NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

# School Survey on Crime and Safety: 2003–04

## Data File User's Manual

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


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# 1. Introduction

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

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

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

## 1.1 Background of Study

While school safety has always been a major concern for educators, researchers, and policymakers, it gained national attention in the aftermath of several school shootings in the late 1990s. Although the federal government had collected crime and safety data for several decades, these events highlighted a need for a survey that would build upon prior crime and school safety surveys[2] while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was established by NCES in response to this need, specifically addressing safety in and around American public schools.

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

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

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

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

## 1.2 Instrument Development

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

The questionnaire was modified in response to the recommendations of the TRP and comments from public and private school administrators[3] were collected via cognitive interviews using a shortened version of the instrument. In total, nine administrators from schools varying in locale, level, and district were recruited from Washington, DC; Virginia; Maryland; Illinois; Massachusetts; and Connecticut. Participants completed a survey designed to identify potential issues with wording, formatting, and content. Participants also responded to a series of scripted questions related to the survey items that tested the clarity of terms, the appropriateness of response options, and overall ease in responding to specific survey questions. Interviews were conducted at the schools and varied in length from 1 to 2 hours. Participants received a $50 honorarium for their time and feedback.

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

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

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

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

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

## 1.3 Survey Topics

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

### *1.3.1 School Practices and Programs*

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

### *1.3.2 Parent and Community Involvement at School*

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

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

### *1.3.3 Teacher Training*

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

### *1.3.4 Limitations on Crime Prevention*

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

### *1.3.5 Frequency of Crime and Violence at School*

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

### *1.3.6 Number of Incidents*

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

### *1.3.7 Disciplinary Problems and Actions*

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

### *1.3.8 School Characteristics*

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

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# 2. Sample Design and Implementation

## 2.1 Sampling Frame

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

## 2.2 Sample Design

The objective of the sample design in 2003–04 was two-fold: to obtain overall cross-sectional and sub-group estimates of important indicators of school crime and safety and to have precise estimates of change in various characteristics relating to crime between the 1999–2000 and 2003–04 SSOCS administrations. To attain these objectives, a stratified sample of 3,743 regular public schools was drawn for SSOCS:2004.[6] The same general sampling design used for SSOCS:2000 was adopted for the selection of schools in SSOCS:2004 with regard to the stratification variables, the number of strata, the method of sample allocation, and the sorting of variables before selection. However, there was no attempt to minimize overlap between SSOCS samples and other NCES survey samples in SSOCS:2004, as was done during the 2000 administration.[7] Adopting the same basic design increases the precision of the estimates of change. For sample allocation and sample selection purposes, strata were defined by crossing instructional level, type of locale, and enrollment size. In addition, minority status and region were used as implicit stratification variables by sorting schools by these variables within each stratum before sample selection. The three explicit and two implicit stratification variables have been shown to be related to school crime and thus create meaningful strata for this survey.

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

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

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

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

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

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

## 2.3 Sample Size

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

## 2.4 Stratification, Sample Selection, and Final Sample

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

As indicated earlier, the same variables and categories used in SSOCS:2000 were used to create strata for SSOCS:2004. The population of schools was stratified (grouped) by instructional level, locale, and enrollment size groups. Within each level, the sample of schools was allocated among the 16 strata formed by the cross-classification of enrollment size[9] and locale.[10] This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the "measure of size" (MOS) in order to obtain a reasonable sample of lower-enrollment schools while at the same time giving a higher probability of selection to higher-enrollment schools. The MOS was calculated by first finding the square root of each school's enrollment and then aggregating over the schools in the stratum.

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

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

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

The formula is given as:

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

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

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

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

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

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

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

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

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

[1] In SSOCS:2004, a minimum of 60 percent of the 227 sub-items in the questionnaire were required to consider a survey complete. Of the 227 sub-items, a minimum of 80 percent of the 101 critical sub-items were required before a survey could be considered complete.
[2] Nonrespondents include those eligible schools that responded but did not answer the minimum number of items required to be considered a complete.
[3] Ineligible schools include those that had closed, merged with another school at a new location, or changed from a regular public school to an alternative school.
[4] The unweighted response rate is calculated as the ratio: (completed cases) / (total sample - known ineligibles).
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

## 2.5 Weighting

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

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

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

## 2.6 Approximate Sampling Errors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2.7 Computing Standard Errors

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

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

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

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

*SAS version 8.2*

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

*Stata*

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

*SUDAAN*

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

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

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

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

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# 3. Data Collection Methods and Response Rates

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

## 3.1 Data Collection Procedures

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

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

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

## 3.2 Interviewer Training

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

### *3.2.1 Training on Basic Interviewer Skills*

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

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

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

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

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

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

### *3.2.2 Training on Advance Notification*

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

### *3.2.3 Training on Questionnaire Follow-up*

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

### *3.2.4 Training on Refusal Conversion*

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

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

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

### *3.2.5 Training on Data Retrieval*

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

## 3.3 Data Retrieval

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

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

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

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

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

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

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

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

## 3.4 Efforts to Increase Response Rates

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

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

## 3.5 Unit Response Rate

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

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

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

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

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

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

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

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

This calculation yields an unweighted unit response rate of:

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

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

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

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

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

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

[1]In SSOCS:2004, a minimum of 60 percent of the 227 sub-items in the questionnaire were required to consider a survey complete. Of the 227 sub-items, a minimum of 80 percent of the 101 critical sub-items were required before a survey could be considered complete.
[2]Nonrespondents include those eligible schools that did not answer the minimum number of items required to be considered a complete.
[3]Ineligible schools include those that had closed, merged with another school at a new location, or changed from a regular public school to an alternative school.
[4]The unweighted response rate is calculated as the ratio: (completed cases) / (total sample - known ineligibles).
[5]The weighted response rate is calculated by applying the base sampling rates to the ratio (completed cases) / (total sample - known ineligibles).
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

## 3.6 Analysis of Unit Nonresponse Bias

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

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

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

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

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

### 3.7 Analysis of Item Nonresponse Bias

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

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

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

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

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

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

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

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# 4. Data Preparation

## 4.1 Analysis of Disclosure Risk

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

## 4.2 Editing Specifications

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

### *4.2.1 Range Specifications*

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

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

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

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

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

## 4.3 Review and Coding of Text Items

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

## 4.4 Imputation

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

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

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

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

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

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

NOTE: Item 13 was excluded from the dataset because of low data quality. Please see section 6.3 for further discussion.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

### *4.4.1 Imputation Methods*

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

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

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

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

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

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

### *4.4.2 Imputation Order*

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

### *4.4.3 Imputation Flags*

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

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# 5. Guide to the Data File and Codebook

## 5.1 Content and Organization of the Data File

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

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

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

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

## 5.3 Unique School Identifier

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

## 5.4 Questionnaire Item Variables

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

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

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

## 5.5 Open-Ended Response Variables

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

## 5.6 Composite Variables

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

**CRISIS04** - Number of types of crises covered in written plans
*Purpose:* To provide a summary measure of schools' advance planning for crisis situations.
*General Explanation*: Number of "yes" responses to item 2
*SAS Code:*

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

**DISTOT04** – Total number of disciplinary actions recorded
*Purpose:* To provide a summary measure of the total number of disciplinary actions used by school officials in response to school crime and violence.
*General Explanation*: Sum of responses in columns 2–5 of item 22
SAS Code:

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

**FTE04/R** - Total full-time-equivalent staff, including special education teachers and aides
*Purpose:* To provide a summary measure of the number of staff available to students.
*General Explanation:* Sum of responses in column 1 of item 28 and the sum of downward-adjusted responses in column 2 of item 28.
*SAS Code:*

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

**FTE04CAT/R** – Total number of full-time-equivalent staff, categorical
*Purpose*: To provide a categorical variable with counts of FTE teachers.
*General Explanation*: Categorical version of FTE04, the sum of responses in column 1 of item 28 and the sum of downward-adjusted responses in column 2 of item 28.
*SAS Code:*

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

**INCID04** - Total number of incidents recorded
*Purpose:* To provide a summary measure of the number of recorded incidents.
*General Explanation:* Sum of responses in column 1 of item 17.
*SAS Code:*

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

**INCPOL04** - Total number of incidents reported to police
*Purpose:* To provide a summary measure of the number of incidents reported to police or other law enforcement.
*General Explanation:* Sum of responses in column 2 of item 17.
*SAS Code:*

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

**OTHACT04** - Total number of other disciplinary actions for specified offenses
*Purpose:* To provide a summary measure of the number of other disciplinary actions used.
*General Explanation:* Sum of items 22a–f, column 5.
*SAS Code:*

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

**OUTSUS04** - Total number of out-of-school suspensions
*Purpose:* To provide a summary measure of the number of out-of-school suspensions lasting five or more days, but less than the remainder of the school year.
*General Explanation:* Sum of items 22a–f, column 4.
*SAS Code:*

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

**PROBWK04** - Number of disciplinary problems that occur daily or at least once a week
*Purpose:* To provide a summary measure of the extent to which problems occur at school regularly.
*General Explanation:* Provides a school-level count of disciplinary problems listed in items 20a–h as "Happen[ing] daily" or happening "at least once a week:" student racial tensions, student bullying, student sexual harassment, student verbal abuse of teachers, widespread disorder in classrooms, student acts of disrespect for teachers, gang activities, or cult or extremist group activities.

*SAS Code:*

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

**REMOVL04** - Total number of removals with no continuing school services
*Purpose:* To provide a summary measure of the number of removals with no continuing school services for at least the remainder of the school year.
*General Explanation:* Sum of items 22a–f, column 2.
*SAS Code:*

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

**STPFTE04/R** = Ratio of students to full-time-equivalent teachers
*Purpose:* To provide a summary measure of the ratio of students to full-time-equivalent teachers.
*General Explanation:* Total enrollment divided by the number of full-time-equivalent teachers.
*SAS Code:* STPFTE04 = q24/FTE04;

**STRCAT/R** = Categorical student to full-time-equivalent teachers ratio
*Purpose:* To provide a categorical summary measure of the ratio of students to full-time-equivalent teachers.
*General Explanation:* Categorical version of STPFTE04, the total enrollment divided by the number of full-time-equivalent teachers.
*SAS Code:*

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

**STUOFF04** - Total number of students involved in recorded offenses (regardless of disciplinary action)
*Purpose:* To provide a summary measure of the number of students involved in specified recorded offenses.
*General Explanation:* Sum of responses in column 1 of item 22.
*SAS Code:* STUOFF04 = sum(q22a1, q22b1, q22c1, q22d1, q22e1, q22f1);

**SVINC04** - Total number of serious violent incidents recorded (excludes physical attacks without a weapon and threats of physical attack without a weapon)
*Purpose:* To provide a summary measure of the number of serious violent crimes recorded, excluding physical attacks without a weapon and threats of physical attack without a weapon.
*General Explanation:* Sum of item 17, column 1, rows a, b, c1, c2, d1, and e1.
*SAS Code:* SVINC04 = sum(q17a1, q17b1, q17c1_1, q17c2_1, q17d1_1, q17e1_1);

**SVPOL04** - Total number of serious violent incidents reported to police (excludes physical attacks without a weapon and threats of physical attack without a weapon)
*Purpose:* To provide a summary measure of the number of serious violent crimes reported to police excluding physical attacks without a weapon and threats of physical attack without a weapon.
*General Explanation:* Sum of item 17, column 2, rows a, b, c1, c2, d1, and e1.
*SAS Code:* SVPOL04 = sum(q17a2, q17b2, q17c1_2, q17c2_2, q17d1_2, q17e1_2);

**TRANSF04** - Total number of transfers to specialized schools for specified offenses
*Purpose:* To provide a summary measure of the number of transfers to specialized schools for specified offenses.
*General Explanation:* Sum of items 22a–f, column 3.
*SAS Code:*

```
TRANSF04 = sum(q22a3, q22b3, q22c3, q22d3, q22e3, q22f3);
```

**VIOINC04** - Total number of violent incidents recorded
*Purpose:* To provide a summary measure of the number violent incidents recorded.
*General Explanation:* Sum of item 17, column 1, rows a, b, c1, c2, d1, d2, e1, and e2.
*SAS Code:*

```
VIOINC04 = sum(q17a1, q17b1, q17c1_1, q17c2_1, q17d1_1, q17d2_1, q17e1_1,
q17e2_1);
```

**VIOPOL04** - Total number of incidents of violent crimes reported to police
*Purpose:* To provide a summary measure of the number of violent crimes reported to police.
*General Explanation:* Sum of item 17, column 2, rows a, b, c1, c2, d1, d2, e1, and e2.
*SAS Code:*

```
VIOPOL04 = sum(q17a2, q17b2, q17c1_2, q17c2_2, q17d1_2, q17d2_2, q17e1_2,
q17e2_2);
```

## 5.7 Sampling Frame Variables

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

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

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

FR_LEAID/R — Common Core of Data (CCD) Local Education Agency (LEA) ID as reported on the 2003–04 SASS sampling frame, district data file.

FR_LOC4 — Four-level locale variable. This variable collapses the 8-level locale variable into 4 categories: City (FR_LOC8=1 or 2), Urban Fringe (FR_LOC8=3 or 4), Town (FR_LOC8=5 or 6), and Rural (FR_LOC8=7 or 8). See FR_LOC8 for more details. (Categorical)

FR_LOC8/R — Locale types as reported on the 2003–04 SASS sampling frame, school data file. There are 8 categories. (Categorical)

1 = Large city - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.

2 = Mid-size city - A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.

3 = Urban fringe of large city - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a large city and defined as urban by the Census Bureau.

4 = Urban fringe of mid-size city - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a mid-size city and defined as urban by the Census Bureau.

5 = Large town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 = Small town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.

7 = Rural, outside MSA - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.

8 = Rural, inside MSA - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

FR_LOGD/R Low Grade as reported on the 2003–04 SASS sampling frame, school data file. This variable indicates the lowest grade level taught at the school.

FR_LVEL School grades offered as reported on the 2003–04 SASS sampling frame, school data file. This variable has 4 categories indicating the span of grades offered. 1=Primary, 2=Middle, 3= High school, and 4=Combined. (Categorical)

FR_MEM/R Total number of students in the district as reported in the SASS 2003–04 sampling frame, district data file. (Continuous)

FR_MINR/R Number of minority students in the school (total) as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_MINR, Tennessee lists a value "-8" for "missing." (Continuous)

FR_MSC01/R Metropolitan Status Code (MSC) from the 2000–01 CCD district file. This is the NCES classification of the agency's service area relative to a Metropolitan Statistical Area. (Categorical)

1 = Primarily serves a central city of a Metropolitan Statistical Area (MSA)

2 = Serves a MSA but not primarily its central city

3 = Does not serve a MSA

FR_MSC03/R Metropolitan Status Code (MSC) from the 2003–04 CCD district file. This is the NCES classification of the agency's service area relative to a Core Based Statistical Area (CBSA). (Categorical)

1 = Primarily serves a principal city of a Core Based Statistical Area (CBSA)

2 = Serves a CBSA but not primarily its principal city

3 = Does not serve a CBSA

FR_NECCD/R Original New England district CCD ID from the 2003–04 SASS sampling frame, school data file. Some schools listed as one-school districts in New England states were found to be operated by "supervisory unions" rather than by the entity identified as the district on the CCD. These "supervisory unions" replaced the district named by the CCD on the sample file for those schools. To merge SSOCS data with CCD district

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

FR_NOST/R — Total number of enrolled students in the school as reported on the SASS 2003–04 sampling frame, school data file. (Continuous)

FR_PERMN/R — Percent minority students as reported on the SASS 2003–04 sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_PERMN, Tennessee lists a value "-8" for "missing." (Continuous)

FR_REGN/R — Region as reported on the SASS 2003–04 sampling frame, school data file. 1=Northeast, 2=Midwest, 3=South, 4=West. (Categorical)

FR_SCH01/R — Total number of schools in the district, from the 2000–01 CCD LEA file. (Continuous)

FR_SCH03/R — Total number of schools in the district, from the 2003–04 CCD LEA file. (Continuous)

FR_SIZE — Size categories. This variable collapses the number of students into 4 categories: 1=1–299, 2=300–499, 3=500–999 and 4=1,000 or more students.

FR_TSTU/R — Total Pre-Kindergarten–12$^{th}$ grade students in district from the SASS 2003–04 sampling frame, district data file. (Continuous)

FR_WHIT/R — Number of White students as reported on the 2003–04 SASS sampling frame, school data file. Please exclude data from Tennessee (FR_FIPST=47) in analyses of this variable because schools in this state did not report estimates of student race. For FR_WHIT, Tennessee lists a value "-8" for "missing." (Continuous)

## 5.8 Weighting and Variance Estimation Variables

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

## 5.9 Imputation Flag Variables

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

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

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

## 5.10 Codebook

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

The general formula for calculating the standard deviation is:

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

where $d$ is the sample size
$w_i$ is the weight of school $i$;
$x_i$ is the value of the variable of interest for school $i$;
$\bar{x}$ is the weighted mean of variable $x$.

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

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# 6. Data Considerations and Anomalies

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

## 6.1 Crisis Plans: Items Q2a1 through Q2e2

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

## 6.2 Security Personnel: Items Q7 through Q11g

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

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

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

## 6.4 Number of Incidents: Items Q17a1 through Q17k2

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

## 6.5 Use of Disciplinary Actions: Items Q21a1 through Q21q2

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

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

### 6.6 Disciplinary Actions Taken: Items Q22a1 through Q22f5

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

### 6.7 Total Removals and Transfers: Item Q23a and Q23b

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

### 6.8 Classroom Changes: Item Q27

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

# 7. References

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Noguera, P. (1995). Coming to Terms with Violence in Our Schools. In D. Levine et al. (Eds.), *Rethinking Schools: An Agenda for Change* (pp. 209-214). New York: The Free Press.

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# Appendix A:

# Research Questions

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## Research Questions for SSOCS:2004

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

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

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

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

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

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

V. What formal programs designed to prevent or reduce crime and violence do public schools use?
   a. Which programs target students, teachers, parents, and other community members?
   b. What are the characteristics of the programs?
   c. What programs or strategies do principals consider effective in preventing or reducing crime and disorder?[2]
   d. What training is provided to staff?

VI. What efforts used by public schools to prevent or reduce crime and violence involve various stakeholders (i.e. law enforcement, parents, juvenile justice agencies, mental health agencies, social services, business community)?[2]
   a. In what activities are stakeholders involved?
   b. How much are stakeholders involved?

VII. What problems do principals encounter in preventing or reducing crime and violence in public schools?

VIII. What school characteristics might be related to the research questions above?
   a. What are the demographic characteristics of schools?
   b. What are the characteristics of the student population?
   c. What is the average student-teacher ratio or class size?
   d. What are the general measures of school climate, such as truancy or student mobility?
   e. What are the financial resources of schools?[2]

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

# Appendix B:

# Principal Cover Letter, Questionnaire, and Annotated Questionnaire

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School Survey On Crime & Safety

**Endorsed by:**

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

**Conducted by:**

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

## SURVEY COVER LETTER TO PRINCIPALS

March 2004

Dear Principal:

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

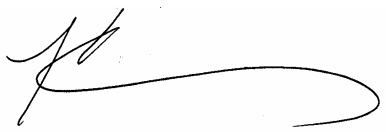
As we mentioned in the previous letter, SSOCS provides a unique opportunity to provide national data on crime and safety from the school's perspective. With the recent emphasis on school safety in the No Child Left Behind Legislation, schools will be providing data to their state agencies about various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

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

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

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

Sincerely,



Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics

Enclosures

*

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

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

# PRINCIPAL QUESTIONNAIRE
# 2003-2004 SCHOOL YEAR


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

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

**Assurance of Confidentiality**

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

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

**SURVEY INSTRUCTIONS:**

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

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

**Please provide the following information:**

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

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

**RETURN YOUR COMPLETED QUESTIONNAIRE TO:**

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

# Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School practices and programs

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

| Control access to school buildings during school hours (e.g., locked or monitored doors) | YES | NO |
|---|---|---|
| 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 weapons), but not including dog sniffs | ❑ 1 | ❑ 2 |
| j. Require drug testing for any students | ❑ 1 | ❑ 2 |
| k. Require drug testing for athletes | ❑ 1 | ❑ 2 |
| l. Require drug testing for students in extra-curricular activities other than athletics | ❑ 1 | ❑ 2 |
| m. Require students to wear uniforms | ❑ 1 | ❑ 2 |
| n. Enforce a strict dress code | ❑ 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. Provide two-way radios to any staff | ❑ 1 | ❑ 2 |
| v. 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? If yes, has your school drilled students on the use of this plan this school year?**
(In each row, please check whether you have a written plan. For every "Yes" answer, check whether your school has drilled students on the plan this year.)

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

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

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

## Parent and community involvement at school

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

| | YES | NO |
|---|---|---|
| a. Have a formal process to obtain parent input on policies related to school crime and discipline | ❑ 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 at school helping to maintain school discipline | ❑ 1 | ❑ 2 |

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

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

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

| | YES | NO |
|---|---|---|
| a. Parents groups | ❑ 1 | ❑ 2 |
| b. Social service agencies | ❑ 1 | ❑ 2 |
| c. Juvenile justice agencies | ❑ 1 | ❑ 2 |
| d. Law enforcement agencies | ❑ 1 | ❑ 2 |
| e. Mental health agencies | ❑ 1 | ❑ 2 |
| f. Civic organizations/service clubs | ❑ 1 | ❑ 2 |
| g. Private corporations and business | ❑ 1 | ❑ 2 |
| h. Religious organizations | ❑ 1 | ❑ 2 |

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

❑1 Yes

❑2 No **[SKIP to Question 12]**

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

| | YES | NO |
|---|---|---|
| a. At any time during school hours | ❑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 |

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

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

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

| | YES | NO |
|---|---|---|
| a. Uniformed, or in other identifiable clothing | ❑1 | ❑2 |
| b. Armed with a firearm | ❑1 | ❑2 |

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

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

## Teacher training

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

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

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

Number of classroom teachers or aides involved in training _____

## Limitations on crime prevention

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

| | | Limit in major way | Limit in minor way | Does not limit |
|---|---|---|---|---|
| a. | Lack of or inadequate teacher training in classroom management | ❑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 retaliation | ❑1 | ❑2 | ❑3 |
| g. | Fear of litigation | ❑1 | ❑2 | ❑3 |
| h. | Inadequate funds | ❑1 | ❑2 | ❑3 |
| i. | Inconsistent application of school policies by faculty or staff | ❑1 | ❑2 | ❑3 |
| j. | Fear of district or state reprisal | ❑1 | ❑2 | ❑3 |
| k. | Federal, state, or district policies on disciplining special education students | ❑1 | ❑2 | ❑3 |
| l. | Other federal policies on discipline and safety | ❑1 | ❑2 | ❑3 |
| m. | Other state or district policies on discipline and safety | ❑1 | ❑2 | ❑3 |

## Frequency of crime and violence at school

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

❑1 Yes

❑2 No

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

❑1 Yes

❑2 No

## Number of incidents

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

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

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

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

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

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

Number of disruptions _____

## Disciplinary problems and actions

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

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

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

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

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

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

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

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

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

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

## School characteristics

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

_____ students

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

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

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

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

**27. How many classroom changes do most students make in a typical day?**
(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)

Typical number of classroom changes _____

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

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

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

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

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

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

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

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

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

_____ % of students present

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

| | **Total number of transfers** |
|---|---|
| a. Transferred to the school | _____ |
| b. Transferred from the school | _____ |

**34. Please provide the following dates.**

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

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

**Unique ID**
**SCHOOL NAME**
**Survey Wave**

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

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

# PRINCIPAL QUESTIONNAIRE
# 2003-2004 SCHOOL YEAR

School Survey On Crime & Safety

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

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

**Assurance of Confidentiality**

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

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

**SURVEY INSTRUCTIONS:**

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

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

**Please provide the following information:**

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

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

**RETURN YOUR COMPLETED QUESTIONNAIRE TO:**

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

# Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## School practices and programs

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

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

2. **Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan this school year?**
(In each row, please check whether you have a written plan. For every "Yes" answer, check whether your school has drilled students on the plan this year.)

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

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

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

## Parent and community involvement at school

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

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

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

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

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

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

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

**Q7** Yes

**Q7** No **[SKIP to Question 12]**

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

| | YES | NO |
|---|---|---|
| a. At any time during school hours | **Q8a** | **Q8a** |
| b. While students were arriving or leaving | **Q8b** | **Q8b** |
| c. At selected school activities (e.g., athletic and social events, open houses, science fairs) | **Q8c** | **Q8c** |
| d. When school/school activities not occurring | **Q8d** | **Q8d** |
| e. Other (please specify) _____ | **Q8e_spfy** | |

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

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

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

| | YES | NO |
|---|---|---|
| a. Uniformed, or in other identifiable clothing | **Q10a** | **Q10a** |
| b. Armed with a firearm | **Q10b** | **Q10b** |

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

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

## Teacher training

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

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

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

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

## Limitations on crime prevention

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

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

## Frequency of crime and violence at school

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

Q15 Yes

Q15 No

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

Q16 Yes

Q16 No

## Number of incidents

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

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

| | If there were no such incidents in your school's records, please record zero [0]. | |
|---|---|---|
| | **Total number of recorded incidents** | **Number reported to police or other law enforcement** |
| a. Rape or attempted rape | **Q17a1** | **Q17a2** |
| b. Sexual battery other than rape (include threatened rape) | **Q17b1** | **Q17b2** |
| c. Robbery (taking things by force) | | |
| i. With a weapon | **Q17c1_1** | **Q17c1_2** |
| ii. Without a weapon | **Q17c2_1** | **Q17c2_2** |
| d. Physical attack or fight | | |
| i. With a weapon | **Q17d1_1** | **Q17d1_2** |
| ii. Without a weapon | **Q17d2_1** | **Q17d2_2** |
| e. Threats of physical attack | | |
| i. With a weapon | **Q17e1_1** | **Q17e1_2** |
| ii. Without a weapon | **Q17e2_1** | **Q17e2_2** |
| f. Theft/larceny (taking things over $10 without personal confrontation) | **Q17f1** | **Q17f2** |
| g. Possession of firearm/explosive device | **Q17g1** | **Q17g2** |
| h. Possession of knife or sharp object with intent to harm | **Q17h1** | **Q17h2** |
| i. Distribution of illegal drugs | **Q17i1** | **Q17i2** |
| j. Possession or use of alcohol or illegal drugs | **Q17j1** | **Q17j2** |
| k. Vandalism | **Q17k1** | **Q17k2** |

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

| | Total number |
|---|---|
| a. Hate crime | **Q18a** |
| b. Gang-related crime | **Q18b** |

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

Number of disruptions **Q19**

## Disciplinary problems and actions

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

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

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

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

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

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

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

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

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

| | **Total number** |
|---|---|
| a. Total removals with no continuing services for at least the remainder of the school year? | **Q23a** |
| b. Total transfers to specialized schools for disciplinary reasons? | **Q23b** |

## School characteristics

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

**Q24/R** students

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

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

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

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

**27. How many classroom changes do most students make in a typical day?**
(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)

Typical number of classroom changes **Q27**

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

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

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

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

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

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

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

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

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

**Q32** % of students present

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

| | **Total number of transfers** |
|---|---|
| a. Transferred to the school | **Q33a** |
| b. Transferred from the school | **Q33b** |

**34. Please provide the following dates.**

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

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

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# Appendix C:

# Chief State School Officer and Superintendent Letters

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School Survey On Crime & Safety

March 2004

**Endorsed by:**

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

**Conducted by:**

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

Dear Chief State School Officer:

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

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

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

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

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

Sincerely,

Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics
Enclosures

School Survey On Crime & Safety

March 2004

**Endorsed by:**

- American Federation of Teachers
- American School Counselors Association
- Council of Chief State School Officers
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**Conducted by:**

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

Dear Superintendent:

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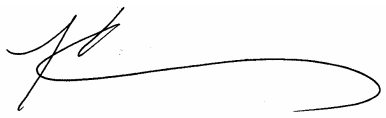
Sincerely,



Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics
Enclosures

# Appendix D:

# Detailed Item Response Rates

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# Detailed Item Response Rates

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

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

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

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

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

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

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

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# Appendix E:

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

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# Variable List

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

| Order | Variable name | Variable label | Format | Length | Start column | End column |
|---|---|---|---|---|---|---|
| 39 | Q3C | Student counseling/social work | Num | 2 | 128 | 129 |
| 40 | Q3D | Individual mentoring/tutoring students | Num | 2 | 130 | 131 |
| 41 | Q3E | Recreation/enrichment student activities | Num | 2 | 132 | 133 |
| 42 | Q3F | Student involvement resolving problems | Num | 2 | 134 | 135 |
| 43 | Q3G | Promote sense of community/integration | Num | 2 | 136 | 137 |
| 44 | Q3H | Hotline/tipline to report problems | Num | 2 | 138 | 139 |
| 45 | Q4A | Formal process to obtain parental input | Num | 2 | 140 | 141 |
| 46 | Q4B | Provide training/assistance to parents | Num | 2 | 142 | 143 |
| 47 | Q4C | Program involves parents at school | Num | 2 | 144 | 145 |
| 48 | Q5A | Parent participates in open house or back to school night | Num | 2 | 146 | 147 |
| 49 | Q5B | Parent participates in parent-teacher conference | Num | 2 | 148 | 149 |
| 50 | Q5C | Parent participates in subject-area events | Num | 2 | 150 | 151 |
| 51 | Q5D | Parent volunteers at school | Num | 2 | 152 | 153 |
| 52 | Q6A | Community involvement-parent groups | Num | 2 | 154 | 155 |
| 53 | Q6B | Community involvement-social services | Num | 2 | 156 | 157 |
| 54 | Q6C | Community involvement-juvenile justice | Num | 2 | 158 | 159 |
| 55 | Q6D | Community involvement-law enforcement | Num | 2 | 160 | 161 |
| 56 | Q6E | Community involvement-mental health | Num | 2 | 162 | 163 |
| 57 | Q6F | Community involvement-civic organizations | Num | 2 | 164 | 165 |
| 58 | Q6G | Community involvement-business | Num | 2 | 166 | 167 |
| 59 | Q6H | Community involvement-religious organizations | Num | 2 | 168 | 169 |
| 60 | Q7 | Sworn law enforcement officer or security guard | Num | 2 | 170 | 171 |
| 61 | Q8A | Security used during school hours | Num | 2 | 172 | 173 |
| 62 | Q8B | Security while students arrive/leave | Num | 2 | 174 | 175 |
| 63 | Q8C | Security at selected school activities | Num | 2 | 176 | 177 |
| 64 | Q8D | Security when school not occurring | Num | 2 | 178 | 179 |
| 65 | Q8E | Other times security used | Num | 2 | 180 | 181 |
| 66 | Q8ECODE | Coded other times security used | Char | 2 | 182 | 183 |
| 67 | Q8E_SPFY | Verbatim responses | Char | 103 | 184 | 286 |
| 68 | Q9A1 | # of full-time security guards | Num | 2 | 287 | 288 |
| 69 | Q9A2 | # of part-time security guards | Num | 2 | 289 | 290 |
| 70 | Q9B1 | # of full-time School Resource Officers | Num | 2 | 291 | 292 |
| 71 | Q9B2 | # of part-time School Resource Officers | Num | 2 | 293 | 294 |
| 72 | Q9C1 | # of full-time sworn law enforcement officers-not SROs | Num | 2 | 295 | 296 |
| 73 | Q9C2 | # of part-time sworn law enforcement officers-not SROs | Num | 2 | 297 | 298 |
| 74 | Q10A | Guards in uniform or identifiable clothes | Num | 2 | 299 | 300 |
| 75 | Q10B | Guards armed with firearms | Num | 2 | 301 | 302 |
| 76 | Q11A | Security enforcement and patrol | Num | 2 | 303 | 304 |
| 77 | Q11B | Maintain school discipline | Num | 2 | 305 | 306 |
| 78 | Q11C | Coordinated with local police | Num | 2 | 307 | 308 |
| 79 | Q11D | Identify problems and seek solutions | Num | 2 | 309 | 310 |

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

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

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

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

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

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

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

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

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

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

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

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

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

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# Appendix F:

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

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# Variable List

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

| Order | Variable name | Variable label | Format | Length | Start column | End column |
|---|---|---|---|---|---|---|
| 40 | Q3D | Individual mentoring/tutoring students | Num | 2 | 130 | 131 |
| 41 | Q3E | Recreation/enrichment student activities | Num | 2 | 132 | 133 |
| 42 | Q3F | Student involvement resolving problems | Num | 2 | 134 | 135 |
| 43 | Q3G | Promote sense of community/integration | Num | 2 | 136 | 137 |
| 44 | Q3H | Hotline/tipline to report problems | Num | 2 | 138 | 139 |
| 45 | Q4A | Formal process to obtain parental input | Num | 2 | 140 | 141 |
| 46 | Q4B | Provide training/assistance to parents | Num | 2 | 142 | 143 |
| 47 | Q4C | Program involves parents at school | Num | 2 | 144 | 145 |
| 48 | Q5A | Parent participates in open house or back-to-school night | Num | 2 | 146 | 147 |
| 49 | Q5B | Parent participates in parent-teacher conference | Num | 2 | 148 | 149 |
| 50 | Q5C | Parent participates in subject-area events | Num | 2 | 150 | 151 |
| 51 | Q5D | Parent volunteers at school | Num | 2 | 152 | 153 |
| 52 | Q6A | Community involvement-parent groups | Num | 2 | 154 | 155 |
| 53 | Q6B | Community involvement-social services | Num | 2 | 156 | 157 |
| 54 | Q6C | Community involvement-juvenile justice | Num | 2 | 158 | 159 |
| 55 | Q6D | Community involvement-law enforcement | Num | 2 | 160 | 161 |
| 56 | Q6E | Community involvement-mental health | Num | 2 | 162 | 163 |
| 57 | Q6F | Community involvement-civic organizations | Num | 2 | 164 | 165 |
| 58 | Q6G | Community involvement-business | Num | 2 | 166 | 167 |
| 59 | Q6H | Community involvement-religious organizations | Num | 2 | 168 | 169 |
| 60 | Q7 | Sworn law enforcement officer or security guard | Num | 2 | 170 | 171 |
| 61 | Q8A | Security used during school hours | Num | 2 | 172 | 173 |
| 62 | Q8B | Security while students arrive/leave | Num | 2 | 174 | 175 |
| 63 | Q8C | Security at selected school activities | Num | 2 | 176 | 177 |
| 64 | Q8D | Security when school not occurring | Num | 2 | 178 | 179 |
| 65 | Q8E | Other times security used | Num | 2 | 180 | 181 |
| 66 | Q8ECODE | Coded other times security used | Char | 2 | 182 | 183 |
| 67 | Q8E_SPFY | Verbatim responses | Char | 103 | 184 | 286 |
| 68 | Q9A1 | # of full-time security guards | Num | 2 | 287 | 288 |
| 69 | Q9A2 | # of part-time security guards | Num | 2 | 289 | 290 |
| 70 | Q9B1 | # of full-time School Resource Officers | Num | 2 | 291 | 292 |
| 71 | Q9B2 | # of part-time School Resource Officers | Num | 2 | 293 | 294 |
| 72 | Q9C1 | # of full-time sworn law enforcement officers---not SROs | Num | 2 | 295 | 296 |
| 73 | Q9C2 | # of part-time sworn law enforcement officers---not SROs | Num | 2 | 297 | 298 |
| 74 | Q10A | Guards in uniform or identifiable clothes | Num | 2 | 299 | 300 |
| 75 | Q10B | Guards armed with firearms | Num | 2 | 301 | 302 |
| 76 | Q11A | Security enforcement and patrol | Num | 2 | 303 | 304 |
| 77 | Q11B | Maintain school discipline | Num | 2 | 305 | 306 |
| 78 | Q11C | Coordinated with local police | Num | 2 | 307 | 308 |
| 79 | Q11D | Identify problems and seek solutions | Num | 2 | 309 | 310 |
| 80 | Q11E | Train teachers in school safety | Num | 2 | 311 | 312 |
| 81 | Q11F | Mentor students | Num | 2 | 313 | 314 |

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

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

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

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

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

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

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

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

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

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

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

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# Appendix G:

# Editing Procedures

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## Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

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

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

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

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# Appendix H:

# Imputation Procedures

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# Imputation Procedures

**Item 1:** Components of item 1 have values imputed using a best-match approach. A donor is chosen by matching on the basis of two of the 2003-2004 Schools and Staffing Survey (SASS) frame variables (school level (fr_lvel), and school locale (fr_loc4)), a categorized survey variable (q24cat/R), in addition to matching on the three "wildcard" categorical survey variables that were most strongly associated with item 1.[21] If a recipient was missing values for one or more of the three categorical survey variables, a "best-match" was found if a donor existed with identical values on both the available survey variables and the SASS frame variables. A "relaxed-criteria match" occurred when no matching donors could be found with matching values on both the frame and survey variables. During the relaxing process, the correlated categorical survey variables were dropped in order from least correlated to most correlated, and, if needed, the frame variables were dropped. Donors were randomly assigned when more than one was available within the imputation class.

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

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

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

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

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

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

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

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

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

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

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

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

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

*Equation 1:*

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

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

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

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

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

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

*Equation 2:*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Step 6:* For the schools in Recipient Group 3, non-zeroes were imputed using a five-donor aggregate proportion technique similar to *Step 3*. Equation 2 above illustrates the technique used for imputing a non-zero value in column 1 of this item 17 row. If, for example, we were to impute a non-zero value for item 17g1 for a school in Recipient Group 3, we would find the ratio of the sum of the five donor item 17g1 values $(\sum_{i=1}^{5} V_i)$ to the sum of the five donor item 17g2 values $(\sum_{i=1}^{5} Y_i)$. As illustrated in Equation 2, this ratio would be multiplied by the recipient's item 17g2 value in order to calculate the imputed item 17g1 value.

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

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

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

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

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

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

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

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

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

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

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

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

To impute values for items 22f3, 22f4, and 22f5, the ratio of the sum of all disciplinary actions taken for the specific offense (e.g., insubordination) to the sum of students involved in a specific offense within the school's donor class was calculated. This ratio ($R_1$) is illustrated by Equation 3 below using the Q22f example. This ratio was then multiplied by the recipient's item 22 column 1 value (30, in our example) to predict a total number of disciplinary actions for the specific offense. Continuing our example with Q22f, if within the recipient's donor class, the sum of the various disciplinary actions (Q22f2-Q22f5) equals 200 and the sum of the total students involved in the offenses (Q22f1) equals 600, the ratio ($R_f$) would be 1/3. The ratio, $R_f$, was then multiplied by the recipient's Q22 column 1 value for the particular offense (30, in our insubordination example) to predict the total disciplinary actions for the particular offense (1/3 x 30 = 10, in our example = the predicted sum of disciplinary actions for insubordination).

*Equation 3:*

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

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

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

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

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

*Equation 4:*

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

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

$Q22f_{m(R)}$ is the Q22f recipient value for column *m*

*n* is the number of schools in the recipient's donor class

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

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

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

*Equation 5:*

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

*Equation 6:*

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

*Equation 7:*

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

*Equation 8:*

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

where $x$ is the row in Q22;
"*Ni"* indicates that the value was not imputed;
*"Im"* indicates that the value was imputed
"*Adj*" indicates that the value was adjusted downward

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Specifications for Best-Match Imputation Procedures

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

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

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

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

Item 25b was collapsed into:
0= 0 percent of students are limited English proficient.
1= 1 percent of students are limited English proficient.
2= 2–8 percent of students are limited English proficient.
3= 9 percent or more of students are limited English proficient.

Item 25c was collapsed into:
1= Less than 10 percent of students are special education students.
2= 10–14 percent of students are special education students.
3= 15–19 percent of students are special education students.
4= 20 percent or more of students are special education students.

Item 25d was collapsed into:
1= Less than 48 percent of students are male.
2= 48–52 percent of students are male.
3= More than 52 percent of students are male.

Item 26a was collapsed into:
1= 5 percent or less of students score below the 15th percentile on standardized tests.
2= 6 to 15 percent of students score below the 15th percentile on standardized tests.
3= 15 percent or more students score below the 15th percentile on standardized tests.

Item 26b was collapsed into:
1= Less than 36 percent of students are likely to go to college after high school.
2= 36–60 percent of students are likely to go to college after high school.
3= More than 60 percent of students are likely to go to college after high school.

Item 26c was collapsed into:
1= 50 percent or less of students consider academic achievement very important.
2= 51–75 percent of students consider academic achievement very important.
3= More than 75 percent of students consider academic achievement very important.

Item 27 was collapsed into:
1= 1 to 3 classroom changes
2= 4 to 6 classroom changes
3= 7 or more classroom changes

Item 32 was collapsed into:
1= 90 percent or less of students are present on a daily basis.
2= 91–95 percent of students are present on a daily basis.
3= More than 95 percent of students are present on a daily basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Imputed Variable | var6 | var5 | var4 | var3 | var2 | var1 |
|---|---|---|---|---|---|---|
| Q12F | FR_LOC4 | FR_LVEL | Q24CAT | Q12A | Q12D | Q12B |
| Q14A | Q24CAT | FR_LVEL | FR_LOC4 | Q14I | Q14D | Q14B |
| Q14B | FR_LOC4 | Q24CAT | FR_LVEL | Q14H | Q14A | Q14K |
| Q14C | FR_LOC4 | Q24CAT | FR_LVEL | Q14E | Q14G | Q14J |
| Q14D | Q24CAT | FR_LVEL | FR_LOC4 | Q14I | Q14E | Q14F |
| Q14E | Q24CAT | FR_LOC4 | FR_LVEL | Q14D | Q14C | Q14I |
| Q14F | FR_LVEL | Q24CAT | FR_LOC4 | Q14D | Q14G | Q14I |
| Q14G | FR_LVEL | Q24CAT | FR_LOC4 | Q14F | Q14J | Q14C |
| Q14H | FR_LVEL | Q24CAT | FR_LOC4 | Q14B | Q14A | Q14K |
| Q14I | Q24CAT | FR_LOC4 | FR_LVEL | Q14D | Q14A | Q14E |
| Q14J | FR_LOC4 | Q24CAT | FR_LVEL | Q14G | Q14M | Q14L |
| Q14K | Q24CAT | FR_LVEL | FR_LOC4 | Q14L | Q14M | Q14H |
| Q14L | FR_LVEL | Q24CAT | FR_LOC4 | Q14M | Q14K | Q14J |
| Q14M | Q24CAT | FR_LVEL | FR_LOC4 | Q14L | Q14K | Q14J |
| Q15 | FR_LOC4 | Q24CAT | FR_LVEL | Q16 | Q3C | Q1E |
| Q16 | FR_LOC4 | FR_LVEL | Q24CAT | Q15 | Q14A | Q5B |
| Q20A | Q24CAT | FR_LVEL | FR_LOC4 | Q20C | Q20B | Q20G |
| Q20B | Q24CAT | FR_LOC4 | FR_LVEL | Q20C | Q20F | Q20D |
| Q20C | Q24CAT | FR_LVEL | FR_LOC4 | Q20B | Q20D | Q20A |
| Q20D | Q24CAT | FR_LVEL | FR_LOC4 | Q20F | Q20E | Q20C |
| Q20E | Q24CAT | FR_LOC4 | FR_LVEL | Q20D | Q20F | Q20G |
| Q20F | Q24CAT | FR_LVEL | FR_LOC4 | Q20D | Q20E | Q20B |
| Q20G | Q24CAT | FR_LOC4 | FR_LVEL | Q20D | Q20H | Q20A |
| Q20H | Q24CAT | FR_LVEL | FR_LOC4 | Q20G | Q20A | Q20E |
| Q21A1 | FR_LVEL | FR_LOC4 | Q24CAT | Q21A2 | Q21B1 | Q21E2 |
| Q21B1 | FR_LVEL | FR_LOC4 | Q24CAT | Q21B2 | Q21F2 | Q21A1 |
| Q21C1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21C2 | Q21D1 | Q21D2 |
| Q21D1 | FR_LOC4 | Q24CAT | FR_LVEL | Q21D2 | Q21C2 | Q21C1 |
| Q21E1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21E2 | Q21A1 | Q21A2 |
| Q21F1 | Q24CAT | FR_LVEL | FR_LOC4 | Q21F2 | Q21B1 | Q21B2 |
| Q21G1 | Q24CAT | FR_LVEL | FR_LOC4 | Q21G2 | Q21E2 | Q21H2 |
| Q21H1 | FR_LOC4 | FR_LVEL | Q24CAT | Q21H2 | Q21G2 | Q21F1 |
| Q21I1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21I2 | Q3C | Q1O |
| Q21J1 | Q24CAT | FR_LOC4 | FR_LVEL | Q21J2 | Q21K2 | Q21K1 |
| Q21K1 | Q24CAT | FR_LVEL | FR_LOC4 | Q21K2 | Q21J1 | Q21J2 |
| Q21L1 | FR_LOC4 | Q24CAT | FR_LVEL | Q21L2 | Q21B2 | Q21B1 |
| Q21M1 | FR_LOC4 | Q24CAT | FR_LVEL | Q21M2 | Q1T | Q25ACAT3 |
| Q21N1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21N2 | Q21K1 | Q21A1 |
| Q21O1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21O2 | Q1O | Q27CAT3 |
| Q21P1 | FR_LOC4 | Q24CAT | FR_LVEL | Q21P2 | Q21O2 | Q21O1 |
| Q21Q1 | FR_LVEL | Q24CAT | FR_LOC4 | Q21Q2 | Q21K2 | Q21K1 |
| Q29 | FR_LOC4 | FR_LVEL | Q24CAT | Q30 | Q25ACAT3 | Q26BCAT3 |
| Q30 | FR_LOC4 | Q24CAT | FR_LVEL | Q29 | Q25ACAT3 | Q20G |
| Q19 | FR_LVEL | Q24CAT | FR_LOC4 | Q20G | Q20E | Q1Q |
| Q25A | FR_LVEL | FR_LOC4 | Q24CAT | Q26BCAT3 | Q30 | Q26ACAT3 |
| Q25B | FR_LOC4 | FR_LVEL | Q24CAT | Q25ACAT3 | Q30 | Q1O |
| Q25C | Q24CAT | FR_LOC4 | FR_LVEL | Q25ACAT3 | Q26ACAT3 | Q20D |
| Q25D | FR_LVEL | Q24CAT | FR_LOC4 | Q25CCAT4 | Q14M | Q14J |
| Q26A | FR_LOC4 | FR_LVEL | Q24CAT | Q25ACAT3 | Q26BCAT3 | Q30 |
| Q26B | Q24CAT | FR_LVEL | FR_LOC4 | Q26CCAT3 | Q25ACAT3 | Q26ACAT3 |
| Q26C | Q24CAT | FR_LVEL | FR_LOC4 | Q26BCAT3 | Q25ACAT3 | Q26ACAT3 |
| Q27 | FR_LVEL | Q24CAT | FR_LOC4 | Q1O | Q21O1 | Q1H |
| Q32 | FR_LVEL | FR_LOC4 | Q24CAT | Q25ACAT3 | Q30 | Q1D |

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

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

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

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

# Appendix I:

# Analysis of Unit Nonresponse Bias

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## Analysis of Unit Nonresponse Bias

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A further procedure was used to identify the categories responsible for the significant differences found in table I–3. PROC LOGLINK in SUDAAN[1] performs logistic regression. In this procedure, each regression coefficient describes the change in the log of the population average count per unit change in the covariate, x. Exponentiating the estimated regression coefficient yields the estimated incidence density ratio (ratios of event rates for each one-unit increase in the corresponding covariate). For example, the IDR for schools with 300–499 students is 0.90, meaning that the estimated response rate for schools with 300–499 students is 90 percent of the response rate for schools with 0–299 students. The IDR for schools in the Midwest is 1.13, meaning that the response rate is 13 percent greater for schools in the Midwest than for schools in the Northeast. For this analysis, the dependent variable was defined as whether the school responded to the survey, and the first category of each of the five sampling frame variables was taken as the reference group.

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

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

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

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

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

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

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

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

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

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

[2] Not significant at the 0.05 level.

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

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

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

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

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

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

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

# Appendix J:

# Analysis of Item Nonresponse Bias

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# Analysis of Item Nonresponse Bias

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

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

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

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

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

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

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

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

Because the nine variables had high item nonresponse rates (greater than15 percent), it was not advisable to use only complete cases for any further analyses, as this would have resulted in a substantial reduction in the size of the sample for analyses of the results. Although imputation was performed on all variables with a missing value, this analysis examined the imputation only for these nine variables. The imputation technique is explained below.

**Imputation**

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

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

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

**Assessment of the Imputation**

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

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

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

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

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

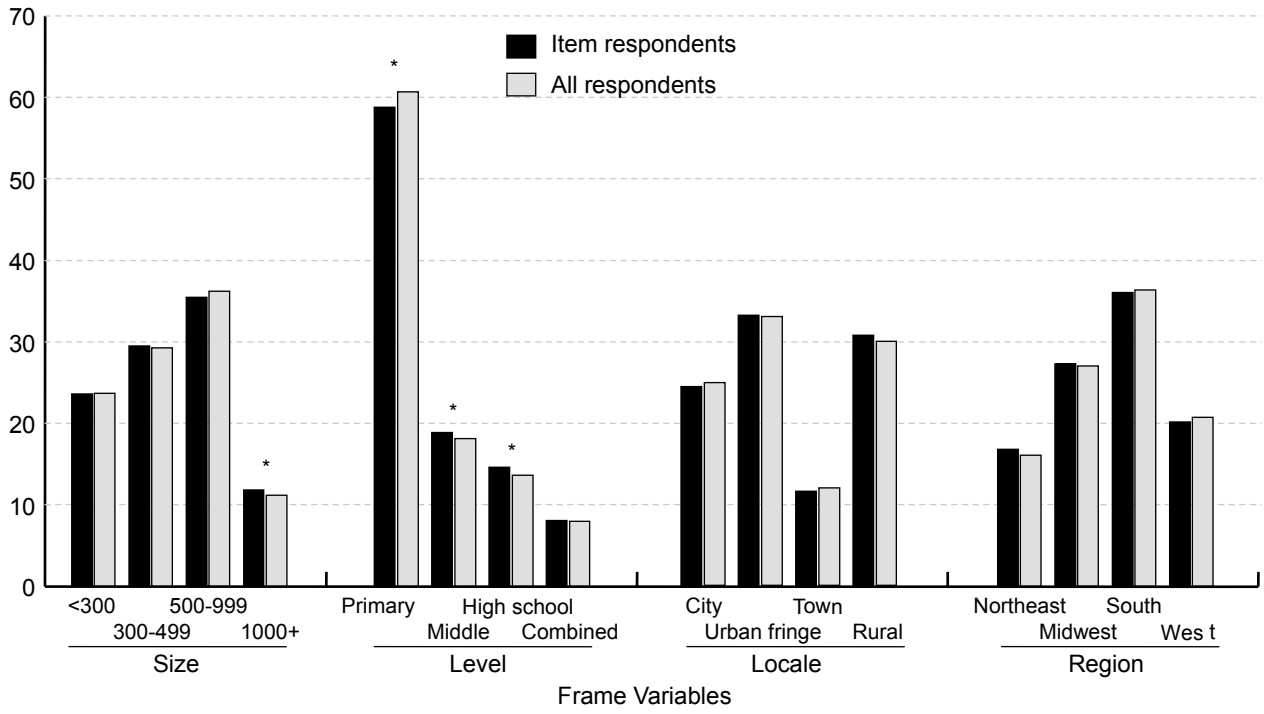
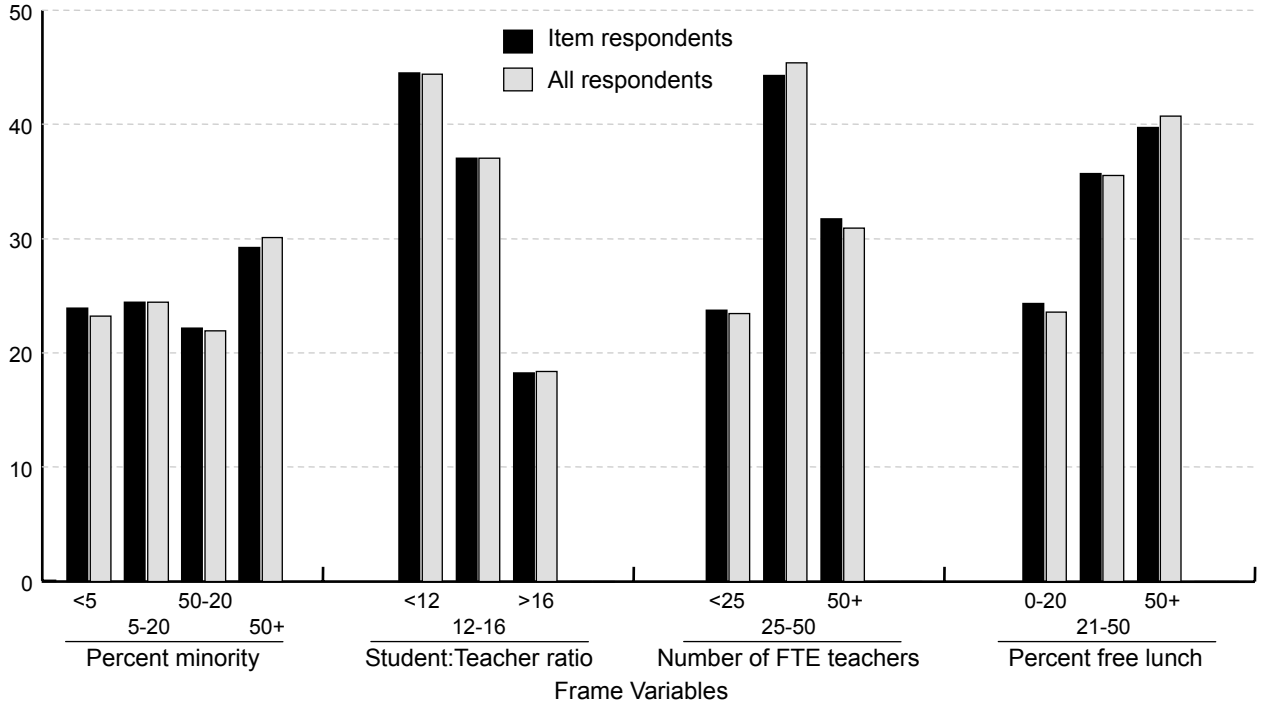



**Figure 1b. Distribution of variables for respondents to Q17D1_1 and all respondents**




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

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

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

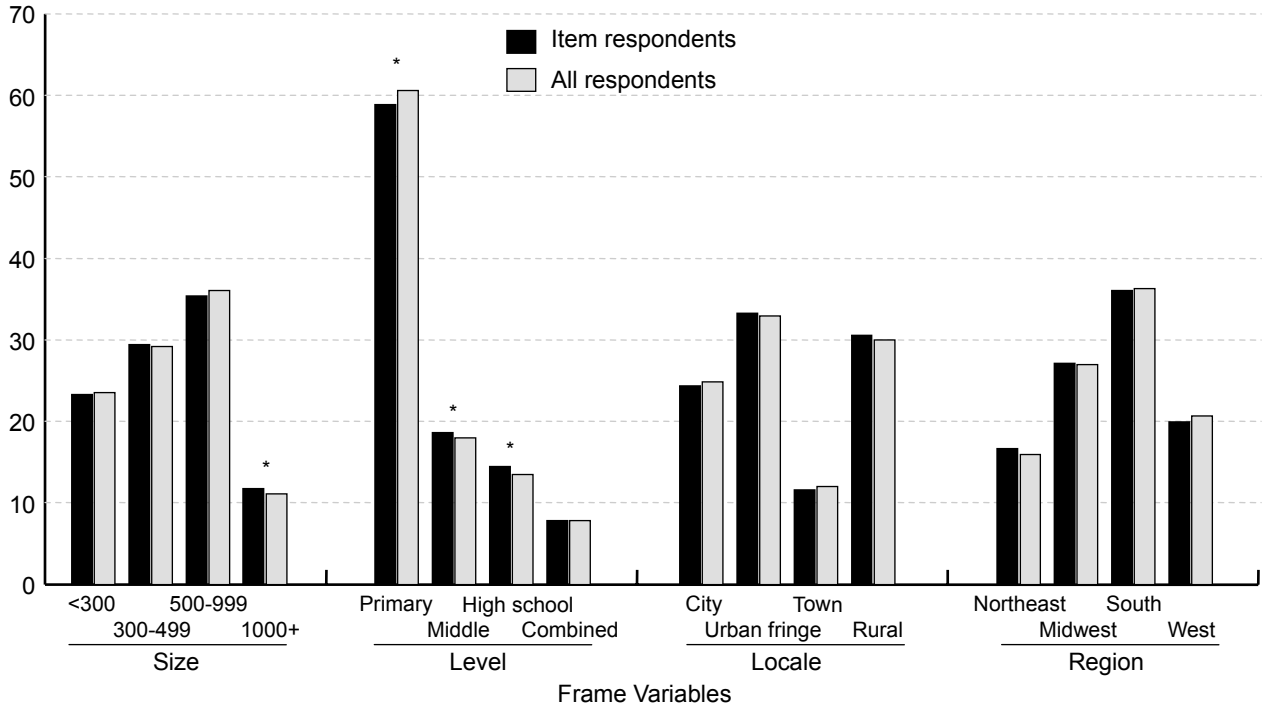
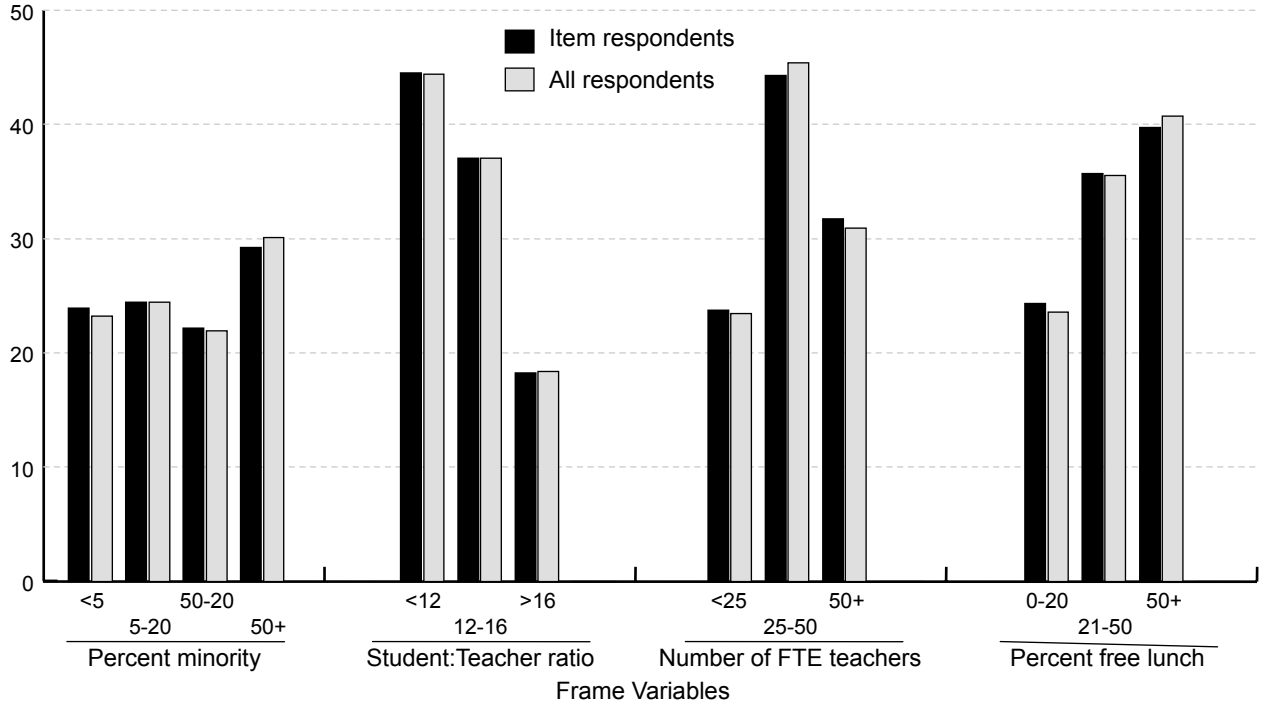



**Figure 2b. Distribution of variables for respondents to Q17D1_2 and all respondents**




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

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

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

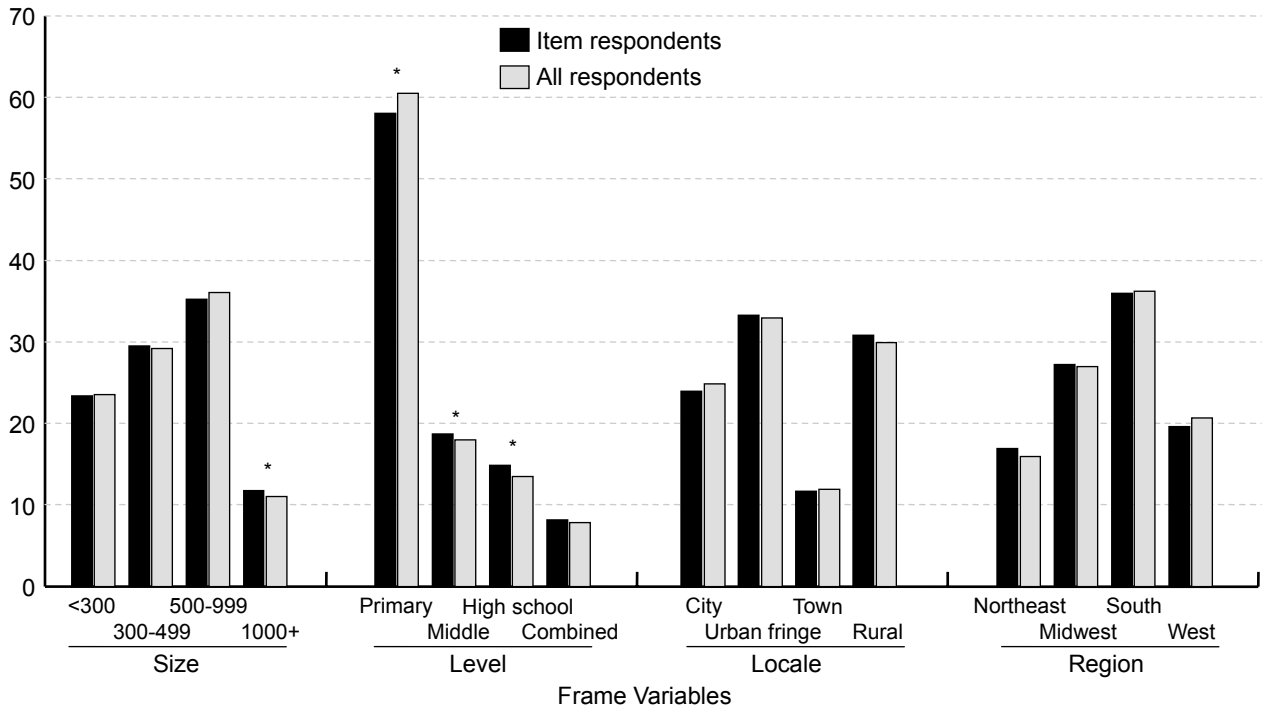
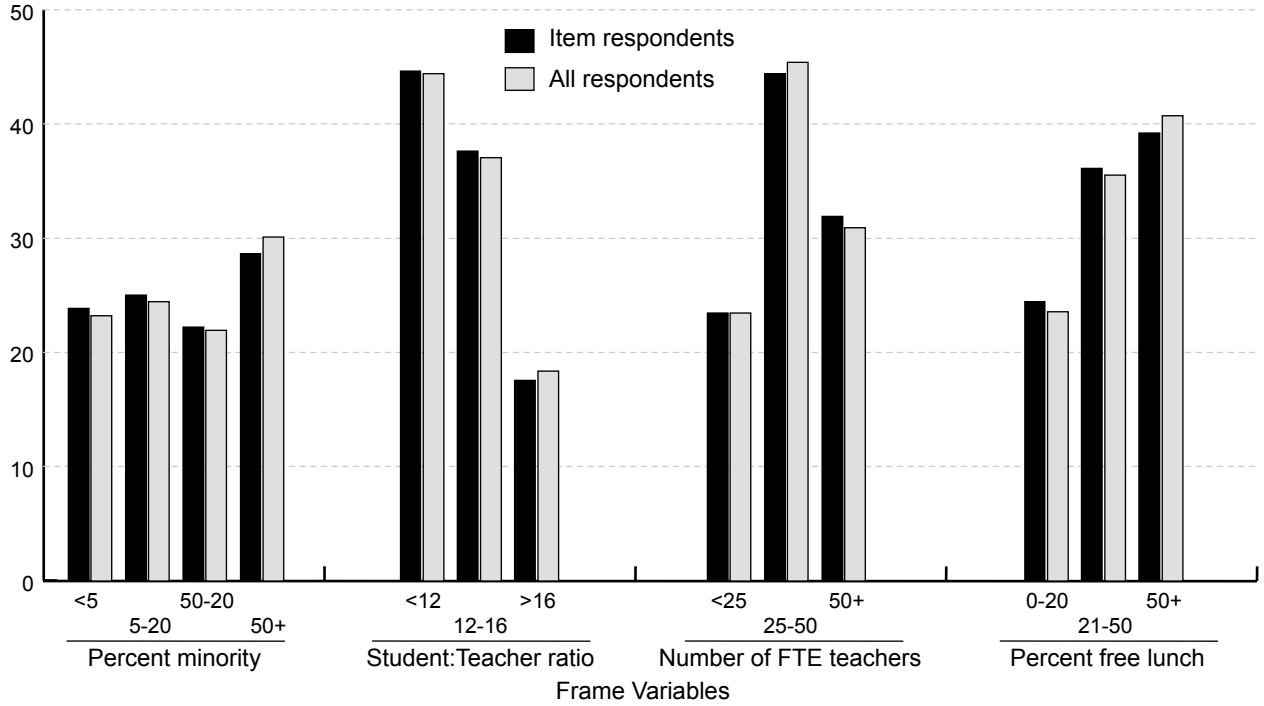



**Figure 3b. Distribution of variables for respondents to Q17D2_1 and all respondents**




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

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

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

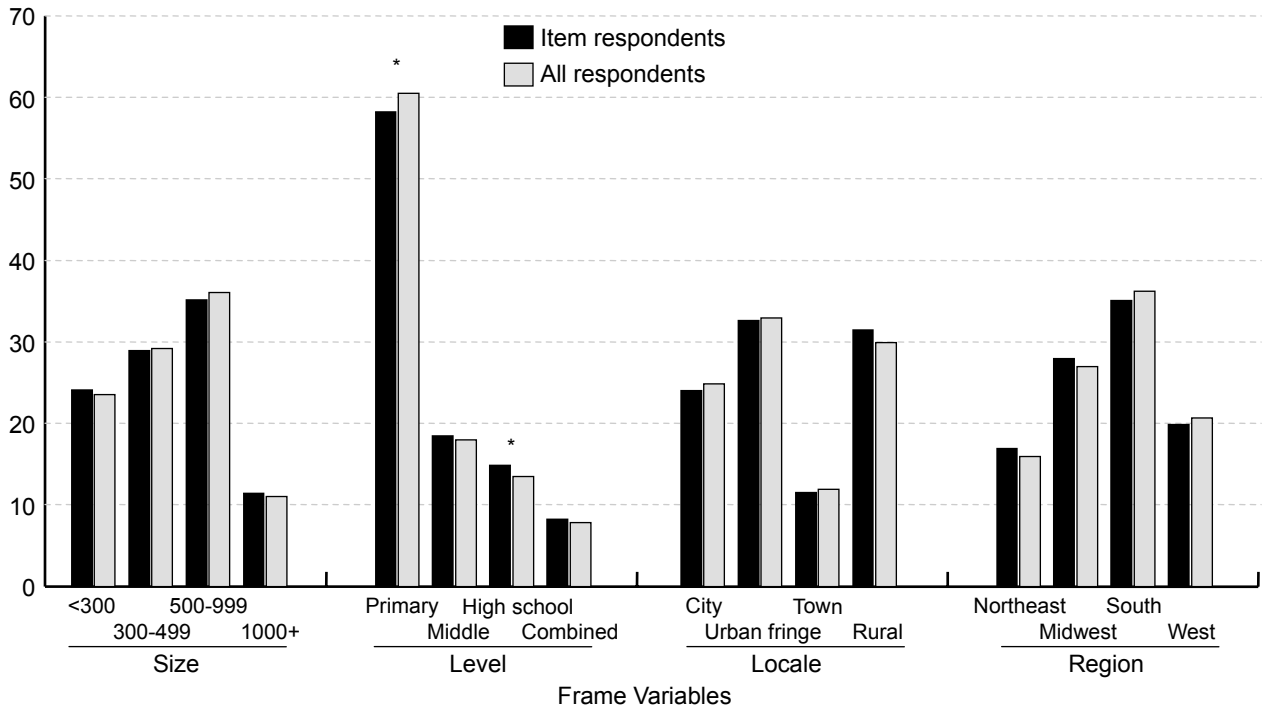
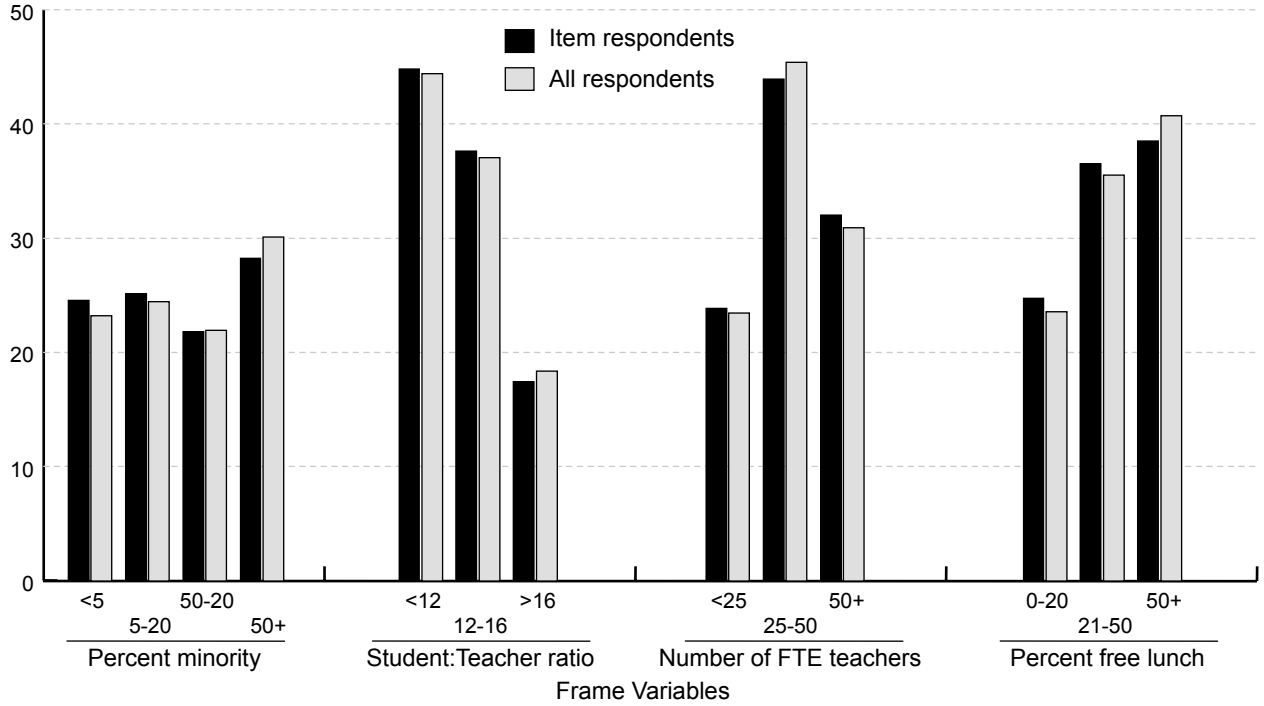



**Figure 4b. Distribution of variables for respondents to Q17D2_2 and all respondents**




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

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

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

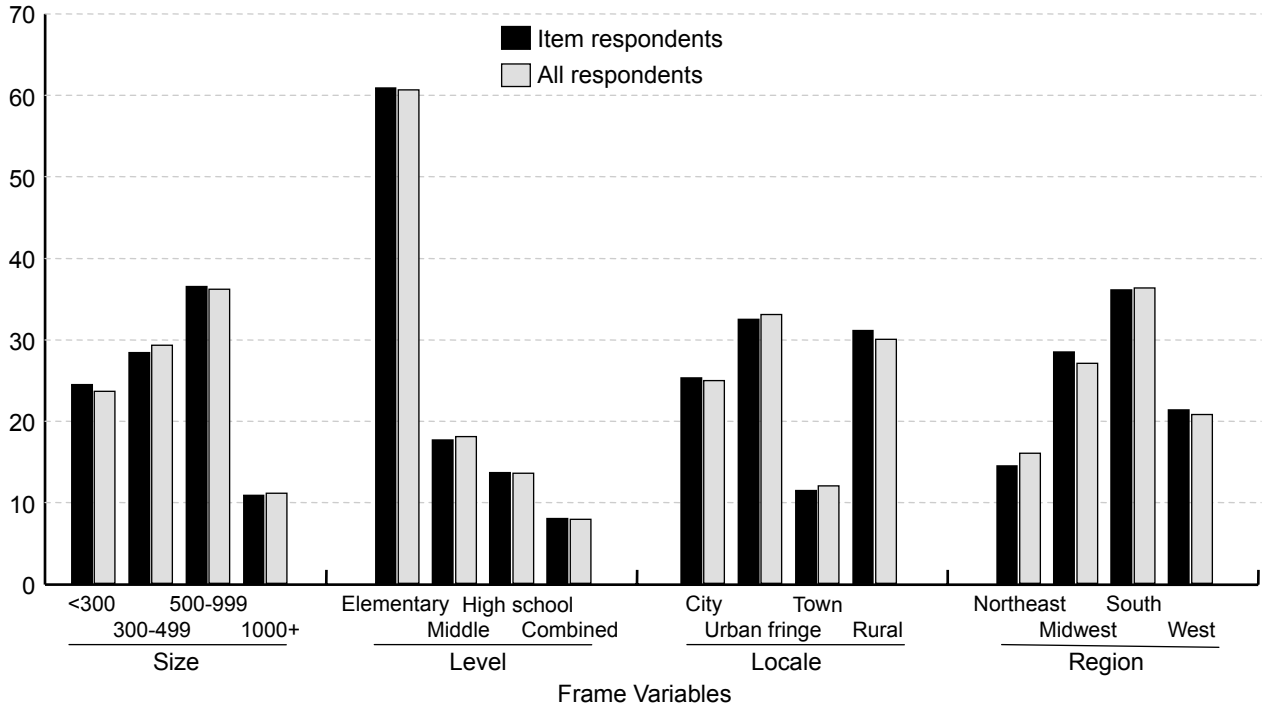
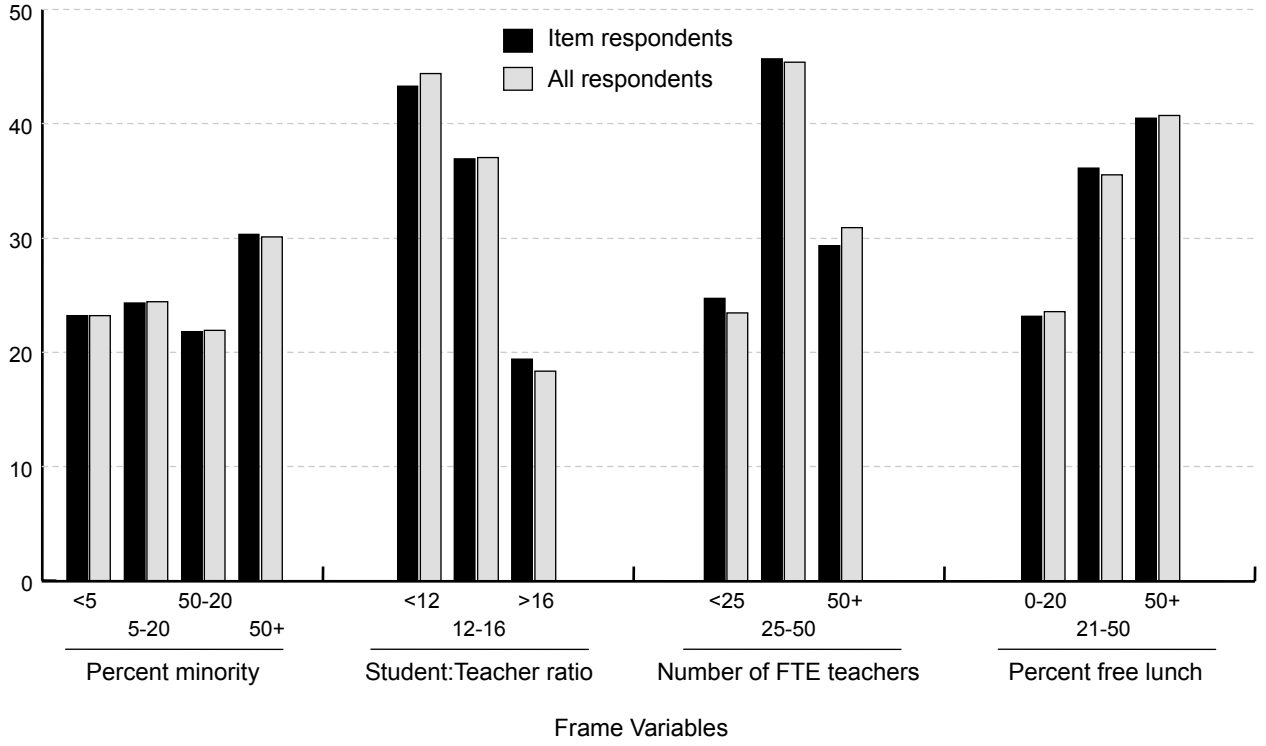



**Figure 5b. Distribution of variables for respondents to Q28A2 and all respondents**




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

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

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

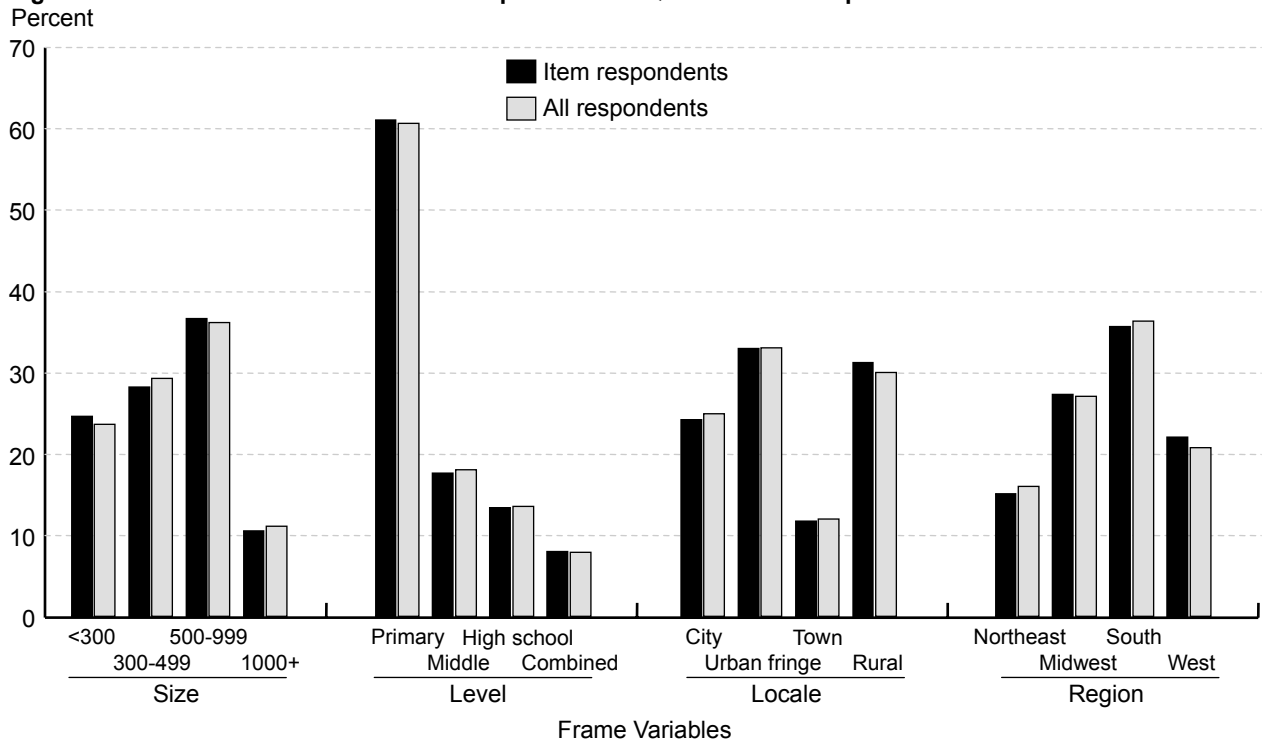
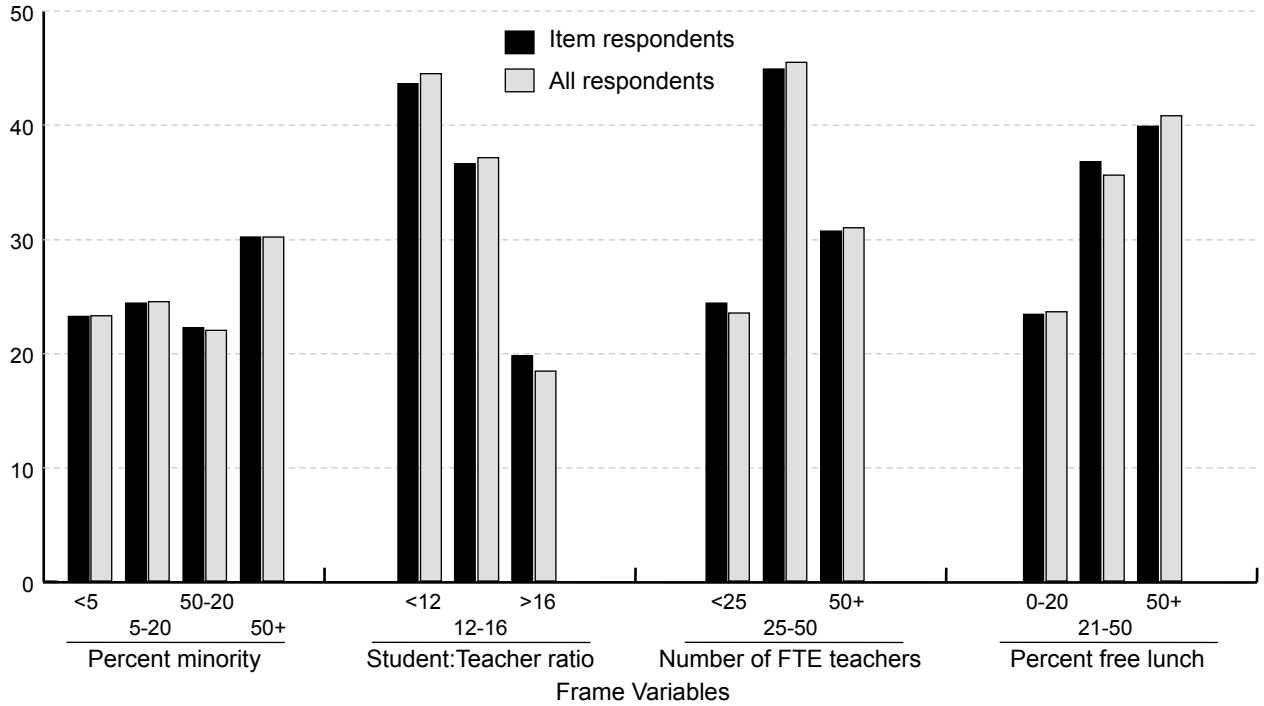



**Figure 6b. Distribution of variables for respondents to Q28B2 and all respondents**




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

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

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

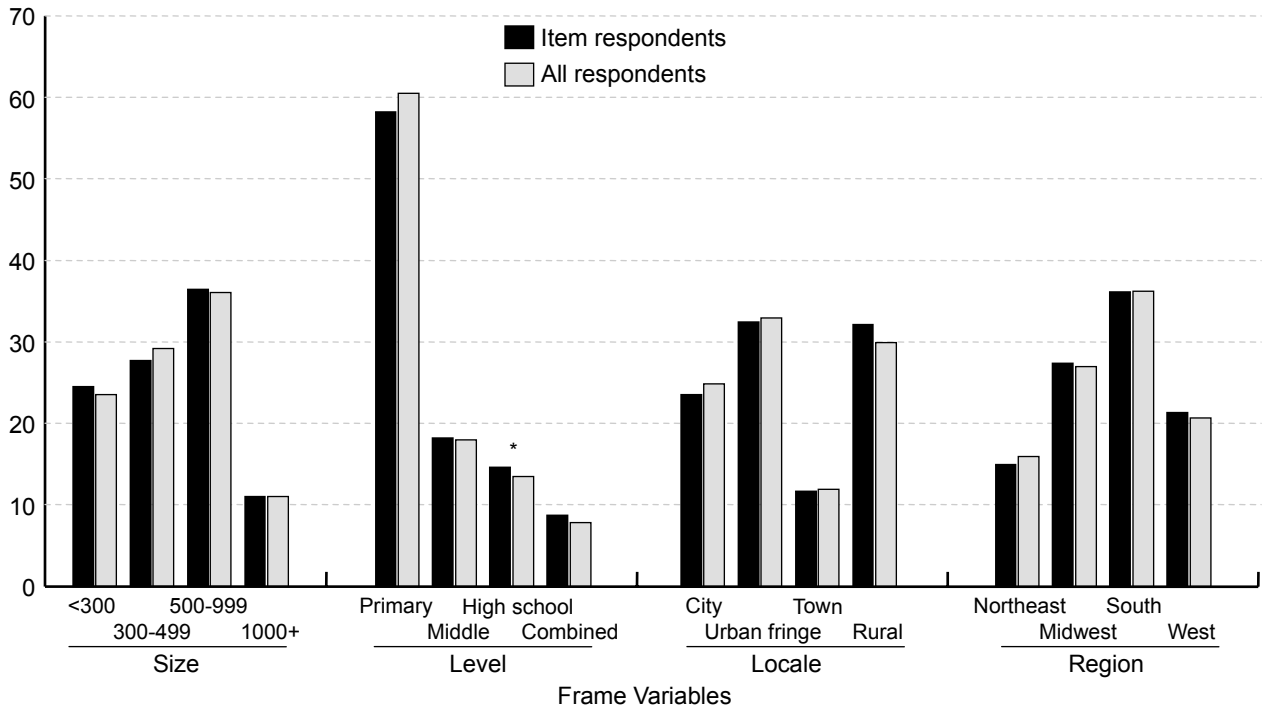
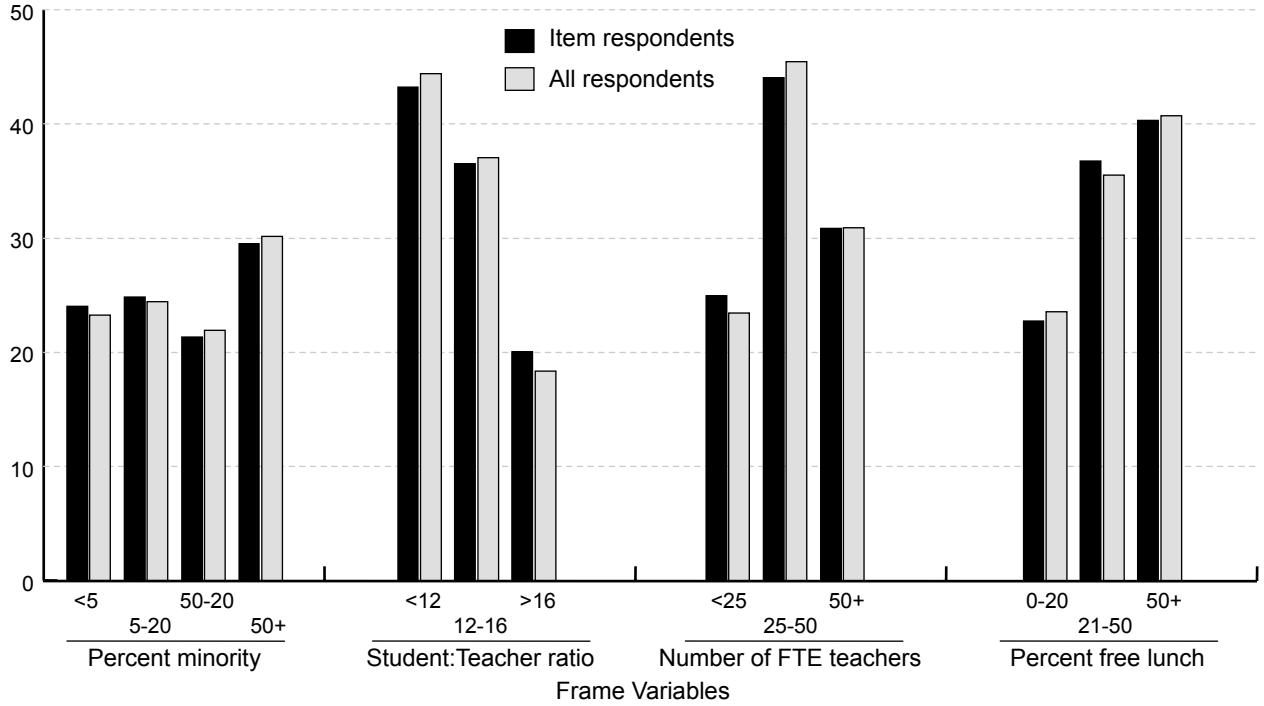



**Figure 7b. Distribution of variables for respondents to Q28C2 and all respondents**




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

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

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

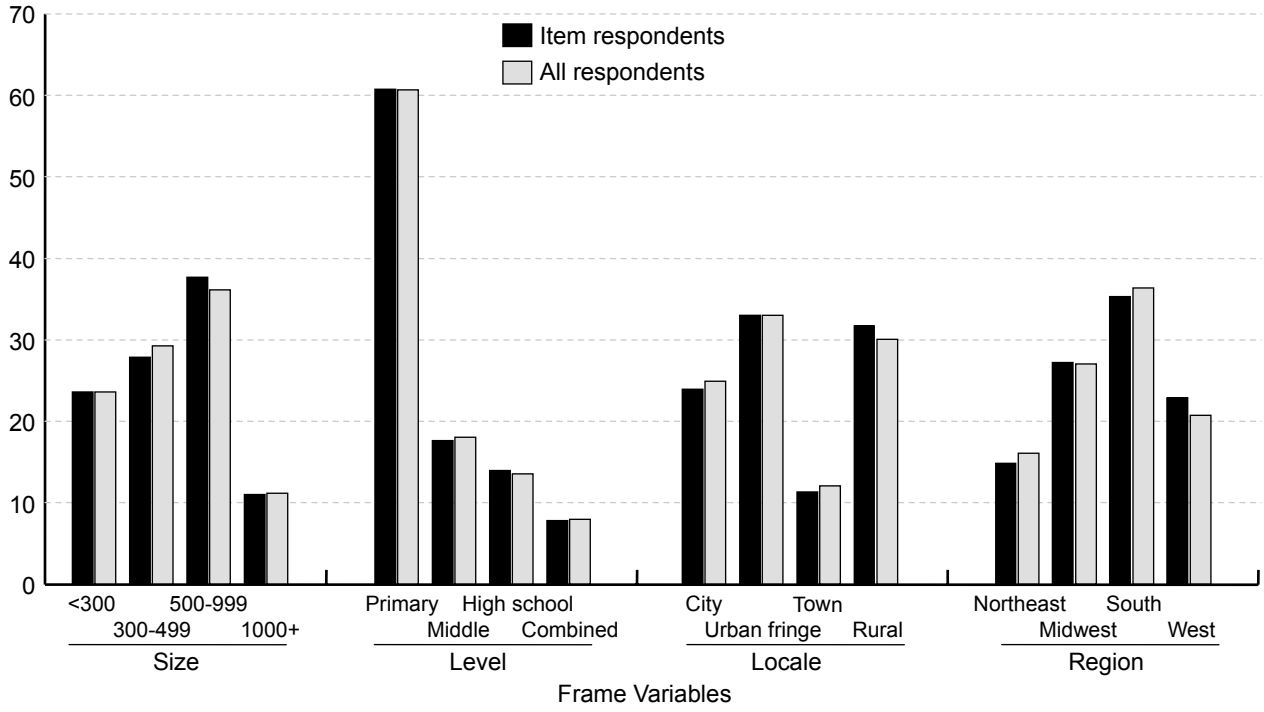
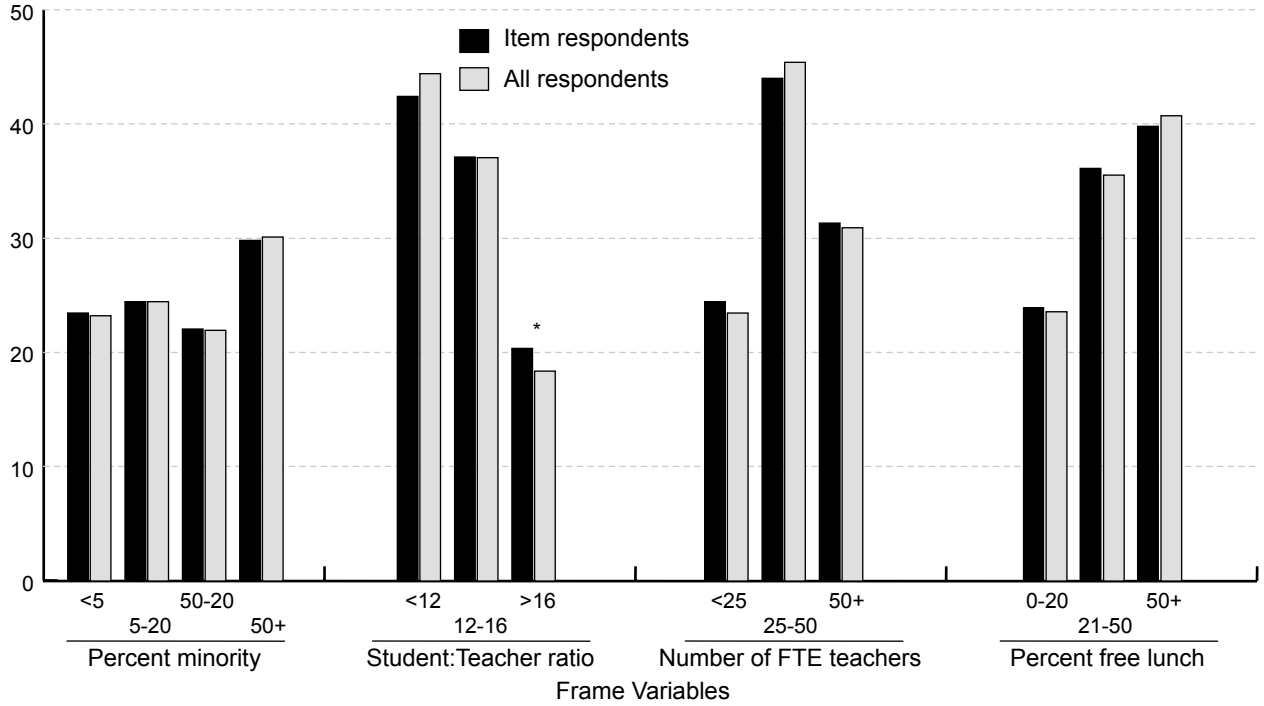



**Figure 8b. Distribution of variables for respondents to Q28D2 and all respondents**




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

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

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

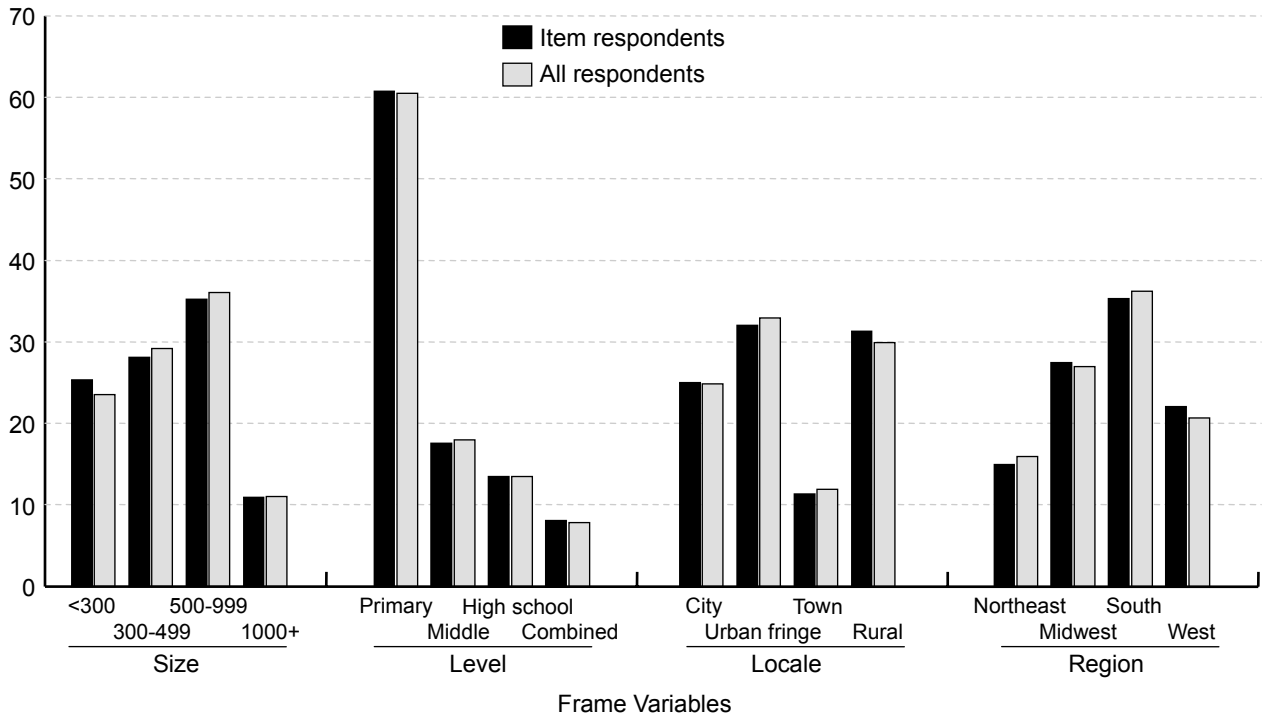
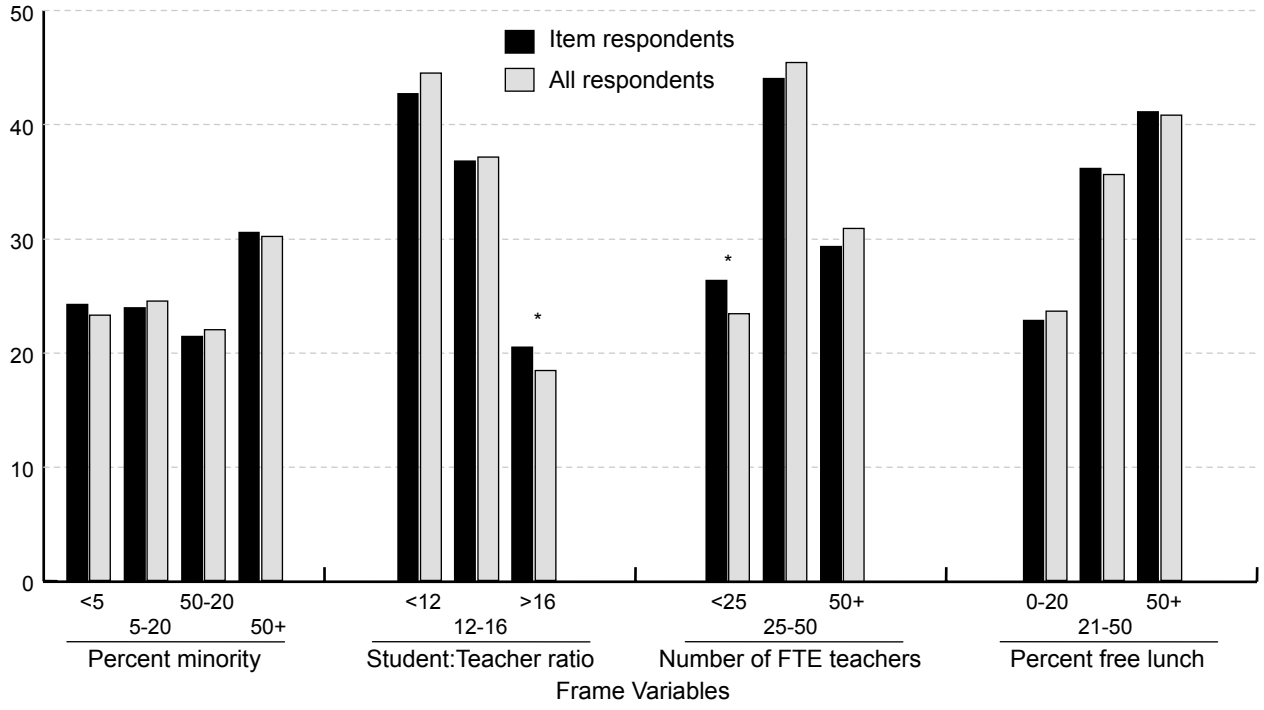



**Figure 9b. Distribution of variables for respondents to Q28E2 and all respondents**




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

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

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

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

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

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–12. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D1_2 (n=117) and non-respondents who were imputed a value>0 for Q17D1_2 (n=17), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 19.5 | 8.38 | 37.0 | 21.10 | -17.5 | 22.70 |
| 300–499 | 13.6 | 5.96 | 0.0 | 0.00 | 13.6 | 5.96 |
| 500–999 | 30.2 | 6.47 | 48.7 | 17.90 | -18.5 | 19.03 |
| 1,000 or more | 36.7 | 5.96 | 14.2 | 7.67 | 22.4 | 9.71 |
| Level–Frame | | | | | | |
| Primary | 35.1 | 8.23 | 0.0 | 0.00 | 35.1* | 8.23 |
| Middle | 18.4 | 3.98 | 35.6 | 14.96 | -17.2 | 15.48 |
| High schools | 35.6 | 5.79 | 34.2 | 14.30 | 1.4 | 15.43 |
| Combined | 10.8 | 6.67 | 30.2 | 22.45 | -19.3 | 23.42 |
| Locale–Frame | | | | | | |
| City | 37.6 | 6.75 | 25.6 | 12.16 | 12.0 | 13.91 |
| Urban Fringe | 37.3 | 7.27 | 26.1 | 12.20 | 11.1 | 14.20 |
| Town | 11.3 | 5.71 | 14.7 | 9.72 | -3.4 | 11.27 |
| Rural | 13.8 | 5.66 | 33.5 | 21.71 | -19.7 | 22.43 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 11.4 | 5.54 | 0.0 | 0.00 | 11.4 | 5.54 |
| 5 to 20 percent | 14.1 | 6.13 | 15.3 | 8.88 | -1.2 | 10.79 |
| 20 to 50 percent | 10.7 | 2.84 | 18.8 | 10.39 | -8.1 | 10.77 |
| 50 percent or more | 63.8 | 7.32 | 65.9 | 14.38 | -2.1 | 16.14 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 39.0 | 8.11 | 68.0 | 13.53 | -29.0 | 15.77 |
| 12–16 | 32.7 | 6.17 | 14.9 | 8.79 | 17.8 | 10.74 |
| More than 16 | 28.3 | 5.69 | 17.1 | 8.98 | 11.1 | 10.63 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 13.5 | 6.23 | 30.2 | 22.45 | -16.7 | 23.30 |
| 25 to 50 teachers | 25.7 | 8.01 | 25.1 | 12.42 | 0.6 | 14.78 |
| 50 or more teachers | 60.7 | 8.14 | 44.7 | 16.93 | 16.0 | 18.78 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 12.1 | 2.70 | 11.0 | 7.34 | 1.2 | 7.83 |
| 21–50 percent | 28.4 | 6.38 | 18.4 | 9.55 | 10.0 | 11.49 |
| More than 50 percent | 59.5 | 6.88 | 70.6 | 12.82 | -11.2 | 14.55 |
| Region–Frame | | | | | | |
| Northeast | 17.6 | 5.49 | 21.7 | 11.55 | -4.1 | 12.79 |
| Midwest | 22.2 | 5.71 | 13.2 | 8.42 | 9.0 | 10.17 |
| South | 24.0 | 5.82 | 25.8 | 12.26 | -1.8 | 13.57 |
| West | 36.2 | 7.63 | 39.4 | 20.44 | -3.1 | 21.82 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–13. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D2_1 (n=2046) and non-respondents who were imputed a value>0 for Q17D2_1 (n=394), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 17.8 | 1.51 | 24.6 | 3.36 | -6.8 | 3.68 |
| 300–499 | 28.1 | 1.53 | 27.7 | 3.05 | 0.4 | 3.41 |
| 500–999 | 38.6 | 1.49 | 39.4 | 3.12 | -0.8 | 3.46 |
| 1,000 or more | 15.5 | 0.75 | 8.3 | 1.18 | *7.2* | 1.40 |
| Level–Frame | | | | | | |
| Primary | 49.1 | 1.60 | 70.2 | 2.56 | *-21.1* | 3.02 |
| Middle | 23.4 | 0.99 | 15.0 | 1.49 | *8.4* | 1.79 |
| High schools | 19.2 | 0.83 | 7.5 | 0.94 | *11.7* | 1.25 |
| Combined | 8.3 | 1.05 | 7.2 | 1.90 | 1.0 | 2.17 |
| Locale–Frame | | | | | | |
| City | 26.7 | 1.45 | 30.2 | 3.01 | -3.5 | 3.34 |
| Urban Fringe | 32.8 | 1.44 | 32.2 | 3.09 | 0.6 | 3.41 |
| Town | 13.1 | 0.99 | 13.2 | 2.27 | -0.1 | 2.48 |
| Rural | 27.5 | 1.49 | 24.5 | 3.00 | 3.0 | 3.34 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 20.5 | 1.27 | 20.0 | 2.75 | 0.5 | 3.03 |
| 5 to 20 percent | 23.4 | 1.31 | 22.3 | 2.84 | 1.2 | 3.13 |
| 20 to 50 percent | 23.8 | 1.37 | 19.9 | 2.54 | 3.8 | 2.88 |
| 50 percent or more | 32.3 | 1.51 | 37.8 | 3.23 | -5.5 | 3.57 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 40.8 | 1.60 | 44.5 | 3.36 | -3.6 | 3.72 |
| 12–16 | 39.9 | 1.54 | 34.0 | 3.14 | 5.8 | 3.49 |
| More than 16 | 19.3 | 1.20 | 21.5 | 2.57 | -2.2 | 2.84 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 18.5 | 1.48 | 23.6 | 3.20 | -5.1 | 3.53 |
| 25 to 50 teachers | 43.7 | 1.60 | 49.8 | 3.34 | -6.1 | 3.71 |
| 50 or more teachers | 37.8 | 1.41 | 26.7 | 2.59 | *11.1* | 2.95 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 20.6 | 1.15 | 18.4 | 2.42 | 2.2 | 2.68 |
| 21–50 percent | 36.0 | 1.50 | 34.0 | 3.18 | 2.0 | 3.52 |
| More than 50 percent | 43.4 | 1.61 | 47.7 | 3.35 | -4.3 | 3.71 |
| Region–Frame | | | | | | |
| Northeast | 15.0 | 1.12 | 11.3 | 2.09 | 3.8 | 2.37 |
| Midwest | 27.0 | 1.44 | 26.6 | 3.01 | 0.4 | 3.33 |
| South | 36.6 | 1.52 | 36.9 | 3.18 | -0.3 | 3.52 |
| West | 21.3 | 1.33 | 25.3 | 2.95 | -3.9 | 3.23 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–14. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q17D2_2 (n=1181) and non-respondents who were imputed a value>0 for Q17D2_2 n=384), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 12.5 | 1.95 | 13.6 | 2.97 | -1.0 | 3.56 |
| 300–499 | 19.7 | 1.91 | 32.0 | 3.55 | -12.3 | 4.03 |
| 500–999 | 42.7 | 2.06 | 38.5 | 3.39 | 4.3 | 3.97 |
| 1,000 or more | 25.0 | 1.36 | 15.9 | 1.82 | 9.0* | 2.27 |
| Level–Frame | | | | | | |
| Primary | 28.6 | 2.43 | 44.4 | 3.75 | -15.9* | 4.47 |
| Middle | 30.6 | 1.61 | 27.9 | 2.51 | 2.6 | 2.99 |
| High schools | 31.4 | 1.56 | 18.2 | 1.87 | 13.2* | 2.44 |
| Combined | 9.5 | 1.66 | 9.4 | 2.52 | 0.0 | 3.02 |
| Locale–Frame | | | | | | |
| City | 28.5 | 1.97 | 25.7 | 3.09 | 2.8 | 3.67 |
| Urban Fringe | 31.4 | 1.78 | 37.3 | 3.46 | -5.9 | 3.90 |
| Town | 15.7 | 1.51 | 12.6 | 2.23 | 3.1 | 2.70 |
| Rural | 24.5 | 2.00 | 24.4 | 3.17 | 0.1 | 3.75 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 20.1 | 1.79 | 18.7 | 2.56 | 1.4 | 3.12 |
| 5 to 20 percent | 21.3 | 1.58 | 20.8 | 2.83 | 0.5 | 3.24 |
| 20 to 50 percent | 23.0 | 1.71 | 24.9 | 3.29 | -1.9 | 3.70 |
| 50 percent or more | 35.7 | 2.08 | 35.6 | 3.44 | 0.1 | 4.02 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 40.0 | 2.15 | 43.8 | 3.58 | -3.8 | 4.18 |
| 12–16 | 42.6 | 2.07 | 32.9 | 3.31 | 9.6 | 3.90 |
| More than 16 | 17.4 | 1.36 | 23.3 | 2.96 | -5.9 | 3.26 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 9.8 | 1.74 | 19.3 | 3.27 | -9.5 | 3.70 |
| 25 to 50 teachers | 34.3 | 2.11 | 45.8 | 3.60 | -11.6 | 4.17 |
| 50 or more teachers | 55.9 | 2.19 | 34.9 | 3.09 | 21.0* | 3.78 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 21.8 | 1.51 | 22.3 | 2.62 | -0.5 | 3.03 |
| 21–50 percent | 37.5 | 2.01 | 31.7 | 3.27 | 5.8 | 3.83 |
| More than 50 percent | 40.7 | 2.17 | 45.9 | 3.62 | -5.3 | 4.22 |
| Region–Frame | | | | | | |
| Northeast | 15.8 | 1.59 | 15.6 | 2.44 | 0.2 | 2.91 |
| Midwest | 27.1 | 1.92 | 22.2 | 2.91 | 4.9 | 3.49 |
| South | 37.2 | 2.01 | 43.6 | 3.56 | -6.4 | 4.09 |
| West | 19.9 | 1.68 | 18.6 | 2.89 | 1.3 | 3.35 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–15. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28A2 (n=614) and non-respondents who were imputed a value>0 for Q28A2 using (n=258), the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 26.1 | 2.78 | 26.1 | 4.41 | 0.0 | 5.21 |
| 300–499 | 31.9 | 2.61 | 30.0 | 3.95 | 1.9 | 4.73 |
| 500–999 | 32.8 | 2.41 | 35.4 | 3.76 | -2.5 | 4.47 |
| 1,000 or more | 9.1 | 0.96 | 8.5 | 1.32 | 0.6 | 1.64 |
| Level–Frame | | | | | | |
| Primary | 67.9 | 2.17 | 67.6 | 3.41 | 0.3 | 4.04 |
| Middle | 15.9 | 1.30 | 15.4 | 1.92 | 0.4 | 2.32 |
| High schools | 9.8 | 0.90 | 9.2 | 1.31 | 0.6 | 1.58 |
| Combined | 6.5 | 1.48 | 7.8 | 2.58 | -1.3 | 2.97 |
| Locale–Frame | | | | | | |
| City | 23.7 | 2.38 | 25.0 | 3.73 | -1.3 | 4.43 |
| Urban Fringe | 37.7 | 2.62 | 37.2 | 4.06 | 0.5 | 4.83 |
| Town | 11.6 | 1.69 | 9.6 | 2.25 | 2.1 | 2.81 |
| Rural | 27.0 | 2.54 | 28.2 | 3.94 | -1.2 | 4.69 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 24.0 | 2.43 | 18.7 | 3.33 | 5.4 | 4.12 |
| 5 to 20 percent | 27.5 | 2.36 | 28.7 | 3.88 | -1.3 | 4.54 |
| 20 to 50 percent | 23.3 | 2.34 | 20.9 | 3.53 | 2.4 | 4.23 |
| 50 percent or more | 25.2 | 2.42 | 31.7 | 3.87 | -6.5 | 4.57 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 44.4 | 2.77 | 49.5 | 4.25 | -5.0 | 5.07 |
| 12–16 | 35.3 | 2.59 | 35.6 | 3.96 | -0.3 | 4.73 |
| More than 16 | 20.3 | 2.11 | 15.0 | 3.01 | 5.3 | 3.68 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 27.9 | 2.76 | 20.8 | 4.03 | 7.1 | 4.88 |
| 25 to 50 teachers | 47.0 | 2.75 | 44.0 | 4.23 | 3.1 | 5.05 |
| 50 or more teachers | 25.0 | 2.01 | 35.2 | 3.72 | -10.2 | 4.23 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 29.9 | 2.46 | 25.2 | 3.65 | 4.7 | 4.40 |
| 21–50 percent | 37.9 | 2.65 | 36.9 | 4.09 | 1.0 | 4.88 |
| More than 50 percent | 32.2 | 2.66 | 37.9 | 4.14 | -5.7 | 4.92 |
| Region–Frame | | | | | | |
| Northeast | 13.7 | 1.85 | 20.5 | 3.47 | -6.9 | 3.93 |
| Midwest | 28.4 | 2.52 | 21.1 | 3.47 | 7.4 | 4.29 |
| South | 31.7 | 2.55 | 35.8 | 4.01 | -4.1 | 4.75 |
| West | 26.2 | 2.42 | 22.6 | 3.64 | 3.6 | 4.37 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–16. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28B2 (n=536) and non-respondents who were imputed a value>0 for Q28B2 (n=202), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 26.3 | 2.94 | 18.9 | 4.55 | 7.4 | 5.42 |
| 300–499 | 27.7 | 2.66 | 27.7 | 4.52 | 0.0 | 5.25 |
| 500–999 | 37.6 | 2.68 | 39.7 | 4.54 | -2.1 | 5.27 |
| 1,000 or more | 8.4 | 0.92 | 13.7 | 2.30 | -5.2 | 2.48 |
| Level–Frame | | | | | | |
| Primary | 68.4 | 2.32 | 62.2 | 4.24 | 6.2 | 4.84 |
| Middle | 14.3 | 1.29 | 15.2 | 2.19 | -0.8 | 2.54 |
| High schools | 9.1 | 0.90 | 11.3 | 1.71 | -2.2 | 1.93 |
| Combined | 8.2 | 1.77 | 11.4 | 3.42 | -3.1 | 3.85 |
| Locale–Frame | | | | | | |
| City | 19.2 | 2.27 | 27.7 | 4.25 | -8.5 | 4.82 |
| Urban Fringe | 39.5 | 2.80 | 34.2 | 4.59 | 5.3 | 5.38 |
| Town | 11.3 | 1.76 | 8.8 | 2.52 | 2.5 | 3.08 |
| Rural | 30.0 | 2.77 | 29.3 | 4.42 | 0.7 | 5.22 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 23.9 | 2.56 | 24.0 | 4.10 | -0.1 | 4.83 |
| 5 to 20 percent | 31.4 | 2.67 | 25.9 | 4.30 | 5.4 | 5.06 |
| 20 to 50 percent | 22.4 | 2.41 | 20.5 | 3.91 | 1.9 | 4.60 |
| 50 percent or more | 22.4 | 2.37 | 29.5 | 4.28 | -7.2 | 4.90 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 46.7 | 2.93 | 49.6 | 4.81 | -3.0 | 5.63 |
| 12–16 | 28.1 | 2.49 | 41.1 | 4.68 | -13.0 | 5.30 |
| More than 16 | 25.2 | 2.38 | 9.3 | 2.27 | 15.9* | 3.29 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 21.8 | 2.79 | 19.9 | 4.55 | 1.9 | 5.34 |
| 25 to 50 teachers | 50.7 | 2.90 | 45.6 | 4.81 | 5.1 | 5.61 |
| 50 or more teachers | 27.5 | 2.25 | 34.5 | 4.12 | -7.0 | 4.70 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 30.5 | 2.58 | 26.2 | 4.19 | 4.3 | 4.92 |
| 21–50 percent | 40.8 | 2.86 | 31.4 | 4.38 | 9.5 | 5.23 |
| More than 50 percent | 28.6 | 2.71 | 42.4 | 4.78 | -13.8 | 5.50 |
| Region–Frame | | | | | | |
| Northeast | 16.2 | 2.14 | 19.4 | 3.91 | -3.2 | 4.46 |
| Midwest | 28.8 | 2.72 | 25.1 | 4.27 | 3.7 | 5.06 |
| South | 17.3 | 2.21 | 41.9 | 4.69 | -24.6* | 5.19 |
| West | 37.8 | 2.76 | 13.7 | 3.22 | 24.1* | 4.24 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–17. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28C2 (n=882) and non-respondents who were imputed a value>0 for Q28C2 (n=420), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 26.8 | 2.60 | 19.5 | 3.47 | 7.3 | 4.33 |
| 300–499 | 26.3 | 2.28 | 31.7 | 3.43 | -5.4 | 4.12 |
| 500–999 | 33.4 | 2.17 | 35.0 | 3.11 | -1.6 | 3.79 |
| 1,000 or more | 13.5 | 1.01 | 13.8 | 1.54 | -0.3 | 1.84 |
| Level–Frame | | | | | | |
| Primary | 49.2 | 2.50 | 58.4 | 3.13 | -9.2 | 4.01 |
| Middle | 19.4 | 1.36 | 20.0 | 1.95 | -0.7 | 2.38 |
| High schools | 19.7 | 1.30 | 17.1 | 1.66 | 2.5 | 2.11 |
| Combined | 11.7 | 1.90 | 4.4 | 1.53 | 7.3 | 2.44 |
| Locale–Frame | | | | | | |
| City | 22.2 | 2.12 | 28.6 | 3.15 | -6.4 | 3.79 |
| Urban Fringe | 33.8 | 2.23 | 33.1 | 3.28 | 0.7 | 3.97 |
| Town | 11.5 | 1.51 | 10.5 | 2.08 | 0.9 | 2.57 |
| Rural | 32.5 | 2.45 | 27.7 | 3.24 | 4.8 | 4.06 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 27.4 | 2.25 | 24.7 | 3.18 | 2.7 | 3.90 |
| 5 to 20 percent | 28.2 | 2.20 | 23.7 | 2.93 | 4.5 | 3.67 |
| 20 to 50 percent | 22.0 | 2.05 | 20.6 | 2.70 | 1.4 | 3.39 |
| 50 percent or more | 22.4 | 2.08 | 31.0 | 3.26 | -8.6 | 3.87 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 48.1 | 2.50 | 44.1 | 3.52 | 4.0 | 4.32 |
| 12–16 | 32.4 | 2.24 | 43.1 | 3.47 | -10.8 | 4.13 |
| More than 16 | 19.5 | 1.84 | 12.7 | 2.11 | 6.8 | 2.80 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 23.5 | 2.46 | 18.8 | 3.39 | 4.8 | 4.19 |
| 25 to 50 teachers | 43.0 | 2.50 | 46.5 | 3.52 | -3.4 | 4.31 |
| 50 or more teachers | 33.4 | 2.03 | 34.8 | 2.97 | -1.4 | 3.60 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 29.9 | 2.12 | 26.5 | 2.99 | 3.5 | 3.67 |
| 21–50 percent | 35.6 | 2.36 | 34.5 | 3.29 | 1.1 | 4.05 |
| More than 50 percent | 34.4 | 2.50 | 39.0 | 3.50 | -4.6 | 4.30 |
| Region–Frame | | | | | | |
| Northeast | 14.2 | 1.61 | 17.4 | 2.78 | -3.1 | 3.21 |
| Midwest | 32.2 | 2.38 | 30.9 | 3.29 | 1.3 | 4.06 |
| South | 28.7 | 2.24 | 32.2 | 3.19 | -3.5 | 3.90 |
| West | 24.9 | 2.14 | 19.5 | 2.79 | 5.4 | 3.52 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–18. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28D2 (n=463) and non-respondents who were imputed a value>0 for Q28D2 (n=174), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 24.0 | 2.96 | 26.4 | 5.09 | -2.4 | 5.89 |
| 300–499 | 27.9 | 2.78 | 30.4 | 4.67 | -2.4 | 5.43 |
| 500–999 | 39.6 | 2.86 | 33.6 | 4.38 | 6.0 | 5.23 |
| 1,000 or more | 8.4 | 1.04 | 9.7 | 2.01 | -1.2 | 2.27 |
| Level–Frame | | | | | | |
| Primary | 74.8 | 2.11 | 77.1 | 3.46 | -2.3 | 4.05 |
| Middle | 12.2 | 1.20 | 11.7 | 1.87 | 0.5 | 2.22 |
| High schools | 7.6 | 0.85 | 6.5 | 1.20 | 1.1 | 1.47 |
| Combined | 5.5 | 1.52 | 4.8 | 2.79 | 0.7 | 3.18 |
| Locale–Frame | | | | | | |
| City | 23.7 | 2.61 | 33.1 | 4.65 | -9.4 | 5.33 |
| Urban Fringe | 38.8 | 2.89 | 31.0 | 4.55 | 7.8 | 5.39 |
| Town | 9.4 | 1.75 | 15.8 | 3.68 | -6.3 | 4.07 |
| Rural | 28.1 | 2.80 | 20.1 | 4.23 | 8.0 | 5.07 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 23.5 | 2.62 | 21.8 | 4.29 | 1.8 | 5.03 |
| 5 to 20 percent | 26.0 | 2.64 | 20.1 | 4.00 | 5.9 | 4.80 |
| 20 to 50 percent | 21.6 | 2.47 | 27.1 | 4.37 | -5.5 | 5.01 |
| 50 percent or more | 28.8 | 2.71 | 31.0 | 4.59 | -2.2 | 5.34 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 40.6 | 3.03 | 53.9 | 4.94 | -13.3 | 5.80 |
| 12–16 | 36.5 | 2.89 | 30.8 | 4.49 | 5.7 | 5.34 |
| More than 16 | 22.9 | 2.38 | 15.3 | 3.38 | 7.5 | 4.14 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 25.2 | 2.93 | 21.7 | 4.77 | 3.5 | 5.60 |
| 25 to 50 teachers | 46.7 | 3.01 | 49.8 | 5.00 | -3.1 | 5.84 |
| 50 or more teachers | 28.2 | 2.47 | 28.5 | 3.93 | -0.4 | 4.64 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 28.0 | 2.63 | 23.8 | 4.06 | 4.1 | 4.84 |
| 21–50 percent | 36.2 | 2.90 | 28.1 | 4.51 | 8.1 | 5.36 |
| More than 50 percent | 35.8 | 2.95 | 48.0 | 5.01 | -12.2 | 5.81 |
| Region–Frame | | | | | | |
| Northeast | 15.0 | 2.21 | 15.6 | 3.44 | -0.6 | 4.09 |
| Midwest | 28.4 | 2.85 | 27.5 | 4.65 | 0.9 | 5.45 |
| South | 14.9 | 2.10 | 35.8 | 4.64 | -20.9* | 5.09 |
| West | 41.7 | 2.93 | 21.1 | 4.32 | 20.6* | 5.22 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–19. Difference in the distributions of the frame/survey variables between respondents who reported >0 events for Q28E2 (n=734) and non-respondents who were imputed a value>0 for Q28E2 (n=279), using the Final Weight**

| | Item Respondents | | All Respondents | | Absolute Difference = (Item Respondents – All Respondents) | |
|---|---|---|---|---|---|---|
| **Frame/Survey Variable** | **%[1]** | **± SE[2]** | **%** | **± SE** | **%** | **± SE** |
| Size–Frame | | | | | | |
| Less than 300 | 33.1 | 2.72 | 19.2 | 4.04 | 13.8 | 4.87 |
| 300–499 | 27.4 | 2.34 | 34.4 | 4.19 | -7.0 | 4.80 |
| 500–999 | 29.0 | 2.11 | 34.3 | 3.74 | -5.4 | 4.29 |
| 1,000 or more | 10.6 | 0.95 | 12.0 | 1.59 | -1.5 | 1.85 |
| Level–Frame | | | | | | |
| Primary | 66.5 | 2.08 | 62.7 | 3.57 | 3.9 | 4.13 |
| Middle | 15.5 | 1.19 | 20.3 | 2.34 | -4.8 | 2.63 |
| High schools | 11.1 | 0.90 | 10.9 | 1.42 | 0.2 | 1.68 |
| Combined | 6.9 | 1.43 | 6.1 | 2.22 | 0.8 | 2.64 |
| Locale–Frame | | | | | | |
| City | 25.7 | 2.26 | 25.3 | 3.64 | 0.3 | 4.28 |
| Urban Fringe | 33.7 | 2.37 | 36.6 | 4.06 | -2.9 | 4.70 |
| Town | 9.4 | 1.44 | 11.7 | 2.64 | -2.3 | 3.01 |
| Rural | 31.2 | 2.51 | 26.3 | 3.80 | 4.8 | 4.55 |
| Percent Minority–Frame | | | | | | |
| Less than 5 percent or unknown | 26.5 | 2.33 | 23.9 | 3.74 | 2.6 | 4.41 |
| 5 to 20 percent | 26.7 | 2.27 | 23.2 | 3.51 | 3.4 | 4.18 |
| 20 to 50 percent | 21.4 | 2.10 | 28.2 | 3.98 | -6.8 | 4.50 |
| 50 percent or more | 25.4 | 2.24 | 24.7 | 3.33 | 0.7 | 4.01 |
| Student-to-teacher Ratio–Frame | | | | | | |
| Less than 12 | 45.8 | 2.61 | 50.9 | 4.21 | -5.0 | 4.95 |
| 12–16 | 33.2 | 2.40 | 38.4 | 4.02 | -5.2 | 4.68 |
| More than 16 | 20.9 | 1.95 | 10.7 | 2.21 | 10.2* | 2.95 |
| Number of FTE Teachers–Frame | | | | | | |
| Less than 25 teachers | 31.1 | 2.64 | 15.5 | 3.61 | 15.6* | 4.47 |
| 25 to 50 teachers | 46.2 | 2.58 | 48.7 | 4.23 | -2.6 | 4.96 |
| 50 or more teachers | 22.7 | 1.68 | 35.7 | 3.71 | -13.0* | 4.08 |
| Percent Free Lunch–Frame | | | | | | |
| 0–20 percent | 26.9 | 2.18 | 24.0 | 3.48 | 2.9 | 4.11 |
| 21–50 percent | 36.2 | 2.48 | 39.2 | 4.17 | -3.0 | 4.85 |
| More than 50 percent | 36.9 | 2.57 | 36.8 | 4.06 | 0.1 | 4.81 |
| Region–Frame | | | | | | |
| Northeast | 17.8 | 1.99 | 22.8 | 3.56 | -5.0 | 4.08 |
| Midwest | 29.9 | 2.40 | 24.6 | 3.64 | 5.3 | 4.36 |
| South | 24.7 | 2.27 | 37.1 | 4.08 | -12.4 | 4.67 |
| West | 27.6 | 2.25 | 15.5 | 2.99 | 12.1* | 3.74 |

[1]Values rounded to the nearest 0.1 percent. The absolute difference is computed before rounding the individual percentages.
[2]Standard Error.
*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.

**Table J–20. Distribution of the nine variables with a response rate < 85 percent before and after imputation, using the Final Weight**

| | Before Imputation (Item Respondents) | | After Imputation (Item Respondents + Imputed-Value Respondents) | |
|---|---|---|---|---|
| **Variable** | **Sample Size** | **%** | **Sample Size** | **%** |
| Q17D1_1 | | | | |
| 0 events | 2272 | 95.9 | 2611 | 96.0 |
| 1 or more events | 144 | 4.1 | 161 | 4.0 |
| Q17D1_2 | | | | |
| 0 events | 2296 | 97.1 | 2638 | 97.2 |
| 1 or more events | 117 | 2.9 | 134 | 2.8 |
| Q17D2_1* | | | | |
| 0 events | 315 | 27.1 | 332 | 23.3 |
| 1 or more events | 2046 | 72.9 | 2440 | 76.7 |
| Q17D2_2* | | | | |
| 0 events | 975 | 66.9 | 1207 | 64.4 |
| 1 or more events | 1181 | 33.1 | 1565 | 35.6 |
| Q28A2 | | | | |
| 0 events | 1331 | 64.4 | 1890 | 64.4 |
| 1 or more events | 614 | 35.6 | 872 | 35.6 |
| Q28B2 | | | | |
| 0 events | 1380 | 67.8 | 2034 | 69.8 |
| 1 or more events | 536 | 32.2 | 738 | 30.2 |
| Q28C2 | | | | |
| 0 events | 1009 | 59.6 | 1470 | 59.8 |
| 1 or more events | 882 | 40.4 | 1302 | 40.2 |
| Q28D2 | | | | |
| 0 events | 1444 | 69.1 | 2135 | 70.3 |
| 1 or more events | 463 | 30.9 | 637 | 29.7 |
| Q28E2 | | | | |
| 0 events | 1234 | 59.5 | 1759 | 61.1 |
| 1 or more events | 734 | 40.5 | 1013 | 38.9 |

*Difference is statistically significant at the .05 level. Bonferroni correction used to adjust for multiple comparisons.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2004.