



# 2000 School Survey on Crime and Safety

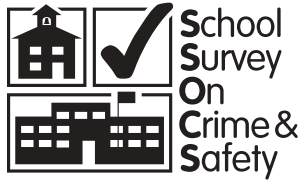


## Public-Use Data File User's Manual

U.S. Department of Education  
Institute of Education Sciences  
NCES 2004-308



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**November 2003**

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November 2003

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**Suggested Citation**

U.S. Department of Education, National Center for Education Statistics. *2000 School Survey on Crime and Safety: Public-Use Data File User's Manual*, NCES 2004-308, by Bradford Chaney, Sadeq Chowdhury, Adam Chu, Janice Lee, and Peter Wobus. Project Officer: Kathryn Chandler. Washington, DC: 2003.

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## 1. INTRODUCTION

This manual provides documentation and guidance for users of the public-use data file for the 2000 School Survey on Crime and Safety (SSOCS:2000). Information about the purpose of the study, the data collection instrument, the sample, and data collection and data processing procedures is contained in this manual. The primary focus in this report is on providing information that might be needed by analysts using the SSOCS:2000 data file. Additional information about the survey methodology is provided in a separate detailed data documentation.

SSOCS:2000 was developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. Funding for the survey was provided by the Safe and Drug-Free Schools Program of the Office of Elementary and Secondary Education. Questionnaire packets were mailed to 3,366 U.S. public elementary, middle, junior high, secondary, and combined schools. Data were collected from March 27 through September 7, 2000. Altogether 2,270 public schools submitted usable questionnaires.

### 1.1 Background of Study

The legislative mandate of NCES is to collect and report information on the condition of education in the United States. The federal government has made safety and discipline one of its main priorities. SSOCS:2000 is a survey of principals or school disciplinarians regarding statistics on the frequency of violence, the nature of the school environment, and the characteristics of school violence prevention programs. Such national data are critical to knowing the true frequency of problems in the schools.

SSOCS:2000 builds on an earlier survey of school crime and safety conducted by NCES in 1997 using the Fast Response Survey System (FRSS), and is planned to be the first of a recurring survey of school crime and safety to be sponsored by NCES. At the time of the 1997 survey, anecdotal news reports suggested that serious crime had become widespread in American schools, but the survey found that serious crime is actually quite rare. However, to date, NCES has not had a systematic approach to collecting such data. The amount of data collected has been relatively small, and the lack of a periodic survey makes it difficult to measure change over time.

SSOCS:2000 is the only current survey to collect detailed information on crime and safety from the schools' perspective. The 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. As such, SSOCS:2000 will provide a valuable tool to policymakers and researchers who need to know what policies and programs are in place, what the level of crime is and how it is changing, and what disciplinary actions schools are taking.

Two pretests were conducted of the SSOCS:2000 questionnaire to verify that the questions were properly understood and the data were available and to ascertain the level of burden. Five schools participated in the first pretest. After extensive changes were made to the questionnaire by the Technical Review Panel, a second pretest was conducted, with eight schools participating. Pretest respondents were asked to complete the full questionnaire and to fill out a commentary guide indicating completion time, problem questions, undefined terms, and other comments about the questionnaire (such as the content, format, and appearance). After the questionnaire responses and comments were reviewed, the pretest respondents were interviewed by telephone to obtain further information about their comments, determine the reasons for any problems that were identified in the questionnaire, and answer a scripted set of questions that had been identified as issues to be resolved through the pretest.

The pretest respondents indicated that the survey was comprehensive and that it provided a good picture of the situation at their individual schools. Respondents were able to provide the data requested, except in a few

instances where the schedule of the pretest did not allow them to contact key individuals for some information (the second pretest was conducted over 3 weeks in the summer). A number of small changes (e.g., changes in question wording and in the instructions) were made to the questionnaire to prevent potential problems that were identified in the pretests. Also, the length of the questionnaire was greatly reduced in order to reduce burden and to control survey administration costs. The reduction in length was based in part on the research priorities identified for the study and in part on the pretests (when respondents indicated that certain data were hard to provide or not meaningful for their schools).

## **1.2 Survey Topics**

The SSOCS:2000 focuses on six main topics, descriptions of which follow. Appendix A contains the specific research questions addressed in the survey. Appendix B contains the questionnaire.

### **1.2.1 Characteristics of School Policies**

This section collects data about the nature of current school policies relating to crime and discipline. These data are important in order to help schools know where they stand in relation to other schools and to help policymakers know which actions are already being taken and which actions might be encouraged in the future. Several kinds of school policies and practices are included in this survey, such as access to school grounds, ways that students are monitored, how school policies are communicated to students and parents, and the existence of written crises plans. Questions about the school environment include availability of telephones in classrooms, compliance with laws regarding tobacco use, and the degree of discipline enforced.

### **1.2.2 School Violence Prevention Programs and Practices**

This section asks what programs schools may have to prevent or reduce violence. As with the first section, the data may be used by schools to know how they compare with other schools, and by policymakers who wish to know what programs are already in place. The prevention programs and practices in this section include efforts to involve parents, schools' actions to train teachers, the use of paid law enforcement, and principals' identification of factors that limit efforts to prevent/reduce crime.

### **1.2.3 Violent Deaths at School and Elsewhere**

Violent deaths get substantial attention by the media but are actually relatively rare, and there is evidence that (in general) schools are much safer than students' neighboring communities. The questions in this section help to verify the relative frequency of violent deaths of students, faculty, and staff at school and at other locations.

#### **1.2.4 Frequency of Other Incidents at Schools**

This section asks the frequency of various kinds of crime at school (other than violent deaths). The data can be used directly as an indicator of the degree of safety in U.S. public schools and indirectly to categorize schools in terms of the number of problems they face. Some types of incidents include rape, sexual battery, physical fights with or without weapons, robbery, theft/larceny, possession of various weapons, possession/use of drugs, sexual harassment, and vandalism. Also included are hate crimes, gang-related crimes, and disruptive threats.

#### **1.2.5 Disciplinary Problems and Actions**

Schools' ability to control crime is associated with their control of lesser violations, which is an indication of the state of discipline in a school. This section asks about the degree to which schools face such disciplinary problems and the way that they respond to them. Some of these disciplinary problems include racial tensions, bullying, classroom disorder, gang activities, physical fights, intimidation, and insubordination. Some of the ways that schools respond include removal or suspension, school counseling, detention, loss of privileges, and community service.

#### **1.2.6 School Characteristics**

This section asks for a variety of types of information about the characteristics of the schools responding to the survey. This information is necessary in order to be able to understand the degree to which different schools face different situations. Some of these characteristics are percent of students below 15th percentile on standardized tests, percent male students, number of classroom changes, type of school, absence rates, and dates of the academic year. Note that the information requested in this section was supplemented by data from the 1998–1999 Common Core of Data (CCD)—namely, by data on enrollment, race/ethnicity, percent minority enrollment, the grade levels served, the metropolitan status, pupil to teacher ratio, number of special education students, and total number of teachers. Also, some items from the section on school policies will provide information on the school disciplinary environment, so they also may be considered school characteristics.



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## **2. SAMPLE DESIGN AND IMPLEMENTATION**

This chapter describes the sample design for the 2000 School Survey on Crime and Safety (SSOCS:2000).

### **2.1 Sample Design**

A stratified sample design was used to select 3,366 public schools for SSOCS:2000. For sample allocation purposes, strata were defined by instructional level, type of locale, enrollment size, and minority status. Region was also used as a sorting variable in the sample selection process to induce implicit stratification. All of these variables have been shown to be related to school crime, so these are meaningful strata for this survey. SSOCS:2000 is intended to be a recurring survey, so the sample is designed to enable the detection of relatively small changes over time for a variety of statistics collected in the survey (e.g., violent crimes, fights, vandalism, etc.), as well as provide reasonably precise national cross-sectional estimates for selected subgroups of interest.

A special feature of the sample design is the coordination of this survey with several other National Center for Education Statistics (NCES) surveys. The year 2000 happens to be a year in which NCES sponsored several major surveys, including the Schools and Staffing Survey (SASS), the National Assessment of Educational Progress (NAEP), and the Early Childhood Longitudinal Study – Kindergarten Class of 1998–99 (ECLS-K). To limit the burden imposed on any one school, the SSOCS:2000 sample was designed to minimize overlap with these other surveys.

### **2.2 Sampling Frame**

The sampling frame for SSOCS:2000 was constructed from the public school universe file created for the 2000 SASS. The SASS frame is derived primarily from the Common Core of Data (CCD), which includes charter schools. The CCD is a comprehensive, annual, national statistical database of information concerning all public elementary and secondary schools and school districts. It is maintained by the U.S. Department of Education's National Center for Education Statistics (NCES). However, only the approximately 81,000 "regular" schools (excluding schools in the outlying U.S. territories, ungraded schools, and those with a high grade of kindergarten or lower) in the 1997–1998 NCES CCD Public School Universe File within the SASS frame were eligible for the study. These CCD schools, including charter schools, were included in the SSOCS:2000 study. (The SASS also includes supplements made up of additional charter schools, as well as a small number of Bureau of Indian Affairs and Department of Defense schools not represented in the CCD file. Schools from these supplements were not included in the SSOCS:2000 study.)

### **2.3 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 of schools are selected at appropriate rates. There are two main goals of stratification. The first is to ensure that selected subdomains of interest are adequately represented in the sample for analysis purposes. For example, in the SASS/CCD universe file about 60 percent of public schools are elementary schools, with the remaining 40 percent roughly equally divided between middle and secondary schools. Thus, if random samples of schools are selected without regard to level, the majority of the sampled schools will be elementary. Such a design would be inefficient for comparisons between the various levels of schools. To allow for estimates of the same level of precision for elementary, middle, and secondary schools, roughly equal samples were drawn.

The second goal of stratification is to improve sampling precision by permitting a more nearly optimal allocation of the sample to the various sampling 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. Estimation of different types of statistics (e.g., the proportion of schools that report a particular type of incident versus the total number of incidents reported by schools) can lead to vastly different sample allocations. An important goal of the sample design process was to develop a compromise allocation that is reasonably efficient for a range of different types of statistics.

An initial step in identifying potentially effective stratifiers was to examine the variation of selected crime and school violence statistics by school-level characteristics. For this purpose, estimates from the Fast Response Survey System (FRSS) *Survey on Violence and Discipline Problems in U.S. Public Schools: 1996-97* were used.<sup>1</sup> According to that report, variables such as instructional level, type of locale, enrollment size, and minority status were found to be correlated with many types of crime and school violence statistics. Thus, these variables were used as stratifiers for sample selection. In addition, region was used as a sorting variable in the sample selection process to induce implicit stratification.

Table 2.1 shows the characteristics of the schools that were selected and also of those that responded. Some 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 low enrollment, were combined schools, or had a low percentage of students who were in minority racial/ethnic groups.

**Table 2.1—Response status and response rate of the SSOCS:2000 sample, by school characteristics**

Category	Completed surveys	Non-response	Out of scope	Refusal	Incomplete data	Total	Unweighted response rate (%)
Total .....	2,270	631	52	302	111	3,366	68.0
<u>Instructional level</u>							
Elementary.....	565	171	10	74	21	841	68.0
Middle .....	749	223	14	103	42	1,131	67.0
Secondary .....	757	197	18	111	42	1,125	68.0
Combined .....	199	40	10	14	6	269	77.0
<u>Type of locale</u>							
City.....	603	234	20	97	49	1,003	61.0
Urban fringe .....	810	234	11	133	40	1,228	67.0
Town .....	365	76	9	31	6	487	76.0
Rural.....	492	87	12	41	16	648	77.0
<u>Enrollment size</u>							
Under 300.....	315	61	33	23	7	439	77.0
300-999 .....	1,371	363	14	164	52	1,964	70.0
1,000 or more .....	584	207	5	115	52	963	61.0
<u>Percent minority</u>							
Less than 5 percent and missing.....	597	104	16	52	11	780	78.0
5 to 19 percent .....	624	153	8	81	19	885	71.0
20 to 49 percent .....	506	163	9	77	38	793	65.0
50 percent or more.....	543	211	19	92	43	908	61.0

NOTE: School counts in this table are based on the original sample, which was drawn from the 1997-1998 CCD frame. They do not correspond directly with numbers on the data file, which has slightly different categories and updated values from the 1998-1999 CCD. In addition, the numbers for Enrollment size in this table are from the 1997-1998 CCD, while those on the data file are from the questionnaire responses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics. *Violence and Discipline Problems in U.S. Public Schools: 1996-97*. NCES 98-030, by S. Heaviside, C. Rowand, C. Williams, and E. Farris. Project Officers S. Burns and E. McArthur. Washington, DC: 1998.

In this table, completed surveys are those that have at least the minimum required number of items completed. That is, a questionnaire had to have at least 50 percent of all items, and at least 75 percent of all items designated as critical, or key, by NCES to be considered valid for inclusion in the data set (use appendix B, annotated questionnaire for key items). Nonresponse indicates schools that did not return a questionnaire. Out of scope refers to schools that were found to be ineligible for SSOCS:2000. For example, a school that changed from a regular public school to an alternative school would not be eligible for the study. Refusals are those cases where a potential respondent indicated he/she would not complete the survey. Cases that were returned but did not have the minimum number of required responses are in the incomplete data category.

The unweighted response rate is the ratio of the number of completed cases to the number of cases sampled and eligible for the survey. Therefore, for each school characteristic in this table, the unweighted response rate equals the number of completed surveys divided by the total number (excluding the out of scope cases). For example, the response rate for the category “elementary schools” is  $565/(841-10) = 0.68$ . (Weighted response rates are shown in table 3.1.)

Because schools were not drawn with equal probability of selection (see section 2.1) and because different kinds of schools responded at different rates, it is important that users weight the data when conducting analysis. The final sample weight (FWT) adjusts for the different rates of response as well as the differing probabilities of selection.

## 2.4 Weighting

Since the schools were selected with unequal probabilities, sampling weights are required for analysis to inflate the survey responses to population levels. The use of sampling weights is essential not only for calculating aggregate statistics (e.g., the total number of crimes of a particular type in U.S. public schools would be greatly understated without the use of weights) but also for other statistics such as percentages. For example, if a particular school policy was less common at elementary schools than at other schools, then the fact that elementary schools were chosen with a lower probability than other schools could lead to overstating the percentage of schools with that policy if weights are not used.

The FWT provided with the data file takes into account three components (see exhibit 2.1). The essential component of the sampling weight is the “base weight,” which is defined to be the reciprocal of the probability of selecting a school for the sample. In addition, the weight includes a correction for unit nonresponse (i.e., sampled schools that did not respond to the survey) and a poststratification adjustment based on the Public School Universe File of 1998–1999 Common Core of Data.

### Exhibit 2.1—Development of full sample weight for SSOCS:2000

Sources	Final weight
Probability of selection	Full sample weight=FWT
Adjustment for unit nonresponse based on CHAID analysis	
Poststratification adjustment to 1998-1999 CCD statistics	

To compensate for unit nonresponse in SSOCS:2000, the base weights were adjusted by applying appropriate nonresponse adjustment factors within groups of schools (cells) expected to be homogeneous in terms of response propensity. The nonresponse adjustment cells were formed by applying a CHAID (Chi-square Automatic Interaction Detector) analysis. CHAID is a classification technique that divides a population or sample based on available auxiliary information into homogeneous subgroups with respect to a target characteristic. The target characteristic used in SSOCS:2000 was response status, and the characteristics that

were used as auxiliary information were instructional level, enrollment size of school, region, type of locale, minority status, free lunch category, pupil to teacher ratio, district enrollment size, the ratio of guidance counselors to teaching staff in district, and the ratio of graduates to dropouts in district. Based on the CHAID analysis, a total of 49 adjustment cells were formed and the adjustment factors were computed as the ratio of the number of schools sampled to the number of schools responded in each cell. The base weights were multiplied by the computed adjustment factors to derive the nonresponse adjusted weights.<sup>2</sup>

A final poststratification (raking ratio) adjustment was applied to the nonresponse adjusted weights. The purpose of the poststratification was to ensure that the estimated counts of schools by various characteristics are in agreement with the known counts obtained from the most recent (1998-1999) CCD file. The counts of schools in the CCD file by instructional level and enrollment size, and by instructional level and type of locale were used in the poststratification adjustment. By forcing the weighted sample counts to agree with known current population counts, poststratification may help reduce any bias associated with the noncoverage of new schools in the SSOCS:2000 sample.

## 2.5 Computing Sampling Errors

In surveys with complex sample designs, such as the SSOCS:2000, direct estimates of the sampling errors assuming a simple random sample will typically underestimate the variability in the estimates. Estimates derived from a probability sample are subject to sampling error (often expressed as standard error) because only a small fraction of the target population will have been surveyed. However, probability sampling techniques will make it possible to derive estimates of the sampling error directly from the survey results. There are two commonly used approaches for estimating sampling errors from complex sample designs: (1) replication methods, and (2) Taylor series linearization procedures (TSP). Replication involves splitting the entire sample into a set of groups or replicates based on the actual sample design of the survey. The survey estimates can then be estimated for each of the replicates by creating replicate weights that mimic the actual sample design and estimation procedures used in the full sample. The variation in the estimates computed from the replicate weights can then be used to estimate the sampling errors of the estimates from the full sample. A total of 50 replicate weights were defined for SSOCS:2000. The specific type of replication procedure used for creating replicate weights for SSOCS:2000 was a jackknife replication method. It involved dividing the sample into pairs of primary sampling units (PSUs) for the computation of the replicate weights. One software package that uses replication methods is WesVarPC. With that package, users should include all 50 replicate weights using the JK1 option. Note that packages such as SUDAAN ([www.rti.org](http://www.rti.org)) also have options for jackknife replication.

Another approach to the valid estimation of sampling errors for complex sample designs is to use a Taylor series approximation to compute sampling errors. To produce standard errors using a Taylor series program, such as SUDAAN<sup>3</sup> or Stata<sup>4</sup> ([www.stata.com](http://www.stata.com)), two variables are required to identify the stratum and the PSU. The stratum-level variable is the indicator of the variance estimation stratum from which the unit was selected. The PSU is an arbitrary numeric identification number for the unit within the stratum. Data users should be aware that the use of different approaches or software packages in the calculation of standard errors may result in slightly different standard errors. Estimates of standard errors computed using the replication method and the Taylor series method are nearly always very similar but not identical. With some specific software packages, for SSOCS:2000, the appropriate specifications for using the replication method and the Taylor series methods are shown in table 2.2.

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<sup>2</sup>More information about CHAID analysis can be found in Magidson, 1993, SPSS for Windows, CHAID, Release 6.0, Magidson/SPSS, Inc.

<sup>3</sup> *SUDAAN User's Manual*. Shah, B.V., Barnwell, B.G., Hunt, P.N., and LaVange, L.M. Research Triangle Institute, North Carolina: 1995

<sup>4</sup> *Stata User's Guide*, Release 7, Stata Corporation, College Station, Texas: 2001.

**Table 2.2.—Information for computing sampling errors for different methods and software packages**

Methods	Information
Full sample weight	FWT
Replication methods (WesVarPC*)	
Respondent ID	WESID
Replicate weights	FWT1 – FWT50
Jackknife method	JK1
Taylor series method (SUDAAN and Stata**)	
Sample design	WR
Nesting variables	STR SOCS WESID

\* Information on WesVarPC can be obtained at [www.westat.com](http://www.westat.com). WesVarPC , version 2.1, is available at no charge. WesVar Complex Samples software can be purchased at [www.westat.com/wesvar](http://www.westat.com/wesvar)

\*\*Information on SUDAAN can be obtained at [www.rti.org](http://www.rti.org). Information on Stata can be obtained at [www.stata.com](http://www.stata.com).

## 2.6 Approximate Sampling Errors

Although calculating the sampling errors using the methods described in section 2.5 is recommended for many applications, simple approximations of the sampling errors may be valuable for some purposes. One such approximation follows.

Most statistical software packages (e.g., SPSS, SAS) compute standard errors of the estimates based upon simple random sampling assumptions. The standard error from this type of statistical software can be adjusted for the complexity of the sample design to approximate the standard error of the estimate under the actual sample design used in the survey. For example, the variance of an estimated proportion in a simple random sample is the estimated proportion (p) times its complement (1-p) divided by the sample size (n). The standard error is the square root of this quantity. This estimate can be adjusted to more closely approximate the standard error for the estimates from SSOCS:2000.

A simple approximation of the impact of the sample design on the standard errors of the estimates that has proved useful in many surveys is to adjust the simple random sample standard error estimate by the root design effect (DEFT). The DEFT is the ratio of the standard error of the estimate computed using the replication method discussed earlier to the standard error of the estimate under the assumptions of simple random sampling. An average DEFT is computed by estimating the DEFT for a number of estimates and then averaging. In complex sample designs like SSOCS:2000, the DEFT is typically greater than one due to the clustering of the sample and the differential weights attached to the observations. A standard error for an estimate can then be approximated by multiplying the simple random sample standard error estimate by the mean DEFT.

As stated earlier, the average DEFT can be used to approximate the standard error for an estimate. An example of how to do this on a **percent** estimate is as follows. If a weighted estimate of 46 percent is obtained for some characteristic (e.g., suppose that 46% control access to school grounds during school hours), then an approximate standard error can be developed in a few steps. First, obtain the simple random sample standard error of the estimate as:

$$SE_{SRS(\hat{p})} = \sqrt{\frac{\hat{p}(100 - \hat{p})}{n}}$$

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:2000 sample is being used for this estimate  $n = 2,270$ . Then, the corresponding

simple random sample standard error is  $\sqrt{46(54)/2,270} = 1.05$ . In this example, the approximate standard error of the estimate is 1.05 times DEFT, where DEFT is the appropriate *root* design effect. If we choose 1.4 as a conservative estimate of the DEFT, the estimated standard error would be 1.47 (i.e., 1.4 times 1.05).

The approximate standard error for a **mean** can be developed using a related procedure. First, the mean is estimated using the full sample weight and a standard statistical package like SAS or SPSS. Second, the simple random sample standard error is obtained through a similar but unweighted analysis. Third, the standard error from the unweighted analysis is multiplied by the mean DEFT. For example, suppose that the estimated (weighted) mean number of hours per week that 1 paid law enforcement person was on duty at school was 10, and the simple random sampling error (unweighted) was 8 hours. Then the approximate standard error for the estimate would be 11.2 hours (8 hours x 1.4).

Users who wish to adjust the standard errors for estimates of parameters in regression models should follow a procedure similar to that discussed for means, above. Specifically, the estimates of the parameter in the model can be estimated using a weighted analysis in a standard statistical software package such as SAS or SPSS. A similar analysis using the same statistical model, but unweighted, will provide the simple random sample standard errors for these parameter estimates. The standard errors can then be multiplied by the DEFT to arrive at the adjusted standard error.

Alternatively, the final weight can be adjusted to reflect the DEFT before the parameter estimates are calculated in a statistical software package, such as SAS or SPSS. To do this, first sum the values of the final weights for the cases being examined (usually this would be the total sample size of 2,270, but one might look at fewer cases because of missing data, or because one is only interested in schools with particular characteristics). For example, for an analysis of total incidents of vandalism, sum the final weights  $W_i$  for all 2,270 cases on file. Next, divide this sum by the number of cases to generate an average final weight. That is, the average final

weight given by:  $\bar{w} = \frac{\sum_{i=1}^n w_i}{n}$ , where  $n$  is the sample size. Multiply the average final weight by the square of the DEFT for the population of interest to obtain the adjusted average weight, i.e.,  $\bar{w}_{adj} = DEFT^2 \bar{w}$ . Divide the final weight by the adjusted average weight and save the quotient as a new final weight,  $w^{new}_i = \frac{w_i}{\bar{w}_{adj}}$ .

Weight the regression analysis using this new final weight. The standard errors generated in the analysis will approximate the standard errors correctly adjusted for design effects.

It should be noted that direct computation of the standard errors is always recommended when the statistical significance of statements would be affected by small differences in the estimated standard errors.

Table 2.3 shows how, for SSOCS:2000, the average design effect varies for several school classification categories. In general, the DEFT ranges between 1.0 and 1.4.

**Table 2.3.—Average design effects for selected school characteristics in SSOCS:2000**

School characteristic	Average design effect
Totals.....	1.4
Instruction level	
Elementary .....	1.0
Middle.....	1.0
Secondary.....	1.1
Combined.....	1.1
Enrollment size	
Less than 300 .....	1.1
300 – 499.....	1.3
500 – 999.....	1.4
1,000 or more .....	1.3
Type of locale	
City.....	1.4
Urban fringe.....	1.4
Town.....	1.4
Rural.....	1.3
Percent minority	
Less than 5 percent/missing .....	1.3
5 to 19 percent.....	1.3
20 to 49 percent.....	1.4
50 percent or more .....	1.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

## 2.7 Imputation

In SSOCS:2000, as in most surveys, the responses to some data items were not obtained for all cases. There are numerous reasons for item nonresponse. Some respondents did not know the answer for the item or did not wish to respond for other reasons. Also, some respondents gave responses that were internally inconsistent, and one or more of those responses was reassigned to be missing.

Only the key data items with missing data on the file were imputed. (See appendix B for a list of the 123 key items in the annotated questionnaire.) Once the data were imputed, they were subjected to the same data editing procedures as used in the original data collection. Because of the additional followup on key items, the level of nonresponse on key items was low, limiting the amount of imputation required on any one questionnaire item. (However, a large number of items were considered key items.)

The imputations were performed so that users could produce more accurate national estimates. (Otherwise, for example, the total number of a particular type of crime would be an underestimate because it would not represent all schools.) Users are cautioned that, because some methods of imputation are based on finding similar respondents who gave an answer to the item, the imputation process could falsely reinforce the relationships between some variables. This risk is minimized by the high level of item response rates on key items. Logical imputations, described below, are not subject to this problem.



Depending on the type of data to be imputed and the extent of missing values, a number of techniques were employed. Hot-deck refers to a general class of procedures in which cases with missing items were assigned the corresponding value of a “similar” respondent in the sample. The imputations were made within strata, or classes, that were formed on the basis of characteristics related to the variable being imputed. The data record that supplied the value to be imputed is referred to as the “donor.” Donors in a given imputation cell were selected at random (usually without replacement to avoid multiple uses of a single donor.) Hot-deck imputation with collapsed cell means that 2 or more similar groups were combined in order to have enough cases of comparable schools to draw from.

For some key items, two types of logical imputation were used. The first type of logical imputation occurred during data review and coding, after the questionnaires were received from respondents. The second occurred at another stage of imputation, during which imputation flags were assigned. The initial logical imputation that occurred during data checks and coding was used only when the correct answer seemed clear. Specifically, the following rules were used for this logical imputation type. (More detailed descriptions of data considerations can be found in chapter 6 of this manual.)

- If question 3 was marked “no” or left blank but some of question 4 was marked “yes,” then the response to question 3 was changed to “yes.”
- If question 10 was marked “no” or left blank but question 11 was answered with non-zero responses, then the response to question 10 was changed to “yes.”
- If question 13 was marked “no” or left blank, but question 14 was answered with non-zero responses, then the response to question 13 was changed to “yes.” If question 13 was marked “yes,” but question 14 was answered with responses of zero, then the response to question 13 was changed to “no.”
- If both question 15a and question 15b were marked “0,” but question 15 was blank, then the response to question 15 was assumed to be “0.”
- If the total number of incidents for an item in question 16 was marked with a zero, then the remaining responses to the right of that total (i.e., the number reported to police, the number of hate crimes, and the number that were gang-related) were assumed to be zero.
- If the completed items in columns one through three of question 21 were summed to the total in 21k, then blanks in the same columns were assumed to be zero.

Data users can identify variables for which this logical imputation was used by referring to appendix C. Those items within the column titled “Logical imputation during data review” marked “Yes” were subject to this type of logical imputation.

The second type of logical imputation was applied in situations where a missing response could be inferred with certainty (or a high degree of probability) from other information in the data record. For example, question 21 of the SSOCS:2000 questionnaire asks for the frequency of disciplinary actions for specific crimes, but question 20 asks if those disciplinary actions were available and applied in the school. If the school did not apply those disciplinary actions (i.e., if question 20 indicated the actions were not used) then the frequency of disciplinary actions (in question 21) was logically imputed as zero.

When questionnaire responses were inconsistent, and the correct answer was not obvious, logical imputation was not used. Either the respondent was called to resolve the inconsistency or the data were discarded (i.e., given the code for missing data).

For mean imputation, a record with missing data was assigned the mean value of those cases in the same “poststratum” for which information on the item is available. The poststrata or imputation classes are defined on the basis of variables that are thought to be correlated with the item, usually subject to the condition that each class or cell contains a specified number of valid observations. For example, classes were based on school-level characteristics such as instructional level and metropolitan status of the school. The final method used was imputation using data from the 1997–1998 CCD frame. For each of these flags, missing 1998–1999 CCD values were replaced with 1997–1998 CCD data.

All imputed values (other than the logical imputations done during data review and coding) are flagged as such in the public-use data file. Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the data set. Data users can also find a listing of imputation methods used for each variable in appendix C.

The codes that are used for imputation flags are as follows:

1 = Hot-deck imputation

2 = Hot-deck imputation with collapsed imputation cell

3 = Logical imputation (other than the logical imputations done during data review and coding)

5 = Mean imputation

For question 21k1, question 21k2, and question 21k3, which are the totals of all other items in these columns, the codes for imputation flags are as follows:

1 = One of the ten items contributing to the total is imputed

2 = Two of the ten items contributing to the total is imputed

3 = Three of the ten items contributing to the total are imputed.

This follows in the same manner through the imputation flag code of 10.

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### **3. DATA COLLECTION METHODS AND RESPONSE RATES**

The following sections discuss the procedures used in the data collection of the School Survey on Crime and Safety (SSOCS:2000).

#### **3.1 Data Collection Procedures**

SSOCS:2000 was conducted as a mail survey with telephone followup. The questionnaire was mailed with a cover letter describing the importance of the survey and a brochure providing further information about the survey. The questionnaire was addressed to the school principal (see appendix B for copies of the cover letter and questionnaire). Starting approximately 3 weeks after the mailout, telephone prompts were used to verify that the questionnaire was received and to encourage a response. As an alternative to collecting data by mail, Westat also accepted fax submissions and collected some data by telephone. Returned questionnaires were examined for quality and completeness using both visual and computerized edits. A total of 123 items were identified as key (critical) items. These key items are identified by an asterisk (\*) on the annotated questionnaire in appendix B. If key items had missing data, or if the number of total items with missing data was greater than 50 percent of all of the items in the questionnaire, then respondents were recontacted to resolve the issues. The telephone contacts were used to resolve problems on the key items, plus problems appearing in the last section of the questionnaire collecting demographic data. In other cases, or if the recontacts failed to produce a satisfactory resolution, imputation was used to resolve the data quality issues, for questionnaires that had at least 50 percent of all items and at least 75 percent of key items completed.

Throughout the data collection period, the status of each case was entered into the SSOCS:2000 receipt control system. This system was used to produce weekly status reports that allowed ongoing monitoring of the survey's progress.

#### **3.2 Interviewer Training**

Interviewer training was initially conducted in March, as well as at subsequent times as new interviewers were added. Interviewers were provided with survey-specific training manuals and copies of the questionnaire packets. The topics covered in training were general interviewing techniques, an introduction to the study, details about prompting procedures, and techniques for refusal avoidance. New interviewers practiced role-playing before beginning actual phone calls.

#### **3.3 Efforts to Increase Response Rates and Response Rates**

A response rate is the ratio of the number of completed questionnaires to the number of cases sampled and eligible to complete the survey. The survey responses were monitored through an automated receipt control system. Approximately 3 weeks after the initial mailout, Westat interviewers began calling nonrespondents to verify that they received the questionnaire and to prompt the individuals to respond. Additional telephone prompts were made as the data collection progressed.

Several other steps were taken to maximize the response rate. The package containing the questionnaire also included a specially designed brochure describing the purpose of the study. The mailed questionnaire was accompanied by a postage-paid return reply envelope. A toll-free number was also provided so that people could call to resolve questions about the survey. Remails were sent by Federal Express or faxed in order to assure prompt receipt of the questionnaire and to give the survey greater importance in the eyes of the potential respondents. All questionnaires that were received were reviewed for consistency and completeness; if a

questionnaire had too few items completed to be counted as a response (or if it had missing or conflicting data on key items), telephone interviewers called to obtain more complete responses. All telephone interviews were conducted by interviewers who had received both general training in telephone interviewing techniques and specific training on the SSOCS:2000 survey and questionnaire.

Refusal conversion efforts were used to obtain responses from principals who had initially refused to complete the questionnaire. However, if the interviewer indicated that the initial response was “hostile” (e.g., profane, abusive) or especially adamant, the case was reviewed by a supervisor to determine whether another attempt should be made. For most of the data collection period, at least a 2-week hold was placed on initial refusals before a conversion attempt was made. This period was decreased near the end of data collection to facilitate survey closeout while maximizing the response rate. A case was coded as a final refusal if a second refusal was obtained when a refusal conversion attempt was made.

There were 45 cases in which no initial contact was ever established. In these cases, the interviewer was unable to reach any individual who knew whether the questionnaire packet had been received or could indicate what the status was. Initial instructions to interviewers were to make a maximum of five phone calls to a school. However, when time permitted, additional calls were attempted in an effort to increase the response rate.

After data retrieval was completed, questionnaires had to have at least 50 percent of all items and at least 75 percent of all key items completed in order to be considered valid for inclusion in the dataset. Responses of "don't know" were not considered valid responses when counting the number of items completed.

All of the response rates were weighted to account for different probabilities of selection. The weighting gives a more accurate representation of the proportion of the population that responded than unweighted response rates. Schools that were determined to be ineligible to participate in the survey (i.e., they were not regular schools, they were ungraded, or the highest grade was kindergarten or lower) were not included in the calculation of response rates. Overall, the weighted response rate was 70.0 percent. The final number of respondents was 2,270.

**Table 3.1. —Distribution of SSOCS:2000 sample schools by response status and response rates by various school and district characteristics**

Characteristic	Total	Re-spondent	Non-respondent*	Ineligible	Unweighted response rate (%)	Weighted response rate (%)
Total .....	3,366	2,270	1,044	52	68.5	70.0
Instructional level						
Elementary.....	841	565	266	10	68.0	69.0
Middle .....	1,131	749	368	14	67.1	69.7
Secondary .....	1,125	757	350	18	68.4	71.0
Combined .....	269	199	60	10	76.8	79.6
Enrollment size						
Less than 300.....	439	315	91	33	77.6	76.3
300 to 499 .....	639	466	166	7	73.7	70.9
500 to 999 .....	1,325	905	413	7	68.7	67.5
1,000 or more.....	963	584	374	5	61.0	61.1
Region						
Northeast.....	647	397	247	3	61.6	64.1
Southeast.....	772	548	212	12	72.1	74.0
Central .....	904	668	218	18	75.4	77.1
West.....	1,043	657	367	19	64.2	64.3
Type of locale						
City .....	1,003	603	380	20	61.3	63.6
Urban fringe.....	1,228	810	407	11	66.6	67.5
Town.....	487	365	113	9	76.4	75.4
Rural .....	648	492	144	12	77.4	77.0
Percent minority						
Less than 5 percent/miss...	780	597	167	16	78.1	77.8
5 to 19 percent .....	885	624	253	8	71.2	71.3
20 to 49 percent .....	793	506	278	9	64.5	65.4
50 percent or more.....	908	543	346	19	61.1	64.6

\*Nonrespondent includes nonresponse cases, refusals, and questionnaires with incomplete data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

A special study was conducted to determine the degree to which the study results might be biased by nonresponse. In this study, a CHAID analysis was conducted to group table cells to efficiently adjust for nonresponse, and regression analysis was used to confirm the choice of variables that resulted from the CHAID analysis. The study found virtually no significant differences in the estimates when comparing the initial nonresponse adjustments and the additional adjustments that were adopted based on the CHAID analysis. This suggests that much of the variation in response rates was captured in the original sampling strata. The adjustments to the weights were retained despite their small impact based on theoretical considerations that suggest they should be effective in attenuating nonresponse biases for a broad range of statistics.

Item response rate ranges for individual items within the questionnaire, ranged from 35 percent to 100 percent (after rounding). Generally item response rates were quite high. The only questions receiving lower than a 90 percent response rate were questions 9b-c (with response rates of 80-81 percent; question 9a was a key item and therefore received additional followup and thus higher response rates), 17 (71-77 percent), 21 (95-99 percent for the key items, but 35-55 percent for the remaining items), 22a1-b3 (58-73 percent), and 24a-g (89-99

percent). As noted, if over 50 percent of all items or over 25 percent of key items were not completed, the questionnaire was not included in the database. Imputation was used to adjust for item nonresponse on key items, but not on all items. Because more extensive followup was conducted when nonresponse appeared on key items, item response rates were often higher on key items than on other questionnaire items.<sup>5</sup> Items with low response rates are included on the restricted-use file only. (Refer to appendix C for detailed item response rates.)

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<sup>5</sup> Also, sometimes the items that were not key items were more difficult for the respondents. For example, part of question 21 asked for the number of “other” disciplinary actions besides removals, transfers to specialized schools, or out-of-school suspensions. Schools found it easier to provide the number of the most serious disciplinary actions than to provide the number of all other actions, especially for some of the less serious offenses that may have been associated with a wide range of actions.

## **4. DATA PREPARATION**

### **4.1 Coding and Editing Specifications**

Responses for the School Survey on Crime and Safety (SSOCS:2000) questionnaires were coded manually by coders trained specifically for this study. Coding was then verified to check for errors, omissions, and inconsistencies. Computer edits were performed to verify the completeness and consistency of the data that were collected. Computer edits included whether the detailed responses summed to the totals, whether skip patterns were followed correctly, whether some values fell outside of expected ranges, and whether some responses were logically inconsistent.

### **4.2 Range Specifications**

The ranges of most of the items were determined by the codes available for the responses, since most were close ended. For open-ended items that required an entry by the respondent (for example the number of incidents of an offense), ranges were defined to check whether the responses were reasonable. Some variables showed a higher variability and initial range checks were discarded as not being realistic for those items. For example, when comparing items in questions 16 and 17 over time, response were too variable to justify flagging some values as incorrect. Therefore, the comparisons were dropped.

Range checks included both soft- and hard-range edits. A “soft range” is one that represents the reasonable expected range of values but does not include all possible values. For example, the range for total school enrollment is 25-9996. Any number less than 25 would fall outside the expected range. For key items, responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not a key item, the response was accepted as is. “Hard ranges” are those that have a finite set of parameters for an item. For example, a respondent may have given a date of March 1, 2000 as the date he/she completed the questionnaire. This value is out of range because the questionnaire was not mailed to the respondent until March 27, 2000. Similarly, on question 24, responses greater than 100 percent were not accepted. For key items, respondents were called in order to re-ask the question. If a respondent insisted that a response outside the hard range was correct, or if the respondent could not be reached, or if the item was not a key item, the out-of-range response was not accepted.

### **4.3 Consistency Checks (Logic Edits)**

Consistency or logic checks examine the relationships between responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another unlikely. For example, if a respondent indicated in question 21 that some students were removed with no continuing services for at least 1 year, then it would be illogical for question 20a to have the response “available and not used.”

Several procedures were followed when such inconsistencies were identified. In some cases, the appropriate answer was clear from the context of the other questionnaire responses. If the item was a key item, respondents were called to resolve the inconsistency. Some respondents provided corrected responses, while others insisted that their responses were correct, and others could not be reached. If the item was not a key item, respondents were not called to resolve the inconsistencies.

If the inconsistencies were not resolved by contacts with the respondent, then the specific action taken depended on the particular item. Some responses were assigned missing values, while others were recoded based on other responses in the questionnaire. The remainder of this section lists some inconsistencies that were



identified but not corrected. In these cases, because there might be disagreement about the best interpretation of the data, the responses were left unchanged so analysts could have control over what adjustments were made.

Question 11a in some cases shows a greater number of teachers than the sum of questions 26a1 and 26a2. Some respondents may have interpreted the question as referring to the number of teachers in the district, rather than the number of teachers at that school.

Some respondents reported a greater number of incidents for question 16 than were reported for question 21 for the same type of offense. It is possible for the number to be greater (e.g., if nonstudents were involved), but generally one would expect question 21 to have the greater number (because it counted each student separately, while question 16 counted the number of incidents regardless of the number of offenders).

In some cases, responses to question 21 indicated that specific disciplinary actions were taken in 1999-2000, while the responses to question 20 indicated that those same actions were not available. Most likely, the specific list of offenses in question 21 may have reminded respondents of disciplinary actions that they did not remember when responding to question 20, which was much more general. In other cases, question 20 indicates that certain disciplinary actions were available and used by the school, but question 21 indicates that they were not used. A possible explanation for this inconsistency is that responses in question 20 mistakenly reflect more than just the 1999-2000 school year.

In question 22 some respondents reported more offenses involving drugs and weapons than they reported for the total number of offenses. It is possible that schools excluded offenses involving drugs or weapons from the “total” column since they were covered in the drugs and weapons column.

#### **4.4 Frequency and Cross-Tabulation Review**

The frequencies of responses to all data items were reviewed to ensure that appropriate skip patterns were followed. Members of the data preparation team checked each item to make sure the correct number of responses were represented. For example, question 3 asked whether the respondent’s school had any formal programs intended to prevent or reduce violence. If the respondent answered yes, questions 4a-4h, which asked about these programs, should contain responses. If a discrepancy was discovered, the problem case was identified and reviewed to determine the appropriate response. If the respondent’s information was missing, the item was coded as “not ascertained” and any key items were later imputed.

#### **4.5 Frequency Review of Text Items**

The question 8e and question 28 “other, specify” open-ended text responses were reviewed to determine if they should be coded into one of the existing code categories. When a respondent selected an “other” response, it was reviewed by the data preparation staff and, where appropriate, coded into one of the existing response categories. For question 8e, the remaining open-ended responses (i.e., those not recoded into existing categories) were coded into four subsequently created categories: Drug Abuse Resistance Education (D.A.R.E.)/education programs, special circumstances/events, random/as needed basis, and no information. This string item has been included on the data file as variable 8ecode. (Three responses were deleted as they did not answer the question.) Respondent’s verbatim string responses can be found in the data file as Q8etext. Question 28 provided few open-ended responses that could not be recoded into existing categories. The remaining responses were therefore kept in the original “other, specify” category.

## 5. GUIDE TO THE DATA FILE AND CODEBOOK

### 5.1 Content and Organization of the Data File

This section describes the content of the School Survey on Crime and Safety (SSOCS:2000) public-use data file. This file contains data from all 2,270 completed questionnaires. The data items are listed in the file in the following order: system variables, questionnaire item variables, composite variables, modified CCD variables, weighting and variance estimation variables, imputation flag variables, and string variables.

Information on computer files and documentation can be found in appendix D. A list of all the variables contained in the data file is shown in appendix E.

The public-use CD-ROM includes SAS, SPSS for Windows, SPSS for DOS, Stata (v4/5), and ASCII (text) data files, readme files, Adobe's Portable Document Format version of the User's Manual, a SAS program for reading the ASCII (text) fixed format file, and an SPSS program for reading the ASCII (text) fixed format file.

#### 5.1.1 System Variable

A system variable was created as a unique identifier for each case. **WESID** is the four-digit number used.

#### 5.1.2 Public-Use and Restricted-Use Data Files

This manual is designed to assist users of the public-use SSOCS:2002 data file. Some variables from the SSOCS:2000 questionnaire were excluded from the public-use file and replaced with categorical variables to protect schools' confidentiality. Some variables from the SSOCS:2000 questionnaire also were excluded because of low item (below 85%) response rate. The variables (e.g., certain verbatim strings of other-specify categories) that are excluded from the public-use file are included on a separate restricted-use file. In addition, the restricted-use file contains additional information about the schools, taken from the Common Core of Data (CCD). These variables are not included in the public-use version to protect schools' confidentiality. 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 Web site at <http://nces.ed.gov/pubsearch/licenses.asp>.

### 5.2 Questionnaire Item Variables

The questionnaire item variables appear on the file in the order shown in appendix F. The code -1 indicates a legitimate skip; that is, based on a response to a previous questionnaire item, the respondent was not asked to respond to that item. For example, if a school did not have any formal programs intended to prevent or reduce violence (question 3), the responses concerning the components of the program (question 4) would each equal -1.

For each item on the SSOCS:2000 questionnaire, additional response codes appear in the codebook that are not offered as options on the questionnaire itself. Each item can be coded as refused, don't know, or not ascertained.

The codes for refused and don't know were used in cases where the respondent either indicated on the questionnaire, or informed the data retrieval interviewer, that he/she refused to answer, or did not know the answer, to a question. The code for not ascertained was used in cases where a response was left blank on the

questionnaire and was not obtained during the data retrieval process. Refusals were coded 7, 97, 997, or 9997 depending on the number of digits allowed in the response. For example, the range of allowable responses for question 9a, “Total number of hours that at least one paid law enforcement or security person was on duty per week, on average,” is 00-60 hours. Therefore, a refusal was coded 97, whereas question 24d, “What percentage of your current students are male?” was coded 997 for a refusal because the allowable range is 000-100. Codes for don’t know and not ascertained follow a similar convention, 8, 98, 998, 9998, and 9, 99, 999, 9999, respectively.

There is one public-use variable that does not follow conventional naming in the order of the questionnaire: Q\_RESP. This is a SSOCS:2000 variable that was converted to a categorical variable to protect schools’ confidentiality. Q\_RESP is a recoded version of titles that respondents wrote in on the front of the questionnaire.

### 5.3 Composite Variables

Composite variables were developed and included on the data file to simplify analysis for users and make it easier for analysts to replicate others’ results. They are listed here with an explanation of how they were derived. If any individual component of a composite variable had missing data, the composite variable was set to missing (-9).

ACCESS = Number of ways in which school controls access to the campus (range=0-7)  
Purpose: provide a summary measure of the school’s level of control over access  
General explanation: number of “yes” responses to items 1a-g  
SAS code: ACCESS=sum(2-q1a,2-q1b,2-q1c,2-q1d,2-q1e,2-q1f,2-q1g);

MONITOR = Number of ways in which school monitors students (range=0-9)  
Purpose: provide a summary measure of the school’s supervision of students  
General explanation: number of “yes” responses to items 1d,f,h-j,p-q,s, plus the number of “no” responses to 1o  
SAS code: MONITOR=sum(2-q1d,2-q1f,2-q1h,2-q1i,2-q1j,q1o-1,2-q1p,2-q1q,2-q1s);

PARINV = Number of ways that school seeks to involve/inform parents (range=0-4)  
Purpose: provide a summary measure of the school’s efforts to involve parents  
General explanation: number of “yes” responses to items 1n,7a-c  
SAS code: PARINV=sum(2-q1n, 2-q7a,2-q7b,2-q7c);

CRISPLAN = Number of types of crises covered in written plans (range=0-5)  
Purpose: provide a summary measure of the depth of advance planning for crisis situations  
General explanation: number of “yes” responses to question 2  
SAS code: CRISPLAN=sum(2-q2a,2-q2b,2-q2c,2-q2d,2-q2e);

STUCOMP = Number of student-level approaches in programs to reduce violence (range=0-8)  
Purpose: provide a summary measure of the number of different approaches that schools use in formal programs directed at students to prevent violence  
General explanation: number of “yes” responses to question 4  
SAS code: STUCOMP=sum(2-q4a,2-q4b,2-q4c,2-q4d,2-q4e,2-q4f,2-q4g,2-q4h);

SCHLCOMP = Number of school-level approaches in programs to reduce violence (range=0-6)  
Purpose: provide a summary measure of the number of different school-level approaches that schools use to prevent violence  
General explanation: number of “yes” responses to questions 5-6,10  
SAS code: SCHLCOMP=sum(2-q5a,2-q5b,2-q5c,2-q5d,2-q6,2-q10);

REGPOL = School did not regularly use paid law enforcement. REGPOL is based on items 8a-e. Item 8e sometimes indicated the use of police during regular hours and sometimes did not. Trained coders evaluated 8e to decide when it indicated regular school hours, and REGPOL was assigned on that basis provided the other items also indicated that classification.

Purpose: provide a summary measure of use of law enforcement; will be used in defining the number of schools to which the statistics in question 9 apply (as well as a test of whether the skip pattern was followed properly)

General explanation: designed to be equivalent to the skip pattern provided based on question 8

SAS code: IF (Q8A=2 and Q8B=2 and Q8C=2 and Q8E=2) then REGPOL=1;  
IF (Q8A=1 or Q8B=1 or Q8C=1 or Q8E=1) then REGPOL=2;

LIMITS = Number of factors limiting prevention of crime in a major way (range=0-14)

Purpose: provide a summary measure of the extent to which multiple factors limit schools' efforts to reduce or prevent crime

General explanation: number of "1" responses to question 12

SAS code: array q12{14} q12a--q12n; LIMITS =0; do i=1 to 14; if q12{i}=1 then LIMITS = LIMITS +1; end;

NUMDEATH = Number of violent deaths of students and school personnel in 1999-2000

Purpose: provide measure of the degree to which students are exposed to violent death through school

General explanation: sum of all responses to question 14; imputed values will be used when there are missing data

SAS code: NUMDEATH=sum(0,q14a1,q14a2,q14a3,q14b1,q14b2,q14b3,q14c1,q14c2,q14c3,  
q14d1,q14d2,q14d3);

INCIDENT = Total number of incidents reported for 1999-2000

Purpose: provide a summary measure of the extent of crime at the school (note: it is not exhaustive since question 16 is not exhaustive, but the list is sufficiently comprehensive that it should provide a reasonable summary of the extent of serious crime); might be used as a denominator for calculating proportions (e.g., the proportion of serious crimes that were violent), or as a general measure for comparing schools' crime levels or summarizing total crime

General explanation: sum of all responses to column 1 in question 16

SAS code: INCIDENT=sum(q16a1,q16b1,q16c1\_1,q16c2\_1,q16d1\_1,q16d2\_1,q16e1\_1,q16e2\_1,q16f1,  
q16g1,q16h1,q16i1,q16j1,q16k1,q16l1);

POLINC = Total number of incidents reported to police for 1999-2000

Purpose: similar to INCIDENT, but limited to events reported to police

General explanation: sum of all responses to column 2 in question 16

SAS code: POLINC=sum(q16a2,q16b2,q16c1\_2,q16c2\_2,q16d1\_2,q16d2\_2,q16e1\_2,q16e2\_2,q16f2,  
q16g2,q16h2,q16i2,q16j2,q16k2,q16l2);

HATECRIM = Total number of hate crime incidents for 1999-2000

Purpose: similar to INCIDENT, but limited to hate crimes

General explanation: sum of all responses to column 3 in question 16

SAS code: HATECRIM=sum(q16a3,q16b3,q16c1\_3,q16c2\_3,q16d1\_3,q16d2\_3,q16e1\_3,q16e2\_3,  
q16f3,q16g3,q16h3,q16i3,q16j3,q16k3,q16l3);

GANGINC = Total number of gang-related incidents for 1999-2000

Purpose: similar to INCIDENT, but limited to gang-related incidents

General explanation: sum of all responses to column 4 in question 16

SAS code: GANGINC=sum(q16a4,q16b4,q16c1\_4,q16c2\_4,q16d1\_4,q16d2\_4,q16e1\_4,q16e2\_4,q16f4,  
q16g4,q16h4,q16i4,q16j4,q16k4,q16l4);

VIOLINC = Total number of violent incidents reported for 1999-2000  
Purpose: provide a summary measure of the extent of violent crime at the school; similar to INCIDENT but limited to violent crimes  
General explanation: sum of all responses to column 1 in question 16a-e  
SAS code: VIOLINC=sum(q16a1,q16b1,q16c1\_1,q16c2\_1,q16d1\_1,q16d2\_1,q16e1\_1,q16e2\_1);

POLINCV = Total number of violent incidents reported to police for 1999-2000  
Purpose: similar to POLINC, but limited to violent crimes  
General explanation: sum of all responses to column 2 in question 16a-e  
SAS code: POLINCV=sum(q16a2,q16b2,q16c1\_2,q16c2\_2,q16d1\_2,q16d2\_2,q16e1\_2,q16e2\_2);

HATECRMV = Total number of violent hate crime incidents for 1999-2000  
Purpose: similar to HATECRIM, but limited to violent crimes  
General explanation: sum of all responses to column 3 in question 16a-e  
SAS code: HATECRMV=sum(q16a3,q16b3,q16c1\_3,q16c2\_3,q16d1\_3,q16d2\_3,q16e1\_3,q16e2\_3);

GANGINCV = Total number of violent gang-related incidents for 1999-2000  
Purpose: similar to GANGINC, but limited to violent crimes  
General explanation: sum of all responses to column 4 in question 16a-e  
SAS code: GANGINCV=sum(q16a4,q16b4,q16c1\_4,q16c2\_4,q16d1\_4,q16d2\_4,q16e1\_4,q16e2\_4);

SERVIOL = Total number of serious violent incidents reported for 1999-2000  
Purpose: similar to VIOLINC, but limited to serious violent crimes  
General explanation: sum of all responses to column 1 in question 16a-e, excluding attacks and threats without weapons  
SAS code: SERVIOL=sum(q16a1,q16b1,q16c1\_1,q16d1\_1,q16e1\_1,q16e2\_1);

SERPOLV = Total number of serious violent incidents reported to police for 1999-2000 (range=0-15)  
Purpose: similar to POLINCV, but limited to serious violent crimes  
General explanation: sum of all responses to column 2 in question 16a-e, excluding attacks and threats without weapons  
SAS code: SERPOLV=sum(q16a2,q16b2,q16c1\_2,q16d1\_2,q16e1\_2,q16e2\_2);

SERHATEV = Total number of serious violent hate crime incidents for 1999-2000  
Purpose: similar to HATECRMV, but limited to violent crimes  
General explanation: sum of all responses to column 3 in question 16a-e, excluding attacks and threats without weapons  
SAS code: SERHATEV=sum(q16a3,q16b3,q16c1\_3,q16d1\_3,q16e1\_3,q16e2\_3);

SERGANGV = Total number of serious violent gang-related incidents for 1999-2000  
Purpose: similar to GANGINCV, but limited to serious violent crimes  
General explanation: sum of all responses to column 4 in question 16a-e, excluding attacks and threats without weapons  
SAS code: SERGANGV=sum(q16a4,q16b4,q16c1\_4,q16d1\_4,q16e1\_4,q16e2\_4);

Q21A6 = total number of students involved in selected infractions for use of a firearm/explosive device  
Purpose: provide a summary measure of the number of infractions without distinguishing by the nature of the school action  
General explanation: sum of all responses to row a in question 21  
SAS code: (Q21A1+Q21A2+Q21A3+Q21A4+Q21A5);

Q21B6 = total number of students involved in selected infractions for possession of a firearm/explosive device  
Purpose: provide a summary measure of the number of infractions without distinguishing by the nature of the school action

General explanation: sum of all responses to row b in question 21

SAS code: (Q21B1+Q21B2+Q21B3+Q21B4+Q21B5);

Q21C6 = total number of students involved in selected infractions for use of a weapon other than a firearm

Purpose: provide a summary measure of the number of infractions without distinguishing by the nature of the school action

General explanation: sum of all responses to row c in question 21

SAS code: (Q21C1+Q21C2+Q21C3+Q21C4+Q21C5);

Q21D6 = total number of students involved in selected infractions for possession of a weapon other than a firearm

Purpose: provide a summary measure of the number of infractions without distinguishing by the nature of the school action

General explanation: sum of all responses to row d in question 21

SAS code: (Q21D1+Q21D2+Q21D3+Q21D4+Q21D5);

Q21A6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for use of a firearm/explosive device

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row a in question 21

SAS code: (Q21A1+Q21A2+Q21A3);

Q21B6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for possession of a firearm/explosive device

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row b in question 21

SAS code: (Q21B1+Q21B2+Q21B3);

Q21C6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for use of a weapon other than a firearm

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row c in question 21

SAS code: (Q21C1+Q21C2+Q21C3);

Q21D6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for possession of a weapon other than a firearm

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row d in question 21

SAS code: (Q21D1+Q21D2+Q21D3);

Q21E6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for distribution of illegal drugs

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row e in question 21

SAS code: (Q21E1+Q21E2+Q21E3);

Q21F6P= total number of students involved in selected infractions and receiving the most severe disciplinary actions for possession or use of alcohol or illegal drugs

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row f in question 21

SAS code: (Q21F1+Q21F2+Q21F3);

Q21G6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for physical attacks or fights

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row g in question 21

SAS code: (Q21G1+Q21G2+Q21G3);

Q21H6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for threat or intimidation

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row h in question 21

SAS code: (Q21H1+Q21H2+Q21H3);

Q21I6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for insubordination

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row i in question 21

SAS code: (Q21I1+Q21I2+Q21I3);

Q21J6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions for other infractions (not including academic reasons)

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row j in question 21

SAS code: (Q21J1+Q21J2+Q21J3);

Q21K6P = total number of students involved in selected infractions and receiving the most severe disciplinary actions

Purpose: provide a summary measure of serious disciplinary actions based on first three columns

General explanation: sum of all responses to first three columns in row k in question 21

SAS code: (Q21K1+Q21K2+Q21K3);

SRATIO = Overall ratio of students to teachers

Purpose: provide a measure of the individual attention that a student receives

General explanation: overall ratio of students to teachers, including special education students and teachers

SAS code: OSTURAT = (Q23/(Q26a1 + Q26a2 \* 0.5178));

if 0 < OSTURAT < 12 then STRATIO = 1;

else if 12 <= OSTURAT <= 16 then STRATIO = 2;

else if OSTURAT > 16 then STRATIO = 3;

else if OSTURAT = -9 then STRATIO = -9;

## 5.4 CCD Variables

There are three variables on the public-use data file, instructional level of the school (level), location of the school (urban), and the percent of minorities enrolled in the school (pctminor) which are all taken from the 1998–1999 CCD file. If these variables were missing on that CCD file, the values were replaced with those from the 1997–1998 file. Following is a description of these three variables.

*Pctminor	This is a 5-level categorical variable (1 through 4 and –9 for missing) representing the percent of minority students in schools. It was constructed primarily from 1998–1999 CCD variables and from 1997–1998 CCD where the 1998–1999 CCD was missing.
*Level	This is a 4-level categorical variable (1 through 4 and –9 for missing) classifying schools by instructional level. It was constructed using 1998–1999 CCD variables or corresponding 1997–1998 CCD variables where the 1998–1999 data were missing).
*Urban	This is a 4-level categorical variable (1 through 4 and –9 for missing) based on 1997–1998 CCD variables where 1998–1999 data are missing.

## 5.5 Weighting and Variance Estimation Variables

The first variable in this section of the file is **FWT** (final weight). The 50 replicate weights, **FWT1** to **FWT50**, are the next variables in this section. These replicate weights can be used with the **WesVarPC** procedure to produce estimates of the sampling errors of the estimates. The **JK1** option of **WesVarPC** must be used to correctly estimate the sampling errors using this approach. WesVarPC software, version 2.1, is available at no charge at [www.westat.com](http://www.westat.com).

## 5.6 Imputation Flag Variables

Item nonresponse occurred when some, but not all, of the responses were missing from a questionnaire. For all the key items on the public-use file, the missing data were imputed, or “filled in” to help users of the data. For each item that was imputed, an imputation flag variable was created. If there is no imputation flag, then no imputation was performed on that variable. This flag can be used to identify imputed values.

The naming convention for the imputation flag variables was to identify the question followed by `_fl`. For example the imputation flag for question 2a is question `2a_fl`.

## 5.7 Variable Q8etext

Q8etext provides the verbatim text that respondents wrote in response to question 8e. Of the 281 responses, 133 were recoded into one of the existing response categories. The remaining 148 responses were coded into one of 4 subsequently created categories: DARE/education programs, special circumstances/events, random/as needed basis, and no information.

## 5.8 Guide to the Codebook

The codebook, shown in appendix F, contains the question, variable label, code, value labels, unweighted frequency, and weighted percents for each data element.

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\* These variables appear on both the public-use and restricted-use data files. All other CCD variables were omitted from the public-use file to protect schools' confidentiality.



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## 6. DATA CONSIDERATIONS AND ANOMALIES

The purpose of this section is to bring to the user's attention certain data considerations and data anomalies in the School Survey on Crime and Safety (SSOCS:2000) data, describe the nature of those anomalies, and where appropriate, identify possible means of taking them into account when analyzing the data.

### 6.1 School Violence Prevention Programs

In question 3 respondents were asked if their school has any formal programs intended to prevent or reduce violence. Some respondents circled the "no" response, yet supplied positive answers in question 4 which asked about specific components of their violence prevention programs. In these cases logical imputation was used during data checks to change the "no" response in question 3 to a "yes" response (refer to Section 2.7 of this manual for more information about the imputation process).

### 6.2 Total Number of Hours That at Least One Paid Law Enforcement or Security Person Was on Duty Per Week, on Average

Many respondents indicated more hours than fit the definition of *at school* use of security for questions 8 and 9. In all such cases there was an attempt to reach the respondent by telephone to re-ask the question. In some cases the respondent changed his/her response, in some cases the respondent kept the response as it was, and in some cases the respondent could not be reached. In cases where the respondents' answers changed, the corrected responses were accepted. The data in the latter two instances were accepted without change.

### 6.3 Training to Recognize Early Warning Signs of Violence

In question 10 respondents were asked if their school or district trained any teachers or aides to recognize early warning signs of potentially violent students. Some respondents circled the "no" response, yet supplied the number of teachers and the numbers of hours of training in question 11. In these cases logical imputation was used during data checks to change the "no" response in question 10 to a "yes" response.

### 6.4 Number of Teachers and Aides

There are cases where question 11a shows a greater number of teachers than the sum of questions 26a1 and 26a2. (Note that questions 26a1 and 26a2 appear on the restricted-use file only.) Given the phrasing of question 10, some schools may have reported the number of teachers in the district that received training, rather than the number at that school. Therefore, the data were accepted without change.

### 6.5 Violent Deaths

In question 13 respondents were asked if any of their school's students, faculty, or staff died from violent causes. Some respondents circled the "no" response, yet supplied numbers of deaths in question 14. In these cases logical imputation was used during data checks to change the "no" response in question 13 to a "yes" response. There were 8 cases where respondents circled the "yes" response for question 13, yet indicated in question 14 that there were no violent deaths. In these cases, logical imputation was used to change the "yes" response in question 13 to a "no" response.

## **6.6 Number of Firearm Incidents at School**

In question 15 respondents were asked to provide the number of incidents in which either students or nonstudents used firearms with intent to harm. Some respondents indicated zero incidents for question 15a, number of incidents in which nonstudents used firearms, and zero incidents for question 15b, number of incidents in which nonstudents used firearms. In those cases logical imputation was used during data checks to insert a response of zero in question 15.

## **6.7 Number of Incidents At School**

In question 16 respondents were asked to provide the number of specific types of incidents that occurred at their school. In 10 cases respondents gave a total number that was less than the number(s) given in specific category columns. In these cases the total was increased to equal the number(s) listed in the subsequent columns. In 6 cases there was only a single category column in which the respondent entered a number, and that number exceeded the total number. In these cases the number in the category column (e.g., number reported to police) was reduced to equal the total number of incidents.

In question 16, when the total number of incidents for one of the specific types of incidents that occurred at their school was marked with a zero, then the remaining responses to the right of that total (i.e., the number reported to police, the number of hate crimes, and the number that were gang-related) were also assumed to be zero. In these cases logical imputation was used during data checks to insert a response of zero in the remaining responses to the right of the total in question 16.

## **6.8 Disciplinary Actions for Specific Offenses**

There are cases where question 21 indicates disciplinary actions were taken that question 20 indicates were not available. Most likely, question 21 is more accurate because it is more specific, and may have reminded respondents of situations they may not have thought of when answering question 20. These data were accepted without change. In addition, there are cases where question 21 indicates no disciplinary actions of a specific type were taken, when question 20 indicates the action was available and used. Most likely, the responses for question 20 reflect more than just the 1999-2000 school year. These data were accepted without change.

In question 21, in cases where completed items in columns one through three (i.e., removals with no continuing services, transfers, and out of school suspensions) summed to the total in question 21k, then the blanks in the same columns were assumed to be zero. In these cases logical imputation was used during data checks to insert a response of zero in these columns.

## **6.9 Number of Classroom Changes**

There are 29 cases of schools reporting in question 25 that the typical number of classroom changes is greater than 10. Some appear to be double counting the number by counting both the class that the student leaves and the class that the student enters. Others may have counted the number of changes for the entire week. The 3 cases in which the number provided was greater than 20 were set to missing. For the remaining cases, the data were accepted without change. For purposes of analysis, these values may be divided by 2. Users may want to consider a similar adjustment.

## **6.10 Date Questionnaire was Completed**

In two cases the month respondents gave for completing the questionnaire preceded the date the questionnaire was mailed to them. The month was changed based on the date the completed questionnaire was received back.

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## **APPENDIX A: RESEARCH QUESTIONS**

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## Appendix A: Research Questions

### Research Questions

The SSOCS:2000 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 listed below.

### Research questions

1. What is the frequency of crime at public schools?
  - ◆ What is the number of incidents, by type of crime and location?
    - What violent deaths have occurred, and where?
    - How many crimes were reported to police?
  - ◆ How has the frequency of selected crimes changed over time?
  - ◆ What is the impact of crime on school activities?
  - ◆ What percentage of violent crime had a gang-related component?
  - ◆ What percentage of violent crime had a hate crime-related component?
2. What is the frequency of various types of disciplinary problems?
3. How many disciplinary actions have been taken, by type of action and type of offense?
  - ◆ How consistently are disciplinary actions performed?
4. What policies do schools have to prevent and respond to crime?
  - ◆ How is access controlled to the campus?
  - ◆ How are students monitored to prevent crime?
  - ◆ Does the school have a code of conduct, and if so, how is it communicated to students and parents?
  - ◆ Is there a crisis management plan, and if so, what events does it cover?
  - ◆ What zero tolerance policies are in place? (by implication only)
  - ◆ Are telephones available in classrooms?
5. What are the characteristics of school programs and practices to prevent or control crimes?
  - ◆ Do schools have formal programs to prevent or reduce violence?
  - ◆ What components are included in the school programs and practices?
    - Are teachers trained to identify potentially violent students?
  - ◆ What is the level of participation by teachers?
  - ◆ How many and what types of security personnel are used by the schools?
  - ◆ What factors limit the effectiveness of school programs?



6. What is the relationship of special education students to school crime?
- ◆ What disciplinary actions are taken with regard to special education students?
  - ◆ What procedures are followed with regard to disciplining special education students?

**School characteristics**

7. What characteristics of schools are correlated with crime and are needed to put the other answers in context?
- ◆ What are the school/student demographic characteristics?
    - What is the total enrollment?
    - What is the racial/ethnic composition?
    - What are parents' economic resources (students' eligibility for free and reduced-price lunch)?
    - What percentage of students do not speak English as their primary language?
    - What grade levels are served?
    - What is the metropolitan status of the area served by the school?
    - How do schools describe the crime level of the surrounding community?
  - ◆ What is the school environment like?
    - What is the disciplinary environment like in terms of the level of expectations regarding students' behavior and students' general compliance with school rules and discipline?
    - What is the academic environment like, in terms of the academic orientation and strength of the school and its students?
    - Does the school target certain students?

**APPENDIX B: QUESTIONNAIRE AND  
ANNOTATED QUESTIONNAIRE**

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April 2000

Dear Principal:

**Endorsed by:**

- American Association of School Administrators
- American Federation of Teachers
- American School Counselor Association
- Council of Chief State School Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Resource Center for Safe Schools
- National School Boards Association
- National School Safety Center

**Conducted by:**

Westat  
1650 Research Boulevard  
Rockville, MD 20850  
1-800-937-8281

I am writing to request your participation in the School Survey on Crime and Safety (SSOCS), an important new national study of school principals 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.

Much of the data about school crime and safety are limited and anecdotal in nature. This survey is intended to address that gap. The survey has been endorsed by a number of organizations involved in education policy. The organizations are listed in the left margin of this letter.

To adequately represent the diversity of public schools in the U.S., a carefully selected sample of 3,000 schools has been chosen for the study. Your participation, while voluntary, is vital to the success of this study because each of your responses represents those of many other school principals.

We realize that data on school crime are highly sensitive, so we want to assure you the information you provide will be kept confidential. In fact, if a person were to violate your confidentiality on this survey, he/she could be imprisoned for up to five years and/or fined up to \$250,000. We will report the data only in statistical summaries. No individual data linking names or other identifying information will be reported.

We would like to thank you in advance for your cooperation in this important undertaking. We estimate the questionnaire will take approximately 1 hour of your time to complete. You may need to be able to access your school records in order to respond to a few of the questionnaire items, such as the frequency of criminal incidents and disciplinary actions at school. There may also be some information that could more easily and accurately be provided by someone else at your school (e.g., your chief disciplinarian). However, there are two questions that particularly seek your response as principal of the school: these are questions 12 and 20, and we have marked them on the questionnaire.

We would appreciate the return of the questionnaire by April 17, 2000. A return envelope is enclosed for your convenience. If you have any questions about the study, please do not hesitate to call Westat's project director, Dr. Bradford Chaney, at their toll-free number (1-800-937-8281).

Sincerely,

A handwritten signature in cursive script that reads "Gary W. Phillips".

Gary W. Phillips  
Acting Commissioner  
National Center for Education Statistics

Enclosures

This questionnaire is presented in the form it was sent to each school.



National Center for Education Statistics  
**U.S. Department of Education**  
**Washington, D.C. 20006**

FORM APPROVED  
 O.M.B. NO.: 1850-0761  
 EXPIRATION DATE: 12/31/2000

Please have this questionnaire completed by the person most knowledgeable about your school's disciplinary actions. However, please provide the principal's responses on questions 12 and 20. Please keep a copy of the completed questionnaire for your records.

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. All information you provide will be treated as confidential and used only for research or statistical purposes by the survey sponsors, their contractors, and collaborating researchers for the purposes of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a format that does not personally identify you.

Label

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

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: \_\_\_\_\_

PLEASE RETURN COMPLETED FORM TO:

School Survey on Crime and Safety, 711909  
 Westat  
 1650 Research Boulevard  
 Rockville, MD 20850-3129

IF YOU HAVE ANY QUESTIONS, CONTACT:

Dr. Bradford Chaney  
 800-937-8281, ext. 3946  
 Fax: 1-800-533-0239  
 E-mail: CHANEYB1@westat.com

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. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, 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 submission of this form, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9042, Washington, D.C. 20006.

*Please respond by April 17, 2000.*

## Definitions

The following words are underlined wherever they appear in the questionnaire.

**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.

**Intimidation** — to frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

**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.

**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.

**Characteristics of school policies**

1. During the 1999-2000 school year, was it a practice of your school to do the following? *(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice. Circle one response on each line.)*

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

2. Does your school have a written plan that describes procedures to be performed in the following crises? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Shootings.....	1	2
b. Riots or large-scale fights.....	1	2
c. Bomb scares, anthrax scares, or comparable school-wide threats (not including fire).....	1	2
d. Natural disasters (e.g., earthquakes or tornadoes).....	1	2
e. Hostages .....	1	2

**School violence prevention programs and practices**

3. During the 1999-2000 school year, did your school have any formal programs intended to prevent or reduce violence? *(Circle one response.)*

- Yes..... 1
- No..... 2

***If no, skip to question 5.***

4. During the 1999-2000 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer “yes” for each that applies. *(Circle one response on each line.)*

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



5. During the 1999-2000 school year, did your school do the following to prevent or reduce violence? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| a. Training, supervision, or technical assistance in classroom management for teachers .....                       | 1   | 2  |
| b. Review, revision, or monitoring of school-wide discipline practices and procedures.....                         | 1   | 2  |
| c. Training faculty or staff in crime prevention.....  | 1   | 2  |
| d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students) ..... | 1   | 2  |
6. In the last 3 years, did your school complete any architectural or environmental modifications to reduce opportunities for crime and violence? (Circle one response.)
- Yes..... 1  
No..... 2
7. Which of the following does your school do to involve or help parents? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| a. Have a formal process to obtain parent input on policies related to school crime and discipline . | 1   | 2  |
| b. Provide training or technical assistance to parents in dealing with students' problem behavior... | 1   | 2  |
| c. Have a program that involves parents <u>at school</u> helping to maintain school discipline ..... | 1   | 2  |
8. During the 1999-2000 school year, at what times did your school regularly use paid law enforcement or security services at school? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| a. At any time during school hours .....   | 1   | 2  |
| b. While students were arriving or leaving.....  | 1   | 2  |
| c. At selected school activities (e.g., athletic and social events, open houses, science fairs)..... | 1   | 2  |
| d. When school/school activities not occurring.....  | 1   | 2  |
| e. Other (please specify) _____  | 1   | 2  |

***If your school did not regularly use paid law enforcement or security services or it used them only when school and school activities were not occurring, skip to question 10.***

9. On average, how many hours per week did at least one paid law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour.
- Total number of hours that at least one paid law enforcement or security person
- |   |       |       |
|---|-------|-------|
| a. Was on duty per week, on average.....              | _____ | hours |
| b. Wore a uniform or other identifiable clothing..... | _____ | hours |
| c. Carried a <u>firearm</u> .....                     | _____ | hours |
10. During the 1999-2000 school year, did your school or district train any teachers or aides to recognize early warning signs of potentially violent students? Please consider only classroom teachers or aides, and not administrators or counselors. (Circle one response.)
- Yes..... 1  
No..... 2 ***If no, skip to question 12.***
11. How many classroom teachers or aides were involved in the training? On average, how many hours of training did each of those teachers or aides receive during the 1999-2000 school year? (Round to the nearest half hour.)
- |   |       |  |
|---|-------|--|
| a. Number of classroom teachers or aides involved in training.....      | _____ |  |
| b. Average number of hours of training per participant in 1999-2000 ... | _____ |  |

12. To what extent do the following factors limit your school's efforts to reduce or prevent crime? (*Circle one response on each line.*)

Please have the principal respond here.

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

**Violent deaths at school and elsewhere**

13. In 1999-2000, did any of your school's students, faculty, or staff die from violent causes (i.e., homicide or suicide, but not accidents)? Do not limit yourself to deaths occurring at school. (*Circle one response.*)

Yes..... 1

No..... 2 ***If no, skip to question 15.***

14. Please provide the following information about the violent deaths that occurred. When counting deaths at school, please include violent deaths in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds. For this question, count deaths at school, regardless of whether they happened during normal school hours. If the incident occurred at school, but the person died later at a hospital or other location because of the incident, count the death as occurring at school. (*Write the number in each category.*)

<b>Cause of death</b>	<b>Student</b>	<b>Faculty</b>	<b>Staff</b>
Homicide			
a. <u>At school</u> .....	_____	_____	_____
b. Elsewhere.....	_____	_____	_____
Suicide			
c. <u>At school</u> .....	_____	_____	_____
d. Elsewhere.....	_____	_____	_____

**The frequency of other incidents at schools**

15. In 1999-2000, how many incidents at your school involved a shooting with intent to harm (whether or not anyone was hurt)? Please count the number of incidents, not the number of shooters or shots fired. Count only incidents that occurred at school. The same incident could be reported on both lines *a* and *b* below if both a student and a nonstudent performed a shooting during that incident. (*Write "0" if there were no shootings.*)

Incidents in which either students or nonstudents used <u>firearms</u> with intent to harm.....	_____
a. Incidents in which students used <u>firearms</u> with intent to harm.....	_____
b. Incidents in which nonstudents used <u>firearms</u> with intent to harm.....	_____

16. Please provide the number of incidents at your school during the 1999-2000 school year using the categories below. (Count all incidents, regardless of whether students or nonstudents were involved. Include incidents that happened at school, regardless of whether they happened during normal school hours. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write "0" if there were no incidents in a category. Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. If an offense does not fit well within the categories provided, do not include it.)

	Total number of incidents	Number reported to police or other law enforcement	Number that were <u>hate crimes</u>	Number that were <u>gang-related</u>
a. <u>Rape</u> or attempted rape.....	_____	_____	_____	_____
b. <u>Sexual battery</u> other than <u>rape</u> (include threatened rape) .	_____	_____	_____	_____
c. <u>Physical attack or fight</u>				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
d. Threats of <u>physical attack</u>				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
e. <u>Robbery</u> (taking things by force)				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
f. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	_____	_____	_____	_____
g. Possession of <u>firearm/explosive device</u> .....	_____	_____	_____	_____
h. Possession of knife or sharp object .....	_____	_____	_____	_____
i. Distribution of illegal drugs .....	_____	_____	X	_____
j. Possession or use of alcohol or illegal drugs.....	_____	_____	X	_____
k. <u>Sexual harassment</u> .....	_____	_____	_____	_____
l. <u>Vandalism</u> .....	_____	_____	_____	_____

17. During the previous 2 school years, how many of the following incidents occurred at school, regardless of whether they happened during normal school hours or they were reported to police? (See the instructions for question 16.)

	1997-1998	1998-1999
a. <u>Physical attack or fight</u> (do not include <u>rape</u> or <u>sexual battery</u> ) .....	_____	_____
b. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	_____	_____
c. <u>Vandalism</u> .....	_____	_____

18. How many times in 1999-2000 were school activities disrupted by actions such as bomb threats or anthrax threats? Exclude all fire alarms from your response, including false alarms.

Number of disruptions..... \_\_\_\_\_

### Disciplinary problems and actions

19. To the best of your knowledge, how often do the following types of problems occur at your school? (Circle 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.....	1	2	3	4	5
b. Student bullying .....	1	2	3	4	5
c. Student verbal abuse of teachers .....	1	2	3	4	5
d. Widespread disorder in classrooms.....	1	2	3	4	5
e. Student acts of disrespect for teachers...	1	2	3	4	5
f. Undesirable <u>gang</u> activities .....	1	2	3	4	5
g. Undesirable <u>cult or extremist group</u> activities.....	1	2	3	4	5

20. During the 1999-2000 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? (Circle one response on each line.)

Actions taken for disciplinary reasons	Available,	Available	Available	Not
	but not feasible to use	but not used	and used	available
<b>Removal or transfer for at least 1 year</b>				
a. Removal with no continuing school services .....	1	2	3	4
b. Transfer to <u>specialized school</u> for disciplinary reasons .....	1	2	3	4
c. Transfer to another regular school.....	1	2	3	4
d. Transfer to school-provided tutoring/at-home instruction.....	1	2	3	4
<b>Suspension or removal for less than 1 year</b>				
e. Out-of-school suspension or removal for less than 1 year				
1. No curriculum/services provided.....	1	2	3	4
2. Curriculum/services provided.....	1	2	3	4
f. In-school suspension				
1. No curriculum/services provided.....	1	2	3	4
2. Curriculum/services provided.....	1	2	3	4
<b>Provide instruction/counseling to reduce problems</b>				
g. Referral to school counselor.....	1	2	3	4
h. Assigned to program designed to reduce disciplinary problems				
1. During school hours.....	1	2	3	4
2. Outside of school hours .....	1	2	3	4
<b>Punishment/withdrawal of services/other</b>				
i. Kept off school bus due to misbehavior .....	1	2	3	4
j. Corporal punishment .....	1	2	3	4
k. Put on school probation with threatened consequences if another incident occurs.....	1	2	3	4
l. Detention and/or Saturday school .....	1	2	3	4
m. Loss of student privileges.....	1	2	3	4
n. Require participation in community service.....	1	2	3	4

Please have the principal respond here.

21. During the 1999-2000 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 incident 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.)

Offense	Removals with no continuing school services for at least 1 year	Transfers to <u>specialized</u> <u>schools</u> for disciplinary reasons for at least 1 year	Out-of-school suspensions lasting 5 or more days, but less than 1 year	Other	No disciplinary action taken
a. Use of a <u>firearm/explosive device</u> ....	_____	_____	_____	_____	_____
b. Possession of a <u>firearm/</u> <u>explosive device</u> .....	_____	_____	_____	_____	_____
c. Use of a <u>weapon</u> other than a <u>firearm</u>	_____	_____	_____	_____	_____
d. Possession of a <u>weapon</u> other than a <u>firearm</u> .....	_____	_____	_____	_____	_____
e. Distribution of illegal drugs .....	_____	_____	_____	_____	_____
f. Possession or use of alcohol or illegal drugs .....	_____	_____	_____	_____	_____
g. <u>Physical attacks or fights</u> .....	_____	_____	_____	_____	_____
h. Threat or <u>intimidation</u> .....	_____	_____	_____	_____	_____
i. <u>Insubordination</u> .....	_____	_____	_____	_____	_____
j. Other infractions (not including academic reasons).....	_____	_____	_____	_____	_____
k. <b>Total</b> .....	_____	_____	_____	X	X

22. Think of those times during the 1999-2000 school year that special education students committed an offense that normally would result in a suspension or expulsion of more than 10 school days for children without disabilities. Please enter the number of outcomes for each of those offenses, using the categories below.

	All such offenses	Only offenses involving drugs or <u>weapons</u>
a. Placement was changed (including a suspension or expulsion)		
1. After a due process hearing.....	_____	_____
2. After a court-ordered injunction.....	_____	_____
3. Without a due process hearing or court injunction (e.g., parents did not object) ..	_____	_____
b. Placement was not changed		
1. No due process hearing or court session was held (e.g., did not seek a change) ..	_____	_____
2. Due process hearing did not approve change ..	_____	_____
3. Court did not approve change.....	_____	_____

**School characteristics**

23. As of October 1, 1999, what was the total enrollment at your school? \_\_\_\_\_

24. What percentage of your current students fit the following criteria?
- a. Eligible for free or reduced-price lunch ..... \_\_\_\_\_%
  - b. Limited English proficient (LEP)..... \_\_\_\_\_%
  - c. Special education students..... \_\_\_\_\_%
  - d. Male..... \_\_\_\_\_%
  - e. Below 15<sup>th</sup> percentile on standardized tests..... \_\_\_\_\_%
  - f. Likely to go to college after high school ..... \_\_\_\_\_%
  - g. Consider academic achievement to be very important..... \_\_\_\_\_%

25. 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..... \_\_\_\_\_

26. How many paid staff are at your school in the following categories?

	Full time	Part time
a. Classroom teachers or aides (including <u>special education</u> teachers) .....	_____	_____
b. Counselors/mental health professionals .....	_____	_____
c. <u>Special education</u> teachers.....	_____	_____

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

- High level of crime..... 1
- Moderate level of crime ..... 2
- Low level of crime ..... 3
- Mixed levels of crime..... 4

28. Which of the following best describes your school? *(Circle one response.)*

- Regular school..... 1
- Charter school ..... 2
- Have magnet program for part of school..... 3
- Totally a magnet school ..... 4
- Other *(specify)* \_\_\_\_\_ 5

29. On average, what percentage of your students are absent without excuse each day? \_\_\_\_\_%

30. In 1999-2000, 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.)*

- a. Transferred to the school..... \_\_\_\_\_
- b. Transferred from the school ..... \_\_\_\_\_

31. Please provide the following dates.

- a. Starting date for your 1999-2000 academic school year ..... \_\_\_\_/\_\_\_\_/1999
- b. Ending date for your 1999-2000 academic school year ..... \_\_\_\_/\_\_\_\_/2000
- c. Date you completed this questionnaire..... \_\_\_\_/\_\_\_\_/2000

## **SSOCS:2000 ANNOTATED QUESTIONNAIRE**

This questionnaire indicates variable labels, key variables, and restricted-use variables (i.e., variables with low response rates). The key variables are identified by \*'s and the restricted-use variables are identified by /R's next to the question number.

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**Characteristics of school policies**

Q1. During the 1999-2000 school year, was it a practice of your school to do the following? *(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice. Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
Q1a. Require visitors to sign or check in .....	1	2
Q1b. Control access to school buildings during school hours (e.g., locked or monitored doors) .....	1	2
Q1c. Control access to school grounds during school hours (e.g., locked or monitored gates) .....	1	2
Q1d. Require students to pass through metal detectors each day .....	1	2
Q1e. Require visitors to pass through metal detectors .....	1	2
Q1f. Perform one or more random metal detector checks on students .....	1	2
Q1g. Close the campus for most students during lunch .....	1	2
Q1h. Use one or more random dog sniffs to check for drugs .....	1	2
Q1i. Perform one or more random sweeps for contraband (e.g., drugs or <u>weapons</u> ), but not including dog sniffs .....	1	2
Q1j. Require drug testing for any students (e.g., athletes) .....	1	2
Q1k. Require students to wear uniforms .....	1	2
Q1l. Enforce a strict dress code .....	1	2
Q1m. Provide a printed code of student conduct to students .....	1	2
Q1n. Provide a printed code of student conduct to parents .....	1	2
Q1o. Provide school lockers to students .....	1	2
Q1p. Require clear book bags or ban book bags on school grounds .....	1	2
Q1q. Require students to wear badges or picture IDs .....	1	2
Q1r. Require faculty and staff to wear badges or picture IDs .....	1	2
Q1s. Use one or more security cameras to monitor the school .....	1	2
Q1t. Provide telephones in most classrooms .....	1	2
Q1u. Prohibit all tobacco use on school grounds. ....	1	2

Q2. Does your school have a written plan that describes procedures to be performed in the following crises? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
*Q2a. Shootings .....	1	2
*Q2b. Riots or large-scale fights .....	1	2
*Q2c. Bomb scares, anthrax scares, or comparable school-wide threats (not including fire) .....	1	2
*Q2d. Natural disasters (e.g., earthquakes or tornadoes) .....	1	2
*Q2e. Hostages .....	1	2

**School violence prevention programs and practices**

\* Q3. During the 1999-2000 school year, did your school have any formal programs intended to prevent or reduce violence? *(Circle one response.)*

Yes..... 1  
No..... 2

***If no, skip to question 5.***

Q4. During the 1999-2000 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer “yes” for each that applies. *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
Q4a. Prevention curriculum, instruction, or training for students (e.g., social skills training)....	1	2
Q4b. Behavioral or behavior modification intervention for students .....	1	2
Q4c. Counseling, social work, psychological, or therapeutic activity for students .....	1	2
Q4d. Individual attention/mentoring/tutoring/coaching of students by students or adults .....	1	2
Q4e. Recreational, enrichment, or leisure activities for students .....	1	2
Q4f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court) .....	1	2
Q4g. Programs to promote sense of community/social integration among students .....	1	2
Q4h. Hotline/tipline for students to report problems .....	1	2



- Q5. During the 1999-2000 school year, did your school do the following to prevent or reduce violence? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| Q5a. Training, supervision, or technical assistance in classroom management for teachers .....                       | 1   | 2  |
| Q5b. Review, revision, or monitoring of school-wide discipline practices and procedures.....                         | 1   | 2  |
| Q5c. Training faculty or staff in crime prevention.....  | 1   | 2  |
| Q5d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students) ..... | 1   | 2  |
- Q6. In the last 3 years, did your school complete any architectural or environmental modifications to reduce opportunities for crime and violence? (Circle one response.)
- Yes..... 1  
No..... 2
- Q7. Which of the following does your school do to involve or help parents? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| Q7a. Have a formal process to obtain parent input on policies related to school crime and discipline ..... | 1   | 2  |
| Q7b. Provide training or technical assistance to parents in dealing with students' problem behavior.....   | 1   | 2  |
| Q7c. Have a program that involves parents <u>at school</u> helping to maintain school discipline.....      | 1   | 2  |
- Q8. During the 1999-2000 school year, at what times did your school regularly use paid law enforcement or security services at school? (Circle one response on each line.)
- |  | Yes | No |
|--|-----|----|
| Q8a. At any time during school hours .....   | 1   | 2  |
| Q8b. While students were arriving or leaving.....  | 1   | 2  |
| Q8c. At selected school activities (e.g., athletic and social events, open houses, science fairs)..... | 1   | 2  |
| Q8d. When school/school activities not occurring.....  | 1   | 2  |
| Q8e. Other (please specify) _____  | 1   | 2  |

Q8BOX ***If your school did not regularly use paid law enforcement or security services or it used them only when school and school activities were not occurring, skip to question 10.***

- Q9. On average, how many hours per week did at least one paid law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour.
- Total number of hours that at least one paid law enforcement or security person
- \* Q9a. Was on duty per week, on average ..... \_\_\_\_\_ hours  
 Q9b/R. Wore a uniform or other identifiable clothing ..... \_\_\_\_\_ hours  
 Q9c/R. Carried a firearm..... \_\_\_\_\_ hours

- \* Q10. During the 1999-2000 school year, did your school or district train any teachers or aides to recognize early warning signs of potentially violent students? Please consider only classroom teachers or aides, and not administrators or counselors. (Circle one response.)
- Yes..... 1  
 No..... 2 ***If no, skip to question 12.***

- Q11. How many classroom teachers or aides were involved in the training? On average, how many hours of training did each of those teachers or aides receive during the 1999-2000 school year? (Round to the nearest half hour.)
- Q11a. Number of classroom teachers or aides involved in training..... \_\_\_\_\_  
 Q11b. Average number of hours of training per participant in 1999-2000.. \_\_\_\_\_

Q12. To what extent do the following factors limit your school's efforts to reduce or prevent crime? (Circle one response on each line.)

		Limit in major way	Limit in minor way	Does not limit
Please have the principal respond here.	Q12a. Lack of or inadequate teacher training in classroom management	1	2	3
	Q12b. Lack of or inadequate alternative placements/programs for disruptive students .....	1	2	3
	Q12c. Likelihood of complaints from parents .....	1	2	3
	Q12d. Lack of teacher support for school policies .....	1	2	3
	Q12e. Lack of parental support for school policies .....	1	2	3
	Q12f. Teachers' fear of student reprisal.....	1	2	3
	Q12g. Fear of litigation .....	1	2	3
	Q12h. Teacher contracts .....	1	2	3
	Q12i. Inadequate funds.....	1	2	3
	Q12j. Inconsistent application of school policies .....	1	2	3
	Q12k. Fear of district or state reprisal .....	1	2	3
	Q12l. Federal policies on disciplining disabled students.....	1	2	3
	Q12m. Other federal policies on discipline and safety .....	1	2	3
	Q12n. State or district policies on discipline and safety.....	1	2	3

**Violent deaths at school and elsewhere**

Q13. In 1999-2000, did any of your school's students, faculty, or staff die from violent causes (i.e., homicide or suicide, but not accidents)? Do not limit yourself to deaths occurring at school. (Circle one response.)

Yes..... 1

No..... 2 ***If no, skip to question 15.***

Q14. Please provide the following information about the violent deaths that occurred. When counting deaths at school, please include violent deaths in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds. For this question, count deaths at school, regardless of whether they happened during normal school hours. If the incident occurred at school, but the person died later at a hospital or other location because of the incident, count the death as occurring at school. (Write the number in each category.)

Cause of death	Student	Faculty	Staff
Homicide			
a. <u>At school</u> .....	<u>*Q14a1</u>	<u>*Q14a2</u>	<u>*Q14a3</u>
b. Elsewhere .....	<u>*Q14b1</u>	<u>*Q14b2</u>	<u>*Q14b3</u>
Suicide			
c. <u>At school</u> .....	<u>*Q14c1</u>	<u>*Q14c2</u>	<u>*Q14c3</u>
d. Elsewhere .....	<u>*Q14d1</u>	<u>*Q14d2</u>	<u>*Q14d3</u>

**The frequency of other incidents at schools**

Q15. In 1999-2000, how many incidents at your school involved a shooting with intent to harm (whether or not anyone was hurt)? Please count the number of incidents, not the number of shooters or shots fired. Count only incidents that occurred at school. The same incident could be reported on both lines *a* and *b* below if both a student and a nonstudent performed a shooting during that incident. (Write "0" if there were no shootings.)

Q15. Incidents in which either students or nonstudents used firearms with intent to harm..... \_\_\_\_\_

\*Q15a. Incidents in which students used firearms with intent to harm..... \_\_\_\_\_

\*Q15b. Incidents in which nonstudents used firearms with intent to harm..... \_\_\_\_\_

Q16. Please provide the number of incidents at your school during the 1999-2000 school year using the categories below. (Count all incidents, regardless of whether students or nonstudents were involved. Include incidents that happened at school, regardless of whether they happened during normal school hours. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write "0" if there were no incidents in a category. Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. If an offense does not fit well within the categories provided, do not include it.)

	<b>Total number of incidents</b>	<b>Number reported to police or other law enforcement</b>	<b>Number that were <u>hate crimes</u></b>	<b>Number that were <u>gang- related</u></b>
a. <u>Rape</u> or attempted rape.....	Q16a1	*Q16a2	*Q16a3	*Q16a4
b. <u>Sexual battery</u> other than <u>rape</u> (include threatened rape) .	Q16b1	*Q16b2	*Q16b3	*Q16b4
c. <u>Physical attack or fight</u>				
1. With <u>weapon</u> .....	Q16c1_1	*Q16c1_2	*Q16c1_3	*Q16c1_4
2. Without <u>weapon</u> .....	Q16c2_1	*Q16c2_2	*Q16c2_3	*Q16c2_4
d. Threats of <u>physical attack</u>				
1. With <u>weapon</u> .....	Q16d1_1	*Q16d1_2	*Q16d1_3	*Q16d1_4
2. Without <u>weapon</u> .....	Q16d2_1	*Q16d2_2	*Q16d2_3	*Q16d2_4
e. <u>Robbery</u> (taking things by force)				
1. With <u>weapon</u> .....	Q16e1_1	*Q16e1_2	*Q16e1_3	*Q16e1_4
2. Without <u>weapon</u> .....	Q16e2_1	*Q16e2_2	*Q16e2_3	*Q16e2_4
f. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	Q16f1	*Q16f2	*Q16f3	*Q16f4
g. Possession of <u>firearm/explosive device</u> .....	Q16g1	*Q16g2	*Q16g3	*Q16g4
h. Possession of knife or sharp object .....	Q16h1	*Q16h2	*Q16h3	*Q16h4
i. Distribution of illegal drugs .....	Q16i1	*Q16i2	X	*Q16i4
j. Possession or use of alcohol or illegal drugs.....	Q16j1	*Q16j2	X	*Q16j4
k. <u>Sexual harassment</u> .....	Q16k1	*Q16k2	*Q16k3	*Q16k4
l. <u>Vandalism</u> .....	Q16l1	*Q16l2	*Q16l3	*Q16l4

Q17. During the previous 2 school years, how many of the following incidents occurred at school, regardless of whether they happened during normal school hours or they were reported to police? (See the instructions for question 16.)

	<b>1997-1998</b>	<b>1998-1999</b>
a. <u>Physical attack or fight</u> (do not include <u>rape</u> or <u>sexual battery</u> ) .....	Q17a1/R	Q17a2/R
b. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	Q17b1/R	Q17b2/R
c. <u>Vandalism</u> .....	Q17c1/R	Q17c2/R

Q18. How many times in 1999-2000 were school activities disrupted by actions such as bomb threats or anthrax threats? Exclude all fire alarms from your response, including false alarms.

Number of disruptions..... \_\_\_\_\_

**Disciplinary problems and actions**

Q19. To the best of your knowledge, how often do the following types of problems occur at your school? (Circle one response on each line.)

	<b>Happens daily</b>	<b>Happens at least once a week</b>	<b>Happens at least once a month</b>	<b>Happens on occasion</b>	<b>Never happens</b>
*Q19a. Student racial tensions.....	1	2	3	4	5
*Q19b. Student bullying.....	1	2	3	4	5
*Q19c. Student verbal abuse of teachers.....	1	2	3	4	5
*Q19d. Widespread disorder in classrooms	1	2	3	4	5
*Q19e. Student acts of disrespect for teachers	1	2	3	4	5
*Q19f. Undesirable <u>gang</u> activities.....	1	2	3	4	5
*Q19g. Undesirable <u>cult or extremist group</u> activities.....	1	2	3	4	5

Q20. During the 1999-2000 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? (Circle one response on each line.)

Actions taken for disciplinary reasons	Available, but not used			
	Available, but not feasible to use	Available but not used	Available and used	Not available
<b>Removal or transfer for at least 1 year</b>				
Q20a. Removal with no continuing school services .....	1	2	3	4
Q20b. Transfer to <u>specialized school</u> for disciplinary reasons .....	1	2	3	4
Q20c. Transfer to another regular school.....	1	2	3	4
Q20d. Transfer to school-provided tutoring/at-home instruction..	1	2	3	4
<b>Suspension or removal for less than 1 year</b>				
Q20e. Out-of-school suspension or removal for less than 1 year				
Q20e1. No curriculum/services provided.....	1	2	3	4
Q20e2. Curriculum/services provided.....	1	2	3	4
Q20f. In-school suspension				
Q20f1. No curriculum/services provided.....	1	2	3	4
Q20f2. Curriculum/services provided.....	1	2	3	4
<b>Provide instruction/counseling to reduce problems</b>				
Q20g. Referral to school counselor.....	1	2	3	4
Q20h. Assigned to program designed to reduce disciplinary problems				
Q20h1. During school hours.....	1	2	3	4
Q20h2. Outside of school hours .....	1	2	3	4
<b>Punishment/withdrawal of services/other</b>				
Q20i. Kept off school bus due to misbehavior .....	1	2	3	4
Q20j. Corporal punishment .....	1	2	3	4
Q20k. Put on school probation with threatened consequences if another incident occurs.....	1	2	3	4
Q20l. Detention and/or Saturday school .....	1	2	3	4
Q20m. Loss of student privileges .....	1	2	3	4
Q20n. Require participation in community service.....	1	2	3	4

Please have the principal respond here.

Q21. During the 1999-2000 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 incident 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.)

Offense	Removals with no continuing school services for at least 1 year	Transfers to <u>specialized schools</u> for disciplinary reasons for at least 1 year	Out-of-school suspensions lasting 5 or more days, but less than 1 year	Other	No disciplinary action taken	Total
a. Use of a <u>firearm/explosive device</u> ....	*Q21a1	*Q21a2	*Q21a3	*Q21a4	*Q21a5	Q21a6
b. Possession of a <u>firearm/explosive device</u> .....	*Q21b1	*Q21b2	*Q21b3	*Q21b4	*Q21b5	Q21b6
c. Use of a <u>weapon</u> other than a <u>firearm</u>	*Q21c1	*Q21c2	*Q21c3	*Q21c4	*Q21c5	Q21c6
d. Possession of a <u>weapon</u> other than a <u>firearm</u> .....	*Q21d1	*Q21d2	*Q21d3	*Q21d4	*Q21d5	Q21d6
e. Distribution of illegal drugs .....	*Q21e1	*Q21e2	*Q21e3	Q21e4/R	Q21e5/R	Q21e6/R
f. Possession or use of alcohol or illegal drugs .....	*Q21f1	*Q21f2	*Q21f3	Q21f4/R	Q21f5/R	Q21f6/R
g. <u>Physical attacks or fights</u> .....	*Q21g1	*Q21g2	*Q21g3	Q21g4/R	Q21g5/R	Q21g6/R
h. Threat or <u>intimidation</u> .....	*Q21h1	*Q21h2	*Q21h3	Q21h4/R	Q21h5/R	Q21h6/R
i. <u>Insubordination</u> .....	*Q21i1	*Q21i2	*Q21i3	Q21i4/R	Q21i5/R	Q21i6/R
j. Other infractions (not including academic reasons).....	*Q21j1	*Q21j2	*Q21j3	X	X	Q21j6
k. <b>Total</b> .....	*Q21k1	*Q21k2	*Q21k3	X	X	Q21k6

Q22. Think of those times during the 1999-2000 school year that special education students committed an offense that normally would result in a suspension or expulsion of more than 10 school days for children without disabilities. Please enter the number of outcomes for each of those offenses, using the categories below.

	<b>All such offenses</b>	<b>Only offenses involving drugs or <u>weapons</u></b>
a. Placement was changed (including a suspension or expulsion)		
1. After a due process hearing.....	Q22a1-1/R	Q22a1_2/R
2. After a court-ordered injunction.....	Q22a2-1/R	Q22a2_2/R
3. Without a due process hearing or court injunction (e.g., parents did not object).....	Q22a3-1/R	Q22a3_2/R
b. Placement was not changed		
1. No due process hearing or court session was held (e.g., did not seek a change).....	Q22b1-1/R	Q22b1_2/R
2. Due process hearing did not approve change.....	Q22b2-1/R	Q22b2_2/R
3. Court did not approve change.....	Q22b3_1/R	Q22b3_2/R

**School characteristics**

Q23. As of October 1, 1999, what was the total enrollment at your school? Q23/R (also see ENROLL)

Q24. What percentage of your current students fit the following criteria?

*Q24a. Eligible for free or reduced-price lunch.....	Q24a/R %	(also see PCTFREE)
*Q24b. Limited English proficient (LEP).....	_____ %	
*Q24c. <u>Special education students</u> .....	_____ %	
*Q24d. Male.....	Q24d/R %	(also see PCTMALE)
*Q24e. Below 15 <sup>th</sup> percentile on standardized tests.....	_____ %	
*Q24f. Likely to go to college after high school.....	_____ %	
*Q24g. Consider academic achievement to be very important.....	_____ %	

Q25. 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..... \_\_\_\_\_

Q26. How many paid staff are at your school in the following categories?

	<b>Full time</b>	<b>Part time</b>	<b>Public-use</b>
a. Classroom teachers or aides (including <u>special education</u> teachers).....	Q26a1/R	Q26a2/R	CATG_FTE
b. Counselors/mental health professionals.....	Q26b1	Q26b2	
c. <u>Special education</u> teachers.....	Q26c1	Q26c2	

Q27. How would you describe the crime level in the area(s) in which your students live? (Choose only one response.)

High level of crime.....	1
Moderate level of crime.....	2
Low level of crime.....	3
Mixed levels of crime.....	4

\* Q28. Which of the following best describes your school? (Circle one response.)

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

\* Q29. On average, what percentage of your students are absent without excuse each day? \_\_\_\_\_ %

Q30. In 1999-2000, 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.)

Q30a. Transferred to the school.....	_____
Q30b. Transferred from the school.....	_____

Q31. Please provide the following dates.

a. Starting date for your 1999-2000 academic school year	Q31a1/Q31a2/1999
b. Ending date for your 1999-2000 academic school year	Q31b1/Q31b2/2000
c. Date you completed this questionnaire.....	Q31c1/Q31c2/2000

\*Denotes key items.

/R Denotes restricted-use variables.

**APPENDIX C: DETAILED ITEM RESPONSE RATES**

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Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q_RESP	Title/position of respondent	2270	98.85%			
Q1A	School practice require visitor check in	2270	99.60%			
Q1B	Access controlled locked/monitored doors	2270	99.34%			
Q1C	Grounds have locked/monitored gates	2270	98.94%			
Q1D	Students pass through metal detectors	2270	99.60%			
Q1E	Visitors pass through metal detectors	2270	99.47%			
Q1F	Have random metal detector checks	2270	99.43%			
Q1G	Practice to close campus for lunch	2270	98.63%			
Q1H	Practice random dog sniffs for drugs	2270	99.03%			
Q1I	Random sweeps for contraband	2270	99.03%			
Q1J	Require drug testing for any students	2270	99.30%			
Q1K	Require students to wear uniforms	2270	99.30%			
Q1L	Practice to enforce a strict dress code	2270	98.94%			
Q1M	Students provided code of conduct	2270	99.25%			
Q1N	Student code of conduct for parents	2270	99.52%			
Q1O	Provide school lockers to students	2270	99.34%			
Q1P	Require clear book bags or ban bags	2270	99.52%			
Q1Q	Require students wear badge or photo ID	2270	99.56%			
Q1R	Require staff wear badge or photo ID	2270	99.43%			
Q1S	Security camera(s) monitor the school	2270	99.65%			
Q1T	Provide telephones in most classrooms	2270	99.38%			
Q1U	Tobacco prohibited on school grounds	2270	99.47%			
Q2A	School has written plan for shootings	2270	99.91%		Yes	Hot-deck
Q2B	Written plan for riots/large-scale fight	2270	99.96%		Yes	Hot-deck
Q2C	Written plan bomb/anthrax scare/threats	2270	100.00%			
Q2D	Written plan for natural disasters	2270	99.96%		Yes	Hot-deck
Q2E	Written crisis plan for hostages	2270	99.91%		Yes	Hot-deck
Q3	Formal program prevent/reduce violence	2270	100.00%	Yes		
Q4A	Prevention training (e.g.,social skills)	1676	98.93%			
Q4B	Behavioral modification for students	1676	98.99%			
Q4C	Student counseling/social work	1676	99.05%			

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)



/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q4D	Individual mentoring/tutoring students	1676	98.81%			
Q4E	Recreation/enrichment student activities	1676	98.75%			
Q4F	Student involvement resolving problems	1676	99.11%			
Q4G	Promote sense of community/integration	1676	98.93%			
Q4H	Hotline/tipline to report problems	1676	98.93%			
Q5A	Teacher training to reduce violence	2270	99.38%			
Q5B	Reviewed discipline practices	2270	99.38%			
Q5C	Trained staff in crime prevention	2270	98.50%			
Q5D	Reorganized school,grades,schedules	2270	98.85%			
Q6	Modifications to reduce crime/violence	2270	97.93%			
Q7A	Formal process to obtain parental input	2270	99.43%			
Q7B	Provide training/assistance to parents	2270	99.34%			
Q7C	Program involves parents at school	2270	99.21%			
Q8A	Security used during school hours	2270	99.25%			
Q8B	Security while students arrive/leave	2270	98.50%			
Q8C	Security at selected school activities	2270	98.55%			
Q8D	Security when school not occurring	2270	98.10%			
Q8E	Other times security used	2270	98.76%			
Q9A	Average hours security on duty per week	1604	97.69%		Yes	Logical and Mean
Q9B/R	Average hours security wore uniform	1606	72.73%			
Q9C/R	Average hours security carried a firearm	1606	71.98%			
Q10	School trained teachers in warning signs	2270	99.91%	Yes	Yes	Hot-deck
Q11A	Number teachers/aides trained	888	95.05%			
Q11B	Average training hours per participant	888	93.92%			
Q12A	Efforts lmtd by lack of tchr training	2270	97.84%			
Q12B	Efforts lmtd by lack of altrntive plcmnt	2270	97.80%			
Q12C	Efforts limited by parental complaints	2270	98.06%			
Q12D	Efforts lmtd by lack of teacher support	2270	98.02%			
Q12E	Efforts lmtd by lack of parent support	2270	98.24%			
Q12F	Efforts lmtd by fear of student reprisal	2270	98.24%			
Q12G	Efforts limited by fear of litigation	2270	98.28%			

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q12H	Efforts limited by teacher contracts	2270	98.19%			
Q12I	Efforts limited by inadequate funds	2270	97.97%			
Q12J	Efforts limited by inconsistent policies	2270	97.97%			
Q12K	Efforts lmtd by fear of district reprisal	2270	97.84%			
Q12L	Efforts lmted by fed policies on disabled	2270	98.02%			
Q12M	Efforts limited by other fed. policies	2270	97.27%			
Q12N	Efforts limited by state/district policy	2270	97.75%			
Q13	Any school deaths from violent causes	2270	99.96%	Yes	Yes	Hot-deck
Q14A1	# of student homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14A2	# of faculty homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14A3	# of staff homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14B1	# of student homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14B2	# of faculty homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14B3	# of staff homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14C1	# of student suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14C2	# of faculty suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14C3	# of staff suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14D1	# of student suicides elsewhere	85	97.65%		Yes	Hot-deck and Logical
Q14D2	# of faculty suicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14D3	# of staff suicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q15	# of shooting incidents -total	2270	99.96%	Yes	Yes	Hot-deck
Q15A	# of shooting incidents/students	2270	99.96%		Yes	Hot-deck
Q15B	# of shooting incident/ nonstudents	2270	99.96%		Yes	Hot-deck
Q16A1	# of rapes - total	2270	100.00%			
Q16A2	# of rapes reported to police	2270	100.00%	Yes		
Q16A3	# of rapes that were hate crimes	2270	100.00%	Yes		
Q16A4	# of rapes/gang related	2270	100.00%	Yes		
Q16B1	# of sexual batteries - total	2270	100.00%			
Q16B2	# of sexual battery reported to police	2270	99.96%	Yes	Yes	Hot-deck
Q16B3	# of sexual battery/hate crimes	2270	99.87%	Yes	Yes	Hot-deck
Q16B4	# of sexual battery/gang related	2270	99.87%	Yes	Yes	Hot-deck

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16C1_1	TOTALS: attacks/with weapon - total	2270	99.87%			
Q16C1_2	# of attack/weapon/reported police	2270	99.78%	Yes	Yes	Hot-deck
Q16C1_3	# of attack with weapon/hate crimes	2270	99.91%	Yes	Yes	Hot-deck
Q16C1_4	# of attack with weapon/gang-related	2270	99.91%	Yes	Yes	Hot-deck
Q16C2_1	TOTALS: attacks/no weapon - total	2270	99.60%			
Q16C2_2	# of attacks/no weapon/reported	2270	99.43%	Yes	Yes	Hot-deck
Q16C2_3	# of attacks/no weapon/hate crimes	2270	98.81%	Yes	Yes	Hot-deck
Q16C2_4	# of attacks/no weapon/gang-related	2270	98.85%	Yes	Yes	Hot-deck
Q16D1_1	# of threats of attack/with weapon-total	2270	99.74%			
Q16D1_2	# of threats of attack/weapon/reported	2270	99.82%	Yes	Yes	Hot-deck
Q16D1_3	# of threats/with weapon/hate crime	2270	99.82%	Yes	Yes	Hot-deck
Q16D1_4	# of threats/with weapon/gangs	2270	99.82%	Yes	Yes	Hot-deck
Q16D2_1	# of threats of attack/no weapon - total	2270	99.34%			
Q16D2_2	# of threats/no weapon/reported	2270	99.12%	Yes	Yes	Hot-deck
Q16D2_3	# of threats/no weapon/hate crime	2270	98.85%	Yes	Yes	Hot-deck
Q16D2_4	# of threats/no weapon/gang	2270	98.85%	Yes	Yes	Hot-deck
Q16E1_1	# of robberies with weapon - total	2270	99.96%			
Q16E1_2	# of robberies with weapon/reported	2270	99.96%	Yes	Yes	Hot-deck
Q16E1_3	# of robberies with weapon/hate crimes	2270	99.96%	Yes	Yes	Hot-deck
Q16E1_4	# of robberies with wpn/gang-related	2270	99.96%	Yes	Yes	Hot-deck
Q16E2_1	# of incidents of robbery/no weapon	2270	99.96%			
Q16E2_2	# of robbery without weapon/reported	2270	99.91%	Yes	Yes	Hot-deck
Q16E2_3	# of robbery without weapon/hate crime	2270	99.74%	Yes	Yes	Hot-deck
Q16E2_4	# of robbery without weapon/gang	2270	99.74%	Yes	Yes	Hot-deck
Q16F1	# of theft/larceny - total	2270	99.60%			
Q16F2	# of incidents theft/larceny/reported	2270	99.34%	Yes	Yes	Hot-deck
Q16F3	# of incident theft/larceny/hate crime	2270	98.99%	Yes	Yes	Hot-deck
Q16F4	# of incidents theft/larceny/gang	2270	99.07%	Yes	Yes	Hot-deck
Q16G1	# of possession of firearms - total	2270	100.00%			
Q16G2	# of possession of firearms reported	2270	99.91%	Yes	Yes	Hot-deck
Q16G3	# of possess. firearms/hate crime	2270	99.82%	Yes	Yes	Hot-deck

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16G4	# of posses.firearms/gang related	2270	99.78%	Yes	Yes	Hot-deck
Q16H1	# of possession knife/sharp object-total	2270	99.91%			
Q16H2	# of possession/knife/reported	2270	99.56%	Yes	Yes	Hot-deck
Q16H3	# of possession/knife/hate crimes	2270	99.03%	Yes	Yes	Hot-deck
Q16H4	# of possession/knife/gang related	2270	99.12%	Yes	Yes	Hot-deck
Q16I1	# of distribution of drugs - total	2270	99.78%			
Q16I2	# of distribution of drugs/reported	2270	99.74%	Yes	Yes	Hot-deck
Q16I4	# of distribution of drugs/gang	2270	99.07%	Yes	Yes	Hot-deck
Q16J1	# of possession of alcohol - total	2270	99.87%			
Q16J2	# of possession alcohol/reported	2270	99.47%	Yes	Yes	Hot-deck
Q16J4	# of incident possess. alcohol/gang	2270	98.59%	Yes	Yes	Hot-deck
Q16K1	# of sexual harassment - total	2270	99.69%			
Q16K2	# of incidents sex. harass. reported	2270	99.16%	Yes	Yes	Hot-deck
Q16K3	# of incidents sex. harass./hate crime	2270	98.81%	Yes	Yes	Hot-deck
Q16K4	# of incidents sex. harass./gang	2270	99.25%	Yes	Yes	Hot-deck
Q16L1	# of incidents of vandalism - total	2270	99.60%			
Q16L2	# of incident of vandalism reported	2270	99.52%	Yes	Yes	Hot-deck
Q16L3	# of incidents vandalism/hate crimes	2270	98.99%	Yes	Yes	Hot-deck
Q16L4	# of incidents vandalism/gang-related	2270	99.03%	Yes	Yes	Hot-deck
Q17A1/R	# of attacks or fights 1997-1998	2270	70.62%			
Q17A2/R	# of attacks or fights 1998-1999	2270	75.90%			
Q17B1/R	# of theft/larceny 1997-1998	2270	71.67%			
Q17B2/R	# of theft/larceny 1998-1999	2270	76.92%			
Q17C1/R	# of vandalism 1997-1998	2270	72.29%			
Q17C2/R	# of vandalism 1998-1999	2270	76.92%			
Q18	# of times school disrupted	2270	93.66%			
Q19A	How often student racial tensions	2270	99.96%		Yes	Hot-deck
Q19B	How often student bullying occurs	2270	99.91%		Yes	Hot-deck
Q19C	How often verbal abuse of teachers	2270	99.78%		Yes	Hot-deck
Q19D	How often disorder in classrooms	2270	99.96%		Yes	Hot-deck
Q19E	How often student acts of disrespect	2270	99.78%		Yes	Hot-deck

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q19F	How often undesirable gang activities	2270	99.78%		Yes	Hot-deck
Q19G	How often undesirable cult activities	2270	99.91%		Yes	Hot-deck
Q20A	Removal with no services	2270	97.58%			
Q20B	Transfer to spec. school available	2270	98.41%			
Q20C	Transfer to regular school available	2270	97.62%			
Q20D	Transfer tutoring/at home available	2270	97.75%			
Q20E1	Outside suspension/no services/available	2270	94.85%			
Q20E2	Outside suspnsn with services available	2270	97.53%			
Q20F1	In-school suspnsn/no services/available	2270	92.25%			
Q20F2	In-school suspension with services available	2270	97.84%			
Q20G	Referral to school counselor available	2270	98.77%			
Q20H1	In-school disc. program available	2270	98.11%			
Q20H2	Outside school disc program available	2270	95.81%			
Q20I	Keep off bus for misbehavior available	2270	98.90%			
Q20J	Corporal punishment available	2270	98.19%			
Q20K	School probation available	2270	98.33%			
Q20L	Detention/Saturday school available	2270	98.50%			
Q20M	Loss of student privileges available	2270	99.03%			
Q20N	Require community service available	2270	98.59%			
Q21A1	# of removals for firearm use	2270	99.69%	Yes	Yes	Logical
Q21A2	# of transfers for firearm use	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21A3	# of suspensions for firearm use	2270	99.82%	Yes	Yes	Hot-deck and Logical
Q21A4	# of other actions for firearm use	2270	98.50%		Yes	Hot-deck
Q21A5	# of no actions for firearm use	2270	98.37%		Yes	Hot-deck
Q21B1	# of removals for firearm possession	2270	99.65%	Yes	Yes	Logical
Q21B2	# of transfers for firearm possession	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21B3	# of suspensions for firearm possession	2270	99.78%	Yes	Yes	Hot-deck and Logical
Q21B4	# of other actions for firearm possessn	2270	98.50%		Yes	Hot-deck
Q21B5	# of no actions for firearm possession	2270	98.41%		Yes	Hot-deck

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\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q21C1	# of removals for weapon use	2270	99.74%	Yes	Yes	Logical
Q21C2	# of transfers for weapon use	2270	99.60%	Yes	Yes	Hot-deck and Logical
Q21C3	# of suspensions for weapon use	2270	99.78%	Yes	Yes	Hot-deck and Logical
Q21C4	# of other actions for weapon use	2270	98.55%		Yes	Hot-deck
Q21C5	# of no actions for weapon use	2270	98.37%		Yes	Hot-deck
Q21D1	# of removals for weapon possession	2270	99.60%	Yes	Yes	Hot-deck and Logical
Q21D2	# of transfers for weapon possession	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21D3	# of suspensions for weapon possession	2270	99.87%	Yes	Yes	Hot-deck
Q21D4	# of other actions for weapon possession	2270	97.49%		Yes	Hot-deck
Q21D5	# of no actions for weapon possession	2270	96.87%		Yes	Hot-deck
Q21E1	# of removals for distribute drugs	2270	99.60%	Yes	Yes	Logical
Q21E2	# of transfers for distribute drugs	2270	99.52%	Yes	Yes	Hot-deck and Logical
Q21E3	# of suspensions for distribute drugs	2270	99.69%	Yes	Yes	Hot-deck and Logical
Q21E4/R	# of other actions for distribute drugs	2270	39.30%			
Q21E5/R	# of no actions for distribute drugs	2270	39.43%			
Q21F1	# of removals for alc/drug use	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21F2	# of transfers for alc/drug use	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21F3	# of suspensions for alc/drug use	2270	99.69%	Yes	Yes	Hot-deck
Q21F4/R	# of other actions for alc/drug use	2270	43.48%			
Q21F5/R	# of no actions for alc/drug use	2270	38.37%			
Q21G1	# of removals for attacks/fights	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21G2	# of transfers for attacks/fights	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21G3	# of suspensions for attacks/fights	2270	99.65%	Yes	Yes	Hot-deck
Q21G4/R	# of other actions for attacks/fights	2270	55.81%			
Q21G5/R	# of no actions for attacks/fights	2270	35.51%			
Q21H1	# of removals for threat/intimidation	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21H2	# of transfers for threat/intimidtn	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21H3	# of suspensions for threat/intimidtn	2270	99.65%	Yes	Yes	Hot-deck
Q21H4/R	# of other actions for threat/intimidtn	2270	55.15%			
Q21H5/R	# of no actions for threat/intimidtn	2270	36.52%			
Q21I1	# of removals for insubordination	2270	99.43%	Yes	Yes	Hot-deck and Logical

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q21I2	# of transfers for insubordination	2270	99.43%	Yes	Yes	Hot-deck and Logical
Q21I3	# of suspensions for insubordination	2270	99.65%	Yes	Yes	Hot-deck
Q21I4/R	# of other actions for insubordination	2270	54.49%			
Q21I5/R	# of no actions for insubordination	2270	36.39%			
Q21J1	# of removals for other infractions	2270	99.43%	Yes	Yes	Hot-deck and Logical
Q21J2	# of transfers for other infractions	2270	99.38%	Yes	Yes	Hot-deck and Logical
Q21J3	# of suspensions for other infractions	2270	99.60%	Yes	Yes	Hot-deck
Q21K1	Total removals for at least 1 year	2270	99.25%	Yes	Yes	Logical and Logical
Q21K2	Total transfers for at least 1 year	2270	99.34%	Yes	Yes	Logical and Logical
Q21K3	Total out of school suspensions	2270	99.21%	Yes	Yes	Logical and Logical
Q22A1_1/R	Placement changed after hearing/total	2270	73.61%			
Q22A1_2/R	Placement changed/hearing, drugs/weapons	2270	59.16%	Yes		
Q22A2_1/R	Placement changed after injunction/total	2270	67.97%			
Q22A2_2/R	Placement changed/injunction, drugs/wpns	2270	63.30%	Yes		
Q22A3_1/R	Placement chnge w/o hearing, total	2270	70.22%			
Q22A3_2/R	Placement chnge w/o hearing, drgs/wpns	2270	61.63%	Yes		
Q22B1_1/R	No change,hearing/session not held,total	2270	69.07%			
Q22B1_2/R	No change,hearing not held,drugs/weapons	2270	60.66%	Yes		
Q22B2_1/R	Hearing did not approve change, total	2270	68.11%			
Q22B2_2/R	Hearing did not approve chnge, drgs wpns	2270	61.45%	Yes		
Q22B3_1/R	Court did not approve change, total	2270	66.21%			
Q22B3_2/R	Court did not approve chnge, dugs/wpns	2270	62.11%	Yes		
Q23	Total enrollment as of October 1, 1999	2270	99.78%			
Q24A	Percent students eligible free lunch	2270	98.99%		Yes	CCD and Mean
Q24B	Percent students limit Eng. proficient	2270	99.21%		Yes	Hot-deck
Q24C	Percent special education students	2270	99.12%		Yes	Hot-deck
Q24D/R	Percent male students	2270	98.37%		Yes	CCD and Mean
Q24E	Percent students below 15th percentile	2270	88.81%		Yes	Mean
Q24F	Percent students likely to go to college	2270	96.96%		Yes	Mean
Q24G	Percent students/academic achieve.import	2270	97.44%		Yes	Mean
Q25	Typical number of classroom changes	2270	93.04%			

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q26A1/R	# of paid full time teachers/aides	2270	99.25%		Yes	Hot-deck
Q26A2/R	# of paid part time teachers/aides	2270	94.49%		Yes	Hot-deck
Q26B1	# of paid full time counselors	2270	98.55%			
Q26B2	# of paid part time counselors	2270	95.07%			
Q26C1	# of paid full time special ed teacher	2270	99.52%			
Q26C2	# of paid part time special ed teacher	2270	94.45%			
Q27	Crime level where students live	2270	99.60%			
Q28	School type	2270	99.82%		Yes	CCD
Q29	Percent students absent without excuse	2270	99.65%		Yes	Mean
Q30A	# of students transferred to school	2270	96.17%			
Q30B	# of students transferred from school	2270	96.12%			
Q31A1	Starting month for 1999-2000 school year	2270	99.47%			
Q31A2	Starting day for 1999-2000 school year	2270	98.90%			
Q31B1	Ending month for 1999-2000 school year	2270	99.74%			
Q31B2	Ending day for 1999-2000 school year	2270	99.69%			
Q31C1	Month questionnaire completed	2270	99.21%			
Q31C2	Day questionnaire completed	2270	98.99%			
ACCESS	Ways school controls campus access	2270	97.31%			
MONITOR	Ways school monitors students	2270	97.53%			
PARINV	Ways school seeks to involve parents	2270	98.41%			
CRISPLAN	Types of crises covered in plans	2270	99.87%		Yes	**
STUCOMP	Student violence reduction approaches	1676	97.26%			
SCHLCOMP	School violence reduction approaches	2270	95.81%		Yes	Hot-deck
REGPOL	No regular use of paid law enforcement	2270	99.65%		Yes	**
UNIFORMS/R	Uniformed law enforcement on duty	1604	72.45%		Yes	**
FIREARMS/R	Law enforcement carrying firearms	1604	71.58%		Yes	**
LIMITS	Factors limiting crime prevention	2270	92.78%			
NUMDEATH	Violent deaths of students/staff	85	97.65%		Yes	**
INCIDENT	Total number of incidents reported	2270	98.11%			
POLINC	Incidents reported to police	2270	98.19%		Yes	**
HATECRIM	# of hate crime incidents	2270	96.34%		Yes	**

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

\*\*Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and method of imputation.



/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
GANGINC	# of gang-related incidents	2270	97.00%		Yes	**
VIOLINC	# of violent incidents reported	2270	98.81%			
POLINCV	Violent incidents reported to police	2270	97.84%		Yes	**
HATECRMV	Violent hate crime incidents	2270	97.93%		Yes	**
GANGINCV	# of violent gang-related incidents	2270	98.55%		Yes	**
SERVIOL	# of serious violent incidents	2270	99.56%			
SERPOLV	Violent incidents reported to police	2270	99.56%		Yes	**
SERHATEV	Serious violent hate crime incidents	2270	99.38%		Yes	**
SERGANGV	Serious violent gang-related incidents	2270	99.38%		Yes	**
Q21A6P	# of serious penalties for firearms use	2270	99.30%		Yes	**
Q21B6P	# of serious penalties/possess firearms	2270	99.21%		Yes	**
Q21C6P	# of serious penalties/use other weapons	2270	99.30%		Yes	**
Q21D6P	# of serious penalties/possess othr wpns	2270	99.21%		Yes	**
Q21E6P	# of serious penalties/distribute drugs	2270	99.12%		Yes	**
Q21F6P	# of serious penalties/possess drugs	2270	98.99%		Yes	**
Q21G6P	# of serious penalties/attacks or fights	2270	99.03%		Yes	**
Q21H6P	# of serious penalties for threats	2270	98.94%		Yes	**
Q21I6P	# of serious penalties/insubordination	2270	98.94%		Yes	**
Q21J6P	# of serious penalties/other infractions	2270	98.81%		Yes	**
Q21K6P	# of serious penalties - total	2270	98.41%		Yes	**
Q21A6	# of offences for firearms use	2270	98.11%		Yes	**
Q21B6	# of offenses for possession of firearms	2270	98.11%		Yes	**
Q21C6	# of offenses for use of other weapons	2270	97.97%		Yes	**
Q21D6	# of offenses for possess other weapons	2270	96.43%		Yes	**
Q21E6/R	# of offenses for distribtion of drugs	2270	34.41%		Yes	**
Q21F6/R	# of offenses for possess of illegal drugs	2270	33.83%		Yes	**
Q21G6/R	# of offenses for physical attacks/fights	2270	32.78%		Yes	**
Q21H6/R	# of offenses for threats/intimidation	2270	33.22%		Yes	**
Q21I6/R	# of offenses for insubordination	2270	33.00%		Yes	**
Q21J6	Q21J6	2270	98.81%		Yes	**
Q21K6	Q21K6	2270	92.69%		Yes	**

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\*\*Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and method of imputation.

/R denotes variables that are included on the restricted-use file only.

Variable name	Label	Number eligible to respond	Percent who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
SPEDOFF/R	Sp Ed serious offenses	2270	63.22%			
SPEDOFFW/R	Sp Ed serious offenses - drug/weapons	2270	51.41%			
STURATIO	Ratio of students to teachers	2270	92.47%		Yes	**
OSTURAT/R	Overall ratio of students to teachers	2270	88.94%		Yes	**

\*Performed as part of questionnaire review; not indicated in imputation flag. (See Chapter 6 for further details.)

\*\*Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and method of imputation.

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## **APPENDIX D: COMPUTER FILES AND DOCUMENTATION**

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## Computer Files and Documentation

Data for SSOCS:2000 are provided on a CD-ROM, containing the following files:

### SSOCS:2000 data files

SSOCS.sd2 - SAS data file (version 6.08-6.12)  
SSOCS.sas7bdat - SAS data file (version 8)  
fmt.sd2 - SAS format file (version 6.08-6.12)  
formats.sc2 - SAS format catalog (version 6.08-6.12)  
formats.sas7bcat - SAS format file (version 8)  
SSOCS1.sav - SPSS for Windows data file  
SSOCS2.por - SPSS portable data file  
SSOCS.sys - SPSS for DOS data file  
SSOCS.dta - STATA (v4/5) data file (4 byte floats)  
SSOCS-ff.txt - ASCII (text) fixed format data file for importation into other software packages  
SSOCS-cd.txt - ASCII (text) comma-delimited data file for importation into other software packages  
Pub.sas - SAS program to read the Public-Use ASCII (text) fixed format data file into a SAS data set.  
Pub.sps - SPSS program to read the Public-Use ASCII (text) fixed format data file into an SPSS data set.  
layout.txt - ASCII file with variable names and column locations for SSOCS.txt

### SSOCS:2000 documentation

SSOCSgde.pdf - User's manual for SSOCS:2000 data file (this document)  
SSOCSddd.pdf – 2000 School Survey on Crime and Safety: Detailed Data Documentation

### Readme file:

#### A note to SPSS for DOS users

The file SSOCS.sys may not be visible if Windows is set to not show system files. Windows Explorer can be reset to show system files by using the following menus: Tools/ Folder Options / View and clicking on "Show all files."

#### A note to SAS users

The SAS data file is provided in the format used for SAS versions 6.08 through 6.12, in order to increase the accessibility of the file to users who may not have the most recent versions. Generally it is best not to mix multiple versions of SAS files in the same directory. For those users with more recent versions of SAS, it would be best to use SAS to first read the file from the CD-ROM (or some location where it has been copied), and then save it in another directory. (SAS will automatically save it in the appropriate version if there are no older versions of SAS files in that directory.)

The SAS data set has user-defined value-label formats. These are provided in the fmtlin.sd2 data set. The following code can be used to convert the SAS format file to a SAS format catalog.

```
libname library "path" ; /* the path to the above SAS data sets */  
proc format library=library cntlin=library.fmtlin fmtlib ;  
run ;
```

For example, if the data sets are in a library called "c:\ssocs" then the code might say:

```
libname ssocs "c:\ssocs";  
proc format library=ssocs cntlin=ssocs.fmtlin fmtlib ;
```

```
run ;
```

As another example, in order to save the format catalog using a more recent version of SAS, the following code could be used:

```
libname in "c:\ssocs";  
libname out "c:\ssocs2000";  
proc format library=out cntlin=in.cntlin fmtlib ;  
run ;
```

To work with this data set, include one of the following two lines of code in your program to tell SAS how to find your format catalog.

```
libname ssocs "path" ; options fmtsearch=(ssocs) ;  
or  
libname library "path" ;
```

Again, an example would be:

```
libname ssocs "c:\ssocs" ; options fmtsearch=(ssocs) ;
```

### **Reading the ASCII (text) Fixed Format Data File**

The ASCII (text) files are provided in two formats. One is comma delimited (that is, there is a comma separating each variable) while the other is fixed format (that is, the same variable occurs in the same set of columns for every case). Many software packages are able to automatically create a database from a comma-delimited database, using the header row (the first row) to provide the names of the variables. Other software packages require the variables to appear in a fixed format. A fixed format file cannot automatically be converted into a database without first specifying the variable names and the starting and ending columns for each variable. For this reason, SAS and SPSS programs are provided to help users in creating the database. Typically, only minor adaptations should be required to adapt the SAS or SPSS programs to correspond with the format required by other software packages.

To use the SAS program (Pub.sas), you must specify the correct path to the ASCII (text) fixed format data file (ssocs-ff.txt).

The default location specified in the program is c:\ssocs. To specify the a different location for ssocs-ff.txt modify the following macro variable statement:

```
%let path = c:\ssocs ;
```

For example, if you have copied ssocs-ff.txt to c:\Projects, then make this change to the macro variable:

```
%let path = c:\Projects ;
```

Similarly, to use the SPSS program (Pub.sps), you must specify the correct path to the ASCII (text) fixed format data file (ssocs-ff.txt).

The default location specified in the program is C:\WINDOWS\DESKTOP\. To specify the a different location for ssocs-ff.txt modify the following statement:

```
/FILE = 'C:\WINDOWS\DESKTOP\SSOCS-ff.txt'
```

For example, if you have copied ssocs-ff.txt to c:\Projects, then make this change to the statement:

/FILE = 'C:\projects\SSOCS-ff.txt'



**APPENDIX E: VARIABLE LIST (ASCII Layout)**

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## SSOCS:2000 Public-Use File Layout -- June 20, 2001

Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
1	WESID		Num	8	1	8
2	Q_RESP	Title/position of respondent	Num	8	9	16
3	Q1A	School practice require visitor check in	Num	8	17	24
4	Q1B	Access controlled locked/monitored doors	Num	8	25	32
5	Q1C	Grounds have locked/monitored gates	Num	8	33	40
6	Q1D	Students pass through metal detectors	Num	8	41	48
7	Q1E	Visitors pass through metal detectors	Num	8	49	56
8	Q1F	Have random metal detector checks	Num	8	57	64
9	Q1G	Practice to close campus for lunch	Num	8	65	72
10	Q1H	Practice random dog sniffs for drugs	Num	8	73	80
11	Q1I	Random sweeps for contraband	Num	8	81	88
12	Q1J	Require drug testing for any students	Num	8	89	96
13	Q1K	Require students to wear uniforms	Num	8	97	104
14	Q1L	Practice to enforce a strict dress code	Num	8	105	112
15	Q1M	Students provided code of conduct	Num	8	113	120
16	Q1N	Student code of conduct for parents	Num	8	121	128
17	Q1O	Provide school lockers to students	Num	8	129	136
18	Q1P	Require clear book bags or ban bags	Num	8	137	144
19	Q1Q	Require students wear badge or photo ID	Num	8	145	152
20	Q1R	Require staff wear badge or photo ID	Num	8	153	160
21	Q1S	Security camera(s) monitor the school	Num	8	161	168
22	Q1T	Provide telephones in most classrooms	Num	8	169	176
23	Q1U	Tobacco prohibited on school grounds	Num	8	177	184
24	Q2A	School has written plan for shootings	Num	8	185	192
25	Q2B	Written plan for riots/large-scale fight	Num	8	193	200
26	Q2C	Written plan bomb/anthrax scare/threats	Num	8	201	208
27	Q2D	Written plan for natural disasters	Num	8	209	216
28	Q2E	Written crisis plan for hostages	Num	8	217	224
29	Q3	Formal program prevent/reduce violence	Num	8	225	232
30	Q4A	Prevention training (e.g.,social skills)	Num	8	233	240
31	Q4B	Behavioral modification for students	Num	8	241	248
32	Q4C	Student counseling/social work	Num	8	249	256
33	Q4D	Individual mentoring/tutoring students	Num	8	257	264
34	Q4E	Recreation/enrichment student activities	Num	8	265	272
35	Q4F	Student involvement resolving problems	Num	8	273	280
36	Q4G	Promote sense of community/integration	Num	8	281	288
37	Q4H	Hotline/tipline to report problems	Num	8	289	296
38	Q5A	Teacher training to reduce violence	Num	8	297	304
39	Q5B	Reviewed discipline practices	Num	8	305	312
40	Q5C	Trained staff in crime prevention	Num	8	313	320
41	Q5D	Reorganized school,grades,schedules	Num	8	321	328
42	Q6	Modifications to reduce crime/violence	Num	8	329	336
43	Q7A	Formal process to obtain parental input	Num	8	337	344
44	Q7B	Provide training/assistance to parents	Num	8	345	352
45	Q7C	Program involves parents at school	Num	8	353	360
46	Q8A	Security used during school hours	Num	8	361	368
47	Q8B	Security while students arrive/leave	Num	8	369	376
48	Q8C	Security at selected school activities	Num	8	377	384
49	Q8D	Security when school not occurring	Num	8	385	392
50	Q8E	Other times security used	Num	8	393	400
51	Q8ECODE	Other times that used security services	Num	8	401	408
52	Q9A	Average hours security on duty per week	Num	8	409	416
53	Q10	School trained teachers in warning signs	Num	8	417	424
54	Q11A	Number teachers/aides trained	Num	8	425	432

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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
55	Q11B	Average training hours per participant	Num	8	433	440
56	Q12A	Efforts lmtd by lack of tchr training	Num	8	441	448
57	Q12B	Efforts lmtd by lack of altrntive plcmnt	Num	8	449	456
58	Q12C	Efforts limited by parental complaints	Num	8	457	464
59	Q12D	Efforts lmtd by lack of teacher support	Num	8	465	472
60	Q12E	Efforts lmtd by lack of parent support	Num	8	473	480
61	Q12F	Efforts lmtd by fear of student reprisal	Num	8	481	488
62	Q12G	Efforts limited by fear of litigation	Num	8	489	496
63	Q12H	Efforts limited by teacher contracts	Num	8	497	504
64	Q12I	Efforts limited by inadequate funds	Num	8	505	512
65	Q12J	Efforts limited by inconsistent policies	Num	8	513	520
66	Q12K	Efforts lmtd/fear of district reprisal	Num	8	521	528
67	Q12L	Efforts lmted by fed policies/disabled	Num	8	529	536
68	Q12M	Efforts limited by other fed. policies	Num	8	537	544
69	Q12N	Efforts limited by state/district policy	Num	8	545	552
70	Q13	Any school deaths from violent causes	Num	8	553	560
71	Q14A1	# of student homicides at school	Num	8	561	568
72	Q14A2	# of faculty homicides at school	Num	8	569	576
73	Q14A3	# of staff homicides at school	Num	8	577	584
74	Q14B1	# of student homicides elsewhere	Num	8	585	592
75	Q14B2	# of faculty homicides elsewhere	Num	8	593	600
76	Q14B3	# of staff homicides elsewhere	Num	8	601	608
77	Q14C1	# of student suicides at school	Num	8	609	616
78	Q14C2	# of faculty suicides at school	Num	8	617	624
79	Q14C3	# of staff suicides at school	Num	8	625	632
80	Q14D1	# of student suicides elsewhere	Num	8	633	640
81	Q14D2	# of faculty suicides elsewhere	Num	8	641	648
82	Q14D3	# of staff suicides elsewhere	Num	8	649	656
83	Q15	# of shooting incidents -total	Num	8	657	664
84	Q15A	# of shooting incidents/students	Num	8	665	672
85	Q15B	# of shooting incident/ nonstudents	Num	8	673	680
86	Q16A1	# of rapes - total	Num	8	681	688
87	Q16A2	# of rapes reported to police	Num	8	689	696
88	Q16A3	# of rapes that were hate crimes	Num	8	697	704
89	Q16A4	# of rapes/gang related	Num	8	705	712
90	Q16B1	# of sexual batteries - total	Num	8	713	720
91	Q16B2	# of sexual battery reported to police	Num	8	721	728
92	Q16B3	# of sexual battery/hate crimes	Num	8	729	736
93	Q16B4	# of sexual battery/gang related	Num	8	737	744
94	Q16C1_1	# of attacks/with weapon - total	Num	8	745	752
95	Q16C1_2	# of attack/weapon/reported police	Num	8	753	760
96	Q16C1_3	# of attack with weapon/hate crimes	Num	8	761	768
97	Q16C1_4	# of attack with weapon/gang-related	Num	8	769	776
98	Q16C2_1	# of attacks/no weapon - total	Num	8	777	784
99	Q16C2_2	# of attacks/no weapon/reported	Num	8	785	792
100	Q16C2_3	# of attacks/no weapon/hate crimes	Num	8	793	800
101	Q16C2_4	# of attacks/no weapon/gang-related	Num	8	801	808
102	Q16D1_1	# of threats of attack/with weapon-total	Num	8	809	816
103	Q16D1_2	# of threats of attack/weapon/reported	Num	8	817	824
104	Q16D1_3	# of threats/with weapon/hate crime	Num	8	825	832
105	Q16D1_4	# of threats/with weapon/gangs	Num	8	833	840
106	Q16D2_1	# of threats of attack/no weapon - total	Num	8	841	848
107	Q16D2_2	# of threats/no weapon/reported	Num	8	849	856
108	Q16D2_3	# of threats/no weapon/hate crime	Num	8	857	864
109	Q16D2_4	# of threats/no weapon/gang	Num	8	865	872

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<b>Order</b>	<b>Variable Name</b>	<b>Variable Label</b>	<b>Format</b>	<b>Length</b>	<b>Start Column</b>	<b>End Column</b>
110	Q16E1_1	# of robberies with weapon - total	Num	8	873	880
111	Q16E1_2	# of robberies with weapon/reported	Num	8	881	888
112	Q16E1_3	# of robberies with weapon/hate crimes	Num	8	889	896
113	Q16E1_4	# of robberies with wpn/gang-related	Num	8	897	904
114	Q16E2_1	# of incidents of robbery/no wpn - total	Num	8	905	912
115	Q16E2_2	# of robbery without weapon/reported	Num	8	913	920
116	Q16E2_3	# of robbery without weapon/hate crime	Num	8	921	928
117	Q16E2_4	# of robbery without weapon/gang	Num	8	929	936
118	Q16F1	# of theft/larceny - total	Num	8	937	944
119	Q16F2	# of incidents theft/larceny/reported	Num	8	945	952
120	Q16F3	# of incident theft/larceny/hate crime	Num	8	953	960
121	Q16F4	# of incidents theft/larceny/gang	Num	8	961	968
122	Q16G1	# of possession of firearms - total	Num	8	969	976
123	Q16G2	# of possession of firearms reported	Num	8	977	984
124	Q16G3	# of possess. firearms/hate crime	Num	8	985	992
125	Q16G4	# of possession firearms/gang related	Num	8	993	1000
126	Q16H1	# of possession knife/sharp object-total	Num	8	1001	1008
127	Q16H2	# of possession/knife/reported	Num	8	1009	1016
128	Q16H3	# of possession/knife/hate crimes	Num	8	1017	1024
129	Q16H4	# of possession/knife/gang related	Num	8	1025	1032
130	Q16I1	# of distribution of drugs - total	Num	8	1033	1040
131	Q16I2	# of distribution of drugs/reported	Num	8	1041	1048
132	Q16I4	# of distribution of drugs/gang	Num	8	1049	1056
133	Q16J1	# of possession of alcohol - total	Num	8	1057	1064
134	Q16J2	# of possession alcohol/reported	Num	8	1065	1072
135	Q16J4	# of incident possess. alcohol/gang	Num	8	1073	1080
136	Q16K1	# of sexual harassment - total	Num	8	1081	1088
137	Q16K2	# of incidents sex. harass. reported	Num	8	1089	1096
138	Q16K3	# of incidents sex. harass./hate crime	Num	8	1097	1104
139	Q16K4	# of incidents sex. harass./gang	Num	8	1105	1112
140	Q16L1	# of incidents of vandalism - total	Num	8	1113	1120
141	Q16L2	# of incident of vandalism reported	Num	8	1121	1128
142	Q16L3	# of incidents vandalism/hate crimes	Num	8	1129	1136
143	Q16L4	# of incidents vandalism/gang-related	Num	8	1137	1144
144	Q18	# of times school disrupted	Num	8	1145	1152
145	Q19A	How often student racial tensions	Num	8	1153	1160
146	Q19B	How often student bullying occurs	Num	8	1161	1168
147	Q19C	How often verbal abuse of teachers	Num	8	1169	1176
148	Q19D	How often disorder in classrooms	Num	8	1177	1184
149	Q19E	How often student acts of disrespect	Num	8	1185	1192
150	Q19F	How often undesirable gang activities	Num	8	1193	1200
151	Q19G	How often undesirable cult activities	Num	8	1201	1208
152	Q20A	Removal with no services	Num	8	1209	1216
153	Q20B	Transfer to spec. school available	Num	8	1217	1224
154	Q20C	Transfer to regular school available	Num	8	1225	1232
155	Q20D	Transfer tutoring/at home available	Num	8	1233	1240
156	Q20E1	Outside suspension/no services/available	Num	8	1241	1248
157	Q20E2	Outside suspnsn with services available	Num	8	1249	1256
158	Q20F1	In-school suspnsn/no services/available	Num	8	1257	1264
159	Q20F2	In-schl suspension w/ services available	Num	8	1265	1272
160	Q20G	Referral to school counselor available	Num	8	1273	1280
161	Q20H1	In-school disc. program available	Num	8	1281	1288
162	Q20H2	Outside school disc program available	Num	8	1289	1296
163	Q20I	Keep off bus for misbehavior available	Num	8	1297	1304
164	Q20J	Corporal punishment available	Num	8	1305	1312

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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
165	Q20K	School probation available	Num	8	1313	1320
166	Q20L	Detention/Saturday school available	Num	8	1321	1328
167	Q20M	Loss of student privileges available	Num	8	1329	1336
168	Q20N	Require community service available	Num	8	1337	1344
169	Q21A1	# of removals for firearm use	Num	8	1345	1352
170	Q21A2	# of transfers for firearm use	Num	8	1353	1360
171	Q21A3	# of suspensions for firearm use	Num	8	1361	1368
172	Q21A4	# of other actions for firearm use	Num	8	1369	1376
173	Q21A5	# of no actions for firearm use	Num	8	1377	1384
174	Q21B1	# of removals for firearm possession	Num	8	1385	1392
175	Q21B2	# of transfers for firearm possession	Num	8	1393	1400
176	Q21B3	# of suspensions for firearm possession	Num	8	1401	1408
177	Q21B4	# of other actions for firearm possessn	Num	8	1409	1416
178	Q21B5	# of no actions for firearm possession	Num	8	1417	1424
179	Q21C1	# of removals for weapon use	Num	8	1425	1432
180	Q21C2	# of transfers for weapon use	Num	8	1433	1440
181	Q21C3	# of suspensions for weapon use	Num	8	1441	1448
182	Q21C4	# of other actions for weapon use	Num	8	1449	1456
183	Q21C5	# of no actions for weapon use	Num	8	1457	1464
184	Q21D1	# of removals for weapon possession	Num	8	1465	1472
185	Q21D2	# of transfers for weapon possession	Num	8	1473	1480
186	Q21D3	# of suspensions for weapon possession	Num	8	1481	1488
187	Q21D4	# of other actions for weapon possession	Num	8	1489	1496
188	Q21D5	# of no actions for weapon possession	Num	8	1497	1504
189	Q21E1	# of removals for distribute drugs	Num	8	1505	1512
190	Q21E2	# of transfers for distribute drugs	Num	8	1513	1520
191	Q21E3	# of suspensions for distribute drugs	Num	8	1521	1528
192	Q21F1	# of removals for alc/drug use	Num	8	1529	1536
193	Q21F2	# of transfers for alc/drug use	Num	8	1537	1544
194	Q21F3	# of suspensions for alc/drug use	Num	8	1545	1552
195	Q21G1	# of removals for attacks/fights	Num	8	1553	1560
196	Q21G2	# of transfers for attacks/fights	Num	8	1561	1568
197	Q21G3	# of suspensions for attacks/fights	Num	8	1569	1576
198	Q21H1	# of removals for threat/intimidation	Num	8	1577	1584
199	Q21H2	# of transfers for threat/intimdtm	Num	8	1585	1592
200	Q21H3	# of suspensions for threat/intimdtm	Num	8	1593	1600
201	Q21I1	# of removals for insubordination	Num	8	1601	1608
202	Q21I2	# of transfers for insubordination	Num	8	1609	1616
203	Q21I3	# of suspensions for insubordination	Num	8	1617	1624
204	Q21J1	# of removals for other infractions	Num	8	1625	1632
205	Q21J2	# of transfers for other infractions	Num	8	1633	1640
206	Q21J3	# of suspensions for other infractions	Num	8	1641	1648
207	Q21K1	Total removals for at least 1 year	Num	8	1649	1656
208	Q21K2	Total transfers for at least 1 year	Num	8	1657	1664
209	Q21K3	Total out of school suspensions	Num	8	1665	1672
210	ENROLL	Total students (categorical)	Num	8	1673	1680
211	PCTFREE	Percent receiving free lunch (categor)	Num	8	1681	1688
212	Q24B	Percent students limit Eng. proficient	Num	8	1689	1696
213	Q24C	Percent special education students	Num	8	1697	1704
214	PCTMALE	Percent male	Num	8	1705	1712
215	Q24E	Percent students below 15th percentile	Num	8	1713	1720
216	Q24F	Percent students likely to go to college	Num	8	1721	1728
217	Q24G	Percent students/academic achieve.import	Num	8	1729	1736
218	Q25	Typical number of classroom changes	Num	8	1737	1744
219	CATG_FTE	# of classroom teachers or aides (FTE)	Num	8	1745	1752

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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
220	Q26B1	# of paid full time counselors	Num	8	1753	1760
221	Q26B2	# of paid part time counselors	Num	8	1761	1768
222	Q26C1	# of paid full time special ed teacher	Num	8	1769	1776
223	Q26C2	# of paid part time special ed teacher	Num	8	1777	1784
224	Q27	Crime where students live	Num	8	1785	1792
225	Q28	School type	Num	8	1793	1800
226	Q29	Percent students absent without excuse	Num	8	1801	1808
227	Q30A	# of students transferred to school	Num	8	1809	1816
228	Q30B	# of students transferred from school	Num	8	1817	1824
229	Q31A1	Starting month for 1999-2000 school year	Num	8	1825	1832
230	Q31A2	Starting day for 1999-2000 school year	Num	8	1833	1840
231	Q31B1	Ending month for 1999-2000 school year	Num	8	1841	1848
232	Q31B2	Ending day for 1999-2000 school year	Num	8	1849	1856
233	Q31C1	Month questionnaire completed	Num	8	1857	1864
234	Q31C2	Day questionnaire completed	Num	8	1865	1872
235	ACCESS	Ways school controls campus access	Num	8	1873	1880
236	MONITOR	Ways school monitors students	Num	8	1881	1888
237	PARINV	Ways school seeks to involve parents	Num	8	1889	1896
238	CRISPLAN	Types of crises covered in plans	Num	8	1897	1904
239	STUCOMP	Student violence reduction approaches	Num	8	1905	1912
240	SCHLCOMP	School violence reduction approaches	Num	8	1913	1920
241	REGPOL	No regular use of paid law enforcement	Num	8	1921	1928
242	LIMITS	Factors limiting crime prevention	Num	8	1929	1936
243	NUMDEATH	Violent deaths of students/staff	Num	8	1937	1944
244	INCIDENT	Total number of incidents reported	Num	8	1945	1952
245	POLINC	Incidents reported to police	Num	8	1953	1960
246	HATECRIM	# of hate crime incidents	Num	8	1961	1968
247	GANGINC	# of gang-related incidents	Num	8	1969	1976
248	VIOLINC	# of violent incidents reported	Num	8	1977	1984
249	POLINCV	Violent incidents reported to police	Num	8	1985	1992
250	HATECRMV	Violent hate crime incidents	Num	8	1993	2000
251	GANGINCV	# of violent gang-related incidents	Num	8	2001	2008
252	SERVIOL	# of serious violent incidents	Num	8	2009	2016
253	SERPOLV	Violent incidents reported to police	Num	8	2017	2024
254	SERHATEV	Serious violent hate crime incidents	Num	8	2025	2032
255	SERGANGV	Serious violent gang-related incidents	Num	8	2033	2040
256	SRATIO	Ratio of students to teachers	Num	8	2041	2048
257	Q21A6P	# of serious penalties for firearms use	Num	8	2049	2056
258	Q21B6P	# of serious penalties/possess firearms	Num	8	2057	2064
259	Q21C6P	# of serious penalties/use other weapons	Num	8	2065	2072
260	Q21D6P	# of serious penalties/possess othr wpns	Num	8	2073	2080
261	Q21E6P	# of serious penalties/distribute drugs	Num	8	2081	2088
262	Q21F6P	# of serious penalties/possess drugs	Num	8	2089	2096
263	Q21G6P	# of serious penalties/attacks or fights	Num	8	2097	2104
264	Q21H6P	# of serious penalties for threats	Num	8	2105	2112
265	Q21I6P	# of serious penalties/insubordination	Num	8	2113	2120
266	Q21J6P	# of serious penalties/other infractions	Num	8	2121	2128
267	Q21K6P	# of serious penalties - total	Num	8	2129	2136
268	Q21A6	# of offenses for firearms use	Num	8	2137	2144
269	Q21B6	# of offenses for possession of firearms	Num	8	2145	2152
270	Q21C6	# of offenses for use of other weapons	Num	8	2153	2160
271	Q21D6	# of offenses for possess other weapons	Num	8	2161	2168
272	PCTMINOR	% who are minorities-based on 98-99 CCD	Num	8	2169	2176
273	LEVEL	School grade offered-based on 98-99 CCD	Num	8	2177	2184
274	URBAN	Urbanicity - based on 98-99 CCD	Num	8	2185	2192

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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
275	FWT	Final full-sample weight	Num	8	2193	2200
276	FWT1	Replicate final weight - 1	Num	8	2201	2208
277	FWT2	Replicate final weight - 2	Num	8	2209	2216
278	FWT3	Replicate final weight - 3	Num	8	2217	2224
279	FWT4	Replicate final weight - 4	Num	8	2225	2232
280	FWT5	Replicate final weight - 5	Num	8	2233	2240
281	FWT6	Replicate final weight - 6	Num	8	2241	2248
282	FWT7	Replicate final weight - 7	Num	8	2249	2256
283	FWT8	Replicate final weight - 8	Num	8	2257	2264
284	FWT9	Replicate final weight - 9	Num	8	2265	2272
285	FWT10	Replicate final weight - 10	Num	8	2273	2280
286	FWT11	Replicate final weight - 11	Num	8	2281	2288
287	FWT12	Replicate final weight - 12	Num	8	2289	2296
288	FWT13	Replicate final weight - 13	Num	8	2297	2304
289	FWT14	Replicate final weight - 14	Num	8	2305	2312
290	FWT15	Replicate final weight - 15	Num	8	2313	2320
291	FWT16	Replicate final weight - 16	Num	8	2321	2328
292	FWT17	Replicate final weight - 17	Num	8	2329	2336
293	FWT18	Replicate final weight - 18	Num	8	2337	2344
294	FWT19	Replicate final weight - 19	Num	8	2345	2352
295	FWT20	Replicate final weight - 20	Num	8	2353	2360
296	FWT21	Replicate final weight - 21	Num	8	2361	2368
297	FWT22	Replicate final weight - 22	Num	8	2369	2376
298	FWT23	Replicate final weight - 23	Num	8	2377	2384
299	FWT24	Replicate final weight - 24	Num	8	2385	2392
300	FWT25	Replicate final weight - 25	Num	8	2393	2400
301	FWT26	Replicate final weight - 26	Num	8	2401	2408
302	FWT27	Replicate final weight - 27	Num	8	2409	2416
303	FWT28	Replicate final weight - 28	Num	8	2417	2424
304	FWT29	Replicate final weight - 29	Num	8	2425	2432
305	FWT30	Replicate final weight - 30	Num	8	2433	2440
306	FWT31	Replicate final weight - 31	Num	8	2441	2448
307	FWT32	Replicate final weight - 32	Num	8	2449	2456
308	FWT33	Replicate final weight - 33	Num	8	2457	2464
309	FWT34	Replicate final weight - 34	Num	8	2465	2472
310	FWT35	Replicate final weight - 35	Num	8	2473	2480
311	FWT36	Replicate final weight - 36	Num	8	2481	2488
312	FWT37	Replicate final weight - 37	Num	8	2489	2496
313	FWT38	Replicate final weight - 38	Num	8	2497	2504
314	FWT39	Replicate final weight - 39	Num	8	2505	2512
315	FWT40	Replicate final weight - 40	Num	8	2513	2520
316	FWT41	Replicate final weight - 41	Num	8	2521	2528
317	FWT42	Replicate final weight - 42	Num	8	2529	2536
318	FWT43	Replicate final weight - 43	Num	8	2537	2544
319	FWT44	Replicate final weight - 44	Num	8	2545	2552
320	FWT45	Replicate final weight - 45	Num	8	2553	2560
321	FWT46	Replicate final weight - 46	Num	8	2561	2568
322	FWT47	Replicate final weight - 47	Num	8	2569	2576
323	FWT48	Replicate final weight - 48	Num	8	2577	2584
324	FWT49	Replicate final weight - 49	Num	8	2585	2592
325	FWT50	Replicate final weight - 50	Num	8	2593	2600
326	STR_SOCS	Nesting variable	Num	8	2601	2608
327	Q2A_FL	Imputation flag for Q2a	Num	8	2609	2616
328	Q2B_FL	Imputation flag for Q2b	Num	8	2617	2624
329	Q2D_FL	Imputation flag for Q2d	Num	8	2625	2632



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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
330	Q2E_FL	Imputation flag for Q2e	Num	8	2633	2640
331	Q9A_FL	Imputation flag for Q9a	Num	8	2641	2648
332	Q10_FL	Imputation flag for Q10	Num	8	2649	2656
333	Q13_FL	Imputation flag for Q13	Num	8	2657	2664
334	Q14A1_FL	Imputation flag for Q14a1	Num	8	2665	2672
335	Q14A2_FL	Imputation flag for Q14a2	Num	8	2673	2680
336	Q14A3_FL	Imputation flag for Q14a3	Num	8	2681	2688
337	Q14B1_FL	Imputation flag for Q14b1	Num	8	2689	2696
338	Q14B2_FL	Imputation flag for Q14b2	Num	8	2697	2704
339	Q14B3_FL	Imputation flag for Q14b3	Num	8	2705	2712
340	Q14C1_FL	Imputation flag for Q14c1	Num	8	2713	2720
341	Q14C2_FL	Imputation flag for Q14c2	Num	8	2721	2728
342	Q14C3_FL	Imputation flag for Q14c3	Num	8	2729	2736
343	Q14D1_FL	Imputation flag for Q14d1	Num	8	2737	2744
344	Q14D2_FL	Imputation flag for Q14d2	Num	8	2745	2752
345	Q14D3_FL	Imputation flag for Q14d3	Num	8	2753	2760
346	Q15_FL	Imputation flag for Q15	Num	8	2761	2768
347	Q15A_FL	Imputation flag for Q15a	Num	8	2769	2776
348	Q15B_FL	Imputation flag for Q15b	Num	8	2777	2784
349	Q16B2_FL	Imputation flag for Q16b2	Num	8	2785	2792
350	Q16B3_FL	Imputation flag for Q16b3	Num	8	2793	2800
351	Q16B4_FL	Imputation flag for Q16b4	Num	8	2801	2808
352	Q16C12FL	Imputation flag for Q16C12	Num	8	2809	2816
353	Q16C13FL	Imputation flag for Q16C13	Num	8	2817	2824
354	Q16C14FL	Imputation flag for Q16C14	Num	8	2825	2832
355	Q16C22FL	Imputation flag for Q16C22	Num	8	2833	2840
356	Q16C23FL	Imputation flag for Q16C23	Num	8	2841	2848
357	Q16C24FL	Imputation flag for Q16C24	Num	8	2849	2856
358	Q16D12FL	Imputation flag for Q16d1_2	Num	8	2857	2864
359	Q16D13FL	Imputation flag for Q16d1_3	Num	8	2865	2872
360	Q16D14FL	Imputation flag for Q16d1_4	Num	8	2873	2880
361	Q16D22FL	Imputation flag for Q16d2_2	Num	8	2881	2888
362	Q16D23FL	Imputation flag for Q16d2_3	Num	8	2889	2896
363	Q16D24FL	Imputation flag for Q16d2_4	Num	8	2897	2904
364	Q16E12FL	Imputation flag for Q16e1_2	Num	8	2905	2912
365	Q16E13FL	Imputation flag for Q16e1_3	Num	8	2913	2920
366	Q16E14FL	Imputation flag for Q16e1_4	Num	8	2921	2928
367	Q16E22FL	Imputation flag for Q16e2_2	Num	8	2929	2936
368	Q16E23FL	Imputation flag for Q16e2_3	Num	8	2937	2944
369	Q16E24FL	Imputation flag for Q16e2_4	Num	8	2945	2952
370	Q16F2_FL	Imputation flag for Q16f2	Num	8	2953	2960
371	Q16F3_FL	Imputation flag for Q16f3	Num	8	2961	2968
372	Q16F4_FL	Imputation flag for Q16f4	Num	8	2969	2976
373	Q16G2_FL	Imputation flag for Q16g2	Num	8	2977	2984
374	Q16G3_FL	Imputation flag for Q16g3	Num	8	2985	2992
375	Q16G4_FL	Imputation flag for Q16g4	Num	8	2993	3000
376	Q16H2_FL	Imputation flag for Q16h2	Num	8	3001	3008
377	Q16H3_FL	Imputation flag for Q16h3	Num	8	3009	3016
378	Q16H4_FL	Imputation flag for Q16h4	Num	8	3017	3024
379	Q16I2_FL	Imputation flag for Q16i2	Num	8	3025	3032
380	Q16I4_FL	Imputation flag for Q16i4	Num	8	3033	3040
381	Q16J2_FL	Imputation flag for Q16j2	Num	8	3041	3048
382	Q16J4_FL	Imputation flag for Q16j4	Num	8	3049	3056
383	Q16K2_FL	Imputation flag for Q16k2	Num	8	3057	3064
384	Q16K3_FL	Imputation flag for Q16k3	Num	8	3065	3072

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Order	Variable Name	Variable Label	Format	Length	Start Column	End Column
385	Q16K4_FL	Imputation flag for Q16k4	Num	8	3073	3080
386	Q16L2_FL	Imputation flag for Q16L2	Num	8	3081	3088
387	Q16L3_FL	Imputation flag for Q16L3	Num	8	3089	3096
388	Q16L4_FL	Imputation flag for Q16L4	Num	8	3097	3104
389	Q19A_FL	Imputation flag for Q19a	Num	8	3105	3112
390	Q19B_FL	Imputation flag for Q19b	Num	8	3113	3120
391	Q19C_FL	Imputation flag for Q19c	Num	8	3121	3128
392	Q19D_FL	Imputation flag for Q19d	Num	8	3129	3136
393	Q19E_FL	Imputation flag for Q19e	Num	8	3137	3144
394	Q19F_FL	Imputation flag for Q19f	Num	8	3145	3152
395	Q19G_FL	Imputation flag for Q19g	Num	8	3153	3160
396	Q21A1_FL	Imputation flag for Q21A1	Num	8	3161	3168
397	Q21A2_FL	Imputation flag for Q21A2	Num	8	3169	3176
398	Q21A3_FL	Imputation flag for Q21A3	Num	8	3177	3184
399	Q21A4_FL	Imputation flag for Q21a4	Num	8	3185	3192
400	Q21A5_FL	Imputation flag for Q21a5	Num	8	3193	3200
401	Q21B1_FL	Imputation flag for Q21B1	Num	8	3201	3208
402	Q21B2_FL	Imputation flag for Q21B2	Num	8	3209	3216
403	Q21B3_FL	Imputation flag for Q21B3	Num	8	3217	3224
404	Q21B4_FL	Imputation flag for Q21b4	Num	8	3225	3232
405	Q21B5_FL	Imputation flag for Q21b5	Num	8	3233	3240
406	Q21C1_FL	Imputation flag for Q21C1	Num	8	3241	3248
407	Q21C2_FL	Imputation flag for Q21C2	Num	8	3249	3256
408	Q21C3_FL	Imputation flag for Q21C3	Num	8	3257	3264
409	Q21C4_FL	Imputation flag for Q21c4	Num	8	3265	3272
410	Q21C5_FL	Imputation flag for Q21c5	Num	8	3273	3280
411	Q21D1_FL	Imputation flag for Q21D1	Num	8	3281	3288
412	Q21D2_FL	Imputation flag for Q21D2	Num	8	3289	3296
413	Q21D3_FL	Imputation flag for Q21D3	Num	8	3297	3304
414	Q21D4_FL	Imputation flag for Q21d4	Num	8	3305	3312
415	Q21D5_FL	Imputation flag for Q21d5	Num	8	3313	3320
416	Q21E1_FL	Imputation flag for Q21E1	Num	8	3321	3328
417	Q21E2_FL	Imputation flag for Q21E2	Num	8	3329	3336
418	Q21E3_FL	Imputation flag for Q21E3	Num	8	3337	3344
419	Q21F1_FL	Imputation flag for Q21F1	Num	8	3345	3352
420	Q21F2_FL	Imputation flag for Q21F2	Num	8	3353	3360
421	Q21F3_FL	Imputation flag for Q21F3	Num	8	3361	3368
422	Q21G1_FL	Imputation flag for Q21G1	Num	8	3369	3376
423	Q21G2_FL	Imputation flag for Q21G2	Num	8	3377	3384
424	Q21G3_FL	Imputation flag for Q21G3	Num	8	3385	3392
425	Q21H1_FL	Imputation flag for Q21H1	Num	8	3393	3400
426	Q21H2_FL	Imputation flag for Q21H2	Num	8	3401	3408
427	Q21H3_FL	Imputation flag for Q21H3	Num	8	3409	3416
428	Q21I1_FL	Imputation flag for Q21I1	Num	8	3417	3424
429	Q21I2_FL	Imputation flag for Q21I2	Num	8	3425	3432
430	Q21I3_FL	Imputation flag for Q21I3	Num	8	3433	3440
431	Q21J1_FL	Imputation flag for Q21J1	Num	8	3441	3448
432	Q21J2_FL	Imputation flag for Q21J2	Num	8	3449	3456
433	Q21J3_FL	Imputation flag for Q21J3	Num	8	3457	3464
434	Q21K1_FL	Imputation flag for Q21K1	Num	8	3465	3472
435	Q21K2_FL	Imputation flag for Q21K2	Num	8	3473	3480
436	Q21K3_FL	Imputation flag for Q21K3	Num	8	3481	3488
437	Q24B_FL	Imputation flag for Q24b	Num	8	3489	3496
438	Q24C_FL	Imputation flag for Q24c	Num	8	3497	3504
439	Q24E_FL	Imputation flag for Q24e	Num	8	3505	3512

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<b>Order</b>	<b>Variable Name</b>	<b>Variable Label</b>	<b>Format</b>	<b>Length</b>	<b>Start Column</b>	<b>End Column</b>
440	Q24F_FL	Imputation flag for Q24f	Num	8	3513	3520
441	Q24G_FL	Imputation flag for Q24g	Num	8	3521	3528
442	Q26A1_FL	Imputation flag for Q26a1	Num	8	3529	3536
443	Q26A2_FL	Imputation flag for Q26a2	Num	8	3537	3544
444	Q29_FL	Imputation flag for Q29	Num	8	3545	3552
445	REGPOLFL	Imputation flag for REGPOL	Num	8	3553	3560
446	Q8ETEXT	Q8Etext	Char	200	3561	3760

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## **APPENDIX F: CODEBOOK**

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**Public-Use File Codebook 9-14-2001**

**Variable Name: Q\_RESP**

	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Title/position of respondent</i>				
-9 Not ascertained	26	1.1	992	1.2
1 Principal	1,561	68.8	62,573	76.3
2 Vice-principal or disciplinarian	528	23.3	11,964	14.6
3 Counselor	18	0.8	605	0.7
4 Other	137	6.0	5,838	7.1
<b>TOTALS:</b>	<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

**Variable Name: Q1A**

	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School practice require visitor check in</i>				
-9 Not ascertained	9	0.4	300	0.4
1 Yes	2,192	96.6	78,870	96.2
2 No	69	3.0	2,801	3.4
<b>TOTALS:</b>	<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

**Variable Name: Q1B**

	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Access controlled locked/monitored doors</i>				
-9 Not ascertained	15	0.7	519	0.6
1 Yes	1,687	74.3	60,775	74.1
2 No	568	25.0	20,677	25.2
<b>TOTALS:</b>	<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

**Variable Name: Q1C**

	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Grounds have locked/monitored gates</i>				
-9 Not ascertained	24	1.1	866	1.1
1 Yes	781	34.4	27,311	33.3
2 No	1,465	64.5	53,794	65.6
<b>TOTALS:</b>	<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

**Variable Name: Q1D**

	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Students pass through metal detectors</i>				
-9 Not ascertained	9	0.4	350	0.4
1 Yes	36	1.6	744	0.9
2 No	2,225	98.0	80,877	98.7
<b>TOTALS:</b>	<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Visitors pass through metal detectors</i>					
-9	Not ascertained	12	0.5	287	0.3
1	Yes	40	1.8	775	0.9
2	No	2,218	97.7	80,910	98.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1F</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Have random metal detector checks</i>					
-9	Not ascertained	13	0.6	413	0.5
1	Yes	273	12.0	5,855	7.1
2	No	1,984	87.4	75,702	92.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1G</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Practice to close campus for lunch</i>					
-9	Not ascertained	29	1.3	1,804	2.2
-8	Don't know	2	0.1	37	0.0
1	Yes	1,620	71.4	51,786	63.2
2	No	619	27.3	28,344	34.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1H</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Practice random dog sniffs for drugs</i>					
-9	Not ascertained	22	1.0	634	0.8
1	Yes	819	36.1	16,761	20.4
2	No	1,429	63.0	64,576	78.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1I</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Random sweeps for contraband</i>					
-9	Not ascertained	22	1.0	904	1.1
1	Yes	466	20.5	9,568	11.7
2	No	1,782	78.5	71,499	87.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>



<b>Variable Name: Q1J</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require drug testing for any students</i>					
-9	Not ascertained	16	0.7	633	0.8
1	Yes	175	7.7	3,347	4.1
2	No	2,079	91.6	77,991	95.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1K</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require students to wear uniforms</i>					
-9	Not ascertained	16	0.7	686	0.8
1	Yes	215	9.5	9,613	11.7
2	No	2,039	89.8	71,672	87.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1L</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Practice to enforce a strict dress code</i>					
-9	Not ascertained	23	1.0	621	0.8
-8	Don't know	1	0.0	20	0.0
1	Yes	1,208	53.2	38,559	47.0
2	No	1,038	45.7	42,771	52.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1M</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Students provided code of conduct</i>					
-9	Not ascertained	17	0.7	814	1.0
1	Yes	2,163	95.3	75,644	92.3
2	No	90	4.0	5,513	6.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1N</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Student code of conduct for parents</i>					
-9	Not ascertained	11	0.5	280	0.3
1	Yes	2,108	92.9	75,327	91.9
2	No	151	6.7	6,364	7.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1O</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Provide school lockers to students</i>					
-9	Not ascertained	15	0.7	699	0.9
1	Yes	1,584	69.8	37,786	46.1
2	No	671	29.6	43,486	53.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1P</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require clear book bags or ban bags</i>					
-9	Not ascertained	11	0.5	407	0.5
1	Yes	236	10.4	4,799	5.9
2	No	2,023	89.1	76,765	93.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1Q</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require students wear badge or photo ID</i>					
-9	Not ascertained	10	0.4	341	0.4
1	Yes	168	7.4	3,216	3.9
2	No	2,092	92.2	78,414	95.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1R</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require staff wear badge or photo ID</i>					
-9	Not ascertained	13	0.6	478	0.6
1	Yes	627	27.6	20,706	25.3
2	No	1,630	71.8	60,787	74.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1S</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Security camera(s) monitor the school</i>					
-9	Not ascertained	8	0.4	314	0.4
1	Yes	631	27.8	15,828	19.3
2	No	1,631	71.9	65,830	80.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1T</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Provide telephones in most classrooms</i>					
-9	Not ascertained	13	0.6	416	0.5
-8	Don't know	1	0.0	47	0.1
1	Yes	1,051	46.3	36,374	44.4
2	No	1,205	53.1	45,134	55.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q1U</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Tobacco prohibited on school grounds</i>					
-9	Not ascertained	12	0.5	625	0.8
1	Yes	2,078	91.5	73,293	89.4
2	No	180	7.9	8,053	9.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q2A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School has written plan for shootings</i>					
1	Yes	1,830	80.6	60,962	74.4
2	No	440	19.4	21,009	25.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q2B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Written plan for riots/large-scale fight</i>					
1	Yes	1,554	68.5	50,170	61.2
2	No	716	31.5	31,801	38.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q2C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Written plan bomb/anthrax scare/threats</i>					
1	Yes	2,118	93.3	74,890	91.4
2	No	152	6.7	7,081	8.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q2D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Written plan for natural disasters</i>					
1	Yes	2,116	93.2	75,649	92.3
2	No	154	6.8	6,322	7.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q2E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Written crisis plan for hostages</i>					
1	Yes	1,620	71.4	55,045	67.2
2	No	650	28.6	26,926	32.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Formal program prevent/reduce violence</i>					
1	Yes	1,676	73.8	59,636	72.8
2	No (skip to Q5A)	594	26.2	22,335	27.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Prevention training (e.g., social skills)</i>					
-9	Not ascertained	18	0.8	444	0.5
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,431	63.0	52,805	64.4
2	No	227	10.0	6,387	7.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Behavioral modification for students</i>					
-9	Not ascertained	17	0.7	458	0.6
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,477	65.1	53,665	65.5
2	No	182	8.0	5,514	6.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Student counseling/social work</i>					
-9	Not ascertained	16	0.7	364	0.4
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,511	66.6	53,778	65.6
2	No	149	6.6	5,495	6.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Individual mentoring/tutoring students</i>					
-9	Not ascertained	20	0.9	560	0.7
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,453	64.0	51,634	63.0
2	No	203	8.9	7,443	9.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Recreation/enrichment student activities</i>					
-9	Not ascertained	21	0.9	677	0.8
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,251	55.1	43,350	52.9
2	No	404	17.8	15,609	19.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4F</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Student involvement resolving problems</i>					
-9	Not ascertained	15	0.7	359	0.4
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,105	48.7	36,631	44.7
2	No	556	24.5	22,647	27.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q4G</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Promote sense of community/integration</i>					
-9	Not ascertained	17	0.7	599	0.7
-8	Don't know	1	0.0	108	0.1
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	1,273	56.1	46,219	56.4
2	No	385	17.0	12,711	15.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q4H</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Hotline/tipline to report problems</i>					
-9	Not ascertained	17	0.7	498	0.6
-8	Don't know	1	0.0	10	0.0
-1	Not applicable (Q3=2)	594	26.2	22,335	27.2
1	Yes	695	30.6	17,832	21.8
2	No	963	42.4	41,296	50.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q5A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Teacher training to reduce violence</i>					
-9	Not ascertained	14	0.6	353	0.4
1	Yes	1,535	67.6	54,129	66.0
2	No	721	31.8	27,489	33.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q5B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Reviewed discipline practices</i>					
-9	Not ascertained	14	0.6	358	0.4
1	Yes	2,058	90.7	73,142	89.2
2	No	198	8.7	8,471	10.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q5C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Trained staff in crime prevention</i>					
-9	Not ascertained	34	1.5	1,165	1.4
1	Yes	762	33.6	25,322	30.9
2	No	1,474	64.9	55,484	67.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q5D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Reorganized school, grades, schedules</i>					
-9	Not ascertained	26	1.1	897	1.1
1	Yes	680	30.0	20,167	24.6
2	No	1,564	68.9	60,907	74.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q6</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Modifications to reduce crime/violence</i>					
-9	Not ascertained	47	2.1	1,724	2.1
1	Yes	745	32.8	24,605	30.0
2	No	1,478	65.1	55,642	67.9
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q7A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Formal process to obtain parental input</i>					
-9	Not ascertained	13	0.6	353	0.4
1	Yes	1,331	58.6	44,504	54.3
2	No	926	40.8	37,114	45.3
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q7B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Provide training/assistance to parents</i>					
-9	Not ascertained	15	0.7	391	0.5
1	Yes	943	41.5	36,790	44.9
2	No	1,312	57.8	44,790	54.6
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q7C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Program involves parents at school</i>					
-9	Not ascertained	18	0.8	520	0.6
1	Yes	496	21.9	17,421	21.3
2	No	1,756	77.4	64,029	78.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q8A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Security used during school hours</i>					
-9	Not ascertained	16	0.7	725	0.9
1	Yes	1,083	47.7	25,687	31.3
2	No	1,171	51.6	55,559	67.8
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q8B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Security while students arrive/leave</i>					
-9	Not ascertained	33	1.5	1,132	1.4
1	Yes	943	41.5	21,410	26.1
2	No	1,294	57	59,429	72.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q8C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Security at selected school activities</i>					
-9	Not ascertained	32	1.4	1,146	1.4
1	Yes	1,432	63.1	33,716	41.1
2	No	806	35.5	47,110	57.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q8D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Security when school not occurring</i>					
-9	Not ascertained	43	1.9	1,413	1.7
1	Yes	510	22.5	12,326	15.0
2	No	1,717	75.6	68,232	83.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q8E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Other times security used</i>					
-9	Not ascertained	28	1.2	711	0.9
1	Yes	148	6.5	6,338	7.7
2	No	2,094	92.2	74,921	91.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100</b>	<b>81,971</b>	<b>100</b>

<b>Variable Name: Q8ECODE</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Other times that used security services</i>					
-1	Not applicable and Not ascertained	2,122	93.5	75,633	92.3
1	DARE/Education Programs	27	1.2	1,250	1.5
2	Special Circumstances/Events	19	0.8	691	0.8
3	Random/As Needed Basis	68	3.0	3,171	3.9
4	No Information	34	1.5	1,226	1.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>



<b>Variable Name: Q9A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Average hours security on duty per week</i>					
-1	Not applicable (REGPOL = 1)	667	29.4	39,805	48.6
	0-200	1,603	70.6	42,166	51.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q10</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School trained teachers in warning signs</i>					
1	Yes	888	39.1	29,086	35.5
2	No (skip to Q12A)	1,382	60.9	52,885	64.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q11A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Number teachers/aides trained</i>					
-9	Not ascertained	41	1.8	1,492	1.8
-8	Don't know	3	0.1	41	0.0
-1	Not applicable (Q10=2)	1,382	60.9	52,885	64.5
	0-350	844	37.2	27,553	33.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q11B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Average training hours per participant</i>					
-9	Not ascertained	50	2.2	1,730	2.1
-8	Don't know	4	0.2	49	0.1
-1	Not applicable (Q10=2)	1,382	60.9	52,885	64.5
	0-96	834	36.7	27,307	33.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd by lack of tchr training</i>					
-9	Not ascertained	49	2.2	2,253	2.7
1	Limit in major way	133	5.9	4,452	5.4
2	Limit in minor way	1,021	45.0	35,065	42.8
3	Does not limit	1,067	47.0	40,201	49.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd by lack of altrntive plcmnt</i>					
-9	Not ascertained	50	2.2	2,157	2.6
1	Limit in major way	626	27.6	22,298	27.2
2	Limit in minor way	827	36.4	31,318	38.2
3	Does not limit	767	33.8	26,198	32.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by parental complaints</i>					
-9	Not ascertained	44	1.9	1,961	2.4
1	Limit in major way	87	3.8	3,481	4.2
2	Limit in minor way	657	28.9	24,312	29.7
3	Does not limit	1,482	65.3	52,216	63.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd by lack of teacher support</i>					
-9	Not ascertained	45	2.0	2,245	2.7
1	Limit in major way	45	2.0	1,245	1.5
2	Limit in minor way	460	20.3	14,117	17.2
3	Does not limit	1,720	75.8	64,363	78.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd by lack of parent support</i>					
-9	Not ascertained	40	1.8	2,126	2.6
1	Limit in major way	138	6.1	4,951	6.0
2	Limit in minor way	849	37.4	28,450	34.7
3	Does not limit	1,243	54.8	46,444	56.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12F</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd by fear of student reprisal</i>					
-9	Not ascertained	40	1.8	2,020	2.5
1	Limit in major way	44	1.9	1,196	1.5
2	Limit in minor way	509	22.4	16,068	19.6
3	Does not limit	1,677	73.9	62,687	76.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12G</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by fear of litigation</i>					
-9	Not ascertained	39	1.7	1,823	2.2
1	Limit in major way	117	5.2	4,500	5.5
2	Limit in minor way	759	33.4	26,698	32.6
3	Does not limit	1,355	59.7	48,950	59.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12H</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by teacher contracts</i>					
-9	Not ascertained	41	1.8	1,861	2.3
1	Limit in major way	78	3.4	2,973	3.6
2	Limit in minor way	529	23.3	19,388	23.7
3	Does not limit	1,622	71.5	57,749	70.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12I</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by inadequate funds</i>					
-9	Not ascertained	46	2.0	2,183	2.7
1	Limit in major way	528	23.3	19,013	23.2
2	Limit in minor way	885	39.0	30,306	37.0
3	Does not limit	811	35.7	30,469	37.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12J</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by inconsistent policies</i>					
-9	Not ascertained	46	2.0	2,158	2.6
1	Limit in major way	78	3.4	2,293	2.8
2	Limit in minor way	662	29.2	23,307	28.4
3	Does not limit	1,484	65.4	54,213	66.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12K</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmtd/fear of district reprisal</i>					
-9	Not ascertained	49	2.2	2,462	3.0
1	Limit in major way	55	2.4	1,822	2.2
2	Limit in minor way	375	16.5	13,322	16.3
3	Does not limit	1,791	78.9	64,365	78.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q12L</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts lmted by fed policies/disabled</i>					
-9	Not ascertained	45	2.0	2,087	2.5
1	Limit in major way	588	25.9	17,484	21.3
2	Limit in minor way	839	37.0	30,087	36.7
3	Does not limit	798	35.2	32,313	39.4
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q12M</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by other fed. policies</i>					
-9	Not ascertained	61	2.7	2,618	3.2
-8	Don't know	1	0.0	9	0.0
1	Limit in major way	184	8.1	6,124	7.5
2	Limit in minor way	712	31.4	24,476	29.9
3	Does not limit	1,312	57.8	48,744	59.5
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q12N</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Efforts limited by state/district policy</i>					
-9	Not ascertained	51	2.2	2,242	2.7
1	Limit in major way	113	5.0	4,032	4.9
2	Limit in minor way	708	31.2	24,536	29.9
3	Does not limit	1,398	61.6	51,162	62.4
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q13</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Any school deaths from violent causes</i>					
1	Yes	78	3.4	1,411	1.7
2	No (skip to Q15)	2,192	96.6	80,560	98.3
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14A1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of student homicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0		85	3.7	1,611	2.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14A2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of faculty homicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14A3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of staff homicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14B1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of student homicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-3		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14B2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of faculty homicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-1		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14B3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of staff homicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-1		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14C1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of student suicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-1		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q14C2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of faculty suicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q14C3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of staff suicides at school</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q14D1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of student suicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-2		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q14D2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of faculty suicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-1		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q14D3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of staff suicides elsewhere</i>					
-1	Not applicable (Q13=2)	2,185	96.3	80,360	98.0
0-1		85	3.7	1,611	2.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q15</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of shooting incidents -total</i>					
0-3		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q15A</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of shooting incidents/students</i>				
0-2	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q15B</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of shooting incident/ nonstudents</i>				
0-2	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16A1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of rapes - total</i>				
0-2	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16A2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of rapes reported to police</i>				
0-2	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16A3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of rapes that were hate crimes</i>				
0-1	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16A4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of rapes/gang related</i>				
0-1	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16B1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of sexual batteries - total</i>				
0-93	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16B2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of sexual battery reported to police</i>				
0-45	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16B3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of sexual battery/hate crimes</i>				
0-3	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16B4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of sexual battery/gang related</i>				
0-10	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16C1_1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attacks/with weapon - total</i>				
-9 Not ascertained	2	0.1	32	0.0
-7 Refused	1	0.0	89	0.1
0-70	2,267	99.9	81,850	99.9
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16C1_2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attack/weapon/reported police</i>				
0-12	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16C1_3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attack with weapon/hate crimes</i>				
0-2	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16C1_4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attack with weapon/gang-related</i>				
0-4	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16C2_1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attacks/no weapon - total</i>				
-9 Not ascertained	7	0.3	94	0.1
-8 Don't know	1	0.0	9	0.0
-7 Refused	1	0.0	16	0.0
0-360	2,261	99.6	81,852	99.9
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16C2_2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attacks/no weapon/reported</i>				
0-193	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16C2_3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attacks/no weapon/hate crimes</i>				
0-44	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16C2_4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of attacks/no weapon/gang-related</i>				
0-40	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16D1_1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats of attack/with weapon-total</i>					
-9	Not ascertained	6	0.3	125	0.2
0-30		2,264	99.7	81,846	99.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D1_2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats of attack/weapon/reported</i>					
0-30		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D1_3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats/with weapon/hate crime</i>					
0-2		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D1_4</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats/with weapon/gangs</i>					
0-8		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D2_1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats of attack/no weapon - total</i>					
-9	Not ascertained	8	0.4	123	0.2
-8	Don't know	7	0.3	217	0.3
0-500		2,255	99.3	81,631	99.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D2_2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats/no weapon/reported</i>					
0-150		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16D2_3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats/no weapon/hate crime</i>				
0-22	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16D2_4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of threats/no weapon/gang</i>				
0-22	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16E1_1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robberies with weapon - total</i>				
-9 Not ascertained	1	0.0	9	0.0
0-40	2,269	100.0	81,962	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16E1_2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robberies with weapon/reported</i>				
0-6	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16E1_3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robberies with weapon/hate crimes</i>				
0	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16E1_4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robberies with wpn/gang-related</i>				
0-1	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16E2_1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents of robbery/no wpn - total</i>					
-9	Not ascertained	1	0.0	12	0.0
0-40		2,269	100.0	81,959	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16E2_2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robbery without weapon/reported</i>					
0-28		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16E2_3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robbery without weapon/hate crime</i>					
0-3		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16E2_4</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of robbery without weapon/gang</i>					
0-30		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16F1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of theft/larceny - total</i>					
-9	Not ascertained	7	0.3	186	0.2
-8	Don't know	2	0.1	107	0.1
0-150		2,261	99.6	81,678	99.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16F2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents theft/larceny/reported</i>					
0-100		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16F3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incident theft/larceny/hate crime</i>				
0-7	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16F4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents theft/larceny/gang</i>				
0-25	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16G1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession of firearms - total</i>				
0-25	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16G2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession of firearms reported</i>				
0-12	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16G3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possess. firearms/hate crime</i>				
0	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16G4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession firearms/gang related</i>				
0-3	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16H1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession knife/sharp object-total</i>					
-9	Not ascertained	2	0.1	39	0.0
0-34		2,268	99.9	81,932	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16H2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession/knife/reported</i>					
0-34		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16H3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession/knife/hate crimes</i>					
0-3		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16H4</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession/knife/gang related</i>					
0-15		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16I1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of distribution of drugs - total</i>					
-9	Not ascertained	4	0.2	60	0.1
-8	Don't know	1	0.0	20	0.0
0-40		2,265	99.8	81,891	99.9
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16I2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of distribution of drugs/reported</i>					
0-40		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16I4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of distribution of drugs/gang</i>				
0-4	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16J1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession of alcohol - total</i>				
-9 Not ascertained	3	0.1	44	0.1
0-102	2,267	99.9	81,927	99.9
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16J2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of possession alcohol/reported</i>				
0-75	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16J4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incident possess. alcohol/gang</i>				
0-30	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16K1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of sexual harassment - total</i>				
-9 Not ascertained	7	0.3	118	0.1
0-75	2,263	99.7	81,853	99.9
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16K2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents sex. harass. reported</i>				
0-30	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q16K3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents sex. harass./hate crime</i>				
0-16	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16K4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents sex. harass./gang</i>				
0-15	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16L1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents of vandalism - total</i>				
-9 Not Ascertained	7	0.3	108	0.1
-8 Don't Know	2	0.1	39	0.0
0-300	2,261	99.6	81,824	99.8
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16L2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incident of vandalism reported</i>				
0-100	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16L3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents vandalism/hate crimes</i>				
0-21	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q16L4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of incidents vandalism/gang-related</i>				
0-75	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0



<b>Variable Name: Q18</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of times school disrupted</i>					
-9	Not Ascertained	144	6.3	5,530	6.7
0-20		2,126	93.7	76,441	93.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often student racial tensions</i>					
1	Happens daily	24	1.1	712	0.9
2	Happens at least once a week	74	3.3	2,090	2.6
3	Happens at least once a month	98	4.3	3,077	3.8
4	Happens on occasion	1,292	56.9	42,034	51.3
5	Never happens	782	34.4	34,057	41.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often student bullying occurs</i>					
1	Happens daily	270	11.9	8,732	10.7
2	Happens at least once a week	468	20.6	15,268	18.6
3	Happens at least once a month	484	21.3	15,730	19.2
4	Happens on occasion	1,001	44.1	39,908	48.7
5	Never happens	47	2.1	2,333	2.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often verbal abuse of teachers</i>					
1	Happens daily	85	3.7	2,038	2.5
2	Happens at least once a week	318	14.0	8,242	10.1
3	Happens at least once a month	332	14.6	8,787	10.7
4	Happens on occasion	1,227	54.1	44,981	54.9
5	Never happens	308	13.6	17,923	21.9
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often disorder in classrooms</i>					
1	Happens daily	15	0.7	471	0.6
2	Happens at least once a week	71	3.1	2,066	2.5
3	Happens at least once a month	115	5.1	3,421	4.2
4	Happens on occasion	792	34.9	23,387	28.5
5	Never happens	1,277	56.3	52,626	64.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19E</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often student acts of disrespect</i>					
1	Happens daily	199	8.8	4,893	6.0
2	Happens at least once a week	404	17.8	11,037	13.5
3	Happens at least once a month	362	15.9	10,935	13.3
4	Happens on occasion	1,194	52.6	48,462	59.1
5	Never happens	111	4.9	6,644	8.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19F</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often undesirable gang activities</i>					
1	Happens daily	3	0.1	101	0.1
2	Happens at least once a week	12	0.5	235	0.3
3	Happens at least once a month	62	2.7	1,381	1.7
4	Happens on occasion	597	26.3	13,583	16.6
5	Never happens	1,596	70.3	66,671	81.3
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19G</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>How often undesirable cult activities</i>					
1	Happens daily	2	0.1	124	0.2
2	Happens at least once a week	2	0.1	66	0.1
3	Happens at least once a month	9	0.4	218	0.3
4	Happens on occasion	289	12.7	5,095	6.2
5	Never happens	1,968	86.7	76,468	93.3
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q20A</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Removal with no services</i>					
-9	Not Ascertained	55	2.4	2,264	2.8
1	Available, but not feasible to use	160	7.0	6,513	7.9
2	Available but not used	844	37.2	37,459	45.7
3	Available and used	584	25.7	11,408	13.9
4	Not available	627	27.6	24,327	29.7
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20B</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Transfer to spec. school available</i>					
-9	Not Ascertained	36	1.6	1,773	2.2
1	Available, but not feasible to use	76	3.3	3,724	4.5
2	Available but not used	460	20.3	25,736	31.4
3	Available and used	1,247	54.9	30,755	37.5
4	Not available	451	19.9	19,984	24.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20C</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Transfer to regular school available</i>					
-9	Not Ascertained	54	2.4	2,087	2.5
1	Available, but not feasible to use	93	4.1	3,674	4.5
2	Available but not used	617	27.2	30,795	37.6
3	Available and used	558	24.6	14,735	18.0
4	Not available	948	41.8	30,680	37.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20D</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Transfer tutoring/at home available</i>					
-9	Not Ascertained	51	2.2	2,237	2.7
1	Available, but not feasible to use	99	4.4	4,517	5.5
2	Available but not used	714	31.5	35,921	43.8
3	Available and used	946	41.7	20,912	25.5
4	Not available	460	20.3	18,385	22.4
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20E1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Outside suspension/no services/available</i>					
-9	Not Ascertained	116	5.1	4,678	5.7
-8	Don't Know	1	0.0	17	0.0
1	Available, but not feasible to use	96	4.2	4,044	4.9
2	Available but not used	488	21.5	23,749	29.0
3	Available and used	927	40.8	26,456	32.3
4	Not available	642	28.3	23,026	28.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20E2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Outside suspnsn with services available</i>					
-9	Not Ascertained	55	2.4	3,038	3.7
-8	Don't Know	1	0.0	17	0.0
1	Available, but not feasible to use	60	2.6	2,796	3.4
2	Available but not used	535	23.6	30,113	36.7
3	Available and used	1,377	60.7	36,619	44.7
4	Not available	242	10.7	9,388	11.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20F1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>In-school suspnsn/no services/available</i>					
-9	Not Ascertained	176	7.8	7,091	8.7
1	Available, but not feasible to use	104	4.6	4,083	5.0
2	Available but not used	331	14.6	17,010	20.8
3	Available and used	480	21.1	15,613	19.0
4	Not available	1,179	51.9	38,174	46.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20F2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>In-schl suspension w/ services available</i>					
-9	Not Ascertained	49	2.2	1,985	2.4
1	Available, but not feasible to use	29	1.3	1,241	1.5
2	Available but not used	149	6.6	10,184	12.4
3	Available and used	1,747	77.0	57,062	69.6
4	Not available	296	13.0	11,499	14.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20G</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Referral to school counselor available</i>					
-9	Not Ascertained	28	1.2	1,377	1.7
1	Available, but not feasible to use	16	0.7	515	0.6
2	Available but not used	35	1.5	2,169	2.6
3	Available and used	2,129	93.8	73,113	89.2
4	Not available	62	2.7	4,797	5.9
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q20H1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>In-school disc. program available</i>					
-9	Not Ascertained	43	1.9	1,702	2.1
1	Available, but not feasible to use	24	1.1	964	1.2
2	Available but not used	113	5.0	6,933	8.5
3	Available and used	1,506	66.3	47,760	58.3
4	Not available	584	25.7	24,613	30.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q20H2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Outside school disc program available</i>					
-9	Not Ascertained	95	4.2	4,011	4.9
1	Available, but not feasible to use	44	1.9	1,904	2.3
2	Available but not used	151	6.7	8,575	10.5
3	Available and used	1,027	45.2	29,005	35.4
4	Not available	953	42.0	38,476	46.9
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q20I</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Keep off bus for misbehavior available</i>					
-9	Not Ascertained	25	1.1	1,271	1.6
1	Available, but not feasible to use	19	0.8	787	1.0
2	Available but not used	159	7.0	8,332	10.2
3	Available and used	1,960	86.3	66,562	81.2
4	Not available	107	4.7	5,020	6.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q20J</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Corporal punishment available</i>					
-9	Not Ascertained	41	1.8	1,683	2.1
1	Available, but not feasible to use	42	1.9	1,405	1.7
2	Available but not used	220	9.7	7,533	9.2
3	Available and used	317	14.0	11,903	14.5
4	Not available	1,650	72.7	59,447	72.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20K</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School probation available</i>					
-9	Not Ascertained	38	1.7	2,140	2.6
1	Available, but not feasible to use	20	0.9	671	0.8
2	Available but not used	197	8.7	12,141	14.8
3	Available and used	1,717	75.6	52,090	63.5
4	Not available	298	13.1	14,928	18.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20L</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Detention/Saturday school available</i>					
-9	Not Ascertained	34	1.5	1,750	2.1
1	Available, but not feasible to use	22	1.0	1,392	1.7
2	Available but not used	69	3.0	4,648	5.7
3	Available and used	1,799	79.3	53,996	65.9
4	Not available	346	15.2	20,185	24.6
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20M</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Loss of student privileges available</i>					
-9	Not Ascertained	22	1.0	994	1.2
1	Available, but not feasible to use	9	0.4	309	0.4
2	Available but not used	60	2.6	3,931	4.8
3	Available and used	2,119	93.3	74,056	90.3
4	Not available	60	2.6	2,681	3.3
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q20N</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Require community service available</i>					
-9	Not Ascertained	32	1.4	1,538	1.9
1	Available, but not feasible to use	60	2.6	2,654	3.2
2	Available but not used	222	9.8	11,190	13.7
3	Available and used	871	38.4	22,945	28.0
4	Not available	1,085	47.8	43,644	53.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A1</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for firearm use</i>					
0-10		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A2</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for firearm use</i>					
0-7		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A3</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for firearm use</i>					
0-180		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A4</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of other actions for firearm use</i>					
0-5		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A5</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of no actions for firearm use</i>					
0-6		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21B1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for firearm possession</i>				
0-5	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21B2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for firearm possession</i>				
0-12	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21B3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for firearm possession</i>				
0-50	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21B4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of other actions for firearm possessn</i>				
0-4	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21B5</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of no actions for firearm possession</i>				
0-6	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for weapon use</i>				
0-10	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for weapon use</i>				
0-17	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for weapon use</i>				
0-10	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of other actions for weapon use</i>				
0-10	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C5</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of no actions for weapon use</i>				
0-6	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for weapon possession</i>				
0-14	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for weapon possession</i>				
0-18	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for weapon possession</i>				
0-33	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of other actions for weapon possession</i>				
0-15	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D5</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of no actions for weapon possession</i>				
0-25	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21E1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for distribute drugs</i>				
0-16	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21E2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for distribute drugs</i>				
0-20	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21E3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for distribute drugs</i>				
0-20	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21F1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for alc/drug use</i>				
0-52	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21F2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for alc/drug use</i>				
0-70	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21F3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for alc/drug use</i>				
0-100	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21G1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for attacks/fights</i>				
0-113	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21G2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for attacks/fights</i>				
0-75	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21G3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for attacks/fights</i>				
0-300	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21H1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for threat/intimidation</i>				
0-30	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21H2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for threat/intimidtn</i>				
0-17	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21H3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for threat/intimidtn</i>				
0-175	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21I1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for insubordination</i>				
0-525	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21I2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for insubordination</i>				
0-79	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21I3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for insubordination</i>				
0-534	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21J1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of removals for other infractions</i>				
0-165	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21J2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of transfers for other infractions</i>				
0-60	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21J3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of suspensions for other infractions</i>				
0-794	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21K1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Total removals for at least 1 year</i>				
0-664	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21K2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Total transfers for at least 1 year</i>				
0-98	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21K3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Total out of school suspensions</i>				
0-1379	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: ENROLL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Total students (categorical)</i>				
1 Less than 300	303	13.3	20,111	24.5
2 300 to 499	476	21.0	22,810	27.8
3 500 to 999	897	39.5	30,352	37.0
4 1000 or more	594	26.2	8,697	10.6
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: PCTFREE</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent receiving free lunch (categor)</i>				
1 less than or equal to 20%	772	34.0	23,008	28.1
2 21-50%	846	37.3	28,846	35.2
3 51% or more	652	28.7	30,117	36.7
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q24B</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent students limit Eng. proficient</i>				
0-100%	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q24C</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent special education students</i>				
0-100%	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: PCTMALE</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent male</i>				
1 0-44%	246	10.8	9,971	12.2
2 45 to 55%	1,811	79.8	62,209	75.9
3 56 to 100%	213	9.4	9,791	11.9
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q24E</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent students below 15th percentile</i>				
0-100%	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q24F</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent students likely to go to college</i>				
0-100%	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q24G</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent students/academic achieve.import</i>				
0-100%	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q25</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Typical number of classroom changes</i>				
-9 Not Ascertained	158	7.0	4,050	4.9
0-20	2,112	93.0	77,921	95.1
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: CATG_FTE</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of classroom teachers or aides (FTE)</i>				
-9 Missing	109	4.8	4,156	5.1
1 FTE < 25	342	15.1	21,666	26.4
2 FTE between 25 and 50	857	37.8	35,303	43.1
3 FTE greater than 50	962	42.4	20,846	25.4
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q26B1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of paid full time counselors</i>				
-9 Not Ascertained	33	1.5	2,522	3.1
0-20	2,237	98.5	79,449	96.9
TOTALS:	2,270	100.0	81,971	100.0

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Variable Name: Q26B2		Frequency	Percent	Weighted Frequency	Weighted Percent
<i># of paid part time counselors</i>					
-9	Not Ascertained	108	4.8	3,722	4.5
-8	Don't Know	1	0.0	18	0.0
-7	Refused	3	0.1	139	0.2
0-20		2,158	95.1	78,092	95.3
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q26C1		Frequency	Percent	Weighted Frequency	Weighted Percent
<i># of paid full time special ed teacher</i>					
-9	Not Ascertained	11	0.5	611	0.7
0-70		2,259	99.5	81,360	99.3
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q26C2		Frequency	Percent	Weighted Frequency	Weighted Percent
<i># of paid part time special ed teacher</i>					
-9	Not Ascertained	122	5.4	4,860	5.9
-8	Don't Know	1	0.0	18	0.0
-7	Refused	3	0.1	139	0.2
0-15		2,144	94.4	76,955	93.9
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q27		Frequency	Percent	Weighted Frequency	Weighted Percent
<i>Crime where students live</i>					
-9	Not Ascertained	9	0.4	232	0.3
1	High level of crime	119	5.2	5,551	6.8
2	Moderate level of crime	383	16.9	14,254	17.4
3	Low level of crime	1,484	65.4	54,018	65.9
4	Mixed levels of crime	275	12.1	7,916	9.7
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q28		Frequency	Percent	Weighted Frequency	Weighted Percent
<i>School type</i>					
1	Regular school	2,140	94.3	76,508	93.3
2	Charter school	10	0.4	524	0.6
3	Have magnet program for part of school	57	2.5	1,577	1.9
4	Totally a magnet school	32	1.4	1,312	1.6
5	Other (specify)	31	1.4	2,050	2.5
TOTALS:		2,270	100.0	81,971	100.0



<b>Variable Name: Q29</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Percent students absent without excuse</i>				
0-95	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q30A</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of students transferred to school</i>				
-9 Not Ascertained	39	1.7	1,293	1.6
-8 Don't Know	47	2.1	1,672	2.0
-7 Refused	1	0.0	16	0.0
0-900	2,183	96.2	78,990	96.4
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q30B</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of students transferred from school</i>				
-9 Not Ascertained	39	1.7	1,294	1.6
-8 Don't Know	48	2.1	1,681	2.1
-7 Refused	1	0.0	16	0.0
0-1038	2,182	96.1	78,980	96.4
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q31A1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Starting month for 1999-2000 school year</i>				
-9 Not Ascertained	12	0.5	429	0.5
1-12 January-December	2,258	99.5	81,542	99.5
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q31A2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Starting day for 1999-2000 school year</i>				
-9 Not Ascertained	25	1.1	1,124	1.4
01-31	2,245	98.9	80,847	98.6
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q31B1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ending month for 1999-2000 school year</i>				
-9 Not Ascertained	6	0.3	306	0.4
1-12 January-December	2,264	99.7	81,665	99.6
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q31B2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ending day for 1999-2000 school year</i>				
-9 Not Ascertained	7	0.3	260	0.3
01-31	2,263	99.7	81,711	99.7
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q31C1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Month questionnaire completed</i>				
-9 Not Ascertained	16	0.7	589	0.7
-8 Don't Know	2	0.1	27	0.0
1-12 January-December	2,252	99.2	81,354	99.2
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q31C2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Day questionnaire completed</i>				
-9 Not Ascertained	20	0.9	737	0.9
-8 Don't Know	3	0.1	50	0.1
01-31	2,247	99.0	81,184	99.1
26-31	399	17.6	13,428	16.4
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: ACCESS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ways school controls campus access</i>				
-9 Not Ascertained	61	2.7	2,817	3.4
0-7	2,209	97.3	79,154	96.6
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: MONITOR</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ways school monitors students</i>					
-9	Not Ascertained	56	2.5	2,046	2.5
0-8		2,214	97.5	79,925	97.5
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: PARINV</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ways school seeks to involve parents</i>					
-9	Not Ascertained	36	1.6	1,018	1.2
0-4		2,234	98.4	80,953	98.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: CRISPLAN</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Types of crises covered in plans</i>					
0-5		2,270	100.0	81,971	100.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: STUCOMP</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Student violence reduction approaches</i>					
-9	Not Ascertained	46	2.0	1,474	1.8
- 1	Not Applicable	594	26.2	22,335	27.2
0-8		1,630	71.8	58,163	71.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: SCHLCOMP</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School violence reduction approaches</i>					
	Not Ascertained	93	4.1	3,414	4.2
0-6		2,177	95.9	78,557	95.8
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: REGPOL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>No regular use of paid law enforcement</i>				
1 School did not regularly use paid law enforcement	662	29.2	39,582	48.3
2 School did regularly use paid law enforcement	1,608	70.8	42,389	51.7
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: LIMITS</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Factors limiting crime prevention</i>				
-9 Not Ascertained	164	7.2	6,581	8.0
0-14	2,106	92.8	75,390	92.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: NUMDEATH</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Violent deaths of students/staff</i>				
-1 Not Applicable	2,185	96.3	80,360	98.0
0-3	85	3.7	1,611	2.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: INCIDENT</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Total number of incidents reported</i>				
-9 Not Ascertained	43	1.9	1,013	1.2
0-1010	2,227	98.1	80,958	98.8
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: POLINC</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Incidents reported to police</i>				
0-289	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: HATECRIM</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of hate crime incidents</i>				
0-44	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: GANGINC</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of gang-related incidents</i>				
0-105	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: VIOLINC</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of violent incidents reported</i>				
-9 Not Ascertained	27	1.2	621	0.8
0-605	2,243	98.8	81,350	99.2
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: POLINCV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Violent incidents reported to police</i>				
0-203	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: HATECRMV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Violent hate crime incidents</i>				
0-44	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: GANGINCV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of violent gang-related incidents</i>				
0-56	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: SERVIOL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious violent incidents</i>				
-9 Not Ascertained	10	0.4	246	0.3
0-114	2,260	99.6	81,725	99.7
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: SERPOLV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Violent incidents reported to police</i>				
0-63	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: SERHATEV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Serious violent hate crime incidents</i>				
0-3	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: SERGANGV</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Serious violent gang-related incidents</i>				
0-30	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: SRATIO</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Ratio of students to teachers</i>				
-9 Missing	110	4.8	4,170	5.1
1 Student teacher ratio < 12	643	28.3	27,402	33.4
2 Student teacher ratio between 12 and 16	836	36.8	27,156	33.1
3 Student teacher ratio greater than 16	681	30.0	23,243	28.4
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21A6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties for firearms use</i>				
0-183	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21B6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/possess firearms</i>				
0-55	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21C6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/use other weapons</i>				
0-20	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21D6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/possess othr wpns</i>				
0-36	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21E6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/distribute drugs</i>				
0-39	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21F6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/possess drugs</i>				
0-109	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21G6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/attacks or fights</i>				
0-300	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21H6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties for threats</i>				
0-175	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q21I6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/insubordination</i>				
0-534	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21J6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties/other infractions</i>				
0-794	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21K6P</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of serious penalties - total</i>				
0-1379	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21A6</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of offenses for firearms use</i>				
0-183	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21B6</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of offenses for possession of firearms</i>				
0-56	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21C6</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of offenses for use of other weapons</i>				
0-30	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: Q21D6</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i># of offenses for possess other weapons</i>				
0-36	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: PCTMINOR</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>% who are minorities-based on 98-99 CCD</i>				
-9 Missing	28	1.2	1,136	1.4
1 0-5%	655	28.9	24,573	30.0
2 6 to 20%	549	24.2	18,234	22.2
3 21 to 50%	484	21.3	16,469	20.1
4 More than 50%	554	24.4	21,559	26.3
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: LEVEL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>School grade offered-based on 98-99 CCD</i>				
1 Elementary	577	25.4	49,896	60.9
2 Middle	744	32.8	15,391	18.8
3 Secondary	768	33.8	11,858	14.5
4 Combined	181	8.0	4,826	5.9
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: URBAN</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Urbanicity - based on 98-99 CCD</i>				
1 City	527	23.2	19,369	23.6
2 Urban Fringe	795	35.0	26,367	32.2
3 Town	328	14.4	10,436	12.7
4 Rural	620	27.3	25,799	31.5
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: FWT1</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw1</i>				
0-197.8122501	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: FWT2</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw2</i>				
0-202.4013264	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT3</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw3</i>				
0-188.9363206	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT4</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw4</i>				
0 - 197.58348777	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT5</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw5</i>				
0-196.4058047	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT6</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw6</i>				
0-197.0255400	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT7</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw7</i>				
0-195.1591663	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT8</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw8</i>					
0-195.9044654		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT9</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw9</i>					
0-192.4392495		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT10</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw10</i>					
0-206.1307535		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT11</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw11</i>					
0-191.8592235		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT12</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw12</i>					
0-190.6576616		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT13</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw13</i>					
0-195.5674439		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT14</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw14</i>					
0-191.1087679		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT15</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw15</i>					
0-184.2136668		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT16</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw16</i>					
0-199.7810059		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT17</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw17</i>					
0-192.7044298		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT18</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw18</i>					
0-191.4824626		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT19</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw19</i>					
0-188.8039865		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT20</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw20</i>					
0-193.9644178		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT21</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw21</i>					
0-189.6944752		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT22</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw22</i>					
0-195.0919841		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT23</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw23</i>					
0-189.0460488		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT24</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw24</i>					
0-183.7148021		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT25</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw25</i>					
0-201.1526218		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT26</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw26</i>					
0-190.3487318		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT27</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw27</i>					
0-181.2159904		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT28</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw28</i>					
0-185.7881399		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT29</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw29</i>					
0-183.4805760		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT30</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw30</i>					
0-189.3106481		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT31</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw31</i>					
0-193.6375906		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT32</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw32</i>				
0-185.7037772	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT33</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw33</i>				
0-184.2775482	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT34</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw34</i>				
0-188.4447544	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT35</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw35</i>				
0-186.1789971	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT36</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw36</i>				
0-184.4958318	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT37</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw37</i>				
0-189.2982236	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT38</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw38</i>					
0-189.5316625		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT39</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw39</i>					
0-198.4754757		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT40</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw40</i>					
0-190.2459450		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT41</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw41</i>					
0-188.7729436		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT42</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw42</i>					
0-189.8250873		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT43</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw43</i>					
0-204.3518432		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: FWT44</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw44</i>				
0-196.1559120	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT45</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw45</i>				
0-191.5714035	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT46</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw46</i>				
0-187.5339637	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT47</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw47</i>				
0-187.6539535	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT48</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw48</i>				
0-189.3847600	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT49</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw49</i>				
0-193.8917770	2,270	100.0	81,971	100.0
TOTALS:	2,270	100.0	81,971	100.0

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<b>Variable Name: FWT50</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>fw50</i>					
0-192.9635424		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: str_soc</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>STR_SOCS</i>					
111-444		2,270	100.0	81,971	100.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: Q2A_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q2a</i>					
0 Not Imputed		2,268	99.9	81,909	99.9
1 Hotdeck imputation		2	0.1	62	0.1
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: Q2B_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q2b</i>					
0 Not Imputed		2,269	100.0	81,931	100.0
1 Hotdeck imputation		1	0.0	40	0.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: Q2D_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q2d</i>					
0 Not Imputed		2,269	100.0	81,948	100.0
1 Hotdeck imputation		1	0.0	23	0.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: Q2E_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q2e</i>					
0 Not Imputed		2,268	99.9	81,939	100.0
1 Hotdeck imputation		2	0.1	32	0.0
TOTALS:		2,270	100.0	81,971	100.0

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<b>Variable Name: Q9A_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q9a</i>					
0	Not Imputed	2,233	98.4	80,724	98.5
3	Logical imputation	2	0.1	79	0.1
5	Mean imputation	35	1.5	1,169	1.4
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q10_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q10</i>					
0	Not Imputed	2,268	99.9	81,847	99.8
1	Hotdeck imputation	1	0.0	109	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q13_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q13</i>					
0	Not Imputed	2,269	100.0	81,955	100.0
1	Hotdeck imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14A1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14a1</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14A2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14a2</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14A3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14a3</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14B1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14b1</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14B2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14b2</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14B3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14b3</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14C1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14c1</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14C2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14c2</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14C3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14c3</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14D1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14d1</i>					
0	Not Imputed	2,268	99.9	81,939	100.0
1	Hotdeck imputation	2	0.1	32	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14D2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14d2</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q14D3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q14d3</i>					
0	Not Imputed	2,267	99.9	81,922	99.9
1	Hotdeck imputation	2	0.1	32	0.0
3	Logical imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q15_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q15</i>					
0	Not Imputed	2,269	100.0	81,955	100.0
1	Hotdeck imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q15A_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q15a</i>					
0	Not Imputed	2,269	100.0	81,955	100.0
1	Hotdeck imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q15B_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q15b</i>					
0	Not Imputed	2,269	100.0	81,955	100.0
1	Hotdeck imputation	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16B2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16b2</i>					
0	Not Imputed	2,269	100.0	81,920	99.9
1	Hotdeck imputation	1	0.0	51	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16B3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16b3</i>					
0	Not Imputed	2,267	99.9	81,895	99.9
1	Hotdeck imputation	3	0.1	76	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16B4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16b4</i>					
0	Not Imputed	2,267	99.9	81,895	99.9
1	Hotdeck imputation	3	0.1	76	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16C12FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C12</i>					
0	Not Imputed	2,265	99.8	81,739	99.7
1	Hotdeck imputation	4	0.2	210	0.3
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q16C13FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C13</i>					
0	Not Imputed	2,268	99.9	81,861	99.9
1	Hotdeck imputation	1	0.0	89	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q16C14FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C14</i>					
0	Not Imputed	2,268	99.9	81,861	99.9
1	Hotdeck imputation	1	0.0	89	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q16C22FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C22</i>					
0	Not Imputed	2,257	99.4	81,608	99.6
1	Hotdeck imputation	8	0.4	279	0.3
2	Hotdeck imputation with collapsed imputation cell	5	0.2	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q16C23FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C23</i>					
0	Not Imputed	2,243	98.8	81,123	99.0
1	Hotdeck imputation	22	1.0	764	0.9
2	Hotdeck imputation with collapsed imputation cell	5	0.2	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

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<b>Variable Name: Q16C24FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q16C24</i>					
0	Not Imputed	2,244	98.9	81,150	99.0
1	Hotdeck imputation	22	1.0	753	0.9
2	Hotdeck imputation with collapsed imputation cell	4	0.2	68	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16D12FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d1_2</i>					
0	Not Imputed	2,266	99.8	81,903	99.9
1	Hotdeck imputation	3	0.1	47	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16D13FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d1_3</i>					
0	Not Imputed	2,266	99.8	81,903	99.9
1	Hotdeck imputation	3	0.1	47	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16D14FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d1_4</i>					
0	Not Imputed	2,266	99.8	81,903	99.9
1	Hotdeck imputation	3	0.1	47	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	22	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16D22FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d2_2</i>					
0	Not Imputed	2,250	99.1	81,558	99.5
1	Hotdeck imputation	17	0.7	351	0.4
2	Hotdeck imputation with collapsed imputation cell	3	0.1	62	0.1
TOTALS:		2,270	100.0	81,971	100.0



<b>Variable Name: Q16D23FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d2_3</i>					
0	Not Imputed	2,244	98.9	81,461	99.4
1	Hotdeck imputation	23	1.0	460	0.6
2	Hotdeck imputation with collapsed imputation cell	3	0.1	51	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16D24FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16d2_4</i>					
0	Not Imputed	2,244	98.9	81,461	99.4
1	Hotdeck imputation	23	1.0	460	0.6
2	Hotdeck imputation with collapsed imputation cell	3	0.1	51	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E12FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e1_2</i>					
0	Not Imputed	2,269	100.0	81,962	100.0
1	Hotdeck imputation	1	0.0	9	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E13FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e1_3</i>					
0	Not Imputed	2,269	100.0	81,961	100.0
1	Hotdeck imputation	1	0.0	10	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E14FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e1_4</i>					
0	Not Imputed	2,269	100.0	81,961	100.0
1	Hotdeck imputation	1	0.0	10	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E22FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e2_2</i>					
0	Not Imputed	2,268	99.9	81,948	100.0
1	Hotdeck imputation	2	0.1	23	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E23FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e2_3</i>					
0	Not Imputed	2,264	99.7	81,887	99.9
1	Hotdeck imputation	6	0.3	84	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16E24FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16e2_4</i>					
0	Not Imputed	2,264	99.7	81,835	99.8
1	Hotdeck imputation	6	0.3	136	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16F2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16f2</i>					
0	Not Imputed	2,255	99.3	81,563	99.5
1	Hotdeck imputation	12	0.5	352	0.4
2	Hotdeck imputation with collapsed imputation cell	3	0.1	57	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16F3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16f3</i>					
0	Not Imputed	2,247	99.0	81,365	99.3
1	Hotdeck imputation	20	0.9	558	0.7
2	Hotdeck imputation with collapsed imputation cell	3	0.1	49	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16F4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16f4</i>					
0	Not Imputed	2,249	99.1	81,392	99.3
1	Hotdeck imputation	19	0.8	540	0.7
2	Hotdeck imputation with collapsed imputation cell	2	0.1	39	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16G2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16g2</i>					
0	Not Imputed	2,268	99.9	81,941	100.0
1	Hotdeck imputation	2	0.1	30	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16G3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16g3</i>					
0	Not Imputed	2,266	99.8	81,916	99.9
1	Hotdeck imputation	4	0.2	55	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16G4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16g4</i>					
0	Not Imputed	2,265	99.8	81,908	99.9
1	Hotdeck imputation	5	0.2	63	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16H2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16h2</i>					
0	Not Imputed	2,260	99.6	81,752	99.7
1	Hotdeck imputation	10	0.4	219	0.3
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16H3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16h3</i>					
0	Not Imputed	2,248	99.0	81,390	99.3
1	Hotdeck imputation	22	1.0	581	0.7
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16H4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16h4</i>					
0	Not Imputed	2,250	99.1	81,505	99.4
1	Hotdeck imputation	20	0.9	466	0.6
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16I2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16i2</i>					
0	Not Imputed	2,264	99.7	81,866	99.9
1	Hotdeck imputation	5	0.2	89	0.1
2	Hotdeck imputation with collapsed imputation cell	1	0.0	16	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16I4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16i4</i>					
0	Not Imputed	2,249	99.1	81,639	99.6
1	Hotdeck imputation	19	0.8	294	0.4
2	Hotdeck imputation with collapsed imputation cell	2	0.1	38	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16J2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16j2</i>					
0	Not Imputed	2,258	99.5	81,783	99.8
1	Hotdeck imputation	7	0.3	117	0.1
2	Hotdeck imputation with collapsed imputation cell	5	0.2	71	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16J4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16j4</i>					
0	Not Imputed	2,238	98.6	81,465	99.4
1	Hotdeck imputation	26	1.1	426	0.5
2	Hotdeck imputation with collapsed imputation cell	6	0.3	80	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16K2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16k2</i>					
0	Not Imputed	2,251	99.2	81,536	99.5
1	Hotdeck imputation	16	0.7	371	0.5
2	Hotdeck imputation with collapsed imputation cell	3	0.1	64	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16K3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16k3</i>					
0	Not Imputed	2,243	98.8	81,247	99.1
1	Hotdeck imputation	23	1.0	584	0.7
2	Hotdeck imputation with collapsed imputation cell	4	0.2	140	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16K4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16k4</i>					
0	Not Imputed	2,253	99.3	81,580	99.5
1	Hotdeck imputation	14	0.6	327	0.4
2	Hotdeck imputation with collapsed imputation cell	3	0.1	64	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16L2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16L2</i>					
0	Not Imputed	2,259	99.5	81,734	99.7
1	Hotdeck imputation	8	0.4	172	0.2
2	Hotdeck imputation with collapsed imputation cell	3	0.1	64	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q16L3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16L3</i>					
0	Not Imputed	2,247	99.0	81,459	99.4
1	Hotdeck imputation	19	0.8	424	0.5
2	Hotdeck imputation with collapsed imputation cell	4	0.2	88	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q16L4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q16L4</i>					
0	Not Imputed	2,248	99.0	81,534	99.5
1	Hotdeck imputation	17	0.7	298	0.4
2	Hotdeck imputation with collapsed imputation cell	5	0.2	139	0.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19A_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19a</i>					
0	Not Imputed	2,269	100.0	81,957	100.0
1	Hotdeck imputation	1	0.0	14	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19B_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19b</i>					
0	Not Imputed	2,268	99.9	81,904	99.9
1	Hotdeck imputation	2	0.1	67	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19C_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19c</i>					
0	Not Imputed	2,265	99.8	81,868	99.9
1	Hotdeck imputation	5	0.2	103	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q19D_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19d</i>					
0	Not Imputed	2,269	100.0	81,928	99.9
1	Hotdeck imputation	1	0.0	43	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19E_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19e</i>					
0	Not Imputed	2,265	99.8	81,816	99.8
1	Hotdeck imputation	5	0.2	155	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19F_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19f</i>					
0	Not Imputed	2,265	99.8	81,820	99.8
1	Hotdeck imputation	5	0.2	151	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q19G_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q19g</i>					
0	Not Imputed	2,268	99.9	81,843	99.8
1	Hotdeck imputation	2	0.1	128	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21A1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21A1</i>					
0	Not Imputed	2,263	99.7	81,859	99.9
3	Logical imputation	7	0.3	112	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21A2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21A2</i>					
0	Not Imputed	2,260	99.6	81,727	99.7
1	Hotdeck imputation	5	0.2	144	0.2
2	Hotdeck imputation with collapsed Imputation cell	1	0.0	50	0.1
3	Logical imputation	4	0.2	49	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21A3</i>					
0	Not Imputed	2,266	99.8	81,837	99.8
1	Hotdeck imputation	3	0.1	84	0.1
3	Logical imputation	1	0.0	50	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21a4</i>					
0	Not Imputed	2,236	98.5	80,994	98.8
1	Hotdeck imputation	31	1.4	894	1.1
2	Hotdeck imputation with collapsed imputation cell	3	0.1	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21A5_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21a5</i>					
0	Not Imputed	2,233	98.4	80,886	98.7
1	Hotdeck imputation	34	1.5	1,002	1.2
2	Hotdeck imputation with collapsed imputation cell	3	0.1	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21B1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21B1</i>					
0	Not Imputed	2,262	99.6	81,834	99.8
3	Logical imputation	8	0.4	137	0.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>



<b>Variable Name: Q21B2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21B2</i>					
0	Not Imputed	2,260	99.6	81,727	99.7
1	Hotdeck imputation	5	0.2	144	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	4	0.2	49	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21B3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21B3</i>					
0	Not Imputed	2,265	99.8	81,825	99.8
1	Hotdeck imputation	4	0.2	96	0.1
3	Logical imputation	1	0.0	50	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21B4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21b4</i>					
0	Not Imputed	2,236	98.5	80,992	98.8
1	Hotdeck imputation	30	1.3	871	1.1
2	Hotdeck imputation with collapsed imputation cell	4	0.2	108	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21B5_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21b5</i>					
0	Not Imputed	2,234	98.4	80,962	98.8
1	Hotdeck imputation	32	1.4	901	1.1
2	Hotdeck imputation with collapsed imputation cell	4	0.2	108	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21C1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21C1</i>					
0	Not Imputed	2,264	99.7	81,869	99.9
3	Logical imputation	6	0.3	102	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21C2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21C2</i>					
0	Not Imputed	2,261	99.6	81,738	99.7
1	Hotdeck imputation	5	0.2	144	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	3	0.1	39	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21C3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21C3</i>					
0	Not Imputed	2,265	99.8	81,858	99.9
1	Hotdeck imputation	4	0.2	95	0.1
3	Logical imputation	1	0.0	18	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21C4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21c4</i>					
0	Not Imputed	2,237	98.5	81,018	98.8
1	Hotdeck imputation	30	1.3	870	1.1
2	Hotdeck imputation with collapsed imputation cell	3	0.1	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21C5_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21c5</i>					
0	Not Imputed	2,233	98.4	80,937	98.7
1	Hotdeck imputation	34	1.5	951	1.2
2	Hotdeck imputation with collapsed imputation cell	3	0.1	83	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21D1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21D1</i>					
0	Not Imputed	2,261	99.6	81,799	99.8
1	Hotdeck imputation	1	0.0	35	0.0
3	Logical imputation	8	0.4	137	0.2
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21D2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21D2</i>					
0	Not Imputed	2,260	99.6	81,723	99.7
1	Hotdeck imputation	5	0.2	137	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	4	0.2	61	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21D3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21D3</i>					
0	Not Imputed	2,267	99.9	81,894	99.9
1	Hotdeck imputation	3	0.1	77	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21D4_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21d4</i>					
0	Not Imputed	2,213	97.5	80,191	97.8
1	Hotdeck imputation	49	2.2	1,601	2.0
2	Hotdeck imputation with collapsed imputation cell	8	0.4	180	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21D5_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q21d5</i>					
0	Not Imputed	2,199	96.9	79,811	97.4
1	Hotdeck imputation	61	2.7	1,833	2.2
2	Hotdeck imputation with collapsed imputation cell	10	0.4	327	0.4
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21E1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21E1</i>					
0	Not Imputed	2,261	99.6	81,832	99.8
3	Logical imputation	9	0.4	139	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21E2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21E2</i>					
0	Not Imputed	2,259	99.5	81,718	99.7
1	Hotdeck imputation	6	0.3	154	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	4	0.2	49	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21E3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21E3</i>					
0	Not Imputed	2,263	99.7	81,798	99.8
1	Hotdeck imputation	6	0.3	123	0.1
3	Logical imputation	1	0.0	50	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21F1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21F1</i>					
0	Not Imputed	2,260	99.6	81,774	99.8
1	Hotdeck imputation	3	0.1	88	0.1
3	Logical imputation	7	0.3	109	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21F2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21F2</i>					
0	Not Imputed	2,258	99.5	81,686	99.7
1	Hotdeck imputation	6	0.3	151	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	5	0.2	84	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21F3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21F3</i>					
0	Not Imputed	2,263	99.7	81,833	99.8
1	Hotdeck imputation	6	0.3	127	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	11	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21G1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21G1</i>					
0	Not Imputed	2,260	99.6	81,789	99.8
1	Hotdeck imputation	2	0.1	49	0.1
3	Logical imputation	8	0.4	133	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21G2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21G2</i>					
0	Not Imputed	2,258	99.5	81,686	99.7
1	Hotdeck imputation	6	0.3	151	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	5	0.2	84	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21G3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21G3</i>					
0	Not Imputed	2,262	99.6	81,795	99.8
1	Hotdeck imputation	6	0.3	151	0.2
2	Hotdeck imputation with collapsed imputation cell	2	0.1	25	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21H1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21H1</i>					
0	Not Imputed	2,258	99.5	81,765	99.7
1	Hotdeck imputation	2	0.1	49	0.1
3	Logical imputation	10	0.4	157	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21H2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21H2</i>					
0	Not Imputed	2,258	99.5	81,686	99.7
1	Hotdeck imputation	6	0.3	151	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	5	0.2	84	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21H3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21H3</i>					
0	Not Imputed	2,262	99.6	81,791	99.8
1	Hotdeck imputation	7	0.3	169	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	11	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21I1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21I1</i>					
0	Not Imputed	2,257	99.4	81,747	99.7
1	Hotdeck imputation	2	0.1	49	0.1
3	Logical imputation	11	0.5	176	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21I2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21I2</i>					
0	Not Imputed	2,257	99.4	81,668	99.6
1	Hotdeck imputation	7	0.3	169	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	5	0.2	84	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21I3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21I3</i>					
0	Not Imputed	2,262	99.6	81,791	99.8
1	Hotdeck imputation	7	0.3	169	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	11	0.0
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21J1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21J1</i>					
0	Not Imputed	2,257	99.4	81,744	99.7
1	Hotdeck imputation	2	0.1	49	0.1
3	Logical imputation	11	0.5	179	0.2
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q21J2_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21J2</i>					
0	Not Imputed	2,256	99.4	81,560	99.5
1	Hotdeck imputation	8	0.4	277	0.3
2	Hotdeck imputation with collapsed imputation cell	1	0.0	50	0.1
3	Logical imputation	5	0.2	84	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21J3_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21J3</i>					
0	Not Imputed	2,261	99.6	81,777	99.8
1	Hotdeck imputation	8	0.4	184	0.2
2	Hotdeck imputation with collapsed imputation cell	1	0.0	11	0.0
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

<b>Variable Name: Q21K1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q21K1</i>					
0	if none of the items Q21A1, Q21B1, --, Q21J1 is imputed	2,253	99.3	81,664	99.6
1	if one of the items Q21A1, Q21B1, --, Q21J1 is imputed	3	0.1	69	0.1
2	if two of the items Q21A1, Q21B1, --, Q21J1 are imputed	2	0.1	32	0.0
3	if three of the items Q21A1, Q21B1, --, Q21J1 are imputed	1	0.0	9	0.0
5	if five of the items Q21A1, Q21B1, --, Q21J1 are imputed	2	0.1	24	0.0
6	if six of the items Q21A1, Q21B1, --, Q21J1 are imputed	3	0.1	73	0.1
9	if nine of the items Q21A1, Q21B1, --, Q21J1 are imputed	1	0.0	10	0.0
10	if all ten of the items Q21A1, Q21B1, --, Q21J1 are imputed	5	0.2	88	0.1
<b>TOTALS:</b>		<b>2,270</b>	<b>100.0</b>	<b>81,971</b>	<b>100.0</b>

Variable Name: Q21K2_FL		Frequency	Percent	Weighted Frequency	Weighted Percent
<i>Imputation flag for Q21K2</i>					
0	if none of the items Q21A2, Q21B2, --, Q21J2 is imputed	2,255	99.3	81,543	99.5
1	if one of the items Q21A2, Q21B2, --, Q21J2 is imputed	2	0.1	125	0.2
5	if five of the items Q21A2, Q21B2, --, Q21J2 are imputed	2	0.1	32	0.0
6	if six of the items Q21A2, Q21B2, --, Q21J2 are imputed	1	0.0	35	0.0
7	if seven of the items Q21A2, Q21B2, --, Q21J2 are imputed	1	0.0	11	0.0
9	if nine of the items Q21A2, Q21B2, --, Q21J2 are imputed	2	0.1	33	0.0
10	if all ten of the items Q21A2, Q21B2, -, Q21J2 are imputed	7	0.3	192	0.2
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q21K3_FL		Frequency	Percent	Weighted Frequency	Weighted Percent
<i>Imputation flag for Q21K3</i>					
0	if none of the items Q21A3, Q21B3, --, Q21J3 is imputed	2,252	99.2	81,609	99.6
1	if one of the items Q21A3, Q21B3, --, Q21J3 is imputed	9	0.4	132	0.2
3	if three of the items Q21A3, Q21B3, --, Q21J3 are imputed	1	0.0	50	0.1
4	if four of the items Q21A3, Q21B3, --, Q21J3 are imputed	2	0.1	58	0.1
5	if five of the items Q21A3, Q21B3, --, Q21J3 are imputed	1	0.0	11	0.0
6	if six of the items Q21A3, Q21B3, --, Q21J3 are imputed	2	0.1	35	0.0
7	if seven of the items Q21A3, Q21B3, --, Q21J3 are imputed	1	0.0	11	0.0
10	if all ten of the items Q21A3, Q21B3, -, Q21J3 are imputed	2	0.1	66	0.1
TOTALS:		2,270	100.0	81,971	100.0

Variable Name: Q24B_FL		Frequency	Percent	Weighted Frequency	Weighted Percent
<i>Imputation flag for q24b</i>					
0	Not Imputed	2,252	99.2	81,403	99.3
1	Hotdeck imputation	18	0.8	568	0.7
TOTALS:		2,270	100.0	81,971	100.0



<b>Variable Name: Q24C_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q24c</i>					
0	Not Imputed	2,250	99.1	81,308	99.2
1	Hotdeck imputation	18	0.8	612	0.7
2	Hotdeck imputation with collapsed imputation cell	2	0.1	51	0.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q24E_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q24e</i>					
0	Not Imputed	2,016	88.8	74,022	90.3
5	Mean imputation	254	11.2	7,949	9.7
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q24F_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q24f</i>					
0	Not Imputed	2,201	97.0	78,370	95.6
5	Mean imputation	69	3.0	3,601	4.4
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q24G_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q24g</i>					
0	Not Imputed	2,212	97.4	79,464	96.9
5	Mean imputation	58	2.6	2,507	3.1
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q26A1_FL</b>		<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q26a1</i>					
0	Not Imputed	2,130	93.8	76,446	93.3
1	Hotdeck imputation	140	6.2	5,525	6.7
TOTALS:		2,270	100.0	81,971	100.0

<b>Variable Name: Q26A2_FL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for q26a2</i>				
0 Not Imputed	2,130	93.8	76,446	93.3
1 Hotdeck imputation	140	6.2	5,525	6.7
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q29_FL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for Q29</i>				
0 Not Imputed	2,262	99.6	81,716	99.7
5 Mean imputation	8	0.4	255	0.3
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: REGPOLFL</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Imputation flag for REGPOL</i>				
0 Not imputed	2,262	99.6	81,680	99.6
3 Custom imputation	8	0.4	291	0.4
TOTALS:	2,270	100.0	81,971	100.0

<b>Variable Name: Q8Etext</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Frequency</b>	<b>Weighted Percent</b>
<i>Q8Etext</i>				
Q8ETEXT present	134	5.9	5,908	7.2
Q8ETEXT not present	2,136	94.1	76,063	92.8
TOTALS:	2,270	100.0	81,971	100.0