. Each of these sets of variables are described below.

The restricted-use and public-use CD-ROMs include a SAS (version 8.2) data file, an SPSS for Windows data file, a fixed-format ASCII (text) file, format files, programs to read the fixed-format file into SAS and SPSS, a file containing variable labels, a Data File User's Manual in Adobe Portable Document Format (pdf), a codebook with frequency listings of variables, and a readme file. The restricted-use CD-ROM also contains a comma-delimited ASCII (text) data file. Appendices E and F contain the list of variables and record layout of the fixed-format ASCII file for the restricted- and public-use data, respectively.

5.2 Public-Use and Restricted-Use Data Files

This manual is designed to assist users of both the public- and restricted-use SSOCS:2004 data files. To make the public-use data file more manageable and to protect the confidentiality of sampled schools, certain variables that are available on the restricted-use file are not available on the public-use data file (denoted with /R in the SSOCS:2004 documentation). The restricted-use data file may be obtained through a special licensing agreement with NCES. To learn more about getting a license, go to the NCES website at <http://nces.ed.gov/pubsearch/licenses.asp>.

5.3 Unique School Identifier

A unique school identifier was randomly generated after the initial sample was drawn. There were 3,743 ID numbers assigned; one for each sampled school. This identifier is called ABTID.

5.4 Questionnaire Item Variables

The questionnaire, shown in appendix B, has 227 items. These items are listed in questionnaire order on the data file and accompanying codebook. Response values for question item variables are indicated in the questionnaire. A value of “-1” indicates that the item was validly skipped. All open-ended questions in the questionnaire, such as title of the respondent, were examined. When a write-in response appeared frequently, it was given a new code. Remaining responses were left in an “other” category.

Generally, variable naming conventions follow numbering of the questionnaire items. For example, the variable name for the first row of item 1 is “q1a.” Open-ended items do not follow this convention and are discussed below in section 5.5. Other items have been collapsed into categories for users, such as enrollment size (q24/R), percentage of students eligible for free or

reduced-price lunch (q25a/R), and percentage male enrollment (q25d/R). These categorical variables have been named “q24cat/R,” “q25acat/R,” and “q25dcat/R,” respectively.

5.5 Open-Ended Response Variables

Three items in the questionnaire asked for a text response: respondent job title, other times during which school personnel were utilized (item 8), and other school type (item 31). Respondent job title has two associated variables on the final dataset, “q_r_spfy,” which lists the verbatim job titles given by respondents, and “q_resp,” which collapses the verbatim responses into more general categories. “q8_spfy” lists the times in which schools used security personnel other than those listed in item 8. “q31_spfy/R” lists whether the school type was something other than those listed in item 31.

5.6 Composite Variables

Composite variables were created and included on the data file to simplify analysis for users and make it easier for analysts to replicate others’ results. A list of the variables included on the file is presented below with an explanation of how they were derived. The notation “/R” at the end of a variable indicates that the variable appears only on the restricted-use file.

CRISIS04 - Number of types of crises covered in written plans

Purpose: To provide a summary measure of schools’ advance planning for crisis situations.

General Explanation: Number of “yes” responses to item 2

SAS Code:

```
CRISIS04 = 0;
if q2a1 in (1) then CRISIS04 = CRISIS04 + 1;
if q2b1 in (1) then CRISIS04 = CRISIS04 + 1;
if q2c1 in (1) then CRISIS04 = CRISIS04 + 1;
if q2d1 in (1) then CRISIS04 = CRISIS04 + 1;
if q2e1 in (1) then CRISIS04 = CRISIS04 + 1;
```

DISTOT04 – Total number of disciplinary actions recorded

Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to school crime and violence.

General Explanation: Sum of responses in columns 2–5 of item 22

SAS Code:

```
DISTOT04 = sum(q22a2, q22a3, q22a4, q22a5, q22b2, q22b3, q22b4, q22b5, q22c2,
q22c3, q22c4, q22c5, q22d2, q22d3, q22d4, q22d5, q22e2, q22e3, q22e4, q22e5, q22f2,
q22f3, q22f4, q22f5);
```

FTE04/R - Total full-time-equivalent staff, including special education teachers and aides

Purpose: To provide a summary measure of the number of staff available to students.

General Explanation: Sum of responses in column 1 of item 28 and the sum of downward-adjusted responses in column 2 of item 28.

SAS Code:

```
FTE04 = sum(q28a1, q28b1, q28c1, q28d1) + 0.5178*sum(q28a2, q28b2, q28c2,
q28d2);
```

FTE04CAT/R – Total number of full-time-equivalent staff, categorical

Purpose: To provide a categorical variable with counts of FTE teachers.

General Explanation: Categorical version of FTE04, the sum of responses in column 1 of item 28 and the sum of downward-adjusted responses in column 2 of item 28.

SAS Code:

```
if FTE04 lt 25 then FTE04CAT = 1;
else if FTE04 le 50 then FTE04CAT = 2;
else if FTE04 gt 50 then FTE04CAT = 3;
```

INCID04 - Total number of incidents recorded

Purpose: To provide a summary measure of the number of recorded incidents.

General Explanation: Sum of responses in column 1 of item 17.

SAS Code:

```
INCID04 = sum(q17a1, q17b1, q17c1_1, q17c2_1, q17d1_1, q17d2_1, q17e1_1,
q17e2_1, q17f1, q17g1, q17h1, q17i1, q17j1, q17k1);
```

INCPOL04 - Total number of incidents reported to police

Purpose: To provide a summary measure of the number of incidents reported to police or other law enforcement.

General Explanation: Sum of responses in column 2 of item 17.

SAS Code:

```
INCPOL04 = sum(q17a2, q17b2, q17c1_2, q17c2_2, q17d1_2, q17d2_2, q17e1_2,
q17e2_2, q17f2, q17g2, q17h2, q17i2, q17j2, q17k2);
```

OTHACT04 - Total number of other disciplinary actions for specified offenses

Purpose: To provide a summary measure of the number of other disciplinary actions used.

General Explanation: Sum of items 22a–f, column 5.

SAS Code:

```
OTHACT04 = sum(q22a5, q22b5, q22c5, q22d5, q22e5, q22f5);
```

OUTSUS04 - Total number of out-of-school suspensions

Purpose: To provide a summary measure of the number of out-of-school suspensions lasting five or more days, but less than the remainder of the school year.

General Explanation: Sum of items 22a–f, column 4.

SAS Code:

```
OUTSUS04 = sum(q22a4, q22b4, q22c4, q22d4, q22e4, q22f4);
```

PROBWK04 - Number of disciplinary problems that occur daily or at least once a week

Purpose: To provide a summary measure of the extent to which problems occur at school regularly.

General Explanation: Provides a school-level count of disciplinary problems listed in items 20a–h as “Happen[ing] daily” or happening “at least once a week:” student racial tensions, student bullying, student sexual harassment, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers, gang activities, or cult or extremist group activities.

SAS Code:

```
PROBWK04 = 0;
if q20a in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20b in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20c in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20d in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20e in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20f in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20g in (1,2) then PROBWK04 = PROBWK04 + 1;
if q20h in (1,2) then PROBWK04 = PROBWK04 + 1;
```

REMOVL04 - Total number of removals with no continuing school services

Purpose: To provide a summary measure of the number of removals with no continuing school services for at least the remainder of the school year.

General Explanation: Sum of items 22a–f, column 2.

SAS Code:

```
REMOVL04 = sum(q22a2, q22b2, q22c2, q22d2, q22e2, q22f2)
```

STPFTE04/R = Ratio of students to full-time-equivalent teachers

Purpose: To provide a summary measure of the ratio of students to full-time-equivalent teachers.

General Explanation: Total enrollment divided by the number of full-time-equivalent teachers.

SAS Code: STPFTE04 = q24/FTE04;

STRCAT/R = Categorical student to full-time-equivalent teachers ratio

Purpose: To provide a categorical summary measure of the ratio of students to full-time-equivalent teachers.

General Explanation: Categorical version of STPFTE04, the total enrollment divided by the number of full-time-equivalent teachers.

SAS Code:

```
if STPFTE04 lt 12 then STRCAT = 1;
else if STPFTE04 le 16 then STRCAT = 2;
else if STPFTE04 gt 16 then STRCAT = 3;
```

STUOFF04 - Total number of students involved in recorded offenses (regardless of disciplinary action)

Purpose: To provide a summary measure of the number of students involved in specified recorded offenses.

General Explanation: Sum of responses in column 1 of item 22.

SAS Code: STUOFF04 = sum(q22a1, q22b1, q22c1, q22d1, q22e1, q22f1);

SVINC04 - Total number of serious violent incidents recorded (excludes physical attacks without a weapon and threats of physical attack without a weapon)

Purpose: To provide a summary measure of the number of serious violent crimes recorded, excluding physical attacks without a weapon and threats of physical attack without a weapon.

General Explanation: Sum of item 17, column 1, rows a, b, c1, c2, d1, and e1.

SAS Code: SVINC04 = sum(q17a1, q17b1, q17c1_1, q17c2_1, q17d1_1, q17e1_1);

SVPOL04 - Total number of serious violent incidents reported to police (excludes physical attacks without a weapon and threats of physical attack without a weapon)

Purpose: To provide a summary measure of the number of serious violent crimes reported to police excluding physical attacks without a weapon and threats of physical attack without a weapon.

General Explanation: Sum of item 17, column 2, rows a, b, c1, c2, d1, and e1.

SAS Code: $SVPOL04 = \text{sum}(q17a2, q17b2, q17c1_2, q17c2_2, q17d1_2, q17e1_2);$

TRANSF04 - Total number of transfers to specialized schools for specified offenses

Purpose: To provide a summary measure of the number of transfers to specialized schools for specified offenses.

General Explanation: Sum of items 22a–f, column 3.

SAS Code:

$TRANSF04 = \text{sum}(q22a3, q22b3, q22c3, q22d3, q22e3, q22f3);$

VIOINC04 - Total number of violent incidents recorded

Purpose: To provide a summary measure of the number violent incidents recorded.

General Explanation: Sum of item 17, column 1, rows a, b, c1, c2, d1, d2, e1, and e2.

SAS Code:

$VIOINC04 = \text{sum}(q17a1, q17b1, q17c1_1, q17c2_1, q17d1_1, q17d2_1, q17e1_1, q17e2_1);$

VIOPOL04 - Total number of incidents of violent crimes reported to police

Purpose: To provide a summary measure of the number of violent crimes reported to police.

General Explanation: Sum of item 17, column 2, rows a, b, c1, c2, d1, d2, e1, and e2.

SAS Code:

$VIOPOL04 = \text{sum}(q17a2, q17b2, q17c1_2, q17c2_2, q17d1_2, q17d2_2, q17e1_2, q17e2_2);$

5.7 Sampling Frame Variables

A number of variables from the 2003–04 Schools and Staffing Survey (SASS) sampling frame were included in the data file, including variables used for stratification purposes. These variables provide key statistics about the sampled schools and districts in SSOCS:2004. Some variables were taken from the 2003–04 SASS sampling frame school-level data file, while others were taken from the 2003–04 SASS sampling frame district-level data file. Each sampling frame variable label begins with the prefix “FR_” and has a variable label indicating from which SASS sampling frame file the variable was taken. For example, “FR_SIZE” is described on the file as “School size categories – taken from the 2003–04 SASS frame (School).” The “(School)” indicates that this is a school level-variable, whereas “(LEA)” would indicate that the variable is a district-level or local-education-agency-level variable. The frame variables listed in the SSOCS:2004 data file are described below in the order in which they appear in the codebook. The symbol “/R” after a variable name indicates that it is available only on the SSOCS:2004 restricted-use file:

FR_ASN/R	Number of Asian students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_ASN, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_BLK/R	Number of African-American students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_BLK, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_CATMN	Recoded percent minority student enrollment in school as reported on the SASS 2003–04 sampling frame, school data file Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_CATMN, Tennessee lists a value “-8” for “missing.” 1= Less than 5 percent, 2= 5 to 19 percent, 3= 20 to 49 percent, 4=50 percent or more. (Categorical)
FR_CCDID/R	2001–02 Common Core of Data (CCD) unique school ID.
FR_CHRT/R	Charter school identifier as reported on the SASS 2003–04 sampling frame, school data file. 1= Charter school, 2= Not a charter school.
FR_ETHN/R	Number of ethnic students in school as reported on the SASS 2003–04 sampling frame, school data file. FR_ETHN is the sum of FR_ASN, FR_BLK, FR_HISP, FR_INDN, and FR_WHIT. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_ETHN, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_FIPST/R	Federal Information Processing Standard (FIPS) State Code. (Categorical)
FR_HIGD/R	High grade as reported on the 2003–04 SASS sampling frame, school data file. This variable indicates the highest grade level offered at the school. PK= Pre-kindergarten, K=Kindergarten, 1 st through 12 th grades, UG=Ungraded. (Categorical)
FR_HISP/R	Number of Hispanic students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_HISP, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_INDN/R	Number of American Indian/Alaska Native students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from

Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_INDN, Tennessee lists a value “-8” for “missing.” (Continuous)

FR_LEAID/R	Common Core of Data (CCD) Local Education Agency (LEA) ID as reported on the 2003–04 SASS sampling frame, district data file.
FR_LOC4	Four-level locale variable. This variable collapses the 8-level locale variable into 4 categories: City (FR_LOC8=1 or 2), Urban Fringe (FR_LOC8=3 or 4), Town (FR_LOC8=5 or 6), and Rural (FR_LOC8=7 or 8). See FR_LOC8 for more details. (Categorical)
FR_LOC8/R	Locale types as reported on the 2003–04 SASS sampling frame, school data file. There are 8 categories. (Categorical) 1 = Large city - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000. 2 = Mid-size city - A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000. 3 = Urban fringe of large city - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau. 4 = Urban fringe of mid-size city - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau. 5 = Large town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA. 6 = Small town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA. 7 = Rural, outside MSA - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau. 8 = Rural, inside MSA - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

FR_LOGD/R	Low Grade as reported on the 2003–04 SASS sampling frame, school data file. This variable indicates the lowest grade level taught at the school.
FR_LEVEL	School grades offered as reported on the 2003–04 SASS sampling frame, school data file. This variable has 4 categories indicating the span of grades offered. 1=Primary, 2=Middle, 3= High school, and 4=Combined. (Categorical)
FR_MEM/R	Total number of students in the district as reported in the SASS 2003–04 sampling frame, district data file. (Continuous)
FR_MINR/R	Number of minority students in the school (total) as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_MINR, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_MSC01/R	Metropolitan Status Code (MSC) from the 2000–01 CCD district file. This is the NCES classification of the agency's service area relative to a Metropolitan Statistical Area. (Categorical) 1 = Primarily serves a central city of a Metropolitan Statistical Area (MSA) 2 = Serves a MSA but not primarily its central city 3 = Does not serve a MSA
FR_MSC03/R	Metropolitan Status Code (MSC) from the 2003–04 CCD district file. This is the NCES classification of the agency's service area relative to a Core Based Statistical Area (CBSA). (Categorical) 1 = Primarily serves a principal city of a Core Based Statistical Area (CBSA) 2 = Serves a CBSA but not primarily its principal city 3 = Does not serve a CBSA
FR_NECCD/R	Original New England district CCD ID from the 2003–04 SASS sampling frame, school data file. Some schools listed as one-school districts in New England states were found to be operated by “supervisory unions” rather than by the entity identified as the district on the CCD. These “supervisory unions” replaced the district named by the CCD on the sample file for those schools. To merge SSOCS data with CCD district

level data, the FR_NECCD ID will have to replace the FR_LEAID used in SSOCS.

FR_NOST/R	Total number of enrolled students in the school as reported on the SASS 2003–04 sampling frame, school data file. (Continuous)
FR_PERMN/R	Percent minority students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_PERMN, Tennessee lists a value “-8” for “missing.” (Continuous)
FR_REGN/R	Region as reported on the SASS 2003–04 sampling frame, school data file. 1=Northeast, 2=Midwest, 3=South, 4=West. (Categorical)
FR_SCH01/R	Total number of schools in the district, from the 2000–01 CCD LEA file. (Continuous)
FR_SCH03/R	Total number of schools in the district, from the 2003–04 CCD LEA file. (Continuous)
FR_SIZE	Size categories. This variable collapses the number of students into 4 categories: 1=1–299, 2=300–499, 3=500–999 and 4=1,000 or more students.
FR_TSTU/R	Total Pre-Kindergarten–12 th grade students in district from the SASS 2003–04 sampling frame, district data file. (Continuous)
FR_WHIT/R	Number of White students as reported on the 2003–04 SASS sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_WHIT, Tennessee lists a value “-8” for “missing.” (Continuous)

5.8 Weighting and Variance Estimation Variables

The final weight, “FINALWGT,” is needed to produce national estimates from the variables listed on the file. The final weight precedes the 50 jackknife replicate weights (REPWGT1 to REPWGT50). Also included in this data file is the variable “STRATA64.” This is the nesting variable needed to produce Taylor-series approximations in SUDAAN. For a more detailed discussion of replicate weights, please see section 2.6.

5.9 Imputation Flag Variables

With the exception of the open-ended text items, each questionnaire item has an imputation flag in the data file. These imputation flags indicate whether any editing or imputation was required for this case. Their naming convention appends the prefix “I” to the questionnaire variable. For

example, row A of item 1 would have an imputation flag named IQ1a. The flag values represent the type of imputation method followed and are as follows:

- 0 = Value not imputed/edited
- 2 = Missing value logically imputed to = yes/no
- 5 = Missing value imputed using best-match procedure (perfect match)
- 6 = Missing value imputed using best-match procedure (relaxed criteria)
- 7 = Missing value imputed using data from the SASS Sample Frame
- 9 = Missing values are top-coded
- 10 = Zeroes imputed based on percent observed in the donor class
- 11 = Values found using average ratio from 5 donors
- 14 = Values found by taking average ratio from an entire imputation class
- 15 = Original value was deleted and imputed based on an imputed value
- 17 = Missing value was imputed from an imputed value
- 18 = Values found by finding average values within an entire imputation class
- 19 = When column 1 = “1” and all other columns were missing/zero, one of columns 2-5 in the row is selected to have a “1” imputed and remainder set to zero
- 20 = Values imputed from non-imputed Q22 column 1 values
- 21 = Values imputed from non-imputed Q22 column 2 – column 5 values
- 22 = Values adjusted downward to maintain relationship between Q22 and Q23
- 23 = Values imputed from at least one imputed Q22 value
- 24 = Values imputed from all existing Q22 values
- 25 = Values modified by non-imputed Q33 value
- 26 = Values imputed from imputed Q23b values
- 27 = Values imputed from existing Q23b values

5.10 Codebook

The accompanying codebook was designed to give the analyst a brief overview of the survey variables, composite variables, SASS frame variables, imputation flags, and replicate weights. For all categorical variables, unweighted and weighted frequencies and their associated percentages are provided. Unweighted and weighted frequencies and associated percentages are also provided for continuous variables with fewer than 21 unique values. Descriptive statistics, including, Minimum Value, Maximum Value, Mean, Standard Deviation, and Median are provided for continuous variables with 21 or more unique values.

The general formula for calculating the standard deviation is:

$$\sqrt{\frac{1}{d} \sum w_i (x_i - \bar{x})^2}$$

where d is the sample size

w_i is the weight of school i ;

x_i is the value of the variable of interest for school i ;

\bar{x} is the weighted mean of variable x .

When determining the unweighted standard deviation, the value of w_i is always 1, and d equals the unweighted sample (specifically, 2,772). When determining the weighted standard deviation, the value of w_i is the weight of school i , and the value of d is $\sum w_i$. To calculate the weighted standard deviation, we used the “VARDEF=WEIGHT” option in SAS.

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6. Data Considerations and Anomalies

This section provides some caveats and considerations that analysts should take into account when using SSOCS:2004 data. It describes some of the data problems and logical imputation edits that were implemented on the SSOCS:2004 data file. A more detailed discussion of imputation procedures can be found in appendix H of this manual.

6.1 Crisis Plans: Items Q2a1 through Q2e2

In item 2, schools are asked to report whether they have various response plans in the event of a crisis situation. If a respondent answers “yes” for having a specific plan in place, they are then asked whether those plans have been drilled. In theory, a plan must exist in order to be drilled. However, some respondents supplied a “no” response to the existence of a plan, but reported “yes,” that plan had been drilled. In these circumstances, the “no” response to the first part of the question was logically edited to a “yes” response.

6.2 Security Personnel: Items Q7 through Q11g

In item 7, schools are asked whether they have any security personnel for the school. Respondents who answer “no” are then skipped to item 12. In some cases, respondents answered this item “no,” but proceeded to answer positively to items 8 through 11 asking for descriptions of the security personnel. In these cases, the “no” response in item 7 was logically edited to a “yes” response.

6.3 Number of Teachers and Aides Who Received Training: Item Q13

In item 13, schools are asked to record the number of teachers or aides who received training as described in question 12. During an initial review of the unedited data, it was determined that this number often exceeded the overall count of teachers and aides the schools reported in item 28. Because of low data quality, this item was dropped from the data file.

6.4 Number of Incidents: Items Q17a1 through Q17k2

In item 17, schools are asked to record the overall number of incidents such as rape, robbery, physical attacks, or thefts and then the number of those incidents that were reported to police. Logically, the number reported to police should not exceed the total number of incidents. In cases where more incidents were reported to police than were recorded as having occurred, the overall number of incidents recorded was deleted and a revised count was later imputed. For a more detailed discussion of the imputation procedures used for this item, please see appendix H.

6.5 Use of Disciplinary Actions: Items Q21a1 through Q21q2

In item 21, schools are asked to report whether various disciplinary actions are allowed. If a principal responded that the specific disciplinary action was allowed, they are then asked whether the action was used during the school year. In theory, a disciplinary action must be allowed in order for it to be used during the school year. Some respondents supplied a “no” to the question of availability, but reported that the action had indeed been used. In these

circumstances, the “no” response to the availability question was logically edited to a “yes” response.

6.6 Disciplinary Actions Taken: Items Q22a1 through Q22f5

In item 22, schools are asked to report the number of students who committed various offenses and to provide counts of various disciplinary actions taken in response to those offenses. In theory, the number of total offenses in column 1 should be equal to or greater than the number of disciplinary actions taken in response to those offenses. In some cases, respondents provided a response of zero in the total column, leaving the remaining columns blank. In these cases, missing data were recoded to values of zero during the data editing process. In cases where the total column was less than the sum of the disciplinary actions taken columns, the total column value was deleted and later imputed. For a more detailed discussion of the imputation procedures used for this item, please see appendix H.

6.7 Total Removals and Transfers: Item Q23a and Q23b

In item 23, schools are asked to report the total number of removals and transfers for disciplinary reasons. In theory, these counts should be equal to or greater than the total number of removals and transfers reported in item 22 column 2, “Removals with no continuing school services for at least the remainder of the school year,” and column 3, “Transfers to specialized schools” for the specified offenses. In cases where the item 22 counts for the removal and transfer columns exceeded their respective subparts in item 23, the item 23 count was deleted and imputed. For a more detailed discussion of the imputation procedures used for this item, please see appendix H.

6.8 Classroom Changes: Item Q27

In item 27, schools are asked to report the average number of classroom changes during a typical day. Some respondents may have interpreted this question to mean the number of classroom changes that occur throughout the school in a typical day; therefore some responses were quite high. These abnormally high responses were top-coded at 20.

7. References

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- Miller, A.K. (2003). *Violence in U.S. Public Schools 2000 School Survey on Crime and Safety*, (NCES 2004-314 REVISED). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Noguera, P. (1995). Coming to Terms with Violence in Our Schools. In D. Levine et al. (Eds.), *Rethinking Schools: An Agenda for Change* (pp. 209-214). New York: The Free Press.

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Appendix A:
Research Questions

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Research Questions for SSOCS:2004

The SSOCS:2004 questionnaire was developed in consultation with a Technical Review Panel consisting of some of the nation's top experts on school crime and school programs relating to crime and safety. The specific research questions addressed when designing the questionnaire are presented below.

- I. What is the frequency and nature of crime at public schools?
 - a. How many incidents occurred, by type of crime?
 - b. What are the characteristics of those incidents?
 1. How many incidents were reported to police?
 2. How many incidents were hate crimes?
 3. How many were gang-related?
 4. How many resulted in injury?
 - c. How many schools report violent deaths?
 - d. How many schools report shootings?
 - e. How many schools report disruptions due to violent threats?
 - f. What is the impact of crime on school activities or resources?¹

- II. What are the frequency and nature of discipline problems and disorder at public schools?
 - a. What types of discipline problems and disorder occur at public schools?
 - b. How serious are the problems?
 - c. What is the impact of discipline problems and disorder on school activities or resources?¹

- III. What disciplinary actions do public schools use?
 - a. What types of disciplinary actions were available to principals?
 - b. How many disciplinary actions were taken, by type of action and offense?
 - c. Do schools adhere to a strict zero-tolerance policy?

- IV. What practices to prevent or reduce crime and violence do public schools use?
 - a. How do schools monitor student behavior?
 - b. How do schools control student behavior?
 - c. How do schools monitor and secure the physical grounds?
 - d. How do schools limit access to the school?
 - e. How do schools plan for crime and violence?
 - f. How do schools involve law enforcement?

¹ This question was not addressed in the SSOCS:2000 questionnaire.

- V. What formal programs designed to prevent or reduce crime and violence do public schools use?
- Which programs target students, teachers, parents, and other community members?
 - What are the characteristics of the programs?
 - What programs or strategies do principals consider effective in preventing or reducing crime and disorder?²
 - What training is provided to staff?
- VI. What efforts used by public schools to prevent or reduce crime and violence involve various stakeholders (i.e. law enforcement, parents, juvenile justice agencies, mental health agencies, social services, business community)?²
- In what activities are stakeholders involved?
 - How much are stakeholders involved?
- VII. What problems do principals encounter in preventing or reducing crime and violence in public schools?
- VIII. What school characteristics might be related to the research questions above?
- What are the demographic characteristics of schools?
 - What are the characteristics of the student population?
 - What is the average student-teacher ratio or class size?
 - What are the general measures of school climate, such as truancy or student mobility?
 - What are the financial resources of schools?²

²This question was not addressed in the SSOCS:2000 questionnaire.

Appendix B:
**Principal Cover Letter, Questionnaire,
and Annotated Questionnaire**

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SURVEY COVER LETTER TO PRINCIPALS

March 2004

Dear Principal:

Endorsed by:

- American Federation of Teachers
- American School Counselors Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Education Association
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory

I am writing to request your participation in the School Survey on Crime and Safety (SSOCS), an important national study that collects information about crime and safety in public schools. The survey is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education.

As we mentioned in the previous letter, SSOCS provides a unique opportunity to provide national data on crime and safety from the school's perspective. With the recent emphasis on school safety in the No Child Left Behind Legislation, schools will be providing data to their state agencies about various types of crime and discipline. Although SSOCS may ask some questions that appear similar to other surveys, this study is not connected to any other state or federal data collection system. **The SSOCS study will be able to provide national estimates of school crime and safety that use common definitions across all states.**

We realize that data on school crime are highly sensitive, so we want to assure you the information you provide will be kept confidential. No individual data linking names or other identifying information will be reported. Your decision to participate is voluntary and will not affect any benefits or funding you receive from the U.S. Department of Education, nor will your school's information be released to any other organization.

We would appreciate the return of the questionnaire by **March 19, 2004**. A return envelope is enclosed for your convenience. If you have any questions about the study, please do not hesitate to call Abt Associate's study hotline at 1-888-743-7324. This line is operated between 9am and 8pm ET.

Conducted by:

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

Ms. Pamela Giambo, the survey project director, can be reached directly at 202-263-1826.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Chandler". The signature is fluid and cursive, with a long horizontal flourish at the end.

Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics

Enclosures

*

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

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

PRINCIPAL QUESTIONNAIRE 2003-2004 SCHOOL YEAR



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

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

Assurance of Confidentiality

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

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

SURVEY INSTRUCTIONS:

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

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

Please provide the following information:

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

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

RETURN YOUR COMPLETED QUESTIONNAIRE TO:

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School practices and programs

1. **During the 2003-2004 school year, was it a practice of your school to do the following?** (If your school changed its practices during the school year, please answer regarding your most recent practice. Check one response on each line.)

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

2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan this school year?

(In each row, please check whether you have a written plan. For every “Yes” answer, check whether your school has drilled students on the plan this year.)

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

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

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

Parent and community involvement at school

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

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

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2003-2004 school year? (Check one response on each line.)

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

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

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

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

₁ Yes

₂ No [SKIP to Question 12]

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

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

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

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

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

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

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

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

Teacher training

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

	YES	NO
a. Classroom management for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. School-wide discipline policies and practices related to violence, alcohol and/or drug use	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. Safety procedures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d. Recognizing early warning signs of students likely to exhibit violent behavior	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e. 7Recognizing signs of students using/abusing alcohol and/or drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f. Positive behavioral intervention strategies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

Number of classroom teachers or aides involved in training _____

Limitations on crime prevention

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

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

Frequency of crime and violence at school

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

₁ Yes

₂ No

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

₁ Yes

₂ No

Number of incidents

17. Please provide the number of *incidents* your school recorded during the 2003-2004 school year for the offenses listed below. Please provide information on:

- The number of incidents, not the number of victims or offenders.
- Recorded incidents, regardless of whether any disciplinary action was taken.
- Recorded incidents, regardless of whether students or non-students were involved.
- Incidents occurring before, during, or after normal school hours.
- Only the most serious offense when an incident involved multiple offenses. For example, if an incident included a **rape** and **robbery**, include the incident only under **rape**. The list below does not necessarily dictate the order of seriousness. Use your own judgment when determining which is the most serious offense.

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

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

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

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

Number of disruptions _____

Disciplinary problems and actions

20. To the best of your knowledge, how often did the following types of problems occur **at your school**? (Check one response on each line.)

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial tensions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Student bullying	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Student sexual harassment of other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Student verbal abuse of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. Widespread disorder in classrooms	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. Student acts of disrespect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. Gang activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
h. Cult or extremist group activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

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

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

22. During the 2003-2004 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

If there are no such offenses or disciplinary actions in your school's records, please record zero [0].

Offense	Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to specialized schools for disciplinary reasons	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension less than 5 days, detention, etc.)
a. Use/possession of a firearm/explosive device	_____	_____	_____	_____	_____
b. Use/possession of a weapon other than a firearm	_____	_____	_____	_____	_____
c. Distribution, possession, or use of illegal drugs	_____	_____	_____	_____	_____
d. Distribution, possession, or use of alcohol	_____	_____	_____	_____	_____
e. Physical attacks or fights	_____	_____	_____	_____	_____
f. Insubordination	_____	_____	_____	_____	_____

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

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

School characteristics

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

_____ students

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

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

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

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

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

(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)

Typical number of classroom changes _____

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

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

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

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

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

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

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

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

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

_____ % of students present

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

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

34. Please provide the following dates.

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

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

Unique ID
SCHOOL NAME
Survey Wave

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

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

**PRINCIPAL QUESTIONNAIRE
2003-2004 SCHOOL YEAR**



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

By Abt Associates Inc.
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Assurance of Confidentiality

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

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

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

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

Please provide the following information:

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

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

RETURN YOUR COMPLETED QUESTIONNAIRE TO:

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School practices and programs

1. During the 2003-2004 school year, was it a practice of your school to do the following? (If your school changed its practices during the school year, please answer regarding your most recent practice. Check one response on each line.)

	YES	NO
a. Require visitors to sign or check in	<u>Q1a</u>	<u>Q1a</u>
b. Control access to school buildings during school hours (e.g., locked or monitored doors)	<u>Q1b</u>	<u>Q1b</u>
c. Control access to school grounds during school hours (e.g., locked or monitored gates)	<u>Q1c</u>	<u>Q1c</u>
d. Require students to pass through metal detectors each day	<u>Q1d</u>	<u>Q1d</u>
e. Require visitors to pass through metal detectors	<u>Q1e</u>	<u>Q1e</u>
f. Perform one or more random metal detector checks on students	<u>Q1f</u>	<u>Q1f</u>
g. Close the campus for most students during lunch	<u>Q1g</u>	<u>Q1g</u>
h. Use one or more random dog sniffs to check for drugs	<u>Q1h</u>	<u>Q1h</u>
i. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	<u>Q1i</u>	<u>Q1i</u>
j. Require drug testing for any students	<u>Q1j</u>	<u>Q1j</u>
k. Require drug testing for athletes	<u>Q1k</u>	<u>Q1k</u>
l. Require drug testing for students in extra-curricular activities other than athletics	<u>Q1l</u>	<u>Q1l</u>
m. Require students to wear uniforms	<u>Q1m</u>	<u>Q1m</u>
n. Enforce a strict dress code	<u>Q1n</u>	<u>Q1n</u>
o. Provide school lockers to students	<u>Q1o</u>	<u>Q1o</u>
p. Require clear book bags or ban book bags on school grounds	<u>Q1p</u>	<u>Q1p</u>
q. Require students to wear badges or picture IDs	<u>Q1q</u>	<u>Q1q</u>
r. Require faculty and staff to wear badges or picture IDs	<u>Q1r</u>	<u>Q1r</u>
s. Use one or more security cameras to monitor the school	<u>Q1s</u>	<u>Q1s</u>
t. Provide telephones in most classrooms	<u>Q1t</u>	<u>Q1t</u>
u. Provide two-way radios to any staff	<u>Q1u</u>	<u>Q1u</u>
v. Prohibit all tobacco use on school grounds	<u>Q1v</u>	<u>Q1v</u>

2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan this school year?

(In each row, please check whether you have a written plan. For every “Yes” answer, check whether your school has drilled students on the plan this year.)

	Have a written plan?		If “Yes,” has your school drilled students on the plan this school year?	
	YES	NO	YES	NO
a. Shootings	<u>Q2a1</u>	<u>Q2a1</u>	<u>Q2a2</u>	<u>Q2a2</u>
b. Natural disasters (e.g., earthquakes or tornadoes)	<u>Q2b1</u>	<u>Q2b1</u>	<u>Q2b2</u>	<u>Q2b2</u>
c. Hostages	<u>Q2c1</u>	<u>Q2c1</u>	<u>Q2c2</u>	<u>Q2c2</u>
d. Bomb threats or incidents	<u>Q2d1</u>	<u>Q2d1</u>	<u>Q2d2</u>	<u>Q2d2</u>
e. Chemical, biological or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox or radioactive materials)	<u>Q2e1</u>	<u>Q2e1</u>	<u>Q2e2</u>	<u>Q2e2</u>

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

	YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	<u>Q3a</u>	<u>Q3a</u>
b. Behavioral or behavior modification intervention for students	<u>Q3b</u>	<u>Q3b</u>
c. Counseling, social work, psychological, or therapeutic activity for students	<u>Q3c</u>	<u>Q3c</u>
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	<u>Q3d</u>	<u>Q3d</u>
e. Recreational, enrichment, or leisure activities for students	<u>Q3e</u>	<u>Q3e</u>
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	<u>Q3f</u>	<u>Q3f</u>
g. Programs to promote sense of community/social integration among students	<u>Q3g</u>	<u>Q3g</u>
h. Hotline/tipline for students to report problems	<u>Q3h</u>	<u>Q3h</u>

Parent and community involvement at school

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

	YES	NO
a. Have a formal process to obtain parent input on policies related to school crime and discipline	<u>Q4a</u>	<u>Q4a</u>
b. Provide training or technical assistance to parents in dealing with students' problem behavior	<u>Q4b</u>	<u>Q4b</u>
c. Have a program that involves parents at school helping to maintain school discipline	<u>Q4c</u>	<u>Q4c</u>

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2003-2004 school year? (Check one response on each line.)

	0-25%	26-50%	51-75%	76-100%	School does not offer
a. Open house or back-to-school night	<u>Q5a</u>	<u>Q5a</u>	<u>Q5a</u>	<u>Q5a</u>	<u>Q5a</u>
b. Regularly scheduled parent-teacher conferences	<u>Q5b</u>	<u>Q5b</u>	<u>Q5b</u>	<u>Q5b</u>	<u>Q5b</u>
c. Special subject-area events (e.g., science fair, concerts)	<u>Q5c</u>	<u>Q5c</u>	<u>Q5c</u>	<u>Q5c</u>	<u>Q5c</u>
d. Volunteered at school or served on a committee	<u>Q5d</u>	<u>Q5d</u>	<u>Q5d</u>	<u>Q5d</u>	<u>Q5d</u>

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

	YES	NO
a. Parents groups	<u>Q6a</u>	<u>Q6a</u>
b. Social service agencies	<u>Q6b</u>	<u>Q6b</u>
c. Juvenile justice agencies	<u>Q6c</u>	<u>Q6c</u>
d. Law enforcement agencies	<u>Q6d</u>	<u>Q6d</u>
e. Mental health agencies	<u>Q6e</u>	<u>Q6e</u>
f. Civic organizations/service clubs	<u>Q6f</u>	<u>Q6f</u>
g. Private corporations and business	<u>Q6g</u>	<u>Q6g</u>
h. Religious organizations	<u>Q6h</u>	<u>Q6h</u>

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

Q7 Yes

Q7 No [SKIP to Question 12]

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

	YES	NO
a. At any time during school hours	<u>Q8a</u>	<u>Q8a</u>
b. While students were arriving or leaving	<u>Q8b</u>	<u>Q8b</u>
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	<u>Q8c</u>	<u>Q8c</u>
d. When school/school activities not occurring	<u>Q8d</u>	<u>Q8d</u>
e. Other (please specify) _____	<u>Q8e spfy</u>	

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

	When you have no such officer or guard, please record zero [0].	
	Number of full-time at your school	Number of part-time at your school
a. Security guards or security personnel (not law enforcement)	<u>Q9a1</u>	<u>Q9a2</u>
b. School Resource Officers (Include all career law enforcement officers with arrest authority, who are assigned to work in collaboration with school organizations.)	<u>Q9b1</u>	<u>Q9b2</u>
c. Sworn law enforcement officers who are <u>not</u> School Resource Officers	<u>Q9c1</u>	<u>Q9c2</u>

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

	YES	NO
a. Uniformed, or in other identifiable clothing	<u>Q10a</u>	<u>Q10a</u>
b. Armed with a firearm	<u>Q10b</u>	<u>Q10b</u>

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

	YES	NO
a. Security enforcement and patrol	<u>Q11a</u>	<u>Q11a</u>
b. Maintaining school discipline and safety	<u>Q11b</u>	<u>Q11b</u>
c. Coordination with local police and emergency team	<u>Q11c</u>	<u>Q11c</u>
d. Identifying problems in the school and proactively seeking solutions to those problems	<u>Q11d</u>	<u>Q11d</u>
e. Training teachers and staff in school safety or crime prevention	<u>Q11e</u>	<u>Q11e</u>
f. Mentoring students	<u>Q11f</u>	<u>Q11f</u>
g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law or crime prevention courses)	<u>Q11g</u>	<u>Q11g</u>

Teacher training

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

	YES	NO
a. Classroom management for teachers	<u>Q12a</u>	<u>Q12a</u>
b. School-wide discipline policies and practices related to violence, alcohol and/or drug use	<u>Q12b</u>	<u>Q12b</u>
c. Safety procedures	<u>Q12c</u>	<u>Q12c</u>
d. Recognizing early warning signs of students likely to exhibit violent behavior	<u>Q12d</u>	<u>Q12d</u>
e. Recognizing signs of students using/abusing alcohol and/or drugs	<u>Q12e</u>	<u>Q12e</u>
f. Positive behavioral intervention strategies	<u>Q12f</u>	<u>Q12f</u>

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

Number of classroom teachers or aides involved in training **(Because of low data quality, this item was omitted from the data file. See section 6.2 for further discussion.)**

Limitations on crime prevention

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

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management	<u>Q14a</u>	<u>Q14a</u>	<u>Q14a</u>
b. Lack of or inadequate alternative placements/programs for disruptive students	<u>Q14b</u>	<u>Q14b</u>	<u>Q14b</u>
c. Likelihood of complaints from parents	<u>Q14c</u>	<u>Q14c</u>	<u>Q14c</u>
d. Lack of teacher support for school policies	<u>Q14d</u>	<u>Q14d</u>	<u>Q14d</u>
e. Lack of parental support for school policies	<u>Q14e</u>	<u>Q14e</u>	<u>Q14e</u>
f. Teachers' fear of student retaliation	<u>Q14f</u>	<u>Q14f</u>	<u>Q14f</u>
g. Fear of litigation	<u>Q14g</u>	<u>Q14g</u>	<u>Q14g</u>
h. Inadequate funds	<u>Q14h</u>	<u>Q14h</u>	<u>Q14h</u>
i. Inconsistent application of school policies by faculty or staff	<u>Q14i</u>	<u>Q14i</u>	<u>Q14i</u>
j. Fear of district or state reprisal	<u>Q14j</u>	<u>Q14j</u>	<u>Q14j</u>
k. Federal, state, or district policies on disciplining special education students	<u>Q14k</u>	<u>Q14k</u>	<u>Q14k</u>
l. Other federal policies on discipline and safety	<u>Q14l</u>	<u>Q14l</u>	<u>Q14l</u>
m. Other state or district policies on discipline and safety	<u>Q14m</u>	<u>Q14m</u>	<u>Q14m</u>

Frequency of crime and violence at school

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

Q15 Yes

Q15 No

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

Q16 Yes

Q16 No

Number of incidents

17. Please provide the number of *incidents* your school recorded during the 2003-2004 school year for the offenses listed below. Please provide information on:

- The number of incidents, not the number of victims or offenders.
- Recorded incidents, regardless of whether any disciplinary action was taken.
- Recorded incidents, regardless of whether students or non-students were involved.
- Incidents occurring before, during, or after normal school hours.
- Only the most serious offense when an incident involved multiple offenses. For example, if an incident included a rape and robbery, include the incident only under rape. The list below does not necessarily dictate the order of seriousness. Use your own judgment when determining which is the most serious offense.

	If there were no such incidents in your school's records, please record zero [0].	
	Total number of recorded incidents	Number reported to police or other law enforcement
a. Rape or attempted rape	<u>Q17a1</u>	<u>Q17a2</u>
b. Sexual battery other than rape (include threatened rape)	<u>Q17b1</u>	<u>Q17b2</u>
c. Robbery (taking things by force)		
i. With a weapon	<u>Q17c1 1</u>	<u>Q17c1 2</u>
ii. Without a weapon	<u>Q17c2 1</u>	<u>Q17c2 2</u>
d. Physical attack or fight		
i. With a weapon	<u>Q17d1 1</u>	<u>Q17d1 2</u>
ii. Without a weapon	<u>Q17d2 1</u>	<u>Q17d2 2</u>
e. Threats of physical attack		
i. With a weapon	<u>Q17e1 1</u>	<u>Q17e1 2</u>
ii. Without a weapon	<u>Q17e2 1</u>	<u>Q17e2 2</u>
f. Theft/larceny (taking things over \$10 without personal confrontation)	<u>Q17f1</u>	<u>Q17f2</u>
g. Possession of firearm/explosive device	<u>Q17g1</u>	<u>Q17g2</u>
h. Possession of knife or sharp object with intent to harm	<u>Q17h1</u>	<u>Q17h2</u>
i. Distribution of illegal drugs	<u>Q17i1</u>	<u>Q17i2</u>
j. Possession or use of alcohol or illegal drugs	<u>Q17j1</u>	<u>Q17j2</u>
k. Vandalism	<u>Q17k1</u>	<u>Q17k2</u>

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

	Total number
a. Hate crime	<u>Q18a</u>
b. Gang-related crime	<u>Q18b</u>

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

Number of disruptions **Q19**

Disciplinary problems and actions

20. To the best of your knowledge, how often did the following types of problems occur **at your school**? (Check one response on each line.)

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial tensions	<u>Q20a</u>	<u>Q20a</u>	<u>Q20a</u>	<u>Q20a</u>	<u>Q20a</u>
b. Student bullying	<u>Q20b</u>	<u>Q20b</u>	<u>Q20b</u>	<u>Q20b</u>	<u>Q20b</u>
c. Student sexual harassment of other students	<u>Q20c</u>	<u>Q20c</u>	<u>Q20c</u>	<u>Q20c</u>	<u>Q20c</u>
d. Student verbal abuse of teachers	<u>Q20d</u>	<u>Q20d</u>	<u>Q20d</u>	<u>Q20d</u>	<u>Q20d</u>
e. Widespread disorder in classrooms	<u>Q20e</u>	<u>Q20e</u>	<u>Q20e</u>	<u>Q20e</u>	<u>Q20e</u>
f. Student acts of disrespect for teachers	<u>Q20f</u>	<u>Q20f</u>	<u>Q20f</u>	<u>Q20f</u>	<u>Q20f</u>
g. Gang activities	<u>Q20g</u>	<u>Q20g</u>	<u>Q20g</u>	<u>Q20g</u>	<u>Q20g</u>
h. Cult or extremist group activities	<u>Q20h</u>	<u>Q20h</u>	<u>Q20h</u>	<u>Q20h</u>	<u>Q20h</u>

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

Disciplinary Action	Does your school allow for use of the following?		If “Yes,” was the action used this school year?	
	YES	NO	YES	NO
a. Removal with no continuing school services for at least remainder of school year	<u>Q21a1</u>	<u>Q21a1</u>	<u>Q21a2</u>	<u>Q21a2</u>
b. Removal with school-provided tutoring/at-home instruction for at least remainder of school year	<u>Q21b1</u>	<u>Q21b1</u>	<u>Q21b2</u>	<u>Q21b2</u>
c. Transfer to specialized school for disciplinary reasons	<u>Q22c1</u>	<u>Q22c1</u>	<u>Q22c2</u>	<u>Q22c2</u>
d. Transfer to another regular school for disciplinary reasons	<u>Q21d1</u>	<u>Q21d1</u>	<u>Q21d2</u>	<u>Q21d2</u>
e. Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	<u>Q21e1</u>	<u>Q21e1</u>	<u>Q21e2</u>	<u>Q21e2</u>
f. Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided	<u>Q21f1</u>	<u>Q21f1</u>	<u>Q21f2</u>	<u>Q21f2</u>
g. In school suspension for less than the remainder of the school year with no curriculum/services provided	<u>Q21g1</u>	<u>Q21g1</u>	<u>Q21g2</u>	<u>Q21g2</u>
h. In school suspension for less than the remainder of the school year with curriculum/services provided	<u>Q21h1</u>	<u>Q21h1</u>	<u>Q21h2</u>	<u>Q21h2</u>
i. Referral to school counselor	<u>Q21i1</u>	<u>Q21i1</u>	<u>Q21i2</u>	<u>Q21i2</u>
j. Assigned to program designed to reduce disciplinary problems during school hours	<u>Q21j1</u>	<u>Q21j1</u>	<u>Q21j2</u>	<u>Q21j2</u>
k. Assigned to program designed to reduce disciplinary problems outside of school hours	<u>Q21k1</u>	<u>Q21k1</u>	<u>Q21k2</u>	<u>Q21k2</u>
l. Kept off school bus due to misbehavior	<u>Q21l1</u>	<u>Q21l1</u>	<u>Q21l2</u>	<u>Q21l2</u>
m. Corporal punishment	<u>Q21m1</u>	<u>Q21m1</u>	<u>Q21m2</u>	<u>Q21m2</u>
n. Put on school probation with threatened consequences if another incident occurs	<u>Q21n1</u>	<u>Q21n1</u>	<u>Q21n2</u>	<u>Q21n2</u>
o. Detention and/or Saturday school	<u>Q21o1</u>	<u>Q21o1</u>	<u>Q21o2</u>	<u>Q21o2</u>
p. Loss of student privileges	<u>Q21p1</u>	<u>Q21p1</u>	<u>Q21p2</u>	<u>Q21p2</u>
q. Require participation in community service	<u>Q21q1</u>	<u>Q21q1</u>	<u>Q21q2</u>	<u>Q21q2</u>

22. During the 2003-2004 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

If there are no such offenses or disciplinary actions in your school's records, please record zero [0].

Offense	Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to specialized schools for disciplinary reasons	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension less than 5 days, detention, etc.)
a. Use/possession of a firearm/explosive device	<u>Q22a1</u>	<u>Q22a2</u>	<u>Q22a3</u>	<u>Q22a4</u>	<u>Q22a5</u>
b. Use/possession of a weapon other than a firearm	<u>Q22b1</u>	<u>Q22b2</u>	<u>Q22b3</u>	<u>Q22b4</u>	<u>Q22b5</u>
c. Distribution, possession, or use of illegal drugs	<u>Q22c1</u>	<u>Q22c2</u>	<u>Q22c3</u>	<u>Q22c4</u>	<u>Q22c5</u>
d. Distribution, possession, or use of alcohol	<u>Q22d1</u>	<u>Q22d2</u>	<u>Q22d3</u>	<u>Q22d4</u>	<u>Q22d5</u>
e. Physical attacks or fights	<u>Q22e1</u>	<u>Q22e2</u>	<u>Q22e3</u>	<u>Q22e4</u>	<u>Q22e5</u>
f. Insubordination	<u>Q22f1</u>	<u>Q22f2</u>	<u>Q22f3</u>	<u>Q22f4</u>	<u>Q22f5</u>

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

	Total number
a. Total removals with no continuing services for at least the remainder of the school year?	<u>Q23a</u>
b. Total transfers to specialized schools for disciplinary reasons?	<u>Q23b</u>

School characteristics

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

Q24/R students

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

	Percent of students
a. Eligible for free or reduced-price lunch	<u>Q25a/R</u>
b. Limited English proficient (LEP)	<u>Q25b</u>
c. Special education students	<u>Q25c</u>
d. Male	<u>Q25d/R</u>

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

	Percent of students
a. Below the 15 th percentile on standardized tests	<u>Q26a</u>
b. Likely to go to college after high school	<u>Q26b</u>
c. Consider academic achievement to be very important	<u>Q26c</u>

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

(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)

Typical number of classroom changes Q27

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

	Number of full-time	Number of part-time
a. Special education teachers	<u>Q28a1</u>	<u>Q28a2</u>
b. Special education aides	<u>Q28b1</u>	<u>Q28b2</u>
c. Regular classroom teachers	<u>Q28c1/R</u>	<u>Q28c2/R</u>
d. Regular classroom teacher aides or paraprofessionals	<u>Q28d1/R</u>	<u>Q28d2/R</u>
e. Counselors/mental health professionals	<u>Q28e1</u>	<u>Q28e2</u>

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

- Q29** High level of crime
- Q29** Moderate level of crime
- Q29** Low level of crime
- Q29** Students come from areas with very different levels of crime

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

- Q30** High level of crime
- Q30** Moderate level of crime
- Q30** Low level of crime

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

- Q31/R** Regular public school
- Q31/R** Charter school
- Q31/R** Have magnet program for part of school
- Q31/R** Totally a magnet school
- Other (please specify): _____ **Q31 SPFY/R** _____

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

Q32 % of students present

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

	Total number of transfers
a. Transferred <u>to</u> the school	Q33a
b. Transferred <u>from</u> the school	Q33b

34. Please provide the following dates.

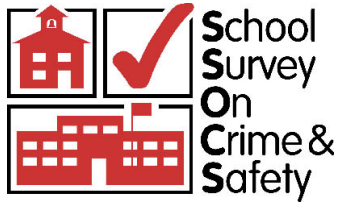
a. Starting date for your 2003-2004 academic school year	Q34a_MM/R, Q34a_DD/R, Q34a_YY
b. Ending date for your 2003-2004 academic school year	Q34b_MM/R, Q34b_DD/R, Q34b_YY
c. Date you completed the questionnaire	Q34c_MM, Q34c_DD, Q34c_YY

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

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Appendix C:
Chief State School Officer and Superintendent Letters

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March 2004

Dear Chief State School Officer:

Endorsed by:

- American Federation of Teachers
- American School Counselors Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Education Association
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory

Conducted by:

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

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting an important national study of school principals that collects information about crime and safety in public schools. The School Survey on Crime and Safety (SSOCS) was first conducted in 2000, and will be repeated this school year. We are taking this opportunity to tell you that the survey is now in data collection and to send you materials pertaining to SSOCS.

At least one school in your state has been selected as part of a national sample of about 3,700 schools. For your information, we are enclosing a copy of the letter that is going to the schools, the questionnaire, and a leaflet that describes the survey.

It is very important to collect accurate data on crime and safety in schools. Because we recognize that some schools may fear being embarrassed or hurt in some way if they share information related to school crime, we are making a very strong pledge of confidentiality to the schools included in our survey. No information will be released that could be used to link specific schools or districts with the responses, unless otherwise compelled by law. The data will be used only in statistical summaries that represent national estimates.

Participation in the survey is voluntary. However, the success of any survey depends on the willingness of those selected to participate. The greater the level of participation, the better the survey data can provide a current picture of the full diversity of situations found across the nation's schools. We hope that you will encourage your schools to participate if they ask for your opinion of the survey.

Thank you for your assistance. If you have any questions about the study, please do not hesitate to call the study's toll-free number 1-888-743-7324 or you can contact me personally at School.Crime@ed.gov. Someone is generally available from 9am to 5pm, Eastern Time; if staff are away from the desk, or on the other line, voice mail will pick up – please leave your name and number and they will call you as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "K. Chandler", with a long, sweeping underline.

Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics
Enclosures



March 2004

Dear Superintendent:

Endorsed by:

- American Federation of Teachers
- American School Counselors Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Education Association
- National School Boards Association
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Thank you for your assistance. If you have any questions about the study, please do not hesitate to call the study's toll-free number 1-888-743-7324 or you can contact me personally at School.Crime@ed.gov. Someone is generally available from 9am to 5pm, Eastern Time; if staff are away from the desk, or on the other line, voice mail will pick up – please leave your name and number and they will call you as soon as possible.

Sincerely,

Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics
Enclosures

Appendix D:
Detailed Item Response Rates

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Detailed Item Response Rates

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q1A	School practice require visitor check in	2772	100.0%	Best Match
Q1B	Access controlled locked/monitored doors	2772	99.7%	Best Match
Q1C	Grounds have locked/monitored gates	2772	99.1%	Best Match
Q1D	Students pass through metal detectors	2772	99.9%	Best Match
Q1E	Visitors pass through metal detectors	2772	99.9%	Best Match
Q1F	Have random metal detector checks on students	2772	99.9%	Best Match
Q1G	Practice to close campus for lunch	2772	99.2%	Best Match
Q1H	Practice random dog sniffs for drugs	2772	99.7%	Best Match
Q1I	Random sweeps for contraband not including dog sniffs	2772	99.7%	Best Match
Q1J	Require drug testing for any students	2772	99.7%	Best Match
Q1K	Require drug testing for athletes	2772	99.4%	Best Match
Q1L	Require drug testing for students in extra-curricular activities	2772	99.7%	Best Match
Q1M	Require students to wear uniforms	2772	99.9%	Best Match
Q1N	Practice to enforce a strict dress code	2772	99.6%	Best Match
Q1O	Provide school lockers to students	2772	99.9%	Best Match
Q1P	Require clear book bags or ban book bags	2772	99.9%	Best Match
Q1Q	Require students to wear badge or photo ID	2772	99.9%	Best Match
Q1R	Require faculty/staff to wear badge or photo ID	2772	99.8%	Best Match
Q1S	Security camera(s) monitor the school	2772	99.8%	Best Match
Q1T	Provide telephones in most classrooms	2772	99.9%	Best Match
Q1U	Provide two-way radios to any staff	2772	99.7%	Best Match
Q1V	Tobacco prohibited on school grounds	2772	100.0%	Best Match
Q2A1	School has written plan for shootings	2772	99.6%	Best Match
Q2A2	Drilled students on plan for shootings	2772	96.8%	Best Match
Q2B1	Written plan for natural disasters	2772	99.7%	Best Match
Q2B2	Drilled students on plan for natural disasters	2772	97.2%	Best Match
Q2C1	Written crisis plan for hostages	2772	99.0%	Best Match
Q2C2	Drilled students on plan for hostages	2772	96.2%	Best Match
Q2D1	Written plan for bomb threats	2772	99.6%	Best Match
Q2D2	Drilled students on plan for bomb threats	2772	96.2%	Best Match
Q2E1	Written plan for chemical, biological, or radiological threats	2772	99.5%	Best Match
Q2E2	Drilled students on plan for chemical, biological, or radiological threats	2772	96.6%	Best Match
Q3A	Prevention curriculum/instruction/training	2772	99.7%	Best Match
Q3B	Behavioral modification for students	2772	99.8%	Best Match
Q3C	Student counseling/social work	2772	99.6%	Best Match
Q3D	Individual mentoring/tutoring students	2772	99.7%	Best Match
Q3E	Recreation/enrichment student activities	2772	99.7%	Best Match

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q3F	Student involvement resolving problems	2772	99.6%	Best Match
Q3G	Promote sense of community/integration	2772	99.6%	Best Match
Q3H	Hotline/tipline to report problems	2772	99.5%	Best Match
Q4A	Formal process to obtain parental input	2772	99.6%	Best Match
Q4B	Provide training/assistance to parents	2772	99.6%	Best Match
Q4C	Program involves parents at school	2772	99.6%	Best Match
Q5A	Parent participates in open house or back to school night	2772	99.8%	Best Match
Q5B	Parent participates in parent-teacher conference	2772	99.8%	Best Match
Q5C	Parent participates in subject-area events	2772	99.7%	Best Match
Q5D	Parent volunteers at school	2772	99.8%	Best Match
Q6A	Community involvement-parent groups	2772	99.4%	Best Match
Q6B	Community involvement-social services	2772	99.5%	Best Match
Q6C	Community involvement-juvenile justice	2772	99.1%	Best Match
Q6D	Community involvement-law enforcement	2772	99.4%	Best Match
Q6E	Community involvement-mental health	2772	99.2%	Best Match
Q6F	Community involvement-civic organizations	2772	99.2%	Best Match
Q6G	Community involvement-business	2772	99.0%	Best Match
Q6H	Community involvement-religious organizations	2772	99.2%	Best Match
Q7	Sworn law enforcement officer or security guard	2772	99.9%	Best Match
Q8A	Security used during school hours	2772	99.5%	Best Match
Q8B	Security while students arrive/leave	2772	98.9%	Best Match
Q8C	Security at selected school activities	2772	99.2%	Best Match
Q8D	Security when school not occurring	2772	98.7%	Best Match
Q8E	Other times security used	2772	100.0%	No Imputation
Q9A1	# of full-time security guards	2772	93.0%	Proportional
Q9A2	# of part-time security guards	2772	82.6%	Proportional
Q9B1	# of full-time School Resource Officers	2772	92.1%	Proportional
Q9B2	# of part-time School Resource Officers	2772	82.3%	Proportional
Q9C1	# of full-time sworn law enforcement officers-not SROs	2772	90.1%	Proportional
Q9C2	# of part-time sworn law enforcement officers-not SROs	2772	82.8%	Proportional
Q10A	Guards in uniform or identifiable clothes	2772	99.6%	Best Match
Q10B	Guards armed with firearms	2772	99.5%	Best Match
Q11A	Security enforcement and patrol	2772	99.5%	Best Match
Q11B	Maintain school discipline	2772	99.5%	Best Match
Q11C	Coordinated with local police	2772	99.4%	Best Match
Q11D	Identify problems and seek solutions	2772	99.6%	Best Match
Q11E	Train teachers in school safety	2772	99.5%	Best Match
Q11F	Mentor students	2772	99.5%	Best Match
Q11G	Teach or train students (drug education)	2772	99.5%	Best Match

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q12A	Teacher training-classroom management	2772	99.6%	Best Match
Q12B	Teacher training-discipline policies	2772	99.7%	Best Match
Q12C	Teacher training-safety procedures	2772	99.7%	Best Match
Q12D	Teacher training-early warning signs for violent behavior	2772	99.5%	Best Match
Q12F	Teacher training-positive behavioral intervention	2772	99.6%	Best Match
Q14A	Efforts limited by inadequate/lack of teacher training	2772	99.3%	Best Match
Q14B	Efforts limited by inadequate/lack of alternative placement	2772	99.3%	Best Match
Q14C	Efforts limited by parental complaints	2772	99.2%	Best Match
Q14D	Efforts limited by inadequate/lack of teacher support	2772	99.3%	Best Match
Q14E	Efforts limited by inadequate/lack of parent support	2772	99.3%	Best Match
Q14F	Efforts limited by fear of student retaliation	2772	99.4%	Best Match
Q14G	Efforts limited by fear of litigation	2772	99.4%	Best Match
Q14H	Efforts limited by inadequate funds	2772	99.1%	Best Match
Q14I	Efforts limited by inconsistent application of policies	2772	99.3%	Best Match
Q14J	Efforts limited/fear of district or state reprisal	2772	99.4%	Best Match
Q14K	Efforts limited by fed policies/special ed	2772	99.2%	Best Match
Q14L	Efforts limited by other federal policies	2772	99.2%	Best Match
Q14M	Efforts limited by state/district policy	2772	99.2%	Best Match
Q15	Any school deaths from homicides	2772	99.9%	Logical
Q16	School shooting incidents	2772	99.9%	Logical
Q17A1	# of rapes/attempted rapes-total	2772	99.2%	Proportional
Q17A2	# of rapes reported to police	2772	99.3%	Proportional
Q17B1	# of sexual battery other than rape-total	2772	98.8%	Proportional
Q17B2	# of sexual battery other than rape reported to police	2772	98.8%	Proportional
Q17C1_1	# of robberies with weapon-total	2772	98.8%	Proportional
Q17C1_2	# of robberies with weapon reported to police	2772	98.8%	Proportional
Q17C2_1	# of incidents of robbery without weapon – total	2772	95.6%	Proportional
Q17C2_2	# of robbery without weapon reported to police	2772	95.7%	Proportional
Q17D1_1	# of attacks with weapon - total	2772	87.2%	Proportional
Q17D1_2	# of attacks with weapon reported to police	2772	87.0%	Proportional
Q17D2_1	# of attacks without weapon - total	2772	85.2%	Proportional
Q17D2_2	# of attacks without weapon reported to police	2772	77.8%	Proportional
Q17E1_1	# of threats of attack with weapon - total	2772	96.9%	Proportional
Q17E1_2	# of threats of attack with weapon reported to police	2772	96.3%	Proportional

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q17E2_1	# of threats of attack without weapon - total	2772	94.2%	Proportional
Q17E2_2	# of threats of attack without weapon reported to police	2772	87.7%	Proportional
Q17F1	# of incidents theft/larceny-total	2772	96.9%	Proportional
Q17F2	# of incidents theft/larceny reported to police	2772	90.8%	Proportional
Q17G1	# of possession of firearms-total	2772	97.0%	Proportional
Q17G2	# of possession of firearms reported to police	2772	96.5%	Proportional
Q17H1	# of possession knife/sharp object-total	2772	98.3%	Proportional
Q17H2	# of possession knife/sharp object reported to police	2772	96.6%	Proportional
Q17I1	# of distribution of drugs-total	2772	98.2%	Proportional
Q17I2	# of distribution of drugs reported to police	2772	96.5%	Proportional
Q17J1	# of possession or use of alcohol-total	2772	94.7%	Proportional
Q17J2	# of possession or use of alcohol reported to police	2772	91.1%	Proportional
Q17K1	# of incidents of vandalism-total	2772	97.2%	Proportional
Q17K2	# of incident of vandalism reported to police	2772	91.5%	Proportional
Q18A	# of hate crimes	2772	99.2%	Proportional
Q18B	# of gang-related crimes	2772	99.1%	Proportional
Q19	# of times school disrupted (e.g. bomb, chemical, radiological, death threats)	2772	98.5%	Best Match
Q20A	How often student racial tensions	2772	99.2%	Best Match
Q20B	How often student bullying occurs	2772	99.6%	Best Match
Q20C	How often student sexual harassment of student	2772	99.6%	Best Match
Q20D	How often student verbal abuse of teachers	2772	99.7%	Best Match
Q20E	How often student disorder in classrooms	2772	99.5%	Best Match
Q20F	How often student acts of disrespect	2772	99.7%	Best Match
Q20G	How often student gang activities	2772	99.6%	Best Match
Q20H	How often student cult or extremist activates	2772	99.8%	Best Match
Q21A1	Removal with no services available	2772	99.6%	Best Match
Q21A2	Removal with no services-action used	2772	100.0%	No Imputation
Q21B1	Removal with tutoring/at-home instruction available	2772	99.2%	Best Match
Q21B2	Removal with tutoring/at-home instruction-action used	2772	97.8%	Best Match
Q21C1	Transfer to specialized school available	2772	99.6%	Best Match
Q21C2	Transfer to specialized school available-action used	2772	100.0%	Best Match
Q21D1	Transfer to regular school available	2772	98.8%	Best Match
Q21D2	Transfer to regular school available-action used	2772	97.9%	Best Match
Q21E1	Outside suspension/no services available	2772	99.9%	Best Match
Q21E2	Outside suspension/no services available-action used	2772	99.0%	Best Match
Q21F1	Outside suspension with services available	2772	99.4%	Best Match

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q21F2	Outside suspension with services available-action used	2772	97.3%	Best Match
Q21G1	In-school suspension/no services available	2772	99.3%	Best Match
Q21G2	In-school suspension/no services available-action used	2772	98.8%	Best Match
Q21H1	In-school suspension with services available	2772	99.3%	Best Match
Q21H2	In-school suspension with services available-action used	2772	96.3%	Best Match
Q21I2	Referral to school counselor available-action used	2772	96.2%	Best Match
Q21J1	In-school disciplinary plan available	2772	99.2%	Best Match
Q21J2	In-school disciplinary plan available - action used	2772	97.3%	Best Match
Q21K1	Outside school disciplinary plan available	2772	99.2%	Best Match
Q21K2	Outside school disciplinary plan available - action used	2772	98.1%	Best Match
Q21L1	Keep off bus for misbehavior available	2772	99.4%	Best Match
Q21L2	Keep off bus for misbehavior available-action used	2772	96.8%	Best Match
Q21M1	Corporal punishment available	2772	99.5%	Best Match
Q21M2	Corporal punishment available-action used	2772	99.1%	Best Match
Q21N1	School probation available	2772	99.2%	Best Match
Q21N2	School probation available-action used	2772	97.0%	Best Match
Q21O1	Detention/Saturday school available	2772	99.6%	Best Match
Q21O2	Detention/Saturday school available-action used	2772	97.3%	Best Match
Q21P1	Loss of student privileges available	2772	99.7%	Best Match
Q21P2	Loss of student privileges available-action used	2772	96.8%	Best Match
Q21Q1	Require community service available	2772	99.4%	Best Match
Q21Q2	Require community service available-action used	2772	98.3%	Best Match
Q22A1	Student use/possession firearm/explosive device-total	2772	98.5%	Proportional
Q22A2	# of removals for firearm use/possession	2772	99.6%	Proportional
Q22A3	# of transfers for firearm use/possession	2772	99.4%	Proportional
Q22A4	# of suspensions for firearm use/possession	2772	99.6%	Proportional
Q22A5	# of other actions for firearm use/possession	2772	99.0%	Proportional
Q22B1	Student use/possession weapon (other than firearm)-total	2772	94.3%	Proportional
Q22B2	# of removals for weapon use	2772	98.8%	Proportional
Q22B3	# of transfers for weapon use	2772	97.9%	Proportional
Q22B4	# of suspensions for weapon use	2772	97.9%	Proportional
Q22B5	# of other actions for weapon use	2772	96.0%	Proportional
Q22C1	# of distribution/possession/use illegal drugs-total	2772	93.4%	Proportional

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q22C2	# of removals for distribution/possession/use-illegal drugs	2772	98.6%	Proportional
Q22C3	# of transfers for distribution/possession/use-illegal drugs	2772	97.1%	Proportional
Q22C4	# of suspensions for distribution/possession/use-illegal drugs	2772	97.3%	Proportional
Q22C5	# of other actions for distribution/possession/use-illegal drugs	2772	94.7%	Proportional
Q22D1	# of distribution/possession/use alcohol-total	2772	96.5%	Proportional
Q22D2	# of removals for distribution/possession/use-alcohol	2772	98.8%	Proportional
Q22D3	# of transfers for distribution/possession/use-alcohol	2772	97.5%	Proportional
Q22D4	# of suspensions for distribution/possession/use-alcohol	2772	97.7%	Proportional
Q22D5	# of other actions for distribution/possession/use-alcohol	2772	95.7%	Proportional
Q22E1	Attacks/fights-total	2772	91.7%	Proportional
Q22E2	# of removals for attacks/fights	2772	97.9%	Proportional
Q22E3	# of transfers for attacks/fights	2772	95.4%	Proportional
Q22E4	# of suspensions for attacks/fights	2772	95.1%	Proportional
Q22E5	# of other actions for attacks/fights	2772	90.3%	Proportional
Q22F1	Insubordination-total	2772	89.6%	Proportional
Q22F2	# of removals for insubordination	2772	96.9%	Proportional
Q22F3	# of transfers for insubordination	2772	93.3%	Proportional
Q22F4	# of suspensions for insubordination	2772	92.2%	Proportional
Q22F5	# of other actions for insubordination	2772	87.7%	Proportional
Q23A	# of removals with no service-total	2772	95.1%	Proportional
Q23B	# of transfers to specialized schools-total	2772	92.2%	Proportional
Q24/R	Total students	2772	98.3%	From Frame
Q25A/R	Percent eligible for free or reduced price lunch	2772	98.0%	Best Match/ From Frame
Q25B	Percent students limit English proficient	2772	97.5%	Best Match
Q25C	Percent special education students	2772	97.7%	Best Match
Q25D/R	Percent male	2772	94.9%	Best Match
Q26A	Percent students below 15th percentile standardized tests	2772	90.9%	Best Match
Q26B	Percent students likely to go to college	2772	96.0%	Best Match
Q26C	Percent students academic achievement important	2772	96.4%	Best Match
Q27	Typical number of classroom changes	2772	97.2%	Best Match
Q28A1	# of paid full-time special ed teacher	2772	98.5%	Proportional
Q28A2	# of paid part-time special ed teacher	2772	70.2%	Proportional
Q28B1	# of paid full-time special ed aides	2772	95.6%	Proportional
Q28B2	# of paid part-time special ed aides	2772	69.1%	Proportional
Q28C1/R	# of paid full-time regular classroom teachers	2772	98.4%	Proportional

Variable name	Label	Number eligible to respond	Percent who responded	Imputation method
Q28C2/R	# of paid part-time regular classroom teachers	2772	68.2%	Proportional
Q28D1/R	# of paid full-time regular classroom aides/paraprofessionals	2772	94.0%	Proportional
Q28D2/R	# of paid part-time regular classroom aides/paraprofessionals	2772	68.8%	Proportional
Q28E1	# of paid full-time counselors	2772	96.3%	Proportional
Q28E2	# of paid part-time counselors	2772	71.0%	Proportional
Q29	Crime where students live	2772	99.8%	Best Match
Q30	Crime where school located	2772	99.7%	Best Match
Q31/R	School type	2772	99.7%	From Frame
Q32	Average percent daily attendance	2772	98.7%	Best Match
Q33A	# of students transferred to school	2772	91.8%	Proportional
Q33B	# of students transferred from school	2772	88.5%	Proportional

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Appendix E:
List of Variables and Record Layout
of the Fixed-Format ASCII File
for the Restricted-Use Data

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Variable List

Order	Variable name	Variable label	Format	Length	Start column	End column
1	ABTID	Temporary unique school identifier	Num	4	1	4
2	Q_NUMYRS	Number of years respondent at the school	Num	3	5	7
3	Q_RESP	Title/position of respondent	Num	2	8	9
4	Q_R_SPFY	Title/position of respondent - Other verbatim responses	Char	50	10	59
5	Q1A	School practice require visitor check in	Num	2	60	61
6	Q1B	Access controlled locked/monitored doors	Num	2	62	63
7	Q1C	Grounds have locked/monitored gates	Num	2	64	65
8	Q1D	Students pass through metal detectors	Num	2	66	67
9	Q1E	Visitors pass through metal detectors	Num	2	68	69
10	Q1F	Have random metal detector checks on students	Num	2	70	71
11	Q1G	Practice to close campus for lunch	Num	2	72	73
12	Q1H	Practice random dog sniffs for drugs	Num	2	74	75
13	Q1I	Random sweeps for contraband not including dog sniffs	Num	2	76	77
14	Q1J	Require drug testing for any students	Num	2	78	79
15	Q1K	Require drug testing for athletes	Num	2	80	81
16	Q1L	Require drug testing for students in extra-curricular activities	Num	2	82	83
17	Q1M	Require students to wear uniforms	Num	2	84	85
18	Q1N	Practice to enforce a strict dress code	Num	2	86	87
19	Q1O	Provide school lockers to students	Num	2	88	89
20	Q1P	Require clear book bags or ban book bags	Num	2	90	91
21	Q1Q	Require students to wear badge or photo ID	Num	2	92	93
22	Q1R	Require faculty/staff to wear badge or photo ID	Num	2	94	95
23	Q1S	Security camera(s) monitor the school	Num	2	96	97
24	Q1T	Provide telephones in most classrooms	Num	2	98	99
25	Q1U	Provide two-way radios to any staff	Num	2	100	101
26	Q1V	Tobacco prohibited on school grounds	Num	2	102	103
27	Q2A1	School has written plan for shootings	Num	2	104	105
28	Q2A2	Drilled students on plan for shootings	Num	2	106	107
29	Q2B1	Written plan for natural disasters	Num	2	108	109
30	Q2B2	Drilled students on plan for natural disasters	Num	2	110	111
31	Q2C1	Written crisis plan for hostages	Num	2	112	113
32	Q2C2	Drilled students on plan for hostages	Num	2	114	115
33	Q2D1	Written plan for bomb threats	Num	2	116	117
34	Q2D2	Drilled students on plan for bomb threats	Num	2	118	119
35	Q2E1	Written plan for chemical, biological, or radiological threats	Num	2	120	121
36	Q2E2	Drilled students on plan for chemical, biological, or radiological threats	Num	2	122	123
37	Q3A	Prevention curriculum/instruction/training	Num	2	124	125
38	Q3B	Behavioral modification for students	Num	2	126	127

Order	Variable name	Variable label	Format	Length	Start column	End column
39	Q3C	Student counseling/social work	Num	2	128	129
40	Q3D	Individual mentoring/tutoring students	Num	2	130	131
41	Q3E	Recreation/enrichment student activities	Num	2	132	133
42	Q3F	Student involvement resolving problems	Num	2	134	135
43	Q3G	Promote sense of community/integration	Num	2	136	137
44	Q3H	Hotline/tipline to report problems	Num	2	138	139
45	Q4A	Formal process to obtain parental input	Num	2	140	141
46	Q4B	Provide training/assistance to parents	Num	2	142	143
47	Q4C	Program involves parents at school	Num	2	144	145
48	Q5A	Parent participates in open house or back to school night	Num	2	146	147
49	Q5B	Parent participates in parent-teacher conference	Num	2	148	149
50	Q5C	Parent participates in subject-area events	Num	2	150	151
51	Q5D	Parent volunteers at school	Num	2	152	153
52	Q6A	Community involvement-parent groups	Num	2	154	155
53	Q6B	Community involvement-social services	Num	2	156	157
54	Q6C	Community involvement-juvenile justice	Num	2	158	159
55	Q6D	Community involvement-law enforcement	Num	2	160	161
56	Q6E	Community involvement-mental health	Num	2	162	163
57	Q6F	Community involvement-civic organizations	Num	2	164	165
58	Q6G	Community involvement-business	Num	2	166	167
59	Q6H	Community involvement-religious organizations	Num	2	168	169
60	Q7	Sworn law enforcement officer or security guard	Num	2	170	171
61	Q8A	Security used during school hours	Num	2	172	173
62	Q8B	Security while students arrive/leave	Num	2	174	175
63	Q8C	Security at selected school activities	Num	2	176	177
64	Q8D	Security when school not occurring	Num	2	178	179
65	Q8E	Other times security used	Num	2	180	181
66	Q8E_CODE	Coded other times security used	Char	2	182	183
67	Q8E_SPFY	Verbatim responses	Char	103	184	286
68	Q9A1	# of full-time security guards	Num	2	287	288
69	Q9A2	# of part-time security guards	Num	2	289	290
70	Q9B1	# of full-time School Resource Officers	Num	2	291	292
71	Q9B2	# of part-time School Resource Officers	Num	2	293	294
72	Q9C1	# of full-time sworn law enforcement officers-not SROs	Num	2	295	296
73	Q9C2	# of part-time sworn law enforcement officers-not SROs	Num	2	297	298
74	Q10A	Guards in uniform or identifiable clothes	Num	2	299	300
75	Q10B	Guards armed with firearms	Num	2	301	302
76	Q11A	Security enforcement and patrol	Num	2	303	304
77	Q11B	Maintain school discipline	Num	2	305	306
78	Q11C	Coordinated with local police	Num	2	307	308
79	Q11D	Identify problems and seek solutions	Num	2	309	310

Order	Variable name	Variable label	Format	Length	Start column	End column
80	Q11E	Train teachers in school safety	Num	2	311	312
81	Q11F	Mentor students	Num	2	313	314
82	Q11G	Teach or train students (e.g., drug-related education)	Num	2	315	316
83	Q12A	Teacher training-classroom management	Num	2	317	318
84	Q12B	Teacher training-discipline policies	Num	2	319	320
85	Q12C	Teacher training-safety procedures	Num	2	321	322
86	Q12D	Teacher training-early warning signs for violent behavior	Num	2	323	324
87	Q12E	Teacher training-student alcohol/drug abuse	Num	2	325	326
88	Q12F	Teacher training-positive behavioral intervention	Num	2	327	328
89	Q14A	Efforts limited by inadequate/lack of teacher training	Num	2	329	330
90	Q14B	Efforts limited by inadequate/lack of alternative placement	Num	2	331	332
91	Q14C	Efforts limited by parental complaints	Num	2	333	334
92	Q14D	Efforts limited by inadequate/lack of teacher support	Num	2	335	336
93	Q14E	Efforts limited by inadequate/lack of parent support	Num	2	337	338
94	Q14F	Efforts limited by fear of student retaliation	Num	2	339	340
95	Q14G	Efforts limited by fear of litigation	Num	2	341	342
96	Q14H	Efforts limited by inadequate funds	Num	2	343	344
97	Q14I	Efforts limited by inconsistent application of policies	Num	2	345	346
98	Q14J	Efforts limited/fear of district or state reprisal	Num	2	347	348
99	Q14K	Efforts limited by fed policies/special ed	Num	2	349	350
100	Q14L	Efforts limited by other federal policies	Num	2	351	352
101	Q14M	Efforts limited by state/district policy	Num	2	353	354
102	Q15	Any school deaths from homicides	Num	2	355	356
103	Q16	School shooting incidents	Num	2	357	358
104	Q17A1	# of rapes/attempted rapes-total	Num	2	359	360
105	Q17A2	# of rapes reported to police	Num	2	361	362
106	Q17B1	# of sexual battery other than rape-total	Num	2	363	364
107	Q17B2	# of sexual battery other than rape reported to police	Num	2	365	366
108	Q17C1_1	# of robberies with weapon-total	Num	2	367	368
109	Q17C1_2	# of robberies with weapon reported to police	Num	2	369	370
110	Q17C2_1	# of incidents of robbery without weapon - total	Num	2	371	372
111	Q17C2_2	# of robbery without weapon reported to police	Num	2	373	374
112	Q17D1_1	# of attacks with weapon - total	Num	2	375	376
113	Q17D1_2	# of attacks with weapon reported to police	Num	2	377	378
114	Q17D2_1	# of attacks without weapon - total	Num	8	379	386
115	Q17D2_2	# of attacks without weapon reported to police	Num	8	387	394
116	Q17E1_1	# of threats of attack with weapon - total	Num	2	395	396

Order	Variable name	Variable label	Format	Length	Start column	End column
117	Q17E1_2	# of threats of attack with weapon reported to police	Num	2	397	398
118	Q17E2_1	# of threats of attack without weapon - total	Num	8	399	406
119	Q17E2_2	# of threats of attack without weapon reported to police	Num	8	407	414
120	Q17F1	# of incidents theft/larceny-total	Num	8	415	422
121	Q17F2	# of incidents theft/larceny reported to police	Num	8	423	430
122	Q17G1	# of possession of firearms-total	Num	2	431	432
123	Q17G2	# of possession of firearms reported to police	Num	2	433	434
124	Q17H1	# of possession knife/sharp object-total	Num	8	435	442
125	Q17H2	# of possession knife/sharp object reported to police	Num	8	443	450
126	Q17I1	# of distribution of drugs-total	Num	8	451	458
127	Q17I2	# of distribution of drugs reported to police	Num	8	459	466
128	Q17J1	# of possession or use of alcohol-total	Num	8	467	474
129	Q17J2	# of possession or use of alcohol reported to police	Num	8	475	482
130	Q17K1	# of incidents of vandalism-total	Num	8	483	490
131	Q17K2	# of incident of vandalism reported to police	Num	8	491	498
132	Q18A	# of hate crimes	Num	3	499	501
133	Q18B	# of gang-related crimes	Num	8	502	509
134	Q19	# of times school disrupted (e.g. bomb, chemical, radiological, death threats)	Num	2	510	511
135	Q20A	How often student racial tensions	Num	2	512	513
136	Q20B	How often student bullying occurs	Num	2	514	515
137	Q20C	How often student sexual harassment of student	Num	2	516	517
138	Q20D	How often student verbal abuse of teachers	Num	2	518	519
139	Q20E	How often student disorder in classrooms	Num	2	520	521
140	Q20F	How often student acts of disrespect	Num	2	522	523
141	Q20G	How often student gang activities	Num	2	524	525
142	Q20H	How often student cult or extremist activates	Num	2	526	527
143	Q21A1	Removal with no services available	Num	2	528	529
144	Q21A2	Removal with no services-action used	Num	2	530	531
145	Q21B1	Removal with tutoring/at-home instruction available	Num	2	532	533
146	Q21B2	Removal with tutoring/at-home instruction-action used	Num	2	534	535
147	Q21C1	Transfer to specialized school available	Num	2	536	537
148	Q21C2	Transfer to specialized school available-action used	Num	2	538	539
149	Q21D1	Transfer to regular school available	Num	2	540	541
150	Q21D2	Transfer to regular school available-action used	Num	2	542	543
151	Q21E1	Outside suspension/no services available	Num	2	544	545
152	Q21E2	Outside suspension/no services available-action used	Num	2	546	547

Order	Variable name	Variable label	Format	Length	Start column	End column
153	Q21F1	Outside suspension with services available	Num	2	548	549
154	Q21F2	Outside suspension with services available-action used	Num	2	550	551
155	Q21G1	In-school suspension/no services available	Num	2	552	553
156	Q21G2	In-school suspension/no services available-action used	Num	2	554	555
157	Q21H1	In-school suspension with services available	Num	2	556	557
158	Q21H2	In-school suspension with services available-action used	Num	2	558	559
159	Q21I1	Referral to school counselor available	Num	2	560	561
160	Q21I2	Referral to school counselor available-action used	Num	2	562	563
161	Q21J1	In-school disciplinary plan available	Num	2	564	565
162	Q21J2	In-school disciplinary plan available - action used	Num	2	566	567
163	Q21K1	Outside school disciplinary plan available	Num	2	568	569
164	Q21K2	Outside school disciplinary plan available - action used	Num	2	570	571
165	Q21L1	Keep off bus for misbehavior available	Num	2	572	573
166	Q21L2	Keep off bus for misbehavior available-action used	Num	2	574	575
167	Q21M1	Corporal punishment available	Num	2	576	577
168	Q21M2	Corporal punishment available-action used	Num	2	578	579
169	Q21N1	School probation available	Num	2	580	581
170	Q21N2	School probation available-action used	Num	2	582	583
171	Q21O1	Detention/Saturday school available	Num	2	584	585
172	Q21O2	Detention/Saturday school available-action used	Num	2	586	587
173	Q21P1	Loss of student privileges available	Num	2	588	589
174	Q21P2	Loss of student privileges available-action used	Num	2	590	591
175	Q21Q1	Require community service available	Num	2	592	593
176	Q21Q2	Require community service available-action used	Num	2	594	595
177	Q22A1	Student use/possession firearm/explosive device-total	Num	3	596	598
178	Q22A2	# of removals for firearm use/possession	Num	2	599	600
179	Q22A3	# of transfers for firearm use/possession	Num	2	601	602
180	Q22A4	# of suspensions for firearm use/possession	Num	3	603	605
181	Q22A5	# of other actions for firearm use/possession	Num	3	606	608
182	Q22B1	Student use/possession weapon (other than firearm)-total	Num	8	609	616
183	Q22B2	# of removals for weapon use	Num	2	617	618
184	Q22B3	# of transfers for weapon use	Num	2	619	620
185	Q22B4	# of suspensions for weapon use	Num	2	621	622
186	Q22B5	# of other actions for weapon use	Num	2	623	624
187	Q22C1	# of distribution/possession/use illegal drugs-total	Num	8	625	632

Order	Variable name	Variable label	Format	Length	Start column	End column
188	Q22C2	# of removals for distribution/possession/use-illegal drugs	Num	2	633	634
189	Q22C3	# of transfers for distribution/possession/use-illegal drugs	Num	8	635	642
190	Q22C4	# of suspensions for distribution/possession/use-illegal drugs	Num	8	643	650
191	Q22C5	# of other actions for distribution/possession/use-illegal drugs	Num	8	651	658
192	Q22D1	# of distribution/possession/use alcohol-total	Num	8	659	666
193	Q22D2	# of removals for distribution/possession/use-alcohol	Num	2	667	668
194	Q22D3	# of transfers for distribution/possession/use-alcohol	Num	2	669	670
195	Q22D4	# of suspensions for distribution/possession/use-alcohol	Num	8	671	678
196	Q22D5	# of other actions for distribution/possession/use-alcohol	Num	8	679	686
197	Q22E1	Attacks/fights-total	Num	8	687	694
198	Q22E2	# of removals for attacks/fights	Num	2	695	696
199	Q22E3	# of transfers for attacks/fights	Num	8	697	704
200	Q22E4	# of suspensions for attacks/fights	Num	8	705	712
201	Q22E5	# of other actions for attacks/fights	Num	8	713	720
202	Q22F1	Insubordination-total	Num	8	721	728
203	Q22F2	# of removals for insubordination	Num	2	729	730
204	Q22F3	# of transfers for insubordination	Num	8	731	738
205	Q22F4	# of suspensions for insubordination	Num	8	739	746
206	Q22F5	# of other actions for insubordination	Num	8	747	754
207	Q23A	# of removals with no service-total	Num	8	755	762
208	Q23B	# of transfers to specialized schools-total	Num	8	763	770
209	Q24	Total students	Num	8	771	778
210	Q25A	Percent eligible for free or reduced price lunch	Num	8	779	786
211	Q25B	Percent students limit English proficient	Num	8	787	794
212	Q25C	Percent special education students	Num	8	795	802
213	Q25D	Percent male	Num	8	803	810
214	Q26A	Percent students below 15th percentile standardized tests	Num	8	811	818
215	Q26B	Percent students likely to go to college	Num	8	819	826
216	Q26C	Percent students academic achievement important	Num	8	827	834
217	Q27	Typical number of classroom changes	Num	2	835	836
218	Q28A1	# of paid full-time special ed teacher	Num	8	837	844
219	Q28A2	# of paid part-time special ed teacher	Num	2	845	846
220	Q28B1	# of paid full-time special ed aides	Num	8	847	854
221	Q28B2	# of paid part-time special ed aides	Num	8	855	862
222	Q28C1	# of paid full-time regular classroom teachers	Num	8	863	870
223	Q28C2	# of paid part-time regular classroom teachers	Num	8	871	878

Order	Variable name	Variable label	Format	Length	Start column	End column
224	Q28D1	# of paid full-time regular classroom aides/paraprofessionals	Num	8	879	886
225	Q28D2	# of paid part-time regular classroom aides/paraprofessionals	Num	8	887	894
226	Q28E1	# of paid full-time counselors	Num	2	895	896
227	Q28E2	# of paid part-time counselors	Num	2	897	898
228	Q29	Crime where students live	Num	2	899	900
229	Q30	Crime where school located	Num	2	901	902
230	Q31	School type	Num	2	903	904
231	Q31_SPFY	Verbatim responses	Char	49	905	953
232	Q32	Average percent daily attendance	Num	8	954	961
233	Q33A	# of students transferred to school	Num	8	962	969
234	Q33B	# of students transferred from school	Num	8	970	977
235	Q34A_DD	Start date for 2003-2004 school year	Num	2	978	979
236	Q34A_MM	Start month for 2003-2004 school year	Num	2	980	981
237	Q34A_YY	Start year for 2003-2004 school year	Num	4	982	985
238	Q34B_DD	Ending date for 2003-2004 school year	Num	2	986	987
239	Q34B_MM	Ending month for 2003-2004 school year	Num	2	988	989
240	Q34B_YY	Ending year for 2003-2004 school year	Num	4	990	993
241	Q34C_DD	Date questionnaire completed	Num	2	994	995
242	Q34C_MM	Month questionnaire completed	Num	2	996	997
243	Q34C_YY	Year questionnaire completed	Num	4	998	1001
244	CRISIS04	Number of types of crises covered in written plans	Num	2	1002	1003
245	DISTOT04	Total number of disciplinary actions recorded	Num	8	1004	1011
246	FTE04	Teacher full-time-equivalency	Num	8	1012	1019
247	FTE04CAT	Teachers (full-time-equivalent)	Num	2	1020	1021
248	INCID04	Total number of incidents recorded	Num	8	1022	1029
249	INCPOL04	Total number of incidents reported to police	Num	8	1030	1037
250	OTHACT04	Total 'other actions' for specified offenses	Num	8	1038	1045
251	OUTSUS04	Total OSS > 5 days but < the remainder of school for specified offenses	Num	8	1046	1053
252	PROBWK04	Number of types of problems that occur at least once a week	Num	2	1054	1055
253	Q24CAT	Enrollment Size	Num	2	1056	1057
254	Q25ACAT	Percentage of students eligible for free/reduced-price lunch	Num	2	1058	1059
255	Q25DCAT	Percentage male enrollment	Num	2	1060	1061
256	REMOVL04	Total removals with no continuing school services for specified offenses	Num	8	1062	1069
257	STPFTE04	Students per teacher full-time-equivalency	Num	8	1070	1077
258	STRATA64	Nesting Variable	Num	3	1078	1080
259	STRCAT	Student/teacher ratio	Num	2	1081	1082
260	STUOFF04	Total students involved in specified offenses	Num	8	1083	1090
261	SVINC04	Total number of serious violent incidents recorded	Num	8	1091	1098

Order	Variable name	Variable label	Format	Length	Start column	End column
262	SVPOL04	Total number of serious violent incidents reported to police	Num	8	1099	1106
263	TRANSF04	Total transfers to specialized schools for specified offenses	Num	8	1107	1114
264	VIOINC04	Total number of violent incidents recorded	Num	8	1115	1122
265	VIOPOL04	Total number of violent incidents reported to police	Num	8	1123	1130
266	FR_ASN	# of Asian/Pacific Islander students in school - from 03-04 SASS frame (School)	Num	8	1131	1138
267	FR_BLK	# of Black, non-Hispanic students in school - from 03-04 SASS frame (School)	Num	8	1139	1146
268	FR_CATMN	Recoded % minority student enrollment in school - based on 03-04 SASS frame variable (School)	Num	2	1147	1148
269	FR_CCDID	2001-02 CCD school ID	Char	12	1149	1160
270	FR_CHRT	Charter school identifier - from 03-04 SASS frame (School)	Char	1	1161	1161
271	FR_ETHN	# of ethnic students in school (total) - based on 03-04 SASS frame variables (School)	Num	8	1162	1169
272	FR_FIPST	FIPS State Code	Char	2	1170	1171
273	FR_HIGD	High grade in school - from 03-04 SASS frame (School)	Char	2	1172	1173
274	FR_HISP	# of Hispanic students in school - from 03-04 SASS frame (School)	Num	8	1174	1181
275	FR_INDN	# of Am Indian/Alaska Native students in school - from 03 - 04 SASS frame (School)	Num	8	1182	1189
276	FR_LEAID	CCD LEA ID	Char	12	1190	1201
277	FR_LOC4	Urbanicity - from 03-04 SASS frame variable (School)	Num	2	1202	1203
278	FR_LOC8	Urbanicity - from 03-04 SASS frame (School)	Num	2	1204	1205
279	FR_LOGD	Low grade in school - from 03-04 SASS frame (School)	Char	2	1206	1207
280	FR_LVL	School grades offered - based on 03-04 SASS frame variables (School)	Num	2	1208	1209
281	FR_MEM	Total students in district - from 03-04 SASS frame (LEA)	Num	8	1210	1217
282	FR_MINR	# of minority students in school (total) - based on 03-04 SASS frame variables	Num	8	1218	1225
283	FR_MSC01	Metro status code - from 00-01 CCD (LEA)	Char	1	1226	1226
284	FR_MSC03	Metropolitan Status Code - from 03-04 CCD (LEA)	Char	1	1227	1227
285	FR_NECCD	Original New England CCDID	Char	12	1228	1239
286	FR_NOST	Total student enrollment - from 03-04 SASS frame (LEA)	Num	8	1240	1247
287	FR_PERMN	% minority student enrollment in school - based on 03-04 SASS frame variable (School)	Num	8	1248	1255
288	FR_REGN	Region - from 03-04 SASS frame (School)	Num	2	1256	1257

Order	Variable name	Variable label	Format	Length	Start column	End column
289	FR_SCH01	Total number of schools in district - from 00-01 CCD (LEA)	Num	8	1258	1265
290	FR_SCH03	Number of schools in district - from 03-04 CCD(LEA)	Num	8	1266	1273
291	FR_SIZE	School size categories - from 03-04 SASS frame (School)	Num	2	1274	1275
292	FR_TSTU	Total PK-12 students in district - from 03-04 SASS frame (LEA)	Num	8	1276	1283
293	FR_WHIT	# of White, non-Hispanic students in school - from 03-04 SASS frame (School)	Num	8	1284	1291
294	FINALWGT	Final weight for the sample	Num	8	1292	1299
295	REPWGT1	Jackknife replicate 1	Num	8	1300	1307
296	REPWGT2	Jackknife replicate 2	Num	8	1308	1315
297	REPWGT3	Jackknife replicate 3	Num	8	1316	1323
298	REPWGT4	Jackknife replicate 4	Num	8	1324	1331
299	REPWGT5	Jackknife replicate 5	Num	8	1332	1339
300	REPWGT6	Jackknife replicate 6	Num	8	1340	1347
301	REPWGT7	Jackknife replicate 7	Num	8	1348	1355
302	REPWGT8	Jackknife replicate 8	Num	8	1356	1363
303	REPWGT9	Jackknife replicate 9	Num	8	1364	1371
304	REPWGT10	Jackknife replicate 10	Num	8	1372	1379
305	REPWGT11	Jackknife replicate 11	Num	8	1380	1387
306	REPWGT12	Jackknife replicate 12	Num	8	1388	1395
307	REPWGT13	Jackknife replicate 13	Num	8	1396	1403
308	REPWGT14	Jackknife replicate 14	Num	8	1404	1411
309	REPWGT15	Jackknife replicate 15	Num	8	1412	1419
310	REPWGT16	Jackknife replicate 16	Num	8	1420	1427
311	REPWGT17	Jackknife replicate 17	Num	8	1428	1435
312	REPWGT18	Jackknife replicate 18	Num	8	1436	1443
313	REPWGT19	Jackknife replicate 19	Num	8	1444	1451
314	REPWGT20	Jackknife replicate 20	Num	8	1452	1459
315	REPWGT21	Jackknife replicate 21	Num	8	1460	1467
316	REPWGT22	Jackknife replicate 22	Num	8	1468	1475
317	REPWGT23	Jackknife replicate 23	Num	8	1476	1483
318	REPWGT24	Jackknife replicate 24	Num	8	1484	1491
319	REPWGT25	Jackknife replicate 25	Num	8	1492	1499
320	REPWGT26	Jackknife replicate 26	Num	8	1500	1507
321	REPWGT27	Jackknife replicate 27	Num	8	1508	1515
322	REPWGT28	Jackknife replicate 28	Num	8	1516	1523
323	REPWGT29	Jackknife replicate 29	Num	8	1524	1531
324	REPWGT30	Jackknife replicate 30	Num	8	1532	1539
325	REPWGT31	Jackknife replicate 31	Num	8	1540	1547
326	REPWGT32	Jackknife replicate 32	Num	8	1548	1555
327	REPWGT33	Jackknife replicate 33	Num	8	1556	1563
328	REPWGT34	Jackknife replicate 34	Num	8	1564	1571
329	REPWGT35	Jackknife replicate 35	Num	8	1572	1579

Order	Variable name	Variable label	Format	Length	Start column	End column
330	REPWGT36	Jackknife replicate 36	Num	8	1580	1587
331	REPWGT37	Jackknife replicate 37	Num	8	1588	1595
332	REPWGT38	Jackknife replicate 38	Num	8	1596	1603
333	REPWGT39	Jackknife replicate 39	Num	8	1604	1611
334	REPWGT40	Jackknife replicate 40	Num	8	1612	1619
335	REPWGT41	Jackknife replicate 41	Num	8	1620	1627
336	REPWGT42	Jackknife replicate 42	Num	8	1628	1635
337	REPWGT43	Jackknife replicate 43	Num	8	1636	1643
338	REPWGT44	Jackknife replicate 44	Num	8	1644	1651
339	REPWGT45	Jackknife replicate 45	Num	8	1652	1659
340	REPWGT46	Jackknife replicate 46	Num	8	1660	1667
341	REPWGT47	Jackknife replicate 47	Num	8	1668	1675
342	REPWGT48	Jackknife replicate 48	Num	8	1676	1683
343	REPWGT49	Jackknife replicate 49	Num	8	1684	1691
344	REPWGT50	Jackknife replicate 50	Num	8	1692	1699
345	IQ1A	Imputation Flag	Num	2	1700	1701
346	IQ1B	Imputation Flag	Num	2	1702	1703
347	IQ1C	Imputation Flag	Num	2	1704	1705
348	IQ1D	Imputation Flag	Num	2	1706	1707
349	IQ1E	Imputation Flag	Num	2	1708	1709
350	IQ1F	Imputation Flag	Num	2	1710	1711
351	IQ1G	Imputation Flag	Num	2	1712	1713
352	IQ1H	Imputation Flag	Num	2	1714	1715
353	IQ1I	Imputation Flag	Num	2	1716	1717
354	IQ1J	Imputation Flag	Num	2	1718	1719
355	IQ1K	Imputation Flag	Num	2	1720	1721
356	IQ1L	Imputation Flag	Num	2	1722	1723
357	IQ1M	Imputation Flag	Num	2	1724	1725
358	IQ1N	Imputation Flag	Num	2	1726	1727
359	IQ1O	Imputation Flag	Num	2	1728	1729
360	IQ1P	Imputation Flag	Num	2	1730	1731
361	IQ1Q	Imputation Flag	Num	2	1732	1733
362	IQ1R	Imputation Flag	Num	2	1734	1735
363	IQ1S	Imputation Flag	Num	2	1736	1737
364	IQ1T	Imputation Flag	Num	2	1738	1739
365	IQ1U	Imputation Flag	Num	2	1740	1741
366	IQ1V	Imputation Flag	Num	2	1742	1743
367	IQ2A1	Imputation Flag	Num	2	1744	1745
368	IQ2A2	Imputation Flag	Num	2	1746	1747
369	IQ2B1	Imputation Flag	Num	2	1748	1749
370	IQ2B2	Imputation Flag	Num	2	1750	1751
371	IQ2C1	Imputation Flag	Num	2	1752	1753
372	IQ2C2	Imputation Flag	Num	2	1754	1755
373	IQ2D1	Imputation Flag	Num	2	1756	1757
374	IQ2D2	Imputation Flag	Num	2	1758	1759
375	IQ2E1	Imputation Flag	Num	2	1760	1761

Order	Variable name	Variable label	Format	Length	Start column	End column
376	IQ2E2	Imputation Flag	Num	2	1762	1763
377	IQ3A	Imputation Flag	Num	2	1764	1765
378	IQ3B	Imputation Flag	Num	2	1766	1767
379	IQ3C	Imputation Flag	Num	2	1768	1769
380	IQ3D	Imputation Flag	Num	2	1770	1771
381	IQ3E	Imputation Flag	Num	2	1772	1773
382	IQ3F	Imputation Flag	Num	2	1774	1775
383	IQ3G	Imputation Flag	Num	2	1776	1777
384	IQ3H	Imputation Flag	Num	2	1778	1779
385	IQ4A	Imputation Flag	Num	2	1780	1781
386	IQ4B	Imputation Flag	Num	2	1782	1783
387	IQ4C	Imputation Flag	Num	2	1784	1785
388	IQ5A	Imputation Flag	Num	2	1786	1787
389	IQ5B	Imputation Flag	Num	2	1788	1789
390	IQ5C	Imputation Flag	Num	2	1790	1791
391	IQ5D	Imputation Flag	Num	2	1792	1793
392	IQ6A	Imputation Flag	Num	2	1794	1795
393	IQ6B	Imputation Flag	Num	2	1796	1797
394	IQ6C	Imputation Flag	Num	2	1798	1799
395	IQ6D	Imputation Flag	Num	2	1800	1801
396	IQ6E	Imputation Flag	Num	2	1802	1803
397	IQ6F	Imputation Flag	Num	2	1804	1805
398	IQ6G	Imputation Flag	Num	2	1806	1807
399	IQ6H	Imputation Flag	Num	2	1808	1809
400	IQ7	Imputation Flag	Num	2	1810	1811
401	IQ8A	Imputation Flag	Num	2	1812	1813
402	IQ8B	Imputation Flag	Num	2	1814	1815
403	IQ8C	Imputation Flag	Num	2	1816	1817
404	IQ8D	Imputation Flag	Num	2	1818	1819
405	IQ8E	Imputation Flag	Num	2	1820	1821
406	IQ9A1	Imputation Flag	Num	2	1822	1823
407	IQ9A2	Imputation Flag	Num	2	1824	1825
408	IQ9B1	Imputation Flag	Num	2	1826	1827
409	IQ9B2	Imputation Flag	Num	2	1828	1829
410	IQ9C1	Imputation Flag	Num	2	1830	1831
411	IQ9C2	Imputation Flag	Num	2	1832	1833
412	IQ10A	Imputation Flag	Num	2	1834	1835
413	IQ10B	Imputation Flag	Num	2	1836	1837
414	IQ11A	Imputation Flag	Num	2	1838	1839
415	IQ11B	Imputation Flag	Num	2	1840	1841
416	IQ11C	Imputation Flag	Num	2	1842	1843
417	IQ11D	Imputation Flag	Num	2	1844	1845
418	IQ11E	Imputation Flag	Num	2	1846	1847
419	IQ11F	Imputation Flag	Num	2	1848	1849
420	IQ11G	Imputation Flag	Num	2	1850	1851
421	IQ12A	Imputation Flag	Num	2	1852	1853

Order	Variable name	Variable label	Format	Length	Start column	End column
422	IQ12B	Imputation Flag	Num	2	1854	1855
423	IQ12C	Imputation Flag	Num	2	1856	1857
424	IQ12D	Imputation Flag	Num	2	1858	1859
425	IQ12E	Imputation Flag	Num	2	1860	1861
426	IQ12F	Imputation Flag	Num	2	1862	1863
427	IQ14A	Imputation Flag	Num	2	1864	1865
428	IQ14B	Imputation Flag	Num	2	1866	1867
429	IQ14C	Imputation Flag	Num	2	1868	1869
430	IQ14D	Imputation Flag	Num	2	1870	1871
431	IQ14E	Imputation Flag	Num	2	1872	1873
432	IQ14F	Imputation Flag	Num	2	1874	1875
433	IQ14G	Imputation Flag	Num	2	1876	1877
434	IQ14H	Imputation Flag	Num	2	1878	1879
435	IQ14I	Imputation Flag	Num	2	1880	1881
436	IQ14J	Imputation Flag	Num	2	1882	1883
437	IQ14K	Imputation Flag	Num	2	1884	1885
438	IQ14L	Imputation Flag	Num	2	1886	1887
439	IQ14M	Imputation Flag	Num	2	1888	1889
440	IQ15	Imputation Flag	Num	2	1890	1891
441	IQ16	Imputation Flag	Num	2	1892	1893
442	IQ17A1	Imputation Flag	Num	2	1894	1895
443	IQ17A2	Imputation Flag	Num	2	1896	1897
444	IQ17B1	Imputation Flag	Num	2	1898	1899
445	IQ17B2	Imputation Flag	Num	2	1900	1901
446	IQ17C1_1	Imputation Flag	Num	2	1902	1903
447	IQ17C1_2	Imputation Flag	Num	2	1904	1905
448	IQ17C2_1	Imputation Flag	Num	2	1906	1907
449	IQ17C2_2	Imputation Flag	Num	2	1908	1909
450	IQ17D1_1	Imputation Flag	Num	2	1910	1911
451	IQ17D1_2	Imputation Flag	Num	2	1912	1913
452	IQ17D2_1	Imputation Flag	Num	2	1914	1915
453	IQ17D2_2	Imputation Flag	Num	2	1916	1917
454	IQ17E1_1	Imputation Flag	Num	2	1918	1919
455	IQ17E1_2	Imputation Flag	Num	2	1920	1921
456	IQ17E2_1	Imputation Flag	Num	2	1922	1923
457	IQ17E2_2	Imputation Flag	Num	2	1924	1925
458	IQ17F1	Imputation Flag	Num	2	1926	1927
459	IQ17F2	Imputation Flag	Num	2	1928	1929
460	IQ17G1	Imputation Flag	Num	2	1930	1931
461	IQ17G2	Imputation Flag	Num	2	1932	1933
462	IQ17H1	Imputation Flag	Num	2	1934	1935
463	IQ17H2	Imputation Flag	Num	2	1936	1937
464	IQ17I1	Imputation Flag	Num	2	1938	1939
465	IQ17I2	Imputation Flag	Num	2	1940	1941
466	IQ17J1	Imputation Flag	Num	2	1942	1943
467	IQ17J2	Imputation Flag	Num	2	1944	1945

Order	Variable name	Variable label	Format	Length	Start column	End column
468	IQ17K1	Imputation Flag	Num	2	1946	1947
469	IQ17K2	Imputation Flag	Num	2	1948	1949
470	IQ18A	Imputation Flag	Num	2	1950	1951
471	IQ18B	Imputation Flag	Num	2	1952	1953
472	IQ19	Imputation Flag	Num	2	1954	1955
473	IQ20A	Imputation Flag	Num	2	1956	1957
474	IQ20B	Imputation Flag	Num	2	1958	1959
475	IQ20C	Imputation Flag	Num	2	1960	1961
476	IQ20D	Imputation Flag	Num	2	1962	1963
477	IQ20E	Imputation Flag	Num	2	1964	1965
478	IQ20F	Imputation Flag	Num	2	1966	1967
479	IQ20G	Imputation Flag	Num	2	1968	1969
480	IQ20H	Imputation Flag	Num	2	1970	1971
481	IQ21A1	Imputation Flag	Num	2	1972	1973
482	IQ21A2	Imputation Flag	Num	2	1974	1975
483	IQ21B1	Imputation Flag	Num	2	1976	1977
484	IQ21B2	Imputation Flag	Num	2	1978	1979
485	IQ21C1	Imputation Flag	Num	2	1980	1981
486	IQ21C2	Imputation Flag	Num	2	1982	1983
487	IQ21D1	Imputation Flag	Num	2	1984	1985
488	IQ21D2	Imputation Flag	Num	2	1986	1987
489	IQ21E1	Imputation Flag	Num	2	1988	1989
490	IQ21E2	Imputation Flag	Num	2	1990	1991
491	IQ21F1	Imputation Flag	Num	2	1992	1993
492	IQ21F2	Imputation Flag	Num	2	1994	1995
493	IQ21G1	Imputation Flag	Num	2	1996	1997
494	IQ21G2	Imputation Flag	Num	2	1998	1999
495	IQ21H1	Imputation Flag	Num	2	2000	2001
496	IQ21H2	Imputation Flag	Num	2	2002	2003
497	IQ21I1	Imputation Flag	Num	2	2004	2005
498	IQ21I2	Imputation Flag	Num	2	2006	2007
499	IQ21J1	Imputation Flag	Num	2	2008	2009
500	IQ21J2	Imputation Flag	Num	2	2010	2011
501	IQ21K1	Imputation Flag	Num	2	2012	2013
502	IQ21K2	Imputation Flag	Num	2	2014	2015
503	IQ21L1	Imputation Flag	Num	2	2016	2017
504	IQ21L2	Imputation Flag	Num	2	2018	2019
505	IQ21M1	Imputation Flag	Num	2	2020	2021
506	IQ21M2	Imputation Flag	Num	2	2022	2023
507	IQ21N1	Imputation Flag	Num	2	2024	2025
508	IQ21N2	Imputation Flag	Num	2	2026	2027
509	IQ21O1	Imputation Flag	Num	2	2028	2029
510	IQ21O2	Imputation Flag	Num	2	2030	2031
511	IQ21P1	Imputation Flag	Num	2	2032	2033
512	IQ21P2	Imputation Flag	Num	2	2034	2035
513	IQ21Q1	Imputation Flag	Num	2	2036	2037

Order	Variable name	Variable label	Format	Length	Start column	End column
514	IQ21Q2	Imputation Flag	Num	2	2038	2039
515	IQ22A1	Imputation Flag	Num	2	2040	2041
516	IQ22A2	Imputation Flag	Num	2	2042	2043
517	IQ22A3	Imputation Flag	Num	2	2044	2045
518	IQ22A4	Imputation Flag	Num	2	2046	2047
519	IQ22A5	Imputation Flag	Num	2	2048	2049
520	IQ22B1	Imputation Flag	Num	2	2050	2051
521	IQ22B2	Imputation Flag	Num	2	2052	2053
522	IQ22B3	Imputation Flag	Num	2	2054	2055
523	IQ22B4	Imputation Flag	Num	2	2056	2057
524	IQ22B5	Imputation Flag	Num	2	2058	2059
525	IQ22C1	Imputation Flag	Num	2	2060	2061
526	IQ22C2	Imputation Flag	Num	2	2062	2063
527	IQ22C3	Imputation Flag	Num	2	2064	2065
528	IQ22C4	Imputation Flag	Num	2	2066	2067
529	IQ22C5	Imputation Flag	Num	2	2068	2069
530	IQ22D1	Imputation Flag	Num	2	2070	2071
531	IQ22D2	Imputation Flag	Num	2	2072	2073
532	IQ22D3	Imputation Flag	Num	2	2074	2075
533	IQ22D4	Imputation Flag	Num	2	2076	2077
534	IQ22D5	Imputation Flag	Num	2	2078	2079
535	IQ22E1	Imputation Flag	Num	2	2080	2081
536	IQ22E2	Imputation Flag	Num	2	2082	2083
537	IQ22E3	Imputation Flag	Num	2	2084	2085
538	IQ22E4	Imputation Flag	Num	2	2086	2087
539	IQ22E5	Imputation Flag	Num	2	2088	2089
540	IQ22F1	Imputation Flag	Num	2	2090	2091
541	IQ22F2	Imputation Flag	Num	2	2092	2093
542	IQ22F3	Imputation Flag	Num	2	2094	2095
543	IQ22F4	Imputation Flag	Num	2	2096	2097
544	IQ22F5	Imputation Flag	Num	2	2098	2099
545	IQ23A	Imputation Flag	Num	2	2100	2101
546	IQ23B	Imputation Flag	Num	2	2102	2103
547	IQ24	Imputation Flag	Num	2	2104	2105
548	IQ25A	Imputation Flag	Num	2	2106	2107
549	IQ25B	Imputation Flag	Num	2	2108	2109
550	IQ25C	Imputation Flag	Num	2	2110	2111
551	IQ25D	Imputation Flag	Num	2	2112	2113
552	IQ26A	Imputation Flag	Num	2	2114	2115
553	IQ26B	Imputation Flag	Num	2	2116	2117
554	IQ26C	Imputation Flag	Num	2	2118	2119
555	IQ27	Imputation Flag	Num	2	2120	2121
556	IQ28A1	Imputation Flag	Num	2	2122	2123
557	IQ28A2	Imputation Flag	Num	2	2124	2125
558	IQ28B1	Imputation Flag	Num	2	2126	2127
559	IQ28B2	Imputation Flag	Num	2	2128	2129

Order	Variable name	Variable label	Format	Length	Start column	End column
560	IQ28C1	Imputation Flag	Num	2	2130	2131
561	IQ28C2	Imputation Flag	Num	2	2132	2133
562	IQ28D1	Imputation Flag	Num	2	2134	2135
563	IQ28D2	Imputation Flag	Num	2	2136	2137
564	IQ28E1	Imputation Flag	Num	2	2138	2139
565	IQ28E2	Imputation Flag	Num	2	2140	2141
566	IQ29	Imputation Flag	Num	2	2142	2143
567	IQ30	Imputation Flag	Num	2	2144	2145
568	IQ31	Imputation Flag	Num	2	2146	2147
569	IQ32	Imputation Flag	Num	2	2148	2149
570	IQ33A	Imputation Flag	Num	2	2150	2151
571	IQ33B	Imputation Flag	Num	2	2152	2153

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Appendix F:
List of Variables and Record Layout
of the Fixed-Format ASCII File
for the Public-Use Data

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Variable List

Order	Variable name	Variable label	Format	Length	Start column	End column
1	ABTID	Temporary unique school identifier	Num	4	1	4
2	Q_NUMYRS	Number of years respondent at the school	Num	3	5	7
3	Q_RESP	Title/position of respondent	Num	2	8	9
4	Q_R_SPFY	Title/position of respondent - Other verbatim responses	Char	50	10	59
5	Q1A	School practice requires visitor check in	Num	2	60	61
6	Q1B	Access controlled locked/monitored doors	Num	2	62	63
7	Q1C	Grounds have locked/monitored gates	Num	2	64	65
8	Q1D	Students pass through metal detectors	Num	2	66	67
9	Q1E	Visitors pass through metal detectors	Num	2	68	69
10	Q1F	Have random metal detector checks on students	Num	2	70	71
11	Q1G	Practice to close campus for lunch	Num	2	72	73
12	Q1H	Practice random dog sniffs for drugs	Num	2	74	75
13	Q1I	Random sweeps for contraband not including dog sniffs	Num	2	76	77
14	Q1J	Require drug testing for any students	Num	2	78	79
15	Q1K	Require drug testing for athletes	Num	2	80	81
16	Q1L	Require drug testing for students in extra-curricular activities	Num	2	82	83
17	Q1M	Require students to wear uniforms	Num	2	84	85
18	Q1N	Practice to enforce a strict dress code	Num	2	86	87
19	Q1O	Provide school lockers to students	Num	2	88	89
20	Q1P	Require clear book bags or ban book bags	Num	2	90	91
21	Q1Q	Require students to wear badge or photo ID	Num	2	92	93
22	Q1R	Require faculty/staff to wear badge or photo ID	Num	2	94	95
23	Q1S	Security camera(s) monitor the school	Num	2	96	97
24	Q1T	Provide telephones in most classrooms	Num	2	98	99
25	Q1U	Provide two-way radios to any staff	Num	2	100	101
26	Q1V	Tobacco prohibited on school grounds	Num	2	102	103
27	Q2A1	School has written plan for shootings	Num	2	104	105
28	Q2A2	Drilled students on plan for shootings	Num	2	106	107
29	Q2B1	Written plan for natural disasters	Num	2	108	109
30	Q2B2	Drilled students on plan for natural disasters	Num	2	110	111
31	Q2C1	Written crisis plan for hostages	Num	2	112	113
32	Q2C2	Drilled students on plan for hostages	Num	2	114	115
33	Q2D1	Written plan for bomb threats	Num	2	116	117
34	Q2D2	Drilled students on plan for bomb threats	Num	2	118	119
35	Q2E1	Written plan for chemical, biological, or radiological threats	Num	2	120	121
36	Q2E2	Drilled students on plan for chemical, biological, or radiological threats	Num	2	122	123
37	Q3A	Prevention curriculum/instruction/training	Num	2	124	125
38	Q3B	Behavioral modification for students	Num	2	126	127
39	Q3C	Student counseling/social work	Num	2	128	129

Order	Variable name	Variable label	Format	Length	Start column	End column
40	Q3D	Individual mentoring/tutoring students	Num	2	130	131
41	Q3E	Recreation/enrichment student activities	Num	2	132	133
42	Q3F	Student involvement resolving problems	Num	2	134	135
43	Q3G	Promote sense of community/integration	Num	2	136	137
44	Q3H	Hotline/tipline to report problems	Num	2	138	139
45	Q4A	Formal process to obtain parental input	Num	2	140	141
46	Q4B	Provide training/assistance to parents	Num	2	142	143
47	Q4C	Program involves parents at school	Num	2	144	145
48	Q5A	Parent participates in open house or back-to-school night	Num	2	146	147
49	Q5B	Parent participates in parent-teacher conference	Num	2	148	149
50	Q5C	Parent participates in subject-area events	Num	2	150	151
51	Q5D	Parent volunteers at school	Num	2	152	153
52	Q6A	Community involvement-parent groups	Num	2	154	155
53	Q6B	Community involvement-social services	Num	2	156	157
54	Q6C	Community involvement-juvenile justice	Num	2	158	159
55	Q6D	Community involvement-law enforcement	Num	2	160	161
56	Q6E	Community involvement-mental health	Num	2	162	163
57	Q6F	Community involvement-civic organizations	Num	2	164	165
58	Q6G	Community involvement-business	Num	2	166	167
59	Q6H	Community involvement-religious organizations	Num	2	168	169
60	Q7	Sworn law enforcement officer or security guard	Num	2	170	171
61	Q8A	Security used during school hours	Num	2	172	173
62	Q8B	Security while students arrive/leave	Num	2	174	175
63	Q8C	Security at selected school activities	Num	2	176	177
64	Q8D	Security when school not occurring	Num	2	178	179
65	Q8E	Other times security used	Num	2	180	181
66	Q8E_CODE	Coded other times security used	Char	2	182	183
67	Q8E_SPFY	Verbatim responses	Char	103	184	286
68	Q9A1	# of full-time security guards	Num	2	287	288
69	Q9A2	# of part-time security guards	Num	2	289	290
70	Q9B1	# of full-time School Resource Officers	Num	2	291	292
71	Q9B2	# of part-time School Resource Officers	Num	2	293	294
72	Q9C1	# of full-time sworn law enforcement officers---not SROs	Num	2	295	296
73	Q9C2	# of part-time sworn law enforcement officers---not SROs	Num	2	297	298
74	Q10A	Guards in uniform or identifiable clothes	Num	2	299	300
75	Q10B	Guards armed with firearms	Num	2	301	302
76	Q11A	Security enforcement and patrol	Num	2	303	304
77	Q11B	Maintain school discipline	Num	2	305	306
78	Q11C	Coordinated with local police	Num	2	307	308
79	Q11D	Identify problems and seek solutions	Num	2	309	310
80	Q11E	Train teachers in school safety	Num	2	311	312
81	Q11F	Mentor students	Num	2	313	314

Order	Variable name	Variable label	Format	Length	Start column	End column
82	Q11G	Teach or train students (e.g., drug-related education)	Num	2	315	316
83	Q12A	Teacher training---classroom management	Num	2	317	318
84	Q12B	Teacher training---discipline policies	Num	2	319	320
85	Q12C	Teacher training---safety procedures	Num	2	321	322
86	Q12D	Teacher training---early warning signs for violent behavior	Num	2	323	324
87	Q12E	Teacher training---student alcohol/drug abuse	Num	2	325	326
88	Q12F	Teacher training---positive behavioral intervention	Num	2	327	328
89	Q14A	Efforts limited by inadequate/lack of teacher training	Num	2	329	330
90	Q14B	Efforts limited by inadequate/lack of alternative placement	Num	2	331	332
91	Q14C	Efforts limited by parental complaints	Num	2	333	334
92	Q14D	Efforts limited by inadequate/lack of teacher support	Num	2	335	336
93	Q14E	Efforts limited by inadequate/lack of parent support	Num	2	337	338
94	Q14F	Efforts limited by fear of student retaliation	Num	2	339	340
95	Q14G	Efforts limited by fear of litigation	Num	2	341	342
96	Q14H	Efforts limited by inadequate funds	Num	2	343	344
97	Q14I	Efforts limited by inconsistent application of policies	Num	2	345	346
98	Q14J	Efforts limited by fear of district or state reprisal	Num	2	347	348
99	Q14K	Efforts limited by federal policies/special ed	Num	2	349	350
100	Q14L	Efforts limited by other federal policies	Num	2	351	352
101	Q14M	Efforts limited by state/district policy	Num	2	353	354
102	Q15	Any school deaths from homicides	Num	2	355	356
103	Q16	School shooting incidents	Num	2	357	358
104	Q17A1	# of rapes/attempted rapes---total	Num	2	359	360
105	Q17A2	# of rapes reported to police	Num	2	361	362
106	Q17B1	# of sexual battery other than rape---total	Num	2	363	364
107	Q17B2	# of sexual battery other than rape reported to police	Num	2	365	366
108	Q17C1_1	# of robberies with weapon---total	Num	2	367	368
109	Q17C1_2	# of robberies with weapon reported to police	Num	2	369	370
110	Q17C2_1	# of incidents of robbery without weapon---total	Num	2	371	372
111	Q17C2_2	# of robbery without weapon reported to police	Num	2	373	374
112	Q17D1_1	# of attacks with weapon---total	Num	2	375	376
113	Q17D1_2	# of attacks with weapon reported to police	Num	2	377	378
114	Q17D2_1	# of attacks without weapon---total	Num	8	379	386
115	Q17D2_2	# of attacks without weapon reported to police	Num	8	387	394
116	Q17E1_1	# of threats of attack with weapon---total	Num	2	395	396
117	Q17E1_2	# of threats of attack with weapon reported to police	Num	2	397	398
118	Q17E2_1	# of threats of attack without weapon---total	Num	8	399	406

Order	Variable name	Variable label	Format	Length	Start column	End column
119	Q17E2_2	# of threats of attack without weapon reported to police	Num	8	407	414
120	Q17F1	# of incidents theft/larceny---total	Num	8	415	422
121	Q17F2	# of incidents theft/larceny reported to police	Num	8	423	430
122	Q17G1	# of possession of firearms---total	Num	2	431	432
123	Q17G2	# of possession of firearms reported to police	Num	2	433	434
124	Q17H1	# of possession knife/sharp object---total	Num	8	435	442
125	Q17H2	# of possession knife/sharp object reported to police	Num	8	443	450
126	Q17I1	# of distribution of drugs---total	Num	8	451	458
127	Q17I2	# of distribution of drugs reported to police	Num	8	459	466
128	Q17J1	# of possession or use of alcohol---total	Num	8	467	474
129	Q17J2	# of possession or use of alcohol reported to police	Num	8	475	482
130	Q17K1	# of incidents of vandalism---total	Num	8	483	490
131	Q17K2	# of incident of vandalism reported to police	Num	8	491	498
132	Q18A	# of hate crimes	Num	3	499	501
133	Q18B	# of gang-related crimes	Num	8	502	509
134	Q19	# of times school disrupted (e.g., bomb, chemical, radiological, death threats)	Num	2	510	511
135	Q20A	How often student racial tensions	Num	2	512	513
136	Q20B	How often student bullying occurs	Num	2	514	515
137	Q20C	How often student sexual harassment of student	Num	2	516	517
138	Q20D	How often student verbal abuse of teachers	Num	2	518	519
139	Q20E	How often student disorder in classrooms	Num	2	520	521
140	Q20F	How often student acts of disrespect	Num	2	522	523
141	Q20G	How often student gang activities	Num	2	524	525
142	Q20H	How often student cult or extremist activates	Num	2	526	527
143	Q21A1	Removal with no services available	Num	2	528	529
144	Q21A2	Removal with no services---action used	Num	2	530	531
145	Q21B1	Removal with tutoring/at-home instruction available	Num	2	532	533
146	Q21B2	Removal with tutoring/at-home instruction---action used	Num	2	534	535
147	Q21C1	Transfer to specialized school available	Num	2	536	537
148	Q21C2	Transfer to specialized school available---action used	Num	2	538	539
149	Q21D1	Transfer to regular school available	Num	2	540	541
150	Q21D2	Transfer to regular school available---action used	Num	2	542	543
151	Q21E1	Outside suspension/no services available	Num	2	544	545
152	Q21E2	Outside suspension/no services available---action used	Num	2	546	547
153	Q21F1	Outside suspension with services available	Num	2	548	549
154	Q21F2	Outside suspension with services available---action used	Num	2	550	551
155	Q21G1	In-school suspension/no services available	Num	2	552	553

Order	Variable name	Variable label	Format	Length	Start column	End column
156	Q21G2	In-school suspension/no services available---action used	Num	2	554	555
157	Q21H1	In-school suspension with services available	Num	2	556	557
158	Q21H2	In-school suspension with services available---action used	Num	2	558	559
159	Q21I1	Referral to school counselor available	Num	2	560	561
160	Q21I2	Referral to school counselor available---action used	Num	2	562	563
161	Q21J1	In-school disciplinary plan available	Num	2	564	565
162	Q21J2	In-school disciplinary plan available---action used	Num	2	566	567
163	Q21K1	Outside school disciplinary plan available	Num	2	568	569
164	Q21K2	Outside school disciplinary plan available---action used	Num	2	570	571
165	Q21L1	Keep off bus for misbehavior available	Num	2	572	573
166	Q21L2	Keep off bus for misbehavior available---action used	Num	2	574	575
167	Q21M1	Corporal punishment available	Num	2	576	577
168	Q21M2	Corporal punishment available---action used	Num	2	578	579
169	Q21N1	School probation available	Num	2	580	581
170	Q21N2	School probation available---action used	Num	2	582	583
171	Q21O1	Detention/Saturday school available	Num	2	584	585
172	Q21O2	Detention/Saturday school available---action used	Num	2	586	587
173	Q21P1	Loss of student privileges available	Num	2	588	589
174	Q21P2	Loss of student privileges available---action used	Num	2	590	591
175	Q21Q1	Require community service available	Num	2	592	593
176	Q21Q2	Require community service available---action used	Num	2	594	595
177	Q22A1	Student use/possession firearm/explosive device---total	Num	3	596	598
178	Q22A2	# of removals for firearm use/possession	Num	2	599	600
179	Q22A3	# of transfers for firearm use/possession	Num	2	601	602
180	Q22A4	# of suspensions for firearm use/possession	Num	3	603	605
181	Q22A5	# of other actions for firearm use/possession	Num	3	606	608
182	Q22B1	Student use/possession weapon (other than firearm)---total	Num	8	609	616
183	Q22B2	# of removals for weapon use	Num	2	617	618
184	Q22B3	# of transfers for weapon use	Num	2	619	620
185	Q22B4	# of suspensions for weapon use	Num	2	621	622
186	Q22B5	# of other actions for weapon use	Num	2	623	624
187	Q22C1	Student distribution/possession/use illegal drugs---total	Num	8	625	632
188	Q22C2	# of removals for distribution/possession/use---illegal drugs	Num	2	633	634

Order	Variable name	Variable label	Format	Length	Start column	End column
189	Q22C3	# of transfers for distribution/possession/use---illegal drugs	Num	8	635	642
190	Q22C4	# of suspensions for distribution/possession/use---illegal drugs	Num	8	643	650
191	Q22C5	# of other actions for distribution/possession/use---illegal drugs	Num	8	651	658
192	Q22D1	# of distribution/possession/use alcohol---total	Num	8	659	666
193	Q22D2	# of removals for distribution/possession/use---alcohol	Num	2	667	668
194	Q22D3	# of transfers for distribution/possession/use---alcohol	Num	2	669	670
195	Q22D4	# of suspensions for distribution/possession/use---alcohol	Num	8	671	678
196	Q22D5	# of other actions for distribution/possession/use---alcohol	Num	8	679	686
197	Q22E1	Attacks/fights---total	Num	8	687	694
198	Q22E2	# of removals for attacks/fights	Num	2	695	696
199	Q22E3	# of transfers for attacks/fights	Num	8	697	704
200	Q22E4	# of suspensions for attacks/fights	Num	8	705	712
201	Q22E5	# of other actions for attacks/fights	Num	8	713	720
202	Q22F1	Insubordination---total	Num	8	721	728
203	Q22F2	# of removals for insubordination	Num	2	729	730
204	Q22F3	# of transfers for insubordination	Num	8	731	738
205	Q22F4	# of suspensions for insubordination	Num	8	739	746
206	Q22F5	# of other actions for insubordination	Num	8	747	754
207	Q23A	# of removals with no service---total	Num	8	755	762
208	Q23B	# of transfers to specialized schools---total	Num	8	763	770
209	Q25B	Percent students limited English proficient	Num	8	771	778
210	Q25C	Percent special-education students	Num	8	779	786
211	Q26A	Percent students below 15th percentile standardized tests	Num	8	787	794
212	Q26B	Percent students likely to go to college	Num	8	795	802
213	Q26C	Percent students academic achievement important	Num	8	803	810
214	Q27	Typical number of classroom changes	Num	2	811	812
215	Q28A1	# of paid full-time special-ed teacher	Num	8	813	820
216	Q28A2	# of paid part-time special-ed teacher	Num	2	821	822
217	Q28B1	# of paid full-time special-ed aides	Num	8	823	830
218	Q28B2	# of paid part-time special-ed aides	Num	8	831	838
219	Q28E1	# of paid full-time counselors	Num	2	839	840
220	Q28E2	# of paid part-time counselors	Num	2	841	842
221	Q29	Crime where students live	Num	2	843	844
222	Q30	Crime where school located	Num	2	845	846
223	Q32	Average percent daily attendance	Num	8	847	854
224	Q33A	# of students transferred to school	Num	8	855	862
225	Q33B	# of students transferred from school	Num	8	863	870

Order	Variable name	Variable label	Format	Length	Start column	End column
226	Q34C_DD	Date questionnaire completed	Num	2	871	872
227	Q34C_MM	Month questionnaire completed	Num	2	873	874
228	Q34C_YY	Year questionnaire completed	Num	4	875	878
229	CRISIS04	Number of types of crises covered in written plans	Num	2	879	880
230	DISTOT04	Total number of disciplinary actions recorded	Num	8	881	888
231	INCID04	Total number of incidents recorded	Num	8	889	896
232	INCPOL04	Total number of incidents reported to police	Num	8	897	904
233	OTHACT04	Total 'other actions' for specified offenses	Num	8	905	912
234	OUTSUS04	Total OSS > 5 days but < the remainder of school for specified offenses	Num	8	913	920
235	PROBWK04	Number of types of problems that occur at least once a week	Num	2	921	922
236	REMOVL04	Total removals with no continuing school services for specified offenses	Num	8	923	930
237	STRATA64	Nesting Variable	Num	3	931	933
238	STUOFF04	Total students involved in specified offenses	Num	8	934	941
239	SVINC04	Total number of serious violent incidents recorded	Num	8	942	949
240	SVPOL04	Total number of serious violent incidents reported to police	Num	8	950	957
241	TRANSF04	Total transfers to specialized schools for specified offenses	Num	8	958	965
242	VIOINC04	Total number of violent incidents recorded	Num	8	966	973
243	VIOPOL04	Total number of violent incidents reported to police	Num	8	974	981
244	FR_CATMN	Recoded % minority student enrollment in school---based on 03-04 SASS frame variable (School)	Num	2	982	983
245	FR_LOC4	Urbanicity---from 03-04 SASS frame variable (School)	Num	2	984	985
246	FR_LEVEL	School grades offered---based on 03-04 SASS frame variables (School)	Num	2	986	987
247	FR_SIZE	School size categories---from 03-04 SASS frame (School)	Num	2	988	989
248	FINALWGT	Final weight for the sample	Num	8	990	997
249	REPWGT1	Jackknife replicate 1	Num	8	998	1005
250	REPWGT2	Jackknife replicate 2	Num	8	1006	1013
251	REPWGT3	Jackknife replicate 3	Num	8	1014	1021
252	REPWGT4	Jackknife replicate 4	Num	8	1022	1029
253	REPWGT5	Jackknife replicate 5	Num	8	1030	1037
254	REPWGT6	Jackknife replicate 6	Num	8	1038	1045
255	REPWGT7	Jackknife replicate 7	Num	8	1046	1053
256	REPWGT8	Jackknife replicate 8	Num	8	1054	1061
257	REPWGT9	Jackknife replicate 9	Num	8	1062	1069
258	REPWGT10	Jackknife replicate 10	Num	8	1070	1077
259	REPWGT11	Jackknife replicate 11	Num	8	1078	1085

Order	Variable name	Variable label	Format	Length	Start column	End column
260	REPWGT12	Jackknife replicate 12	Num	8	1086	1093
261	REPWGT13	Jackknife replicate 13	Num	8	1094	1101
262	REPWGT14	Jackknife replicate 14	Num	8	1102	1109
263	REPWGT15	Jackknife replicate 15	Num	8	1110	1117
264	REPWGT16	Jackknife replicate 16	Num	8	1118	1125
265	REPWGT17	Jackknife replicate 17	Num	8	1126	1133
266	REPWGT18	Jackknife replicate 18	Num	8	1134	1141
267	REPWGT19	Jackknife replicate 19	Num	8	1142	1149
268	REPWGT20	Jackknife replicate 20	Num	8	1150	1157
269	REPWGT21	Jackknife replicate 21	Num	8	1158	1165
270	REPWGT22	Jackknife replicate 22	Num	8	1166	1173
271	REPWGT23	Jackknife replicate 23	Num	8	1174	1181
272	REPWGT24	Jackknife replicate 24	Num	8	1182	1189
273	REPWGT25	Jackknife replicate 25	Num	8	1190	1197
274	REPWGT26	Jackknife replicate 26	Num	8	1198	1205
275	REPWGT27	Jackknife replicate 27	Num	8	1206	1213
276	REPWGT28	Jackknife replicate 28	Num	8	1214	1221
277	REPWGT29	Jackknife replicate 29	Num	8	1222	1229
278	REPWGT30	Jackknife replicate 30	Num	8	1230	1237
279	REPWGT31	Jackknife replicate 31	Num	8	1238	1245
280	REPWGT32	Jackknife replicate 32	Num	8	1246	1253
281	REPWGT33	Jackknife replicate 33	Num	8	1254	1261
282	REPWGT34	Jackknife replicate 34	Num	8	1262	1269
283	REPWGT35	Jackknife replicate 35	Num	8	1270	1277
284	REPWGT36	Jackknife replicate 36	Num	8	1278	1285
285	REPWGT37	Jackknife replicate 37	Num	8	1286	1293
286	REPWGT38	Jackknife replicate 38	Num	8	1294	1301
287	REPWGT39	Jackknife replicate 39	Num	8	1302	1309
288	REPWGT40	Jackknife replicate 40	Num	8	1310	1317
289	REPWGT41	Jackknife replicate 41	Num	8	1318	1325
290	REPWGT42	Jackknife replicate 42	Num	8	1326	1333
291	REPWGT43	Jackknife replicate 43	Num	8	1334	1341
292	REPWGT44	Jackknife replicate 44	Num	8	1342	1349
293	REPWGT45	Jackknife replicate 45	Num	8	1350	1357
294	REPWGT46	Jackknife replicate 46	Num	8	1358	1365
295	REPWGT47	Jackknife replicate 47	Num	8	1366	1373
296	REPWGT48	Jackknife replicate 48	Num	8	1374	1381
297	REPWGT49	Jackknife replicate 49	Num	8	1382	1389
298	REPWGT50	Jackknife replicate 50	Num	8	1390	1397
299	IQ1A	Imputation Flag	Num	2	1398	1399
300	IQ1B	Imputation Flag	Num	2	1400	1401
301	IQ1C	Imputation Flag	Num	2	1402	1403
302	IQ1D	Imputation Flag	Num	2	1404	1405
303	IQ1E	Imputation Flag	Num	2	1406	1407
304	IQ1F	Imputation Flag	Num	2	1408	1409
305	IQ1G	Imputation Flag	Num	2	1410	1411

Order	Variable name	Variable label	Format	Length	Start column	End column
306	IQ1H	Imputation Flag	Num	2	1412	1413
307	IQ1I	Imputation Flag	Num	2	1414	1415
308	IQ1J	Imputation Flag	Num	2	1416	1417
309	IQ1K	Imputation Flag	Num	2	1418	1419
310	IQ1L	Imputation Flag	Num	2	1420	1421
311	IQ1M	Imputation Flag	Num	2	1422	1423
312	IQ1N	Imputation Flag	Num	2	1424	1425
313	IQ1O	Imputation Flag	Num	2	1426	1427
314	IQ1P	Imputation Flag	Num	2	1428	1429
315	IQ1Q	Imputation Flag	Num	2	1430	1431
316	IQ1R	Imputation Flag	Num	2	1432	1433
317	IQ1S	Imputation Flag	Num	2	1434	1435
318	IQ1T	Imputation Flag	Num	2	1436	1437
319	IQ1U	Imputation Flag	Num	2	1438	1439
320	IQ1V	Imputation Flag	Num	2	1440	1441
321	IQ2A1	Imputation Flag	Num	2	1442	1443
322	IQ2A2	Imputation Flag	Num	2	1444	1445
323	IQ2B1	Imputation Flag	Num	2	1446	1447
324	IQ2B2	Imputation Flag	Num	2	1448	1449
325	IQ2C1	Imputation Flag	Num	2	1450	1451
326	IQ2C2	Imputation Flag	Num	2	1452	1453
327	IQ2D1	Imputation Flag	Num	2	1454	1455
328	IQ2D2	Imputation Flag	Num	2	1456	1457
329	IQ2E1	Imputation Flag	Num	2	1458	1459
330	IQ2E2	Imputation Flag	Num	2	1460	1461
331	IQ3A	Imputation Flag	Num	2	1462	1463
332	IQ3B	Imputation Flag	Num	2	1464	1465
333	IQ3C	Imputation Flag	Num	2	1466	1467
334	IQ3D	Imputation Flag	Num	2	1468	1469
335	IQ3E	Imputation Flag	Num	2	1470	1471
336	IQ3F	Imputation Flag	Num	2	1472	1473
337	IQ3G	Imputation Flag	Num	2	1474	1475
338	IQ3H	Imputation Flag	Num	2	1476	1477
339	IQ4A	Imputation Flag	Num	2	1478	1479
340	IQ4B	Imputation Flag	Num	2	1480	1481
341	IQ4C	Imputation Flag	Num	2	1482	1483
342	IQ5A	Imputation Flag	Num	2	1484	1485
343	IQ5B	Imputation Flag	Num	2	1486	1487
344	IQ5C	Imputation Flag	Num	2	1488	1489
345	IQ5D	Imputation Flag	Num	2	1490	1491
346	IQ6A	Imputation Flag	Num	2	1492	1493
347	IQ6B	Imputation Flag	Num	2	1494	1495
348	IQ6C	Imputation Flag	Num	2	1496	1497
349	IQ6D	Imputation Flag	Num	2	1498	1499
350	IQ6E	Imputation Flag	Num	2	1500	1501
351	IQ6F	Imputation Flag	Num	2	1502	1503

Order	Variable name	Variable label	Format	Length	Start column	End column
352	IQ6G	Imputation Flag	Num	2	1504	1505
353	IQ6H	Imputation Flag	Num	2	1506	1507
354	IQ7	Imputation Flag	Num	2	1508	1509
355	IQ8A	Imputation Flag	Num	2	1510	1511
356	IQ8B	Imputation Flag	Num	2	1512	1513
357	IQ8C	Imputation Flag	Num	2	1514	1515
358	IQ8D	Imputation Flag	Num	2	1516	1517
359	IQ8E	Imputation Flag	Num	2	1518	1519
360	IQ9A1	Imputation Flag	Num	2	1520	1521
361	IQ9A2	Imputation Flag	Num	2	1522	1523
362	IQ9B1	Imputation Flag	Num	2	1524	1525
363	IQ9B2	Imputation Flag	Num	2	1526	1527
364	IQ9C1	Imputation Flag	Num	2	1528	1529
365	IQ9C2	Imputation Flag	Num	2	1530	1531
366	IQ10A	Imputation Flag	Num	2	1532	1533
367	IQ10B	Imputation Flag	Num	2	1534	1535
368	IQ11A	Imputation Flag	Num	2	1536	1537
369	IQ11B	Imputation Flag	Num	2	1538	1539
370	IQ11C	Imputation Flag	Num	2	1540	1541
371	IQ11D	Imputation Flag	Num	2	1542	1543
372	IQ11E	Imputation Flag	Num	2	1544	1545
373	IQ11F	Imputation Flag	Num	2	1546	1547
374	IQ11G	Imputation Flag	Num	2	1548	1549
375	IQ12A	Imputation Flag	Num	2	1550	1551
376	IQ12B	Imputation Flag	Num	2	1552	1553
377	IQ12C	Imputation Flag	Num	2	1554	1555
378	IQ12D	Imputation Flag	Num	2	1556	1557
379	IQ12E	Imputation Flag	Num	2	1558	1559
380	IQ12F	Imputation Flag	Num	2	1560	1561
381	IQ14A	Imputation Flag	Num	2	1562	1563
382	IQ14B	Imputation Flag	Num	2	1564	1565
383	IQ14C	Imputation Flag	Num	2	1566	1567
384	IQ14D	Imputation Flag	Num	2	1568	1569
385	IQ14E	Imputation Flag	Num	2	1570	1571
386	IQ14F	Imputation Flag	Num	2	1572	1573
387	IQ14G	Imputation Flag	Num	2	1574	1575
388	IQ14H	Imputation Flag	Num	2	1576	1577
389	IQ14I	Imputation Flag	Num	2	1578	1579
390	IQ14J	Imputation Flag	Num	2	1580	1581
391	IQ14K	Imputation Flag	Num	2	1582	1583
392	IQ14L	Imputation Flag	Num	2	1584	1585
393	IQ14M	Imputation Flag	Num	2	1586	1587
394	IQ15	Imputation Flag	Num	2	1588	1589
395	IQ16	Imputation Flag	Num	2	1590	1591
396	IQ17A1	Imputation Flag	Num	2	1592	1593
397	IQ17A2	Imputation Flag	Num	2	1594	1595

Order	Variable name	Variable label	Format	Length	Start column	End column
398	IQ17B1	Imputation Flag	Num	2	1596	1597
399	IQ17B2	Imputation Flag	Num	2	1598	1599
400	IQ17C1_1	Imputation Flag	Num	2	1600	1601
401	IQ17C1_2	Imputation Flag	Num	2	1602	1603
402	IQ17C2_1	Imputation Flag	Num	2	1604	1605
403	IQ17C2_2	Imputation Flag	Num	2	1606	1607
404	IQ17D1_1	Imputation Flag	Num	2	1608	1609
405	IQ17D1_2	Imputation Flag	Num	2	1610	1611
406	IQ17D2_1	Imputation Flag	Num	2	1612	1613
407	IQ17D2_2	Imputation Flag	Num	2	1614	1615
408	IQ17E1_1	Imputation Flag	Num	2	1616	1617
409	IQ17E1_2	Imputation Flag	Num	2	1618	1619
410	IQ17E2_1	Imputation Flag	Num	2	1620	1621
411	IQ17E2_2	Imputation Flag	Num	2	1622	1623
412	IQ17F1	Imputation Flag	Num	2	1624	1625
413	IQ17F2	Imputation Flag	Num	2	1626	1627
414	IQ17G1	Imputation Flag	Num	2	1628	1629
415	IQ17G2	Imputation Flag	Num	2	1630	1631
416	IQ17H1	Imputation Flag	Num	2	1632	1633
417	IQ17H2	Imputation Flag	Num	2	1634	1635
418	IQ17I1	Imputation Flag	Num	2	1636	1637
419	IQ17I2	Imputation Flag	Num	2	1638	1639
420	IQ17J1	Imputation Flag	Num	2	1640	1641
421	IQ17J2	Imputation Flag	Num	2	1642	1643
422	IQ17K1	Imputation Flag	Num	2	1644	1645
423	IQ17K2	Imputation Flag	Num	2	1646	1647
424	IQ18A	Imputation Flag	Num	2	1648	1649
425	IQ18B	Imputation Flag	Num	2	1650	1651
426	IQ19	Imputation Flag	Num	2	1652	1653
427	IQ20A	Imputation Flag	Num	2	1654	1655
428	IQ20B	Imputation Flag	Num	2	1656	1657
429	IQ20C	Imputation Flag	Num	2	1658	1659
430	IQ20D	Imputation Flag	Num	2	1660	1661
431	IQ20E	Imputation Flag	Num	2	1662	1663
432	IQ20F	Imputation Flag	Num	2	1664	1665
433	IQ20G	Imputation Flag	Num	2	1666	1667
434	IQ20H	Imputation Flag	Num	2	1668	1669
435	IQ21A1	Imputation Flag	Num	2	1670	1671
436	IQ21A2	Imputation Flag	Num	2	1672	1673
437	IQ21B1	Imputation Flag	Num	2	1674	1675
438	IQ21B2	Imputation Flag	Num	2	1676	1677
439	IQ21C1	Imputation Flag	Num	2	1678	1679
440	IQ21C2	Imputation Flag	Num	2	1680	1681
441	IQ21D1	Imputation Flag	Num	2	1682	1683
442	IQ21D2	Imputation Flag	Num	2	1684	1685
443	IQ21E1	Imputation Flag	Num	2	1686	1687

Order	Variable name	Variable label	Format	Length	Start column	End column
444	IQ21E2	Imputation Flag	Num	2	1688	1689
445	IQ21F1	Imputation Flag	Num	2	1690	1691
446	IQ21F2	Imputation Flag	Num	2	1692	1693
447	IQ21G1	Imputation Flag	Num	2	1694	1695
448	IQ21G2	Imputation Flag	Num	2	1696	1697
449	IQ21H1	Imputation Flag	Num	2	1698	1699
450	IQ21H2	Imputation Flag	Num	2	1700	1701
451	IQ21I1	Imputation Flag	Num	2	1702	1703
452	IQ21I2	Imputation Flag	Num	2	1704	1705
453	IQ21J1	Imputation Flag	Num	2	1706	1707
454	IQ21J2	Imputation Flag	Num	2	1708	1709
455	IQ21K1	Imputation Flag	Num	2	1710	1711
456	IQ21K2	Imputation Flag	Num	2	1712	1713
457	IQ21L1	Imputation Flag	Num	2	1714	1715
458	IQ21L2	Imputation Flag	Num	2	1716	1717
459	IQ21M1	Imputation Flag	Num	2	1718	1719
460	IQ21M2	Imputation Flag	Num	2	1720	1721
461	IQ21N1	Imputation Flag	Num	2	1722	1723
462	IQ21N2	Imputation Flag	Num	2	1724	1725
463	IQ21O1	Imputation Flag	Num	2	1726	1727
464	IQ21O2	Imputation Flag	Num	2	1728	1729
465	IQ21P1	Imputation Flag	Num	2	1730	1731
466	IQ21P2	Imputation Flag	Num	2	1732	1733
467	IQ21Q1	Imputation Flag	Num	2	1734	1735
468	IQ21Q2	Imputation Flag	Num	2	1736	1737
469	IQ22A1	Imputation Flag	Num	2	1738	1739
470	IQ22A2	Imputation Flag	Num	2	1740	1741
471	IQ22A3	Imputation Flag	Num	2	1742	1743
472	IQ22A4	Imputation Flag	Num	2	1744	1745
473	IQ22A5	Imputation Flag	Num	2	1746	1747
474	IQ22B1	Imputation Flag	Num	2	1748	1749
475	IQ22B2	Imputation Flag	Num	2	1750	1751
476	IQ22B3	Imputation Flag	Num	2	1752	1753
477	IQ22B4	Imputation Flag	Num	2	1754	1755
478	IQ22B5	Imputation Flag	Num	2	1756	1757
479	IQ22C1	Imputation Flag	Num	2	1758	1759
480	IQ22C2	Imputation Flag	Num	2	1760	1761
481	IQ22C3	Imputation Flag	Num	2	1762	1763
482	IQ22C4	Imputation Flag	Num	2	1764	1765
483	IQ22C5	Imputation Flag	Num	2	1766	1767
484	IQ22D1	Imputation Flag	Num	2	1768	1769
485	IQ22D2	Imputation Flag	Num	2	1770	1771
486	IQ22D3	Imputation Flag	Num	2	1772	1773
487	IQ22D4	Imputation Flag	Num	2	1774	1775
488	IQ22D5	Imputation Flag	Num	2	1776	1777
489	IQ22E1	Imputation Flag	Num	2	1778	1779

Order	Variable name	Variable label	Format	Length	Start column	End column
490	IQ22E2	Imputation Flag	Num	2	1780	1781
491	IQ22E3	Imputation Flag	Num	2	1782	1783
492	IQ22E4	Imputation Flag	Num	2	1784	1785
493	IQ22E5	Imputation Flag	Num	2	1786	1787
494	IQ22F1	Imputation Flag	Num	2	1788	1789
495	IQ22F2	Imputation Flag	Num	2	1790	1791
496	IQ22F3	Imputation Flag	Num	2	1792	1793
497	IQ22F4	Imputation Flag	Num	2	1794	1795
498	IQ22F5	Imputation Flag	Num	2	1796	1797
499	IQ23A	Imputation Flag	Num	2	1798	1799
500	IQ23B	Imputation Flag	Num	2	1800	1801
501	IQ25B	Imputation Flag	Num	2	1802	1803
502	IQ25C	Imputation Flag	Num	2	1804	1805
503	IQ26A	Imputation Flag	Num	2	1806	1807
504	IQ26B	Imputation Flag	Num	2	1808	1809
505	IQ26C	Imputation Flag	Num	2	1810	1811
506	IQ27	Imputation Flag	Num	2	1812	1813
507	IQ28A1	Imputation Flag	Num	2	1814	1815
508	IQ28A2	Imputation Flag	Num	2	1816	1817
509	IQ28B1	Imputation Flag	Num	2	1818	1819
510	IQ28B2	Imputation Flag	Num	2	1820	1821
511	IQ28E1	Imputation Flag	Num	2	1822	1823
512	IQ28E2	Imputation Flag	Num	2	1824	1825
513	IQ29	Imputation Flag	Num	2	1826	1827
514	IQ30	Imputation Flag	Num	2	1828	1829
515	IQ32	Imputation Flag	Num	2	1830	1831
516	IQ33A	Imputation Flag	Num	2	1832	1833
517	IQ33B	Imputation Flag	Num	2	1834	1835

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Appendix G:
Editing Procedures

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Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Consistency Edit	Rectification Procedure
2	A respondent indicating that his/her school's students have been drilled on selected crises in the past year (item 2(a-e)2 = 1) should have also indicated that the school has a written plan for the specified crisis (item 2(a-e)1 = 1).	If the respondent indicated that his/her school had drilled students on written plans for selected crises despite not formally having a written plan, the "no" response to having a written plan for a selected crisis was edited to "yes."
7	All schools with "no" sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7=2) should have skipped all subsequent questions regarding the number and characteristics of school security personnel. All components of item 8 through item 11 must equal "-1."	If the respondent indicated "yes" to any of the categorical components of item 8 through item 11, or placed a non-zero value to any component of item 9, the "no" response to having sworn law enforcement officers, security guards, or security personnel present on a regular basis in item 7 was edited to "yes."
17	The number of recorded incidents for specified offenses on item 17 column 1 must be greater than or equal to the number of specified incidents reported to police or other law enforcement on item 17 column 2.	If the number of incidents reported to police or other law enforcement for a specific offense was larger than the number of specific offenses recorded, the number of specific offenses recorded (item 17 column 1) was deleted and re-imputed.
17	If the total number of students involved in physical attacks or fights (item 22e1) is greater than zero, the total number of physical attacks or fights recorded (item 17d column 1) must also be greater than zero.	If the respondent indicated that students at school were involved in physical attacks or fights (item 22e1), and indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (item 17d1_1=0 and item 17d2_1=0), either item 17d1_1 or item 17d2_1 was deleted, and a non-zero value was imputed.
17	If the total number of students involved in use/possession of a firearm/explosive device is greater than zero (item 22a1), the total number of recorded incidents of firearm/explosive device possession (item 17g column 1) must also be greater than zero.	If the respondent indicated that students at school were involved in firearm use/possession (item 22a1), and also indicated that there were no recorded incidents of firearm/explosive device possession (item 17g1=0), item 17g1 was deleted and re-imputed.
17	If the respondent indicated that students were involved in distribution, possession, or use of illegal drugs (item 22c1), or that students were involved in distribution, possession, or use of alcohol (item 22d1), then the number of recorded incidents of possession or use of alcohol or illegal drugs (item 17j1) must also be greater than zero.	If the respondent indicated that: 1) students were involved in distribution, possession, or use of illegal drugs (item 22c1), <u>or</u> that students were involved in distribution, possession, or use of alcohol (item 22d1), and 2) that the number of recorded incidents of possession or use of alcohol or illegal drugs (item 17j1) was also zero, then item 17j1 was deleted and re-imputed.
21	A respondent indicating that his/her school has used specified disciplinary actions this year (item 21(a-q)2=1) should have also indicated that the school "allows for use" of the selected disciplinary action (item 21(a-q)1=1).	If the respondent indicated that his/her school had used a specified disciplinary action this year and had also indicated that, "no," the school does not allow for the use of the specified disciplinary action, the "no" response to allowing the specified disciplinary action was edited to a "yes."

Survey item #	Consistency Edit	Rectification Procedure
21	If the respondent indicated that the total removals with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (item 23a), the school must have 1) allowed the use of removals with no continuing services for at least the remainder of the school year (item 21a1=1), and 2) used this action in the past school year (item 21a2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 23a), and also indicated that either “no,” the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (item 21a1) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year this year (item 21a2), then the “no” values in item 21a were changed to “yes.”
21	If the respondent indicated that the total transfers to specialized schools for disciplinary reasons was greater than zero (item 23b), the school 1) must allow the use of transfers to specialized schools for disciplinary reasons (item 21c1=1), and 2) must have used this action in the past school year (item 21c2=1).	If the respondent indicated that students were transferred to specialized schools for disciplinary reasons (item 23b), and also indicated that either “no,” the school does not use the disciplinary action of transferring students to specialized schools (item 21c1) or “no,” the school has not used the disciplinary action of transferring students to specialized schools this year (item 21c2), the “no” values in item 21c were changed to “yes.”
22	The sum of the disciplinary actions in each row of item 22 must be less than or equal to the total students involved in the specified offense.	If the total number of students involved in the specified offense was less than the sum of the disciplinary actions taken for that offense, the value for the total students involved in the specified offense was deleted and re-imputed.
23	The total removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 23a) must be greater than or equal to the sum of removals with no continuing services for the remainder of the school year for selected offenses (item 22 column 2).	If the respondent indicated that the total removals with no continuing services for the remainder of the school year for all disciplinary reasons (item 23a) was less than the total removals with no continuing services for the remainder of the school year for selected offenses (item 22 column 2), the value for item 23a was deleted and re-imputed.
23	The total transfers to specialized schools for all disciplinary reasons (item 23b) must be greater than or equal to the sum of transfers to specialized schools for selected offenses (item 22 column 3).	If the respondent indicated that the total transfers to specialized schools for all disciplinary reasons (item 23b) was less than the total transfers to specialized schools for selected offenses (item 22 column 3), the value for item 23b was deleted and re-imputed.
23	The school’s enrollment (item 24) must be greater than the total removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 23a)	If the total number of removals with no continuing services for all disciplinary reasons (item 23a) was greater than or equal to the school’s enrollment (item 24), item 23a was deleted and re-imputed.
23	The school’s enrollment (item 24) must be greater than the transfers to specialized schools for all disciplinary reasons (item 23b)	If the number of total transfers to specialized schools for all disciplinary reasons (item 23b) was greater than or equal to the school’s enrollment (item 24), item 23b was deleted and re-imputed.

Survey item #	Consistency Edit	Rectification Procedure
33	The number of students who transferred from the school for all reasons (item 33b) must be greater than or equal to the total transfers to specialized schools for disciplinary reasons (item 23b).	If the total number of students who transferred from the school for all reasons (item 33b) was less than the number of students who transferred from the school for disciplinary reasons (item 23b), item 33b was deleted and re-imputed.

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Appendix H:
Imputation Procedures

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Imputation Procedures

Item 1: Components of item 1 have values imputed using a best-match approach. A donor is chosen by matching on the basis of two of the 2003-2004 Schools and Staffing Survey (SASS) frame variables (school level (fr_lvel), and school locale (fr_loc4)), a categorized survey variable (q24cat/R), in addition to matching on the three “wildcard” categorical survey variables that were most strongly associated with item 1.²¹ If a recipient was missing values for one or more of the three categorical survey variables, a “best-match” was found if a donor existed with identical values on both the available survey variables and the SASS frame variables. A “relaxed-criteria match” occurred when no matching donors could be found with matching values on both the frame and survey variables. During the relaxing process, the correlated categorical survey variables were dropped in order from least correlated to most correlated, and, if needed, the frame variables were dropped. Donors were randomly assigned when more than one was available within the imputation class.

Item 2: A best-match approach similar to that described for item 1 was used for the item 2 imputation. In each row of item 2, a value for the first column was imputed before a value was imputed for the second column. If, for example, item 2a was completely blank, and a value of “2,” indicating that, “no written plan existed for shootings” was imputed for column 1, a value of “-1” would automatically be imputed for column 2 of row 2a. If a value of “1,” indicating that, “yes, a written plan existed for shootings,” was imputed for column 1 of item 2a, donors for column 2 of item 2a would only include those schools with a value of “1” on column 1 of item 2a.

Item 3: The components of item 3 were imputed using a best-match technique identical to the technique described for item 1.

Item 4: The components of item 4 were imputed using a best-match technique identical to the technique described for item 1.

Item 5: The components of item 5 were imputed using a best-match technique identical to the technique described for item 1.

Item 6: The components of item 6 were imputed using a best-match technique identical to the technique described for item 1.

Item 7: The imputation technique used for item 7 was similar to that described for item 1. However, imputation for item 7 was only performed if the respondent had not answered “yes” to any of the categorical components of items 8 through items 11 and had not placed a non-zero value to any component of item 9. When searching for the three categorical survey variables with the strongest association to item 7, the components of items 8, 10 and 11 were excluded from the search.

²¹ Items 19, 25, 26, 27 and 32 were converted into categorical variables and included in the best-match imputation.

Item 8: A best-match imputation similar to that described in item 1 was performed on the components of item 8 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (q7="yes") or if a "yes" value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 8, item 7 was omitted from the search.

Item 9: A five-donor aggregate proportion imputation technique was used to impute values in the components of item 9 if 1) the value was missing, and 2) the respondent indicated that the school regularly used sworn law enforcement, security guards or security personnel in item 7 (q7="yes") or if a "yes" value was imputed for item 7. Before the aggregate proportion imputation could be performed on the item 9 components, zeroes were imputed to mimic the proportion of non-imputed zeroes existing for each component of item 9 in the recipient's imputation class (as defined by school level and school enrollment size category). Each row of item 9 was treated independently and divided into 5 main recipient groups: 1) column 1 of the row was missing and column 2 of the row was a zero, 2) column 2 of the row was missing and column 1 of the row was zero, 3) column 1 of the row was missing and column 2 of the row was a non-zero, 4) column 2 of the row was missing and column 1 of the row was a non-zero, and 5) both column 1 and column 2 of the row were missing.

To impute zeroes, we first calculated four percentages for each of the five recipient groups. These percentages are obtained from the donor schools in each of the imputation classes, and are illustrated below.

- P_{00} Percentage of schools with values of zero in column 1 and column 2 of an item 9 row
- P_{10} Percentage of schools with a non-zero in column 1 and a zero column 2 of an item 9 row
- P_{11} Percentage of schools with non-zero values in columns 1 and 2 of an item 9 row
- P_{01} Percentage of schools with a non-zero in column 2 and a zero column 1 of an item 9 row

Step 1: For Recipient Group 1, the proportion $P_{00}/(P_{10}+ P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 1 of the item 9 row.

Step 2: After zeroes were imputed for schools in Recipient Group 1, non-zeroes were imputed using a five-donor aggregate proportion imputation technique. If, for example, item 9a2 contained a zero value, a non-zero value would be imputed for item 9a1 using Equation 1. Five donors from the recipient's imputation class with 1) non-zero values at item 9a1 values (V_i), and 2) values of zero at item 9a2 were chosen randomly. For these five schools, the ratio of the sum of item 9a1 values to the sum of enrollments ($Q24_i$) was calculated. This ratio was then multiplied by the recipient school's enrollment ($Q24_R$).

Equation 1:

$$\left(\frac{\sum_{i=1}^5 V_i}{\sum_{i=1}^5 Q24_i} \right) * Q24_R$$

where V_i is the column 1 value of donor school i
 $Q24_i$ is the enrollment value of donor school i

Step 3: For Recipient Group 2, the proportion $P_{00}/(P_{10}+ P_{00})$ was calculated among schools in the recipient school’s imputation class. This proportion of zero values was then randomly assigned to recipients in column 2 of the item 9 row.

Step 4: After zeroes were imputed for Recipient Group 2, non-zero values were imputed using a technique identical to that described in *Step 2*.

Step 5: For Recipient Group 3, the proportion $P_{00}/(P_{10}+ P_{00})$ was calculated among schools in the recipient school’s imputation class. This proportion of zero values was then randomly assigned to recipients in column 1 of the item 9 row.

Step 6: After zeroes were imputed for the schools in Recipient Group 3, non-zeroes were imputed using a five-donor aggregate proportion technique similar to *Step 2*. If, for example, we were to impute a non-zero value for item 9a1 for a school in Recipient Group 3, we would find the ratio of the sum of the five donor item 9a1 values (V_i) to the sum of the five donor item 9a2 values (Y_i). As illustrated in Equation 2, this ratio would be multiplied by the recipient’s item 9a2 (Y_{NR}) value in order to calculate the imputed item 9a1 value.

Equation 2:

$$\left(\frac{\sum_{i=1}^5 V_i}{\sum_{i=1}^5 Y_i} \right) * Y_{NR}$$

where V_i is the column 1 value of donor school i
 Y_i is the column 2 value of donor school i
 Y_{NR} is the nonrespondent value for column 2

Step 7: For Recipient Group 4, where column 2 of an item 9 row was missing and column 1 of an item 9 row was a non-zero, the proportion $P_{00}/(P_{10}+ P_{00})$ was calculated among schools in the recipient school’s imputation class. This proportion of zero values was then randomly assigned to recipients in column 2 of the item 9 row.

Step 8: After zeroes were imputed for Recipient Group 4, non-zero values were imputed using a technique identical to that described in *Step 6*.

Step 9: For Recipient Group 5, zeroes were imputed by calculating the P_{10} , P_{01} , P_{11} , and P_{00} values for each of the donor classes. Of all respondents in a specific imputation class who left a row completely blank, P_{10} schools would be randomly assigned a zero value at item 9a2 and a non-zero value at item 9a1. Similarly, P_{01} schools would be randomly assigned a zero value at item 9a1 and a non-zero value at item 9a2. P_{11} schools would be randomly assigned non-zero

values for both item 9a1 and item 9a2, and P_{00} schools would be randomly assigned zero values for both item 9a1 and item 9a2. Equation 1 was used to impute non-zero values.

Item 10: A best-match imputation similar to that described in item 1 was performed on the components of item 10 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (q7=“yes”) or if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 10, item 7 was omitted.

Item 11: A best-match imputation similar to that described in item 1 was performed on the components of item 11 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (q7=“yes”) or if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 11, item 7 was omitted.

Item 12: The components of item 12 were imputed using a best-match technique identical to the technique described for item 1.

Item 14: The components of item 14 were imputed using a best-match technique identical to the technique described for item 1.

Item 15: If the respondent left item 15 blank, a value of “2” was imputed, indicating that, “no school student, faculty member, or staff member died as a result of a school homicide.” The motivation behind this decision was that a respondent would have remembered such an egregious act of violence, and therefore, omission was interpreted to mean no such incidents occurred.

Item 16: If the respondent left item 16 blank, a value of “2” was imputed, indicating, “no school shootings occurred.” The motivation behind this decision was that a respondent would have remembered such an egregious act of violence, and therefore, omission was interpreted to mean no such incidents occurred.

Item 17: Imputation on the item 17 components was performed using an aggregate proportion imputation technique similar to item 9. Item 17 contains two columns: the total number of recorded incidents for the specified offense and the number of specified offenses reported to police. For each offense, the number of recorded incidents must be greater than or equal to the number of incidents reported police. For each row in item 17, four recipient groups were formed: 1) recipients with missing data in both column 1 and column 2, 2) recipients with missing data in column 1 and non-imputed zeroes in column 2, 3) recipients with missing data in column 1 and non-imputed, non-zeroes in column 2, and 4) recipients with missing data in column 2 and non-zero values in column 1.

To impute zeroes, we first calculated three percentages for each of the four recipient groups. These percentages are obtained from the donor schools in each of the imputation classes, and are illustrated below.

- P_{00} Percentage of schools with values of zero in column 1 and column 2 of an item 17 row
- P_{10} Percentage of schools with a non-zero in column 1 and a zero column 2 of an item 17 row
- P_{11} Percentage of schools with non-zero values in column 1 and column 2 of an item 17 row

After these proportions were calculated, the steps outlined below were followed:

Step 1: Sixteen imputation (donor) classes were formed based on enrollment size category and school level. Because of the relationships between specific item 22 components and specific item 17 components, however, the donor classes for several of the item 17 components needed to be refined. For example, if the recipient had indicated that students were involved in physical attacks or fights (item 22e1), and both item 17d1_1 (number of physical attacks or fights with a weapon) and item 17d2_1 (number of physical attacks or fights without a weapon) were blank, the donors for the imputation of item 17 must have also indicated that students were involved in physical attacks or fights in item 22.

Step 2: For the first recipient group, zeroes in column 1 and column 2 were randomly imputed to reflect these proportions P_{10} and P_{00} , respectively.

Step 3: After zeroes were imputed for Recipient Group 1, non-zero values were imputed. Equation 1 above illustrates the mechanics behind imputing non-zero values for schools in this recipient class. If we were imputing a value for item 17g1, for example, we would randomly select 5 donors with non-zero values at item 17g1 from the recipient school's imputation class. We would subsequently create a proportion of the sum of the five donors' item 17g1 values (V_n) to the sum of the five donor enrollments ($Q24_{Dn}$). A value at item 17g1 was then imputed by multiplying this ratio by the recipient school's enrollment ($Q24_R$).

Step 4: For Recipient Group 2, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 1 of the item 17 row.

Step 5: After zeroes were imputed for schools in Recipient Group 2, non-zero values were imputed. Non-zero values were imputed by the same method illustrated in *Step 3*.

Step 6: For the schools in Recipient Group 3, non-zeroes were imputed using a five-donor aggregate proportion technique similar to *Step 3*. Equation 2 above illustrates the technique used for imputing a non-zero value in column 1 of this item 17 row. If, for example, we were to impute a non-zero value for item 17g1 for a school in Recipient Group 3, we would find the ratio

of the sum of the five donor item 17g1 values ($\sum_{i=1}^5 V_i$) to the sum of the five donor item 17g2 values ($\sum_{i=1}^5 Y_i$). As illustrated in Equation 2, this ratio would be multiplied by the recipient's item 17g2 value in order to calculate the imputed item 17g1 value.

Step 7: For Recipient Group 4, where column 2 of an item 17 row was missing and column 1 of that item 17 row was a non-zero, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in

the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 2 of the item 17 row.

Step 8: The same procedures outlined in *Step 6* were used to impute non-zero values for Recipient Group 4.

Item 18: The imputation technique used for item 18 was identical to the technique used for item 9. Donor classes were formed on the basis of level and enrollment size categories, and were further partitioned depending on whether: 1) the recipient had a non-zero value for item 18a and a missing value for item 18b, 2) the recipient had a non-zero value for 18b and a missing value for item 18a, 3) the recipient had a zero value for item 18a and a missing value for item 18b, 4) the recipient had a zero value for item 18b and a missing value for item 18a, or 5) the respondent was missing both item 18a and item 18b. Zeroes were first imputed in a manner similar to that described for item 9. After the imputation of zeroes, an aggregate proportion imputation technique was used to impute counts. Five donors were selected at random from the donor pool, and the ratio (sum of donor item 18a or aggregate item 18b values) / (sum of donor enrollments) was used if both items were missing, or if one of the items had a value of 0. If either item 18a or item 18b was a non-zero value, the 5 donor ratio of aggregate item 18a to aggregate item 18b was used to impute a value for the missing item.

Item 19: In order to impute values for item 19, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable to serve as a "wildcard" in the best-match imputation process for other survey variables, the value imputed for item 19 was the donor's non-categorized item 19 value.

Item 20: The components of item 20 were imputed using a best-match technique identical to the technique described for item 1.

Item 21: In general, a best-match approach similar to that described for item 1 was used for the item 21 imputation. In each row of item 21, a value for the first column was imputed before a value was imputed for the second column. If, for example, item 21a was completely blank, and a value of "2" was imputed for column 1, indicating that, "the school does not allow removal with no continuing services for the remainder of the school year," a value of "-1" would automatically be imputed for column 2 of row 21a. If a value of "1" was imputed for column 1 of item 21a, indicating that, "the school allows removals with no continuing services for at least the remainder of the school year," donors for column 2 of item 21a would only include those schools with a value of "1" on column 1 of item 21a. This procedure was used for all rows of item 21.

Item 21 data are directly related to data in item 22, therefore item 21 rows a, c, and e were imputed using data from item 22. Column 2 of item 22 indicates the number of removals with no continuing services for the remainder of the school year for specific offenses. If a respondent indicated a non-zero value for the total removals with no continuing services in item 23a, column 1 and column 2 of item 21 row a were both edited to "Yes," indicating that the school both allows for and utilized removal with no continuing school services for the remainder of the school year. If the post-imputed value at item 23a was greater than zero, and the respondent indicated that their school did not allow for the use of removals with no continuing services for

at least the remainder of the school year (Q21a1=2) or that this action was not used during this school year(Q21a2=2), these “no” values were deleted and “yes” values were imputed. Similar imputation procedures were performed to ensure that item 22 column 3 and item 23b were consistent with item 21 row c and that item 22 column 4 was consistent with item 21 row e.

Item 22: Item 22 imputation uses an aggregate proportion technique. Donor classes were composed of schools with non-imputed item 22 values in the row of interest that shared the same level and enrollment size category as the recipient. Values were imputed on a row-by-row basis so that the total number of students involved in the specific offense (column 1) was greater than or equal to the number of disciplinary actions that were handed out for the specific offense (sum of columns 2-5). Although a student could theoretically be disciplined for the same offense several times, it was unlikely that there would be multiple disciplinary actions assigned for a single offense. For the less severe offenses, such as insubordination, it was felt that the number of students involved in the offense would exceed the sum of the disciplinary actions for the offense because some students would go unpunished.

Within each row, 3 scenarios were determined, each warranting its own imputation approach:

Scenario 1: The first scenario occurred when the total number of students involved in a specific offense (column 1) was greater than zero and the items indicating the number of disciplinary actions taken for the specific offense (columns 2 – 5) were either blank or a mixture of blanks and non-zero values. An example of this scenario would be a respondent indicating that out of 30 students involved in insubordination (Q22f1), 4 students were removed from the school because of insubordination (Q22f2), but failing to provide responses to Q22f3, Q22f4, and Q22f5.

To impute values for items 22f3, 22f4, and 22f5, the ratio of the sum of all disciplinary actions taken for the specific offense (e.g., insubordination) to the sum of students involved in a specific offense within the school’s donor class was calculated. This ratio (R_f) is illustrated by Equation 3 below using the Q22f example. This ratio was then multiplied by the recipient’s item 22 column 1 value (30, in our example) to predict a total number of disciplinary actions for the specific offense. Continuing our example with Q22f, if within the recipient’s donor class, the sum of the various disciplinary actions (Q22f2-Q22f5) equals 200 and the sum of the total students involved in the offenses (Q22f1) equals 600, the ratio (R_f) would be 1/3. The ratio, R_f , was then multiplied by the recipient’s Q22 column 1 value for the particular offense (30, in our insubordination example) to predict the total disciplinary actions for the particular offense (1/3 x 30 = 10, in our example = the predicted sum of disciplinary actions for insubordination).

Equation 3:

$$\left(\frac{\sum_{m=2}^5 \sum_{i=1}^n Q22f_{mi}}{\sum_{i=1}^n Q22f_{1i}} \right) = R_f$$

where $Q22f_{mi}$ is the Q22f value of donor school i in column m

$Q22f1_i$ is the Q22f1 value of donor school i
 n is the number of schools in the recipient's donor class

The recipient's non-imputed disciplinary actions for the specific offense were then subtracted from the total disciplinary actions to determine the total number of disciplinary actions that must be distributed among the columns with missing values in each row (e.g., 10 total disciplinary actions – 4 known disciplinary actions = 6 disciplinary actions to be distributed among Q22f3, Q22f4 and Q22f5). The distribution of the remaining disciplinary actions was determined by calculating within the recipient's donor class the ratios R_m of the sum of the disciplinary actions to the sum of total offenses for each disciplinary action missing a value (e.g., Q22f3, Q22f4 and Q22f5). If it was determined in our example that the disciplinary actions were distributed equally among donors across Q22f3, Q22f4, and Q22f5, a value of 2 would be imputed for each of the three missing column values.

Scenario 2: The second scenario occurred when the number of students involved in a particular offense (column 1) was unknown, and the respondent indicated that there at least one disciplinary action was taken for the offense (i.e., there was at least one non-zero value within columns 2-5). For each disciplinary action within the row, a ratio (R_m) of the sum of that disciplinary action for the specific offense among donors to the sum of all disciplinary actions for the specific offense among donors was calculated. For example, assume that the donor class disciplinary actions for insubordination are divided equally among removals (Q22f2), transfers to specialized schools (Q22f3), out-of-school suspensions lasting 5 or more days (item 22f4), and other disciplinary actions (Q22f5) and that the respondent indicated that there were 2 removals for insubordination. We would determine that the R_m values for Q22f2, Q22f3, Q22f4, and Q22f5 are all 0.25. Because the disciplinary actions for insubordination are distributed equally among donor class schools, the values that would be imputed for Q22f3, Q22f4, and Q22f5 are identical to the non-imputed Q22f2 value. In this example, values of 2 would be imputed for Q22f3, Q22f4, and Q22f5. If, among donor class schools, we determined that the Q22f2 R_m value is 0.40, while the R_m values for Q22f3, Q22f4, and Q22f5 are 0.20, values of 1 would be imputed for Q22f3, Q22f4, and Q22f5. To impute a value for Q22f1, we would first calculate the donor ratio of the total number of students involved in insubordination to the total number of all disciplinary actions taken for insubordination (I/R_f) (see Equation 3). This ratio was then multiplied by the recipient sum of disciplinary actions for insubordination (which, in our first example, is 8), after any necessary imputations in columns 2-5 were performed, to obtain the imputed item 22f1 value (Equation 4).

Equation 4:

$$\left(\frac{\sum_{i=1}^n Q22f1_i}{\sum_{m=2}^5 \sum_{i=1}^n Q22f_{mi}} \right) * \sum_{m=2}^5 Q22f_{m(R)} = Q22f1$$

where $Q22f_{mi}$ is the Q22f value of donor school i in column m
 $Q22f1_i$ is the Q22f1 value of donor school i

$Q22f_{m(R)}$ is the Q22f recipient value for column m
 n is the number of schools in the recipient's donor class

Scenario 3: The final scenario is one in which an entire row in item 22 was blank or a mixture of blanks and zeros. First, we imputed a value for column 1 of the item 22 row by calculating the mean number of students involved in the specific offense among all schools in the recipient's donor class. We then calculated the donor ratio of the sum of all disciplinary actions taken for the specific offense (insubordination, in this example) within the recipient's donor class to the sum of students involved in a specific offense (R_1) (see Equation 3). Among donors, the percentage distribution of disciplinary actions is calculated. For example, if we determined that 8 disciplinary actions must be distributed among items 22f2, 22f3, 22f4, 22f5, and the disciplinary actions for insubordination were distributed equally among the donor schools, we would impute values of 2 for each of these items. If the respondent had placed values of zero in item 22f2 and item 22f3, we would have imputed values of 4 for item 22f4 and item 22f5. Item 22f1 would be calculated using Equation 4.

After all values in the item 22 matrix were imputed, the sum of the column 2 components of item 22 was checked against the non-imputed item 23a value. If the sum of the item 22 column 2 components exceeded the non-imputed item 23a value, the imputed item 22 column 2 components were adjusted downward. Equation 5 illustrates the relationship between item 22 column 2 and item 23a. If Equation 5 was violated as a result of imputation, we calculated the difference (D_{Ni}) between the item 23a value and the **non-imputed** components of item 22 column 2 (Equation 6). The imputed components of item 22 column 2 were then adjusted downward so that the sum of their values equals D_{Ni} . For each imputed value in item 22 column 2, a ratio (R_2 , Equation 7) of the imputed value to the sum of all of the imputed item 22 column 2 values was calculated. To obtain the final downward adjusted values for the item 22 column 2 cells, R_2 was multiplied by D_{Ni} (Equation 8). A similar procedure was performed with the column 3 components of item 22 and item 23b.

After the downward adjustment process, values are rounded to the nearest integer. If, after rounding, the sum of the item 22 column 2 components exceeds the item 23a value, or the sum of the item 22 column 3 components exceeds the item 23b value, a pre-rounded imputed item 22 value in the specific column is truncated. For the values that are candidates for truncation, a difference is found between the pre-rounded and post-rounded values. The value with the largest difference less than 0.5 is truncated to the next lowest integer. For example, if we identified a value of 12.56 as the candidate for truncation, we would record a value of 12, as opposed to 13.

Equation 5:

$$Q23a \geq Q22a2 + Q22b2 + Q22c2 + Q22d2 + Q22e2 + Q22f2$$

Equation 6:

$$D_{Ni} = Q23a_{Ni} - (Q22a2_{Ni} + Q22b2_{Ni} + Q22c2_{Ni} + Q22d2_{Ni} + Q22e2_{Ni} + Q22f2_{Ni})$$

Equation 7:

$$R_2 = \frac{Q22x2_{Im}}{Q22a2_{Im} + Q22b2_{Im} + Q22c2_{Im} + Q22d2_{Im} + Q22e2_{Im} + Q22f2_{Im}}$$

Equation 8:

$$Q22x2_{Adj} = D_{Ni} * R_2$$

where x is the row in Q22;

“ Ni ” indicates that the value was not imputed;

“ Im ” indicates that the value was imputed

“ Adj ” indicates that the value was adjusted downward

Item 23: Items 23a and 23b were imputed using an aggregate proportion imputation technique. Donors were matched on level and enrollment size with the recipients, and the item 22 column 2 values for all item 23a donors were non-imputed. The item 22 column 3 values for all item 23b donors were also non-imputed.

Item 23a was imputed by first calculating the ratio (sum of donor item 23a values)/(sum of donor item 22 column 2 values) within the recipient’s donor class. This ratio was multiplied by the recipient’s item 22 column 2 sum (after any necessary item 22 imputations), and the resulting number was the imputed item 23a value.

An identical imputation procedure was used for item 23b, with item 22 column 3 being used in place of item 22 column 2. If a school’s imputed item 23b value (total transfers to specialized schools for disciplinary reasons) was larger than the school’s non-imputed count of students who transferred from the school for all reasons (item 33b), the school’s item 23b value was edited to equal the sum of the item 22 column 3 components.

Item 24: When possible, missing item 24 values were replaced with the available total student membership on the 2003–04 Schools and Staffing Survey (SASS) frame.

Item 25: For some schools, the percentage of students eligible for free or reduced-price lunch was available on the 2003–04 SASS frame. Rather than having values imputed using a best-match approach, values for these schools were taken directly from the 2003–04 SASS frame.

In order to impute values for the item 25 components, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for each item 25 component was the donor’s non-categorized item 25 value.

Item 26: In order to impute values for the item 26 components, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation

process for other survey variables, the value imputed for each item 26 component was the donor's non-categorized item 26 value.

Item 27: The imputation procedure used for item 27 was identical to the procedure used for item 26.

Item 28: In item 28, imputation was performed on a row-by-row basis, and donor classes were formed by finding schools with identical level and enrollment size category as the recipient. There were two main types of recipients: those with missing values for both column 1 and column 2 of a specific row in item 28, and those with only one missing value in a specific item 28 row.

The first step in the imputation of item 28 was to impute zeroes. Within each imputation class, we calculated the percentage distribution of: 1) donor schools with zeroes in both columns of the row, 2) donor schools with a zero in column 1 of the row and a non-zero in column 2, 3) donor schools with a zero in column 2 of the row and a non-zero in column 1, and 4) donor schools with non-zero values in both column 1 and column 2 of the row. We randomly imputed zeroes based on these proportions.

After the values of zero were imputed, non-zeroes were imputed. If, for example, a recipient had a non-zero value in item 28a column 1, a value for item 28a column 2 would be imputed by randomly selecting 5 donors in the recipient's donor class and calculating the ratio (sum of donor item 28a column 2 values) / (sum of donor item 28a column 1 values). This ratio would then be multiplied by the recipient's item 28 column 1 value to impute the item 28a column 2 value.

If a non-imputed, non-zero value was unavailable in the recipient's item 28 row, non-zero values were imputed by randomly choosing 5 donors in the recipient's imputation class, and calculating the ratio (sum of donor item 28 values) / (sum of donor enrollment values). This ratio was then multiplied by the recipient school's enrollment to impute the item 28 value.

Item 29: Item 29 was imputed using a best-match technique identical to the technique described for item 1.

Item 30: Item 30 was imputed using a best-match technique identical to the technique described for item 1.

Item 31: When possible, the item 31 was imputed from data on the 2003–04 Schools and Staffing Survey (SASS) frame indicating whether a school was a magnet or a charter school. If the school was identified as neither a magnet nor a charter school on the 2003–04 SASS frame, the school was imputed as “a regular public school.”

Item 32: In order to impute a value for item 32, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables. The value imputed for item 32 was the donor's non-categorized item 32 value.

Item 33: The imputation for items 33a and 33b used the aggregate proportion imputation technique. However, the imputation of item 33 is unique because one component (item 33a) is independent of other data on the survey, and the other component (item 33b) must be greater than or equal to the item 23b value.

Item 33a was imputed first, and donor classes for item 33a were formed on the basis of level and enrollment size categories. Values of zero were imputed for item 33a by calculating the percentage of schools with values of zero in the donor class, and randomly choosing recipients to receive imputed zeroes, such that the percentage of recipients with imputed zeroes in item 33a mimics the percentage of donors with values of zero in item 33a.

Counts were subsequently imputed for item 33a using two methods. If item 33b was either missing or zero, 5 donors were chosen and the ratio of aggregate item 33a to aggregate enrollment (item 24) was calculated. An item 33a value was imputed by multiplying this ratio by the recipient's enrollment. If the recipient's item 33b value was greater than zero, 5 donors were chosen and a ratio of the aggregate item 33a to the aggregate item 33b was calculated. An item 33a value was imputed by multiplying this ratio by the recipient's item 33b value.

Because the item 33b values were directly related to the item 23b values, the item 33b values were imputed using aggregate proportions of donor class item 33b to donor class item 23b. Donor classes were formed by searching for schools with identical level and enrollment size categories to those of the recipient. Donor classes were further refined by separation on the basis of item 23b values. Not surprisingly, schools reporting fewer transfers for all disciplinary reasons (item 23b) tended to be associated with larger ratios of item 33b to item 23b; therefore, donor separation based on item 23b values helped us ensure that we were not imputing unrealistically large item 33b values. Item 33b values were imputed by finding the ratio of the aggregate item 33b values to the aggregate item 23b values for the entire donor class, and multiplying this ratio by the recipient's item 23b value (after any necessary item 23b imputation).

Specifications for Best-Match Imputation Procedures

As described in section 4.4.1, the best-match imputation procedure determined values for missing items based on donor school responses. A perfect match was found when a donor was located with identical attribute variables (size, level, locale type) and identical values, if available from the recipient, for the three survey variables most highly correlated with the missing item. For this procedure, certain continuous variables were collapsed into categorical variables so that correlations could be made between donors and recipients using the best-match imputation procedures. The categories are as follows:

Item 19 was collapsed into:
0= 0 school-wide disruptions
1= 1 or more school-wide disruptions

Item 25a was collapsed into:
1= 20 percent or less of students are eligible for free or reduced-price lunch.

- 2= 21 to 50 percent of students are eligible for free or reduced-price lunch.
- 3= 50 percent or more of students are eligible for free or reduced-price lunch.

Item 25b was collapsed into:

- 0= 0 percent of students are limited English proficient.
- 1= 1 percent of students are limited English proficient.
- 2= 2–8 percent of students are limited English proficient.
- 3= 9 percent or more of students are limited English proficient.

Item 25c was collapsed into:

- 1= Less than 10 percent of students are special education students.
- 2= 10–14 percent of students are special education students.
- 3= 15–19 percent of students are special education students.
- 4= 20 percent or more of students are special education students.

Item 25d was collapsed into:

- 1= Less than 48 percent of students are male.
- 2= 48–52 percent of students are male.
- 3= More than 52 percent of students are male.

Item 26a was collapsed into:

- 1= 5 percent or less of students score below the 15th percentile on standardized tests.
- 2= 6 to 15 percent of students score below the 15th percentile on standardized tests.
- 3= 15 percent or more students score below the 15th percentile on standardized tests.

Item 26b was collapsed into:

- 1= Less than 36 percent of students are likely to go to college after high school.
- 2= 36–60 percent of students are likely to go to college after high school.
- 3= More than 60 percent of students are likely to go to college after high school.

Item 26c was collapsed into:

- 1= 50 percent or less of students consider academic achievement very important.
- 2= 51–75 percent of students consider academic achievement very important.
- 3= More than 75 percent of students consider academic achievement very important.

Item 27 was collapsed into:

- 1= 1 to 3 classroom changes
- 2= 4 to 6 classroom changes
- 3= 7 or more classroom changes

Item 32 was collapsed into:

- 1= 90 percent or less of students are present on a daily basis.
- 2= 91–95 percent of students are present on a daily basis.
- 3= More than 95 percent of students are present on a daily basis.

Donor schools had to have non-missing, non-imputed data on all frame and available “wildcard” variables plus a non-missing value for the item being imputed for the recipient school. If this match did not exist, the criteria were “relaxed.” Best-matches are assigned as follows:

Var6 = the attribute (i.e., Q24cat, fr_lvel, fr_loc4) variable with the largest correlation coefficient (of the 3)

Var5 = the attribute variable that had the second largest correlation coefficient (of the 3)

Var4 = the attribute variable that had the smallest correlation coefficient (of the 3)

Var3 = the wildcard variable that had the largest correlation coefficient (of all the survey variables)

Var2 = the wildcard variable that had the second largest correlation coefficient (of all the survey variables)

Var1 = the wildcard variable that had the third largest correlation coefficient (of all the survey variables)

If there was a tie, a variable was selected at random among all the tied variables.

If a recipient is missing var1, then it is ignored for the best-match imputation. (only 5 variables are used to define the Best-match)

If a recipient is missing var2, then it is ignored for the best-match imputation. (only 5 variables are used to define the best-match)

If a recipient is missing var3, then it is ignored for the best-match imputation. (only 5 variables are used to define the best-match)

If a recipient is missing var1 and var2, then they are ignored for the best-match imputation. (only 4 variables are used to define the best-match)

If a recipient is missing var1 and var3, then they are ignored for the best-match imputation. (only 4 variables are used to define the best-match)

If a recipient is missing var2 and var3, then they are ignored for the best-match imputation (only 4 variables are used to define the best-match)

If a recipient is missing var1, var2, and var3, then they are ignored for the best-match imputation (only 3 variables are used to define the best-match)

The six variables used for the best-match imputation procedures are outlined below in tables H-1 and H-2. One additional requirement was necessary for donor schools to be considered a match for the items listed in table H-2. These variables were embedded in skip patterns. Therefore, donor schools had to have a value for the first skip item that would not exclude them from answering the items within the skip pattern. For example, a donor school for item 10, “Times

when law enforcement was present at school,” would have to respond “yes” to item 7, “Are law enforcement officers present at your school,” in order to be a donor for schools missing values on item 10.

Table H-1. Order of donor variables used for best-match imputation, by imputed variable

Imputed Variable	var6	var5	var4	var3	var2	var1
Q1A	Q24CAT	FR_LOC4	FR_LEVEL	Q1B	Q5D	Q1R
Q1B	FR_LOC4	FR_LEVEL	Q24CAT	Q1C	Q1S	Q1A
Q1C	FR_LOC4	Q24CAT	FR_LEVEL	Q1B	Q25BCAT4	Q30
Q1D	FR_LOC4	FR_LEVEL	Q24CAT	Q1E	Q1F	Q29
Q1E	FR_LOC4	FR_LEVEL	Q24CAT	Q1D	Q1F	Q29
Q1F	FR_LOC4	Q24CAT	FR_LEVEL	Q1I	Q1D	Q1E
Q1G	FR_LEVEL	Q24CAT	FR_LOC4	Q1N	Q1O	Q1H
Q1H	FR_LEVEL	Q24CAT	FR_LOC4	Q1O	Q1I	Q27CAT3
Q1I	FR_LEVEL	Q24CAT	FR_LOC4	Q1F	Q1H	Q12D
Q1J	FR_LEVEL	Q24CAT	FR_LOC4	Q1K	Q1L	Q1O
Q1K	FR_LEVEL	FR_LOC4	Q24CAT	Q1L	Q1J	Q1H
Q1L	FR_LEVEL	FR_LOC4	Q24CAT	Q1K	Q1J	Q1H
Q1M	FR_LOC4	FR_LEVEL	Q24CAT	Q25ACAT3	Q30	Q29
Q1N	FR_LEVEL	Q24CAT	FR_LOC4	Q1M	Q1H	Q1G
Q1O	FR_LEVEL	Q24CAT	FR_LOC4	Q27CAT3	Q1H	Q21O1
Q1P	FR_LEVEL	Q24CAT	FR_LOC4	Q21M1	Q1H	Q21M2
Q1Q	Q24CAT	FR_LEVEL	FR_LOC4	Q1R	Q20G	Q1F
Q1R	Q24CAT	FR_LOC4	FR_LEVEL	Q1Q	Q1U	Q8E
Q1S	FR_LEVEL	Q24CAT	FR_LOC4	Q1O	Q7	Q8E
Q1T	Q24CAT	FR_LOC4	FR_LEVEL	Q21M1	Q21M2	Q25ACAT3
Q1U	Q24CAT	FR_LOC4	FR_LEVEL	Q1R	Q8E	Q7
Q1V	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q2A1	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q2B1	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q2C1	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q2D1	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q2E1	Q24CAT	FR_LOC4	FR_LEVEL	Q26CCAT3	Q6A	Q21J2
Q3A	FR_LEVEL	Q24CAT	FR_LOC4	Q3B	Q3G	Q3C
Q3B	FR_LEVEL	FR_LOC4	Q24CAT	Q3A	Q3C	Q3G
Q3C	Q24CAT	FR_LOC4	FR_LEVEL	Q3B	Q21I1	Q3D
Q3D	FR_LOC4	Q24CAT	FR_LEVEL	Q3E	Q3C	Q3G
Q3E	Q24CAT	FR_LOC4	FR_LEVEL	Q3G	Q3D	Q3A
Q3F	Q24CAT	FR_LOC4	FR_LEVEL	Q3G	Q3B	Q12E
Q3G	FR_LOC4	Q24CAT	FR_LEVEL	Q3A	Q3E	Q12F
Q3H	Q24CAT	FR_LEVEL	FR_LOC4	Q12E	Q8E	Q7
Q4A	FR_LOC4	Q24CAT	FR_LEVEL	Q12B	Q12D	Q6A
Q4B	FR_LEVEL	FR_LOC4	Q24CAT	Q12F	Q4C	Q3G
Q4C	FR_LOC4	FR_LEVEL	Q24CAT	Q4B	Q6G	Q4A
Q5A	FR_LEVEL	Q24CAT	FR_LOC4	Q5B	Q5C	Q5D
Q5B	FR_LEVEL	Q24CAT	FR_LOC4	Q5A	Q5C	Q5D
Q5C	FR_LEVEL	Q24CAT	FR_LOC4	Q5A	Q5B	Q5D
Q5D	FR_LEVEL	Q24CAT	FR_LOC4	Q5C	Q5A	Q5B
Q6A	Q24CAT	FR_LOC4	FR_LEVEL	Q6F	Q6G	Q4A
Q6B	FR_LEVEL	Q24CAT	FR_LOC4	Q6E	Q6C	Q6F
Q6C	FR_LEVEL	Q24CAT	FR_LOC4	Q6B	Q6E	Q6D
Q6D	Q24CAT	FR_LEVEL	FR_LOC4	Q6C	Q6B	Q6E
Q6E	FR_LEVEL	Q24CAT	FR_LOC4	Q6B	Q6C	Q6F
Q6F	Q24CAT	FR_LEVEL	FR_LOC4	Q6G	Q6H	Q6B
Q6G	FR_LOC4	Q24CAT	FR_LEVEL	Q6F	Q6H	Q6B
Q6H	FR_LEVEL	FR_LOC4	Q24CAT	Q6G	Q6F	Q6C
Q7	Q24CAT	FR_LEVEL	FR_LOC4	Q8E	Q8A	Q10A
Q12A	Q24CAT	FR_LOC4	FR_LEVEL	Q12F	Q12B	Q12D
Q12B	Q24CAT	FR_LOC4	FR_LEVEL	Q12C	Q12D	Q12E
Q12C	Q24CAT	FR_LOC4	FR_LEVEL	Q12B	Q12F	Q12A
Q12D	Q24CAT	FR_LOC4	FR_LEVEL	Q12E	Q12B	Q12F

Table H-1. Order of donor variables used for best-match imputation, by imputed variable—Continued

Imputed Variable	var6	var5	var4	var3	var2	var1
Q12F	FR_LOC4	FR_LEVEL	Q24CAT	Q12A	Q12D	Q12B
Q14A	Q24CAT	FR_LEVEL	FR_LOC4	Q14I	Q14D	Q14B
Q14B	FR_LOC4	Q24CAT	FR_LEVEL	Q14H	Q14A	Q14K
Q14C	FR_LOC4	Q24CAT	FR_LEVEL	Q14E	Q14G	Q14J
Q14D	Q24CAT	FR_LEVEL	FR_LOC4	Q14I	Q14E	Q14F
Q14E	Q24CAT	FR_LOC4	FR_LEVEL	Q14D	Q14C	Q14I
Q14F	FR_LEVEL	Q24CAT	FR_LOC4	Q14D	Q14G	Q14I
Q14G	FR_LEVEL	Q24CAT	FR_LOC4	Q14F	Q14J	Q14C
Q14H	FR_LEVEL	Q24CAT	FR_LOC4	Q14B	Q14A	Q14K
Q14I	Q24CAT	FR_LOC4	FR_LEVEL	Q14D	Q14A	Q14E
Q14J	FR_LOC4	Q24CAT	FR_LEVEL	Q14G	Q14M	Q14L
Q14K	Q24CAT	FR_LEVEL	FR_LOC4	Q14L	Q14M	Q14H
Q14L	FR_LEVEL	Q24CAT	FR_LOC4	Q14M	Q14K	Q14J
Q14M	Q24CAT	FR_LEVEL	FR_LOC4	Q14L	Q14K	Q14J
Q15	FR_LOC4	Q24CAT	FR_LEVEL	Q16	Q3C	Q1E
Q16	FR_LOC4	FR_LEVEL	Q24CAT	Q15	Q14A	Q5B
Q20A	Q24CAT	FR_LEVEL	FR_LOC4	Q20C	Q20B	Q20G
Q20B	Q24CAT	FR_LOC4	FR_LEVEL	Q20C	Q20F	Q20D
Q20C	Q24CAT	FR_LEVEL	FR_LOC4	Q20B	Q20D	Q20A
Q20D	Q24CAT	FR_LEVEL	FR_LOC4	Q20F	Q20E	Q20C
Q20E	Q24CAT	FR_LOC4	FR_LEVEL	Q20D	Q20F	Q20G
Q20F	Q24CAT	FR_LEVEL	FR_LOC4	Q20D	Q20E	Q20B
Q20G	Q24CAT	FR_LOC4	FR_LEVEL	Q20D	Q20H	Q20A
Q20H	Q24CAT	FR_LEVEL	FR_LOC4	Q20G	Q20A	Q20E
Q21A1	FR_LEVEL	FR_LOC4	Q24CAT	Q21A2	Q21B1	Q21E2
Q21B1	FR_LEVEL	FR_LOC4	Q24CAT	Q21B2	Q21F2	Q21A1
Q21C1	FR_LEVEL	Q24CAT	FR_LOC4	Q21C2	Q21D1	Q21D2
Q21D1	FR_LOC4	Q24CAT	FR_LEVEL	Q21D2	Q21C2	Q21C1
Q21E1	FR_LEVEL	Q24CAT	FR_LOC4	Q21E2	Q21A1	Q21A2
Q21F1	Q24CAT	FR_LEVEL	FR_LOC4	Q21F2	Q21B1	Q21B2
Q21G1	Q24CAT	FR_LEVEL	FR_LOC4	Q21G2	Q21E2	Q21H2
Q21H1	FR_LOC4	FR_LEVEL	Q24CAT	Q21H2	Q21G2	Q21F1
Q21I1	FR_LEVEL	Q24CAT	FR_LOC4	Q21I2	Q3C	Q1O
Q21J1	Q24CAT	FR_LOC4	FR_LEVEL	Q21J2	Q21K2	Q21K1
Q21K1	Q24CAT	FR_LEVEL	FR_LOC4	Q21K2	Q21J1	Q21J2
Q21L1	FR_LOC4	Q24CAT	FR_LEVEL	Q21L2	Q21B2	Q21B1
Q21M1	FR_LOC4	Q24CAT	FR_LEVEL	Q21M2	Q1T	Q25ACAT3
Q21N1	FR_LEVEL	Q24CAT	FR_LOC4	Q21N2	Q21K1	Q21A1
Q21O1	FR_LEVEL	Q24CAT	FR_LOC4	Q21O2	Q1O	Q27CAT3
Q21P1	FR_LOC4	Q24CAT	FR_LEVEL	Q21P2	Q21O2	Q21O1
Q21Q1	FR_LEVEL	Q24CAT	FR_LOC4	Q21Q2	Q21K2	Q21K1
Q29	FR_LOC4	FR_LEVEL	Q24CAT	Q30	Q25ACAT3	Q26BCAT3
Q30	FR_LOC4	Q24CAT	FR_LEVEL	Q29	Q25ACAT3	Q20G
Q19	FR_LEVEL	Q24CAT	FR_LOC4	Q20G	Q20E	Q1Q
Q25A	FR_LEVEL	FR_LOC4	Q24CAT	Q26BCAT3	Q30	Q26ACAT3
Q25B	FR_LOC4	FR_LEVEL	Q24CAT	Q25ACAT3	Q30	Q1O
Q25C	Q24CAT	FR_LOC4	FR_LEVEL	Q25ACAT3	Q26ACAT3	Q20D
Q25D	FR_LEVEL	Q24CAT	FR_LOC4	Q25CCA14	Q14M	Q14J
Q26A	FR_LOC4	FR_LEVEL	Q24CAT	Q25ACAT3	Q26BCAT3	Q30
Q26B	Q24CAT	FR_LEVEL	FR_LOC4	Q26CCAT3	Q25ACAT3	Q26ACAT3
Q26C	Q24CAT	FR_LEVEL	FR_LOC4	Q26BCAT3	Q25ACAT3	Q26ACAT3
Q27	FR_LEVEL	Q24CAT	FR_LOC4	Q1O	Q21O1	Q1H
Q32	FR_LEVEL	FR_LOC4	Q24CAT	Q25ACAT3	Q30	Q1D

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

Table H–2. Order of donor variables used for best-match imputation, by imputed variable embedded in a skip pattern

Imputed variable	var6	var5	var4	var3	var2	var1
Q2A2	FR_LVL	Q24SIZE	FR_LOC4	Q2A1	Q2C2	Q2C1
Q2B2	Q24SIZE	FR_LVL	FR_LOC4	Q2B1	Q2D2	Q2A2
Q2C2	Q24SIZE	FR_LVL	FR_LOC4	Q2C1	Q2A2	Q2A1
Q2D2	FR_LOC4	Q24SIZE	FR_LVL	Q2D1	Q2A2	Q2C2
Q2E2	Q24SIZE	FR_LVL	FR_LOC4	Q2E1	Q2C2	Q2C1
Q8A	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8B
Q8B	Q24SIZE	FR_LVL	FR_LOC4	Q8A	Q11A	Q7
Q8C	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8A
Q8D	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8A
Q10A	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8A
Q10B	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q10A
Q11A	Q24SIZE	FR_LVL	FR_LOC4	Q11B	Q8B	Q7
Q11B	Q24SIZE	FR_LVL	FR_LOC4	Q11A	Q8A	Q7
Q11C	Q24SIZE	FR_LVL	FR_LOC4	Q11B	Q8A	Q7
Q11D	Q24SIZE	FR_LVL	FR_LOC4	Q11B	Q8A	Q11C
Q11E	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8A
Q11F	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q8A
Q11G	Q24SIZE	FR_LVL	FR_LOC4	Q7	Q8E	Q10A
Q21A2	FR_LVL	FR_LOC4	Q24SIZE	Q21A1	Q21B2	Q21B1
Q21B2	FR_LOC4	Q24SIZE	FR_LVL	Q21B1	Q21F2	Q21A2
Q21C2	FR_LVL	Q24SIZE	FR_LOC4	Q21C1	Q21D2	Q21D1
Q21D2	FR_LOC4	FR_LVL	Q24SIZE	Q21D1	Q21C2	Q21C1
Q21E2	FR_LVL	Q24SIZE	FR_LOC4	Q21E1	Q21A1	Q21A2
Q21F2	FR_LOC4	Q24SIZE	FR_LVL	Q21F1	Q21B2	Q21B1
Q21G2	Q24SIZE	FR_LVL	FR_LOC4	Q21G1	Q21H2	Q21E2
Q21H2	FR_LVL	Q24SIZE	FR_LOC4	Q21H1	Q21G2	Q21F2
Q21I2	FR_LVL	Q24SIZE	FR_LOC4	Q21I1	Q3C	Q21J2
Q21J2	Q24SIZE	FR_LOC4	FR_LVL	Q21J1	Q21K2	Q21K1
Q21K2	Q24SIZE	FR_LVL	FR_LOC4	Q21K1	Q21J2	Q21J1
Q21L2	FR_LOC4	FR_LVL	Q24SIZE	Q21L1	Q21B2	Q21B1
Q21M2	FR_LOC4	Q24SIZE	FR_LVL	Q21M1	Q1T	Q25ACAT3
Q21N2	FR_LVL	Q24SIZE	FR_LOC4	Q21N1	Q21Q2	Q21K2
Q21O2	FR_LVL	Q24SIZE	FR_LOC4	Q21O1	Q1O	Q27CAT3
Q21P2	FR_LOC4	FR_LVL	Q24SIZE	Q21P1	Q21L2	Q21N2
Q21Q2	FR_LVL	Q24SIZE	FR_LOC4	Q21Q1	Q21K2	Q21K1

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

Appendix I:
Analysis of Unit Nonresponse Bias

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Analysis of Unit Nonresponse Bias

The magnitude of unit nonresponse bias is determined by the level of response (i.e., the response rate) and the differences between respondents and nonrespondents on key survey variables. As with most surveys, the values of the key survey variables are not known for the nonrespondents. However, the SSOCS sampling frame does have eight major school-level characteristic variables for respondent and nonrespondent schools. The eight variables each have four categories. Five variables (size, level, locale, percent minority enrollment, and region) were used in the sampling design. The other three variables (number of full-time-equivalent teachers, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch) were derived from continuous variables available from the sampling frame. The categorical versions were created by dividing the distribution of the sample into roughly equal-sized groups, such that approximately one-quarter belong to category 1, one-quarter to category 2, and so on.

Each school in the sample was assigned a base sampling weight, equal to the reciprocal of its selection probability. Unless otherwise noted, the weighted statistics reported in this analysis were formed using the base sampling weight.

The SSOCS sample consists of 3,743 schools, of which 2,772 completed the survey, 940 did not complete the survey, and 31 (0.8 percent) were classified as ineligible for the survey. Table I-1 shows that the ineligible schools are primarily small schools: 77.8 percent have 0–299 students, 53.0 percent are primary schools, and 94.5 percent have 0–28 FTE teachers.

Table I-1: Weighted distribution of the 31 ineligible schools in SSOCS sample, using the base sampling weight

Size	0–299 77.8	300–499 16.7	500–999 4.3	1,000 or more 1.2
Level	Primary 53.0	Middle 12.1	High school 7.5	Combined 27.4
Locale	City 13.5	Urban Fringe 47.4	Town 24.1	Rural 14.9
Percent Minority	0–4.9% 36.4	5–19.9% 15.3	20–49.9% 20.1	50% or more 28.3
Student-to-teacher ratio	Less than 14 68.7	14–16 6.9	17–19 20.8	20 or more 3.6
Number of FTE teachers	0–28 94.5	29–44 3.6	45–69 1.2	70 or more 0.7
Percent free lunch	0–0.9% 44.1	1–24.9% 6.2	25–44.9% 34.1	45% or more 15.7
Region	Northeast 21.2	Midwest 12.7	South 36.4	West 29.8

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

As noted above, one of the determinants of nonresponse bias is the response rate. The unweighted response rate for the 3,712 eligible schools was 74.7 percent, and the weighted response rate was 77.2 percent. Because the response rate can vary for different groups of

schools, weighted response rates were also calculated for the four categories of each of the eight frame variables. Table I-2 shows that the response rate was below 70 percent for city schools and schools with 45–69 or 70 or more FTE teachers. Response rates between 70 percent and 75 percent were observed for schools with 500–999 or 1,000 or more students, urban fringe schools, schools with 50 percent or higher minority student enrollment, schools with 29–44 FTE teachers, and schools in the Northeast. The p-values in table I-3 indicate the overall statistical significance of differences among the category-specific weighted response rates for each variable.

Table I-2: Weighted response rates for SSOCS, using the base sampling weight

Size	0–299	300–499	500–999	1,000 or more
	86.0	77.8	72.8	71.1
Level	Primary	Middle	High schools	Combined
	76.5	75.5	77.8	84.9
Locale	City	Urban Fringe	Town	Rural
	69.0	72.5	84.9	86.1
Percent Minority	0–4.9%	5–19.9%	20–49.9%	50% or more
	85.9	77.7	75.8	71.4
Student-to-teacher ratio	Less than 14	14–16	17–19	20 or more
	78.5	78.5	75.7	75.2
Number of FTE teachers	0–28	29–44	45–69	70 or more
	82.7	74.9	69.5	68.7
Percent free lunch	0–0.9%	1–24.9%	25–44.9%	45% or more
	75.2	79.8	78.8	75.2
Region	Northeast	Midwest	South	West
	71.7	80.8	79.8	75.7

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

The second component of nonresponse bias relates to the differences between respondents and nonrespondents on survey characteristics. Table I-3 compares respondents and nonrespondents on the eight sampling-frame variables, which are available for respondent and nonrespondent schools. Weighted distributions for respondents and nonrespondents are shown, along with the difference in the estimates (nonrespondent – respondent). The largest differences are for schools with 0–299 students, city, urban fringe and rural schools, schools with either 0–4.9 percent or 50 percent or higher minority enrollment, schools with 0–28 or 45–69 FTE teachers, and schools in the Northeast or the South.

The likelihood-ratio test statistic for independence in each two-way table is also shown in table I-3, along with its p-value. For five of the eight tables the independence null hypothesis is rejected: size, locale, percent minority, number of FTE teachers, and region.

Table I-3: Comparison of respondent and nonrespondent school distributions using the base sampling weight, by response status, SSOCS:2004

School size				
Response status	0–299	300–499	500–999	1,000 or more
Respondents	26.2	29.5	34.1	10.2
Nonrespondents	14.4	28.5	43.0	14.1
Difference	-11.8	-1.0	8.9	3.9
Likelihood-ratio statistic				27.31
p-value				0.0000

School level				
Response status	Primary	Middle	High School	Combined
Respondents	60.1	17.7	13.6	8.6
Nonrespondents	62.3	19.4	13.1	5.2
Difference	2.2	1.7	-0.5	-3.4
Likelihood-ratio statistic				5.48
p-value				0.1401

Locale				
Response status	City	Urban Fringe	Town	Rural
Respondents	22.3	31.0	13.2	33.5
Nonrespondents	33.9	39.8	7.9	18.4
Difference	11.6	8.8	-5.3	-15.1
Likelihood-ratio statistic				57.02
p-value				0.0000

Percent minority				
Response status	0–4.9%	5–19.9%	20–49.9%	50% or more
Respondents	24.3	26.7	21.6	27.5
Nonrespondents	13.5	26.0	23.3	37.3
Difference	-10.8	-0.7	1.7	9.8
Likelihood-ratio statistic				27.91
p-value				0.0000

Student-to-teacher ratio				
Response status	Less than 14	14–16	17–19	20 or more
Respondents	33.0	25.4	23.1	18.6
Nonrespondents	30.6	23.6	25.0	20.8
Difference	-2.4	-1.8	2.0	2.2
Likelihood-ratio statistic				2.68
p-value				0.4436

Number of full-time-equivalent teachers				
Response status	0–28	29–44	45–69	70 or more
Respondents	49.8	29.1	14.3	6.8
Nonrespondents	35.3	33.0	21.3	10.4
Difference	-14.4	3.9	7.0	3.7
Likelihood-ratio statistic				40.07
p-value				0.0000

Table I-3: Comparison of respondent and nonrespondent school distributions using the base sampling weight, by response status, SSOCS:2004–Continued

Response status	Percent eligible for free or reduced-price lunch			
	0–0.9%	1–24.9%	25–44.9%	45% or more
Respondents	21.0	26.5	23.3	29.3
Nonrespondents	23.4	22.7	21.2	32.6
Difference	2.5	–3.7	–2.1	3.4
Likelihood-ratio statistic				5.04
p-value				0.1691

Response status	Region			
	Northeast	Midwest	South	West
Respondents	17.5	23.2	28.3	31.0
Nonrespondents	23.4	18.7	24.2	33.6
Difference	5.9	–4.5	–4.0	2.7
Likelihood-ratio statistic				12.62
p-value				0.0056

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

A further procedure was used to identify the categories responsible for the significant differences found in table I-3. PROC LOGLINK in SUDAAN¹ performs logistic regression. In this procedure, each regression coefficient describes the change in the log of the population average count per unit change in the covariate, *x*. Exponentiating the estimated regression coefficient yields the estimated incidence density ratio (ratios of event rates for each one-unit increase in the corresponding covariate). For example, the IDR for schools with 300–499 students is 0.90, meaning that the estimated response rate for schools with 300–499 students is 90 percent of the response rate for schools with 0–299 students. The IDR for schools in the Midwest is 1.13, meaning that the response rate is 13 percent greater for schools in the Midwest than for schools in the Northeast. For this analysis, the dependent variable was defined as whether the school responded to the survey, and the first category of each of the five sampling frame variables was taken as the reference group.

Table I-4 contains the results of the LOGLINK analysis. The IDRs for all categories of the five sampling-frame variables are statistically significant except for urban fringe schools and schools in the West. Schools with 0–299 students were more likely to respond than schools in all other enrollment levels. Town schools and rural schools were more likely to respond than urban schools. Urban fringe schools were no more or less likely to respond than city schools. Schools with a minority student population of less than 5 percent were more likely to respond than schools in all other levels of minority enrollment. Schools with less than 29 FTE teachers were more likely to respond than schools in all other levels of number of FTE teachers. Finally, schools in the Midwest and South were more likely to respond than schools in the Northeast. Schools in the West were no more or less likely to respond than schools in the Northeast.

¹ Research Triangle Institute (2001). *SUDAAN User's Guide Manual, Release 8.0*. Research Triangle Park, NC: Research Triangle Institute.

Table I-4: PROC LOGLINK results for five sampling-frame variables, using the base sampling weight

Incidence density ratio	School size			
	0-299	300-499	500-999	1,000 or more
Incidence Density Ratio (IDR)	Ref.	0.90	0.85	0.83
Lower 95% Limit of IDR		0.85	0.80	0.77
Upper 95% Limit of IDR		0.97	0.90	0.88

Incidence density ratio	Locale			
	Urban	Fringe	Town	Rural
Incidence Density Ratio (IDR)	Ref.	1.05	1.23	1.25
Lower 95% Limit of IDR		0.98	1.14	1.16
Upper 95% Limit of IDR		1.13 ²	1.33	1.33

Incidence density ratio	Percent Minority			
	0-4.9%	5-19.9%	20-49.9%	50% or more
Incidence Density Ratio (IDR)	Ref.	0.90	0.88	0.83
Lower 95% Limit of IDR		0.85	0.83	0.78
Upper 95% Limit of IDR		0.96	0.94	0.89

Incidence density ratio	Number of Full-Time-Equivalent Teachers			
	0-28	29-44	45-69	70 or more
Incidence Density Ratio (IDR)	Ref.	0.91	0.84	0.83
Lower 95% Limit of IDR		0.86	0.79	0.78
Upper 95% Limit of IDR		0.96	0.90	0.88

Incidence density ratio	Region			
	Northeast	Midwest	South	West
Incidence Density Ratio (IDR)	Ref.	1.13	1.11	1.06
Lower 95% Limit of IDR		1.04	1.03	0.98
Upper 95% Limit of IDR		1.22	1.20	1.14 ²

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

The differences observed between respondent and nonrespondent schools are based on applying the base sampling weight to the responding schools. Actually, the weights undergo further adjustment for unit nonresponse, resulting in a final weight for use in estimation. In table I-5, we show differences between the respondent sample, using the final weight, and the full sample, using the base sampling weight, with respect to the eight sampling-frame variables. Most of the differences in table I-5 are quite small, less than one percentage point, with the exception of regional differences in the Northeast and Midwest.

² Not significant at the 0.05 level.

Table I-5: Differences between respondents (using the final weight) and the full sample (using the base sampling weight)

Size	0-299	300-499	500-999	1,000 or more
	0.1	0.0	-0.1	0.0
Level	Primary	Middle	High school	Combined
	0.0	0.0	0.0	0.0
Locale	City	Urban Fringe	Town	Rural
	0.0	0.1	0.0	0.0
Percent Minority	0-4.9%	5-19.9%	20-49.9%	50% or more
	-0.8	0.1	0.1	0.5
Student-to-teacher ratio	Less than 14	14-16	17-19	20 or more
	-0.2	0.7	-0.4	-0.1
Number of FTE teachers	0-28	29-44	45-69	70 or more
	0.1	0.3	-0.4	0.1
Percent free lunch	0-0.9%	1-24.9%	25-44.9%	45% or more
	-0.7	0.2	0.2	0.3
Region	Northeast	Midwest	South	West
	-1.0	1.5	-0.3	-0.1

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

Finally, table I-6 makes an alternative comparison between respondent and nonrespondent schools. Using the base sampling weight, the respondent schools are compared with the full sample (respondents + nonrespondents). The differences in the table are calculated as respondents – full sample. This alternative comparison method combines the level of response and the difference between respondents and nonrespondents into the difference between the respondents and the full sample. Again, these differences are relatively small, under 3.0 percent for all categories except rural schools (3.5 percent) and schools with 0-28 FTE teachers (3.3 percent).

Table I-6: Differences between respondents and the full sample using the base sampling weight

Size	0-299	300-499	500-999	1,000 or more
	2.7	0.2	-2.0	-0.9
Level	Primary	Middle	High school	Combined
	-0.5	-0.4	0.1	0.8
Locale	Urban	Fringe	Town	Rural
	-2.6	-2.0	1.2	3.5
Percent Minority	0-4.9%	5-19.9%	20-49.9%	50% or more
	2.5	0.2	-0.4	-2.2
Student-to-teacher ratio	Less than 14	14-16	17-19	20 or more
	0.5	0.4	-0.4	-0.5
Number of FTE teachers	0-28	29-44	45-69	70 or more
	3.3	-0.9	-1.6	-0.8
Percent free lunch	0-0.9%	1-24.9%	25-44.9%	45% or more
	-0.6	0.8	0.5	-0.8
Region	Northeast	Midwest	South	West
	-1.4	1.0	0.9	-0.6

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

Appendix J:
Analysis of Item Nonresponse Bias

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Analysis of Item Nonresponse Bias

The School Survey on Crime and Safety (SSOCS) was administered to 3,743 schools. Of these, 31 were excluded from the sample because of ineligibility, and 2,772 eligible schools returned completed surveys. This resulted in an unweighted response rate of 74.7 percent, and a weighted response rate of 77.2 percent.

Not all participating schools responded to all the questions. Nonresponse bias can arise from either unit nonresponse (the sampled school refuses to respond to the entire survey) or item nonresponse (the sampled school responds to the survey but leaves certain items unanswered). When imputation is not used, these items are usually treated as missing, and analyses are usually conducted on complete responses. Whether the missing values affect the results of the analyses depends on whether the respondents to the item differed from the nonrespondents in a systematic manner.

The SSOCS:2004 restricted-use file has a total of 227 questions. Of these, 135 are of a categorical or ordinal nature and 92 are numeric (“Other/Specify”). Nine variables have a weighted item response rate lower than 85 percent (see table J–1). The weighted item response rates were calculated using the final weight. Two schools have an imputation flag of “15” for Q21A2, and 4 schools have an imputation flag of “15” for Q21C2. For these schools, the original response value was deleted according to specific edit rules, and imputed values were assigned. Both of these questions have weighted item response rates above 99 percent regardless of whether these schools are included in the numerator of the item response rates.

The magnitude of item nonresponse bias is determined by the level of item response and the difference between item respondents and item nonrespondents on a survey variable. As with most surveys, the values of the survey variable are not known for the item nonrespondents. However, the SSOCS sampling frame does have eight major school-level characteristic variables for respondent and nonrespondent schools. Five variables (size, level, locale, percent minority enrollment, and region) were used in the sampling design. The other three variables (number of full-time-equivalent teachers, student-to-teacher ratio, and percent of students eligible for free or reduced-price lunch) were derived from continuous variables available from the sampling frame.

Nine variables in table J-1 that had weighted item response rates below 85 percent were analyzed. Distributions of the eight sampling frame variables were compared between the respondents to each item and all respondents to the survey, a commonly used procedure in NCES surveys. That is, using the final sampling weight, the item respondent schools were compared with the full sample (item respondents + item nonrespondents). The differences were calculated as item respondents – full sample. This type of comparison combines the level of item response and the difference between item respondents and item nonrespondents into the overall difference between the respondents and the full sample.

SAS and SUDAAN were used to obtain the estimates and their standard errors. Testing was done at an alpha of 0.05. In testing for significance of the difference in proportions, a Bonferroni correction was used to adjust for multiple comparisons because a number of comparisons, for a given question, were being done simultaneously.

Estimates with standard errors using the final weights are shown in Figures 1a-b through 9a-b and are also displayed in tables J-2 through J-10. An asterisk (*) denotes the significant differences. The differences in the proportion of large schools (1,000 students or more), and levels of primary, high school and middle school between the item respondents and all respondents were significant for variables related to physical attacks or fights with or without a weapon (Q17D1_1, Q17D1_2, Q17D2_1). As for Q17D2_2, the number of physical attacks or fights without a weapon reported to the law enforcement authorities, the difference in proportion of primary and high schools between the item respondents and all respondents was significant. The difference between item respondents and all respondents in the proportion of schools with a student-to-teacher ratio more than 16 and for schools with less than 25 teachers was statistically significant for Q28E2. Only the difference in the proportion of high schools between item respondents to Q28C2 and all respondents was significant. Only the difference in the proportion of schools with a student-to-teacher ratio more than 16 between item respondents to Q28D2 and all respondents was significant. None of the frame variables were significantly differently distributed between the item respondents and all respondents for Q28A2 and Q28B2.

In an effort to evaluate a possible association between the frame variables and nonresponse to the items, we compared the distribution of the frame variables among the item respondents with 1 or more events and item nonrespondents with an imputed value of 1 or more events. The results are displayed in tables J-11 through J-19. Since all estimates have been rounded to one decimal place, the absolute difference might not be exactly equal to the difference in the proportions listed in the tables. The significant differences are indicated by a single asterisk (*). The frame variables are associated somewhat differently with each of the nine variables with missing information. For example, a significantly lower proportion of schools with 1 or more imputed events on Q17D2_1 had an enrollment of 1,000 students or more, were middle and high schools, and had a total of 50 or more FTE teachers, and a significantly higher proportion of schools with 1 or more imputed events were primary schools. For Q17D2_2 a significantly lower proportion of schools with 1 or more imputed events had an enrollment of 1,000 students or more, were high schools, and had a total of 50 or more FTE teachers. A significantly higher proportion of schools with 1 or more imputed events were primary schools. In addition to these, a significantly higher proportion of schools with 1 or more imputed events on Q28B2 and Q28D2 were from the South. A significantly lower proportion of schools with 1 or more imputed events on Q28B2, Q28D2, and Q28E2 were from the West.

Because the nine variables had high item nonresponse rates (greater than 15 percent), it was not advisable to use only complete cases for any further analyses, as this would have resulted in a substantial reduction in the size of the sample for analyses of the results. Although imputation was performed on all variables with a missing value, this analysis examined the imputation only for these nine variables. The imputation technique is explained below.

Imputation

The nine variables with less than 85 percent response rate were all numeric variables. Information from the questionnaire was available on the size and level for all schools that responded to the survey. These two variables were each divided into four categories based on the groupings used for sampling. The imputation classes for each of these variables were collapsed if the sample size was too small. Within each imputation class, the proportion of schools responding “zero” for the

imputation item was determined, and then the same proportion of schools among non-respondents to that item was randomly selected to be imputed with “zero” for that item. Schools that were not selected to receive a “zero” value for the item had values imputed as follows:

- Five donors were randomly selected from schools that had responded to that item.
- From the donors, we found the aggregate ratio of the imputation item to a second item (e.g., student enrollment).
- This aggregate ratio was applied to the recipient school and multiplied by the second (known) item (e.g., student enrollment).

Assessment of the Imputation

We dichotomized each of the nine variables into two categories: (1) zero events (2) 1 or more events. To assess whether imputation worked well, the distribution of the nine variables among the item respondents was compared with the distribution of the same variables among all respondents (respondents + nonrespondents with imputed values). A z-test was carried out to test for the significance of the difference in proportions. Adjustments were made in the computation of the standard error of the difference because the two groups are not independent of each other. A Bonferroni adjustment was also made to account for multiple comparisons. Results in table J–20 indicate that the imputation worked well and that the distributions of the nine items are similar before and after imputation. Although the differences in the proportions for items Q17D2_1 and Q17D2_2 are statistically significant, the magnitudes of the differences are small enough (less than 4 percent) to not cause any concern.

Table J–1. Description of variables with less than an 85 percent item response rate

Variable	Description	Number eligible to respond	Weighted item response rate
Q17D1_1	Total number of recorded physical attacks or fights with a weapon	2,772	84.2
Q17D1_2	Number of physical attacks or fights with a weapon reported to police or other law enforcement	2,772	84.1
Q17D2_1	Total number of recorded physical attacks or fights without a weapon	2,772	81.6
Q17D2_2	Number of physical attacks or fights without a weapon reported to police or other law enforcement	2,772	74.9
Q28A2	Number of part-time special education teachers	2,772	70.6
Q28B2	Number of part-time special education aides	2,772	70.3
Q28C2	Number of part-time regular classroom teachers	2,772	66.7
Q28D2	Number of part-time regular classroom teacher aides or paraprofessionals	2,772	68.8
Q28E2	Number of part-time counselors/mental health professionals	2,772	71.9

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

Figure 1a. Distribution of variables for respondents to Q17D1_1 and all respondents

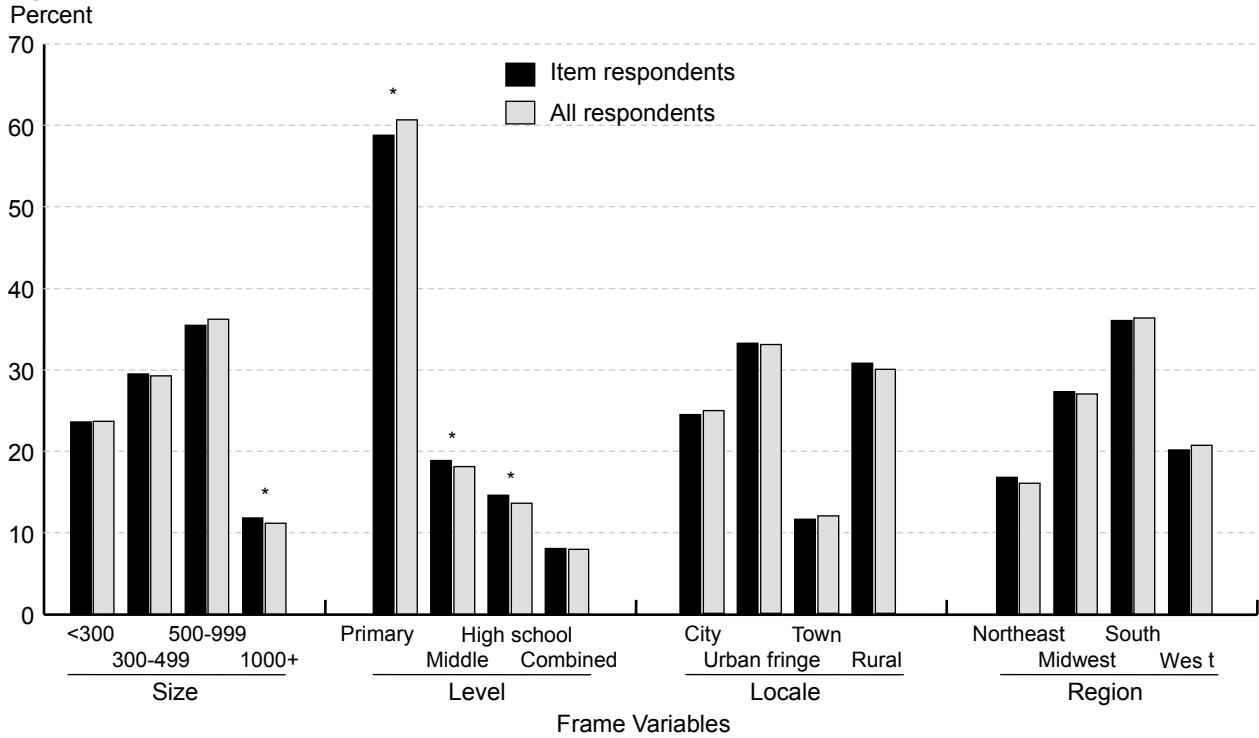
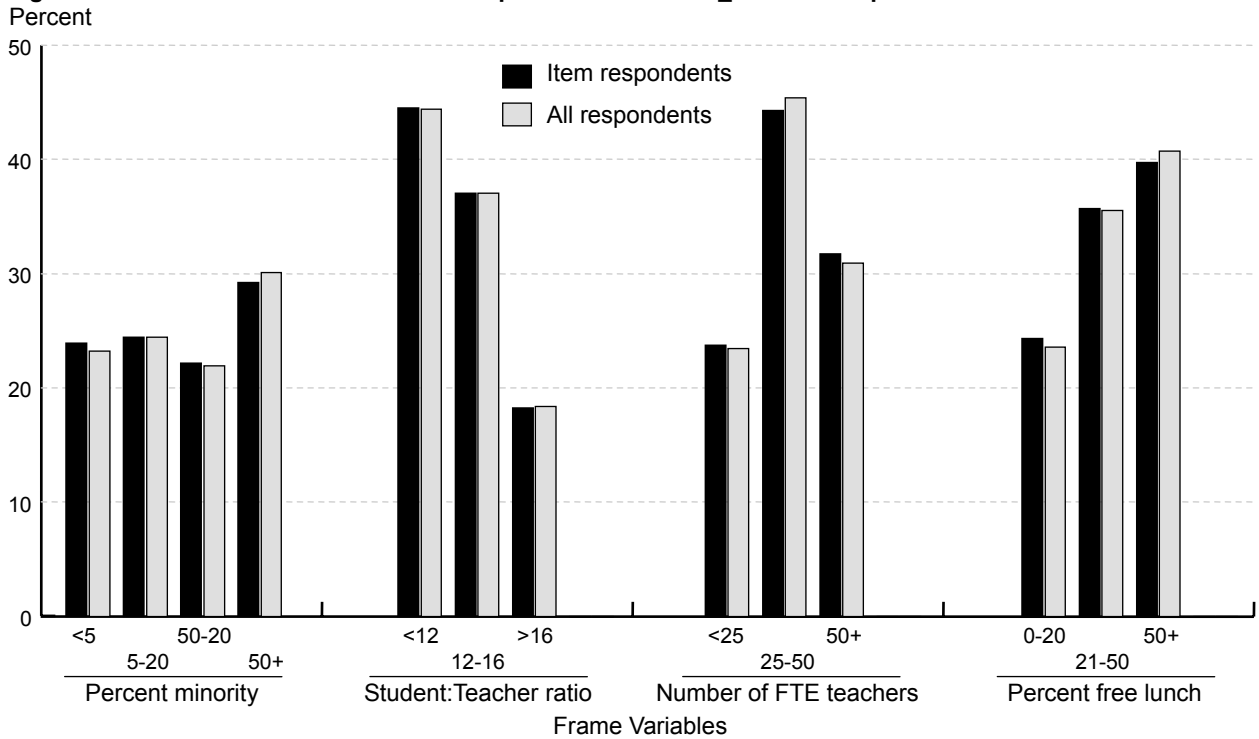


Figure 1b. Distribution of variables for respondents to Q17D1_1 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 2a. Distribution of variables for respondents to Q17D1_2 and all respondents

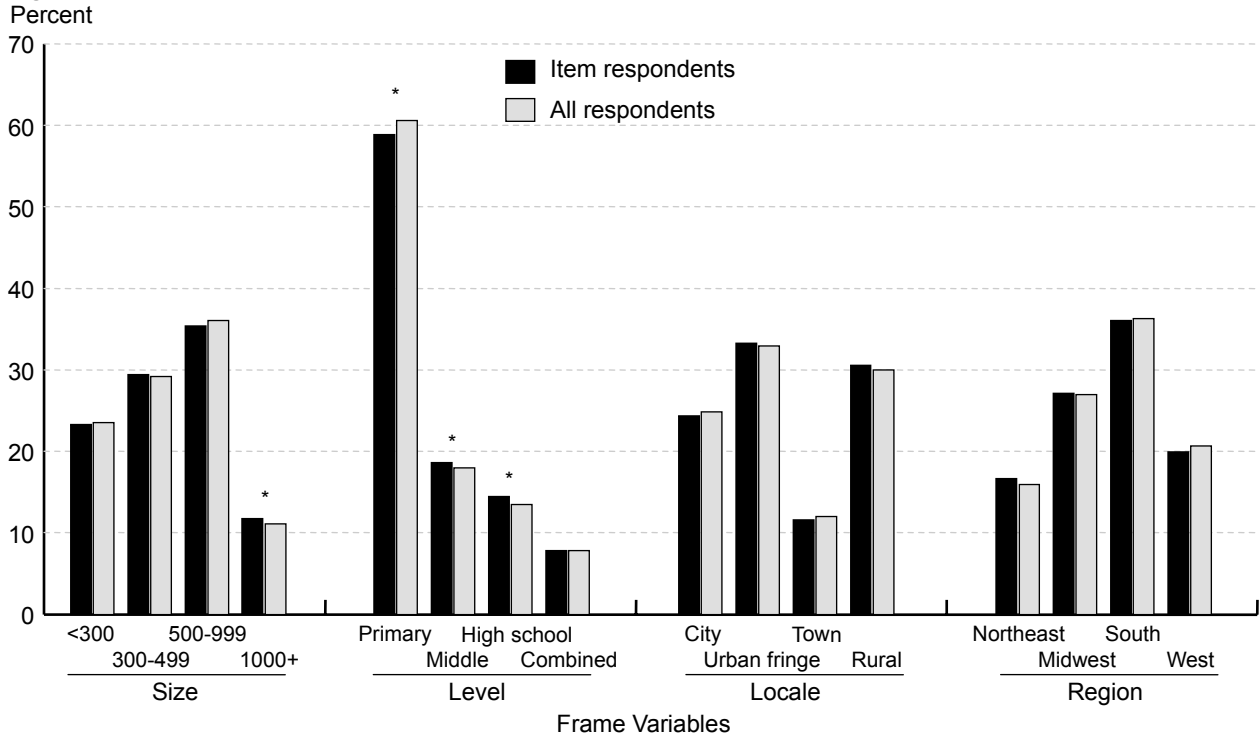
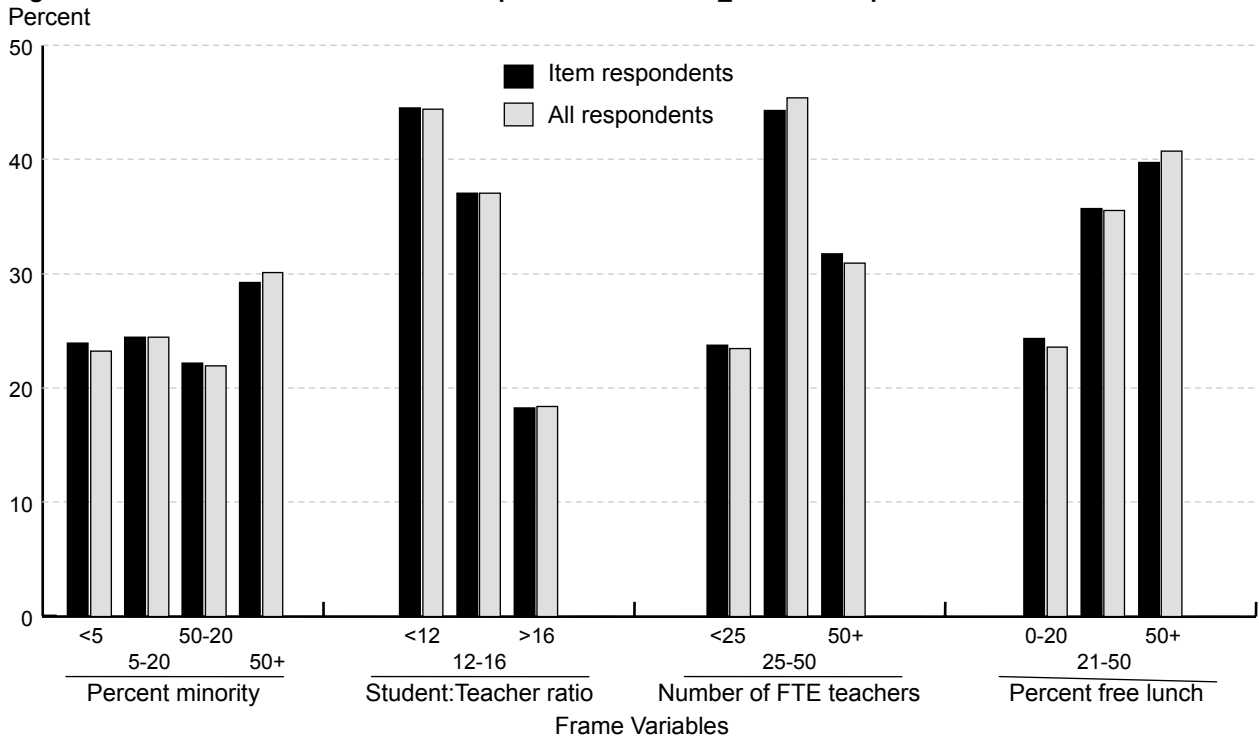


Figure 2b. Distribution of variables for respondents to Q17D1_2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 3a. Distribution of variables for respondents to Q17D2_1 and all respondents

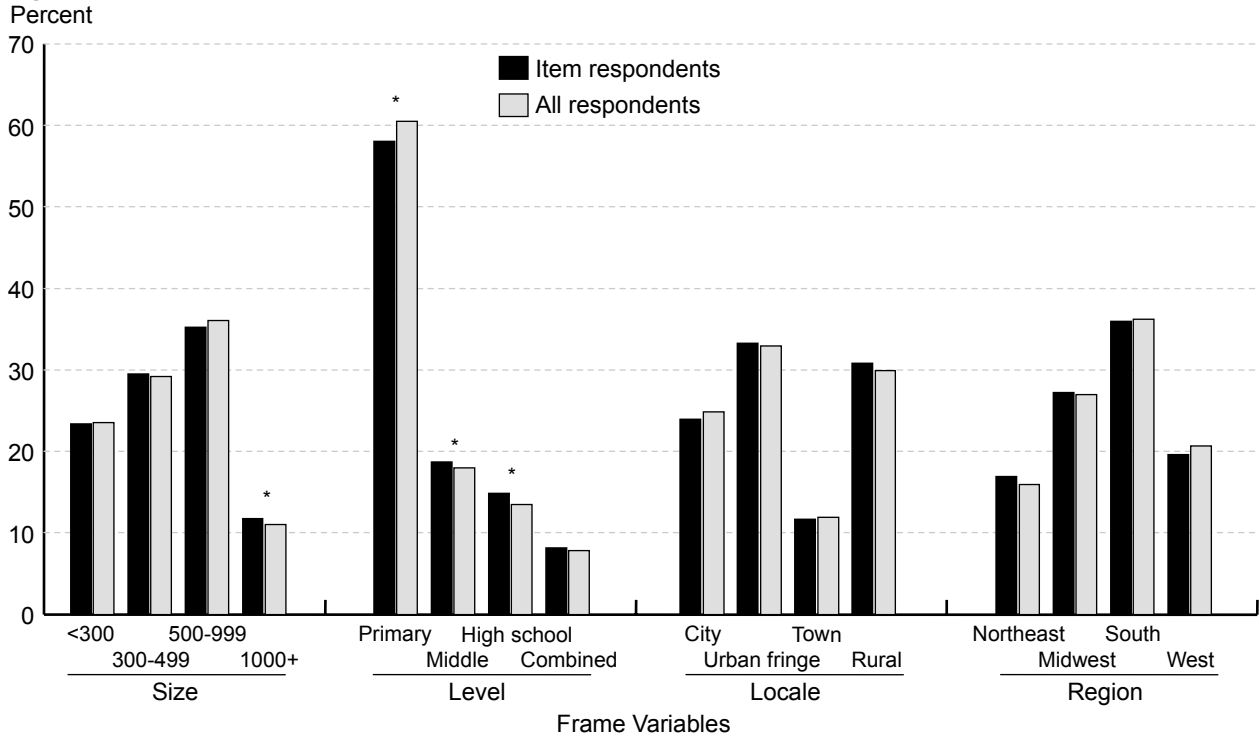
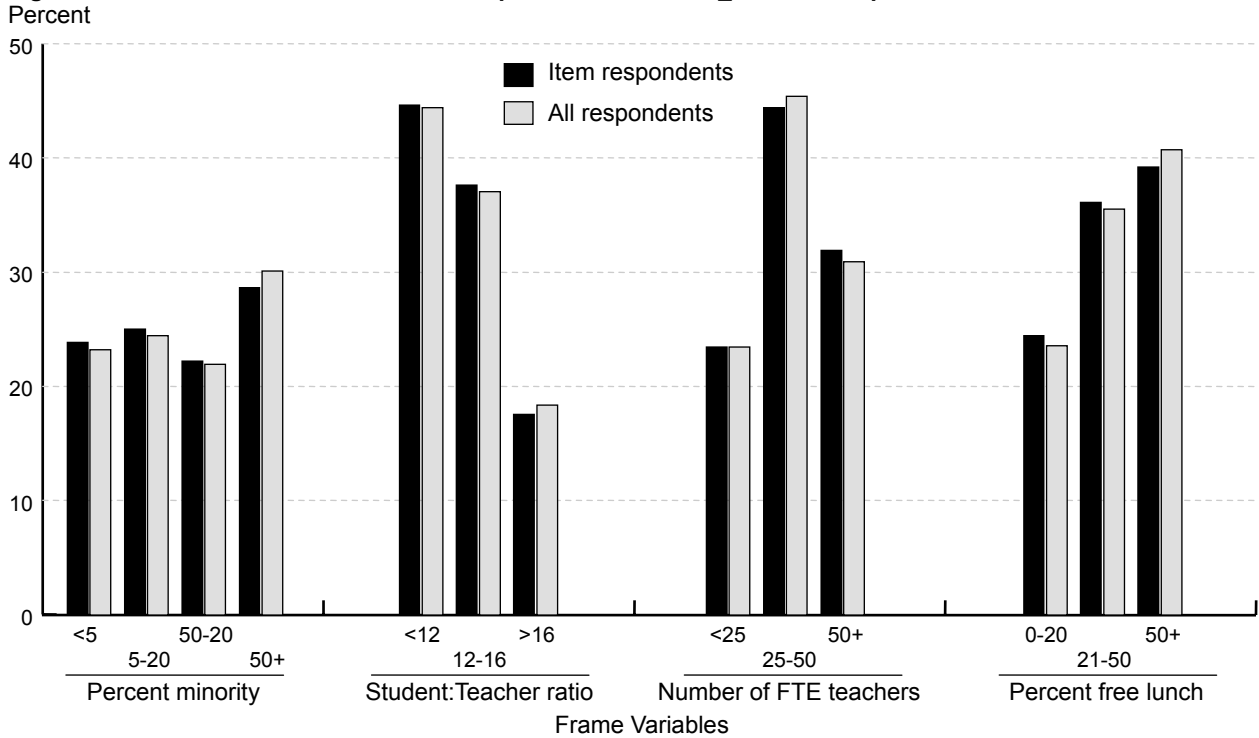


Figure 3b. Distribution of variables for respondents to Q17D2_1 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 4a. Distribution of variables for respondents to Q17D2_2 and all respondents

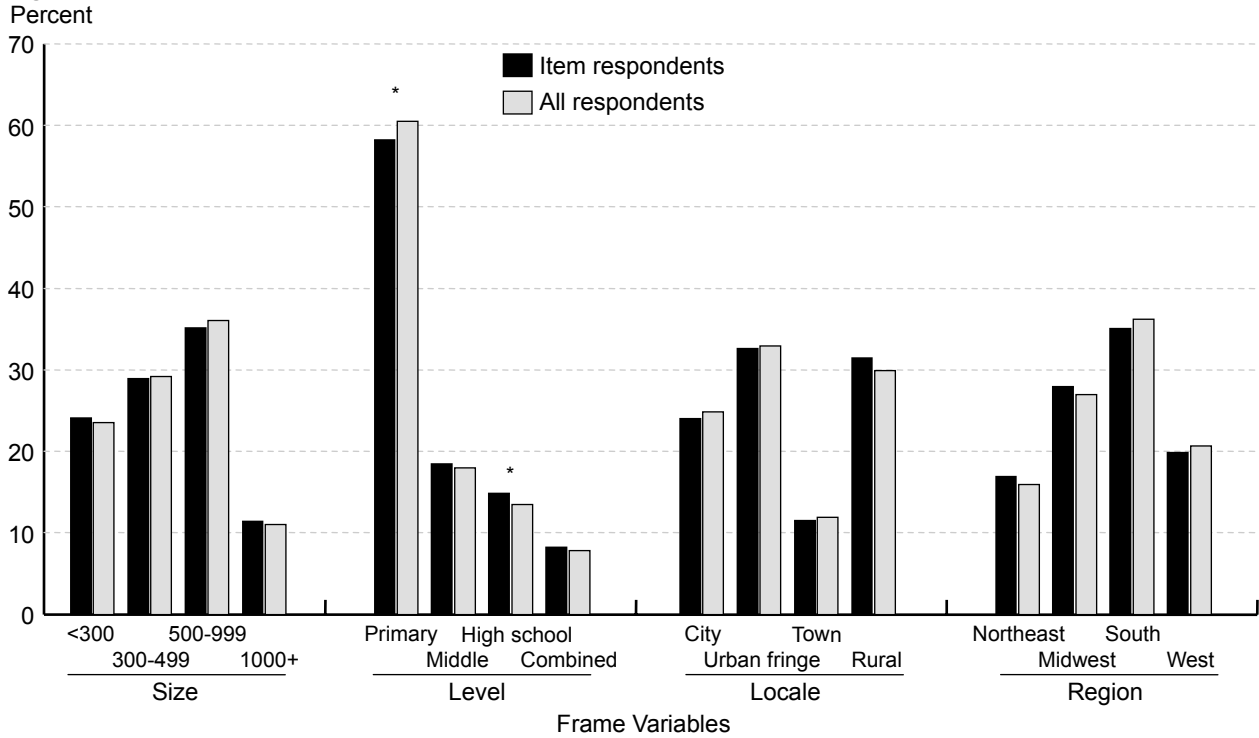
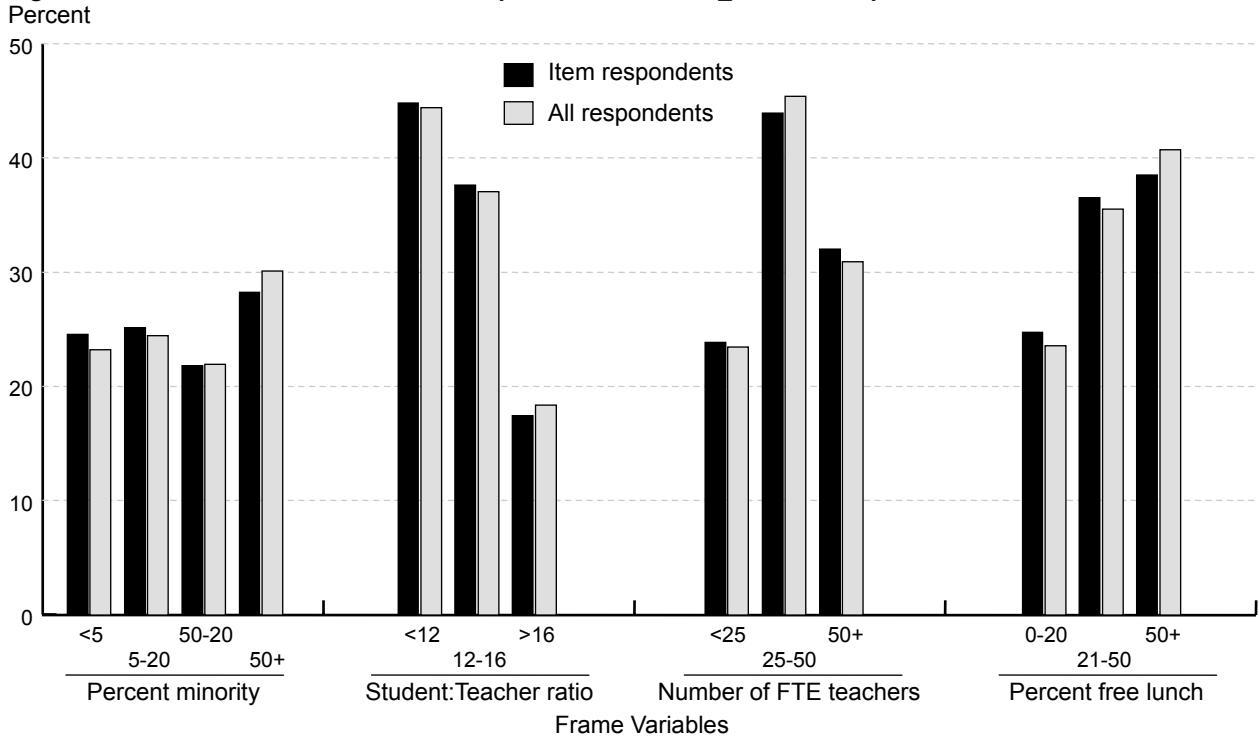


Figure 4b. Distribution of variables for respondents to Q17D2_2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 5a. Distribution of variables for respondents to Q28A2 and all respondents

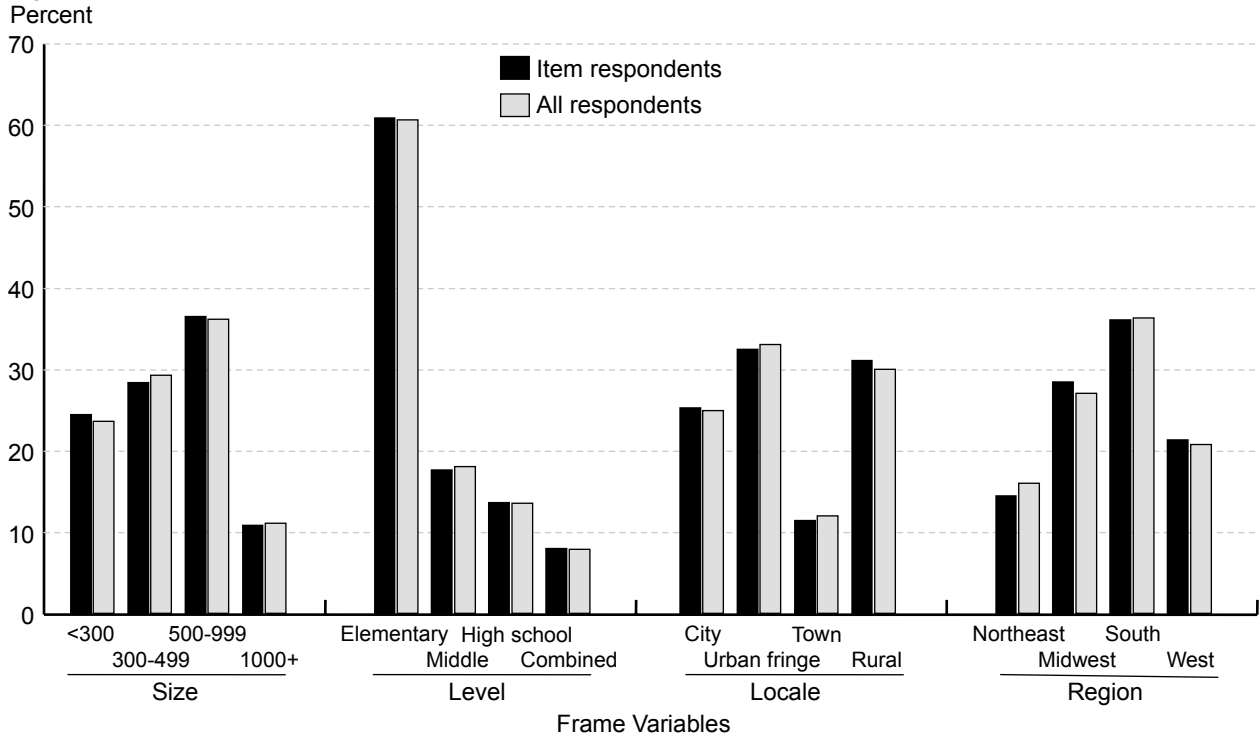
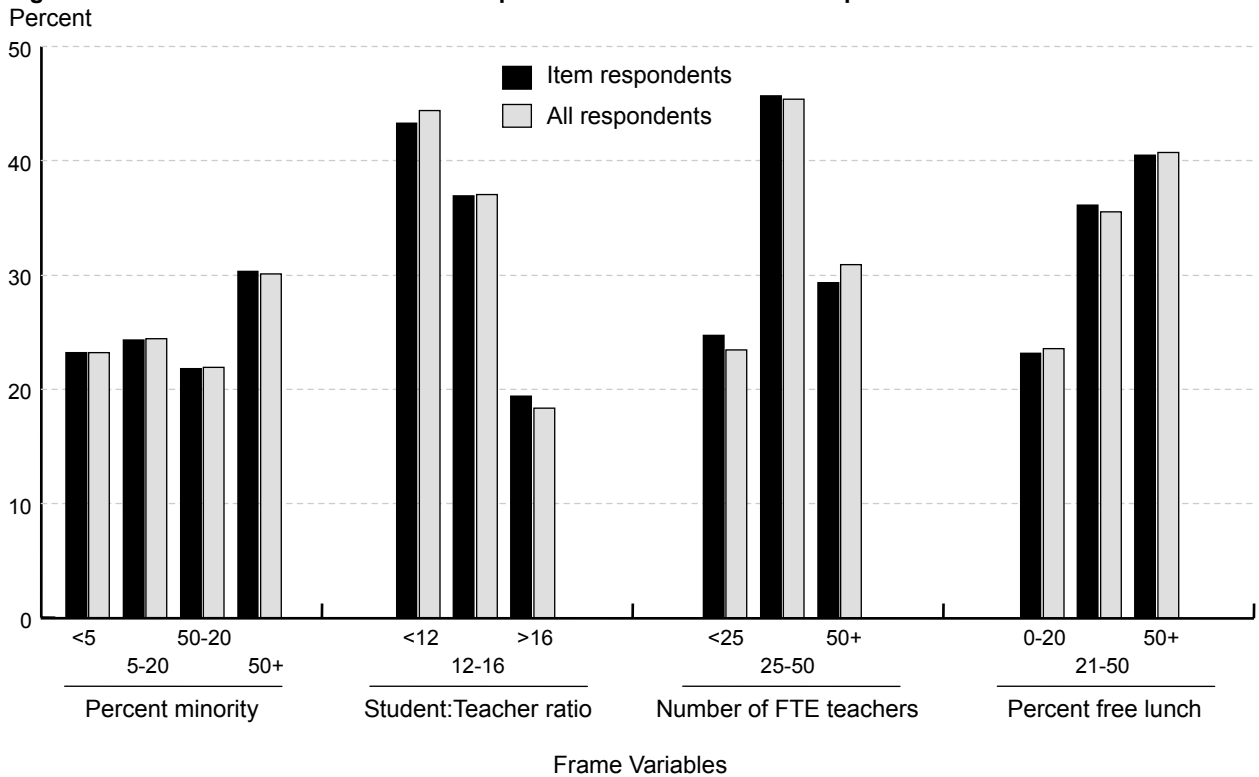


Figure 5b. Distribution of variables for respondents to Q28A2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 6a. Distribution of variables for respondents to Q28B2 and all respondents

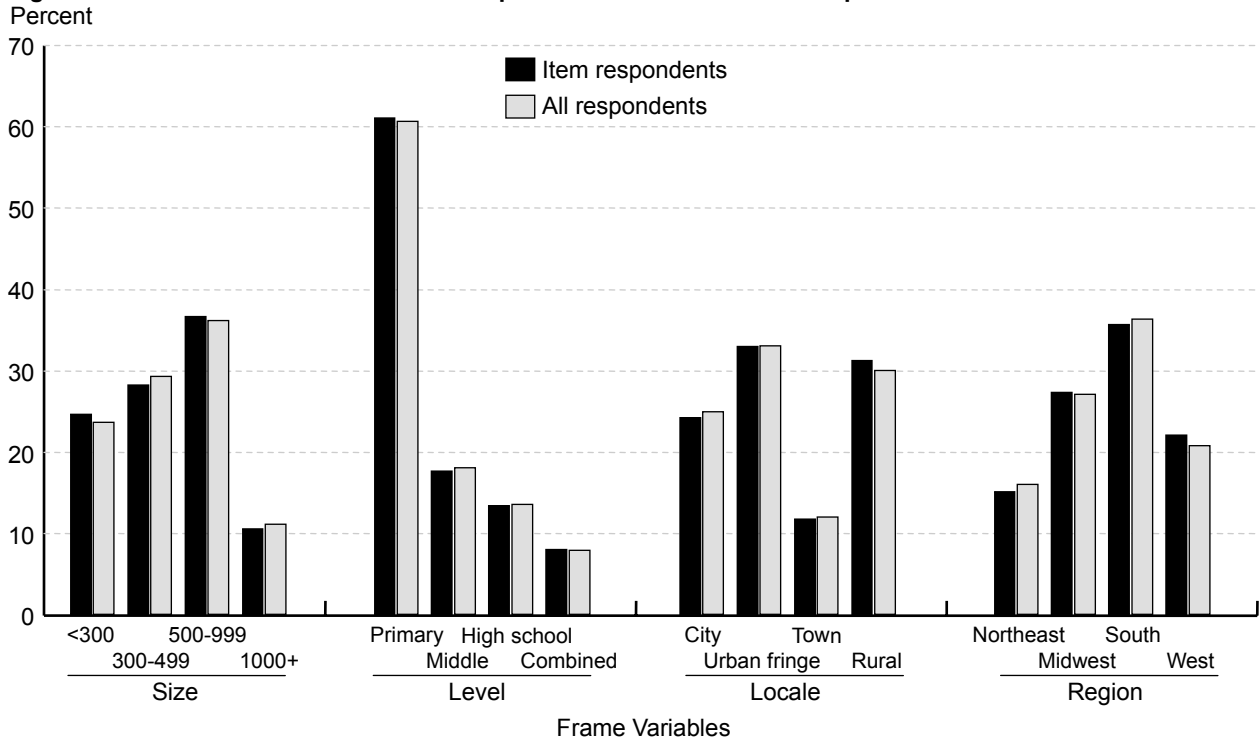
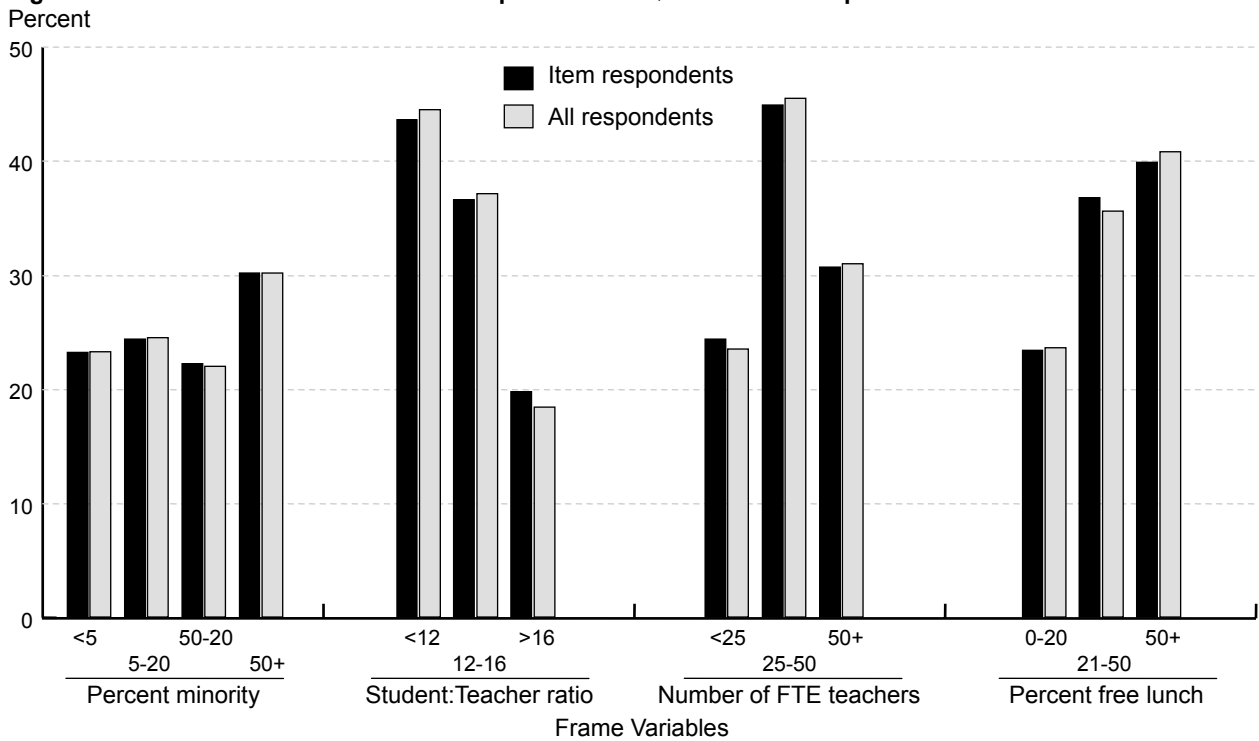


Figure 6b. Distribution of variables for respondents to Q28B2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 7a. Distribution of variables for respondents to Q28C2 and all respondents

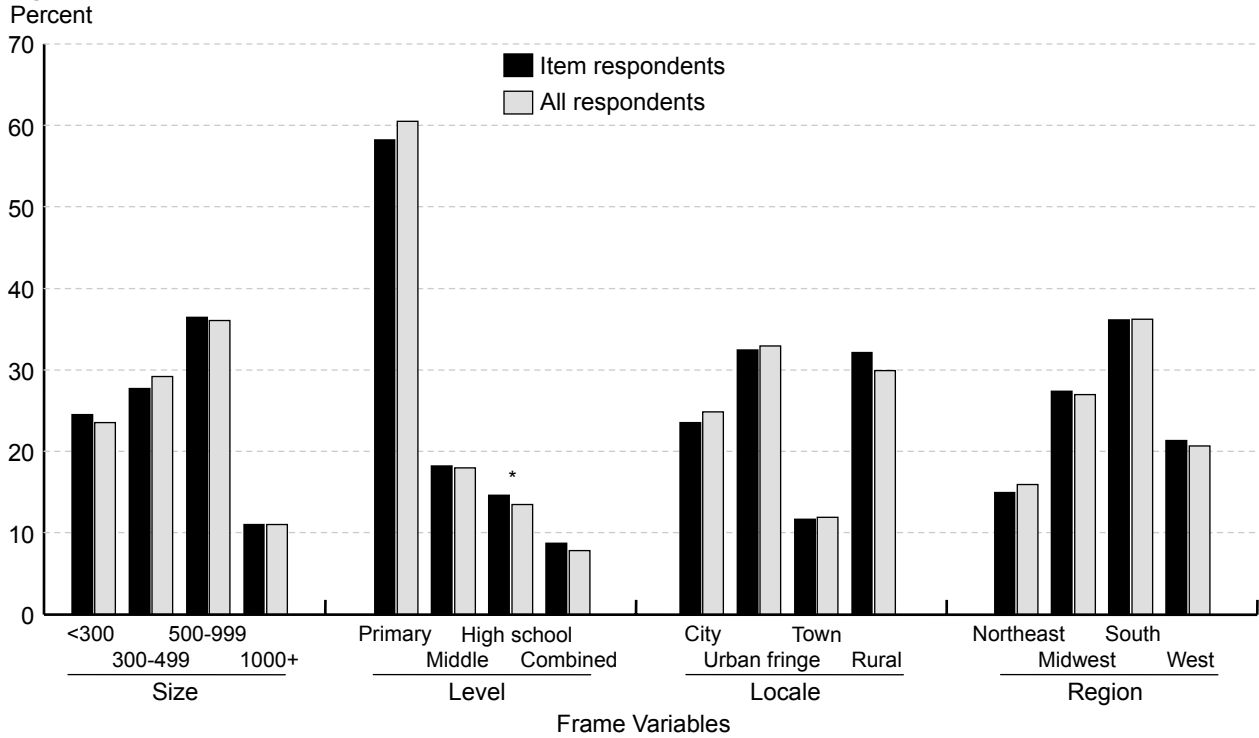
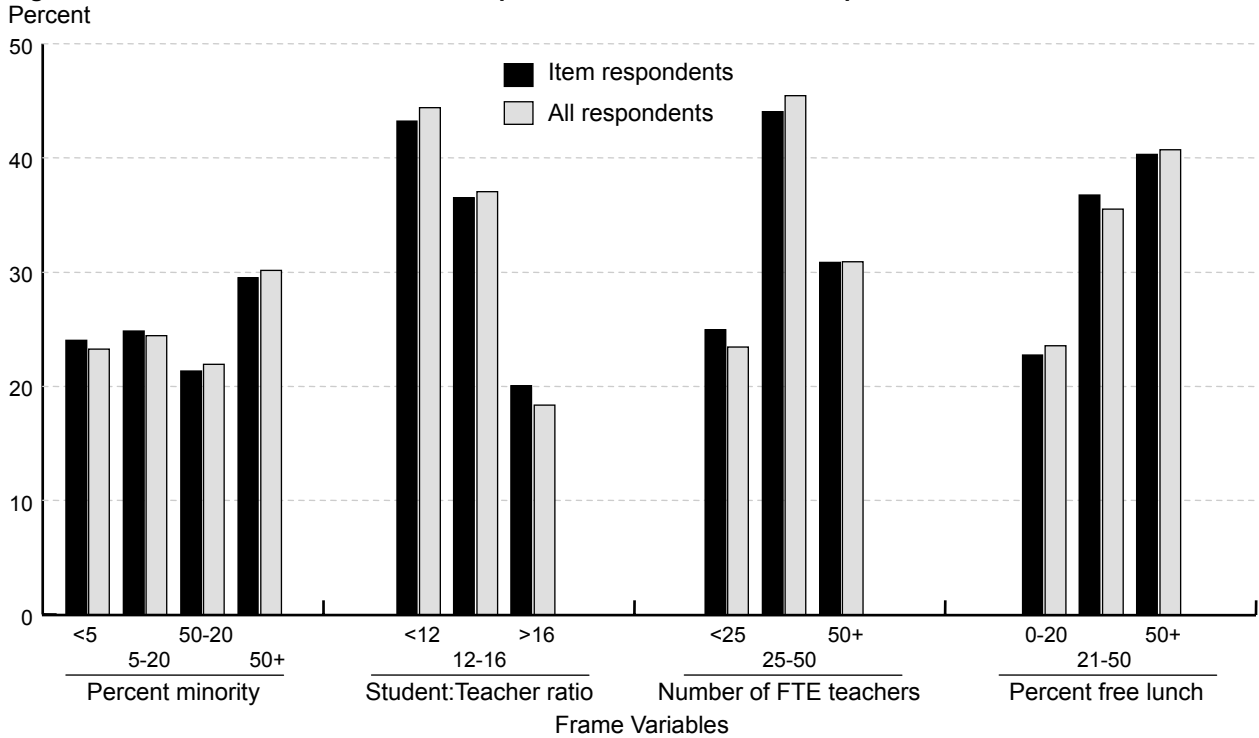


Figure 7b. Distribution of variables for respondents to Q28C2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 8a. Distribution of variables for respondents to Q28D2 and all respondents

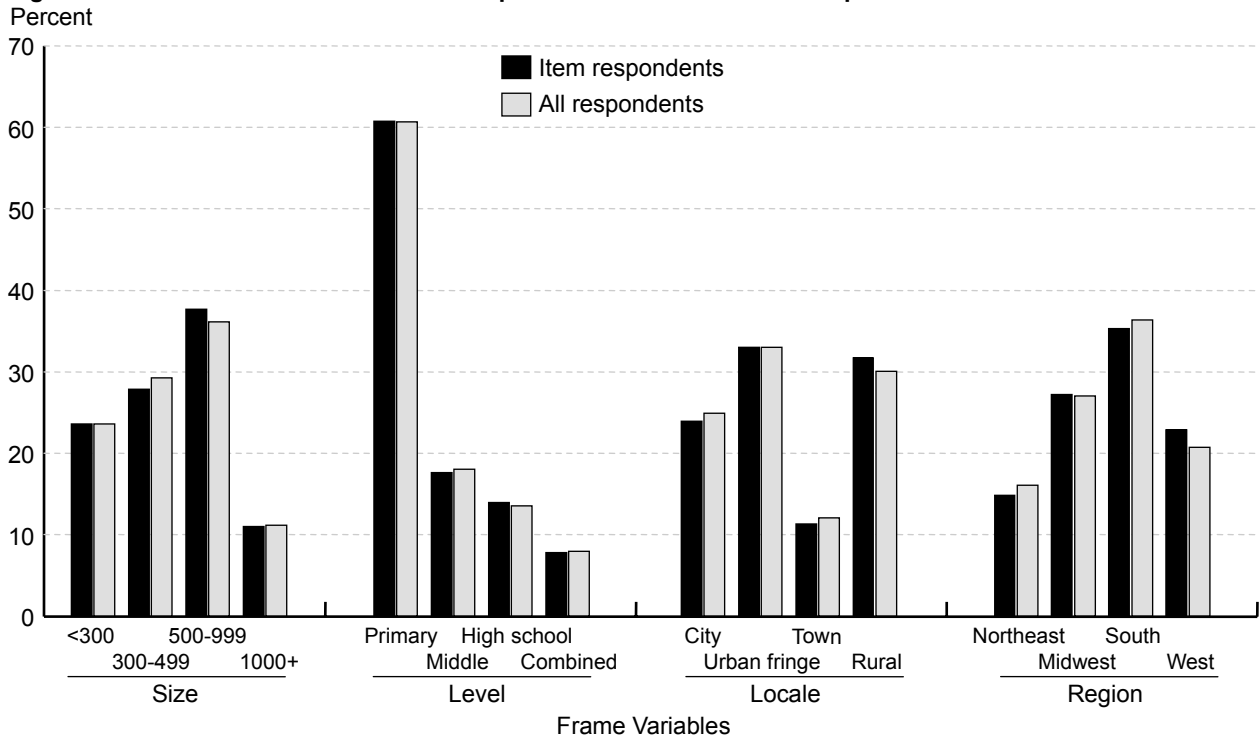
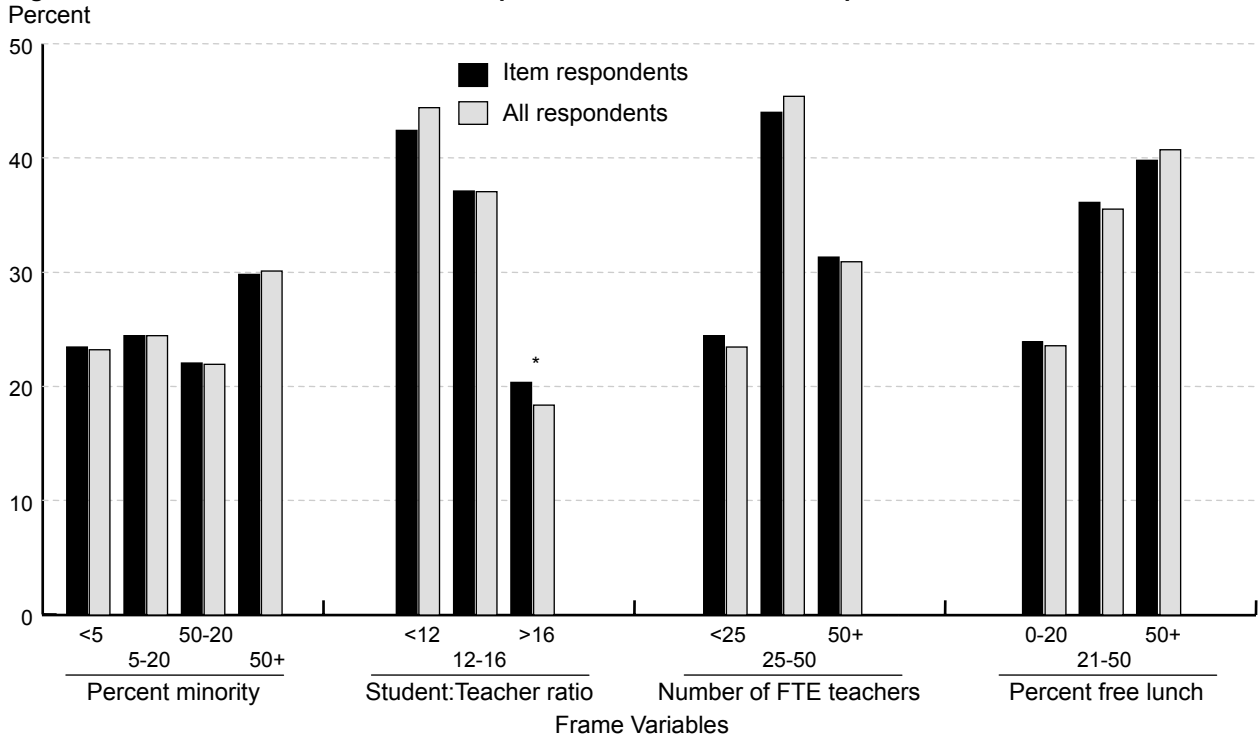


Figure 8b. Distribution of variables for respondents to Q28D2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Figure 9a. Distribution of variables for respondents to Q28E2 and all respondents

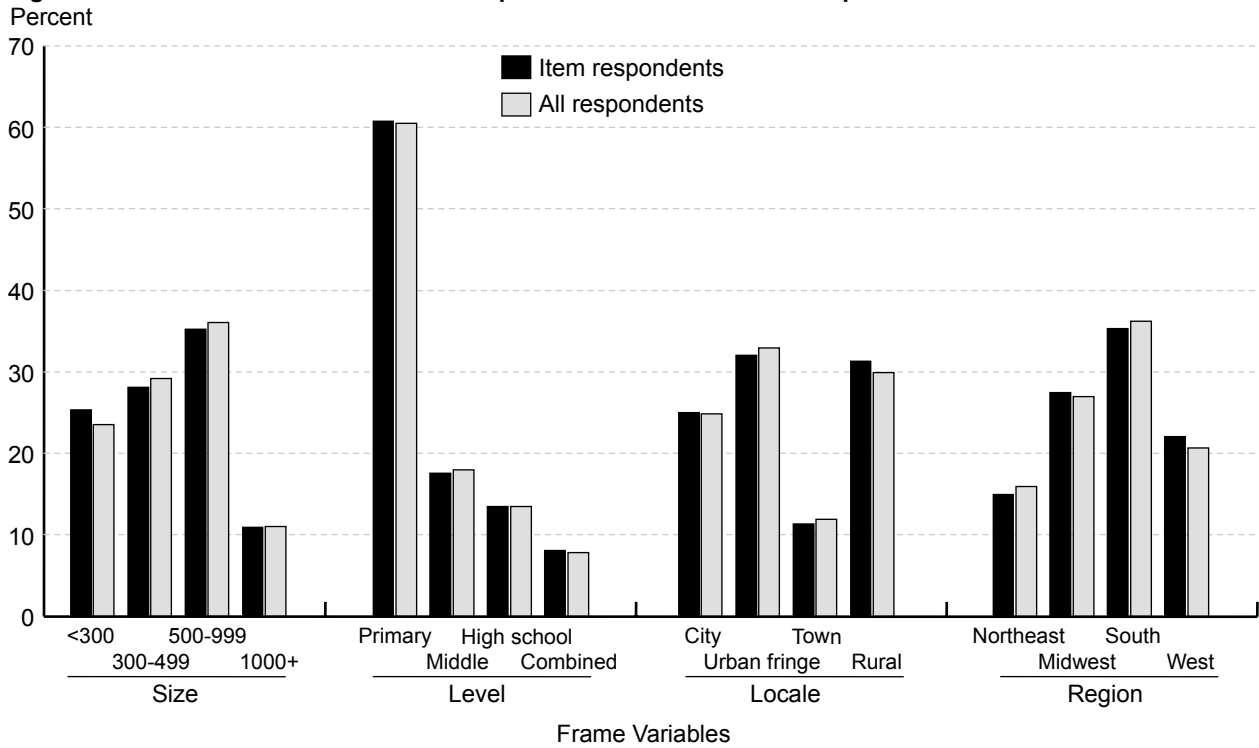
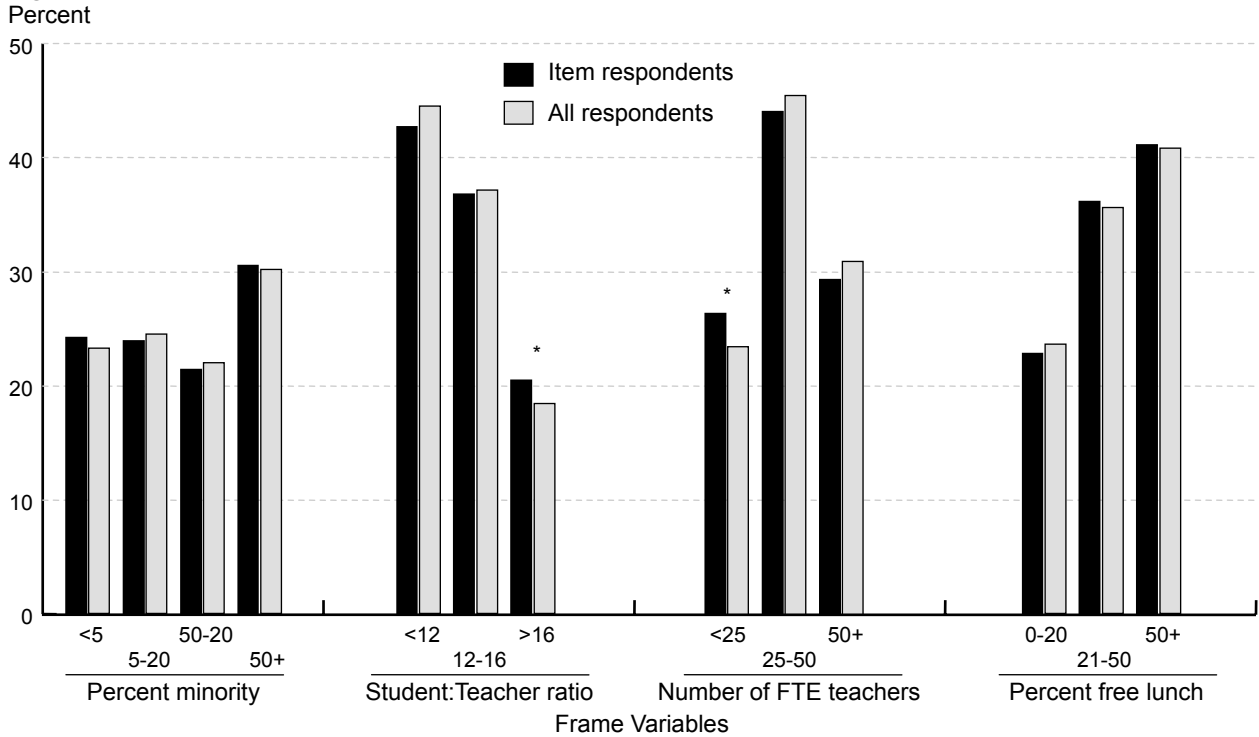


Figure 9b. Distribution of variables for respondents to Q28E2 and all respondents



*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-2. Difference in the distributions of the frame/survey variables between respondents to Q17D1_1 (n=2416) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	23.5	1.44	23.6	1.33	-0.1	0.48
300-499	29.4	1.36	29.2	1.25	0.2	0.44
500-999	35.4	1.29	36.1	1.20	-0.6	0.46
1,000 or more	11.7	0.56	11.1	0.51	0.6	0.15
Level-Frame						
Primary	58.7	1.30	60.6	1.17	-1.9*	0.35
Middle	18.8	0.76	18.0	0.69	0.7*	0.19
High schools	14.5	0.61	13.5	0.54	1.1*	0.11
Combined	8.0	0.89	7.9	0.81	0.1	0.27
Locale-Frame						
City	24.4	1.24	24.9	1.15	-0.5	0.43
Urban Fringe	33.2	1.32	33.0	1.22	0.2	0.45
Town	11.6	0.84	12.0	0.80	-0.4	0.35
Rural	30.7	1.38	30.0	1.27	0.7	0.43
Percent Minority-Frame						
Less than 5 percent or unknown	24.0	1.24	23.3	1.14	0.6	0.39
5 to 20 percent	24.5	1.23	24.5	1.14	0.0	0.43
20 to 50 percent	22.2	1.19	22.0	1.09	0.2	0.36
50 percent or more	29.3	1.30	30.2	1.21	-0.8	0.47
Student-to-teacher Ratio-Frame						
Less than 12	44.6	1.45	44.5	1.34	0.1	0.48
12-16	37.1	1.36	37.1	1.26	0.0	0.47
More than 16	18.3	1.06	18.4	0.98	-0.1	0.35
Number of FTE Teachers-Frame						
Less than 25 teachers	23.8	1.41	23.5	1.30	0.3	0.45
25 to 50 teachers	44.4	1.43	45.5	1.33	-1.1	0.49
50 or more teachers	31.8	1.18	31.0	1.08	0.7	0.37
Percent Free Lunch-Frame						
0-20 percent	24.4	1.18	23.6	1.08	0.8	0.35
21-50 percent	35.8	1.36	35.6	1.26	0.2	0.46
More than 50 percent	39.8	1.43	40.8	1.33	-1.0	0.48
Region-Frame						
Northeast	16.8	1.07	16.0	0.97	0.8	0.30
Midwest	27.2	1.30	27.0	1.20	0.2	0.44
South	36.0	1.37	36.3	1.27	-0.3	0.46
West	20.1	1.14	20.7	1.07	-0.6	0.43

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-3. Difference in the distributions of the frame/survey variables between respondents to Q17D1_2 (n=2413) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	23.3	1.43	23.6	1.33	-0.3	0.49
300-499	29.5	1.36	29.2	1.25	0.3	0.44
500-999	35.4	1.29	36.1	1.20	-0.6	0.46
1,000 or more	11.8	0.57	11.1	0.51	*0.7	0.15
Level-Frame						
Primary	58.9	1.30	60.6	1.17	-1.7*	0.36
Middle	18.7	0.76	18.0	0.69	0.7*	0.20
High schools	14.5	0.61	13.5	0.54	1.1*	0.11
Combined	7.9	0.88	7.9	0.81	0.0	0.29
Locale-Frame						
City	24.4	1.24	24.9	1.15	-0.5	0.43
Urban Fringe	33.3	1.32	33.0	1.22	0.3	0.45
Town	11.6	0.84	12.0	0.80	-0.4	0.35
Rural	30.6	1.38	30.0	1.27	0.6	0.44
Percent Minority-Frame						
Less than 5 percent or unknown	24.0	1.24	23.3	1.14	0.7	0.40
5 to 20 percent	24.7	1.23	24.5	1.14	0.2	0.42
20 to 50 percent	22.2	1.19	22.0	1.09	0.2	0.37
50 percent or more	29.1	1.30	30.2	1.21	-1.0	0.48
Student-to-teacher Ratio-Frame						
Less than 12	44.5	1.45	44.5	1.34	0.0	0.49
12-16	37.1	1.36	37.1	1.26	0.0	0.47
More than 16	18.3	1.06	18.4	0.98	0.0	0.35
Number of FTE Teachers-Frame						
Less than 25 teachers	23.7	1.41	23.5	1.30	0.2	0.46
25 to 50 teachers	44.6	1.43	45.5	1.33	-0.9	0.49
50 or more teachers	31.7	1.18	31.0	1.08	0.7	0.38
Percent Free Lunch-Frame						
0-20 percent	24.4	1.18	23.6	1.08	0.8	0.36
21-50 percent	36.0	1.36	35.6	1.26	0.3	0.46
More than 50 percent	39.6	1.43	40.8	1.33	-1.1	0.49
Region-Frame						
Northeast	16.7	1.07	16.0	0.97	0.7	0.30
Midwest	27.2	1.30	27.0	1.20	0.3	0.43
South	36.1	1.37	36.3	1.27	-0.2	0.46
West	20.0	1.14	20.7	1.07	-0.7	0.44

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-4. Difference in the distributions of the frame/survey variables between respondents to Q17D2_1 (n=2361) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	23.4	1.45	23.6	1.33	-0.2	0.53
300-499	29.6	1.38	29.2	1.25	0.3	0.47
500-999	35.3	1.31	36.1	1.20	-0.8	0.50
1,000 or more	11.8	0.57	11.1	0.51	*0.7	0.18
Level-Frame						
Primary	58.1	1.33	60.6	1.17	-2.5*	0.37
Middle	18.8	0.78	18.0	0.69	0.8*	0.21
High schools	14.9	0.63	13.5	0.54	1.4*	0.10
Combined	8.2	0.91	7.9	0.81	0.3	0.28
Locale-Frame						
City	24.0	1.25	24.9	1.15	-0.9	0.47
Urban Fringe	33.3	1.34	33.0	1.22	0.3	0.48
Town	11.7	0.85	12.0	0.80	-0.2	0.38
Rural	30.9	1.40	30.0	1.27	0.9	0.48
Percent Minority-Frame						
Less than 5 percent or unknown	23.9	1.26	23.3	1.14	0.6	0.44
5 to 20 percent	25.1	1.25	24.5	1.14	0.6	0.44
20 to 50 percent	22.3	1.21	22.0	1.09	0.3	0.40
50 percent or more	28.7	1.31	30.2	1.21	-1.4	0.52
Student-to-teacher Ratio-Frame						
Less than 12	44.7	1.46	44.5	1.34	0.2	0.53
12-16	37.7	1.38	37.1	1.26	0.6	0.49
More than 16	17.6	1.05	18.4	0.98	-0.8	0.42
Number of FTE Teachers-Frame						
Less than 25 teachers	23.5	1.42	23.5	1.30	0.0	0.50
25 to 50 teachers	44.5	1.45	45.5	1.33	-1.0	0.53
50 or more teachers	32.0	1.20	31.0	1.08	1.0	0.40
Percent Free Lunch-Frame						
0-20 percent	24.5	1.20	23.6	1.08	0.9	0.38
21-50 percent	36.2	1.38	35.6	1.26	0.6	0.50
More than 50 percent	39.3	1.45	40.8	1.33	-1.5	0.53
Region-Frame						
Northeast	17.0	1.09	16.0	0.97	1.0	0.31
Midwest	27.3	1.32	27.0	1.20	0.3	0.46
South	36.0	1.38	36.3	1.27	-0.3	0.51
West	19.7	1.15	20.7	1.07	-1.0	0.48

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-5. Difference in the distributions of the frame/survey variables between respondents to Q17D2_2 (n=2156) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	24.2	1.54	23.6	1.33	0.6	0.67
300-499	29.0	1.44	29.2	1.25	-0.2	0.64
500-999	35.2	1.37	36.1	1.20	-0.8	0.64
1,000 or more	11.5	0.58	11.1	0.51	0.4	0.27
Level-Frame						
Primary	58.3	1.39	60.6	1.17	-2.3*	0.55
Middle	18.5	0.80	18.0	0.69	0.5*	0.33
High schools	14.9	0.66	13.5	0.54	*1.4*	0.22
Combined	8.3	0.96	7.9	0.81	0.4	0.39
Locale-Frame						
City	24.1	1.32	24.9	1.15	-0.8	0.60
Urban Fringe	32.7	1.39	33.0	1.22	-0.3	0.64
Town	11.6	0.88	12.0	0.80	-0.4	0.46
Rural	31.5	1.48	30.0	1.27	1.5	0.63
Percent Minority-Frame						
Less than 5 percent or unknown	24.6	1.34	23.3	1.14	1.3	0.56
5 to 20 percent	25.2	1.32	24.5	1.14	0.7	0.58
20 to 50 percent	21.9	1.25	22.0	1.09	-0.1	0.56
50 percent or more	28.3	1.36	30.2	1.21	-1.9	0.66
Student-to-teacher Ratio-Frame						
Less than 12	44.9	1.54	44.5	1.34	0.3	0.69
12-16	37.7	1.44	37.1	1.26	0.6	0.65
More than 16	17.5	1.09	18.4	0.98	-0.9	0.54
Number of FTE Teachers-Frame						
Less than 25 teachers	23.9	1.50	23.5	1.30	0.4	0.65
25 to 50 teachers	44.0	1.52	45.5	1.33	-1.5	0.69
50 or more teachers	32.1	1.25	31.0	1.08	1.1	0.54
Percent Free Lunch-Frame						
0-20 percent	24.8	1.27	23.6	1.08	1.1	0.52
21-50 percent	36.6	1.46	35.6	1.26	1.0	0.64
More than 50 percent	38.6	1.51	40.8	1.33	-2.2	0.70
Region-Frame						
Northeast	17.0	1.15	16.0	0.97	1.0	0.45
Midwest	28.0	1.40	27.0	1.20	1.0	0.60
South	35.1	1.44	36.3	1.27	-1.2	0.67
West	19.9	1.20	20.7	1.07	-0.8	0.59

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-6. Difference in the distributions of the frame/survey variables between respondents to Q28A2 (n=1945) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	24.4	1.60	23.6	1.33	0.8	0.86
300-499	28.3	1.48	29.2	1.25	-0.9	0.82
500-999	36.4	1.45	36.1	1.20	0.4	0.78
1,000 or more	10.8	0.59	11.1	0.51	-0.3	0.35
Level-Frame						
Primary	60.8	1.40	60.6	1.17	0.2	0.77
Middle	17.6	0.81	18.0	0.69	-0.4	0.45
High schools	13.6	0.65	13.5	0.54	0.1	0.35
Combined	8.0	0.97	7.9	0.81	0.1	0.53
Locale-Frame						
City	25.2	1.39	24.9	1.15	0.3	0.74
Urban Fringe	32.4	1.44	33.0	1.22	-0.7	0.81
Town	11.4	0.94	12.0	0.80	-0.6	0.54
Rural	31.0	1.53	30.0	1.27	1.0	0.81
Percent Minority-Frame						
Less than 5 percent or unknown	23.3	1.36	23.3	1.14	0.0	0.75
5 to 20 percent	24.4	1.35	24.5	1.14	-0.2	0.75
20 to 50 percent	21.9	1.30	22.0	1.09	-0.1	0.71
50 percent or more	30.4	1.47	30.2	1.21	0.2	0.78
Student-to-teacher Ratio-Frame						
Less than 12	43.4	1.60	44.5	1.34	-1.1	0.87
12-16	37.0	1.51	37.1	1.26	0.0	0.82
More than 16	19.5	1.19	18.4	0.98	1.1	0.62
Number of FTE Teachers-Frame						
Less than 25 teachers	24.8	1.57	23.5	1.30	1.3	0.83
25 to 50 teachers	45.8	1.59	45.5	1.33	0.3	0.86
50 or more teachers	29.4	1.25	31.0	1.08	-1.6	0.73
Percent Free Lunch-Frame						
0-20 percent	23.2	1.28	23.6	1.08	-0.4	0.71
21-50 percent	36.2	1.51	35.6	1.26	0.6	0.82
More than 50 percent	40.6	1.59	40.8	1.33	-0.2	0.86
Region-Frame						
Northeast	14.4	1.09	16.0	0.97	-1.6	0.68
Midwest	28.4	1.47	27.0	1.20	1.4	0.76
South	36.0	1.51	36.3	1.27	-0.3	0.82
West	21.3	1.29	20.7	1.07	0.6	0.69

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-7. Difference in the distributions of the frame/survey variables between respondents to Q28B2 (n=1916) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size–Frame						
Less than 300	24.6	1.60	23.6	1.33	1.0	0.88
300–499	28.2	1.48	29.2	1.25	-1.0	0.85
500–999	36.6	1.45	36.1	1.20	0.6	0.80
1,000 or more	10.5	0.58	11.1	0.51	-0.6	0.36
Level–Frame						
Primary	61.0	1.40	60.6	1.17	0.4	0.79
Middle	17.6	0.81	18.0	0.69	-0.4	0.47
High schools	13.4	0.64	13.5	0.54	0.0	0.36
Combined	8.0	0.98	7.9	0.81	0.1	0.54
Locale–Frame						
City	24.2	1.37	24.9	1.15	-0.7	0.78
Urban Fringe	32.9	1.46	33.0	1.22	-0.2	0.83
Town	11.7	0.95	12.0	0.80	-0.2	0.55
Rural	31.2	1.54	30.0	1.27	1.1	0.84
Percent Minority–Frame						
Less than 5 percent or unknown	23.2	1.37	23.3	1.14	-0.1	0.77
5 to 20 percent	24.4	1.36	24.5	1.14	-0.1	0.77
20 to 50 percent	22.2	1.30	22.0	1.09	0.2	0.73
50 percent or more	30.2	1.47	30.2	1.21	0.0	0.81
Student-to-teacher Ratio–Frame						
Less than 12	43.6	1.60	44.5	1.34	-0.9	0.90
12–16	36.6	1.51	37.1	1.26	-0.5	0.85
More than 16	19.8	1.21	18.4	0.98	1.4	0.63
Number of FTE Teachers–Frame						
Less than 25 teachers	24.4	1.57	23.5	1.30	0.9	0.86
25 to 50 teachers	44.9	1.59	45.5	1.33	-0.5	0.89
50 or more teachers	30.7	1.29	31.0	1.08	-0.3	0.73
Percent Free Lunch–Frame						
0–20 percent	23.4	1.28	23.6	1.08	-0.3	0.74
21–50 percent	36.8	1.53	35.6	1.26	1.2	0.84
More than 50 percent	39.9	1.59	40.8	1.33	-0.9	0.89
Region–Frame						
Northeast	15.1	1.13	16.0	0.97	-0.9	0.67
Midwest	27.3	1.45	27.0	1.20	0.3	0.80
South	35.6	1.52	36.3	1.27	-0.7	0.85
West	22.0	1.31	20.7	1.07	1.3	0.71

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-8. Difference in the distributions of the frame/survey variables between respondents to Q28C2 (n=1891) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size–Frame						
Less than 300	24.6	1.63	23.6	1.33	1.0	0.89
300–499	27.8	1.50	29.2	1.25	-1.4	0.86
500–999	36.5	1.48	36.1	1.20	0.4	0.81
1,000 or more	11.1	0.61	11.1	0.51	0.0	0.35
Level–Frame						
Primary	58.3	1.47	60.6	1.17	-2.3	0.76
Middle	18.3	0.85	18.0	0.69	0.2	0.46
High schools	14.7	0.70	13.5	0.54	*1.2	0.33
Combined	8.8	1.03	7.9	0.81	0.8	0.52
Locale–Frame						
City	23.6	1.37	24.9	1.15	-1.3	0.80
Urban Fringe	32.5	1.47	33.0	1.22	-0.6	0.84
Town	11.7	0.97	12.0	0.80	-0.3	0.55
Rural	32.2	1.58	30.0	1.27	2.2	0.84
Percent Minority–Frame						
Less than 5 percent or unknown	24.1	1.41	23.3	1.14	0.8	0.76
5 to 20 percent	24.9	1.39	24.5	1.14	0.4	0.77
20 to 50 percent	21.4	1.31	22.0	1.09	-0.6	0.75
50 percent or more	29.6	1.47	30.2	1.21	-0.6	0.83
Student-to-teacher Ratio–Frame						
Less than 12	43.3	1.63	44.5	1.34	-1.2	0.91
12–16	36.6	1.53	37.1	1.26	-0.5	0.86
More than 16	20.1	1.24	18.4	0.98	1.7	0.63
Number of FTE Teachers–Frame						
Less than 25 teachers	25.0	1.60	23.5	1.30	1.5	0.86
25 to 50 teachers	44.1	1.61	45.5	1.33	-1.4	0.90
50 or more teachers	30.9	1.31	31.0	1.08	-0.1	0.74
Percent Free Lunch–Frame						
0–20 percent	22.8	1.28	23.6	1.08	-0.9	0.76
21–50 percent	36.8	1.55	35.6	1.26	1.2	0.85
More than 50 percent	40.4	1.62	40.8	1.33	-0.3	0.90
Region–Frame						
Northeast	15.0	1.13	16.0	0.97	-1.0	0.68
Midwest	27.4	1.47	27.0	1.20	0.4	0.81
South	36.2	1.54	36.3	1.27	-0.1	0.86
West	21.4	1.32	20.7	1.07	0.7	0.72

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-9. Difference in the distributions of the frame/survey variables between respondents to Q28D2 (n=1907) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	23.6	1.59	23.6	1.33	0.0	0.90
300-499	27.8	1.49	29.2	1.25	-1.4	0.85
500-999	37.6	1.48	36.1	1.20	1.5	0.79
1,000 or more	11.0	0.61	11.1	0.51	-0.1	0.35
Level-Frame						
Primary	60.7	1.41	60.6	1.17	0.1	0.79
Middle	17.6	0.82	18.0	0.69	-0.4	0.47
High schools	13.9	0.66	13.5	0.54	0.4	0.35
Combined	7.8	0.96	7.9	0.81	-0.1	0.56
Locale-Frame						
City	23.9	1.36	24.9	1.15	-1.0	0.79
Urban Fringe	33.0	1.46	33.0	1.22	0.0	0.83
Town	11.3	0.95	12.0	0.80	-0.7	0.56
Rural	31.7	1.55	30.0	1.27	1.7	0.84
Percent Minority-Frame						
Less than 5 percent or unknown	23.5	1.38	23.3	1.14	0.2	0.77
5 to 20 percent	24.5	1.37	24.5	1.14	0.0	0.77
20 to 50 percent	22.1	1.30	22.0	1.09	0.1	0.74
50 percent or more	29.9	1.47	30.2	1.21	-0.3	0.82
Student-to-teacher Ratio-Frame						
Less than 12	42.5	1.61	44.5	1.34	-2.0	0.90
12-16	37.2	1.52	37.1	1.26	0.1	0.85
More than 16	20.4	1.23	18.4	0.98	2.0*	0.62
Number of FTE Teachers-Frame						
Less than 25 teachers	24.5	1.57	23.5	1.30	1.0	0.86
25 to 50 teachers	44.1	1.59	45.5	1.33	-1.4	0.90
50 or more teachers	31.4	1.31	31.0	1.08	0.3	0.72
Percent Free Lunch-Frame						
0-20 percent	24.0	1.31	23.6	1.08	0.4	0.72
21-50 percent	36.2	1.52	35.6	1.26	0.5	0.85
More than 50 percent	39.9	1.59	40.8	1.33	-0.9	0.90
Region-Frame						
Northeast	14.8	1.12	16.0	0.97	-1.2	0.68
Midwest	27.2	1.45	27.0	1.20	0.2	0.81
South	35.3	1.51	36.3	1.27	-1.0	0.86
West	22.8	1.33	20.7	1.07	2.1	0.70

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-10. Difference in the distributions of the frame/survey variables between respondents to Q28E2 (n=1968) and all respondents (n=2772), using the final weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents - All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	25.4	1.60	23.6	1.33	1.8	0.83
300-499	28.2	1.47	29.2	1.25	-1.0	0.81
500-999	35.3	1.42	36.1	1.20	-0.8	0.78
1,000 or more	11.0	0.60	11.1	0.51	-0.1	0.33
Level-Frame						
Primary	60.8	1.39	60.6	1.17	0.1	0.75
Middle	17.6	0.80	18.0	0.69	-0.4	0.45
High schools	13.5	0.64	13.5	0.54	0.1	0.34
Combined	8.1	0.96	7.9	0.81	0.2	0.52
Locale-Frame						
City	25.1	1.37	24.9	1.15	0.1	0.73
Urban Fringe	32.1	1.43	33.0	1.22	-1.0	0.80
Town	11.4	0.93	12.0	0.80	-0.6	0.53
Rural	31.4	1.53	30.0	1.27	1.4	0.79
Percent Minority-Frame						
Less than 5 percent or unknown	24.2	1.39	23.3	1.14	0.9	0.71
5 to 20 percent	23.9	1.33	24.5	1.14	-0.6	0.74
20 to 50 percent	21.4	1.27	22.0	1.09	-0.6	0.71
50 percent or more	30.5	1.45	30.2	1.21	0.3	0.77
Student-to-teacher Ratio-Frame						
Less than 12	42.7	1.59	44.5	1.34	-1.9	0.85
12-16	36.8	1.50	37.1	1.26	-0.3	0.80
More than 16	20.5	1.22	18.4	0.98	2.1*	0.57
Number of FTE Teachers-Frame						
Less than 25 teachers	26.4	1.58	23.5	1.30	2.9*	0.79
25 to 50 teachers	44.1	1.57	45.5	1.33	-1.3	0.85
50 or more teachers	29.4	1.24	31.0	1.08	-1.6	0.72
Percent Free Lunch-Frame						
0-20 percent	22.8	1.26	23.6	1.08	-0.8	0.71
21-50 percent	36.1	1.50	35.6	1.26	0.5	0.80
More than 50 percent	41.1	1.58	40.8	1.33	0.3	0.84
Region-Frame						
Northeast	15.0	1.12	16.0	0.97	-1.0	0.64
Midwest	27.5	1.44	27.0	1.20	0.5	0.76
South	35.4	1.50	36.3	1.27	-0.9	0.81
West	22.1	1.30	20.7	1.07	1.4	0.67

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-11. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D1_1 (n=144) and non-respondents who were imputed a value>0 for Q17D1_1 (n=17), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	25.9	7.52	26.8	18.58	-0.9	20.05
300-499	13.0	4.77	27.8	16.76	-14.9	17.43
500-999	30.7	5.67	37.3	15.44	-6.6	16.45
1,000 or more	30.3	4.67	8.1	4.77	22.3*	6.67
Level-Frame						
Primary	42.0	7.04	63.0	14.20	-21.1	15.85
Middle	19.1	3.58	19.1	9.33	0.0	9.99
High schools	28.0	4.28	17.8	8.61	10.1	9.62
Combined	10.9	5.60	0.0	0.00	10.9	5.60
Locale-Frame						
City	33.8	5.67	8.4	4.95	25.4*	7.53
Urban Fringe	39.7	6.65	30.9	14.43	8.9	15.89
Town	10.9	4.55	43.1	18.21	-32.2	18.77
Rural	15.5	5.19	17.6	14.37	-2.1	15.28
Percent Minority-Frame						
Less than 5 percent or unknown	9.1	4.12	37.8	19.21	-28.7	19.65
5 to 20 percent	12.3	4.70	24.7	13.39	-12.4	14.19
20 to 50 percent	14.9	4.54	25.0	13.62	-10.0	14.36
50 percent or more	63.7	6.47	12.5	6.94	51.1*	9.49
Student-to-teacher Ratio-Frame						
Less than 12	45.2	6.82	57.8	17.69	-12.6	18.96
12-16	27.9	4.97	29.1	18.37	-1.3	19.03
More than 16	26.9	5.45	13.1	6.63	13.9	8.59
Number of FTE Teachers-Frame						
Less than 25 teachers	20.6	6.74	22.3	18.86	-1.7	20.03
25 to 50 teachers	24.3	6.50	46.4	17.39	-22.2	18.56
50 or more teachers	55.1	6.94	31.2	14.41	23.9	16.00
Percent Free Lunch-Frame						
0-20 percent	14.3	4.12	9.1	6.01	5.1	7.29
21-50 percent	23.9	5.17	47.1	17.85	-23.2	18.58
More than 50 percent	61.9	6.12	43.8	17.25	18.1	18.30
Region-Frame						
Northeast	16.3	4.45	14.3	8.03	2.0	9.18
Midwest	24.7	5.59	26.7	18.45	-2.0	19.28
South	23.5	4.95	50.1	17.63	-26.5	18.31
West	35.4	6.81	8.9	5.25	26.5	8.60

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-12. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D1_2 (n=117) and non-respondents who were imputed a value>0 for Q17D1_2 (n=17), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	19.5	8.38	37.0	21.10	-17.5	22.70
300-499	13.6	5.96	0.0	0.00	13.6	5.96
500-999	30.2	6.47	48.7	17.90	-18.5	19.03
1,000 or more	36.7	5.96	14.2	7.67	22.4	9.71
Level-Frame						
Primary	35.1	8.23	0.0	0.00	35.1*	8.23
Middle	18.4	3.98	35.6	14.96	-17.2	15.48
High schools	35.6	5.79	34.2	14.30	1.4	15.43
Combined	10.8	6.67	30.2	22.45	-19.3	23.42
Locale-Frame						
City	37.6	6.75	25.6	12.16	12.0	13.91
Urban Fringe	37.3	7.27	26.1	12.20	11.1	14.20
Town	11.3	5.71	14.7	9.72	-3.4	11.27
Rural	13.8	5.66	33.5	21.71	-19.7	22.43
Percent Minority-Frame						
Less than 5 percent or unknown	11.4	5.54	0.0	0.00	11.4	5.54
5 to 20 percent	14.1	6.13	15.3	8.88	-1.2	10.79
20 to 50 percent	10.7	2.84	18.8	10.39	-8.1	10.77
50 percent or more	63.8	7.32	65.9	14.38	-2.1	16.14
Student-to-teacher Ratio-Frame						
Less than 12	39.0	8.11	68.0	13.53	-29.0	15.77
12-16	32.7	6.17	14.9	8.79	17.8	10.74
More than 16	28.3	5.69	17.1	8.98	11.1	10.63
Number of FTE Teachers-Frame						
Less than 25 teachers	13.5	6.23	30.2	22.45	-16.7	23.30
25 to 50 teachers	25.7	8.01	25.1	12.42	0.6	14.78
50 or more teachers	60.7	8.14	44.7	16.93	16.0	18.78
Percent Free Lunch-Frame						
0-20 percent	12.1	2.70	11.0	7.34	1.2	7.83
21-50 percent	28.4	6.38	18.4	9.55	10.0	11.49
More than 50 percent	59.5	6.88	70.6	12.82	-11.2	14.55
Region-Frame						
Northeast	17.6	5.49	21.7	11.55	-4.1	12.79
Midwest	22.2	5.71	13.2	8.42	9.0	10.17
South	24.0	5.82	25.8	12.26	-1.8	13.57
West	36.2	7.63	39.4	20.44	-3.1	21.82

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-13. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D2_1 (n=2046) and non-respondents who were imputed a value>0 for Q17D2_1 (n=394), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	17.8	1.51	24.6	3.36	-6.8	3.68
300-499	28.1	1.53	27.7	3.05	0.4	3.41
500-999	38.6	1.49	39.4	3.12	-0.8	3.46
1,000 or more	15.5	0.75	8.3	1.18	*7.2*	1.40
Level-Frame						
Primary	49.1	1.60	70.2	2.56	*-21.1*	3.02
Middle	23.4	0.99	15.0	1.49	*8.4*	1.79
High schools	19.2	0.83	7.5	0.94	*11.7*	1.25
Combined	8.3	1.05	7.2	1.90	1.0	2.17
Locale-Frame						
City	26.7	1.45	30.2	3.01	-3.5	3.34
Urban Fringe	32.8	1.44	32.2	3.09	0.6	3.41
Town	13.1	0.99	13.2	2.27	-0.1	2.48
Rural	27.5	1.49	24.5	3.00	3.0	3.34
Percent Minority-Frame						
Less than 5 percent or unknown	20.5	1.27	20.0	2.75	0.5	3.03
5 to 20 percent	23.4	1.31	22.3	2.84	1.2	3.13
20 to 50 percent	23.8	1.37	19.9	2.54	3.8	2.88
50 percent or more	32.3	1.51	37.8	3.23	-5.5	3.57
Student-to-teacher Ratio-Frame						
Less than 12	40.8	1.60	44.5	3.36	-3.6	3.72
12-16	39.9	1.54	34.0	3.14	5.8	3.49
More than 16	19.3	1.20	21.5	2.57	-2.2	2.84
Number of FTE Teachers-Frame						
Less than 25 teachers	18.5	1.48	23.6	3.20	-5.1	3.53
25 to 50 teachers	43.7	1.60	49.8	3.34	-6.1	3.71
50 or more teachers	37.8	1.41	26.7	2.59	*11.1*	2.95
Percent Free Lunch-Frame						
0-20 percent	20.6	1.15	18.4	2.42	2.2	2.68
21-50 percent	36.0	1.50	34.0	3.18	2.0	3.52
More than 50 percent	43.4	1.61	47.7	3.35	-4.3	3.71
Region-Frame						
Northeast	15.0	1.12	11.3	2.09	3.8	2.37
Midwest	27.0	1.44	26.6	3.01	0.4	3.33
South	36.6	1.52	36.9	3.18	-0.3	3.52
West	21.3	1.33	25.3	2.95	-3.9	3.23

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-14. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D2_2 (n=1181) and non-respondents who were imputed a value>0 for Q17D2_2 n=384), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	12.5	1.95	13.6	2.97	-1.0	3.56
300-499	19.7	1.91	32.0	3.55	-12.3	4.03
500-999	42.7	2.06	38.5	3.39	4.3	3.97
1,000 or more	25.0	1.36	15.9	1.82	9.0*	2.27
Level-Frame						
Primary	28.6	2.43	44.4	3.75	-15.9*	4.47
Middle	30.6	1.61	27.9	2.51	2.6	2.99
High schools	31.4	1.56	18.2	1.87	13.2*	2.44
Combined	9.5	1.66	9.4	2.52	0.0	3.02
Locale-Frame						
City	28.5	1.97	25.7	3.09	2.8	3.67
Urban Fringe	31.4	1.78	37.3	3.46	-5.9	3.90
Town	15.7	1.51	12.6	2.23	3.1	2.70
Rural	24.5	2.00	24.4	3.17	0.1	3.75
Percent Minority-Frame						
Less than 5 percent or unknown	20.1	1.79	18.7	2.56	1.4	3.12
5 to 20 percent	21.3	1.58	20.8	2.83	0.5	3.24
20 to 50 percent	23.0	1.71	24.9	3.29	-1.9	3.70
50 percent or more	35.7	2.08	35.6	3.44	0.1	4.02
Student-to-teacher Ratio-Frame						
Less than 12	40.0	2.15	43.8	3.58	-3.8	4.18
12-16	42.6	2.07	32.9	3.31	9.6	3.90
More than 16	17.4	1.36	23.3	2.96	-5.9	3.26
Number of FTE Teachers-Frame						
Less than 25 teachers	9.8	1.74	19.3	3.27	-9.5	3.70
25 to 50 teachers	34.3	2.11	45.8	3.60	-11.6	4.17
50 or more teachers	55.9	2.19	34.9	3.09	21.0*	3.78
Percent Free Lunch-Frame						
0-20 percent	21.8	1.51	22.3	2.62	-0.5	3.03
21-50 percent	37.5	2.01	31.7	3.27	5.8	3.83
More than 50 percent	40.7	2.17	45.9	3.62	-5.3	4.22
Region-Frame						
Northeast	15.8	1.59	15.6	2.44	0.2	2.91
Midwest	27.1	1.92	22.2	2.91	4.9	3.49
South	37.2	2.01	43.6	3.56	-6.4	4.09
West	19.9	1.68	18.6	2.89	1.3	3.35

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-15. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28A2 (n=614) and non-respondents who were imputed a value>0 for Q28A2 using (n=258), the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	26.1	2.78	26.1	4.41	0.0	5.21
300-499	31.9	2.61	30.0	3.95	1.9	4.73
500-999	32.8	2.41	35.4	3.76	-2.5	4.47
1,000 or more	9.1	0.96	8.5	1.32	0.6	1.64
Level-Frame						
Primary	67.9	2.17	67.6	3.41	0.3	4.04
Middle	15.9	1.30	15.4	1.92	0.4	2.32
High schools	9.8	0.90	9.2	1.31	0.6	1.58
Combined	6.5	1.48	7.8	2.58	-1.3	2.97
Locale-Frame						
City	23.7	2.38	25.0	3.73	-1.3	4.43
Urban Fringe	37.7	2.62	37.2	4.06	0.5	4.83
Town	11.6	1.69	9.6	2.25	2.1	2.81
Rural	27.0	2.54	28.2	3.94	-1.2	4.69
Percent Minority-Frame						
Less than 5 percent or unknown	24.0	2.43	18.7	3.33	5.4	4.12
5 to 20 percent	27.5	2.36	28.7	3.88	-1.3	4.54
20 to 50 percent	23.3	2.34	20.9	3.53	2.4	4.23
50 percent or more	25.2	2.42	31.7	3.87	-6.5	4.57
Student-to-teacher Ratio-Frame						
Less than 12	44.4	2.77	49.5	4.25	-5.0	5.07
12-16	35.3	2.59	35.6	3.96	-0.3	4.73
More than 16	20.3	2.11	15.0	3.01	5.3	3.68
Number of FTE Teachers-Frame						
Less than 25 teachers	27.9	2.76	20.8	4.03	7.1	4.88
25 to 50 teachers	47.0	2.75	44.0	4.23	3.1	5.05
50 or more teachers	25.0	2.01	35.2	3.72	-10.2	4.23
Percent Free Lunch-Frame						
0-20 percent	29.9	2.46	25.2	3.65	4.7	4.40
21-50 percent	37.9	2.65	36.9	4.09	1.0	4.88
More than 50 percent	32.2	2.66	37.9	4.14	-5.7	4.92
Region-Frame						
Northeast	13.7	1.85	20.5	3.47	-6.9	3.93
Midwest	28.4	2.52	21.1	3.47	7.4	4.29
South	31.7	2.55	35.8	4.01	-4.1	4.75
West	26.2	2.42	22.6	3.64	3.6	4.37

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-16. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28B2 (n=536) and non-respondents who were imputed a value>0 for Q28B2 (n=202), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	26.3	2.94	18.9	4.55	7.4	5.42
300-499	27.7	2.66	27.7	4.52	0.0	5.25
500-999	37.6	2.68	39.7	4.54	-2.1	5.27
1,000 or more	8.4	0.92	13.7	2.30	-5.2	2.48
Level-Frame						
Primary	68.4	2.32	62.2	4.24	6.2	4.84
Middle	14.3	1.29	15.2	2.19	-0.8	2.54
High schools	9.1	0.90	11.3	1.71	-2.2	1.93
Combined	8.2	1.77	11.4	3.42	-3.1	3.85
Locale-Frame						
City	19.2	2.27	27.7	4.25	-8.5	4.82
Urban Fringe	39.5	2.80	34.2	4.59	5.3	5.38
Town	11.3	1.76	8.8	2.52	2.5	3.08
Rural	30.0	2.77	29.3	4.42	0.7	5.22
Percent Minority-Frame						
Less than 5 percent or unknown	23.9	2.56	24.0	4.10	-0.1	4.83
5 to 20 percent	31.4	2.67	25.9	4.30	5.4	5.06
20 to 50 percent	22.4	2.41	20.5	3.91	1.9	4.60
50 percent or more	22.4	2.37	29.5	4.28	-7.2	4.90
Student-to-teacher Ratio-Frame						
Less than 12	46.7	2.93	49.6	4.81	-3.0	5.63
12-16	28.1	2.49	41.1	4.68	-13.0	5.30
More than 16	25.2	2.38	9.3	2.27	15.9*	3.29
Number of FTE Teachers-Frame						
Less than 25 teachers	21.8	2.79	19.9	4.55	1.9	5.34
25 to 50 teachers	50.7	2.90	45.6	4.81	5.1	5.61
50 or more teachers	27.5	2.25	34.5	4.12	-7.0	4.70
Percent Free Lunch-Frame						
0-20 percent	30.5	2.58	26.2	4.19	4.3	4.92
21-50 percent	40.8	2.86	31.4	4.38	9.5	5.23
More than 50 percent	28.6	2.71	42.4	4.78	-13.8	5.50
Region-Frame						
Northeast	16.2	2.14	19.4	3.91	-3.2	4.46
Midwest	28.8	2.72	25.1	4.27	3.7	5.06
South	17.3	2.21	41.9	4.69	-24.6*	5.19
West	37.8	2.76	13.7	3.22	24.1*	4.24

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-17. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28C2 (n=882) and non-respondents who were imputed a value>0 for Q28C2 (n=420), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	26.8	2.60	19.5	3.47	7.3	4.33
300-499	26.3	2.28	31.7	3.43	-5.4	4.12
500-999	33.4	2.17	35.0	3.11	-1.6	3.79
1,000 or more	13.5	1.01	13.8	1.54	-0.3	1.84
Level-Frame						
Primary	49.2	2.50	58.4	3.13	-9.2	4.01
Middle	19.4	1.36	20.0	1.95	-0.7	2.38
High schools	19.7	1.30	17.1	1.66	2.5	2.11
Combined	11.7	1.90	4.4	1.53	7.3	2.44
Locale-Frame						
City	22.2	2.12	28.6	3.15	-6.4	3.79
Urban Fringe	33.8	2.23	33.1	3.28	0.7	3.97
Town	11.5	1.51	10.5	2.08	0.9	2.57
Rural	32.5	2.45	27.7	3.24	4.8	4.06
Percent Minority-Frame						
Less than 5 percent or unknown	27.4	2.25	24.7	3.18	2.7	3.90
5 to 20 percent	28.2	2.20	23.7	2.93	4.5	3.67
20 to 50 percent	22.0	2.05	20.6	2.70	1.4	3.39
50 percent or more	22.4	2.08	31.0	3.26	-8.6	3.87
Student-to-teacher Ratio-Frame						
Less than 12	48.1	2.50	44.1	3.52	4.0	4.32
12-16	32.4	2.24	43.1	3.47	-10.8	4.13
More than 16	19.5	1.84	12.7	2.11	6.8	2.80
Number of FTE Teachers-Frame						
Less than 25 teachers	23.5	2.46	18.8	3.39	4.8	4.19
25 to 50 teachers	43.0	2.50	46.5	3.52	-3.4	4.31
50 or more teachers	33.4	2.03	34.8	2.97	-1.4	3.60
Percent Free Lunch-Frame						
0-20 percent	29.9	2.12	26.5	2.99	3.5	3.67
21-50 percent	35.6	2.36	34.5	3.29	1.1	4.05
More than 50 percent	34.4	2.50	39.0	3.50	-4.6	4.30
Region-Frame						
Northeast	14.2	1.61	17.4	2.78	-3.1	3.21
Midwest	32.2	2.38	30.9	3.29	1.3	4.06
South	28.7	2.24	32.2	3.19	-3.5	3.90
West	24.9	2.14	19.5	2.79	5.4	3.52

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-18. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28D2 (n=463) and non-respondents who were imputed a value>0 for Q28D2 (n=174), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	24.0	2.96	26.4	5.09	-2.4	5.89
300-499	27.9	2.78	30.4	4.67	-2.4	5.43
500-999	39.6	2.86	33.6	4.38	6.0	5.23
1,000 or more	8.4	1.04	9.7	2.01	-1.2	2.27
Level-Frame						
Primary	74.8	2.11	77.1	3.46	-2.3	4.05
Middle	12.2	1.20	11.7	1.87	0.5	2.22
High schools	7.6	0.85	6.5	1.20	1.1	1.47
Combined	5.5	1.52	4.8	2.79	0.7	3.18
Locale-Frame						
City	23.7	2.61	33.1	4.65	-9.4	5.33
Urban Fringe	38.8	2.89	31.0	4.55	7.8	5.39
Town	9.4	1.75	15.8	3.68	-6.3	4.07
Rural	28.1	2.80	20.1	4.23	8.0	5.07
Percent Minority-Frame						
Less than 5 percent or unknown	23.5	2.62	21.8	4.29	1.8	5.03
5 to 20 percent	26.0	2.64	20.1	4.00	5.9	4.80
20 to 50 percent	21.6	2.47	27.1	4.37	-5.5	5.01
50 percent or more	28.8	2.71	31.0	4.59	-2.2	5.34
Student-to-teacher Ratio-Frame						
Less than 12	40.6	3.03	53.9	4.94	-13.3	5.80
12-16	36.5	2.89	30.8	4.49	5.7	5.34
More than 16	22.9	2.38	15.3	3.38	7.5	4.14
Number of FTE Teachers-Frame						
Less than 25 teachers	25.2	2.93	21.7	4.77	3.5	5.60
25 to 50 teachers	46.7	3.01	49.8	5.00	-3.1	5.84
50 or more teachers	28.2	2.47	28.5	3.93	-0.4	4.64
Percent Free Lunch-Frame						
0-20 percent	28.0	2.63	23.8	4.06	4.1	4.84
21-50 percent	36.2	2.90	28.1	4.51	8.1	5.36
More than 50 percent	35.8	2.95	48.0	5.01	-12.2	5.81
Region-Frame						
Northeast	15.0	2.21	15.6	3.44	-0.6	4.09
Midwest	28.4	2.85	27.5	4.65	0.9	5.45
South	14.9	2.10	35.8	4.64	-20.9*	5.09
West	41.7	2.93	21.1	4.32	20.6*	5.22

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-19. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28E2 (n=734) and non-respondents who were imputed a value>0 for Q28E2 (n=279), using the Final Weight

Frame/Survey Variable	Item Respondents		All Respondents		Absolute Difference = (Item Respondents – All Respondents)	
	% ¹	± SE ²	%	± SE	%	± SE
Size-Frame						
Less than 300	33.1	2.72	19.2	4.04	13.8	4.87
300-499	27.4	2.34	34.4	4.19	-7.0	4.80
500-999	29.0	2.11	34.3	3.74	-5.4	4.29
1,000 or more	10.6	0.95	12.0	1.59	-1.5	1.85
Level-Frame						
Primary	66.5	2.08	62.7	3.57	3.9	4.13
Middle	15.5	1.19	20.3	2.34	-4.8	2.63
High schools	11.1	0.90	10.9	1.42	0.2	1.68
Combined	6.9	1.43	6.1	2.22	0.8	2.64
Locale-Frame						
City	25.7	2.26	25.3	3.64	0.3	4.28
Urban Fringe	33.7	2.37	36.6	4.06	-2.9	4.70
Town	9.4	1.44	11.7	2.64	-2.3	3.01
Rural	31.2	2.51	26.3	3.80	4.8	4.55
Percent Minority-Frame						
Less than 5 percent or unknown	26.5	2.33	23.9	3.74	2.6	4.41
5 to 20 percent	26.7	2.27	23.2	3.51	3.4	4.18
20 to 50 percent	21.4	2.10	28.2	3.98	-6.8	4.50
50 percent or more	25.4	2.24	24.7	3.33	0.7	4.01
Student-to-teacher Ratio-Frame						
Less than 12	45.8	2.61	50.9	4.21	-5.0	4.95
12-16	33.2	2.40	38.4	4.02	-5.2	4.68
More than 16	20.9	1.95	10.7	2.21	10.2*	2.95
Number of FTE Teachers-Frame						
Less than 25 teachers	31.1	2.64	15.5	3.61	15.6*	4.47
25 to 50 teachers	46.2	2.58	48.7	4.23	-2.6	4.96
50 or more teachers	22.7	1.68	35.7	3.71	-13.0*	4.08
Percent Free Lunch-Frame						
0-20 percent	26.9	2.18	24.0	3.48	2.9	4.11
21-50 percent	36.2	2.48	39.2	4.17	-3.0	4.85
More than 50 percent	36.9	2.57	36.8	4.06	0.1	4.81
Region-Frame						
Northeast	17.8	1.99	22.8	3.56	-5.0	4.08
Midwest	29.9	2.40	24.6	3.64	5.3	4.36
South	24.7	2.27	37.1	4.08	-12.4	4.67
West	27.6	2.25	15.5	2.99	12.1*	3.74

¹Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.

²Standard Error.

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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

Table J-20. Distribution of the nine variables with a response rate < 85 percent before and after imputation, using the Final Weight

Variable	Before Imputation (Item Respondents)		After Imputation (Item Respondents + Imputed-Value Respondents)	
	Sample Size	%	Sample Size	%
Q17D1_1				
0 events	2272	95.9	2611	96.0
1 or more events	144	4.1	161	4.0
Q17D1_2				
0 events	2296	97.1	2638	97.2
1 or more events	117	2.9	134	2.8
Q17D2_1*				
0 events	315	27.1	332	23.3
1 or more events	2046	72.9	2440	76.7
Q17D2_2*				
0 events	975	66.9	1207	64.4
1 or more events	1181	33.1	1565	35.6
Q28A2				
0 events	1331	64.4	1890	64.4
1 or more events	614	35.6	872	35.6
Q28B2				
0 events	1380	67.8	2034	69.8
1 or more events	536	32.2	738	30.2
Q28C2				
0 events	1009	59.6	1470	59.8
1 or more events	882	40.4	1302	40.2
Q28D2				
0 events	1444	69.1	2135	70.3
1 or more events	463	30.9	637	29.7
Q28E2				
0 events	1234	59.5	1759	61.1
1 or more events	734	40.5	1013	38.9

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.

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