

2017-18 School Survey on Crime and Safety (SSOCS)

Public-Use Data File User's Manual

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2017–18 School Survey on Crime and Safety (SSOCS)

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1. Introduction

The School Survey on Crime and Safety (SSOCS)—a nationally representative survey of U.S. K–12 public schools—is managed by the National Center for Education Statistics (NCES), an agency within the U.S. Department of Education’s Institute of Education Sciences. SSOCS collects detailed information from public schools on the incidence, frequency, seriousness, and nature of violence affecting students and school personnel. SSOCS also collects information on the programs, practices, and policies that schools have in place to prevent and reduce crime. Data from this collection can be used to examine the relationship between school characteristics and violent crimes in regular public primary, middle, high, and combined schools.

SSOCS has been conducted seven times, covering the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, 2015–16, and 2017–18 school years. The responsibility for the design and conduct of the survey lies with NCES, and the SSOCS:2018 data collection was administered by the U.S. Census Bureau. Out of a sample of 4,803 public schools, a total of 2,762 submitted completed questionnaires, for a weighted response rate of 61.7 percent. Data were collected between February 20, 2018, and July 18, 2018.

This manual is designed to assist users of the public-use SSOCS:2018 data file and offers information about the SSOCS:2018 administration, including its purpose, sample design, data collection methods, and data processing procedures. The manual also contains a copy of the SSOCS:2018 questionnaire instrument (appendix A), as well as information specific to the SSOCS:2018 public-use data file, including a list of variables and the record layout of the fixed-format ASCII file (appendix B). The public-use data file may be obtained at https://nces.ed.gov/surveys/ssocs/data_products.asp.

A restricted-use data file is also available. To protect the confidentiality of the sampled schools, certain variables included in the restricted-use file are not available in the public-use file. The restricted-use data file, and a corresponding user’s manual, may be obtained through a special licensing agreement with NCES. To learn more about obtaining a license, please visit <http://nces.ed.gov/statprog/instruct.asp>.

1.1 Background of the Study

A safe school environment is necessary for educating our nation’s youth. Students who engage in criminal behavior or who are victims of crime at school may not meet their potential in the classroom or at home. While school crime has always been a major concern for parents, students, educators, researchers, and policymakers, it gained national attention in the aftermath of several school shootings that took place in the 1997–98 school year. Although the federal government had been collecting crime and safety data sporadically for several decades, these events highlighted a need for a survey that would build upon prior school crime and safety surveys¹ 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, to

¹ The surveys on school crime and safety sponsored by the U.S. Department of Education prior to 1999 are the Safe Schools Study, conducted by the National Institute of Education in 1978; the Teacher, Principal, and Public School District Surveys on Safe, Disciplined, and Drug Free Schools, conducted by NCES through the Fast Response Survey System (FRSS) in 1991; and the Principal/School Disciplinarian Survey on School Violence conducted by NCES through FRSS in 1997.

address safety in and around American public schools.

SSOCS was designed to meet the congressional mandate for NCES to provide statistics on the frequency of school violence, the nature of the school environment, and the characteristics of school violence prevention programs. Such national data are critical, as they provide the true frequency of these problems in schools without having to rely upon anecdotal evidence of crimes. Accurate information is necessary for policymakers to make informed decisions about school policy and to demonstrate to the public a proactive approach to school safety. SSOCS data help the policy and program offices at the U.S. Department of Education design grant programs intended to address school safety, violence prevention, and school climate.

1.2 Questionnaire Development

The original SSOCS questionnaire, used in the 2000 data collection, was developed in consultation with a technical review panel (TRP)² consisting of some of the nation's top experts on school crime and school programs relating to crime and safety. Much of the questionnaire content has been preserved since the first survey administrations to allow for comparisons over time. However, over time, the SSOCS questionnaire has been adjusted as necessary to remove survey items that have been proven to have little utility or that yield data quality concerns and updated to capture emerging areas of policy interest.

Revisions to the 2004 questionnaire were based on an analysis of responses to the 2000 questionnaire, a review of current literature in the field, feedback from a TRP and invested government agencies, and the results of extensive pretesting. The questionnaire remained essentially the same for the 2004, 2006, and 2008 collections. The questionnaire for the 2010 collection used the 2008 questionnaire with minor revisions based on feedback from several SSOCS data users and school crime and safety experts.

More substantial revisions were made to the SSOCS:2016 questionnaire. Similar to the 2004 questionnaire, these revisions were based on an analysis of responses to the SSOCS:2010 questionnaire, a review of current literature in the field, feedback from a TRP and invested government agencies, and the results of extensive cognitive testing. Because SSOCS:2016 was supported by funding from the National Institute of Justice (NIJ), additional revisions were also made to accommodate NIJ's interest in collecting data on school security personnel and school mental health services.³

The SSOCS:2018 questionnaire was developed based on an analysis of responses to the SSOCS:2016 questionnaire, a review of current literature in the field, feedback from school crime and safety experts, and the results of extensive cognitive testing. Although the SSOCS:2018 questionnaire was similar to that used in 2016, some items were modified and new content was added.

Between the SSOCS:2010 and SSOCS:2016 administrations, there was a significant drop in the response rate, from 81 percent to 63 percent. After the SSOCS:2016 administration, NCES conducted focus groups to investigate principals' perceptions of the questionnaire and to understand how

² The TRPs consisted of researchers on school crime, educators, policymakers, and representatives of relevant education-related organizations.

³ For further information on the development of the SSOCS instrument over previous survey iterations, please refer to the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 SSOCS user's manuals, which can be found at <http://nces.ed.gov/surveys/ssocs/>. A complete archive of SSOCS questionnaires, data, and publications, as well as answers to frequently asked questions, can also be found at this website.

respondents' perceptions of it may be related to the decline in the response rate. Although most of the focus group participants saw value in the survey content, many indicated that the length of the survey made them less likely to respond. Content experts who reviewed an early draft of the 2018 questionnaire also expressed concern about the level of burden placed on respondents because of the length of the questionnaire.

Taking all of this information into consideration, several items were cut from the survey for the 2018 administration in order to make room for items that address emerging areas of interest. The items that were removed were primarily those that were outdated (i.e., that were of limited continued policy interest), had limited variability across survey administrations and/or within subgroups, or were duplicative of survey items included in other NCES data collections.

A copy of the SSOCS:2018 questionnaire can be found in appendix A. The differences between the 2016 and 2018 questionnaires are detailed below.

1.2.1 Changes to Definitions for SSOCS:2018

This section outlines the changes made to the definitions of terms used in the 2018 administration of SSOCS. Two definitions (arrest and harassment) were added to the 2018 questionnaire to clarify terms used in existing survey items, and one definition (sexual misconduct) was added to clarify a term used in a new survey item. One definition (school resource officer) was moved from a survey item to the formal list of definitions. Smaller, primarily editorial, changes were made to eight existing definitions to increase clarity for survey respondents.

1.2.1.1 New Definitions Added for SSOCS:2018

- **Arrest**—A formal definition was added to the survey aligning to the language used by the Bureau of Justice Statistics. Arrest is defined as *“The act of detaining in legal custody. An ‘arrest’ is the deprivation of a person’s liberty by legal authority in response to a criminal charge.”*
- **Harassment**—A formal definition was added to the survey to clarify a term used in both new and existing items. The definition added closely aligns with the definition used in the Civil Rights Data Collection, another school-based data collection that is conducted by the Department of Education’s Office for Civil Rights. Harassment is defined as *“Conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”*
- **Sexual misconduct**—This definition was added to the survey in accordance with the addition of a survey item on incidents of sexual misconduct. Sexual misconduct is defined as *“Any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position, thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.”*

- **School Resource Officer (SRO)**—In previous SSOCS administrations, the definition for this term was included within the only survey item that used the term. However, as this term is now used throughout an entire section of the questionnaire, the definition for this term was added to the formal list of definitions. School Resource Officer is defined as *“A career sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.”*

1.2.1.2 Changes Made to Existing SSOCS Definitions

- **Bullying**—The three key components in the definition of bullying—an observed or perceived power imbalance, repetition, and the exclusion of siblings or current dating partners—have been reordered for clarity. Bullying is defined as *“Any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.”*
- **Cyberbullying**—The definition was modified to directly specify that cyberbullying is a form of bullying. Cyberbullying is defined as *“Bullying that occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”*
- **Diagnostic mental health assessment**—The term “diagnostic assessment” was changed to “diagnostic mental health assessment,” and the definition was modified to remove references to general medical professionals and medical diagnoses other than mental health. The revisions will help respondents to distinguish between diagnostic assessments for mental health disorders and assessments that may be administered to identify other medical or educational issues. Diagnostic mental health assessment is defined as *“An evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student’s mental health diagnosis.”*
- **Mental health professional**—The definition was revised to specify that mental health professionals are licensed. Mental health professional is defined as *“Mental health services are provided by several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.”*
- **Rape**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of rape. Rape is defined as *“Forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims of rape.”*
- **Sexual assault**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of sexual assault. Sexual assault is

defined as “An incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).”

- **Sexual harassment**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of sexual harassment and to include additional examples of forms of harassment. Additionally, as the corresponding survey item asks only about sexual harassment of students by students, examples of other perpetrators (e.g., school employees, non-school employees) were removed from the definition. Sexual harassment is defined as “Conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”
- **Treatment**—The wording of this definition was modified to clarify that “treatment” refers to clinical interventions to address mental health disorders. Treatment is defined as “A clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.”

1.2.2 Changes to Items Between SSOCS:2016 and SSOCS:2018

This section details the item additions, modifications, and deletions made between the 2016 and 2018 survey administrations.⁴ In addition to the changes listed below, the school year reference was updated throughout the questionnaire to direct respondents to reflect specifically on the 2017–18 school year.

1.2.2.1 Items Added to SSOCS:2018

- **Item 20.** During the 2017–18 school year, did your school provide diagnostic mental health assessments (e.g., psychological/psychiatric diagnostic assessments) to evaluate students for mental health disorders? (C0661)
- **Item 21.** Were diagnostic mental health assessment services provided to students from your school in the following locations?
 - a. At school, by a school-employed or contracted mental health professional (C0663)
 - b. Outside of school, by a school-employed or contracted mental health professional (C0665)
- **Item 22.** During the 2017–18 school year, did your school provide treatment (e.g., psychotherapy, medication) to students for mental health disorders? (C0667)

⁴ SSOCS variables are identified by source codes. The source code is “C0” followed by the 3-digit number next to the item on the questionnaire. For example, the first row of item 1 (item 1a) is variable C0110. The source code numbers do not change from one administration to the next, even though the item number might change on the survey instrument.

- **Item 23.** Were treatment services provided to students from your school in the following locations?
 - a. At school, by a school-employed or contracted mental health professional (C0669)
 - b. Outside of school, by a school-employed or contracted mental health professional (C0671)
- **Item 24d.** Concerns about reactions from parents (C0681)
- **Item 25h.** Training in recognizing signs of self-harm or suicidal tendencies (C0278)
- **Item 26.** To the best of your knowledge, during the 2017–18 school year, were there any staff at your school who legally carried a firearm on school property? (C0279)
- **Item 33.** To the best of your knowledge, during the 2017–18 school year, have there been any incidents of sexual misconduct between a staff member and a student at your school? (C0705)
- **Item 35f.** Student harassment of other students based on religion (C0385)
- **Item 35g.** Student harassment of other students based on disability (e.g., physical, mental, and learning disabilities) (C0387)

1.2.2.2 SSOCS:2018 Items Modified From SSOCS:2016

- **Item 1b.** Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) (C0112)
 - “Loading docks” was added as an example.
- **Item 1h.** Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons) (C0125)
 - SSOCS:2016 items 1h and 1i were combined. The resulting item does not distinguish between random sweeps conducted using dog sniffs and those that do not use dog sniffs.
- **Item 1i.** Require drug testing for students participating in athletics or other extracurricular activities (C0129)
 - SSOCS:2016 sub-items 1j and 1k were combined. The resulting item does not distinguish between drug testing for student athletes and drug testing for students in extracurricular activities other than athletics.
- **Item 1u.** Prohibit non-academic *use* of cell phones or smartphones during school hours (C0153)
 - This item has been modified to specify prohibition of “non-academic” use of cell phones or smartphones. “Text messaging devices” was also changed to “smartphones.”
- **Item 2g.** Pandemic disease (C0161)
 - “Pandemic flu” was changed to “pandemic disease” to broaden the scope of the item.

- **Item 4.** During the 2017–18 school year, did your school have any activities that included the following components for students? (C0174-C0186)
 - The stem of this item was revised. Specifically, “programs” was changed to be “activities.” Additionally, the specification of “formal” was removed from the item to allow schools to respond regarding both “formal” and “informal” activities. The specification that activities must be “intended to prevent or reduce violence” was also removed.
- **Item 4b.** Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) (C0183)
 - The word “training” was removed from this item.
- **Item 4d.** Individual mentoring/tutoring/coaching of students by adults (C0181)
 - The word “attention” was removed from this item.
- **Item 13a.** Carry physical restraints (e.g., handcuffs, Tasers) (C0621)
 - The wording of this item was revised to increase consistency between items 13a and 17b.
- **Item 14c.** Maintaining student discipline (C0632)
 - The wording of this item was revised to increase consistency between items 14c and 17a.
- **Item 17b.** Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray) (C0654)
 - The wording of this item was revised to increase consistency between items 13a and 17b.
- **Item 18a.** School Resource Officers (C0236-C0238)
 - The definition for School Resource Officer was removed from this item as the definition is now included in the formal list of definitions.
- **Item 19.** Aside from sworn law enforcement officers (including School Resource Officers), how many additional security guards or security personnel were present at your school at least once a week? (C0232-C0234)
 - The wording of this item stem was reordered to read “sworn law enforcement officers (including School Resource Officers)” to increase consistency with the wording used in other items in the School Security Staff section.
- **Item 24c.** Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) (C0678)
 - “Confidentiality” was added as an example in a parenthetical notation.
- **Item 24f.** Written or unwritten policies regarding the school’s requirement to pay for the diagnostic mental health assessment or treatment of students (C0684)
 - Per the definitional changes as noted above, “diagnostic assessment” was changed to “diagnostic mental health assessment” in this item. Additionally, “diagnostic mental health assessment” and “treatment” were set in bold type and marked with an asterisk as an indication that these terms have a formal definition.

- **Item 32.** To the best of your knowledge, were any of these hate crimes motivated by the offender’s bias against the following characteristics or perceived characteristics? (C0692-C0704)
 - “Or perceived characteristics” was added.
- **Item 32c.** Sex (C0696)
 - “Gender” was changed to “sex.”
- **Item 32e.** Disability (e.g., physical, mental, and learning disabilities) (C0700)
 - The parenthetical was added to clarify the meaning of “disability” and to align with the examples used in item 35g.
- **Item 34.** Please record the number of arrests that occurred at your school during the 2017–18 school year. Please include all arrests that occurred at school, regardless of whether a student or non-student was arrested. (C0688)
 - The response type for this item was changed from interval to ordinal. Previously, respondents were asked to write in the number of arrests that occurred; now they are asked to select from the following response categories: 0, 1–5, 6–10, and 11 or more.
- **Item 37b.** Removal with school-provided tutoring/home instruction for at least the remainder of the school year (C0394, C0396)
 - The phrase “at-home instruction” was modified to “home instruction.”
- **Item 41b.** English language learner (ELL) (C0526)
 - “Limited English Proficient” was changed to “English language learner (ELL).”

1.2.2.3 SSOCS:2016 Items Not Included in SSOCS:2018

- **SSOCS:2016 Item 1v.** Provide telephones in most classrooms (C0148)
- **SSOCS:2016 Item 1x.** Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers (C0151)
- **SSOCS:2016 Item 4c.** Counseling, social work, psychological, or therapeutic activity for students (C0178)
- **SSOCS:2016 Item 4d.** Individual attention/mentoring/tutoring/coaching of students by students (C0180)
- **SSOCS:2016 Item 4f.** Recreational, enrichment, or leisure activities for students (C0182)
- **SSOCS:2016 Item 8c.** Have a program that involves parents at school helping to maintain school discipline (C0194)
- **SSOCS:2016 Item 9c.** Special subject-area events (e.g., science fair, concerts) (C0200)
- **SSOCS:2016 Item 9d.** Volunteered at school or served on a committee (C0202)
- **SSOCS:2016 Item 14d.** Coordinating with local police and emergency team(s) (C0634)

- **SSOCS:2016 Item 20.** During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed mental health professional?
 - **Item 20a_1:** Diagnostic assessment for mental health disorders was available to students at school by a mental health professional employed by the school or district (C0662)
 - **Item 20a_2:** Diagnostic assessment for mental health disorders was available to students at school by a mental health professional other than a school or district employee, funded by the school or district (C0664)
 - **Item 20a_3:** Diagnostic assessment for mental health disorders was available to students outside of school by a mental health professional other than a school or district employee, funded by the school or district (C0666)
 - **Item 20b_1:** Treatment for mental health disorders was available to students at school by a mental health professional employed by the school or district (C0668)
 - **Item 20b_2:** Treatment for mental health disorders was available to students at school by a mental health professional other than a school or district employee, funded by the school or district (C0670)
 - **Item 20b_3:** Treatment for mental health disorders was available to students outside of school by a mental health professional other than a school or district employee, funded by the school or district (C0672)
- **SSOCS:2016 Item 21d.** Lack of parental support in addressing their children’s mental health disorders (C0680)
- **SSOCS:2016 Item 30.** How many times during the 2015–16 school year were activities disrupted by unplanned alarms (i.e., fire alarms)? (C0370)
- **SSOCS:2016 Item 31.** Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by other actions, such as death threats, bomb threats, or chemical, biological, or radiological threats? (C0372)

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of the SSOCS:2018 instrument, “School Practices and Programs,” addressed current school practices and programs that may relate to crime and discipline. Respondents were asked about various practices through which schools attempt to prevent and reduce violence, including controlling access to school grounds and school buildings, requiring metal detector checks on students, and requiring students, faculty, or staff to wear badges or picture IDs. This section also asked respondents about various activities and student groups the school may have in place to involve students in restorative practices and to promote acceptance of student diversity.

Respondents were also asked whether their school has a written plan describing procedures to be performed in the event of specific crisis scenarios and whether students have been drilled on certain emergency procedures. Additionally, this section asked about the presence of a threat assessment team to identify students who might be a potential risk for violent behavior.

1.3.2 Parent and Community Involvement at School

The second section, “Parent and Community Involvement at School,” collected information about schools’ efforts to involve parents in providing input on school crime and discipline policies as well as in responding to students’ problem behaviors. In addition, this section addressed the level of parent or guardian participation in school-related activities (e.g., open houses, parent-teacher conferences), and whether various community groups—including juvenile justice agencies, social service agencies, and/or religious organizations—were involved in schools’ efforts to promote safe schools.

1.3.3 School Security Staff

The third section, “School Security Staff,” collected information focusing on the presence and roles of sworn law enforcement officers (including School Resource Officers) in schools. Respondents were asked whether sworn law enforcement officers were present at various times throughout the school day and after school hours, whether they were armed, and whether they participated in various activities, such as mentoring students or training teachers, while at school. This section also asked respondents to report whether their school had a formalized policy that governed the actions of officers and, if so, what topics these policies covered. Finally, respondents were asked to report the number of full-time and part-time sworn law enforcement officers and additional security personnel who were present at school at least once a week.

1.3.4 School Mental Health Services

The fourth section, “School Mental Health Services,” asked respondents about the availability of mental health services conducted by licensed mental health professionals. Respondents were asked about both diagnostic mental health assessments and treatment for mental health disorders, and whether these services were provided to students at school or outside of school. Respondents were also asked for their perceptions of the factors that might limit their school’s efforts to provide mental health services to students, such as inadequate funding, potential legal issues for the school or district, and concerns about parents’ reactions.

1.3.5 Staff Training and Practices

The fifth section, “Staff Training and Practices,” asked respondents about various types of training provided by the school or district for classroom teachers or aides, including training in safety procedures, intervention strategies for students displaying signs of mental health disorders, and recognizing early warning signs of students likely to exhibit violent behavior. Additionally, this section asked whether any staff (excluding school security staff) legally carried a firearm on school property.

1.3.6 Limitations on Crime Prevention

The sixth section, “Limitations on Crime Prevention,” asked respondents whether their efforts to reduce or prevent crime were constrained by teachers, parents, students, or administrative policies. Such limitations included lack of or inadequate teacher training in classroom management, the likelihood of complaints from parents, inadequate funds, and federal, state, or district policies on discipline and safety.

1.3.7 Frequency of Crime and Violence at School

The seventh section, “Frequency of Crime and Violence at School,” asked respondents whether any students, faculty, or staff had died as a result of a homicide committed at the school. Respondents were also asked whether any shootings have occurred at school (regardless of whether anyone was hurt).

1.3.8 Incidents

The eighth section, “Incidents,” asked respondents to report counts of a variety of recorded incidents at their schools, such as rape (or attempted rape), robbery, physical attacks or fights, and possession of a firearm or explosive device. In addition to being asked to report the number of recorded incidents, respondents were asked to report the number of those incidents reported to the police. Separate questions asked about the number of arrests that occurred at school and whether there had been any incidents of sexual misconduct between a staff member and a student. Respondents were also asked to report the number of hate crimes that occurred at school as well as their perception of the biases that may have motivated these crimes.

1.3.9 Disciplinary Problems and Actions

The ninth section, “Disciplinary Problems and Actions,” asked about the degree to which schools face various disciplinary problems, such as student racial/ethnic tensions, student bullying, and gang activities. School administrators were asked about whether their school allowed for the use of various disciplinary actions, such as removals from school, transfers, and out-of-school suspensions, and whether these disciplinary actions were used during the school year. This section also asked respondents what types of disciplinary actions their schools took in response to certain offenses committed by students, such as using or possessing a firearm or explosive device. Separate questions asked about the number of students who were removed from the school or transferred to specialized schools for disciplinary reasons.

1.3.10 School Characteristics: 2017–18 School Year

The tenth section, “School Characteristics: 2017–18 School Year,” asked respondents about features of the school and characteristics of the student body. Features of the school for which data were collected included the school’s total enrollment; the number of daily classroom changes; the level of crime in the areas where students live and where the school was located; the number of student transfers after the start of the school year; the percentage of students present on an average day; and the type of school (e.g., regular public, charter, magnet).

To collect data on the characteristics of the student body, respondents were asked to report the percentage of students who were eligible for free or reduced-price lunch; were English language learners (ELLs); were in special education; were male; were below the 15th percentile on standardized tests; were likely to go to college after highschool; and considered academic achievement to be very important.

1.4 Methodological Experiments

In addition to adjustments made to the survey content, two methodological experiments were conducted during the SSOCS:2018 administration. Given the drop in the response rate between the

2010 and 2016 survey administrations, the experiments were designed to examine factors that may increase—or at least maintain—the response rate from SSOCS:2016 (63 percent). The first was a mode experiment, which tested an online version of the questionnaire, as opposed to the paper questionnaire historically used for SSOCS. The second was an incentive experiment, which tested providing a \$10 incentive to respondents, compared with no monetary incentive. The distribution of the sample across experimental subgroups can be found in chapter 2 of this user’s manual, the response rates for these experimental subgroups can be found in chapter 3, and a summary of the effects of the mode experiment on survey estimates can be found in chapter 6.

1.4.1 Mode Experiment

Development of an online version of the SSOCS:2018 questionnaire was done in direct response to feedback received during cognitive laboratory interviews, in which respondents indicated they would be more likely to respond to the survey if an online version was available. In this experiment, an internet treatment group—consisting of 1,151 randomly selected schools (about one-fourth of the sample)—was evaluated against a control group, which received a paper questionnaire. The internet treatment schools were given the option to respond by paper, and paper treatment schools were given the option to respond online, during follow-up mailings later in the data collection. See chapter 3 for a complete description of the data collection activities.

1.4.2 Incentive Experiment

In addition to the mode experiment, SSOCS:2018 included an incentive experiment designed to examine the effectiveness of offering respondents a monetary gift to complete the questionnaire. Schools in the incentive treatment group—approximately 2,400 schools (about half of the sample)—received a \$10 cash incentive at the first contact by mail. The incentive treatment group was evaluated against a control group, which did not receive an incentive at any point during data collection.

2. Sample Design and Weighting

2.1 Sampling Frame

The sampling frame for the 2017–18 School Survey on Crime and Safety (SSOCS:2018) was constructed from a modified version of the 2017–18 National Teacher and Principal Survey (NTPS) Universe File. The NTPS Universe File was created from the 2014–15 Common Core of Data (CCD) Public Elementary/Secondary School Universe File. The CCD is a National Center for Education Statistics (NCES) annual collection of fiscal and nonfiscal data on all public schools, public school districts, and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including:

- name, address, and phone number
- descriptive information about students and staff, including demographics
- fiscal data, including revenues and current expenditures

Certain types of schools are excluded from the NTPS Universe File in order to create the SSOCS sampling frame:

- schools in the U.S. outlying areas⁵ and Puerto Rico
- Department of Defense schools
- newly closed schools
- home schools
- Bureau of Indian Education schools
- special education schools
- vocational schools
- alternative schools
- virtual schools
- ungraded schools
- schools with a highest grade of kindergarten or lower

Regular public schools,⁶ charter schools, and schools that have partial or total magnet programs in the 50 states and the District of Columbia are included in the frame. The size of the universe was 84,418 schools.

2.2 Sample Design

The same general sample design previously used for SSOCS:2000, SSOCS:2004, SSOCS:2006, SSOCS:2008, SSOCS:2010, and SSOCS:2016 was adopted for the selection of schools in SSOCS:2018. As in the prior collections, the objective of the SSOCS:2018 sample design was twofold: (1) to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety; and (2) to develop precise estimates of change in these indicators between survey administrations. To attain these objectives, a stratified, random sample of 4,803 public schools was

⁵ The U.S. outlying areas include American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

⁶ A regular public school is a public elementary/secondary school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

drawn for SSOCS:2018. For sample allocation and sample selection purposes, strata were defined by cross-classifying school level, locale, and enrollment size (more information is provided in section 2.4). These three *explicit* stratification variables have been shown to be related to school crime (Chen 2008; Langbein and Bess 2002; Miller 2004). In addition, there were three *implicit* stratification variables used for sorting schools within each stratum before selecting the sample: percent White, non-Hispanic enrollment; Census region; and state.

After schools were selected to be in the sample, they were partitioned into experimental subsamples (see section 2.6 and table 2.1). One such subsample identified schools to receive an online questionnaire instead of the traditional mail questionnaire. Another subsample identified schools to receive an incentive payment as part of the initial mailing.

2.3 Sample Size

One possible method of allocating schools to the different sampling strata would have been to allocate them proportionally to the U.S. public school population. However, while the majority of U.S. public schools are primary schools, the majority of school violence is reported in middle and high schools. Therefore, a larger proportion of the desired completed interviews of schools was allocated to middle and high schools. The desired number of completed interviews was allocated to the four school levels⁷ as follows: 691 primary schools, 967 middle schools, 989 high schools, and 108 combined schools. After inflating for nonresponse (based on the expected response rates in each stratum), the resulting sample allocation, described in section 2.4, by school level is 1,170 primary schools, 1,704 middle schools, 1,748 high schools, and 181 combined schools. The total sample size was 4,803 schools. Schools in SSOCS:2000, SSOCS:2004, SSOCS:2006, SSOCS:2008, SOCS:2010, and SSOCS:2016 were allocated to instructional levels in a similar manner.

2.4 Stratification, Sample Selection, and Final Sample

“Stratification” refers to the process of subdividing, or grouping, the frame into mutually exclusive subsets called strata, from which samples are selected. Stratification has two main goals: (1) to ensure that selected subgroups of interest are adequately represented in the sample for analysis purposes; and (2) to improve sampling precision by permitting a more 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, SSOCS:2004, SSOCS:2006, SSOCS:2008, SSOCS:2010, and SSOCS:2016 were used to stratify the SSOCS:2018 population of schools: namely, school level, locale, and enrollment size. Within each school level, the sample of schools was allocated among 16 strata formed by the cross-classification of enrollment size⁸ and locale.⁹ 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

⁷ The four school levels are based on the lowest and highest grades offered by the school. Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 13. Combined schools include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or career and technical education (CTE) students in a high school program that continues beyond grade 12.

⁸ The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁹ The four categories of locale are city, suburb, town, and rural.

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.

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 (primary, middle, high, or combined), MOS_{TOT} , was found by summing the MOS_h values for the 16 strata at that instructional level. The ratio MOS_h / MOS_{TOT} determined the number of schools allocated to that stratum. For example, the MOS for the stratum of suburban primary schools with 500–999 students (stratum ‘132’) was 221,058, and the total across all 16 strata within the primary school level was 1,049,522. The ratio of this stratum to the overall school level is $221,058/1,049,522 = 0.21063$. Therefore, roughly 21.1 percent of the 691 desired completed interviews at the primary school level were allocated to this stratum (specifically, $691 \times 0.21063 = 145.54$, or 146 schools).

The effective sample sizes (completed interviews) for each of the strata were then inflated to account for nonresponse by dividing the stratum effective sample size by the expected stratum response rate. This inflated count was the sample size for the stratum.

For example, the effective sample size for suburban primary schools with 500–999 students was calculated above as 146 schools. Based on the 2016 response rate, the response rate for this stratum was expected to be about 60.2 percent, so the number of schools to be sampled from this stratum was increased to 242 ($145.54/0.602 = 241.76$). Sample sizes were inflated by an additional 1.5 percent (to account for out-of-scope schools) to yield a final total of 245 suburban primary schools.

2.5 Using Reverse Keyfitz to Unduplicate with NTPS Sample

For the first time, SSOCS:2018 used a reverse Keyfitz procedure to minimize the probabilities that a school would be selected for both SSOCS and NTPS¹⁰ (Keyfitz, 1951). The Keyfitz procedure is a method that increases the overlap between two samples by increasing the conditional probabilities of selection into one sample for schools that have already been selected into the first sample (in order to reduce costs, for example). The reverse Keyfitz procedure, therefore, decreases the conditional probabilities of selection into one sample for schools that have already been selected into another sample, minimizing the probability of overlap between the two surveys. The purpose of minimizing the overlap is to reduce respondent burden.

First, the SSOCS probability of selection was calculated within each of the 64 strata (the 16 strata defined above crossed by the 4 instructional grade levels). This was done by dividing the sample size for a stratum by the total number of eligible schools in the stratum. In the example above, 245 suburban primary schools with an enrollment size of 500-999 students were selected. There were

¹⁰ SSOCS and NTPS were both administered during the 2017–18 school year.

8,606 such schools in the universe file from which they were selected. Thus, the SSOCS probability of selection for each school in that stratum was $245/8,606 = 0.028469$.

Next, a conditional probability of selection was calculated for each school based on whether or not it was selected to be in the NTPS sample (which selected its sample before SSOCS). For details on the Keyfitz procedure and how it was applied, see appendix E. In short, the schools that were selected for NTPS had their probabilities of selection decreased, and the schools that were not selected for NTPS had their probabilities of selection increased. This was done in such a way that makes each school's overall probability of being selected for SSOCS the same as if SSOCS sampling were independent of NTPS.

The schools were selected using these recalculated conditional probabilities of selection. Within each stratum, schools were sorted by percent White, non-Hispanic enrollment,¹¹ Census region,¹² and state, which has a similar effect as stratification. A systematic simple random sample of schools was then drawn.

A variable containing the cumulative probability of selection was created by summing the conditional probabilities of selection of all previous schools in the stratum. A sampling interval (SI) was calculated by dividing the sum of all conditional probabilities of selection for all schools in the stratum by the number of schools to be selected from that stratum. Note that this SI will always be very close to 1 but will usually not be exactly 1.

A uniform random number between zero and the SI was selected. Then, a sequence of numbers was generated by adding integer multiples of the sampling interval to that random number until the cumulative selection probability was exceeded. For each number in the sequence, the first school with a cumulative selection probability that meets or exceeds that number was selected to be in the sample. This procedure was repeated for each of the 64 strata.

2.6 Assignment to Experimental Subsamples

The final step after all of the sample schools were identified was to partition the sample so that it can be used in two experimental tests to be conducted as part of SSOCS:2018.

Of the 4,803 sample schools, 1,151 were identified to receive an online questionnaire instead of the traditional mail questionnaire (3,652). To select a systematic subsample of the selected schools, the schools were sorted in the same order that was used during sample selection. Then, an SI was calculated by dividing the number of sample schools in the stratum by the desired number of internet treatment schools for that stratum. A uniform random number was generated between zero and the SI, and the first school with a record number greater than or equal to that number was flagged to receive the online questionnaire. Integer multiples of the SI were added to this number to identify the remaining schools for the subsample.

The second experimental subsample split the cases such that half received an incentive payment (2,401) for their response and half did not (2,402). In order to ensure that the incentive subsample groups were distributed evenly between Internet experiment subsamples and to be able to control for interactions between the two experiments, schools were first sorted by the online/paper questionnaire

¹¹ The percent White, non-Hispanic enrollment is collapsed into four categories: between 95 and 100 percent, between 80 and 95 percent, between 50 and 80 percent, and 50 percent or less.

¹² The four Census region categories are Northeast, Midwest, South, and West.

subsample groups. Then, to ensure an even distribution across strata, schools were sorted in the same sort order in which they were originally sampled. Then, every other school was flagged to receive the incentive.

For information on the response rates for each of the experiments, see section 3.4.3.

Table 2.1 shows the characteristics of the initial selected sample of 4,803 schools (which yielded 2,762 responding schools, 1,975 nonresponding schools, and 66 ineligible schools). Response propensity varied by school characteristics. In particular, larger schools; city and suburban schools; schools with 50 percent or less White, non-Hispanic enrollment; schools with large FTE teaching staff; and schools with a high student-to-FTE teacher ratio were less likely to respond (see appendix tables F-2a, F-3, and F-4a for statistical comparisons of response rates by school characteristics; respondents and nonrespondents; and odds ratios by school characteristics, respectively).

Table 2.1 Sample and response sizes, by experimental subsample and selected school characteristics

School characteristic	Initial sample				Completed survey ¹	Non-respondents ²	Ineligible ³	
	Total	Paper sample	Internet sample	Non-incentive sample				Incentive sample
Total	4,803	3,652	1,151	2,401	2,402	2,762	1,975	66
Level ⁴								
Primary	1,170	890	280	585	585	671	477	22
Middle	1,704	1,297	407	852	852	975	703	26
High school	1,748	1,329	419	874	874	997	740	11
Combined	181	136	45	90	91	119	55	7
Enrollment size								
Less than 300	456	348	108	227	229	286	135	35
300–499	955	726	229	478	477	605	334	16
500–999	1,860	1,414	446	931	929	1,042	806	12
1,000 or more	1,532	1,164	368	765	767	829	700	3
Locale								
City	1,528	1,163	365	764	764	723	769	36
Suburb	1,837	1,397	440	920	917	1,034	793	10
Town	563	428	135	281	282	382	168	13
Rural	875	664	211	436	439	623	245	7
Percent White, non-Hispanic enrollment								
More than 95 percent	170	129	41	85	85	128	39	3
More than 80 to 95 percent	1,014	771	243	510	504	675	330	9
More than 50 to 80 percent	1,390	1,055	335	695	695	848	536	6
50 percent or less	2,229	1,697	532	1,111	1,118	1,111	1,070	48
Region								
Northeast	819	633	186	405	414	459	347	13
Midwest	1,029	779	250	514	515	636	377	16
South	1,845	1,407	438	935	910	1,042	782	21
West	1,110	833	277	547	563	625	469	16

¹ In SSOCS:2018, a minimum of 60 percent (157 subitems) of the 261 subitems eligible for recontact (i.e., all subitems in the questionnaire except the non-survey items that collect information about the respondent) were required to have been answered for the survey to be considered complete. The 261 subitems eligible for recontact include a minimum of 80 percent of the 76 critical subitems (61 out of 76 total), 60 percent of item 30 subitems (18 out of 30 total), and 60 percent of item 38 subitems in column 1 (3 out of 5 total). The critical items are 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1), 39, 40, 41, 42, 46, 47, and 48. Questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2018 data file.

² Nonrespondents include schools whose districts denied permission to NCES and those eligible schools that either did not respond or that responded but did not answer the minimum number of items required for the survey to be considered complete.

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to a non-regular school, or are not a school: “not a school” generally refers to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).

⁴ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 13. Combined schools include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment or CTE (career and technical education) students in a high school program that continues beyond grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

2.7 Weighting and Sampling Error

Sampling weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2018 sample design, 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:2018 sampling weights are described below.

Each school was assigned an initial (base) weight equal to the ratio of the number of schools available in the sampling frame in the school's stratum to the number of schools sampled from the school's stratum.¹³ Due to nonresponse, the responding schools did not necessarily constitute a random sample from the schools in the stratum. In order to reduce the potential bias due to nonresponse, weighting classes were determined by using a chi-square automatic interaction detection (CHAID) algorithm to partition the sample such that schools within a weighting class were homogeneous with respect to their probability of responding. The CHAID analysis identified the following variables as being predictive of response:

- school locale
- number of full-time-equivalent (FTE) teachers
- percent White, non-Hispanic enrollment
- school enrollment size
- student-to-FTE teacher ratio
- percentage of students eligible for free or reduced-price lunch

When the number of responding schools in a weighting class was below a minimum threshold, the class was combined with another to avoid the possibility of disproportionately large weights. Since variables that are predictive of response are likely to be sources of nonresponse bias, the predictor variables above were used to define the weighting adjustment cells. The base weights were then adjusted so that the weighted distribution of the responding schools was similar to the initial distribution of the total sample based on the predictor variables listed above. This adjustment was implemented by multiplying the base weight by the inverse of the weighted response rate within the adjustment cell.

The nonresponse adjusted weights were then poststratified to calibrate the sample to the known population (control) totals from the initial sampling frame. A pair of two-dimensional margins were set up for the poststratification: (1) school level and school enrollment size, and (2) school level and locale. An iterative process known as a *raking ratio adjustment* brought the sum of the weights into agreement with known control totals.

Poststratification works well when the population not covered by the survey is similar to the covered population within each poststratum. Thus, for poststratification 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. All three requirements were satisfied by the aforementioned poststratification margins.

¹³ The base weight was adjusted for a small number of schools to correct the probability of selection based on information learned during data collection; for example, if two schools had merged, the new school would have had twice the probability of selection.

The final analysis weight on the data file is named FINALWGT. The characteristics of FINALWGT are presented in table 2.2 below. The file also includes 50 replicate weights (REPFWT1 through REPFWT50) for use in variance estimation. For information on how to apply the weights in statistical analysis, refer to section 5.9.

Table 2.2 Characteristics of the 2017–18 School Survey on Crime and Safety final analysis weight (FINALWGT)

Weight	Number of cases	Mean	Standard deviation	Minimum	Maximum	Skewness	Kurtosis	Sum
FINALWGT	2,762	29.8	28.7	6.7	183.5	1.8	3.2	82,288

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

3. Data Collection Methods and Response Rates

Chapter 3 begins with an examination of the data collection activities conducted for SSOCS:2018. Next, it examines the SSOCS:2018 data retrieval activities, efforts to increase response rates (including interviewer training), and unit and item response rates. The last topic covered is the SSOCS:2018 nonresponse bias analyses.

3.1 Data Collection Activities

SSOCS:2018 was administered as a mailed paper questionnaire and as an online questionnaire with telephone follow-up. A detailed list and schedule of the SSOCS:2018 data collection activities can be found in table 3.1 and are described below. The SSOCS online questionnaire was utilized primarily by schools in the experimental internet treatment group.

Data collection activities began about 5 months prior to the initial mailout of the paper questionnaire. At this time, an NCES contractor began working with the school districts of sampled schools that required district approval (also known as “special district recruitment”) to participate in the survey.¹⁴ Approximately 1 week prior to the initial mailout, an advance letter was sent to the principals of the sampled schools informing them of their selection to the SSOCS:18 sample. Letters were also mailed to Chief State School Officers (CSSOs) and district superintendents to inform them that schools within their states and districts, respectively, had been selected for SSOCS:2018. The letters were not designed to ask for permission for schools to participate in the survey, but rather as a vehicle to enhance participation.

Initial mailings were sent via FedEx¹⁵ directly to the principals of the sampled schools. For the paper treatment group, the package included a cover letter describing the importance of the survey, the paper questionnaire, the SSOCS:18 brochure, and a preaddressed, postage-paid return envelope. The internet treatment group received a letter inviting the respondent to complete the online questionnaire, as well as the SSOCS:18 brochure. Schools located within special districts in which approval was granted also received inserts informing principals that their districts had approved their participation in SSOCS. Additionally, approximately half of the sample (2,400 schools) received a \$10 cash incentive in the initial mailing.

Each school in the internet treatment group received an individual User ID and link to the online questionnaire in the initial mailing. Upon log-in, a four-digit PIN—which served as the password upon subsequent visits—was generated and displayed to the respondent. The purpose of this PIN was to allow respondents to log out of the survey and log back in at a later time to complete it. Respondents had the opportunity to select a security question that would allow them to reset their PIN if necessary. A PIN could also be reset by contacting the U.S. Census Bureau.¹⁶

Schools assigned to the paper treatment group did not initially receive the option to complete an online questionnaire. However, all cases in the sample were assigned a User ID, which allowed them

¹⁴ The total SSOCS:2018 sample consisted of 4,803 public schools. The “special district recruitment” work yielded refusals for 350 schools in various districts prior to the initial mailout; the districts of 5 additional schools refused after the initial mailout. It was determined prior to the initial mailout that 2 sampled schools were out-of-scope, and an additional 64 sampled schools were determined to be out-of-scope after the initial mailout.

¹⁵ The majority of the questionnaires were sent via FedEx; however, 51 questionnaires were sent via USPS Priority Mail because a physical address was not available for the school.

¹⁶ Data that had been previously entered were not retained if the PIN was reset manually by Census Bureau staff.

to access the online questionnaire should a school assigned to the paper treatment group call and ask to complete the survey online.

Please see appendix A for a copy of the questionnaire.

The reminder telephone operation, which was composed of two phases, began a month after the initial mailout. Phase 1 consisted of a follow-up call with the principal or school contact to determine the status of the questionnaire. In phase 2, which began approximately 2 weeks after the close of phase 1 reminder operations, a follow-up call to principals or school contacts was repeated for schools that had still not returned a questionnaire. The 2-week break between the two phases of the reminder operation was to allow time to send replacement questionnaires to schools that did not receive them or had misplaced them and to give principals time to complete and return the questionnaire. During the reminder operation, the interviewer would complete the SSOCS questionnaire over the phone at the respondent's request. The interviewer could also offer the internet option to respondents in the paper treatment group and the paper option to those in the internet treatment group. Questionnaires were resent via FedEx to schools that had not received them or that had not been reached in either reminder operation.

The nonresponse follow-up operation began less than a week after the reminder operations ended. During this 5-week operation, interviewers collected data by telephone and by fax. Follow-up activities, in which the U.S. Census Bureau contacted respondents in order to complete the questionnaire, ended on June 22, 2018.

Table 3.1 Schedule of data collection activities: SSOCS:2018

Activity	Description	Date
Special District Recruitment	An NCES contractor began contacting school districts of sampled schools that require prior district approval to participate in surveys.	April 1, 2017– January 20, 2018
E-mail look-up operation	The National Processing Center (NPC) gathered e-mail addresses of principals of sampled schools in order to make direct contact with sampled schools via e-mail.	December 7, 2017– January 20, 2018
Mail advance letter to principals of sampled schools	Advance letters describing the survey were mailed to principals of sampled schools.	February 12, 2018
Mail advance letter to Chief State School Officers and district superintendents	Letters were sent to superintendents and Chief State School Officers to inform them that schools within their districts or states had been selected for SSOCS:2018.	February 12, 2018
Initial e-mail to principals (internet treatment group)	Principals in the internet treatment group were informed about SSOCS and notified that they would receive a letter, including a link to the online questionnaire, within the week.	February 20, 2018
Initial e-mail to principals (paper treatment group)	Principals in the paper treatment group were informed about SSOCS and notified that they would receive the questionnaire within the week.	February 20, 2018
Initial package mailout (internet treatment group)	Initial packages (consisting of initial letter, brochure, and log-in information for the online questionnaire) were sent by FedEx to the school principal/administrator of schools in the internet treatment group. Half of these packages included a \$10 cash incentive.	February 20, 2018
Initial package mailout (paper treatment group)	Initial packages (consisting of initial letter, brochure, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group. Half of these packages included a \$10 cash incentive.	February 23, 2018

Table 3.1 Schedule of data collection activities: SSOCS:2018—Continued

Activity	Description	Date
1 st Follow-up e-mail to principals	Principals were contacted by e-mail to encourage them to complete the questionnaire. Schools in the internet treatment group were provided with the website and log-in information.	March 7, 2018
Re-mail to schools that requested a replacement questionnaire	Requests accepted via e-mail and phone calls (incoming and outgoing). Replacement paper questionnaires were mailed on flow basis by FedEx.	March 7–June 10, 2018
Telephone reminder operation phase 1	Sampled schools that had not returned a completed paper questionnaire or completed the survey online were contacted to verify that the questionnaire had been received and to remind them to complete it as soon as possible. At the respondent's request, alternative modes for completion were offered. Respondents from the paper treatment group were given the option to complete the questionnaire online, and respondents from the internet treatment group were given the option to have a paper questionnaire mailed to them. Data were also collected over the phone, as needed.	March 12–April 3, 2018
2 nd Mailout (internet treatment group)	Second packages (consisting of reminder letter with log-in information for the online questionnaire) were sent by FedEx to the school principal/administrator of sampled schools in the internet treatment group that had not submitted a completed survey.	March 26, 2018
2 nd Mailout (paper treatment group)	Second packages (consisting of reminder letter, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group that had not returned a completed questionnaire. Second mailing sent only to outstanding schools that did not request a re-mail during the telephone reminder operation.	March 26, 2018
2 nd E-mail reminder	Sampled schools that had not returned a completed paper questionnaire or submitted a survey online were contacted by e-mail to encourage them to complete the questionnaire as soon as possible. Schools in the internet treatment group were provided with the website and log-in information.	March 26, 2018
Reminder operation phase 2	Sampled schools that had not returned a completed paper questionnaire or submitted a survey online were contacted to verify that the questionnaire had been received and to remind them to complete it as soon as possible. Data were also collected over the phone, as needed.	April 16–25, 2018
3 rd E-mail reminder and Thank you e-mail	Sampled schools were contacted by e-mail to encourage them to complete the questionnaire as soon as possible. Schools in the internet treatment group were provided with the website and log-in information. Schools that had already responded to the survey were thanked for responding and told to disregard the reminder.	April 18, 2018
3 rd Mailout (internet treatment group)	Third packages (consisting of reminder letter, SSOCS-1 questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the internet treatment group that had not submitted a survey.	April 20, 2018
3 rd Mailout (paper treatment group)	Third packages (consisting of reminder letter, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group that had not returned a completed questionnaire. Third mailing was sent to outstanding schools regardless of re-mail request.	April 20, 2018

Table 3.1 Schedule of data collection activities: SSOCS:2018—Continued

Activity	Description	Date
Failed edit follow-up operation	For cases in which critical subitems were left blank or responses were illogical, respondents were contacted to resolve issues related to the missing data.	April 26–June 20, 2018
Nonresponse follow-up operation	Sampled schools that had not returned a completed paper questionnaire or submitted the survey online were contacted to attempt to complete the questionnaire by phone or by fax.	April 30–June 8, 2018
4 th E-mail reminder	Sampled schools that had not returned a completed paper questionnaire or submitted the survey online were contacted by e-mail to encourage them to complete the questionnaire as soon as possible. Schools in the paper treatment group were provided the link and log-in information if they wanted to complete the survey online.	May 7, 2018
4 th Mailout	Fourth packages (consisting of reminder letter, SSOCS-1 paper questionnaire, and return envelope) were sent via FedEx to outstanding schools in both treatment groups.	May 11, 2018
5 th E-mail reminder	Sampled schools that had not returned a completed questionnaire or submitted the survey online were contacted by e-mail to encourage them to complete the questionnaire as soon as possible.	May 23, 2018
Data retrieval operation	Data were captured on a flow basis from all completed questionnaires.	February 19–June 22, 2018
Keyed data	The last day that keyed data were accepted.	June 22, 2018
Additional responses received	Any questionnaire received during this time was sent to Census headquarters, and responses were added to the data file.	June 23–July 18, 2018

3.2 Data Retrieval

As paper questionnaires were returned to Census, they were sent to data keying staff, who used a data capture program to enter the responses. Data from online questionnaires were retrieved daily by Census Bureau programming staff.

Next, a program was used to assess whether a questionnaire should be considered complete. To reduce unit nonresponse, if a returned survey did not meet the minimum completion criteria, the school was recontacted for data retrieval. A school was recontacted if any of the following criteria were met:

- three or more rapes were reported in subitem 30a;
- less than 60 percent of the total subitems eligible for recontact were filled in (at least 157 of the 261 total subitems needed to be complete);
- less than 60 percent of question 30 subitems were filled in (at least 18 of the 30 subitems needed to be complete);
- less than 60 percent of question 38 subitems for column 1 were filled in (at least 3 of the 5 subitems needed to be complete);
- less than 80 percent of the critical subitems were filled in (at least 61 of the 76 critical subitems needed to be complete); or
- there were five or more soft-range violations.

The critical items in SSOCS:2018 were questions 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1), 39, 40, 41, 42, 46, 47, and 48. Soft-range violations occurred if an answer was unusually high or low, given the school's enrollment.

In the 2017–18 SSOCS, 84 partially completed questionnaires were received by mail and 24 partially completed surveys were completed via the online questionnaire, of which 51 were successfully resolved and 57 did not meet the criteria to be considered a completed interview. An additional 12 cases that were finished over the telephone with survey respondents did not meet the criteria for a completed interview. Telephone interviews were not eligible for data retrieval because an interviewer had already attempted to complete the questionnaire with the respondent.

In the online questionnaire, soft edits were built into items 5, 11, 20, 22, 30, 31, 38, 39, and 48. For these items, respondents received an error message prompting them to provide an answer if they left the item blank or asking them to confirm that the response they entered was correct. After data for online and paper respondents were merged into a single data file, the combined web and paper data were run through a series of editing programs. These programs checked the data for consistency, valid data value ranges, and skip patterns. A general description of the editing procedures is provided in chapter 4, and more detailed information is provided in appendix I.

3.3 Efforts to Increase Response Rates

Several steps were taken to maximize survey response rates during data collection. In 2018, SSOCS experimented for the first time with offering an online questionnaire as a mode of response for a subset of respondents. This was done based on feedback received during cognitive laboratory interviews, in which respondents indicated they would be more likely to respond to the survey if an online version was available. Additionally, SSOCS experimented with providing a \$10 cash incentive, which was included for half of the sample in the first mailing. Both experiments were conducted with the goal of maintaining or increasing response rates compared with the 2016 collection.

All packages to respondents with a physical address on file were sent via FedEx to ensure their prompt receipt and to give the survey a greater sense of importance to the respondents. If a physical address was not available, packages were sent via USPS. A preaddressed, postage-paid return envelope was included in the mailing for respondents to use when returning their completed paper questionnaire. In addition, a toll-free number and an e-mail address were provided for respondents to use for inquiries about the survey.

The advance mailing included a brochure about the issues addressed in the study, about the importance of the data, and about the SSOCS website. The initial mailout to schools also contained informational materials about SSOCS. All correspondence to schools was personalized with the principal's name, if it was available on the school's or district's website.

Multiple follow-up contacts via telephone and e-mail, as well as multiple targeted reminder mailings, were made throughout the data collection period to encourage and promote participation. Between scheduled mailouts, interviewers called nonrespondents to ensure that the questionnaire had been received and to follow up on its status. The questionnaire was resent via FedEx to schools that indicated they had not received it and needed a new questionnaire and to schools that had not yet responded and were not reached during the reminder operations. After several rounds of telephone

reminders to complete the questionnaire, interviewers contacted nonrespondents by telephone to attempt to complete the questionnaire over the phone or via fax.

Several unique e-mail messages from the NCES project director were used as prompts and reminders. The first e-mail message, sent to school principals on February 20, 2018, was used to alert schools in both the internet and paper treatment groups that they had been sampled for SSOCS:2018 and would be receiving a package within the next week. Several reminder e-mails containing statistics from the SSOCS:2016 collection were sent to school principals throughout the collection period. The reminder e-mails for the internet treatment group included log-in information and a website link to the online questionnaire. The fourth reminder e-mail to respondents in the paper treatment group gave them the choice to complete the survey via the online questionnaire, including log-in information and a website link.

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. 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 two refusals from any school contact (e.g., a secretary or assistant principal) during the reminder and nonresponse follow-up operations. If a school district refused to grant permission for its schools to participate in SSOCS during the special district recruitment operation, schools within that district were coded as final refusals as well.

3.3.1 Interviewer Training

As part of the effort to increase response rates, interviewer training on the content and data collection procedures of SSOCS:2018 was conducted from February through April of 2018. Interviewers (roughly 35) working on SSOCS:2018 were employees of the U.S. Census Bureau’s Jeffersonville Contact Center in Jeffersonville, Indiana.

A 1-hour self-study training was conducted on February 12, 2018. Interviewers were given the *Interviewer Self Study Guide* to read at the beginning of the training session. The self-study guide covered all of the information necessary to be successful in making and answering phone calls to and from schools and described the purpose, design, and sample size of the survey.

A 5-hour classroom training session was conducted on March 13, 2018, for the reminder phase 1 follow-up operations. The session included a review of the calling procedures, the frequently asked questions, and the forms relevant for the operation.

A 2-hour self-study training was conducted on April 15, 2018, for the reminder phase 2 follow-up operation, and a 5-hour classroom training session was conducted on April 17, 2018, for the nonresponse follow-up operation.

All interviewers working on SSOCS:2018 were trained in both refusal aversion (the process of avoiding refusals by implementing best practices in interviewing) and conversion (the process of convincing a respondent who has previously refused to complete the survey to complete it). The training distinguished between aversion and conversion and described the keys to success for interviewers: strong communication skills, project knowledge, knowledge of the case history, and the ability to think on one’s feet. First-refusal cases were referred to experienced interviewers for a refusal conversion attempt.

Training on data retrieval was conducted on April 17, 2018. This 5-hour training session was similar to the training for the other telephone operations. The data retrieval form included a list of items for follow-up, and their page numbers, ordered by importance to the survey so that the most critical items would be completed first in case the respondent could not complete the interview.

3.4 Unit Response Rate

A unit response rate is, at its most basic level, the ratio of surveys completed by eligible respondents to the total count of eligible respondents using the base weights (i.e., prior to nonresponse adjustments). Unit response rates are traditionally reported because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. To calculate any of these measures, it is first necessary to know the disposition (outcome) of each sampled case. In some surveys, this calculation can be rather complicated because it is difficult to distinguish eligible from ineligible units. For school surveys, however, NCES updates its list of known schools on an annual basis, so estimating eligibility among sampled cases is relatively straightforward.

SSOCS:2018 used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the overall weighted unit response rate. Tables 3.2 and 3.3 show the dispositions of the 4,803 cases selected for participation in SSOCS:2018, as well as the unweighted and weighted unit response rates by selected school characteristics.¹⁷ The overall weighted unit response rate was 61.7 percent.

Table 3.2 Number of public schools, by interview status: SSOCS:2018

Interview status	Number of public schools
Total sample	4,803
Schools whose districts refused on their behalf	355
Completed survey returned ¹	2,762
Partially completed survey returned	84
Ineligible schools ²	66
Other nonresponding schools	1,536

¹ For a survey to be considered complete in SSOCS:2018, answers were required for at least 157 of the 261 total subitems eligible for recontact (i.e., all subitems in the questionnaire except the non-survey items that collect information about the respondent). Of the 261 total subitems, 76 were categorized as critical and respondents were required to provide answers for at least 61. Responses provided to the critical subitems counted toward the total 157 subitem responses needed for a survey to be considered complete. Items 30 and 38 (whose subitems were all categorized as critical) had additional completion criteria; respondents had to provide responses for at least 18 of the 30 subitems within item 30 and at least 3 of the 5 subitems of column 1 within item 38. Surveys that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2018 data file.

² Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to a non-regular school, or are not a school: “not a school” generally refers to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services). SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

¹⁷ While it is possible that some nonresponding schools (i.e., schools whose districts denied permission to NCES and those schools that either did not respond or that did not submit a complete survey) were also ineligible, the calculation of the unweighted and weighted response rate assumed that all nonresponding schools were eligible. This is the most conservative approach to calculating the response rate.

3.4.1 Completion Rate

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

$$C / T = 2,762 / 4,803 = 57.5 \text{ percent.}$$

While this figure represents the SSOCS:2018 data collection operations, it does not necessarily represent the quality of the data.

3.4.2 Unweighted Response Rate

To determine the quality of the data, all schools selected for the study must be considered. A conservative measure, the *unweighted response rate*, divides the number of completed surveys (C) by the total initial sample size (T), subtracting known ineligible schools from the denominator (I).

For SSOCS:2018, this calculation yields an unweighted unit response rate of

$$C / (T - I) = 2,762 / (4,803 - 66) = 58.3 \text{ percent.}$$

3.4.3 Weighted Unit Response Rate

While unweighted unit response rates generally measure the proportion of the sample that produced usable information for analysis, the *weighted unit response rate* 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:2018. The weighted unit response rate is calculated by applying the inverse of the probability of selection (the base sampling weights) to the calculation of the unweighted response rate.

For SSOCS:2018, the weighted unit response rate was calculated by dividing the weighted number of completed surveys (C_w) by the weighted total initial sample size (T_w), subtracting the weighted number of known ineligible schools from the denominator (I_w):

$$C_w / (T_w - I_w) = 50826.74 / (84422.999 - 2051.799) = 61.7 \text{ percent.}$$

Weighted and unweighted unit response rates by subgroup are shown in table 3.3 as follows.

**Table 3.3 Unweighted and weighted unit response rates, by selected school characteristics:
SSOCS:2018**

School characteristic	Initial sample	Completed survey ¹	Non-Respondents ²	Ineligible ³	Unweighted response rate (percent) ⁴	Weighted response rate (percent) ⁵
Total	4,803	2,762	1,975	66	58.3	61.7
Level ⁶						
Primary	1,170	671	477	22	58.4	60.8
Middle	1,704	975	703	26	58.1	60.7
High school	1,748	997	740	11	57.4	61.4
Combined	181	119	55	7	68.4	71.5
Enrollment size						
Less than 300	456	286	135	35	67.9	68.4
300–499	955	605	334	16	64.4	65.8
500–999	1,860	1,042	806	12	56.4	56.8
1,000 or more	1,532	829	700	3	54.2	55.1
Locale						
City	1,528	723	769	36	48.5	49.3
Suburb	1,837	1,034	793	10	56.6	58.2
Town	563	382	168	13	69.5	68.2
Rural	875	623	245	7	71.8	75.6
Percent White, non-Hispanic enrollment						
More than 95 percent	170	128	39	3	76.6	79.2
More than 80 to 95 percent	1,014	675	330	9	67.2	68.3
More than 50 to 80 percent	1,390	848	536	6	61.3	62.8
50 percent or less	2,229	1,111	1,070	48	50.9	55.0
Region						
Northeast	819	459	347	13	56.9	61.3
Midwest	1,029	636	377	16	62.8	64.3
South	1,845	1,042	782	21	57.1	61.0
West	1,110	625	469	16	57.1	60.4

¹ In SSOCS:2018, a minimum of 60 percent (157 subitems) of the 261 subitems eligible for recontact (i.e., all subitems in the questionnaire except the non-survey items that collect information about the respondent) were required to be answered for the survey to be considered complete. The 261 subitems eligible for recontact include a minimum of 80 percent of the 76 critical subitems (61 out of 76 total), 60 percent of item 30 subitems (18 out of 30 total), and 60 percent of item 38 subitems in column 1 (3 out of 5 total). The critical items are 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1), 39, 40, 41, 42, 46, 47, and 48. Questionnaires that did not meet the established completion criteria were considered incomplete and are excluded from the SSOCS:2018 data file.

² Nonrespondents include schools whose districts denied permission to NCEC and those eligible schools that either did not respond or that responded but did not answer the minimum number of items required for the survey to be considered complete.

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to a non-regular school, or are not a school: “not a school” generally refers to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).

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

⁵ The weighted response rate is calculated by applying the inverse of the probability of selection to the calculation of the unweighted response rate.

⁶ Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 13. Combined schools include all other combinations of grades, including K–12 schools. Grade 13 is used to designate high school students who are enrolled in programs where they can earn college credit in an extended high school environment or CTE students in a high school program that continues beyond grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

The weighted unit response rates for the experimental subgroups were calculated using the same method as the overall response rates and can be found in table 3.4, below. See section 6.6 for more information on the mode experiment.

Table 3.4 Weighted unit response rates, by experimental subgroup: SSOCS 2018

Experimental subgroup	Weighted unit response rate (percent)
Total (full sample)	61.7
Paper questionnaire	62.2
No incentive (control group)	60.1
Incentive	64.3
Online questionnaire	60.2
No incentive	56.1
Incentive	64.1

NOTE: The weighted response rate is calculated by applying the inverse of the probability of selection to the calculation of the unweighted response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

3.5 Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey stage with a base-weighted unit response rate less than 85 percent, a nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2018, since the base-weighted unit response rate was 61.7 percent (U.S. Department of Education 2014).

The unit nonresponse bias analysis compared the sample and target population, respondents and nonrespondents, and relative response propensity across school characteristics to identify potential sources of bias. The eight school characteristics used in the unit nonresponse bias analysis were school locale; number of FTE teachers; school level; region; percent White, non-Hispanic enrollment; enrollment size; student-to-FTE teacher ratio; and percentage of students eligible for free or reduced-price lunch. These variables are on the SSOCS frame (from the CCD) and are available for all U.S. public schools and thus were known for all schools sampled for SSOCS:2018, regardless of whether they responded. For such characteristics, bias can be measured directly. Based on these characteristics, the analysis found that there were significant differences between responding and nonresponding schools. For example, schools with an enrollment of 1,000 students or more, city schools, and schools in which less than 50 percent of students are White, non-Hispanic were significantly underrepresented among respondents, relative to their share of the target population.

To provide a fuller picture of the risk of bias in key estimates, correlations between the school characteristics and survey variables were analyzed, and key estimates were compared between the lowest propensity respondents (i.e. schools with characteristics resembling those of nonrespondents) and other respondents. The school characteristics (which are known for both respondents and nonrespondents) were found to be correlated with a number of survey variables (which are known only for respondents). This implies that the observed bias in school characteristics, if not adjusted for, would likely lead to bias in key SSOCS:2018 estimates.

A CHAID analysis was conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on the CHAID analysis, the base weights were adjusted for

potential nonresponse bias in the eight school characteristics used in the nonresponse bias analysis. The results show that before the nonresponse adjustment, approximately 56 percent of the 32 categories from the eight school characteristics were significantly biased. After the adjustment, only about 3 percent were significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight school characteristics.

However, some estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates. See appendix F for detailed information on the SSOCS:2018 unit-level nonresponse bias analysis.

3.6 Item Response Rates

Just as some principals did not respond to the SSOCS:2018 survey request, some principals responded but did not answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sampled schools responding to an item by the number of schools to which the item was applicable. Weighted item response rates are calculated in the same way, but with each school weighted by the inverse of its probability of selection. Weighted¹⁸ item-level response rates in SSOCS:2018 were generally high, ranging from 87 to 100 percent. The mean item response rate for SSOCS:2018 was about 98 percent. Of the 261 subitems in the SSOCS questionnaire (i.e., all of the subitems except the non-survey items that collect information about the respondent), most (235) had response rates greater than 95 percent, 24 had response rates between 90 and 95 percent, and 2 had response rates below 90 percent. The two subitems with response rates below 90 percent are

- C0326—Number of recorded incidents of physical attacks or fights with a weapon (weighted response rate of 89 percent)
- C0330—Number of recorded incidents of physical attacks or fights without a weapon (weighted response rate of 87 percent)

A detailed list of base-weighted item response rates for the SSOCS:2018 questionnaire items is available in appendix G.

3.7 Analysis of Item Nonresponse Bias

NCES Statistical Standard 4-4 requires an analysis of item nonresponse bias for any item with a base-weighted item response rate less than 85 percent. No specific items were analyzed for potential nonresponse bias because all SSOCS:2018 items met the threshold of 85 percent response.

3.8 Nonsampling error

“Nonsampling error” is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, differences in respondents’ interpretations of the meaning of survey questions, response differences related to the

¹⁸ Base weights (which are equal to the inverse of each school’s probability of selection) were used to calculate item response rates.

particular month or time of the year when the survey was conducted, response differences related to the different data collection modes, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. For SSOCS, efforts were made to prevent such errors from occurring and to compensate for them, where possible. For instance, during the survey design phase, cognitive testing of the new and revised questionnaire items was conducted with public school principals. Cognitive testing provided the opportunity to check for consistency in the interpretation of questions and definitions as well as to eliminate ambiguous items. In addition, extensive editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. The data entered for all questionnaires, whether they were received by mail, Internet, or telephone, were extensively reviewed to identify anomalies and verify that they appeared correct.

4. Data Preparation

4.1 Questionnaire Check-in Process

As paper questionnaires were returned to Census, they were sent to data keying staff, who used a data capture program to enter the responses. Questionnaires received by the Census Bureau's National Processing Center were immediately checked into the Automated Tracking and Control (ATAC) system by clerical staff. At this stage, questionnaires received an outcome code of "complete" if any of its items had been answered. Questionnaires that were not complete received an outcome code of "refused," "blank," "duplicate," "undeliverable as addressed," or "out-of-scope." Captured data were reformatted into ASCII files and sent weekly to Census Bureau analysts in Suitland, Maryland, for data review.

Data from online questionnaires were retrieved daily by Census Bureau programming staff and assigned a check-in code based on the items completed by the respondent. This check-in code—along with the ATAC outcome code discussed above—was later used to determine the status of a school's record. Data from online questionnaires were saved by the instrument in an electronic format, so they did not require a separate data capture process.

Based on the outcome or check-in code assigned, respondents were flagged and recontacted for data retrieval or added to the data file. More information on the data retrieval operation can be found in chapter 3.

4.2 Editing Specifications

In the online questionnaire, soft edits were built into items 5, 11, 20, 22, 30, 31, 38, 39, and 48. For these items, respondents received an error message prompting them to provide an answer if they left the item blank or asking them to confirm that the response they entered was correct. Soft edits allow respondents to ignore the error message and proceed to the next question (as opposed to hard edits, which force them to change the response). After the data for online and paper respondents were merged into a single data file, the combined web and paper data were run through a series of editing programs. These programs checked the data for consistency, valid data value ranges, and skip patterns. A general description of the editing procedures is provided below, and more detailed information is provided in appendix I.

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 predetermined by precoded 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:2016 data were used as the basis for comparison. Out-of-range responses were flagged, and the value was verified if the school was contacted again during data retrieval. A detailed explanation of data retrieval procedures is provided in section 3.2.

Range checks included both soft- and hard-range edits. A soft range is one that represents the reasonable expected range of values but does not include all possible values. For critical items,¹⁹ responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not critical, the response was accepted as is.

Hard ranges are those that have a finite set of parameters for an item. For example, a respondent may have given the number of classroom changes most students make in a typical day (item 43) as 22. As it was predetermined not to accept responses greater than 20, this value is out of range. Similarly, for items 41 and 42, which ask principals to estimate the percentage of their students who meet certain criteria, responses greater than 100 percent were not accepted. For critical items with responses outside a hard range, respondents were called and asked the question again; if a respondent insisted that a response was correct, or a respondent could not be reached, the response was blanked, and a more suitable value was later imputed. If the item was not a critical item, a response outside a hard range was blanked, and a more suitable value was later imputed.

4.2.2 Consistency and Logic Edits

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 30 asks for the total number of various recorded incidents, and column 2 asks for the number of these incidents reported to the police. Logically, column 1 should be greater than or equal to column 2. If an illogical relationship was found between two numeric items, the response was deleted during editing and later imputed.²⁰

Illogical relationships can also exist between two categorical items. For example, in item 37, column 1 asks whether the school allows for the use of specific disciplinary actions, and column 2 asks whether the school had used these disciplinary actions during the school year. Logically, if the answer in column 2 is “Yes,” the answer in column 1 should be “Yes” as well. In this case, the data were “backward cleaned,” meaning that if the column 2 answer was “Yes,” and the column 1 response was “No,” the column 1 response was logically edited to a “Yes” response.

A detailed list of consistency edits, logic edits, and rectification procedures is provided in appendix I. All inconsistencies were flagged, reviewed, and rectified.

4.3 Imputation

Files containing missing data can be problematic because, depending on how the missing data are treated, the analysis of incomplete datasets 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 leave some survey items unanswered, creating bias in the survey estimates. When completed SSOCS:2018 surveys contained some level of item nonresponse after the conclusion of the data retrieval phase,²¹ imputation procedures were used to create values for all questionnaire items with missing information.

¹⁹ The critical items in SSOCS:2018 were questions 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1 only), 39, 40, 41, 42, 46, 47, and 48.

²⁰ If a school required data retrieval, these inconsistencies were addressed during the data retrieval operation. See chapter 3 for a description of the data retrieval operation.

²¹ The initial editing program was run again after data retrieval. If a survey still did not meet the criteria for completion—60 percent of all items in the questionnaire (157 out of 261 total) answered, including a minimum of 80 percent of the 76 critical items (61 out of 76 total), 60 percent of item 30 (18 out of 30 total), and 60 percent of item 38, column 1 (3 out of 5 total)—the survey was considered incomplete and its data were not included in the final dataset.

Appendix G presents the base-weighted response rate for each survey item eligible for recontact, after data editing and cleaning, and the type of imputation used for each item. It includes response rates for survey items that are included in the public-use file as well as those that were removed from the public-use file and are included only in the restricted-use file. For each questionnaire item in the data file, there is an accompanying imputation flag variable to indicate the imputation method used, if imputation was necessary. For details regarding imputation flags, refer to section 5.10.

The base-weighted item response rates for SSOCS:2018 were generally high. After data cleaning and editing, the base-weighted item response rates of the 261 survey items reviewed ranged from 88 to 100 percent. The mean weighted item response rate was about 98 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (99 percent) had weighted response rates of 90 percent or more.

4.3.1 Imputation Methods

The imputation methods used in SSOCS:2018 were tailored to the nature of each survey item. Three different imputation methods were used: (1) direct copy of donor data, (2) a ratio approach using donor data, and (3) clerical. While each imputation method is described briefly below, a detailed discussion of SSOCS:2018 imputation methods can be found in appendix J.

Direct copy. Direct copy imputation is a method for handling missing data in which each missing value is replaced with an observed response from a “similar” unit. A donor is chosen by observing responses from a similar unit, and a series of missing items is imputed directly from those items in the donor record. For SSOCS:2018, direct copy imputation was used for categorical variables and several continuous variables.

Ratio. Many of the items in SSOCS:2018 are counts of incidents or disciplinary actions. These counts are likely to be related to other school characteristics, such as school enrollment. The imputation method used for such items was designed to maintain these relationships. Specifically, 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 from a single donor within an imputation class, as the donor’s ratio of the item in question to another count (typically school enrollment). This ratio was then multiplied by the recipient’s denominator (in this case, school enrollment).

Clerical. After both direct copy and ratio imputation were executed, an analyst reviewed the data file to ensure the interviews had no remaining missing values. Missing values can still exist even after a properly executed donor imputation due to the limits on how many times a donor can be used. To fill in the remaining missing values, Census Bureau analysts used a combination of research and the mean or mode of select unimputed data to come up with feasible values. This approach was only used as a last resort, and its use was minimized by encouraging higher levels of response throughout data collection and data processing as well as by sending interviews with missing values to donor imputation prior to clerical imputation.

4.3.2 Imputation Order

The interrelationships between the items in the SSOCS survey necessitated that a specific imputation order be followed. Because item 40 (student enrollment) is used in imputation for other variables, it was the first item to be imputed. Because item 38 is closely linked to several survey items, including items 30, 37, 39, and 48, its components were imputed next. After the imputation of item 38 was

complete, items 30 and 37 were imputed. This imputation sequence was chosen because some item 37 values and some item 30 values are limited by the item 38 values. After these four items were imputed, items 39 and 48 were imputed. Similarly, this imputation sequence was chosen because the item 39 values are limited by the item 38 values, and the item 48 values are limited by the item 39 values. The remaining questionnaire items were then imputed.

4.3.3 Imputation Flags

The imputation flag variables indicate the imputation method (i.e., direct copy, ratio, or clerical) used to generate each imputed value on the SSOCS data file. On the SSOCS:2018 data file, responses imputed using the direct copy or ratio imputation methods are denoted by an imputation flag value of 7. Clerical imputation is signified by an imputation flag value of 8 (for mean or mode) or 9 (for manual research). For more information about the imputation flag variables, please see section 5.10.

4.4 Analysis of Disclosure Risk

Central to NCES's mission is a commitment to protecting the identity of respondents to its various data collections. Thus, the SSOCS:2018 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 (under 18 U.S.C. 3559 and 3571), imprisonment for not more than 5 years, or both.

5. Guide to the Data File and Codebook

5.1 Contents and Organization of the Public-Use Data File

The SSOCS:2018 data file contains data from all 2,762 completed questionnaires. The contents of the data file are listed in the following order: the unique school identifier (SCHID); questionnaire item variables, including categorized versions of the open-ended response variables; the composite and derived (created) variables, including the nesting variable (STRATA); the imputation flags; the sampling frame variables; and the final sampling weight (FINALWGT), school base weight (SBASWGT), and jackknife replicate weights. Each of these sets of variables is described below.

The public-use materials available for download include a SAS data file (pu_ssocs18.sas7bdat); a SAS format library (pu_ssocs18_format.txt); a fixed-format ASCII text file (pu_ssocs18.dat); an SPSS data file (pu_ssocs18.sav); a Stata data file (pu_ssocs18.dta); and this public-use data file user's manual in Adobe Portable Document Format (PDF) (2020-054.pdf). Appendix B in this report contains the list of variables and the record layout of the fixed-format ASCII public-use data file. Appendix C in this report contains the public-use data file codebook.

5.1.1 Reading Into R

The haven package in R (version 3.6.1 or later) contains a function that allows users to import data files from SAS. To download the haven package from the CRAN website from within R, click on "Packages" and then "Install package(s) from CRAN." Alternatively, the following syntax will allow users to download the package and view the package functions:

```
>install.packages("haven")
>library(haven)
>library(help=haven)
```

Once the haven package has been downloaded, the following syntax can be used to read the SSOCS:2018 SAS file into R:

```
>pu_ssocs18_r <- read_sas("c:/pu_ssocs18.sas7bdat")
```

A file that has previously been saved as a CSV file can be read into R using the read.csv() function in base R, an example of which follows:

```
>pu_ssocs18_r <-
read.csv("c:/pu_ssocs18.csv", stringsAsFactors=FALSE)
```

The save() function allows users to save the data from the original format into the R data format:

```
>save(pu_ssocs18_r, file = "pu_ssocs18_r.RData")
```

5.2 Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2018 data file, which can be found at http://nces.ed.gov/surveys/ssocs/data_products.asp. Since data on school crime can be considered

sensitive, participating schools were promised confidentiality in order to encourage them to provide complete and honest responses. To protect the confidentiality of sampled schools, the following steps were taken in the preparation of the public-use data file:

- The variables used for sampling were omitted or included only as categorical variables to lessen the amount of identifying information provided about each school.
- Some data collected in the questionnaire were omitted or modified because of their potential to uniquely identify a school. For example, continuous variables, such as incident counts, were converted to categorical variables or replaced by composite variables that contained summary information.
- Some data were perturbed in ways that did not affect their overall distribution but that eliminated a direct correspondence with the respondents' original data.
- The data file was examined using disclosure risk analysis procedures to identify any threats to confidentiality.
- Some variables were removed from the data file to reduce the risk of disclosure.

This process resulted in the public-use data file; however, the perturbations that were made to the data were applied consistently to both the public-use and restricted-use files. Although most users will find that the public-use file is sufficient to meet their needs, some may desire the more specific data that were removed from the public-use file.

Please see appendix D for a list of the variables that can be found only in the restricted-use file, as well as variables that were created specifically for the public-use file. The restricted-use data file can be obtained by request from NCES; to learn more about getting a restricted-use data license, please visit <http://nces.ed.gov/pubsearch/licenses.asp>.

5.3 Unique School Identifier

The sample file was sorted by control number (a tracking number used for data collection), and school case IDs were assigned sequentially. There were 4,803 ID numbers assigned, one for each sampled school. This identifier is called SCHID. SCHID is created specifically for the SSOCS data file and, while it is included for the 2,762 respondent cases in the public-use file, it cannot be used to link schools to any other files. However, the restricted-use file also includes the variable FR_CCDID, which is the school's NCES-assigned identifier from the CCD. Thus, FR_CCDID can be used to link schools to the CCD.

5.4 Questionnaire Item Variables

The SSOCS:2018 questionnaire, shown in appendix A, has 48 items and 261 subitems, not counting the non-survey items that collect information about the respondent. SSOCS questionnaire item variables are identified by source codes rather than by item numbers; while the item numbers change across SSOCS administrations as items are added and deleted, the source codes for specific variables remain the same. The source code is "C0" followed by the 3-digit number next to the item in the questionnaire. For example, the first row of item 1 is variable C0110.

In the data file and accompanying codebook, the questionnaire item variables are listed in the order in which they appear in the questionnaire; within items, subitems are listed in source code order.

Response values for questionnaire item variables are indicated in the questionnaire. A value of “-1” indicates that the item was legitimately skipped.

Variables that have been recoded to preserve confidentiality are denoted with an “_R” following the variable source code. For example, in item C0690, only a small number of schools reported that a hate crime had occurred at school. Therefore, the responses for this item were collapsed into a binary variable to prevent individual schools from being identified. See section 5.5 below for more information on items that were recoded to preserve confidentiality in the public-use SSOCS:2018 data file.

Some items have been collapsed into categories for users, such as enrollment size (C0522), percentage of students eligible for free or reduced-price lunch (C0524), and percent male enrollment (C0530). These categorical variables have been named C0522CAT, C0524CAT, and C0530CAT, respectively, and are available only in the restricted-use file.

There are two open-ended questions in the questionnaire—respondent job title and other school type—and both were examined manually. When a write-in response appeared frequently, it was given a new code; the remaining responses were left in an “other” category. These open-ended items are discussed further in section 5.5 below.

Additionally, some questionnaire item variables included in prior years’ public-use files were dropped from the SSOCS:2018 public-use file due to the increased availability of public data on school crime and safety, which poses a disclosure risk for schools in the SSOCS sample. This disclosure risk was identified during the disclosure risk analysis described in section 5.2. Thus, to protect the confidentiality of all schools in the sample, a number of variables were dropped from the public-use file. Please see appendix D for a list of the variables that can be found in the restricted-use file but that are not included in the public-use file.

5.5 Recoded Variables

Some variables from the SSOCS:2018 questionnaire were recoded for one of two reasons: (1) open-ended text response variables were recoded into a predefined set of categories, and (2) variables that presented a disclosure risk were recoded to reduce their capacity to uniquely identify a school.

The questionnaire included two items on the respondent’s title/position: C0014 asked whether the respondent was a principal, vice-principal/disciplinarian, or “Other,” and C0015 allowed a text response if “Other” was selected. In the restricted-use file, seven new response categories were added to C0015, which became C0015_R because of this addition. C0015_R is not included in the public-use file because of concerns about disclosure risk. However, the public-use file contains a recoded variable, C0014_R (Title/position of respondent (recoded)), which combines the most common responses for variables C0014 and C0015_R.

Two items on school type were included in the questionnaire: C0564 asked whether the school was a regular public school, a charter school, a school with a magnet program for part of the school, exclusively a magnet school, or “Other,” and C0565 allowed a text response if “Other” was selected. For the restricted use file, open-ended responses to C0565 were either back-coded as response options to C0564 or, if they could not readily be grouped into categories, left in the “Other” category. C0564 and C0565 were omitted from the public-use file to preserve confidentiality.

One item asked respondents to report the number of years they had been at their school (C0016). Although it was left as a continuous variable in both the restricted- and public-use files, all responses greater than 30 years were top-coded to “31” for the revised variable (C0016_R) in the public-use file.

One item asked schools to report the number of hate crimes (C0690) that had occurred at school. Because only a small number of schools reported these incidents, including an incident count in the public-use file would have presented a disclosure risk. Therefore, the hate crime variable was recoded from a continuous variable to a binary variable (with “Yes” and “No” as the possible response options) and included in the public-use file. Schools that reported at least one hate crime were coded as “1” and schools that reported no hate crimes were coded as “2” in the revised variable (C0690_R).

The new response categories for each of these variables can be found in the codebook in appendix C.

5.6 Composite Variables

Composite variables were created and included in the data file to simplify analysis for users and make it easier for analysts to replicate others’ results. A list of the composite variables included in the public-use file is presented below with an explanation of how they were derived. Additional composite variables, which are included in the restricted-use file and in prior years’ public-use files, were dropped from the SSOCS:2018 public-use file due to the increasing public attention on and availability of school-level data on crime, which increases schools’ risk of disclosure.

CRISIS18—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:

```
CRISIS18 = 0;
if C0155 in (1) then CRISIS18 = CRISIS18 + 1;
if C0157 in (1) then CRISIS18 = CRISIS18 + 1;
if C0158 in (1) then CRISIS18 = CRISIS18 + 1;
if C0161 in (1) then CRISIS18 = CRISIS18 + 1;
if C0162 in (1) then CRISIS18 = CRISIS18 + 1;
if C0166 in (1) then CRISIS18 = CRISIS18 + 1;
if C0169 in (1) then CRISIS18 = CRISIS18 + 1;
if C0170 in (1) then CRISIS18 = CRISIS18 + 1;
```

DISALC18—Total number of disciplinary actions recorded for distribution, possession, or use of alcohol

Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to distribution, possession, or use of alcohol.

General explanation: Sum of responses in columns 2–5 of item 38d.

SAS code:

```
if C0488 gt 0 then DISALC18 = sum(C0490, C0492, C0494, C0496);
else if C0488 le 0 then DISALC18=-1.;
```

DISDRUG18—Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs

Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to distribution, possession, or use of illegal drugs.

General explanation: Sum of responses in columns 2–5 of item 38c.

SAS code:

```
if C0478 gt 0 then DISDRUG18 = sum(C0480, C0482, C0484, C0486);  
else if C0478 le 0 then DISDRUG18=-1;
```

DISFIRE18—Total number of disciplinary actions recorded for use or possession of a firearm or explosive device

Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to use or possession of a firearm or explosive device.

General explanation: Sum of responses in columns 2–5 of item 38a.

SAS code:

```
if C0458 gt 0 then DISFIRE18 = sum(C0460, C0462, C0464, C0466);  
else if C0458 le 0 then DISFIRE18=-1;
```

DISWEAP18—Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device

Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to use or possession of a weapon other than a firearm or explosive device.

General explanation: Sum of responses in columns 2–5 of item 38b.

SAS code:

```
if C0468 gt 0 then DISWEAP18 = sum(C0470, C0472, C0474, C0476);  
else if C0468 le 0 then DISWEAP18=-1;
```

INCID18—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 30.

SAS code:

```
INCID18 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338, C0342,  
C0346, C0350, C0354, C0355, C0358, C0362);
```

INCPOL18—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 30.

SAS code:

```
INCPOL18 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340, C0344,  
C0348, C0352, C0356, C0357, C0360, C0364);
```

NONVIOINC18—Total number of non-violent incidents recorded

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

General explanation: Sum of responses in column 1 of item 30, rows f, g, h, i, j, k, and l.

SAS code: NONVIOINC18 = sum(C0342, C0346, C0350, C0354, C0355, C0358, C0362);

NONVIOPOL18—Total number of non-violent incidents reported to police

Purpose: To provide a summary measure of the number of recorded non-violent incidents reported

to police or other law enforcement.

General explanation: Sum of responses in column 2 of item 30, rows f, g, h, i, j, k, and l.

SAS code: NONVIOPOL18 = sum(C0344, C0348, C0352, C0356, C0357, C0360, C0364);

OTHACT18—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 38a–e, column 5.

SAS code:

```
if C0466 lt 0 then C0466_R=0;
else C0466_R= C0466;
if C0476 lt 0 then C0476_R=0;
else C0476_R= C0476;
if C0486 lt 0 then C0486_R=0;
else C0486_R= C0486;
if C0496 lt 0 then C0496_R=0;
else C0496_R= C0496;
if C0506 lt 0 then C0506_R=0;
else C0506_R= C0506;
OTHACT18 = sum(C0466_R, C0476_R, C0486_R, C0496_R, C0506_R);
if C0466 lt 0 and C0476 lt 0 and C0486 lt 0 and C0496 lt 0 and C0506 lt 0 then
OTHACT18=-1;
```

OUTSUS18—Total number of out-of-school suspensions

Purpose: To provide a summary measure of the number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year.

General explanation: Sum of items 38a–e, column 4.

SAS code:

```
if C0464 lt 0 then C0464_R=0;
else C0464_R= C0464;
if C0474 lt 0 then C0474_R=0;
else C0474_R= C0474;
if C0484 lt 0 then C0484_R=0;
else C0484_R= C0484;
if C0494 lt 0 then C0494_R=0;
else C0494_R= C0494;
if C0504 lt 0 then C0504_R=0;
else C0504_R= C0504;
OUTSUS18 = sum(C0464_R, C0474_R, C0484_R, C0494_R, C0504_R);
if C0464 lt 0 and C0474 lt 0 and C0484 lt 0 and C0494 lt 0 and C0504 lt 0 then
OUTSUS18=-1;
```

PROBWK18—Number of types 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 35a–k as happening “daily” or “at least once a week.”

SAS code:

```
PROBWK18=0;
```

```

if C0374 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0376 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0378 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0380 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0381 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0382 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0383 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0384 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0385 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0386 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0387 in (1,2) then PROBWK18=PROBWK18 + 1;

```

SEC_FT18—Total number of full-time security guards, SROs, and other sworn law enforcement officers

Purpose: To provide a summary measure of the number of full-time security personnel.

General explanation: Sum of items 18a_i, 18b_i, and 19_i.

SAS code:

```

if C0610=1 then SEC_FT18 = sum(C0232, C0236, C0240);
else if C0610=2 then SEC_FT18=C0232;

```

SEC_PT18—Total number of part-time security guards, SROs, and other sworn law enforcement officers

Purpose: To provide a summary measure of the number of part-time security personnel.

General explanation: Sum of items 18a_ii, 18b_ii, and 19_ii.

SAS code:

```

if C0610=1 then SEC_PT18 = sum(C0234, C0238, C0242);
else if C0610=2 then SEC_PT18=C0234;

```

STRATA—Collapsed sampling stratum (nesting variable)

Purpose: To identify the sampling stratum for Taylor series variance estimation (described in section 5.8).

General explanation: Convert enrollment size and four-level local to string variables. Sampling stratum are then defined by concatenating school level, enrollment size category, and four-level locale, and then collapsing small strata as needed.

SAS code:

```

FR_SIZE_c = put(FR_SIZE,1.);
FR_URBAN_c = put(FR_URBAN,1.);
STRATA = FR_LEVEL||FR_SIZE_c||FR_URBAN_c;
if STRATA = "144" then STRATA = "143";
if STRATA = "411" then STRATA = "413";
if STRATA = "412" then STRATA = "414";
if STRATA = "422" then STRATA = "423";

```

STUOFF18—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 38.

SAS code: STUOFF18 = sum(C0458, C0468, C0478, C0488, C0498);

SVINC18—Total number of serious violent incidents recorded

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

General explanation: Sum of item 30, column 1, rows a, b, ci, cii, di, and ei.

SAS code: SVINC18 = sum(C0310, C0314, C0318, C0322, C0326, C0334);

SVPOL18—Total number of serious violent incidents reported to police

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

General explanation: Sum of item 30, column 2, rows a, b, ci, cii, di, and ei.

SAS code: SVPOL18 = sum(C0312, C0316, C0320, C0324, C0328, C0336);

VIOINC18—Total number of violent incidents recorded

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

General explanation: Sum of item 30, column 1, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.

SAS code: VIOINC18 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338);

VIOPOL18—Total number of violent incidents reported to police

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

General explanation: Sum of item 30, column 2, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.

SAS code: VIOPOL18 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340);

5.7 Sampling Frame Variables

A number of variables from the 2015 Common Core of Data (CCD) sampling frame were included in the restricted-use data file. These variables provide key statistics about the sampled schools and districts in SSOCS:2018. However, because these variables are taken directly from the publicly available 2014–15 CCD data files, including all the variables from the CCD sampling frame in the SSOCS:2018 public-use file would present a disclosure risk. To preserve confidentiality, only the three stratification variables are included in the public-use file.

Each sampling frame variable name begins with the prefix “FR_” (to denote that it is a sampling frame variable) and has a variable label indicating the origin of the variable. The frame variables included in the SSOCS:2018 public-use data file are described below.

FR_LEVEL This is a SSOCS-created variable based on school grades offered as reported in the 2014–15 CCD school data file. This variable has four categories indicating the span of grades offered. 1 = primary, 2 = middle, 3 = high school, and 4 = combined. (Categorical)

FR_LEVEL was created based on the CCD 2014–15 variables FR_HIGD and FR_LOGD, as follows:

SAS code:

```
if (fr_higd <= 8 & fr_logd <= 3) then FR_LEVEL = 1;
else if (fr_higd <= 9 & fr_logd >= 4) then FR_LEVEL = 2;
else if (fr_higd <= 13 & fr_logd >= 9) then FR_LEVEL = 3;
```

```
else if (fr_higd = 9 & fr_logd = 9) then FR_LEVEL = 2;
else FR_LEVEL = 4;
```

FR_SIZE This is a SSOCS-created variable of school size categories as reported in the 2014–15 CCD school data file. This variable collapses the number of students into four categories: 1 = less than 300, 2 = 300–499, 3 = 500–999, and 4 = 1,000 or more students. (Categorical)

FR_SIZE was created based on the CCD 2014–15 variable FR_NOST, as follows:

SAS code:

```
if FR_NOST < 300 then FR_SIZE=1;
else if 300 <= FR_NOST <= 499 then FR_SIZE=2;
else if 500 <= FR_NOST <= 999 then FR_SIZE=3;
else if FR_NOST >= 1000 then FR_SIZE = 4;
```

FR_URBAN This is a SSOCS-created variable that collapses the 12-level locale variable reported in the 2014–15 CCD school data file into four categories: city (FR_LOC12 = 11, 12, or 13), suburb (FR_LOC12 = 21, 22, or 23), town (FR_LOC12 = 31, 32, or 33), and rural (FR_LOC12 = 41, 42, or 43). (Categorical)

FR_URBAN was created based on the CCD 2014–15 variable FR_LOC12, as follows:

SAS code:

```
if FR_LOC12 in (11,12, 13) then FR_URBAN=1;
else if FR_LOC12 in (21, 22, 23) then FR_URBAN=2;
else if FR_LOC12 in (31, 32, 33) then FR_URBAN=3;
else if FR_LOC12 in (41, 42, 43) then FR_URBAN=4;
```

5.8 Weighting and Variance Estimation Variables

The final weight, “FINALWGT,” is needed to produce national estimates from the variables listed in the file. The final weight precedes the 50 jackknife replicate weights (REPFWT1 to REPFWT50). Also included in the data file are the variables “STRATA” and “SCHID,” which are the STRATA and primary sampling unit (PSU) variables needed for the nesting statement when producing Taylor series approximations in statistical analysis software.

5.9 Applying the Weight

SSOCS data are intended to represent U.S. public schools nationwide rather than only the schools that responded to the SSOCS survey; therefore, most analyses should be done with the weighted SSOCS data. The final SSOCS analysis weight on the SSOCS data file is called FINALWGT.

5.10 Imputation Flag Variables

With the exception of the non-survey items that collect information about the respondent and open-ended text items, each questionnaire item in the data file has an imputation flag, which indicates

whether any imputation was required. The naming convention appends the prefix “I” to the questionnaire variable. For example, item 1a would have an imputation flag named IC0110. The flag values represent the type of imputation method used and are as follows:

0 = Value not imputed.

7 = Item was imputed by using direct copy or ratio imputation method.

8 = Item was imputed clerically by using the mean or mode of data for groups of similar cases.

9 = Data value was imputed clerically by researching and manually adjusting during analysts’ post-imputation review of data.

A detailed discussion of SSOCS imputation methods can be found in appendix J.

6. Data Considerations and Anomalies

This section discusses some of the anomalies and considerations that analysts should take into account when using the SSOCS:2018 data. In addition, it provides important information about the SSOCS:2018 school-level variables and internet experiment.

Note that many of the specific variables discussed below have been removed from the SSOCS:2018 public-use file to preserve confidentiality. However, several of the composite variables included in the public-use file were constructed using these variables, and these variables reflect the anomalies identified below.

6.1 Disciplinary Actions Taken: Items 38a_1 (C0458) Through 38e_5 (C0506)

The editing used in columns 2–5 is a significant departure from previous SSOCS administrations. In previous years, if a respondent reported “Zero” students in column 1 and then provided non-zero responses in columns 2–5, column 1 was deleted and a non-zero count was later imputed. This edit helped ensure that all respondents with “Zero” students reported in column 1 have “Zero” disciplinary actions in columns 2–5. For SSOCS:2018, editing was built into the online questionnaire to prevent respondents from providing responses in columns 2–5 if they answered “Zero” in column 1. For internet respondents, column 1 essentially functioned as a gate item introducing a skip pattern. To maintain a consistent editing scheme for internet and paper respondents, all respondents who answered “Zero” in column 1 were coded as “valid skips” in columns 2–5. To protect respondents’ confidentiality, the detailed responses were omitted from the public-use file and replaced by summary measures.

6.2 Classroom Changes: Item 43 (C0538)

In item 43, schools are asked to report the typical number of classroom changes most students make in 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, regardless of whether most students make all of those changes, as some responses were quite high. In cases where respondents reported more than 20 classroom changes per day, these abnormally high responses were blanked and a new value was imputed.

6.3 Average Daily Attendance: Item 47 (C0568)

In item 47, respondents are asked to report the school’s average daily attendance (percentage of students present). Some respondents may have interpreted this question to mean the percentage of students absent rather than present, as some responses were quite low. These abnormally low responses were left in the data file; however, data users may want to code these responses in a different manner or eliminate them from their analysis when using this variable.

6.4 Outliers in Count Variables

For some items that required schools to enter a count of personnel, incidents, students, or disciplinary actions, a small number of schools entered values that, while technically permissible under the SSOCS:2018 range and consistency rules, were unusually high.

For these schools, the questionnaires were manually rechecked to verify that the unusual values had been entered by respondents and were not the result of a keying error. Because the data were confirmed to have been entered by respondents and did not violate prespecified range or consistency rules, they were left in the data file.

As noted above, the detailed responses for these count variables were omitted from the public-use file and replaced by summary measures. However, due to these anomalies, when using composite count variables in analyses, data users may want to consider top-coding the counts or eliminating outlier cases from the analysis, as appropriate.

6.5 Important Information About School-Level Variables

Data about all public elementary and secondary schools are collected annually through the NCES Common Core of Data (CCD). The sampling frame for SSOCS:2018 was constructed using the 2014–15 CCD Public Elementary/Secondary School Universe data file. Because the SSOCS data collection took place during the 2017–18 school year, some of the school-level characteristic information extracted from the CCD may have changed. Therefore, data users might want to use the NCES School ID (FR_CCDID), available in the restricted-use data file, to merge the SSOCS data with data from more recent versions of the CCD data files in order to re-create some of the school-level variables included in the data files.

6.6 Mode Effects

Two experiments were conducted as part of SSOCS:2018. The experiments evaluated response rates for (1) a subsample of respondents who were asked to complete the questionnaire via the Internet and (2) a subsample of respondents who received an incentive. A total of 1,151 schools were sampled for the internet treatment group. About half of the sample (approximately 2,400 schools) received the incentive. See chapter 2 for the distribution of the sample across experimental subgroups.

The online questionnaire and the paper questionnaire were similar, but there were several differences: (1) Skip patterns were programmed in the online questionnaire and therefore were not visible to the respondent; (2) items that appeared in a matrix format in the paper questionnaire were shown as individual items in the online questionnaire; and (3) soft edits (described in chapter 3) were applied in the online questionnaire.

Several analyses were conducted to evaluate the impact on the quality of the SSOCS estimates of offering an online questionnaire as the initial response mode. Relative to the paper treatment, the internet treatment did not significantly impact the weighted unit response rate, whether or not an incentive was offered. See chapter 3 for the response rates for the experimental subgroups.

For a handful of items, the item completion rate differed significantly between the internet and paper treatments: item 30d_ii_2 (C0332) and item 30e_ii_2 (C0340) showed significantly lower completion rates under the internet treatment, while item 38c_1 (C0478) showed a significantly higher completion rate under the internet treatment when an incentive was offered. No items showed significant differences in response distributions between the internet and paper treatments after controlling for observable school characteristics. Overall, therefore, there was no evidence that the experimental internet treatment had a substantial impact on the SSOCS data quality.

7. References

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Appendix A. 2017–18 School Survey on Crime and Safety Questionnaire

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

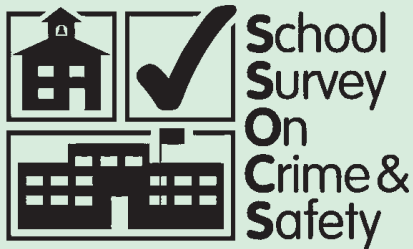
Collected by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2017-18 SCHOOL YEAR

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



[Large white rounded rectangular area for providing name, address, and ZIP code]

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

THIS SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Association for Middle Level Education
Association of American Educators
Council of Chief State School Officers
Education Northwest
National Association of Elementary School Principals
National Association of School Psychologists

National Association of School Resource Officers
National Association of Secondary School Principals
National Association of State Boards of Education
National Education Association
National PTA
National School Safety Center
School Safety Advocacy Council
School Social Work Association of America
UCLA Center for Mental Health in Schools

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).



All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Reports of the findings from the survey will not identify participating districts, schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.

PLEASE RESPOND BY:

[White rectangular box for response deadline]

FORM **SSOCS-1**
(10-19-2017)



DEFINITIONS

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

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

Arrest – The act of detaining in legal custody. An "arrest" is the deprivation of a person's liberty by legal authority in response to a criminal charge.

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

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

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

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

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

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

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

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

Harassment – conduct that is unwelcome and denies or limits a student's ability to participate in or benefit from a school's education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

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

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

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

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

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



DEFINITIONS – Continued

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

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims of rape. [Counts of attempted rape should be added to counts of rapes in your reporting of item 30a.]

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

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

School Resource Officer (SRO) – a career sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.

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

Sexual harassment – conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

Sexual misconduct – Any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position, thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.

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

Shelter-in-place – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to

use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

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

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

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

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

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

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

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

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



SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- Some questions ask for counts or percents of items. Please place an "X" in the None box, rather than leaving the item blank, if the number of such items at your school is zero.
- It is not necessary to consult any records for items 9 and 42. Please provide estimates for these questions.
- Definitions are available for many terms on pages 2 and 3. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2017–18 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment.
- Please keep a copy of the completed questionnaire for your records.

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

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

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0761. The time required to complete this information collection is estimated to average 53 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: SSOCS@census.gov, or write directly to: School Survey on Crime and Safety (SSOCS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street SW, Room #4012, Washington, DC 20202.



School Practices and Programs

1. During the 2017–18 school year, was it a practice of your school to do the following?
 ● If your school changed its practices during the school year, please answer regarding your most recent practice.

● Check "Yes" or "No" on each line.

		YES	NO
a.	Require visitors to sign or check in and wear badges	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Require metal detector checks on students every day	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Perform one or more random metal detector checks on students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Equip classrooms with locks so that doors can be locked from the inside	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Close the campus for most or all students during lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons*)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i.	Require drug testing for students participating in athletics or other extracurricular activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j.	Require students to wear uniforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k.	Enforce a strict dress code	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l.	Provide school lockers to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m.	Require clear book bags or ban book bags on school grounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n.	Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
q.	Require students to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r.	Require faculty and staff to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s.	Use one or more security cameras to monitor the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t.	Provide two-way radios to any staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u.	Prohibit non-academic <u>use</u> of cell phones or smartphones during school hours	1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



2. Does your school have a written plan that describes procedures to be performed in the following scenarios?

		YES	NO
a. Active shooter*	155	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Natural disasters (e.g., earthquakes or tornadoes)	158	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hostages	162	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Bomb threats or incidents	166	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Suicide threat or incident	169	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Pandemic disease	161	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Post-crisis reunification of students with their families	157	1 <input type="checkbox"/>	2 <input type="checkbox"/>

3. During the 2017–18 school year, has your school drilled students on the use of the following emergency procedures?

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

		YES	NO
a. Evacuation*	163	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Lockdown*	165	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Shelter-in-place*	167	1 <input type="checkbox"/>	2 <input type="checkbox"/>

4. During the 2017–18 school year, did your school have any activities that included the following components for students?

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti- bullying* , dating violence* prevention)	174	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness)	183	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Behavioral or behavior modification intervention for students (including the use of positive reinforcements)	176	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual mentoring/tutoring/coaching of students by adults	181	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Student involvement in peer mediation	175	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Student court to address student conduct problems or minor offenses	177	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Student involvement in restorative circles* (e.g., "peace circles," "talking circles," "conflict circles")	179	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Programs to promote a sense of community/social integration among students	186	1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



5. During the 2017–18 school year, did your school have a **threat assessment team*** or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

600 1 Yes
 2 No → **GO TO item 7 below.**

6. During the 2017–18 school year, how often did your school’s **threat assessment team*** formally meet?

☛ Check one response.

602 1 At least once a week
 2 At least once a month
 3 On occasion
 4 Never

7. During the 2017–18 school year, did your school have any recognized student groups with the following purposes?

☛ Check "Yes" or "No" on each line.

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

Parent and Community Involvement at School

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

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Have a formal process to obtain parental input on policies related to school crime and discipline	190 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Provide training or technical assistance to parents in dealing with students’ problem behavior	192 1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2017–18 school year?

☛ Check one response on each line.

		0–25%	26–50%	51–75%	76–100%	School does not offer
a. Open house or back-to-school night	196	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Regularly scheduled parent-teacher conferences	198	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

10. During the 2017–18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Parent groups	204	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Social service agencies	206	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Juvenile justice agencies	208	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Law enforcement agencies	210	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Mental health agencies	212	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Civic organizations/service clubs	214	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Private corporations/businesses	216	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Religious organizations	218	1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



110601

FORM SSOCS-1 (10-19-2017)

School Security Staff

11. During the 2017–18 school year, did you have any sworn law enforcement officers (including **School Resource Officers***) present **at your school*** at least once a week?

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

610 1 Yes
2 No →

GO TO item 19 on page 11.

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

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

☛ Check "Yes" or "No" on each line.

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

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

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

☛ Check "Yes" or "No" on each line.

			YES	NO
a.	Carry physical restraints (e.g., handcuffs, Tasers)	621	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Carry chemical aerosol sprays (e.g., Mace, pepper spray)	622	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Carry a firearm*	624	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Wear a body camera	626	1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



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

- Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.
- Check "Yes" or "No" on each line.

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

15. During the 2017–18 school year, did your school have a sworn law enforcement officer (including **School Resource Officers***) present for all instructional hours every day that school was in session?

- Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers' personal leave time.
- Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

648 1 Yes
2 No

16. During the 2017–18 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including **School Resource Officers***) at school?

650 1 Yes → **CONTINUE to item 17 on page 11.**
2 No → **GO TO item 18 on page 11.**

***Please use the definition on pages 2 and 3.**



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

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

		YES	NO	DON'T KNOW
a. Student discipline	652	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray)	654	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Use of firearms*	656	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Making arrests* on school grounds	658	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Reporting of criminal offenses to a law enforcement agency	660	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

18. How many of the following were present **at your school*** at least once a week?

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

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

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

		Number at your school*		
a. School Resource Officers*		<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
i. Full-time	236	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	238	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
b. Sworn law enforcement officers who are not School Resource Officers*		<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
i. Full-time	240	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	242	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None

19. Aside from sworn law enforcement officers (including **School Resource Officers***), how many additional security guards or security personnel were present **at your school*** at least once a week?

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

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

		Number at your school*		
Security guards or security personnel		<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
i. Full-time	232	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None
ii. Part-time	234	<input type="checkbox"/>	<input type="checkbox"/>	0 <input type="checkbox"/> None

***Please use the definition on pages 2 and 3.**



School Mental Health Services

20. During the 2017–18 school year, did your school provide **diagnostic mental health assessments*** (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for **mental health disorders*?**

- 661 Include only assessments conducted by a licensed **mental health professional***.
 Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.

1 Yes

2 No → GO TO item 22 below.

21. Were **diagnostic mental health assessment*** services provided to students from your school in the following locations?

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

a. **At school***, by a school-employed or contracted **mental health professional*** 663

YES	NO
1 <input type="checkbox"/>	2 <input type="checkbox"/>

b. Outside of school, by a school-employed or contracted **mental health professional*** 665

1 <input type="checkbox"/>	2 <input type="checkbox"/>
----------------------------	----------------------------

22. During the 2017–18 school year, did your school provide **treatment*** (e.g., psychotherapy, medication) to students for **mental health disorders*?**

- 667 Include only **treatment*** provided by a licensed **mental health professional***.
 Include services that were provided **at school*** as well as services provided through a contract the school has with an outside provider.

1 Yes

2 No → GO TO item 24 below.

23. Were **treatment*** services provided to students from your school in the following locations?

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

a. **At school***, by a school-employed or contracted **mental health professional*** 669

YES	NO
1 <input type="checkbox"/>	2 <input type="checkbox"/>

b. Outside of school, by a school-employed or contracted **mental health professional*** 671

1 <input type="checkbox"/>	2 <input type="checkbox"/>
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24. During the 2017–18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students?

Check one response on each line.

a. Inadequate access to licensed **mental health professionals*** 674

Limits in major way	Limits in minor way	Does not limit
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

b. Inadequate funding 676

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) 678

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

d. Concerns about reactions from parents 681

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

e. Lack of community support for providing mental health services to students in your school 682

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

f. Written or unwritten policies regarding the school's requirement to pay for the **diagnostic mental health assessment*** or **treatment*** of students 684

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

g. Reluctance to label students with **mental health disorders*** to avoid stigmatizing the child 686

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------

***Please use the definition on pages 2 and 3.**



Staff Training and Practices

25. During the 2017–18 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Training in classroom management for teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Training in school-wide discipline policies and practices related to violence*	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Training in school-wide discipline policies and practices related to cyberbullying*	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Training in school-wide discipline policies and practices related to bullying* other than cyberbullying*	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Training in school-wide discipline policies and practices related to alcohol and/or drug use	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Training in safety procedures (e.g., how to handle emergencies)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Training in recognizing early warning signs of students likely to exhibit violent behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Training in recognizing signs of self-harm or suicidal tendencies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i.	Training in intervention and referral strategies for students displaying signs of mental health disorders* (e.g., depression, mood disorders, ADHD)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j.	Training in recognizing physical, social, and verbal bullying* behaviors	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k.	Training in recognizing signs of students using/abusing alcohol and/or drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l.	Training in positive behavioral intervention strategies	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m.	Training in crisis prevention and intervention	1 <input type="checkbox"/>	2 <input type="checkbox"/>

26. To the best of your knowledge, during the 2017–18 school year, were there any staff **at your school*** who legally carried a **firearm*** on school property?

☛ Exclude sworn law enforcement officers (including **School Resource Officers***) or other security guards or personnel who carry firearms.

279 1 Yes

2 No

***Please use the definition on pages 2 and 3.**



Limitations on Crime Prevention

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

☛ Check one response on each line.

		Limits in major way	Limits in minor way	Does not limit	
a.	Lack of or inadequate teacher training in classroom management	280	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b.	Lack of or inadequate alternative placement/programs for disruptive students	282	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c.	Likelihood of complaints from parents	284	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d.	Lack of teacher support for school policies	286	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e.	Lack of parental support for school policies	288	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f.	Teachers' fear of student retaliation	290	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g.	Fear of litigation	292	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h.	Inadequate funds	294	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i.	Inconsistent application of school policies by faculty or staff	296	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
j.	Fear of district or state reprisal	298	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
k.	Federal, state, or district policies on disciplining special education students*	300	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
l.	Federal policies on discipline and safety other than those for special education students*	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m.	State or district policies on discipline and safety other than those for special education students*	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Frequency of Crime and Violence at School

28. During the 2017–18 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

306 1 Yes

2 No

29. During the 2017–18 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

308 1 Yes

2 No

***Please use the definition on pages 2 and 3.**



111205

FORM SSOCs-1 (10-19-2017)

Incidents

30. Please record the number of incidents that occurred **at school*** during the 2017–18 school year for the offenses listed below. (NOTE: The number in column 1 should be greater than or equal to the number in column 2.)

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

Please provide information on:

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

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

***Please use the definition on pages 2 and 3.**



31. During the 2017–18 school year, how many **hate crimes*** occurred **at your school***?

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

690 Number of **hate crimes***
 0 None → **GO TO item 33 below.**

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

☛ Check "Yes" or "No" on each line.

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

		YES	NO
a. Race or color	692	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. National origin or ethnicity	694	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Sex	696	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Religion	698	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Disability (e.g., physical, mental, and learning disabilities)	700	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Sexual orientation*	702	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Gender identity*	704	1 <input type="checkbox"/>	2 <input type="checkbox"/>

33. To the best of your knowledge, during the 2017–18 school year, have there been any incidents of **sexual misconduct*** between a staff member and a student **at your school***.

☛ Report on misconduct between staff and students whether or not the incidents occurred at school or away from school.

☛ **Sexual assault*** and **rape*** are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 30a and 30b as well as item 33.

705 1 Yes
 2 No

34. Please record the number of **arrests*** that occurred **at your school*** during the 2017–18 school year. Please include all **arrests*** that occurred **at school***, regardless of whether a student or non-student was arrested.

688 1 None
 2 1–5
 3 6–10
 4 11 or more

***Please use the definition on pages 2 and 3.**



Disciplinary Problems and Actions

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

☛ Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a.	Student racial/ethnic tensions 374	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b.	Student bullying* 376	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c.	Student sexual harassment* of other students 378	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d.	Student harassment* of other students based on sexual orientation* 381	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e.	Student harassment* of other students based on gender identity* 383	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f.	Student harassment* of other students based on religion 385	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g.	Student harassment* of other students based on disability (e.g., physical, mental, and learning disabilities) 387	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h.	Widespread disorder in classrooms 382	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i.	Student verbal abuse of teachers 380	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j.	Student acts of disrespect for teachers other than verbal abuse 384	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k.	Gang* activities 386	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

☛ Check one response on each line.

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

***Please use the definition on pages 2 and 3.**



37. During the 2017–18 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?

	Does your school allow for use of the following?		If "Yes," was the action used this school year?	
	YES	NO	YES	NO
a. Removal with no continuing school services for at least the remainder of the school year	390 1 <input type="checkbox"/>	2 <input type="checkbox"/>	392 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Removal with school-provided tutoring/home instruction for at least the remainder of the school year	394 1 <input type="checkbox"/>	2 <input type="checkbox"/>	396 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Transfer to a specialized school* for disciplinary reasons	398 1 <input type="checkbox"/>	2 <input type="checkbox"/>	400 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Transfer to another regular school for disciplinary reasons	402 1 <input type="checkbox"/>	2 <input type="checkbox"/>	404 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Out-of-school suspension or removal for less than the remainder of the school year				
i. With no curriculum/services provided	406 1 <input type="checkbox"/>	2 <input type="checkbox"/>	408 1 <input type="checkbox"/>	2 <input type="checkbox"/>
ii. With curriculum/services provided	410 1 <input type="checkbox"/>	2 <input type="checkbox"/>	412 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. In-school suspension for less than the remainder of the school year				
i. With no curriculum/services provided	414 1 <input type="checkbox"/>	2 <input type="checkbox"/>	416 1 <input type="checkbox"/>	2 <input type="checkbox"/>
ii. With curriculum/services provided	418 1 <input type="checkbox"/>	2 <input type="checkbox"/>	420 1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Referral to a school counselor	422 1 <input type="checkbox"/>	2 <input type="checkbox"/>	424 1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Assignment to a program (during school hours) designed to reduce disciplinary problems	426 1 <input type="checkbox"/>	2 <input type="checkbox"/>	428 1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems	430 1 <input type="checkbox"/>	2 <input type="checkbox"/>	432 1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Loss of school bus privileges due to misbehavior	434 1 <input type="checkbox"/>	2 <input type="checkbox"/>	436 1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Corporal punishment	438 1 <input type="checkbox"/>	2 <input type="checkbox"/>	440 1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Placement on school probation with consequences if another incident occurs	442 1 <input type="checkbox"/>	2 <input type="checkbox"/>	444 1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Detention and/or Saturday school	446 1 <input type="checkbox"/>	2 <input type="checkbox"/>	448 1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. Loss of student privileges	450 1 <input type="checkbox"/>	2 <input type="checkbox"/>	452 1 <input type="checkbox"/>	2 <input type="checkbox"/>
o. Requirement of participation in community service	454 1 <input type="checkbox"/>	2 <input type="checkbox"/>	456 1 <input type="checkbox"/>	2 <input type="checkbox"/>

***Please use the definition on pages 2 and 3.**



111304

FORM SSOCS-1 (10-19-2017)

38. During the 2017–18 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

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

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

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

	Number of disciplinary actions taken in response to 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*	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a. Use/possession of a firearm/ explosive device*	458 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	460 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	462 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	464 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	466 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Use/possession of a weapon* other than a firearm/ explosive device*	468 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	470 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	472 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	474 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	476 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Distribution, possession, or use of illegal drugs	478 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	480 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	482 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	484 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	486 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Distribution, possession, or use of alcohol	488 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	490 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	492 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	494 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	496 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Physical attacks or fights*	498 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	500 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	502 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	504 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	506 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

39. During the 2017–18 school year, how many of the following occurred?

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

	Total number
a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 2.)	518 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Students were transferred to specialized schools* for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 3.)	520 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

***Please use the definition on pages 2 and 3.**



School Characteristics: 2017–18 School Year

40. As of October 1, 2017, what was your school's total enrollment?

522 Students

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

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

	Percent of students
a. Eligible for free or reduced-price lunch	524 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None
b. English language learner (ELL)	526 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None
c. Special education students*	528 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None
d. Male	530 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None

42. What is your best estimate of the percentage of your current students who meet the following criteria?

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

	Percent of students
a. Below the 15 th percentile on standardized tests	532 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None
b. Likely to go to college after high school	534 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None
c. Consider academic achievement to be very important	536 <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> % 0 <input type="text" value=""/> None

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

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

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

538 Typical number of classroom changes
0 None

***Please use the definition on pages 2 and 3.**



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

Check one response.

- 560 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime
- 4 Students come from areas with very different levels of crime

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

Check one response.

- 562 1 High level of crime
- 2 Moderate level of crime
- 3 Low level of crime

46. Which of the following best describes your school?

Check one response.

- 564 1 Regular public school
- 2 Charter school
- 3 Has a magnet program for part of the school
- 4 Exclusively a magnet school
- 5 Other – *Please specify* ↴

565

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

Percent of students
present

568 %
0 None

48. During the 2017–18 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions. (NOTE: This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 39b.)

- If a student transferred more than once in the school year, count each transfer separately.
- If none, please place an "X" in the None box.

a. Transferred to the school

570
0 None

b. Transferred from the school

572
0 None



Please provide the following information:

Please provide the following dates:

		Month	Day	
a.	Start date for your 2017–18 school year	<input type="text"/>	<input type="text"/>	/2017
				574
b.	End date for your 2017–18 school year	<input type="text"/>	<input type="text"/>	/2018
				576
c.	Date you completed the questionnaire	<input type="text"/>	<input type="text"/>	/2018
				578

Is the correct grade range for this school?

022 1 Yes

2 No → Which of the following grades are offered in this school?

Check all that apply.

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

Name of person completing form

010

Telephone number

Area code

Number

012 — —

Title/position

Check one response.

- 014 1 Principal
- 2 Vice-principal or disciplinarian
- 3 Other – Please specify ↴

015



Number of years at this school

016

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

018

E-mail address

020

How long did it take you to complete this form, not counting interruptions?

🍏 Please record the time in minutes (e.g., 55 minutes, 65 minutes).

580

Minutes



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

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

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

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

<https://nces.ed.gov/surveys/ssocs>

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

<https://nces.ed.gov>

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

<https://fedstats.sites.usa.gov>



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**Appendix B. List of Variables and Record Layout
of the Fixed-Format ASCII File for the
SSOCS:2018 Public-Use Data**

List of Variables and Record Layout of the Fixed-Format ASCII File for the SSOCS:2018 Public-Use Data

Table B-1. List of variables, SSOCS:2018

Order	Variable	Label	Format	Length	Start column	End column
001	SCHID	Unique school identifier	Char	4	1	4
002	C0110	School practice require visitor check in and badges	Num	3	5	7
003	C0112	Building access controlled locked/monitored doors	Num	3	8	10
004	C0114	Grounds access controlled locked/monitored gates	Num	3	11	13
005	C0116	Students pass through metal detectors	Num	3	14	16
006	C0120	Have random metal detector checks on students	Num	3	17	19
007	C0121	Equip classrooms with locks so that doors are locked from inside	Num	3	20	22
008	C0122	Practice to close campus for lunch	Num	3	23	25
009	C0125	Random sweeps for contraband	Num	3	26	28
010	C0129	Require drug testing for students in extra-curricular activities	Num	3	29	31
011	C0134	Require students to wear uniforms	Num	3	32	34
012	C0136	Practice to enforce a strict dress code	Num	3	35	37
013	C0138	Provide school lockers to students	Num	3	38	40
014	C0140	Require clear book bags or ban book bags	Num	3	41	43
015	C0139	Silent alarms or panic buttons directly connected to law enforcement	Num	3	44	46
016	C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	Num	3	47	49
017	C0143	Provide a structured anonymous threat reporting system	Num	3	50	52
018	C0142	Require students to wear badge or picture ID	Num	3	53	55
019	C0144	Require faculty and staff to wear badge or picture ID	Num	3	56	58
020	C0146	Security camera(s) monitor the school	Num	3	59	61
021	C0150	Provide two-way radios to any staff	Num	3	62	64
022	C0153	Prohibit non-academic use of cell phones or smartphones during school hours	Num	3	65	67
023	C0155	Written plan for active shooter	Num	3	68	70
024	C0158	Written plan for natural disasters	Num	3	71	73
025	C0162	Written plan for hostages	Num	3	74	76

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
026	C0166	Written plan for bomb threats or incidents	Num	3	77	79
027	C0170	Written plan for chemical, biological, or radiological threats	Num	3	80	82
028	C0169	Written plan for suicide threat or incident	Num	3	83	85
029	C0161	Written plan for pandemic disease	Num	3	86	88
030	C0157	Written plan for post-crisis reunification of students with their families	Num	3	89	91
031	C0163	Drilled students on plan for evacuation	Num	3	92	94
032	C0165	Drilled students on plan for lockdown	Num	3	95	97
033	C0167	Drilled students on plan for shelter-in-place	Num	3	98	100
034	C0174	Prevention curriculum/instruction/training	Num	3	101	103
035	C0183	Social emotional learning training for students	Num	3	104	106
036	C0176	Behavioral modification for students	Num	3	107	109
037	C0181	Individual mentoring/tutoring/coaching by adults	Num	3	110	112
038	C0175	Student involvement in peer mediation	Num	3	113	115
039	C0177	Student court to address student conduct problems or minor offenses	Num	3	116	118
040	C0179	Student involvement in restorative circles	Num	3	119	121
041	C0186	Promote sense of community/social integration	Num	3	122	124
042	C0600	Have a threat assessment team	Num	3	125	127
043	C0602	Threat assessment team formal meetings	Num	3	128	130
044	C0604	LGBTQ acceptance group	Num	3	131	133
045	C0606	Disability acceptance group	Num	3	134	136
046	C0608	Cultural diversity acceptance group	Num	3	137	139
047	C0190	Formal process to obtain parental input	Num	3	140	142
048	C0192	Provide training or assistance to parents	Num	3	143	145
049	C0196	Parent participates in open house or back-to-school night	Num	3	146	148
050	C0198	Parent participates in parent-teacher conferences	Num	3	149	151
051	C0204	Community involvement - parent groups	Num	3	152	154
052	C0206	Community involvement - social services	Num	3	155	157
053	C0208	Community involvement - juvenile justice	Num	3	158	160
054	C0210	Community involvement - law enforcement	Num	3	161	163
055	C0212	Community involvement - mental health	Num	3	164	166
056	C0214	Community involvement - civic organizations	Num	3	167	169

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
057	C0216	Community involvement - businesses	Num	3	170	172
058	C0218	Community involvement - religious organizations	Num	3	173	175
059	C0610	Sworn law enforcement officers at school	Num	3	176	178
060	C0612	Sworn law enforcement officers present during school hours	Num	3	179	181
061	C0614	Sworn law enforcement officers while students arriving or leaving	Num	3	182	184
062	C0616	Sworn law enforcement officers present at school activities	Num	3	185	187
063	C0618	Sworn law enforcement officers present when school/school activities were not occurring	Num	3	188	190
064	C0621	Sworn law enforcement officers carry physical restraints	Num	3	191	193
065	C0622	Sworn law enforcement officers carry chemical sprays	Num	3	194	196
066	C0624	Sworn law enforcement officers carry firearms	Num	3	197	199
067	C0626	Sworn law enforcement officers wear a body camera	Num	3	200	202
068	C0628	Sworn law enforcement officers participate in traffic control	Num	3	203	205
069	C0630	Sworn law enforcement officers participate in patrol	Num	3	206	208
070	C0632	Sworn law enforcement officers participate in discipline	Num	3	209	211
071	C0636	Sworn law enforcement officers participate in solving school problems	Num	3	212	214
072	C0638	Sworn law enforcement officers participate in prevention training	Num	3	215	217
073	C0640	Sworn law enforcement officers participate in student mentoring	Num	3	218	220
074	C0642	Sworn law enforcement officers participate in teaching law-related courses	Num	3	221	223
075	C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	Num	3	224	226
076	C0646	Sworn law enforcement officers participate in providing legal definitions	Num	3	227	229
077	C0648	Sworn law enforcement officer present for all instructional hours	Num	3	230	232
078	C0650	Formalized policies for sworn law enforcement officers	Num	3	233	235

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
079	C0652	Policies for sworn law enforcement officers include student discipline	Num	3	236	238
080	C0654	Policies for sworn law enforcement officers include use of restraints	Num	3	239	241
081	C0656	Policies for sworn law enforcement officers include use of firearms	Num	3	242	244
082	C0658	Policies for sworn law enforcement officers include making arrests	Num	3	245	247
083	C0660	Policies for sworn law enforcement officers include reporting of offenses	Num	3	248	250
084	C0661	Diagnostic mental health assessment for mental disorders	Num	3	251	253
085	C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	Num	3	254	256
086	C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	Num	3	257	259
087	C0667	Treatment to students for mental health disorders	Num	3	260	262
088	C0669	Treatment at school by school-employed or contracted mental health professional	Num	3	263	265
089	C0671	Treatment outside of school by school-employed or contracted mental health professional	Num	3	266	268
090	C0674	Inadequate access to professionals limits mental health efforts	Num	3	269	271
091	C0676	Inadequate funding limits mental health efforts	Num	3	272	274
092	C0678	Potential legal issues limit mental health efforts	Num	3	275	277
093	C0681	Concerns about reactions from parents limit mental health efforts	Num	3	278	280
094	C0682	Lack of community support limits mental health efforts	Num	3	281	283
095	C0684	Payment policies limit mental health efforts	Num	3	284	286
096	C0686	Reluctance to label students limits mental health efforts	Num	3	287	289
097	C0266	Teacher training - classroom management	Num	3	290	292
098	C0268	Teacher training - discipline policies related to violence	Num	3	293	295
099	C0265	Teacher training - discipline policies related to cyberbullying	Num	3	296	298
100	C0267	Teacher training - discipline policies related to bullying	Num	3	299	301

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
101	C0269	Teacher training - alcohol/drug discipline policy	Num	3	302	304
102	C0270	Teacher training - safety procedures	Num	3	305	307
103	C0272	Teacher training - early warning signs for violent behavior	Num	3	308	310
104	C0278	Teacher training - signs of self-harm or suicidal tendencies	Num	3	311	313
105	C0271	Teacher training - intervention and referral strategies	Num	3	314	316
106	C0273	Teacher training - recognize bullying behavior	Num	3	317	319
107	C0274	Teacher training - student alcohol/drug abuse	Num	3	320	322
108	C0276	Teacher training - positive behavioral intervention	Num	3	323	325
109	C0277	Teacher training - crisis prevention and intervention	Num	3	326	328
110	C0279	Legally carried a firearm	Num	3	329	331
111	C0280	Efforts limited by inadequate/lack of teacher training	Num	3	332	334
112	C0282	Efforts limited by inadequate/lack of alternative placement	Num	3	335	337
113	C0284	Efforts limited by parental complaints	Num	3	338	340
114	C0286	Efforts limited by inadequate/lack of teacher support	Num	3	341	343
115	C0288	Efforts limited by inadequate/lack of parent support	Num	3	344	346
116	C0290	Efforts limited by fear of student retaliation	Num	3	347	349
117	C0292	Efforts limited by fear of litigation	Num	3	350	352
118	C0294	Efforts limited by inadequate funds	Num	3	353	355
119	C0296	Efforts limited by inconsistent application of policies	Num	3	356	358
120	C0298	Efforts limited by fear of district or state reprisal	Num	3	359	361
121	C0300	Efforts limited by federal/state/district policies on special ed students	Num	3	362	364
122	C0302	Efforts limited by federal policies for other than special ed students	Num	3	365	367
123	C0304	Efforts limited by state/district policies for other than special ed students	Num	3	368	370
124	C0690_R	Any hate crimes	Num	8	371	378
125	C0705	Any incidents of sexual misconduct	Num	3	379	381
126	C0688	Number of arrests at school (categorical)	Num	3	382	384

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
127	C0374	How often student racial/ethnic tensions	Num	3	385	387
128	C0376	How often student bullying	Num	3	388	390
129	C0378	How often student sexual harassment of students	Num	3	391	393
130	C0381	How often student harassment based on sexual orientation	Num	3	394	396
131	C0383	How often student harassment based on gender identity	Num	3	397	399
132	C0385	How often student harassment based on religion	Num	3	400	402
133	C0387	How often student harassment based on disability	Num	3	403	405
134	C0382	How often widespread disorder in classrooms	Num	3	406	408
135	C0380	How often student verbal abuse of teachers	Num	3	409	411
136	C0384	How often student acts of disrespect for teachers - not verbal abuse	Num	3	412	414
137	C0386	How often student gang activities	Num	3	415	417
138	C0389	How often cyberbullying among students	Num	3	418	420
139	C0391	How often school environment affected by cyberbullying	Num	3	421	423
140	C0393	How often staff resources used to deal with cyberbullying	Num	3	424	426
141	C0402	Transfer to regular school available	Num	3	427	429
142	C0404	Transfer to regular school available - action used	Num	3	430	432
143	C0406	Outside suspension with no services available	Num	3	433	435
144	C0408	Outside suspension with no services available - action used	Num	3	436	438
145	C0410	Outside suspension with services available	Num	3	439	441
146	C0412	Outside suspension with services available - action used	Num	3	442	444
147	C0422	Referral to school counselor available	Num	3	445	447
148	C0424	Referral to school counselor available - action used	Num	3	448	450
149	C0426	In-school disciplinary program available	Num	3	451	453
150	C0428	In-school disciplinary program available - action used	Num	3	454	456
151	C0430	Outside school disciplinary program available	Num	3	457	459
152	C0432	Outside school disciplinary program available - action used	Num	3	460	462
153	C0434	Loss of bus privileges for misbehavior available	Num	3	463	465

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
154	C0436	Loss of bus privileges for misbehavior available - action used	Num	3	466	468
155	C0442	School probation available	Num	3	469	471
156	C0444	School probation available - action used	Num	3	472	474
157	C0446	Detention/Saturday school available	Num	3	475	477
158	C0448	Detention/Saturday school available - action used	Num	3	478	480
159	C0450	Loss of student privileges available	Num	3	481	483
160	C0452	Loss of student privileges available - action used	Num	3	484	486
161	C0454	Require community service available	Num	3	487	489
162	C0456	Require community service available - action used	Num	3	490	492
163	C0532	Percent students below 15th percentile standardized tests	Num	3	493	495
164	C0534	Percent students likely to go to college	Num	3	496	498
165	C0536	Percent students academic achievement important	Num	3	499	501
166	C0538	Typical number of classroom changes	Num	3	502	504
167	C0560	Crime where students live	Num	3	505	507
168	C0562	Crime where school located	Num	3	508	510
169	C0568	Average percent daily attendance	Num	3	511	513
170	C0570	# of students transferred to school	Num	4	514	517
171	C0572	# of students transferred from school	Num	4	518	521
172	C0578	Date questionnaire completed MMDDYYYY	Char	8	522	529
173	C0578_DD	Day questionnaire completed	Num	3	530	532
174	C0578_MM	Month questionnaire completed	Num	3	533	535
175	C0578_YY	Year questionnaire completed	Num	4	536	539
176	C0578_SOURCE	Source of completion date	Num	3	540	542
177	C0014_R	Title/position of respondent (recoded)	Num	8	543	550
178	C0016_R	# of years respondent at the school (topcoded)	Num	8	551	558
179	C0580	Number of minutes to complete questionnaire	Num	3	559	561
180	STRATA	Collapsed STRATUM code	Num	3	562	564
181	CRISIS18	# of types of crises covered in written plans	Num	3	565	567
182	DISALC18	Total number of disciplinary actions recorded for distribution, possession, or use of alcohol	Num	3	568	570
183	DISDRUG18	Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs	Num	3	571	573

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
184	DISFIRE18	Total number of disciplinary actions recorded for use or possession of a firearm or explosive device	Num	3	574	576
185	DISWEAP18	Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	Num	3	577	579
186	INCID18	Total number of incidents recorded	Num	3	580	582
187	INCPOL18	Total number of incidents reported to police	Num	3	583	585
188	NONVIOINC18	Total number of non-violent incidents recorded	Num	3	586	588
189	NONVIOPOL18	Total number of non-violent incidents reported to police	Num	3	589	591
190	OTHACT18	Total 'other actions' for specified offenses	Num	3	592	594
191	OUTSUS18	Total out-of-school suspensions > 5 days but < the remainder of school for specified offenses	Num	3	595	597
192	PROBWK18	# of types of problems that occur at least once a week	Num	3	598	600
193	SEC_FT18	Total number of full-time security guards, SROs, and other sworn law enforcement officers	Num	3	601	603
194	SEC_PT18	Total number of part-time security guards, SROs, and other sworn law enforcement officers	Num	3	604	606
195	STUOFF18	Total students involved in specified offenses	Num	3	607	609
196	SVINC18	Total number of serious violent incidents recorded	Num	3	610	612
197	SVPOL18	Total number of serious violent incidents reported to police	Num	3	613	615
198	VIOINC18	Total number of violent incidents recorded	Num	3	616	618
199	VIOPOL18	Total number of violent incidents reported to police	Num	3	619	621
200	FR_URBAN	Urbanicity - Based on urban-centric location of school	Num	3	622	624
201	FR_LVL	Grade level of school	Char	2	625	626
202	FR_SIZE	Size of school	Num	3	627	629
203	FINALWGT	Final school weight	Num	8	630	637
204	REPFWT1	Jackknife replicate 1	Num	8	638	645
205	REPFWT2	Jackknife replicate 2	Num	8	646	653
206	REPFWT3	Jackknife replicate 3	Num	8	654	661
207	REPFWT4	Jackknife replicate 4	Num	8	662	669
208	REPFWT5	Jackknife replicate 5	Num	8	670	677
209	REPFWT6	Jackknife replicate 6	Num	8	678	685

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
210	REPFWT7	Jackknife replicate 7	Num	8	686	693
211	REPFWT8	Jackknife replicate 8	Num	8	694	701
212	REPFWT9	Jackknife replicate 9	Num	8	702	709
213	REPFWT10	Jackknife replicate 10	Num	8	710	717
214	REPFWT11	Jackknife replicate 11	Num	8	718	725
215	REPFWT12	Jackknife replicate 12	Num	8	726	733
216	REPFWT13	Jackknife replicate 13	Num	8	734	741
217	REPFWT14	Jackknife replicate 14	Num	8	742	749
218	REPFWT15	Jackknife replicate 15	Num	8	750	757
219	REPFWT16	Jackknife replicate 16	Num	8	758	765
220	REPFWT17	Jackknife replicate 17	Num	8	766	773
221	REPFWT18	Jackknife replicate 18	Num	8	774	781
222	REPFWT19	Jackknife replicate 19	Num	8	782	789
223	REPFWT20	Jackknife replicate 20	Num	8	790	797
224	REPFWT21	Jackknife replicate 21	Num	8	798	805
225	REPFWT22	Jackknife replicate 22	Num	8	806	813
226	REPFWT23	Jackknife replicate 23	Num	8	814	821
227	REPFWT24	Jackknife replicate 24	Num	8	822	829
228	REPFWT25	Jackknife replicate 25	Num	8	830	837
229	REPFWT26	Jackknife replicate 26	Num	8	838	845
230	REPFWT27	Jackknife replicate 27	Num	8	846	853
231	REPFWT28	Jackknife replicate 28	Num	8	854	861
232	REPFWT29	Jackknife replicate 29	Num	8	862	869
233	REPFWT30	Jackknife replicate 30	Num	8	870	877
234	REPFWT31	Jackknife replicate 31	Num	8	878	885
235	REPFWT32	Jackknife replicate 32	Num	8	886	893
236	REPFWT33	Jackknife replicate 33	Num	8	894	901
237	REPFWT34	Jackknife replicate 34	Num	8	902	909
238	REPFWT35	Jackknife replicate 35	Num	8	910	917
239	REPFWT36	Jackknife replicate 36	Num	8	918	925
240	REPFWT37	Jackknife replicate 37	Num	8	926	933
241	REPFWT38	Jackknife replicate 38	Num	8	934	941
242	REPFWT39	Jackknife replicate 39	Num	8	942	949

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
243	REPFWT40	Jackknife replicate 40	Num	8	950	957
244	REPFWT41	Jackknife replicate 41	Num	8	958	965
245	REPFWT42	Jackknife replicate 42	Num	8	966	973
246	REPFWT43	Jackknife replicate 43	Num	8	974	981
247	REPFWT44	Jackknife replicate 44	Num	8	982	989
248	REPFWT45	Jackknife replicate 45	Num	8	990	997
249	REPFWT46	Jackknife replicate 46	Num	8	998	1005
250	REPFWT47	Jackknife replicate 47	Num	8	1006	1013
251	REPFWT48	Jackknife replicate 48	Num	8	1014	1021
252	REPFWT49	Jackknife replicate 49	Num	8	1022	1029
253	REPFWT50	Jackknife replicate 50	Num	8	1030	1037
254	IC0110	Imputation Flag for C0110	Num	3	1038	1040
255	IC0112	Imputation Flag for C0112	Num	3	1041	1043
256	IC0114	Imputation Flag for C0114	Num	3	1044	1046
257	IC0116	Imputation Flag for C0116	Num	3	1047	1049
258	IC0120	Imputation Flag for C0120	Num	3	1050	1052
259	IC0121	Imputation Flag for C0121	Num	3	1053	1055
260	IC0122	Imputation Flag for C0122	Num	3	1056	1058
261	IC0125	Imputation Flag for C0125	Num	3	1059	1061
262	IC0129	Imputation Flag for C0129	Num	3	1062	1064
263	IC0134	Imputation Flag for C0134	Num	3	1065	1067
264	IC0136	Imputation Flag for C0136	Num	3	1068	1070
265	IC0138	Imputation Flag for C0138	Num	3	1071	1073
266	IC0140	Imputation Flag for C0140	Num	3	1074	1076
267	IC0139	Imputation Flag for C0139	Num	3	1077	1079
268	IC0141	Imputation Flag for C0141	Num	3	1080	1082
269	IC0143	Imputation Flag for C0143	Num	3	1083	1085
270	IC0142	Imputation Flag for C0142	Num	3	1086	1088
271	IC0144	Imputation Flag for C0144	Num	3	1089	1091
272	IC0146	Imputation Flag for C0146	Num	3	1092	1094
273	IC0150	Imputation Flag for C0150	Num	3	1095	1097
274	IC0153	Imputation Flag for C0153	Num	3	1098	1100
275	IC0155	Imputation Flag for C0155	Num	3	1101	1103

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
276	IC0158	Imputation Flag for C0158	Num	3	1104	1106
277	IC0162	Imputation Flag for C0162	Num	3	1107	1109
278	IC0166	Imputation Flag for C0166	Num	3	1110	1112
279	IC0170	Imputation Flag for C0170	Num	3	1113	1115
280	IC0169	Imputation Flag for C0169	Num	3	1116	1118
281	IC0161	Imputation Flag for C0161	Num	3	1119	1121
282	IC0157	Imputation Flag for C0157	Num	3	1122	1124
283	IC0163	Imputation Flag for C0163	Num	3	1125	1127
284	IC0165	Imputation Flag for C0165	Num	3	1128	1130
285	IC0167	Imputation Flag for C0167	Num	3	1131	1133
286	IC0174	Imputation Flag for C0174	Num	3	1134	1136
287	IC0183	Imputation Flag for C0183	Num	3	1137	1139
288	IC0176	Imputation Flag for C0176	Num	3	1140	1142
289	IC0181	Imputation Flag for C0181	Num	3	1143	1145
290	IC0175	Imputation Flag for C0175	Num	3	1146	1148
291	IC0177	Imputation Flag for C0177	Num	3	1149	1151
292	IC0179	Imputation Flag for C0179	Num	3	1152	1154
293	IC0186	Imputation Flag for C0186	Num	3	1155	1157
294	IC0600	Imputation Flag for C0600	Num	3	1158	1160
295	IC0602	Imputation Flag for C0602	Num	3	1161	1163
296	IC0604	Imputation Flag for C0604	Num	3	1164	1166
297	IC0606	Imputation Flag for C0606	Num	3	1167	1169
298	IC0608	Imputation Flag for C0608	Num	3	1170	1172
299	IC0190	Imputation Flag for C0190	Num	3	1173	1175
300	IC0192	Imputation Flag for C0192	Num	3	1176	1178
301	IC0196	Imputation Flag for C0196	Num	3	1179	1181
302	IC0198	Imputation Flag for C0198	Num	3	1182	1184
303	IC0204	Imputation Flag for C0204	Num	3	1185	1187
304	IC0206	Imputation Flag for C0206	Num	3	1188	1190
305	IC0208	Imputation Flag for C0208	Num	3	1191	1193
306	IC0210	Imputation Flag for C0210	Num	3	1194	1196
307	IC0212	Imputation Flag for C0212	Num	3	1197	1199
308	IC0214	Imputation Flag for C0214	Num	3	1200	1202

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
309	IC0216	Imputation Flag for C0216	Num	3	1203	1205
310	IC0218	Imputation Flag for C0218	Num	3	1206	1208
311	IC0610	Imputation Flag for C0610	Num	3	1209	1211
312	IC0612	Imputation Flag for C0612	Num	3	1212	1214
313	IC0614	Imputation Flag for C0614	Num	3	1215	1217
314	IC0616	Imputation Flag for C0616	Num	3	1218	1220
315	IC0618	Imputation Flag for C0618	Num	3	1221	1223
316	IC0621	Imputation Flag for C0621	Num	3	1224	1226
317	IC0622	Imputation Flag for C0622	Num	3	1227	1229
318	IC0624	Imputation Flag for C0624	Num	3	1230	1232
319	IC0626	Imputation Flag for C0626	Num	3	1233	1235
320	IC0628	Imputation Flag for C0628	Num	3	1236	1238
321	IC0630	Imputation Flag for C0630	Num	3	1239	1241
322	IC0632	Imputation Flag for C0632	Num	3	1242	1244
323	IC0636	Imputation Flag for C0636	Num	3	1245	1247
324	IC0638	Imputation Flag for C0638	Num	3	1248	1250
325	IC0640	Imputation Flag for C0640	Num	3	1251	1253
326	IC0642	Imputation Flag for C0642	Num	3	1254	1256
327	IC0644	Imputation Flag for C0644	Num	3	1257	1259
328	IC0646	Imputation Flag for C0646	Num	3	1260	1262
329	IC0648	Imputation Flag for C0648	Num	3	1263	1265
330	IC0650	Imputation Flag for C0650	Num	3	1266	1268
331	IC0652	Imputation Flag for C0652	Num	3	1269	1271
332	IC0654	Imputation Flag for C0654	Num	3	1272	1274
333	IC0656	Imputation Flag for C0656	Num	3	1275	1277
334	IC0658	Imputation Flag for C0658	Num	3	1278	1280
335	IC0660	Imputation Flag for C0660	Num	3	1281	1283
336	IC0661	Imputation Flag for C0661	Num	3	1284	1286
337	IC0663	Imputation Flag for C0663	Num	3	1287	1289
338	IC0665	Imputation Flag for C0665	Num	3	1290	1292
339	IC0667	Imputation Flag for C0667	Num	3	1293	1295
340	IC0669	Imputation Flag for C0669	Num	3	1296	1298
341	IC0671	Imputation Flag for C0671	Num	3	1299	1301

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
342	IC0674	Imputation Flag for C0674	Num	3	1302	1304
343	IC0676	Imputation Flag for C0676	Num	3	1305	1307
344	IC0678	Imputation Flag for C0678	Num	3	1308	1310
345	IC0681	Imputation Flag for C0681	Num	3	1311	1313
346	IC0682	Imputation Flag for C0682	Num	3	1314	1316
347	IC0684	Imputation Flag for C0684	Num	3	1317	1319
348	IC0686	Imputation Flag for C0686	Num	3	1320	1322
349	IC0266	Imputation Flag for C0266	Num	3	1323	1325
350	IC0268	Imputation Flag for C0268	Num	3	1326	1328
351	IC0265	Imputation Flag for C0265	Num	3	1329	1331
352	IC0267	Imputation Flag for C0267	Num	3	1332	1334
353	IC0269	Imputation Flag for C0269	Num	3	1335	1337
354	IC0270	Imputation Flag for C0270	Num	3	1338	1340
355	IC0272	Imputation Flag for C0272	Num	3	1341	1343
356	IC0278	Imputation Flag for C0278	Num	3	1344	1346
357	IC0271	Imputation Flag for C0271	Num	3	1347	1349
358	IC0273	Imputation Flag for C0273	Num	3	1350	1352
359	IC0274	Imputation Flag for C0274	Num	3	1353	1355
360	IC0276	Imputation Flag for C0276	Num	3	1356	1358
361	IC0277	Imputation Flag for C0277	Num	3	1359	1361
362	IC0279	Imputation Flag for C0279	Num	3	1362	1364
363	IC0280	Imputation Flag for C0280	Num	3	1365	1367
364	IC0282	Imputation Flag for C0282	Num	3	1368	1370
365	IC0284	Imputation Flag for C0284	Num	3	1371	1373
366	IC0286	Imputation Flag for C0286	Num	3	1374	1376
367	IC0288	Imputation Flag for C0288	Num	3	1377	1379
368	IC0290	Imputation Flag for C0290	Num	3	1380	1382
369	IC0292	Imputation Flag for C0292	Num	3	1383	1385
370	IC0294	Imputation Flag for C0294	Num	3	1386	1388
371	IC0296	Imputation Flag for C0296	Num	3	1389	1391
372	IC0298	Imputation Flag for C0298	Num	3	1392	1394
373	IC0300	Imputation Flag for C0300	Num	3	1395	1397
374	IC0302	Imputation Flag for C0302	Num	3	1398	1400

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
375	IC0304	Imputation Flag for C0304	Num	3	1401	1403
376	IC0705	Imputation Flag for C0705	Num	3	1404	1406
377	IC0688	Imputation Flag for C0688	Num	3	1407	1409
378	IC0374	Imputation Flag for C0374	Num	3	1410	1412
379	IC0376	Imputation Flag for C0376	Num	3	1413	1415
380	IC0378	Imputation Flag for C0378	Num	3	1416	1418
381	IC0381	Imputation Flag for C0381	Num	3	1419	1421
382	IC0383	Imputation Flag for C0383	Num	3	1422	1424
383	IC0385	Imputation Flag for C0385	Num	3	1425	1427
384	IC0387	Imputation Flag for C0387	Num	3	1428	1430
385	IC0382	Imputation Flag for C0382	Num	3	1431	1433
386	IC0380	Imputation Flag for C0380	Num	3	1434	1436
387	IC0384	Imputation Flag for C0384	Num	3	1437	1439
388	IC0386	Imputation Flag for C0386	Num	3	1440	1442
389	IC0389	Imputation Flag for C0389	Num	3	1443	1445
390	IC0391	Imputation Flag for C0391	Num	3	1446	1448
391	IC0393	Imputation Flag for C0393	Num	3	1449	1451
392	IC0402	Imputation Flag for C0402	Num	3	1452	1454
393	IC0404	Imputation Flag for C0404	Num	3	1455	1457
394	IC0406	Imputation Flag for C0406	Num	3	1458	1460
395	IC0408	Imputation Flag for C0408	Num	3	1461	1463
396	IC0410	Imputation Flag for C0410	Num	3	1464	1466
397	IC0412	Imputation Flag for C0412	Num	3	1467	1469
398	IC0422	Imputation Flag for C0422	Num	3	1470	1472
399	IC0424	Imputation Flag for C0424	Num	3	1473	1475
400	IC0426	Imputation Flag for C0426	Num	3	1476	1478
401	IC0428	Imputation Flag for C0428	Num	3	1479	1481
402	IC0430	Imputation Flag for C0430	Num	3	1482	1484
403	IC0432	Imputation Flag for C0432	Num	3	1485	1487
404	IC0434	Imputation Flag for C0434	Num	3	1488	1490
405	IC0436	Imputation Flag for C0436	Num	3	1491	1493
406	IC0442	Imputation Flag for C0442	Num	3	1494	1496
407	IC0444	Imputation Flag for C0444	Num	3	1497	1499

Table B-1. List of variables, SSOCS:2018—Continued

Order	Variable	Label	Format	Length	Start column	End column
408	IC0446	Imputation Flag for C0446	Num	3	1500	1502
409	IC0448	Imputation Flag for C0448	Num	3	1503	1505
410	IC0450	Imputation Flag for C0450	Num	3	1506	1508
411	IC0452	Imputation Flag for C0452	Num	3	1509	1511
412	IC0454	Imputation Flag for C0454	Num	3	1512	1514
413	IC0456	Imputation Flag for C0456	Num	3	1515	1517
414	IC0532	Imputation Flag for C0532	Num	3	1518	1520
415	IC0534	Imputation Flag for C0534	Num	3	1521	1523
416	IC0536	Imputation Flag for C0536	Num	3	1524	1526
417	IC0538	Imputation Flag for C0538	Num	3	1527	1529
418	IC0560	Imputation Flag for C0560	Num	3	1530	1532
419	IC0562	Imputation Flag for C0562	Num	3	1533	1535
420	IC0568	Imputation Flag for C0568	Num	3	1536	1538
421	IC0570	Imputation Flag for C0570	Num	3	1539	1541
422	IC0572	Imputation Flag for C0572	Num	3	1542	1544
423	IC0578	Imputation Flag for C0578	Num	3	1545	1547
424	IC0580	Imputation Flag for C0580	Num	3	1548	1550

**Appendix C. 2017–18 School Survey
on Crime and Safety Public-Use Codebook**

SSOCS 2018 Codebook

Variable Name: SCHID

Unique school identifier

Distribution:

Frequency	Unweighted Percent
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1a. During the 2017-18 school year, was it a practice of your school to do the following? Require visitors to sign or check in and wear badges

Variable Name: C0110

School practice require visitor check in and badges

Distribution:

Frequency	Unweighted Percent
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1	Yes	2662	96.37
2	No	100	3.62
		2762	100

1b. During the 2017-18 school year, was it a practice of your school to do the following? Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)

Variable Name: C0112

Building access controlled locked/monitored doors

Distribution:

Frequency	Unweighted Percent
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1	Yes	2598	94.06
2	No	164	5.93
		2762	100

1c. During the 2017-18 school year, was it a practice of your school to do the following? Control access to school grounds during school hours (e.g., locked or monitored gates)

Variable Name: C0114

Grounds access controlled locked/monitored gates

Distribution:

Frequency	Unweighted Percent
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1	Yes	1346	48.73
2	No	1416	51.26
		2762	100

1h. During the 2017-18 school year, was it a practice of your school to do the following? Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)

Variable Name: C0125

Random sweeps for contraband

Distribution:	Frequency	Unweighted Percent
1 Yes	1261	45.65
2 No	1501	54.34
	2762	100

1i. During the 2017-18 school year, was it a practice of your school to do the following? Require drug testing for students participating in athletics or other extracurricular activities

Variable Name: C0129

Require drug testing for students in extra-curricular activities

Distribution:	Frequency	Unweighted Percent
1 Yes	376	13.61
2 No	2386	86.38
	2762	100

1j. During the 2017-18 school year, was it a practice of your school to do the following? Require students to wear uniforms

Variable Name: C0134

Require students to wear uniforms

Distribution:	Frequency	Unweighted Percent
1 Yes	441	15.96
2 No	2321	84.03
	2762	100

1k. During the 2017-18 school year, was it a practice of your school to do the following? Enforce a strict dress code

Variable Name: C0136

Practice to enforce a strict dress code

Distribution:	Frequency	Unweighted Percent
1 Yes	1503	54.41
2 No	1259	45.58
	2762	100

1l. During the 2017-18 school year, was it a practice of your school to do the following? Provide school lockers to students

Variable Name: C0138

Provide school lockers to students

Distribution:		Frequency	Unweighted Percent
1	Yes	1793	64.91
2	No	969	35.08
		<hr/>	<hr/>
		2762	100

1m. During the 2017-18 school year, was it a practice of your school to do the following? Require clear book bags or ban book bags on school grounds

Variable Name: C0140

Require clear book bags or ban book bags

Distribution:		Frequency	Unweighted Percent
1	Yes	139	5.03
2	No	2623	94.96
		<hr/>	<hr/>
		2762	100

1n. During the 2017-18 school year, was it a practice of your school to do the following? Have "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident

Variable Name: C0139

Silent alarms or panic buttons directly connected to law enforcement

Distribution:		Frequency	Unweighted Percent
1	Yes	886	32.07
2	No	1876	67.92
		<hr/>	<hr/>
		2762	100

1o. During the 2017-18 school year, was it a practice of your school to do the following? Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency

Variable Name: C0141

Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency

Distribution:		Frequency	Unweighted Percent
1	Yes	1979	71.65
2	No	783	28.34
		2762	100

1p. During the 2017-18 school year, was it a practice of your school to do the following? Provide a structured anonymous threat reporting system (e.g. online submission, telephone hotline, or written submission via drop box)

Variable Name: C0143

Provide a structured anonymous threat reporting system

Distribution:		Frequency	Unweighted Percent
1	Yes	1573	56.95
2	No	1189	43.04
		2762	100

1q. During the 2017-18 school year, was it a practice of your school to do the following? Require students to wear badges or picture IDs

Variable Name: C0142

Require students to wear badge or picture ID

Distribution:		Frequency	Unweighted Percent
1	Yes	375	13.57
2	No	2387	86.42
		2762	100

2a. Does your school have a written plan that describes procedures to be performed in the following scenarios? Active shooter

Variable Name: C0155

Written plan for active shooter

Distribution:	Frequency	Unweighted Percent
1 Yes	2576	93.26
2 No	186	6.73
	<hr/> 2762	<hr/> 100

2b. Does your school have a written plan that describes procedures to be performed in the following scenarios? Natural disasters (e.g., earthquakes or tornadoes)

Variable Name: C0158

Written plan for natural disasters

Distribution:	Frequency	Unweighted Percent
1 Yes	2592	93.84
2 No	170	6.15
	<hr/> 2762	<hr/> 100

2c. Does your school have a written plan that describes procedures to be performed in the following scenarios? Hostages

Variable Name: C0162

Written plan for hostages

Distribution:	Frequency	Unweighted Percent
1 Yes	1357	49.13
2 No	1405	50.86
	<hr/> 2762	<hr/> 100

2d. Does your school have a written plan that describes procedures to be performed in the following scenarios? Bomb threats or incidents

Variable Name: C0166

Written plan for bomb threats or incidents

Distribution:	Frequency	Unweighted Percent
1 Yes	2575	93.22
2 No	187	6.77
	<hr/> 2762	<hr/> 100

2e. Does your school have a written plan that describes procedures to be performed in the following scenarios? Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)

Variable Name: C0170

Written plan for chemical, biological, or radiological threats

Distribution:		Frequency	Unweighted Percent
1	Yes	1961	70.99
2	No	801	29.00
		2762	100

2f. Does your school have a written plan that describes procedures to be performed in the following scenarios? Suicide threat or incident

Variable Name: C0169

Written plan for suicide threat or incident

Distribution:		Frequency	Unweighted Percent
1	Yes	2464	89.21
2	No	298	10.78
		2762	100

2g. Does your school have a written plan that describes procedures to be performed in the following scenarios? Pandemic disease

Variable Name: C0161

Written plan for pandemic disease

Distribution:		Frequency	Unweighted Percent
1	Yes	1313	47.53
2	No	1449	52.46
		2762	100

2h. Does your school have a written plan that describes procedures to be performed in the following scenarios? Post-crisis reunification of students with their families

Variable Name: C0157

Written plan for post-crisis reunification of students with their families

Distribution:		Frequency	Unweighted Percent
1	Yes	2356	85.30
2	No	406	14.69
		2762	100

3a. During the 2017-18 school year, has your school drilled students on the use of the following emergency procedures? Evacuation

Variable Name: C0163

Drilled students on plan for evacuation

Distribution:		Frequency	Unweighted Percent
1	Yes	2575	93.22
2	No	187	6.77
		2762	100

3b. During the 2017-18 school year, has your school drilled students on the use of the following emergency procedures? Lockdown

Variable Name: C0165

Drilled students on plan for lockdown

Distribution:		Frequency	Unweighted Percent
1	Yes	2668	96.59
2	No	94	3.40
		2762	100

3c. During the 2017-18 school year, has your school drilled students on the use of the following emergency procedures? Shelter-in-place

Variable Name: C0167

Drilled students on plan for shelter-in-place

Distribution:		Frequency	Unweighted Percent
1	Yes	2314	83.77
2	No	448	16.22
		2762	100

4a. During the 2017-18 school year, did your school have any activities that included the following components for students? Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti-bullying, dating violence prevention)

Variable Name: C0174

Prevention curriculum/instruction/training

Distribution:		Frequency	Unweighted Percent
1	Yes	2569	93.01
2	No	193	6.98
		2762	100

4b. During the 2017-18 school year, did your school have any activities that included the following components for students? Social emotional learning (SEL) for students (e.g. social skills, anger management, mindfulness)

Variable Name: C0183

Social emotional learning training for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2369	85.77
2	No	393	14.22
		2762	100

4c. During the 2017-18 school year, did your school have any activities that included the following components for students? Behavioral or behavior modification intervention for students (including the use of positive reinforcements)

Variable Name: C0176

Behavioral modification for students

Distribution:		Frequency	Unweighted Percent
1	Yes	2600	94.13
2	No	162	5.86
		2762	100

4d. During the 2017-18 school year, did your school have any activities that included the following components for students? Individual mentoring/tutoring/coaching of students by adults

Variable Name: C0181

Individual mentoring/tutoring/coaching by adults

Distribution:		Frequency	Unweighted Percent
1	Yes	2537	91.85
2	No	225	8.14
		<hr/>	
		2762	100

4e. During the 2017-18 school year, did your school have any activities that included the following components for students? Student involvement in peer mediation

Variable Name: C0175

Student involvement in peer mediation

Distribution:		Frequency	Unweighted Percent
1	Yes	1341	48.55
2	No	1421	51.44
		<hr/>	
		2762	100

4f. During the 2017-18 school year, did your school have any activities that included the following components for students? Student court to address student conduct problems or minor offenses

Variable Name: C0177

Student court to address student conduct problems or minor offenses

Distribution:		Frequency	Unweighted Percent
1	Yes	319	11.54
2	No	2443	88.45
		<hr/>	
		2762	100

4g. During the 2017-18 school year, did your school have any activities that included the following components for students? Student involvement in restorative circles (e.g., "peace circles," "talking circles," "conflict circles")

Variable Name: C0179

Student involvement in restorative circles

Distribution:		Frequency	Unweighted Percent
1	Yes	1077	38.99
2	No	1685	61.00
		2762	100

4h. During the 2017-18 school year, did your school have any activities that included the following components for students? Programs to promote a sense of community/social integration among students

Variable Name: C0186

Promote sense of community/social integration

Distribution:		Frequency	Unweighted Percent
1	Yes	2314	83.77
2	No	448	16.22
		2762	100

5. During the 2017-18 school year, did your school have a threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

Variable Name: C0600

Have a threat assessment team

Distribution:		Frequency	Unweighted Percent
1	Yes	1349	48.84
2	No	1413	51.15
		2762	100

6. During the 2017-18 school year, how often did your school's threat assessment team formally meet?

Variable Name: C0602

Threat assessment team formal meetings

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1413	51.15
1	At least once a week	183	6.62
2	At least once a month	390	14.12
3	On occasion	757	27.40
4	Never	19	0.68
		2762	100

7a. During the 2017-18 school year, did your school have any recognized student groups with the following purposes? Acceptance of sexual orientation and gender identity of students (e.g., Gay-Straight Alliance)

Variable Name: C0604

LGBTQ acceptance group

Distribution:		Frequency	Unweighted Percent
1	Yes	960	34.75
2	No	1802	65.24
		2762	100

7b. During the 2017-18 school year, did your school have any recognized student groups with the following purposes? Acceptance of students with disabilities (e.g., Best Buddies)

Variable Name: C0606

Disability acceptance group

Distribution:		Frequency	Unweighted Percent
1	Yes	1209	43.77
2	No	1553	56.22
		2762	100

7c. During the 2017-18 school year, did your school have any recognized student groups with the following purposes? Acceptance of cultural diversity (e.g., Cultural Awareness Club)

Variable Name: C0608 Cultural diversity acceptance group

Distribution:		Frequency	Unweighted Percent
1	Yes	1047	37.90
2	No	1715	62.09
		2762	100

8a. Which of the following does your school do to involve or help parents? Have a formal process to obtain parental input on policies related to school crime and discipline

Variable Name: C0190 Formal process to obtain parental input

Distribution:		Frequency	Unweighted Percent
1	Yes	1371	49.63
2	No	1391	50.36
		2762	100

8b. Which of the following does your school do to involve or help parents? Provide training or technical assistance to parents in dealing with students' problem behavior

Variable Name: C0192 Provide training or assistance to parents

Distribution:		Frequency	Unweighted Percent
1	Yes	1298	46.99
2	No	1464	53.00
		2762	100

9a. 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 2017-18 school year? Open house or back-to-school night

Variable Name: C0196

Parent participates in open house or back-to-school night

Distribution:		Frequency	Unweighted Percent
1	0-25%	210	7.60
2	26-50%	628	22.73
3	51-75%	928	33.59
4	76-100%	976	35.33
5	Does not offer	20	0.72
		2762	100

9b. 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 2017-18 school year? Regularly scheduled parent-teacher conferences

Variable Name: C0198

Parent participates in parent-teacher conferences

Distribution:		Frequency	Unweighted Percent
1	0-25%	372	13.46
2	26-50%	653	23.64
3	51-75%	710	25.70
4	76-100%	854	30.91
5	Does not offer	173	6.26
		2762	100

10a. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Parent groups

Variable Name: C0204

Community involvement - parent groups

Distribution:		Frequency	Unweighted Percent
1	Yes	1840	66.61
2	No	922	33.38
		2762	100

10b. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Social service agencies

Variable Name: C0206

Community involvement - social services

Distribution:		Frequency	Unweighted Percent
1	Yes	1868	67.63
2	No	894	32.36
		2762	100

10c. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Juvenile justice agencies

Variable Name: C0208

Community involvement - juvenile justice

Distribution:		Frequency	Unweighted Percent
1	Yes	1177	42.61
2	No	1585	57.38
		2762	100

10d. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Law enforcement agencies

Variable Name: C0210

Community involvement - law enforcement

Distribution:		Frequency	Unweighted Percent
1	Yes	2331	84.39
2	No	431	15.60
		2762	100

10e. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Mental health agencies

Variable Name: C0212

Community involvement - mental health

Distribution:		Frequency	Unweighted Percent
1	Yes	1898	68.71
2	No	864	31.28
		2762	100

10f. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Civic organizations/service clubs

Variable Name: C0214

Community involvement - civic organizations

Distribution:		Frequency	Unweighted Percent
1	Yes	1319	47.75
2	No	1443	52.24
		2762	100

10g. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Private corporations/businesses

Variable Name: C0216

Community involvement - businesses

Distribution:		Frequency	Unweighted Percent
1	Yes	888	32.15
2	No	1874	67.84
		2762	100

10h. During the 2017-18 school year, were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools? Religious organizations

Variable Name: C0218

Community involvement - religious organizations

Distribution:		Frequency	Unweighted Percent
1	Yes	852	30.84
2	No	1910	69.15
		2762	100

11. During the 2017-18 school year, did you have any sworn law enforcement officers (including School Resource Officers) present at your school at least once a week?

Variable Name: C0610

Sworn law enforcement officers at school

Distribution:		Frequency	Unweighted Percent
1	Yes	1859	67.30
2	No	903	32.69
		2762	100

12a. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? At any time during school hours

Variable Name: C0612

Sworn law enforcement officers present during school hours

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1793	64.91
2	No	66	2.38
		2762	100

12b. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? While students were arriving or leaving

Variable Name: C0614

Sworn law enforcement officers while students arriving or leaving

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1678	60.75
2	No	181	6.55
		2762	100

12c. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? At selected school activities (e.g., athletic and social events, open houses, science fairs)

Variable Name: C0616

Sworn law enforcement officers present at school activities

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1605	58.11
2	No	254	9.19
		2762	100

12d. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? When school/school activities were not occurring

Variable Name: C0618

Sworn law enforcement officers present when school/school activities were not occurring

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	890	32.22
2	No	969	35.08
		2762	100

13a. Did any of the sworn law enforcement officers (including School Resource Officers) at your school routinely: Carry physical restraints(e.g., handcuffs, Tasers)

Variable Name: C0621

Sworn law enforcement officers carry physical restraints

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1759	63.68
2	No	100	3.62
		2762	100

13b. Did any of the sworn law enforcement officers (including School Resource Officers) at your school routinely: Carry chemical aerosol sprays (e.g., Mace, pepper spray)

Variable Name: C0622

Sworn law enforcement officers carry chemical sprays

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1406	50.90
2	No	453	16.40
		2762	100

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

Variable Name: C0624

Sworn law enforcement officers carry firearms

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1750	63.35
2	No	109	3.94
		<hr/>	
		2762	100

13d. Did any of the sworn law enforcement officers (including School Resource Officers) at your school routinely: Wear a body camera

Variable Name: C0626

Sworn law enforcement officers wear a body camera

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	641	23.20
2	No	1218	44.09
		<hr/>	
		2762	100

14a. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Motor vehicle traffic control

Variable Name: C0628

Sworn law enforcement officers participate in traffic control

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1345	48.69
2	No	514	18.60
		<hr/>	
		2762	100

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

Variable Name: C0630

Sworn law enforcement officers participate in patrol

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1668	60.39
2	No	191	6.91
		2762	100

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

Variable Name: C0632

Sworn law enforcement officers participate in discipline

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1076	38.95
2	No	783	28.34
		2762	100

14d. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Identifying problems in the school and proactively seeking solutions to those problems

Variable Name: C0636

Sworn law enforcement officers participate in solving school problems

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1557	56.37
2	No	302	10.93
		2762	100

14e. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Training teachers and staff in school safety or crime prevention

Variable Name: C0638

Sworn law enforcement officers participate in prevention training

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1154	41.78
2	No	705	25.52
		2762	100

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

Variable Name: C0640

Sworn law enforcement officers participate in student mentoring

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1292	46.77
2	No	567	20.52
		2762	100

14g. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Teaching a law-related education course or training students (e.g., drug-related education, criminal law or crime prevention courses)

Variable Name: C0642

Sworn law enforcement officers participate in teaching law-related courses

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	666	24.11
2	No	1193	43.19
		2762	100

14h. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Recording or reporting discipline problems to school authorities

Variable Name: C0644

Sworn law enforcement officers participate in recording or reporting discipline problems

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1402	50.76
2	No	457	16.54
		2762	100

14i. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., defining assault for school authorities)

Variable Name: C0646

Sworn law enforcement officers participate in providing legal definitions

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1515	54.85
2	No	344	12.45
		2762	100

15. During the 2017-18 school year, did your school have a sworn law enforcement officer (including School Resource Officers) present for all instructional hours every day that school was in session?

Variable Name: C0648

Sworn law enforcement officer present for all instructional hours

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	813	29.43
2	No	1046	37.87
		2762	100

16. During the 2017-18 school year, did your school or school district have any formalized policies or written documents (e.g., Memorandum of Use, Memorandum of Agreement) that outlined the roles, responsibilities, and expectations of sworn law enforcement officers (including School Resource Officers) at school?

Variable Name: C0650

Formalized policies for sworn law enforcement officers

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	903	32.69
1	Yes	1307	47.32
2	No	552	19.98
		2762	100

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

Variable Name: C0652

Policies for sworn law enforcement officers include student discipline

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1455	52.67
1	Yes	750	27.15
2	No	180	6.51
3	Don't Know	377	13.64
		2762	100

17b. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas? Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray)

Variable Name: C0654

Policies for sworn law enforcement officers include use of restraints

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1455	52.67
1	Yes	599	21.68
2	No	221	8.00
3	Don't Know	487	17.63
		2762	100

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

Variable Name: C0656

Policies for sworn law enforcement officers include use of firearms

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1455	52.67
1	Yes	581	21.03
2	No	235	8.50
3	Don't Know	491	17.77
		2762	100

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

Variable Name: C0658

Policies for sworn law enforcement officers include making arrests

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1455	52.67
1	Yes	784	28.38
2	No	141	5.10
3	Don't Know	382	13.83
		2762	100

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

Variable Name: C0660

Policies for sworn law enforcement officers include reporting of offenses

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1455	52.67
1	Yes	896	32.44
2	No	73	2.64
3	Don't Know	338	12.23
		2762	100

20. During the 2017-18 school year, did your school provide diagnostic mental health assessments (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for mental health disorders?

Variable Name: C0661

Diagnostic mental health assessment for mental disorders

Distribution:		Frequency	Unweighted Percent
1	Yes	1561	56.51
2	No	1201	43.48
		2762	100

21a. Were diagnostic mental health assessment services provided to students from your school in the following locations? At school, by a school-employed or contracted mental health professional

Variable Name: C0663

Diagnostic mental health assessment at school by school-employed or contracted mental health professional

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1201	43.48
1	Yes	1362	49.31
2	No	199	7.20
		2762	100

21b. Were diagnostic mental health assessment services provided to students from your school in the following locations? Outside of school by a school employed or contracted mental health professional?

Variable Name: C0665

Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1201	43.48
1	Yes	1038	37.58
2	No	523	18.93
		2762	100

22. During the 2017-18 school year, did your school provide treatment (e.g., psychotherapy, medication) to students for mental health disorders?

Variable Name: C0667

Treatment to students for mental health disorders

Distribution:		Frequency	Unweighted Percent
1	Yes	1131	40.94
2	No	1631	59.05
		2762	100

23a. Were treatment services provided to students from your school in the following locations? At school, by a school-employed or contracted mental health professional

Variable Name: C0669

Treatment at school by school-employed or contracted mental health professional

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1631	59.05
1	Yes	1019	36.89
2	No	112	4.05
		2762	100

23b. Were treatment services provided to students from your school in the following locations? Outside of school, by a school-employed or contracted mental health professional

Variable Name: C0671

Treatment outside of school by school-employed or contracted mental health professional

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1631	59.05
1	Yes	751	27.19
2	No	380	13.75
		2762	100

24a. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Inadequate access to licensed mental health professionals

Variable Name: C0674

Inadequate access to professionals limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	1038	37.58
2	Limits in minor way	892	32.29
3	Does not limit	832	30.12
		2762	100

24b. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Inadequate funding

Variable Name: C0676

Inadequate funding limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	1402	50.76
2	Limits in minor way	714	25.85
3	Does not limit	646	23.38
		2762	100

24c. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)

Variable Name: C0678

Potential legal issues limit mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	492	17.81
2	Limits in minor way	815	29.50
3	Does not limit	1455	52.67
		2762	100

24d. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Concerns about reactions from parents

Variable Name: C0681

Concerns about reactions from parents limit mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	238	8.61
2	Limits in minor way	875	31.67
3	Does not limit	1649	59.70
		2762	100

24e. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Lack of community support for providing mental health services to students in your school

Variable Name: C0682

Lack of community support limits mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	274	9.92
2	Limits in minor way	739	26.75
3	Does not limit	1749	63.32
		2762	100

24f. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment or treatment of students

Variable Name: C0684

Payment policies limit mental health efforts

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	522	18.89
2	Limits in minor way	727	26.32
3	Does not limit	1513	54.77
		2762	100

25c. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in school-wide discipline policies and practices related to cyberbullying

Variable Name: C0265

Teacher training - discipline policies related to cyberbullying

Distribution:		Frequency	Unweighted Percent
1	Yes	2032	73.56
2	No	730	26.43
		2762	100

25d. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in school-wide discipline policies and practices related to bullying other than cyberbullying

Variable Name: C0267

Teacher training - discipline policies related to bullying

Distribution:		Frequency	Unweighted Percent
1	Yes	2292	82.98
2	No	470	17.01
		2762	100

25e. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in school-wide discipline policies and practices related to alcohol and/or drug use

Variable Name: C0269

Teacher training - alcohol/drug discipline policy

Distribution:		Frequency	Unweighted Percent
1	Yes	1516	54.88
2	No	1246	45.11
		2762	100

25i. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in intervention and referral strategies for students displaying signs of mental health disorders (e.g., depression, mood disorders, ADHD)

Variable Name: C0271

Teacher training - intervention and referral strategies

Distribution:		Frequency	Unweighted Percent
1	Yes	1718	62.20
2	No	1044	37.79
		2762	100

25j. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in recognizing physical, social, and verbal bullying behaviors

Variable Name: C0273

Teacher training - recognize bullying behavior

Distribution:		Frequency	Unweighted Percent
1	Yes	2133	77.22
2	No	629	22.77
		2762	100

25k. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in recognizing signs of students using/abusing alcohol and/or drugs

Variable Name: C0274

Teacher training - student alcohol/drug abuse

Distribution:		Frequency	Unweighted Percent
1	Yes	1228	44.46
2	No	1534	55.53
		2762	100

25l. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in positive behavioral intervention strategies

Variable Name: C0276

Teacher training - positive behavioral intervention

Distribution:		Frequency	Unweighted Percent
1	Yes	2263	81.93
2	No	499	18.06
		2762	100

25m. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in crisis prevention and intervention

Variable Name: C0277

Teacher training - crisis prevention and intervention

Distribution:		Frequency	Unweighted Percent
1	Yes	2046	74.07
2	No	716	25.92
		2762	100

26. To the best of your knowledge, during the 2017-18 school year, were there any staff at your school who legally carried a firearm on school property?

Variable Name: C0279

Legally carried a firearm

Distribution:		Frequency	Unweighted Percent
1	Yes	80	2.89
2	No	2682	97.10
		2762	100

27a. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Lack of or inadequate teacher training in classroom management

Variable Name: C0280

Efforts limited by inadequate/lack of teacher training

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	159	5.75
2	Limits in minor way	988	35.77
3	Does not limit	1615	58.47
		2762	100

27b. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Lack of or inadequate alternative placements/programs for disruptive students

Variable Name: C0282

Efforts limited by inadequate/lack of alternative placement

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	924	33.45
2	Limits in minor way	942	34.10
3	Does not limit	896	32.44
		2762	100

27c. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Likelihood of complaints from parents

Variable Name: C0284

Efforts limited by parental complaints

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	126	4.56
2	Limits in minor way	808	29.25
3	Does not limit	1828	66.18
		2762	100

27d. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Lack of teacher support for school policies

Variable Name: C0286

Efforts limited by inadequate/lack of teacher support

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	80	2.89
2	Limits in minor way	700	25.34
3	Does not limit	1982	71.75
		2762	100

27e. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Lack of parental support for school policies

Variable Name: C0288

Efforts limited by inadequate/lack of parent support

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	243	8.79
2	Limits in minor way	985	35.66
3	Does not limit	1534	55.53
		2762	100

27f. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Teachers' fear of student retaliation

Variable Name: C0290

Efforts limited by fear of student retaliation

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	76	2.75
2	Limits in minor way	684	24.76
3	Does not limit	2002	72.48
		2762	100

27g. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Fear of litigation

Variable Name: C0292

Efforts limited by fear of litigation

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	230	8.32
2	Limits in minor way	909	32.91
3	Does not limit	1623	58.76
		<hr/>	
		2762	100

27h. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Inadequate funds

Variable Name: C0294

Efforts limited by inadequate funds

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	987	35.73
2	Limits in minor way	837	30.30
3	Does not limit	938	33.96
		<hr/>	
		2762	100

27i. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Inconsistent application of school policies by faculty or staff

Variable Name: C0296

Efforts limited by inconsistent application of policies

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	250	9.05
2	Limits in minor way	1120	40.55
3	Does not limit	1392	50.39
		<hr/>	
		2762	100

27j. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Fear of district or state reprisal

Variable Name: C0298

Efforts limited by fear of district or state reprisal

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	125	4.52
2	Limits in minor way	605	21.90
3	Does not limit	2032	73.56
		2762	100

27k. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Federal, state, or district policies on disciplining special education students

Variable Name: C0300

Efforts limited by federal/state/district policies on special ed students

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	556	20.13
2	Limits in minor way	1040	37.65
3	Does not limit	1166	42.21
		2762	100

27l. To what extent do the following factors limit your school's efforts to reduce or prevent crime?
Federal policies on discipline and safety other than those for special education students

Variable Name: C0302

Efforts limited by federal policies for other than special ed students

Distribution:		Frequency	Unweighted Percent
1	Limits in major way	286	10.35
2	Limits in minor way	934	33.81
3	Does not limit	1542	55.82
		2762	100

34. Please record the number of arrests that occurred at your school during the 2017-18 school year. Please include all arrests that occurred at school, regardless of whether a student or non-student was arrested.

Variable Name: C0688

Number of arrests at school (categorical)

Distribution:		Frequency	Unweighted Percent
1	None	1758	63.64
2	1-5	785	28.42
3	6-10	115	4.16
4	11 or more	104	3.76
		2762	100

35a. To the best of your knowledge, how often do the following types of problems occur at your school?
Student racial/ethnic tensions

Variable Name: C0374

How often student racial/ethnic tensions

Distribution:		Frequency	Unweighted Percent
1	Happens daily	20	0.72
2	Happens at least once a week	97	3.51
3	Happens at least once a month	149	5.39
4	Happens on occasion	1707	61.80
5	Never happens	789	28.56
		2762	100

35b. To the best of your knowledge, how often do the following types of problems occur at your school?
Student bullying

Variable Name: C0376

How often student bullying

Distribution:		Frequency	Unweighted Percent
1	Happens daily	127	4.59
2	Happens at least once a week	401	14.51
3	Happens at least once a month	559	20.23
4	Happens on occasion	1592	57.63
5	Never happens	83	3.00
		2762	100

35c. To the best of your knowledge, how often do the following types of problems occur at your school?
Student sexual harassment of other students

Variable Name: C0378

How often student sexual harassment of students

Distribution:		Frequency	Unweighted Percent
1	Happens daily	13	0.47
2	Happens at least once a week	53	1.91
3	Happens at least once a month	189	6.84
4	Happens on occasion	1683	60.93
5	Never happens	824	29.83
		2762	100

35d. To the best of your knowledge, how often do the following types of problems occur at your school?
 Student harassment of other students based on sexual orientation

Variable Name: C0381

How often student harassment based on sexual orientation

Distribution:		Frequency	Unweighted Percent
1	Happens daily	6	0.21
2	Happens at least once a week	42	1.52
3	Happens at least once a month	99	3.58
4	Happens on occasion	1359	49.20
5	Never happens	1256	45.47
		2762	100

35e. To the best of your knowledge, how often do the following types of problems occur at your school?
 Student harassment of other students based on gender identity

Variable Name: C0383

How often student harassment based on gender identity

Distribution:		Frequency	Unweighted Percent
1	Happens daily	4	0.14
2	Happens at least once a week	26	0.94
3	Happens at least once a month	64	2.31
4	Happens on occasion	1052	38.08
5	Never happens	1616	58.50
		2762	100

35f. To the best of your knowledge, how often do the following types of problems occur at your school?
 Student harassment of other students based on religion

Variable Name: C0385

How often student harassment based on religion

Distribution:		Frequency	Unweighted Percent
1	Happens daily	1	0.03
2	Happens at least once a week	12	0.43
3	Happens at least once a month	24	0.86
4	Happens on occasion	823	29.79
5	Never happens	1902	68.86
		2762	100

35g. To the best of your knowledge, how often do the following types of problems occur at your school?
 Student harassment of other students based on disability (e.g., physical, mental, and learning disabilities)

Variable Name: C0387

How often student harassment based on disability

Distribution:		Frequency	Unweighted Percent
1	Happens daily	4	0.14
2	Happens at least once a week	29	1.04
3	Happens at least once a month	75	2.71
4	Happens on occasion	1280	46.34
5	Never happens	1374	49.74
		2762	100

35h. To the best of your knowledge, how often do the following types of problems occur at your school?
Widespread disorder in classrooms

Variable Name: C0382

How often widespread disorder in classrooms

Distribution:		Frequency	Unweighted Percent
1	Happens daily	30	1.08
2	Happens at least once a week	71	2.57
3	Happens at least once a month	106	3.83
4	Happens on occasion	823	29.79
5	Never happens	1732	62.70
		2762	100

35i. To the best of your knowledge, how often do the following types of problems occur at your school?
Student verbal abuse of teachers

Variable Name: C0380

How often student verbal abuse of teachers

Distribution:		Frequency	Unweighted Percent
1	Happens daily	52	1.88
2	Happens at least once a week	165	5.97
3	Happens at least once a month	282	10.20
4	Happens on occasion	1568	56.77
5	Never happens	695	25.16
		2762	100

35j. To the best of your knowledge, how often do the following types of problems occur at your school?
 Student acts of disrespect for teachers other than verbal abuse

Variable Name: C0384

How often student acts of disrespect for teachers - not verbal abuse

Distribution:		Frequency	Unweighted Percent
1	Happens daily	125	4.52
2	Happens at least once a week	274	9.92
3	Happens at least once a month	328	11.87
4	Happens on occasion	1394	50.47
5	Never happens	641	23.20
		2762	100

36a. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur? Cyberbullying among students who attend your school

Variable Name: C0389

How often cyberbullying among students

Distribution:		Frequency	Unweighted Percent
1	Happens daily	216	7.82
2	Happens at least once a week	494	17.88
3	Happens at least once a month	638	23.09
4	Happens on occasion	1196	43.30
5	Never happens	218	7.89
		2762	100

36b. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur? School environment is affected by cyberbullying

Variable Name: C0391

How often school environment affected by cyberbullying

Distribution:		Frequency	Unweighted Percent
1	Happens daily	103	3.72
2	Happens at least once a week	336	12.16
3	Happens at least once a month	569	20.60
4	Happens on occasion	1322	47.86
5	Never happens	432	15.64
		2762	100

36c. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur? Staff resources are used to deal with cyberbullying

Variable Name: C0393

How often staff resources used to deal with cyberbullying

Distribution:		Frequency	Unweighted Percent
1	Happens daily	93	3.36
2	Happens at least once a week	330	11.94
3	Happens at least once a month	597	21.61
4	Happens on occasion	1332	48.22
5	Never happens	410	14.84
		2762	100

37e1_2. If "yes," was the action used this school year? Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided.

Variable Name: C0408

Outside suspension with no services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1411	51.08
1	Yes	1104	39.97
2	No	247	8.94
		2762	100

37e2_1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided.

Variable Name: C0410

Outside suspension with services available

Distribution:		Frequency	Unweighted Percent
1	Yes	2233	80.84
2	No	529	19.15
		2762	100

37e2_2. If "yes," was the action used this school year? Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided.

Variable Name: C0412

Outside suspension with services available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	529	19.15
1	Yes	1857	67.23
2	No	376	13.61
		2762	100

37g1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Referral to a school counselor.

Variable Name: C0422

Referral to school counselor available

Distribution:		Frequency	Unweighted Percent
1	Yes	2644	95.72
2	No	118	4.27
		2762	100

37g2. If "yes," was the action used this school year? Referral to a school counselor.

Variable Name: C0424

Referral to school counselor available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	118	4.27
1	Yes	2600	94.13
2	No	44	1.59
		2762	100

37h1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Assignment to a program (during school hours) designed to reduce disciplinary problems

Variable Name: C0426

In-school disciplinary program available

Distribution:		Frequency	Unweighted Percent
1	Yes	1607	58.18
2	No	1155	41.81
		2762	100

37h2. If "yes," was the action used this school year? Assignment to a program (during school hours) designed to reduce disciplinary problems.

Variable Name: C0428

In-school disciplinary program available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1155	41.81
1	Yes	1419	51.37
2	No	188	6.80
		2762	100

37i1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Assignment to a program (outside of school hours) designed to reduce disciplinary problems.

Variable Name: C0430

Outside school disciplinary program available

Distribution:		Frequency	Unweighted Percent
1	Yes	942	34.10
2	No	1820	65.89
		2762	100

37i2. If "yes," was the action used this school year? Assignment to a program (outside of school hours) designed to reduce disciplinary problems.

Variable Name: C0432

Outside school disciplinary program available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1820	65.89
1	Yes	720	26.06
2	No	222	8.03
		2762	100

37j1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Loss of school bus privileges due to misbehavior.

Variable Name: C0434

Loss of bus privileges for misbehavior available

Distribution:		Frequency	Unweighted Percent
1	Yes	2325	84.17
2	No	437	15.82
		2762	100

37j2. If "yes," was the action used this school year? Loss of school bus privileges due to misbehavior.

Variable Name: C0436

Loss of bus privileges for misbehavior available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	437	15.82
1	Yes	1943	70.34
2	No	382	13.83
		2762	100

37i1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Placement on school probation with consequences if another incident occurs.

Variable Name: C0442

School probation available

Distribution:		Frequency	Unweighted Percent
1	Yes	1552	56.19
2	No	1210	43.80
		2762	100

3712. If "yes," was the action used this school year? Placement on school probation with consequences if another incident occurs.

Variable Name: C0444

School probation available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1210	43.80
1	Yes	1300	47.06
2	No	252	9.12
		2762	100

37m1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Detention and/or Saturday school.

Variable Name: C0446

Detention/Saturday school available

Distribution:		Frequency	Unweighted Percent
1	Yes	2091	75.70
2	No	671	24.29
		2762	100

37m2. If "yes," was the action used this school year? Detention and/or Saturday school.

Variable Name: C0448

Detention/Saturday school available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	671	24.29
1	Yes	1991	72.08
2	No	100	3.62
		2762	100

37n1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Loss of student privileges.

Variable Name: C0450

Loss of student privileges available

Distribution:		Frequency	Unweighted Percent
1	Yes	2632	95.29
2	No	130	4.70
		2762	100

37n2. If "yes," was the action used this school year? Loss of student privileges.

Variable Name: C0452

Loss of student privileges available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	130	4.70
1	Yes	2549	92.28
2	No	83	3.00
		2762	100

37o1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Requirement of participation in community service.

Variable Name: C0454

Require community service available

Distribution:		Frequency	Unweighted Percent
1	Yes	957	34.64
2	No	1805	65.35
		2762	100

37o2. If "yes," were the actions used this school year? Requirement of participation in community service.

Variable Name: C0456

Require community service available - action used

Distribution:		Frequency	Unweighted Percent
-1	Legitimate skip	1805	65.35
1	Yes	742	26.86
2	No	215	7.78
		2762	100

42a. What is your best estimate of the percentage of your current students who meet the following criteria? Below the 15th percentile on standardized tests

Variable Name: C0532

Percent students below 15th percentile standardized tests

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	100
Mean	18.26
StDev	17.58
Median	12

42b. What is your best estimate of the percentage of your current students who meet the following criteria? Likely to go to college after high school

Variable Name: C0534

Percent students likely to go to college

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	100
Mean	62.69
StDev	24.22
Median	68

42c. What is your best estimate of the percentage of your current students who meet the following criteria? Consider academic achievement to be very important

Variable Name: C0536

Percent students academic achievement important

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	100
Mean	71.04
StDev	22.21
Median	75

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

Variable Name: C0538

Typical number of classroom changes

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	18
Mean	5.92
StDev	2.34
Median	6

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

Variable Name: C0560

Crime where students live

Distribution:	Frequency	Unweighted Percent
1 High level of crime	216	7.82
2 Moderate level of crime	615	22.26
3 Low level of crime	1547	56.01
4 Students come from areas with very different levels of crime	384	13.90
	<hr/>	
	2762	100

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

Variable Name: C0562

Crime where school located

Distribution:		Frequency	Unweighted Percent
1	High level of crime	158	5.72
2	Moderate level of crime	569	20.60
3	Low level of crime	2035	73.67
		<hr/>	
		2762	100

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

Variable Name: C0568

Average percent daily attendance

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	100
Mean	93.15
StDev	7.62
Median	95

48a. During the 2017-18 school year, how many students transferred to your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions.

Variable Name: C0570

of students transferred to school

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	1654
Mean	58.64
StDev	94.91
Median	30

48b. During the 2017-18 school year, how many students transferred from your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions.

Variable Name: C0572 # of students transferred from school

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	1654
Mean	52.4
StDev	88.39
Median	25

Please provide the following dates. Date you completed the questionnaire

Variable Name: C0578 Date questionnaire completed MMDDYYYY

Distribution:	Frequency	Unweighted Percent
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Variable Name: C0578_DD Day questionnaire completed

Distribution:	Frequency	Unweighted Percent
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Variable Name: C0578_MM Month questionnaire completed

Distribution:	Frequency	Unweighted Percent
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Variable Name: C0578_YY Year questionnaire completed

Distribution:	Frequency	Unweighted Percent
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Variable Name: C0578_SOURCE

Source of completion date

Distribution:		Frequency	Unweighted Percent
0	No Change	2125	76.93
1	From ATAC Check in date	58	2.09
2	From Date Submitted/Started via web instrument	579	20.96
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		2762	100

Variable Name: C0014_R

Title/position of respondent (recoded)

Distribution:		Frequency	Unweighted Percent
-2	Missing	48	1.74
1	Principal	2229	80.70
2	Vice principal or disciplinarian	339	12.27
3	Security staff	16	0.58
4	Other school-level staff	118	4.27
5	Superintendent or district staff	12	0.43
		<hr/>	
		2762	100

Variable Name: C0016_R

of years respondent at the school (topcoded)

Continuous Statistics:	Unweighted
N	2710
Min	0
Max	31
Mean	7.40
StDev	6.60
Median	5

Variable Name: STRATA **Collapsed STRATUM code**

Distribution:		Frequency	Unweighted Percent
111	Primary, <300, City	11	0.39
112	Primary, <300, Suburb	14	0.50
113	Primary, <300, Town	9	0.32
114	Primary, <300, Rural	39	1.41
121	Primary, 300-499, City	89	3.22
122	Primary, 300-499, Suburb	88	3.18
123	Primary, 300-499, Town	33	1.19
124	Primary, 300-499, Rural	46	1.66
131	Primary, 500-999, City	105	3.80
132	Primary, 500-999, Suburb	138	4.99
133	Primary, 500-999, Town	35	1.26
134	Primary, 500-999, Rural	37	1.33
141	Primary, 1,000+, City	13	0.47
142	Primary, 1,000+, Suburb	10	0.36
143	Primary, 1,000+, Town or Rural	4	0.14
211	Middle, <300, City	21	0.76
212	Middle, <300, Suburb	14	0.50
213	Middle, <300, Town	22	0.79
214	Middle, <300, Rural	45	1.62
221	Middle, 300-499, City	42	1.52
222	Middle, 300-499, Suburb	48	1.73
223	Middle, 300-499, Town	41	1.48

224	Middle, 300-499, Rural	66	2.38
231	Middle, 500-999, City	119	4.30
232	Middle, 500-999, Suburb	216	7.82
233	Middle, 500-999, Town	80	2.89
234	Middle, 500-999, Rural	77	2.78
241	Middle, 1,000+, City	50	1.81
242	Middle, 1,000+, Suburb	111	4.01
243	Middle, 1,000+, Town	7	0.25
244	Middle, 1,000+, Rural	16	0.57
311	High, <300, City	24	0.86
312	High, <300, Suburb	9	0.32
313	High, <300, Town	8	0.28
314	High, <300, Rural	44	1.59
321	High, 300-499, City	28	1.01
322	High, 300-499, Suburb	19	0.68
323	High, 300-499, Town	29	1.04
324	High, 300-499, Rural	49	1.77
331	High, 500-999, City	27	0.97
332	High, 500-999, Suburb	47	1.70
333	High, 500-999, Town	62	2.24
334	High, 500-999, Rural	59	2.13
341	High, 1,000+, City	173	6.26
342	High, 1,000+, Suburb	303	10.97
343	High, 1,000+, Town	41	1.48
344	High, 1,000+, Rural	75	2.71

413	Combined, <300, City or Suburb	3	0.10
414	Combined, <300, Town or Rural	23	0.83
421	Combined, 300-499, City	3	0.10
423	Combined, 300-499, Suburb or Town	3	0.10
424	Combined, 300-499, Rural	21	0.76
431	Combined, 500-999, City	7	0.25
432	Combined, 500-999, Suburb	9	0.32
433	Combined, 500-999, Town	3	0.10
434	Combined, 500-999, Rural	21	0.76
441	Combined, 1,000+, City	10	0.36
442	Combined, 1,000+, Suburb	7	0.25
443	Combined, 1,000+, Town	5	0.18
444	Combined, 1,000+, Rural	4	0.14

2762

100

Variable Name: CRISIS18

of types of crises covered in written plans

Continuous Statistics:

Unweighted

N	2762
Min	0
Max	8
Mean	6.22
StDev	1.68
Median	6

Variable Name: DISALC18

Total number of disciplinary actions recorded for distribution, possession, or use of alcohol

Continuous Statistics:	Unweighted
N	752
Min	0
Max	102
Mean	3.64
StDev	6.07
Median	2

Variable Name: DISDRUG18

Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs

Continuous Statistics:	Unweighted
N	1288
Min	0
Max	107
Mean	7.96
StDev	10.82
Median	4

Variable Name: DISFIRE18

Total number of disciplinary actions recorded for use or possession of a firearm or explosive device

Continuous Statistics:	Unweighted
N	133
Min	0
Max	81
Mean	2.04
StDev	6.97
Median	1

Variable Name: DISWEAP18

Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device

Continuous Statistics:	Unweighted
N	769
Min	0
Max	55
Mean	3.07
StDev	4.04
Median	2

Variable Name: INCID18

Total number of incidents recorded

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	376
Mean	28.19
StDev	39.7
Median	15

Variable Name: INCPOL18

Total number of incidents reported to police

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	330
Mean	11.71
StDev	23.7
Median	3

Variable Name: NONVIOINC18

Total number of non-violent incidents recorded

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	223
Mean	11.67
StDev	18.68
Median	5

Variable Name: NONVIOPOL18

Total number of non-violent incidents reported to police

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	169
Mean	6.62
StDev	13.9
Median	1

Variable Name: OTHACT18

Total 'other actions' for specified offenses

Continuous Statistics:	Unweighted
N	2278
Min	0
Max	400
Mean	11.7
StDev	22.13
Median	5

Variable Name: OUTSUS18

Total out-of-school suspensions > 5 days but < the remainder of school for specified offenses

Continuous Statistics:	Unweighted
N	2278
Min	0
Max	172
Mean	6.74
StDev	14.36
Median	1

Variable Name: PROBWK18

of types of problems that occur at least once a week

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	10
Mean	0.56
StDev	1.15
Median	0

Variable Name: SEC_FT18

Total number of full-time security guards, SROs, and other sworn law enforcement officers

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	93
Mean	1.62
StDev	4.13
Median	1

Variable Name: SEC_PT18

Total number of part-time security guards, SROs, and other sworn law enforcement officers

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	55
Mean	0.73
StDev	2.05
Median	0

Variable Name: STUOFF18

Total students involved in specified offenses

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	290
Mean	16.99
StDev	26.46
Median	8

Variable Name: SVINC18

Total number of serious violent incidents recorded

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	201
Mean	1.03
StDev	4.74
Median	0

Variable Name: SVPOL18

Total number of serious violent incidents reported to police

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	17
Mean	0.58
StDev	1.5
Median	0

Variable Name: VIOINC18

Total number of violent incidents recorded

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	298
Mean	16.51
StDev	27.89
Median	8

Variable Name: VIOPOL18

Total number of violent incidents reported to police

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	250
Mean	5.08
StDev	13.34
Median	1

Variable Name: FR_URBAN

Urbanicity - Based on urban-centric location of school

Distribution:		Frequency	Unweighted Percent
1	City	723	26.17
2	Suburb	1034	37.43
3	Town	382	13.83
4	Rural	623	22.55
		<hr/>	
		2762	100

Variable Name: FR_LVL

Grade level of school

Distribution:		Frequency	Unweighted Percent
1	Primary	671	24.29
2	Middle	975	35.30
3	High	997	36.09
4	Combined	119	4.30
		<hr/>	
		2762	100

Variable Name: FR_SIZE

Size of school

Distribution:		Frequency	Unweighted Percent
1	< 300	286	10.35
2	300 - 499	605	21.90
3	500 - 999	1042	37.72
4	1,000 +	829	30.01
		<hr/>	
		2762	100

Variable Name: FINALWGT

Final school weight

Continuous Statistics:	Unweighted
N	2762
Min	6.7
Max	183.54
Mean	29.79
StDev	28.71
Median	15.37

Variable Name: REPFWT1

Jackknife replicate 1

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	192.02
Mean	29.78
StDev	29.58
Median	15.27

Variable Name: REPFWT2

Jackknife replicate 2

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	191.82
Mean	29.8
StDev	29.25
Median	15.47

Variable Name: REPFWT3

Jackknife replicate 3

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.44
Mean	29.77
StDev	29.34
Median	15.41

Variable Name: REPFWT4

Jackknife replicate 4

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	190.43
Mean	29.77
StDev	29.45
Median	15.45

Variable Name: REPFWT5

Jackknife replicate 5

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	190.6
Mean	29.78
StDev	29.53
Median	15.45

Variable Name: REPFWT6

Jackknife replicate 6

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	184.39
Mean	29.78
StDev	29.25
Median	15.37

Variable Name: REPFWT7

Jackknife replicate 7

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	190.88
Mean	29.78
StDev	29.46
Median	15.34

Variable Name: REPFWT8

Jackknife replicate 8

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	166.91
Mean	29.77
StDev	29.18
Median	15.29

Variable Name: REPFWT9

Jackknife replicate 9

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.95
Mean	29.81
StDev	29.31
Median	15.51

Variable Name: REPFWT10

Jackknife replicate 10

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	184.01
Mean	29.8
StDev	29.13
Median	15.46

Variable Name: REPFWT11

Jackknife replicate 11

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.68
Mean	29.83
StDev	29.3
Median	15.66

Variable Name: REPFWT12

Jackknife replicate 12

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	194.01
Mean	29.77
StDev	29.28
Median	15.27

Variable Name: REPFWT13

Jackknife replicate 13

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.6
Mean	29.8
StDev	29.31
Median	15.64

Variable Name: REPFWT14

Jackknife replicate 14

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.15
Mean	29.77
StDev	29.33
Median	15.57

Variable Name: REPFWT15

Jackknife replicate 15

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	188.95
Mean	29.8
StDev	29.53
Median	15.49

Variable Name: REPFWT16

Jackknife replicate 16

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.5
Mean	29.81
StDev	29.2
Median	15.39

Variable Name: REPFWT17

Jackknife replicate 17

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	192.56
Mean	29.78
StDev	29.48
Median	15.58

Variable Name: REPFWT18

Jackknife replicate 18

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	186.74
Mean	29.77
StDev	29.37
Median	15.39

Variable Name: REPFWT19

Jackknife replicate 19

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	186.18
Mean	29.77
StDev	29.39
Median	15.57

Variable Name: REPFWT20

Jackknife replicate 20

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	183.58
Mean	29.77
StDev	29.24
Median	15.32

Variable Name: REPFWT21

Jackknife replicate 21

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	183.98
Mean	29.8
StDev	29.18
Median	15.4

Variable Name: REPFWT22

Jackknife replicate 22

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	186.72
Mean	29.78
StDev	29.23
Median	15.57

Variable Name: REPFWT23

Jackknife replicate 23

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.84
Mean	29.77
StDev	29.25
Median	15.39

Variable Name: REPFWT24

Jackknife replicate 24

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.47
Mean	29.77
StDev	29.2
Median	15.45

Variable Name: REPFWT25

Jackknife replicate 25

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	190.09
Mean	29.77
StDev	29.28
Median	15.42

Variable Name: REPFWT26

Jackknife replicate 26

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	183.61
Mean	29.82
StDev	29.31
Median	15.72

Variable Name: REPFWT27

Jackknife replicate 27

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	182.9
Mean	29.76
StDev	29.21
Median	15.63

Variable Name: REPFWT28

Jackknife replicate 28

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	191.15
Mean	29.79
StDev	29.37
Median	15.53

Variable Name: REPFWT29

Jackknife replicate 29

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	191.04
Mean	29.82
StDev	29.5
Median	15.31

Variable Name: REPFWT30

Jackknife replicate 30

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.95
Mean	29.78
StDev	29.39
Median	15.2

Variable Name: REPFWT31

Jackknife replicate 31

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	186.36
Mean	29.77
StDev	29.2
Median	15.34

Variable Name: REPFWT32

Jackknife replicate 32

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	184.08
Mean	29.81
StDev	29.36
Median	15.3

Variable Name: REPFWT33

Jackknife replicate 33

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	181.99
Mean	29.8
StDev	29.33
Median	15.62

Variable Name: REPFWT34

Jackknife replicate 34

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.99
Mean	29.79
StDev	29.18
Median	15.48

Variable Name: REPFWT35

Jackknife replicate 35

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.04
Mean	29.78
StDev	29.48
Median	15.43

Variable Name: REPFWT36

Jackknife replicate 36

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.2
Mean	29.78
StDev	29.28
Median	15.53

Variable Name: REPFWT37

Jackknife replicate 37

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.84
Mean	29.77
StDev	29.37
Median	15.58

Variable Name: REPFWT38

Jackknife replicate 38

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	182.04
Mean	29.8
StDev	29.25
Median	15.56

Variable Name: REPFWT39

Jackknife replicate 39

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	189.96
Mean	29.83
StDev	29.41
Median	15.52

Variable Name: REPFWT40

Jackknife replicate 40

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	183.9
Mean	29.78
StDev	29.29
Median	15.49

Variable Name: REPFWT41

Jackknife replicate 41

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	187.21
Mean	29.83
StDev	29.2
Median	15.42

Variable Name: REPFWT42

Jackknife replicate 42

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	186.57
Mean	29.79
StDev	29.32
Median	15.55

Variable Name: REPFWT43

Jackknife replicate 43

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	188.68
Mean	29.78
StDev	29.42
Median	15.49

Variable Name: REPFWT44

Jackknife replicate 44

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	189.03
Mean	29.79
StDev	29.31
Median	15.67

Variable Name: REPFWT45

Jackknife replicate 45

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	189.68
Mean	29.78
StDev	29.3
Median	15.54

Variable Name: REPFWT46

Jackknife replicate 46

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	188.01
Mean	29.79
StDev	29.21
Median	15.38

Variable Name: REPFWT47

Jackknife replicate 47

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	183.71
Mean	29.78
StDev	29.22
Median	15.48

Variable Name: REPFWT48

Jackknife replicate 48

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	185.51
Mean	29.78
StDev	29.27
Median	15.41

Variable Name: REPFWT49

Jackknife replicate 49

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	190.02
Mean	29.78
StDev	29.32
Median	15.46

Variable Name: REPFWT50

Jackknife replicate 50

Continuous Statistics:	Unweighted
N	2762
Min	0
Max	182.3
Mean	29.79
StDev	29.24
Median	15.46

Variable Name: IC0110

Imputation Flag for C0110

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0112

Imputation Flag for C0112

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2757	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.18
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0114

Imputation Flag for C0114

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0116

Imputation Flag for C0116

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2757	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.18
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0120

Imputation Flag for C0120

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2749	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.47
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0121

Imputation Flag for C0121

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0122

Imputation Flag for C0122

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2745	99.38
7	Item was imputed by using data from the record for a similar case (donor)	17	0.61
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0125

Imputation Flag for C0125

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0129

Imputation Flag for C0129

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2738	99.13
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0134

Imputation Flag for C0134

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2757	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.18
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0136

Imputation Flag for C0136

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2750	99.56
7	Item was imputed by using data from the record for a similar case (donor)	12	0.43
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0138

Imputation Flag for C0138

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2752	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.36
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0140

Imputation Flag for C0140

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2760	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.07
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0139

Imputation Flag for C0139

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.03
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0141

Imputation Flag for C0141

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2743	99.31
7	Item was imputed by using data from the record for a similar case (donor)	19	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0143**Imputation Flag for C0143**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2739	99.16
7	Item was imputed by using data from the record for a similar case (donor)	23	0.83
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0142**Imputation Flag for C0142**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0144**Imputation Flag for C0144**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0146

Imputation Flag for C0146

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0150

Imputation Flag for C0150

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0153

Imputation Flag for C0153

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2759	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0155

Imputation Flag for C0155

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2740	99.20
7	Item was imputed by using data from the record for a similar case (donor)	22	0.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0158

Imputation Flag for C0158

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2751	99.60
7	Item was imputed by using data from the record for a similar case (donor)	11	0.39
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0162

Imputation Flag for C0162

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0166**Imputation Flag for C0166**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2750	99.56
7	Item was imputed by using data from the record for a similar case (donor)	12	0.43
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0170**Imputation Flag for C0170**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2744	99.34
7	Item was imputed by using data from the record for a similar case (donor)	18	0.65
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0169**Imputation Flag for C0169**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2748	99.49
7	Item was imputed by using data from the record for a similar case (donor)	14	0.50
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0161

Imputation Flag for C0161

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2741	99.23
7	Item was imputed by using data from the record for a similar case (donor)	21	0.76
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0157

Imputation Flag for C0157

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2745	99.38
7	Item was imputed by using data from the record for a similar case (donor)	17	0.61
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0163

Imputation Flag for C0163

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2758	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.14
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0165**Imputation Flag for C0165**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2758	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.14
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0167**Imputation Flag for C0167**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2758	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.14
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0174**Imputation Flag for C0174**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0183

Imputation Flag for C0183

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0176

Imputation Flag for C0176

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0181

Imputation Flag for C0181

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2755	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0175

Imputation Flag for C0175

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0177

Imputation Flag for C0177

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0179

Imputation Flag for C0179

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0186

Imputation Flag for C0186

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0600

Imputation Flag for C0600

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2746	99.42
7	Item was imputed by using data from the record for a similar case (donor)	16	0.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0602

Imputation Flag for C0602

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2717	98.37
7	Item was imputed by using data from the record for a similar case (donor)	45	1.62
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0604

Imputation Flag for C0604

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0606

Imputation Flag for C0606

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2743	99.31
7	Item was imputed by using data from the record for a similar case (donor)	19	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0608

Imputation Flag for C0608

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2744	99.34
7	Item was imputed by using data from the record for a similar case (donor)	18	0.65
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0190**Imputation Flag for C0190**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2755	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0192**Imputation Flag for C0192**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0196**Imputation Flag for C0196**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2744	99.34
7	Item was imputed by using data from the record for a similar case (donor)	18	0.65
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0198**Imputation Flag for C0198**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0204**Imputation Flag for C0204**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0206**Imputation Flag for C0206**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2748	99.49
7	Item was imputed by using data from the record for a similar case (donor)	14	0.50
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0208**Imputation Flag for C0208**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2743	99.31
7	Item was imputed by using data from the record for a similar case (donor)	19	0.68
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0210**Imputation Flag for C0210**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2749	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.47
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0212**Imputation Flag for C0212**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0214

Imputation Flag for C0214

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2742	99.27
7	Item was imputed by using data from the record for a similar case (donor)	20	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0216

Imputation Flag for C0216

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2748	99.49
7	Item was imputed by using data from the record for a similar case (donor)	14	0.50
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0218

Imputation Flag for C0218

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2749	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.47
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0610**Imputation Flag for C0610**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2759	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0612**Imputation Flag for C0612**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0614**Imputation Flag for C0614**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2734	98.98
7	Item was imputed by using data from the record for a similar case (donor)	28	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0616

Imputation Flag for C0616

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0618

Imputation Flag for C0618

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2737	99.09
7	Item was imputed by using data from the record for a similar case (donor)	25	0.90
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0621

Imputation Flag for C0621

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	27	0.97
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0622

Imputation Flag for C0622

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2730	98.84
7	Item was imputed by using data from the record for a similar case (donor)	32	1.15
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0624

Imputation Flag for C0624

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0626

Imputation Flag for C0626

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0628**Imputation Flag for C0628**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2738	99.13
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0630**Imputation Flag for C0630**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2740	99.20
7	Item was imputed by using data from the record for a similar case (donor)	22	0.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0632**Imputation Flag for C0632**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2739	99.16
7	Item was imputed by using data from the record for a similar case (donor)	23	0.83
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0636**Imputation Flag for C0636**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2738	99.13
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0638**Imputation Flag for C0638**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2738	99.13
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0640**Imputation Flag for C0640**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2740	99.20
7	Item was imputed by using data from the record for a similar case (donor)	22	0.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0642

Imputation Flag for C0642

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2742	99.27
7	Item was imputed by using data from the record for a similar case (donor)	20	0.72
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0644

Imputation Flag for C0644

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2738	99.13
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0646

Imputation Flag for C0646

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2740	99.20
7	Item was imputed by using data from the record for a similar case (donor)	22	0.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0648

Imputation Flag for C0648

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2727	98.73
7	Item was imputed by using data from the record for a similar case (donor)	35	1.26
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0650

Imputation Flag for C0650

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2715	98.29
7	Item was imputed by using data from the record for a similar case (donor)	47	1.70
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0652

Imputation Flag for C0652

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.03
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0654

Imputation Flag for C0654

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	25	0.90
8	Item was imputed by using the mean or mode of data for groups of similar cases	2	0.07
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0656

Imputation Flag for C0656

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2737	99.09
7	Item was imputed by using data from the record for a similar case (donor)	23	0.83
8	Item was imputed by using the mean or mode of data for groups of similar cases	2	0.07
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0658

Imputation Flag for C0658

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	23	0.83
8	Item was imputed by using the mean or mode of data for groups of similar cases	4	0.14
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0660**Imputation Flag for C0660**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	24	0.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	3	0.10
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0661**Imputation Flag for C0661**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2728	98.76
7	Item was imputed by using data from the record for a similar case (donor)	33	1.19
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.03
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0663**Imputation Flag for C0663**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2704	97.90
7	Item was imputed by using data from the record for a similar case (donor)	58	2.09
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0665

Imputation Flag for C0665

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2667	96.56
7	Item was imputed by using data from the record for a similar case (donor)	95	3.43
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0667

Imputation Flag for C0667

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2727	98.73
7	Item was imputed by using data from the record for a similar case (donor)	35	1.26
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0669

Imputation Flag for C0669

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0671

Imputation Flag for C0671

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2714	98.26
7	Item was imputed by using data from the record for a similar case (donor)	48	1.73
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0674

Imputation Flag for C0674

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	97.13
7	Item was imputed by using data from the record for a similar case (donor)	79	2.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0676

Imputation Flag for C0676

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2682	97.10
7	Item was imputed by using data from the record for a similar case (donor)	80	2.89
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0678

Imputation Flag for C0678

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	97.13
7	Item was imputed by using data from the record for a similar case (donor)	79	2.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0681

Imputation Flag for C0681

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	97.13
7	Item was imputed by using data from the record for a similar case (donor)	79	2.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0682

Imputation Flag for C0682

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2683	97.13
7	Item was imputed by using data from the record for a similar case (donor)	79	2.86
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0684

Imputation Flag for C0684

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2676	96.88
7	Item was imputed by using data from the record for a similar case (donor)	86	3.11
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0686

Imputation Flag for C0686

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2684	97.17
7	Item was imputed by using data from the record for a similar case (donor)	78	2.82
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0266

Imputation Flag for C0266

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2751	99.60
7	Item was imputed by using data from the record for a similar case (donor)	11	0.39
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0268

Imputation Flag for C0268

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0265

Imputation Flag for C0265

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0267

Imputation Flag for C0267

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0269

Imputation Flag for C0269

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0270

Imputation Flag for C0270

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0272

Imputation Flag for C0272

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2757	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.18
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0278**Imputation Flag for C0278**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0271**Imputation Flag for C0271**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2752	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.36
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0273**Imputation Flag for C0273**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0274

Imputation Flag for C0274

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2755	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0276

Imputation Flag for C0276

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2751	99.60
7	Item was imputed by using data from the record for a similar case (donor)	11	0.39
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0277

Imputation Flag for C0277

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0279

Imputation Flag for C0279

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2728	98.76
7	Item was imputed by using data from the record for a similar case (donor)	34	1.23
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0280

Imputation Flag for C0280

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2728	98.76
7	Item was imputed by using data from the record for a similar case (donor)	34	1.23
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0282

Imputation Flag for C0282

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0284

Imputation Flag for C0284

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2734	98.98
7	Item was imputed by using data from the record for a similar case (donor)	28	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0286

Imputation Flag for C0286

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2731	98.87
7	Item was imputed by using data from the record for a similar case (donor)	31	1.12
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0288

Imputation Flag for C0288

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2733	98.95
7	Item was imputed by using data from the record for a similar case (donor)	29	1.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0290**Imputation Flag for C0290**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	27	0.97
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0292**Imputation Flag for C0292**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2733	98.95
7	Item was imputed by using data from the record for a similar case (donor)	29	1.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0294**Imputation Flag for C0294**

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2735	99.02
7	Item was imputed by using data from the record for a similar case (donor)	27	0.97
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0296

Imputation Flag for C0296

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2732	98.91
7	Item was imputed by using data from the record for a similar case (donor)	30	1.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0298

Imputation Flag for C0298

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2730	98.84
7	Item was imputed by using data from the record for a similar case (donor)	32	1.15
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0300

Imputation Flag for C0300

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2733	98.95
7	Item was imputed by using data from the record for a similar case (donor)	29	1.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0302

Imputation Flag for C0302

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2732	98.91
7	Item was imputed by using data from the record for a similar case (donor)	30	1.08
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0304

Imputation Flag for C0304

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2734	98.98
7	Item was imputed by using data from the record for a similar case (donor)	28	1.01
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0705

Imputation Flag for C0705

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2747	99.45
7	Item was imputed by using data from the record for a similar case (donor)	15	0.54
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0688

Imputation Flag for C0688

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2729	98.80
7	Item was imputed by using data from the record for a similar case (donor)	33	1.19
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0374

Imputation Flag for C0374

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0376

Imputation Flag for C0376

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2749	99.52
7	Item was imputed by using data from the record for a similar case (donor)	13	0.47
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0378

Imputation Flag for C0378

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2753	99.67
7	Item was imputed by using data from the record for a similar case (donor)	9	0.32
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0381

Imputation Flag for C0381

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2752	99.63
7	Item was imputed by using data from the record for a similar case (donor)	10	0.36
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0383

Imputation Flag for C0383

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0385

Imputation Flag for C0385

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2757	99.81
7	Item was imputed by using data from the record for a similar case (donor)	5	0.18
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0387

Imputation Flag for C0387

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0382

Imputation Flag for C0382

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2754	99.71
7	Item was imputed by using data from the record for a similar case (donor)	8	0.28
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0380

Imputation Flag for C0380

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2758	99.85
7	Item was imputed by using data from the record for a similar case (donor)	4	0.14
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0384

Imputation Flag for C0384

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2759	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0386

Imputation Flag for C0386

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2756	99.78
7	Item was imputed by using data from the record for a similar case (donor)	6	0.21
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0389

Imputation Flag for C0389

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2760	99.92
7	Item was imputed by using data from the record for a similar case (donor)	2	0.07
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0391

Imputation Flag for C0391

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2759	99.89
7	Item was imputed by using data from the record for a similar case (donor)	3	0.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0393

Imputation Flag for C0393

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2755	99.74
7	Item was imputed by using data from the record for a similar case (donor)	7	0.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0402

Imputation Flag for C0402

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2726	98.69
7	Item was imputed by using data from the record for a similar case (donor)	36	1.30
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0404

Imputation Flag for C0404

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2719	98.44
7	Item was imputed by using data from the record for a similar case (donor)	43	1.55
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0406

Imputation Flag for C0406

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2612	94.56
7	Item was imputed by using data from the record for a similar case (donor)	141	5.10
8	Item was imputed by using the mean or mode of data for groups of similar cases	9	0.32
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0408

Imputation Flag for C0408

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2631	95.25
7	Item was imputed by using data from the record for a similar case (donor)	118	4.27
8	Item was imputed by using the mean or mode of data for groups of similar cases	9	0.32
9	Data value was adjusted during analysts' post-imputation review of data	4	0.14
		<hr/>	
		2762	100

Variable Name: IC0410

Imputation Flag for C0410

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2666	96.52
7	Item was imputed by using data from the record for a similar case (donor)	90	3.25
8	Item was imputed by using the mean or mode of data for groups of similar cases	6	0.21
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0412

Imputation Flag for C0412

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2531	91.63
7	Item was imputed by using data from the record for a similar case (donor)	219	7.92
8	Item was imputed by using the mean or mode of data for groups of similar cases	10	0.36
9	Data value was adjusted during analysts' post-imputation review of data	2	0.07
		<hr/>	
		2762	100

Variable Name: IC0422

Imputation Flag for C0422

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2746	99.42
7	Item was imputed by using data from the record for a similar case (donor)	16	0.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0424

Imputation Flag for C0424

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2633	95.32
7	Item was imputed by using data from the record for a similar case (donor)	129	4.67
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0426

Imputation Flag for C0426

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2737	99.09
7	Item was imputed by using data from the record for a similar case (donor)	25	0.90
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0428

Imputation Flag for C0428

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2678	96.95
7	Item was imputed by using data from the record for a similar case (donor)	84	3.04
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0430

Imputation Flag for C0430

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2737	99.09
7	Item was imputed by using data from the record for a similar case (donor)	25	0.90
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0432

Imputation Flag for C0432

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2717	98.37
7	Item was imputed by using data from the record for a similar case (donor)	45	1.62
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0434

Imputation Flag for C0434

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2745	99.38
7	Item was imputed by using data from the record for a similar case (donor)	17	0.61
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0436

Imputation Flag for C0436

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2649	95.90
7	Item was imputed by using data from the record for a similar case (donor)	113	4.09
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0442

Imputation Flag for C0442

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2736	99.05
7	Item was imputed by using data from the record for a similar case (donor)	26	0.94
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
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		2762	100

Variable Name: IC0444

Imputation Flag for C0444

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2691	97.42
7	Item was imputed by using data from the record for a similar case (donor)	71	2.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0446

Imputation Flag for C0446

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2745	99.38
7	Item was imputed by using data from the record for a similar case (donor)	17	0.61
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0448

Imputation Flag for C0448

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2673	96.77
7	Item was imputed by using data from the record for a similar case (donor)	89	3.22
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0450

Imputation Flag for C0450

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2746	99.42
7	Item was imputed by using data from the record for a similar case (donor)	16	0.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0452

Imputation Flag for C0452

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2632	95.29
7	Item was imputed by using data from the record for a similar case (donor)	130	4.70
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0454

Imputation Flag for C0454

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2746	99.42
7	Item was imputed by using data from the record for a similar case (donor)	16	0.57
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0456

Imputation Flag for C0456

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2718	98.40
7	Item was imputed by using data from the record for a similar case (donor)	44	1.59
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0532

Imputation Flag for C0532

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2519	91.20
7	Item was imputed by using data from the record for a similar case (donor)	243	8.79
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0534

Imputation Flag for C0534

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2627	95.11
7	Item was imputed by using data from the record for a similar case (donor)	135	4.88
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0536

Imputation Flag for C0536

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2625	95.03
7	Item was imputed by using data from the record for a similar case (donor)	136	4.92
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.03
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0538

Imputation Flag for C0538

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2715	98.29
7	Item was imputed by using data from the record for a similar case (donor)	47	1.70
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0560

Imputation Flag for C0560

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2745	99.38
7	Item was imputed by using data from the record for a similar case (donor)	17	0.61
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0562

Imputation Flag for C0562

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2744	99.34
7	Item was imputed by using data from the record for a similar case (donor)	18	0.65
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0568

Imputation Flag for C0568

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2721	98.51
7	Item was imputed by using data from the record for a similar case (donor)	41	1.48
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0570

Imputation Flag for C0570

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2546	92.17
7	Item was imputed by using data from the record for a similar case (donor)	215	7.78
8	Item was imputed by using the mean or mode of data for groups of similar cases	1	0.03
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0572

Imputation Flag for C0572

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2493	90.26
7	Item was imputed by using data from the record for a similar case (donor)	245	8.87
8	Item was imputed by using the mean or mode of data for groups of similar cases	24	0.86
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0578

Imputation Flag for C0578

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2762	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Variable Name: IC0580

Imputation Flag for C0580

Distribution:		Frequency	Unweighted Percent
0	Not imputed	2762	100.00
7	Item was imputed by using data from the record for a similar case (donor)	0	0.00
8	Item was imputed by using the mean or mode of data for groups of similar cases	0	0.00
9	Data value was adjusted during analysts' post-imputation review of data	0	0.00
		<hr/>	
		2762	100

Appendix D. List of Variables that Differ Between the Restricted-Use Data File and the Public-Use Data File

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file

Variable type and name	Variable label
Variables that were omitted from the public-use file	
<i>Frame variables from CCD 2014–15</i>	
FR_ASN	Asian/Pacific Islander students
FR_BLK	Black, non-Hispanic students
FR_CCDID	Unique school ID
FR_CHRT	Charter school indicator
FR_FIPST	FIPS state number
FR_HIGD	Highest grade offered
FR_HISP	Hispanic students
FR_INDN	Am Indian/Alaska Native students
FR_LEAID	Unique agency ID
FR_LOC12	NCES urban-centric locale code
FR_LOGD	Lowest grade offered
FR_MEM	Total number of students in district
FR_NOST	Total number of students in school
FR_PERMIN	Percent minority enrollment
FR_PERWT	Percent White, non-Hispanic students
FR_SCH	Number of schools in district
FR_WHIT	White, non-Hispanic students
CENREGN	Census region code
FR_PAC	Hawaiian Native/Pacific Islander students
FR_TR	Students of Two or more races
FR_STCNTY	FIPS county number (FIPS state + county)
PERCWHT	Percent White, non-Hispanic enrollment (categorical)
PERMIN	Percent minority enrollment (categorical)
<i>Questionnaire Variables</i>	
C0014	Title/position of respondent
C0015_R	Coded title/position of respondent
C0016	# of years respondent at the school
C0232	# of full-time security guards
C0234	# of part-time security guards
C0236	# of full-time School Resource Officers
C0238	# of part-time School Resource Officers
C0240	# of full-time sworn law enforcement officers - not SROs
C0242	# of part-time sworn law enforcement officers - not SROs
C0306	Any school deaths from homicides
C0308	Any school shooting incidents
C0310	# of rapes/attempted rapes - total
C0312	# of rapes/attempted rapes reported to police
C0314	# of sexual assaults other than rape - total
C0316	# of sexual assaults other than rape reported to police
C0318	# of robberies with weapon - total
C0320	# of robberies with weapon reported to police
C0322	# of robberies without weapon - total
C0324	# of robberies without weapon reported to police
C0326	# of attacks with weapon - total

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
Variables that were omitted from the public-use file—Continued	
C0328	# of attacks with weapon reported to police
C0330	# of attacks without weapon - total
C0332	# of attacks without weapon reported to police
C0334	# of threats of attack with weapon - total
C0336	# of threats of attack with weapon reported to police
C0338	# of threats of attack without weapon - total
C0340	# of threats of attack without weapon reported to police
C0342	# of incidents theft/larceny - total
C0344	# of incidents theft/larceny reported to police
C0346	# of possession of firearms - total
C0348	# of possession of firearms reported to police
C0350	# of possession knife/sharp object - total
C0352	# of possession knife/sharp object reported to police
C0354	# of distribution, possession, or use of drugs - total
C0355	# of distribution, possession, or use of prescription drugs - total
C0356	# of distribution, possession, or use of drugs reported to police
C0357	# of distribution, possession, or use of prescription drugs reported to police
C0358	# of distribution, possession, or use of alcohol - total
C0360	# of distribution, possession, or use of alcohol reported to police
C0362	# of incidents of vandalism - total
C0364	# of incidents of vandalism reported to police
C0390	Removal with no services available
C0392	Removal with no services available - action used
C0394	Removal with tutoring/home instruction available
C0396	Removal with tutoring/home instruction available - action used
C0398	Transfer to specialized school available
C0400	Transfer to specialized school available - action used
C0414	In-school suspension with no services available
C0416	In-school suspension with no services available - action used
C0418	In-school suspension with services available
C0420	In-school suspension with services available - action used
C0438	Corporal punishment available
C0440	Corporal punishment available - action used
C0458	# students involved in use/possession firearm/explosive device - total
C0460	# of removals for firearm use/possession
C0462	# of transfers for firearm use/possession
C0464	# of suspensions for firearm use/possession
C0466	# of other actions for firearm use/possession
C0468	# of students involved in use/possession weapon (other than firearm/explosive device) - total
C0470	# of removals for non-firearm weapon use
C0472	# of transfers for non-firearm weapon use
C0474	# of suspensions for non-firearm weapon use
C0476	# of other actions for non-firearm weapon use
C0478	# students involved in distribution/possession/use illegal drugs - total

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
Variables that were omitted from the public-use file—Continued	
C0480	# of removals for distribution/possession/use illegal drugs
C0482	# of transfers for distribution/possession/use illegal drugs
C0484	# of suspensions for distribution/possession/use illegal drugs
C0486	# of other actions for distribution/possession/use illegal drugs
C0488	# of students involved in distribution/possession/use alcohol - total
C0490	# of removals for distribution/possession/use alcohol
C0492	# of transfers for distribution/possession/use alcohol
C0494	# of suspensions for distribution/possession/use alcohol
C0496	# of other actions for distribution/possession/use alcohol
C0498	# students involved in attacks/fights - total
C0500	# of removals for attacks/fights
C0502	# of transfers for attacks/fights
C0504	# of suspensions for attacks/fights
C0506	# of other actions for attacks/fights
C0518	# of removals with no services - total
C0520	# of transfers to specialized schools - total
C0522	Total students
C0524	Percent eligible for free or reduced-price lunch
C0526	Percent students English language learners
C0528	Percent special education students
C0530	Percent male
C0564	School type
C0565_ORIGINAL	Verbatim responses - school type
C0574	Start date for 2017–18 school year MMDDYYYY
C0574_DD	Start day for 2017–18 school year
C0574_MM	Start month for 2017–18 school year
C0574_YY	Start year for 2017–18 school year
C0576	End date for 2017–18 school year MMDDYYYY
C0576_DD	End day for 2017–18 school year
C0576_MM	End month for 2017–18 school year
C0576_YY	End year for 2017–18 school year
C0522CAT	Enrollment size (categorical)
C0524CAT	Percentage of students eligible for free or reduced-price lunch (categorical)
C0530CAT	Percentage male enrollment (categorical)
C0690	# of hate crimes
C0692	Hate crimes motivated by bias against race or color
C0694	Hate crimes motivated by bias against national origin or ethnicity
C0696	Hate crimes motivated by bias against gender
C0698	Hate crimes motivated by bias against religion
C0700	Hate crimes motivated by bias against disability
C0702	Hate crimes motivated by bias against sexual orientation
C0704	Hate crimes motivated by bias against gender identity
<i>Composite variables</i>	
DISATT18	Total number of disciplinary actions recorded for physical attacks or fights
DISTOT18	Total number of disciplinary actions recorded

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
Variables that were omitted from the public-use file	
FTE	Classroom teachers
FTE18CAT	Teacher (staff) full-time equivalency (categorical)
REMOVL18	Total transfers to specialized schools for specified offenses
STPFTE18	Students per teaching staff full-time-equivalency
STRCAT	Student/teaching staff ratio (categorical)
TRANSF18	Total removals with no continuing school services for specified offenses
<i>Imputation flags</i>	
IC0232	Imputation Flag for C0232
IC0234	Imputation Flag for C0234
IC0236	Imputation Flag for C0236
IC0238	Imputation Flag for C0238
IC0240	Imputation Flag for C0240
IC0242	Imputation Flag for C0242
IC0306	Imputation Flag for C0306
IC0308	Imputation Flag for C0308
IC0310	Imputation Flag for C0310
IC0312	Imputation Flag for C0312
IC0314	Imputation Flag for C0314
IC0316	Imputation Flag for C0316
IC0318	Imputation Flag for C0318
IC0320	Imputation Flag for C0320
IC0322	Imputation Flag for C0322
IC0324	Imputation Flag for C0324
IC0326	Imputation Flag for C0326
IC0328	Imputation Flag for C0328
IC0330	Imputation Flag for C0330
IC0332	Imputation Flag for C0332
IC0334	Imputation Flag for C0334
IC0336	Imputation Flag for C0336
IC0338	Imputation Flag for C0338
IC0340	Imputation Flag for C0340
IC0342	Imputation Flag for C0342
IC0344	Imputation Flag for C0344
IC0346	Imputation Flag for C0346
IC0348	Imputation Flag for C0348
IC0350	Imputation Flag for C0350
IC0352	Imputation Flag for C0352
IC0354	Imputation Flag for C0354
IC0355	Imputation Flag for C0355
IC0356	Imputation Flag for C0356
IC0357	Imputation Flag for C0357
IC0358	Imputation Flag for C0358
IC0360	Imputation Flag for C0360
IC0362	Imputation Flag for C0362
IC0364	Imputation Flag for C0364

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
Variables that were omitted from the public-use file—Continued	
IC0390	Imputation Flag for C0390
IC0392	Imputation Flag for C0392
IC0394	Imputation Flag for C0394
IC0396	Imputation Flag for C0396
IC0398	Imputation Flag for C0398
IC0400	Imputation Flag for C0400
IC0414	Imputation Flag for C0414
IC0416	Imputation Flag for C0416
IC0418	Imputation Flag for C0418
IC0420	Imputation Flag for C0420
IC0438	Imputation Flag for C0438
IC0440	Imputation Flag for C0440
IC0458	Imputation Flag for C0458
IC0460	Imputation Flag for C0460
IC0462	Imputation Flag for C0462
IC0464	Imputation Flag for C0464
IC0466	Imputation Flag for C0466
IC0468	Imputation Flag for C0468
IC0470	Imputation Flag for C0470
IC0472	Imputation Flag for C0472
IC0474	Imputation Flag for C0474
IC0476	Imputation Flag for C0476
IC0478	Imputation Flag for C0478
IC0480	Imputation Flag for C0480
IC0482	Imputation Flag for C0482
IC0484	Imputation Flag for C0484
IC0486	Imputation Flag for C0486
IC0488	Imputation Flag for C0488
IC0490	Imputation Flag for C0490
IC0492	Imputation Flag for C0492
IC0494	Imputation Flag for C0494
IC0496	Imputation Flag for C0496
IC0498	Imputation Flag for C0498
IC0500	Imputation Flag for C0500
IC0502	Imputation Flag for C0502
IC0504	Imputation Flag for C0504
IC0506	Imputation Flag for C0506
IC0518	Imputation Flag for C0518
IC0520	Imputation Flag for C0520
IC0522	Imputation Flag for C0522
IC0524	Imputation Flag for C0524
IC0526	Imputation Flag for C0526
IC0528	Imputation Flag for C0528
IC0530	Imputation Flag for C0530
IC0564	Imputation Flag for C0564

Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

Variable type and name	Variable label
Variables that were omitted from the public-use file—Continued	
IC0565	Imputation Flag for C0565
IC0574	Imputation Flag for C0574
IC0576	Imputation Flag for C0576
IC0690	Imputation Flag for C0690
IC0692	Imputation Flag for C0692
IC0694	Imputation Flag for C0694
IC0696	Imputation Flag for C0696
IC0698	Imputation Flag for C0698
IC0700	Imputation Flag for C0700
IC0702	Imputation Flag for C0702
IC0704	Imputation Flag for C0704
Variables added to the public-use file	
<i>Derived variables</i>	
C0014_R	Title/position of respondent (recoded)
C0016_R	# of years respondent at the school (topcoded)
C0690_R	Any hate crimes

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS:2018).

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Appendix E. Description of Procedure to Minimize Overlap Between SSOCS and NTPS

When selecting the SSOCS sample, a reverse version of the Keyfitz procedure was used in order to minimize overlap with the NTPS sample and reduce response burden on the schools selected for both studies. The Keyfitz procedure sets a probability for each SSOCS school conditional on the school's probability of selection in NTPS and whether the school was in the NTPS sample.

Let S denote the set of schools in the SSOCS sample and N denote the set of schools in the NTPS sample. Let P_{Si} be the probability that school i is in S and P_{Ni} be the probability that school i is in N .

Schools with $P_{Si} + P_{Ni} < 1$ that are in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \in N) = 0.$$

Schools with $P_{Si} + P_{Ni} < 1$ that are not in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \notin N) = \frac{P_{Si}}{1 - P_{Ni}}.$$

Schools with $P_{Si} + P_{Ni} \geq 1$ that are in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \in N) = \frac{P_{Si} - 1 + P_{Ni}}{P_{Ni}}.$$

Schools with $P_{Si} + P_{Ni} \geq 1$ that are not in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \notin N) = 1.$$

Then the selection probability in SSOCS of a school with $P_{Si} + P_{Ni} < 1$ is

$$\begin{aligned} P(i \in S) &= P(i \in S | i \in N)P_{Ni} + P(i \in S | i \notin N)(1 - P_{Ni}) \\ &= 0 * P_{Ni} + \left(\frac{P_{Si}}{1 - P_{Ni}}\right)(1 - P_{Ni}) \\ &= P_{Si}. \end{aligned}$$

The selection probability in SSOCS of a school with $P_{Si} + P_{Ni} \geq 1$ is

$$\begin{aligned} P(i \in S) &= P(i \in S | i \in N)P_{Ni} + P(i \in S | i \notin N)(1 - P_{Ni}) \\ &= \left(\frac{P_{Si} - 1 + P_{Ni}}{P_{Ni}}\right)P_{Ni} + 1 * (1 - P_{Ni}) \\ &= P_{Si}. \end{aligned}$$

After assigning the conditional probabilities, the sample of schools was systematically selected from the ordered SSOCS frame. Within each stratum, a sampling interval was calculated by dividing the cumulative conditional selection probability by the sample size. A random number

between zero and the sampling interval was generated, and a sequence of numbers was generated by adding integer multiples of the sampling interval to the random number until the cumulative selection probability was exceeded. For each number in the sequence, the first school with a cumulative selection probability that meets or exceeds the number was selected to be in the sample.

Even though the SSOCS sample was selected using conditional probabilities, a school's probability of being in the sample was P_{Si} . The base weight should be defined as $1/P_{Si}$. Therefore, a school's base weight remains the same as it would have been if SSOCS was sampled independently from NTPS.

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Appendix F. Analysis of Unit Nonresponse Bias

In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey stage of data collection with a base-weighted (weighted) unit response rate of less than 85 percent be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2014). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2017–18 School Survey on Crime and Safety (SSOCS:2018). Unless noted otherwise, estimates were produced for this appendix using the base weights.

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the size of the sample. It can also produce bias if the nonrespondents have characteristics of interest that are different from those of the respondents (Statistics Canada 2009). There are two types of nonresponse: unit and item nonresponse. Unit nonresponse refers to sampled units, schools in this instance, that do not have completed interviews. The SSOCS:2018 sample consists of 4,803 schools, of which 66 were ineligible for the survey and 2,762 completed the survey. Item nonresponse refers to survey questions with missing responses for interviewed schools. Information on the item nonresponse bias analysis can be found in appendix H.

Two sources of information are used in the SSOCS nonresponse bias analysis: the sampling frame and the SSOCS survey. The sampling frame contains auxiliary information (called school characteristics in this document) about the sample, and therefore this information is known for both respondents and nonrespondents. The SSOCS survey contains responses to survey questions (called survey variables in this document), and therefore the information is only obtained from the respondents.

In this appendix, the distributions of the SSOCS sample and the target population are compared across eight school characteristics¹ to ensure that the sample is representative of the target population. Next, respondent and nonrespondent distributions are compared on these eight school-level characteristics. Logistic regression is used to model a school's response propensity, allowing the calculation of the *R* indicator to suggest how representative the respondents are compared to the original sample. Key survey estimates are compared between low response propensity schools and the balance of the respondent sample. Finally, the effect of the nonresponse weighting adjustment is evaluated. For this evaluation, the differences in response propensity across the nonresponse adjustment cells created using chi-square automatic interaction detection (CHAID), which identifies the school characteristics that are the best predictors of response, are presented. Then, the distributions of the eight school characteristics using the full sample (using base weights) and respondents (using both base weights and the final weights adjusted for nonresponse) are compared.

Comparison of the Sample and Population

Before examining nonresponse to the SSOCS survey, the appropriateness of the SSOCS sample design in representing the target population is examined. This is done by comparing distributions across the selected school characteristic variables in the SSOCS sample to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2018 was derived from the

¹ Five school characteristics were used in the sampling design (enrollment size; school level; locale; percentage of White, non-Hispanic enrollment; and region), and the other three characteristics were derived from continuous variables available in the sampling frame (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch).

2014–15 Common Core of Data (CCD) Public Elementary/Secondary School Universe Data File. The SSOCS sample was chosen by stratifying the subset of schools from the CCD population by enrollment size, school level, and type of locale. Within each stratum, the schools were first sorted by percentage White enrollment and region, and a systematic random sample was drawn.²

Table F-1 displays the distributions of the SSOCS:2018 sample (including the schools that were later determined to be ineligible) and compares it to the sampling frame across the selected eight school characteristic variables. A chi-square likelihood ratio test, which tests for independence between two distributions, was used to examine whether there were any differences between the distribution of the selected sample and the target population based on the school characteristic variable examined. Independence of the row and column variables implies that the distributions across row variable subgroups will be the same across the SSOCS sample and target population columns. For example, when examining school level, the SSOCS sample and target population distributions were compared to see if they were independent of school level. If they were, it could be argued that the distribution of the sample is the same as the target population across the categories of school level. The larger the chi-square statistic, the less likely it is that the two distributions are independent of the key statistic examined.

The results show, with 95 percent confidence, that the SSOCS sample and the target population are independent across the eight school characteristics examined (i.e., p values are greater than .05). This means that for all school characteristics examined, the sample has the same distribution as the target population, and there is no potential selection bias in the sample selection design.

² See chapter 2 for a more detailed explanation of the sampling process.

Table F-1. Comparison of sample and target population, by school characteristics, School Survey on Crime and Safety: 2018

Item description	Base-weighted sample (percent)	Target population (percent)	Likelihood ratio	p value¹
Enrollment size				
Less than 300	21.6	21.6		
300–499	30.0	30.0		
500–999	37.8	37.8		
1,000 or more	10.5	10.5	<0.01	1.00
School level				
Primary	58.7	58.7		
Middle	18.3	18.3		
High school	15.0	15.0		
Combined	8.0	8.0	<0.01	1.00
Type of locale				
City	27.5	27.5		
Suburb	32.7	32.7		
Town	13.0	13.0		
Rural	26.7	26.7	<0.01	1.00
Percent White enrollment				
More than 95 to 100 percent	5.8	5.9		
More than 80 to 95 percent	23.9	23.6		
More than 50 to 80 percent	27.0	27.1		
50 percent or less	43.4	43.3	0.24	0.97
Region				
Northeast	16.9	16.7		
Midwest	24.1	24.4		
South	35.8	35.4		
West	23.2	23.5	0.31	0.96
Number of full-time-equivalent teaching staff				
Less than 29	46.0	47.2		
29 to less than 45	30.9	30.2		
45 to less than 70	15.7	15.1		
70 or more	7.4	7.5	3.73	0.29
Student-to-FTE teaching staff ratio				
Less than 12	9.3	9.8		
12 through 16	38.9	37.5		
More than 16 to less than 20	31.2	32.2		
20 or more	20.6	20.4	2.20	0.53
Percent of students eligible for free or reduced-price lunch				
Less than 10 percent	6.1	6.2		
10 to less than 20 percent	7.5	7.3		
20 to less than 50 percent	29.7	31.4		
50 percent or more	56.7	55.0	3.75	0.29

¹Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Response Rate

The first component of nonresponse bias is the unit response rate, which measures the percentage of responding units out of the total units sampled in each study. Unit response rates can be either unweighted or base weighted. The unweighted rate, computed by dividing the raw number of respondents by the eligible sample size, provides a useful description of the success of the operational aspects of the survey. The base-weighted response rate, which is the inverse of the selection probability, is computed by summing the base weights for the respondents and dividing by the sum of the base weights for all eligible sample schools. The base weights give a better description of the success of the survey with respect to the population sampled because they allow for inference of the sample data, including response status (whether a school is a respondent or nonrespondent), to the population level. For the SSOCS:2018 unit nonresponse bias analysis, the base weight was used to calculate response rates.

The magnitude of unit nonresponse bias is determined by the level of response and is reflected in the differences between respondents and nonrespondents on key survey variables. As with most surveys, the values of key survey variables are not known for the nonrespondents. However, the SSOCS sampling frame (the CCD) includes a number of school-related characteristic variables that are known for both responding and nonresponding schools; eight of these variables are used to analyze unit nonresponse bias in SSOCS:2018. Five variables (enrollment size; school level; locale; percentage White, non-Hispanic enrollment; and region) were used in the sampling design, and the other three variables (number of full-time-equivalent (FTE) teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available on the sampling frame. For SSOCS:2018, the continuous variables student-to-teacher ratio and percentage of students eligible for free or reduced-price lunch were collapsed into the categories in which they are typically presented in NCES tables. Since there were no corresponding table categories for the number of FTE teachers, the categorical definitions were kept consistent with those used for the SSOCS:2006, SSOCS:2008, SSOCS:2010, and SSOCS:2016 nonresponse bias analyses.

The overall base-weighted response rate for SSOCS:2018 was 61.7 percent and the overall unweighted response rate was 58.3 percent. Table F-2a provides descriptive statistics on the base-weighted response rates for the school-level characteristic variables used in the unit-level bias analysis. In general, larger schools, city and suburban schools, schools with 50 percent or less White enrollment, schools with a large FTE teaching staff, and schools with a high student-to-FTE teacher ratio were less likely to respond to the SSOCS:2018 survey.

Table F-2a. Response rates by school characteristics, School Survey on Crime and Safety: 2018

School characteristic	Base-weighted response rate	Standard error	95% confidence interval lower bound	95% confidence interval upper bound	Difference from total response rate	
Total	61.7	0.96	59.8	63.6		
Enrollment size						
Less than 300	68.4	2.54	63.4	73.3	6.7	*
300–499	65.8	1.91	62.0	69.5	4.1	*
500–999	56.8	1.39	54.1	59.5	-4.9	*
1,000 or more	55.1	1.77	51.7	58.6	-6.6	*
School level						
Primary	60.8	1.52	57.8	63.8	-0.9	
Middle	60.7	1.28	58.2	63.2	-1.0	
High school	61.4	1.41	58.6	64.1	-0.3	
Combined	71.5	3.96	63.8	79.3	9.8	*
Type of locale						
City	49.3	1.95	45.5	53.1	-12.4	*
Suburb	58.2	1.68	54.9	61.5	-3.5	*
Town	68.2	2.75	62.9	73.6	6.5	*
Rural	75.6	2.00	71.7	79.5	13.9	*
Percent White enrollment						
More than 95 to 100 percent	79.2	4.01	71.4	87.1	17.5	*
More than 80 to 95 percent	68.3	2.40	63.6	73.0	6.6	*
More than 50 to 80 percent	62.8	2.06	58.7	66.8	1.1	
50 percent or less	55.0	1.49	52.1	57.9	-6.7	*
Region						
Northeast	61.3	2.70	56.0	66.6	-0.4	
Midwest	64.3	2.14	60.1	68.5	2.6	
South	61.0	1.68	57.7	64.3	-0.7	
West	60.4	2.40	55.7	65.1	-1.3	
Number of full-time-equivalent teaching staff						
Less than 29	66.4	1.71	63.0	69.7	4.7	*
29 to less than 45	60.4	1.52	57.4	63.4	-1.3	
45 to less than 70	54.2	1.93	50.4	58.0	-7.5	*
70 or more	55.4	1.78	51.9	58.9	-6.3	*
Student-to-FTE teaching staff ratio						
Less than 12	75.5	3.05	69.5	81.5	13.8	*
12 through 16	61.7	1.62	58.5	64.9	0.0	
More than 16 to less than 20	60.7	1.62	57.6	63.9	-1.0	
20 or more	57.1	2.20	52.7	61.4	-4.7	*
Percent of students eligible for free or reduced-price lunch						
Less than 10 percent	55.4	4.00	47.6	63.3	-6.3	
10 to less than 20 percent	58.9	3.88	51.3	66.5	-2.8	
20 to less than 50 percent	65.6	1.68	62.4	68.9	3.9	*
50 percent or more	60.7	1.16	58.4	62.9	-1.0	

* Denotes a significant difference between the response rate of the school characteristic and the total response rate at the 5 percent significance level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Frequency distributions were compared between 75 key survey variables collected with the survey instrument and the eight school characteristics given above to assess areas where there may be potential bias. The prior analysis showed that most of the school characteristics are related to response status, and this analysis showed whether those differences could be meaningful in terms of causing bias in key survey estimates. If key survey estimates are related to characteristics known to be biased, then the estimates themselves are also likely to be biased prior to adjustment.

Tables F-2b and F-2c provide marginal summaries of the analysis. Table F-2b summarizes the results from likelihood ratio tests of independence between each school characteristic and the 75 key variables, while table F-2c summarizes the number of key survey variables by the number of school characteristics with significant differences. A more detailed summary is presented in table F-A. Tests were conducted at the 5 percent significance level. If a significant difference was detected, there is evidence to suggest that distributions of the key variable vary across the levels of the school characteristic. In several instances, the test was not conducted because at least one cell had zero observations.

Table F-2b. Summary of chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018

School characteristic	Number of significant¹ relationships with key survey variables	Number of non-significant¹ relationships with key survey variables	Not evaluated²
Enrollment size	42	31	2
School level	31	38	6
Type of locale	42	32	1
Percent White enrollment	41	30	4
Region	28	47	0
Number of full-time-equivalent teaching staff	42	32	1
Student-to-FTE teaching staff ratio	18	55	2
Percent of students eligible for free or reduced-price lunch	48	26	1

¹ Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.

² Chi-square test was not performed due to insufficient observations in one or more cells.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table F-2c. Summary of school characteristics for which key survey variable distributions differed significantly, School Survey on Crime and Safety: 2018

Number of school characteristics for which key survey variable distributions differed significantly¹	Number of key survey variables
0	2
1	7
2	12
3	15
4	7
5	10
6	17
7	4
8	1

¹ Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Over half of the key survey variables have significant relationships with at least four school characteristics, providing reason to believe that that differences in response rates attributed to the school characteristics are indicative of potential bias in key estimates. The following list summarizes the key survey variables whose distributions varied significantly across the levels of a school characteristic for at least seven of those characteristics:

- School had at least one incident of possession of a knife or sharp object
- School had at least one incident of the inappropriate distribution, possession, or use of prescription drugs
- School had at least one incident of the distribution, possession, or use of alcohol
- School had written plan for bomb threats or incidents
- School reported that efforts to provide mental health services are limited in a major way by inadequate access to licensed mental health professionals.³

Comparison of Respondents and Nonrespondents

The second component of nonresponse bias relates to the differences between respondents and nonrespondents across school characteristics. Table F-3 compares respondents and nonrespondents on the eight school characteristic variables for which data are available from the sampling frame. Base-weighted distributions and the differences in the distributions between respondents and nonrespondents are shown.

The largest differences in distributions were found for rural schools (15.7 percent), city schools (-14.3 percent), schools with 50 percent or less White enrollment (-12.2 percent), schools with less than 29 FTE teaching staff (8.9 percent), and schools with 500–999 students enrolled (-8.0 percent).⁴ The likelihood-ratio test statistic for independence in each two-way table is shown in table 3, along with its *p* value. The null hypothesis that the response status is independent of the school characteristic is rejected for enrollment size, school level, locale, percentage White enrollment, number of FTE teaching staff, school-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. Therefore, there is a statistically significant relationship between each of these seven school characteristic variables and the likelihood of responding to the SSOCS:2018 survey.

³ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid reporting too much detail, this paragraph discusses only those variables with significant relationships with at least seven characteristics.

⁴ These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph discusses only those differences greater than the absolute value of 7 (see table 3 for a complete list). A negative difference means the respondent proportion is lower than the nonrespondent proportion.

Table F-3. Comparison of respondents and nonrespondents, by school characteristics, School Survey on Crime and Safety: 2018

Item description	Respondents (base-weighted percent)	Nonrespondents (base-weighted percent)	Difference (percent)	Likelihood ratio	<i>p</i> value ¹
Enrollment size					
Less than 300	22.7	16.9	5.8		
300–499	32.2	27.0	5.2		
500–999	35.5	43.4	-8.0		
1,000 or more	9.6	12.6	-3.0	31.09	<0.01 *
School level					
Primary	57.8	60.0	-2.2		
Middle	18.0	18.8	-0.8		
High school	15.2	15.4	-0.2		
Combined	9.0	5.8	3.2	10.52	0.01 *
Type of locale					
City	21.8	36.2	-14.3		
Suburb	31.3	36.2	-4.9		
Town	14.1	10.6	3.5		
Rural	32.7	17.0	15.7	93.40	<0.01 *
Percent White enrollment					
More than 95 to 100 percent	7.4	3.1	4.3		
More than 80 to 95 percent	26.5	19.8	6.7		
More than 50 to 80 percent	27.8	26.6	1.2		
50 percent or less	38.3	50.5	-12.2	37.51	<0.01 *
Region					
Northeast	16.8	17.1	-0.3		
Midwest	24.9	22.2	2.6		
South	35.7	36.7	-1.0		
West	22.7	24.0	-1.3	1.80	0.61
Number of full-time-equivalent teaching staff					
Less than 29	48.4	39.5	8.9		
29 to less than 45	30.7	32.5	-1.7		
45 to less than 70	14.1	19.2	-5.1		
70 or more	6.8	8.8	-2.0	33.85	<0.01 *
Student-to-FTE teaching staff ratio					
Less than 12	11.1	5.8	5.3		
12 through 16	39.1	39.1	#		
More than 16 to less than 20	31.0	32.2	-1.3		
20 or more	18.9	22.9	-4.0	23.56	<0.01 *
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	5.6	7.2	-1.6		
10 through 20 percent	7.2	8.1	-0.9		
20 through 50 percent	31.9	26.9	5.0		
More than 50 percent	55.3	57.8	-2.5	9.17	0.03 *

Rounds to zero.

* *p* < .05.

¹ Based on a chi-square distribution with *df* = 3 and a significance level of $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Modeling Response Propensity

Across the population, one subgroup may be more likely to respond to SSOCS:18 than another subgroup. The likelihood of response is referred to here as response propensity. Using a regression model, the relationships between multiple school characteristics and response propensity can be simultaneously examined. The advantage of using regression (relative to the analyses that have already been discussed) is that the eight characteristics being examined are likely to be correlated with each other. Regression allows the key drivers of differences between respondents and nonrespondents to be isolated. Using the same eight school characteristics used in the previous analyses, a logistic model was fit to identify the categories within each school characteristic variable where significant differences in response propensity exist. PROC SURVEYLOGISTIC in SAS was used to perform a logistic regression using the base-weighted data, which compares the odds⁵ of responding to the SSOCS:2018 survey across the subgroups of the school characteristic. For this analysis, the dependent variable was defined as whether the school responded to the survey (yes/no). The first category of each school-level characteristic variable was taken as the reference group.

In table F-4a, the odds ratios of responding, given a particular school-level characteristic, are reported. For example, the odds ratio estimate for *town* schools is 1.9, which means these schools have 1.9 times the odds of responding than *city* schools (the reference category) while holding all other school characteristics constant. An odds ratio of “1.0” indicates that there is no difference in response propensities between the school characteristic variable category being examined and the reference category of that school characteristic. An odds ratio of “less than 1.0” indicates that schools within the characteristic category of interest are less likely to respond than the schools in the reference category. To determine if the particular school-level characteristic is significantly different from the reference category, the lower and upper 95 confidence limits of the odds ratio were examined and are also reported in table 4. At the significance level of .05, when the value 1.0 falls between these two limits, the response rate of the school characteristic category is not significantly different from that of the reference category.

The results of the analysis confirm that city schools have a significantly lower response propensity than suburban, town, and rural schools (possibly heavily driven by special district refusals). Also, schools with a student-to-FTE teacher ratio less than 12 have a significantly higher response propensity than schools with higher student-to-FTE teacher ratios. No other significant differences in response propensity were identified among the remaining school characteristics. This suggests that these two characteristics are major drivers of the other differences that were observed in the comparison of respondents to nonrespondents (see table F-3).

⁵ The term “odds” refers to the likelihood of an event occurring in relation to the likelihood of the event not occurring. An odds ratio is the comparison of odds between two sets of population subgroups.

Table F-4a. Comparison of odds ratios, by school characteristics, School Survey on Crime and Safety: 2018

Item description	Odds ratio	Lower 95% confidence limit of odds ratio¹	Upper 95% confidence limit of odds ratio¹
Enrollment size			
Less than 300	<i>Reference Group</i>		
300–499	1.327	0.947	1.860
500–999	1.176	0.771	1.793
1,000 or more	1.348	0.767	2.369
School level			
Primary	<i>Reference Group</i>		
Middle	1.007	0.828	1.225
High school	1.035	0.836	1.282
Combined	1.052	0.674	1.641
Type of locale			
City	<i>Reference Group</i>		
Suburb	1.444	1.139	1.830 ²
Town	1.918	1.366	2.693 ²
Rural	2.524	1.818	3.506 ²
Percent White enrollment			
More than 95 to 100 percent	<i>Reference Group</i>		
More than 80 to 95 percent	0.753	0.408	1.391
More than 50 to 80 percent	0.734	0.416	1.295
50 percent or less	0.607	0.336	1.098
Region			
Northeast	<i>Reference Group</i>		
Midwest	0.990	0.706	1.387
South	1.003	0.754	1.336
West	1.138	0.801	1.616
Number of full-time-equivalent teaching staff			
Less than 29	<i>Reference Group</i>		
29 to less than 45	0.877	0.664	1.158
45 to less than 70	0.696	0.484	1.000
70 or more	0.709	0.449	1.119
Student-to-FTE teaching staff ratio			
Less than 12	<i>Reference Group</i>		
12 through 16	0.595	0.396	0.895 ²
More than 16 to less than 20	0.597	0.382	0.933 ²
20 or more	0.521	0.306	0.886 ²
Percent of students eligible for free or reduced-price lunch			
Less than 10 percent	<i>Reference Group</i>		
10 to less than 20 percent	1.105	0.665	1.838
20 to less than 50 percent	1.331	0.928	1.908
50 percent or more	1.337	0.895	1.998

The logistic regression coefficients shown in table F-4a were used to assign each sampled school a response propensity score, which is interpreted as the school’s predicted probability of responding to SSOCS:18 based on its unique combination of school characteristics. Using the estimated response propensities from the logistic regression model, the *R* indicator was calculated. The *R* indicator measures how representative the respondents are of the original sample or population with respect to the school characteristics included in the model.⁶ The standard deviation of the response propensities is obtained from the model, and the *R* indicator is

⁶ For more information on *R* indicators see: Witt, M. B. (2010). *Estimating the R-indicator, Its Standard Error and Other Related Statistics with SAS and SUDAAN*. Paper presented at JSM Proceedings, Section on Survey Research Methods. American Statistical Association.

estimated by the following equation:

$$\hat{R} = 1 - 2S_{\hat{\rho}} = 1 - 2 \sqrt{\frac{1}{\sum_{i=1}^n w_i - 1} \sum_{i=1}^n w_i (\hat{\rho}_i - \bar{\hat{\rho}})^2},$$

Where:

$S_{\hat{\rho}}$ = the standard deviation of the response propensities over the target population

w_i = the base weight for school i

$\hat{\rho}_i$ = the estimated response propensity for school i

$\bar{\hat{\rho}}$ = the mean of the estimated response propensities, $\hat{\rho}_i, i = 1, \dots, n$

n = the number of eligible schools in the sample.

Values of the R indicator that are close to 1 indicate that respondents are more likely to be representative of the sample or population. The R indicator based on our logistic model is approximately 0.76. This can be interpreted as signifying moderate representativeness. Lastly, the respondents were split into two independent samples based on estimated response propensity, and calculated estimates of 75 key statistics using each sample. The group in the lowest response propensity quintile (20 percent) was the first sample and was used as a proxy for nonrespondents. Respondents with a low propensity to respond share similar school characteristics as nonresponding schools. The second sample was comprised of the balance of the respondents. The estimates of the 75 key statistics calculated from both samples were compared using t tests. Of the 75 key statistics, 11 significant differences were detected between the estimates calculated with the two samples. All of the significant differences are positive, meaning the schools in the low propensity group reported more criminal incidents, other disciplinary problems, and school policies or practices of interest than the balance of schools. This suggests that prior to nonresponse adjustments, SSOCS may be underestimating the prevalence of those items of interest. The results are provided in table F-4b.

Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample

Key estimate	Low propensity quintile estimate	Balance of sample estimate	Difference	p value
<i>Percent of public schools reporting at least one occurrence of the following incidents during the 2017–18 school year:</i>				
Rape or attempted rape (C0310)	0.7	1.0	-0.3	0.39
Sexual assault other than rape (C0314)	6.2	4.7	1.5	0.27
Robbery with a weapon (C0318)	0.8	0.3	0.5	0.09
Robbery without a weapon (C0322)	5.0	3.0	2.0	0.04 *
Physical attack or fight with a weapon (C0326)	3.2	2.9	0.3	0.65
Physical attack or fight without a weapon (C0330)	68.1	64.8	3.3	0.27
Threat of a physical attack with a weapon (C0334)	12.5	13.2	-0.6	0.72
Threat of a physical attack without a weapon (C0338)	39.9	40.9	-1.0	0.76
Theft/larceny (C0342)	35.8	32.4	3.4	0.24
Possession of a firearm or explosive device (C0346)	6.7	2.2	4.5	<0.01 *
Possession of a knife or sharp object (C0350)	38.5	38.1	0.3	0.91
The distribution, possession, or use of illegal drugs (C0354)	27.2	24.2	2.9	0.16
The inappropriate distribution, possession, or use of prescription drugs (C0355)	9.2	9.5	-0.3	0.82
The distribution, possession, or use of alcohol (C0358)	14.9	12.9	2.0	0.20
Vandalism (C0362)	39.6	30.9	8.7	<0.01 *
Hate crime (C0690)	1.8	1.9	-0.1	0.87
<i>Percent of public schools reporting a daily or at least once per week occurrence of the following problems during the 2017–18 school year:</i>				
Student racial/ethnic tensions (C0374)	3.0	2.6	0.4	0.65
Student bullying (C0376)	14.2	13.5	0.6	0.69
Student sexual harassment of other students (C0378)	0.8	1.6	-0.8	0.10
Student harassment of other students based on sexual orientation (C0381)	0.6	1.0	-0.4	0.20
Student harassment of other students based on gender identity (C0383)	0.5	0.5	0.1	0.71
Student harassment of others based on religion (C0385)	0.5	0.1	0.3	0.11
Student harassment of others based on disability (C0387)	1.1	1.0	0.1	0.88
Widespread disorder in classrooms (C0382)	3.2	2.9	0.2	0.80
Student verbal abuse of teachers (C0380)	9.2	5.1	4.1	0.01 *
Student acts of disrespect for teachers other than verbal abuse (C0384)	12.7	11.3	1.4	0.46
Gang activities (C0386)	0.9	0.3	0.6	0.05
Cyberbullying among students (C0389)	14.3	15.2	-1.0	0.55
School environment is affected by cyberbullying (C0391)	7.7	9.1	-1.4	0.21
Staff resources are used to deal with cyberbullying (C0393)	8.4	7.8	0.6	0.63
<i>Percent of students in public schools given the following disciplinary actions for being involved in the use or possession of a weapon other than a firearm or explosive device at school during the 2017–18 school year:</i>				
Removals without continuing services for at least the remainder of the school year (C0470)	1.3	1.1	0.2	0.65
Transfers to specialized schools (C0472)	6.1	3.5	2.6	0.03 *

See notes at end of table.

Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample—Continued

Key estimate	Low propensity quintile estimate	Balance of sample estimate	Difference	p value
Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)	9.9	8.0	1.9	0.22
Other disciplinary action (C0476)	9.6	10.3	-0.8	0.64
<i>Percentage of public schools reporting the use of the following violence prevention program components during the 2017–18 school year:</i>				
Prevention curriculum, instruction, or training for students (C0174)	94.6	93.7	0.9	0.50
Social emotional learning (SEL) for students (C0183)	89.6	88.5	1.1	0.53
Behavioral or behavior modification intervention for students (C0176)	96.7	95.3	1.4	0.16
Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)	93.4	91.2	2.2	0.13
Student involvement in peer meditation (C0175)	58.8	44.2	14.6	<0.01 *
Student court to address student conduct problems or minor offenses (C0177)	12.4	8.6	3.8	0.06
Student involvement in restorative circles (C0179)	53.3	37.3	16.0	<0.01 *
Programs to promote a sense of community or social integration among students (C0186)	87.6	82.3	5.3	0.03 *
<i>Percentage of public schools with a written plan for the following crisis situations during the 2017–18 school year:</i>				
Active shooter (C0155)	91.3	92.6	-1.3	0.55
Natural disasters (C0158)	93.4	94.4	-1.0	0.51
Hostages (C0162)	46.2	48.6	-2.4	0.48
Bomb threats or incidents (C0166)	92.3	91.1	1.2	0.51
Chemical, biological, or radiological threats or incidents (C0170)	69.1	69.8	-0.8	0.80
Suicide threat or incident (C0169)	85.8	84.8	0.9	0.74
Pandemic disease (C0161)	45.7	45.6	<0.1	0.99
Post-crisis reunification of students with their families (C0157)	84.2	84.9	-0.7	0.81
<i>Percentage of public schools that drilled students on the following emergency procedures during the 2017–18 school year:</i>				
Evacuation (C0163)	92.9	92.6	0.3	0.85
Lockdown (C0165)	96.5	95.4	1.1	0.38
Shelter-in-place (C0167)	84.2	81.8	2.5	0.34
<i>Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way by the following factors during the 2017–18 school year:</i>				
Lack of or inadequate teacher training in classroom management (C0280)	7.9	6.1	1.7	0.33
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	34.3	34.1	0.1	0.97
Likelihood of complaints from parents (C0284)	6.3	4.0	2.3	0.17
Lack of teacher support for school policies (C0286)	4.4	2.5	1.9	0.12
Lack of parental support for school policies (C0288)	11.8	8.3	3.5	0.12
Teachers' fear of student retaliation (C0290)	4.8	2.3	2.4	0.06
Fear of litigation (C0292)	11.4	8.7	2.7	0.23
Inadequate funds (C0294)	34.1	36.6	-2.5	0.42

See notes at end of table.

Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample—Continued

Key estimate	Low propensity quintile estimate	Balance of sample estimate	Difference	p value
Inconsistent application of school policies by faculty or staff (C0296)	10.4	7.5	2.9	0.13
Fear of district or state reprisal (C0298)	7.4	4.0	3.4	0.06
Federal, state, or district policies on disciplining special education students (C0300)	19.2	19.3	-0.2	0.94
Federal policies on discipline and safety other than those for special education students (C0302)	11.4	10.3	1.1	0.57
State or district policies on discipline and safety other than those for special education students (C0304)	13.3	10.7	2.5	0.22
<i>Percentage of public schools where a mental health professional was available to students for the following services during the 2017–18 school year:</i>				
Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)	59.5	48.4	11.1	<0.01 *
Treatment for mental health disorders (C0667, C0669, or C0671)	40.6	37.7	2.9	0.34
<i>Percentage of public schools reporting that their efforts to provide mental health services to students were limited in a major way by the following factors during the 2017–18 school year:</i>				
Inadequate access to licensed mental health professionals (C0674)	39.2	41.2	-2.0	0.55
Inadequate funding (C0676)	49.0	53.3	-4.3	0.20
Potential legal issues for school or district (C0678)	22.4	17.0	5.4	0.06
Concerns about reactions from parents (C0681)	14.0	8.0	6.0	0.05 *
Lack of community support for providing mental health services to students (C0682)	15.8	9.3	6.5	0.02 *
Written or unwritten policies regarding the school's requirement to pay for the diagnostics assessment or treatment of students (C0684)	22.3	20.2	2.1	0.51
Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)	14.0	9.6	4.4	0.10

* $p < .05$.

¹ Based on a two-tailed t distribution with $df = 50$ and $\alpha = .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Nonresponse Weighting Adjustment

Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using CHAID analysis. Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response, until a tree is formed with all of the response predictors that were identified at each step. CHAID can be particularly useful for picking up interactions between characteristics, which would not be captured in the main-effects logistic regression used above. The final result is a division of the entire dataset into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the dataset into groups

within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible. These cells are called nonresponse adjustment cells.

The eight school characteristics discussed in earlier sections were used as the auxiliary variables in the CHAID analysis. Variables that are predictive of response are likely to be sources of nonresponse bias.

In the CHAID analysis, the multiple combinations of the auxiliary variables were grouped into 19 nonresponse adjustment cells, which minimize the variance in response rates within a cell and maximize the variance in response rates between cells. The response rates for these cells, as well as the sample sizes, are shown in table F-5. The weighted unit response rates vary among adjustment cells from 42.6 to 83.1 percent, and the unweighted response rates vary from 42.6 to 81.6 percent. The resulting cell definitions from the CHAID analysis were used to create the nonresponse adjustment cells that are used to produce the SSOCS:2018 final weights, which are the weights given on the SSOCS data file and should be used in data analysis.

Table F-5. Nonresponse adjustment cells, weighted and unweighted response rates of cells, and the number of respondents, School Survey on Crime and Safety: 2018

Cell	Response rate (percent)		Number of respondents
	Weighted	Unweighted	
1	69.9	73.6	67
2	83.1	81.6	84
3	81.9	81.6	182
4	63.1	63.6	166
5	71.8	65.3	124
6	73.9	73.2	169
7	61.4	68.3	114
8	66.8	65.1	99
9	55.7	61.9	91
10	75.5	68.5	74
11	63.6	64.3	54
12	58.6	55.7	83
13	56.8	57.4	148
14	56.9	57.4	358
15	47.5	49.5	226
16	58.1	54.6	253
17	48.5	47.8	142
18	42.6	42.6	126
19	47.3	46.3	202

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

To evaluate the effect of the nonresponse weighting adjustment, a comparison analysis was conducted of the eligible sample (4,737 cases with sample selection base weights) and the respondents only (2,762 completed questionnaires with both the sample selection base weights and the post-raking final weights, which are adjusted for nonresponse) to look for differences between these two groups. The weighting adjustment should minimize any differences originally found between the eligible sample and respondents only, with respect to the school characteristics used to define the adjustment cells.

This analysis evaluates the sample distributions. For all categories of the eight school characteristic categories, the nonresponse bias is estimated as:

$$\hat{B}(p_r) = \hat{p}_r - \hat{p}_t$$

Where:

\hat{p}_t = the estimated percent based on all eligible sample cases (base weighted); and
 \hat{p}_r = the estimated percent based on respondent cases (base weighted or final weighted).

The relative bias for an estimated proportion using only the respondent data, \hat{p}_r , is calculated using the following formula:

$$RelB(\hat{p}_r) = \frac{\hat{B}(p_r)}{\hat{p}_r}$$

The mean and median estimated relative bias across all eight school characteristics are calculated as a summary measure.

Tables F-6 and F-7 contain summary statistics of the findings. Table F-6 provides the comparisons between respondents and the eligible sample on the school characteristics. Base-weighted distributions were used to describe differences between the respondents and eligible sample before the noninterview adjustment, and final weights were used to describe differences after the adjustment. In conjunction with table F-6, table F-7 demonstrates that the adjustments were effective at removing the observed bias in the school characteristics. Specifically, nearly all estimates of school characteristics that were significantly biased before adjustments were no longer significantly biased after adjustments. A more detailed table of distributions is provided in table F-B.

Table F-6. Summary of unit nonresponse bias before and after noninterview adjustment, School Survey on Crime and Safety: 2018

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	7.9
Median estimated percent relative bias (absolute value)	6.6
Percent of variable categories significantly ¹ biased	56.3
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	1.6
Median estimated percent relative bias (absolute value)	0.6
Percent of variable categories significantly ¹ biased	3.1

¹ Based on a two-tailed t distribution with $df = 50$ and $\alpha = .05$.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table F-7. Effects of nonresponse adjustment on bias reduction in school characteristics, School Survey on Crime and Safety: 2018

Significance in bias before nonresponse adjustment	Change in absolute bias due to noninterview adjustment	Significance in bias after nonresponse adjustment	Number of characteristics
Not significant	Reduction	Not significant	11
		Significant	0
	Increase in difference	Not significant	3
		Significant	0
Significant	>50 percent reduction	Not significant	17
		Significant	0
	10 percent–50 percent reduction	Not significant	0
		Significant	1
	<10 percent reduction	Not significant	0
	Significant	0	
	Increase in difference	Not significant	0
		Significant	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2018. When the sample was first compared to the target population, similar distributions were found across all eight school characteristics and, therefore, no selection bias was found in the survey sample design.

The overall weighted response rate was 61.7 percent. In general, larger schools, city and suburban schools, schools with 50 percent or less White enrollment, schools with large FTE teaching staff, and schools with a high student-to-FTE teacher ratio were less likely than average to respond to the SSOCS:2018 survey. Over half of the 75 key survey estimates are significantly related to at least four school characteristics.

Significant differences were detected between respondent and nonrespondent distributions for enrollment size, school level, locale, percent White enrollment, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. The largest differences were found for rural schools (15.7 percent), city schools (-14.3 percent), schools with 50 percent or less White enrollment (-12.2 percent), schools with less than 29 FTE teaching staff (8.9 percent), and schools with 500–999 students enrolled (-8.0 percent). Since school characteristics were found to be related to both response rates and survey estimates, these findings are indicative of a risk of bias in the survey estimates.

A logistic regression examination of the odds of responding based on the eight school characteristics found that city schools were less likely to respond to the SSOCS than were suburban, town, or rural schools and that schools with a student-to-FTE teacher ratio less than 12 are more likely to respond than schools with higher ratios. This implies that, controlling for the eight school characteristics, differences in response rates by locale and student-to-FTE

teacher ratio are key drivers of the previously observed differences between the respondent and nonrespondent distributions.

About 15 percent of the estimates for key survey variables calculated for cases with a low response propensity are significantly different from estimates calculated for the balance of the sample. This suggests that nonrespondents would respond differently from respondents for some of the key characteristics. Additionally, estimates calculated for the low-propensity group are higher than the estimates calculated for the balance of the sample. This suggests that cases similar to nonrespondents are more likely to report certain criminal incidents, other disciplinary problems, and school policies or practices of interest.

Finally, the full sample (with base weights) was compared to the respondents (with base weights and final weights) in order to evaluate the effectiveness of the nonresponse weighting adjustment. The results show that before the nonresponse adjustment, approximately 56 percent of the 32 categories from the eight school characteristics were significantly biased. After the adjustment, only about 3 percent of the categories were significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight school characteristics.

Post-adjustment bias in the survey estimates cannot be evaluated because there is no survey data for nonrespondents. Some survey estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates. However, the strong relationships between school characteristics and survey estimates observed in the prior analysis provide reason to expect that the weighting adjustments removed some of the nonresponse bias in the survey estimates.

Table F-A. Detailed summary of p values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018

Key estimate	Enrollment size	School level	Locale	Percent		Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of students eligible for free or reduced-price lunch
				white	enrollment				
<i>Percent of public schools reporting at least one occurrence of the following incidents during the 2017–18 school year:</i>									
Rape or attempted rape (C0310)	**	<0.01	0.05	0.39	0.79	0.02	0.81	<0.01	
Sexual assault other than rape (C0314)	<0.01	<0.01	0.95	0.75	0.08	<0.01	0.37	0.38	
Robbery with a weapon (C0318)	<0.01	**	0.67	**	0.06	0.01	0.31	0.39	
Robbery without a weapon (C0322)	<0.01	<0.01	0.96	0.82	0.12	<0.01	0.35	0.83	
Physical attack or fight with a weapon (C0326)	0.66	0.09	0.01	0.43	0.51	0.60	**	0.02	
Physical attack or fight without a weapon (C0330)	<0.01	<0.01	<0.01	0.07	<0.01	<0.01	0.48	<0.01	
Threat of a physical attack with a weapon (C0334)	<0.01	<0.01	0.25	0.10	0.52	<0.01	0.83	0.09	
Threat of a physical attack without a weapon (C0338)	<0.01	<0.01	<0.01	0.53	0.02	<0.01	0.25	<0.01	
Theft/larceny (C0342)	<0.01	<0.01	<0.01	0.20	<0.01	<0.01	0.07	<0.01	
Possession of a firearm or explosive device (C0346)	<0.01	<0.01	<0.01	<0.01	0.18	<0.01	0.20	<0.01	
Possession of a knife or sharp object (C0350)	<0.01	<0.01	<0.01	0.01	0.03	<0.01	0.15	<0.01	
The distribution, possession, or use of illegal drugs (C0354)	<0.01	<0.01	<0.01	0.30	0.51	<0.01	0.32	<0.01	
The inappropriate distribution, possession, or use of prescription drugs (C0355)	<0.01	<0.01	0.02	<0.01	0.12	<0.01	0.03	0.03	
The distribution, possession, or use of alcohol (C0358)	<0.01	<0.01	<0.01	<0.01	<0.01	<0.01	0.02	<0.01	
Vandalism (C0362)	<0.01	<0.01	0.91	0.03	<0.01	<0.01	0.02	0.29	
Hate crime (C0690)	<0.01	<0.01	0.59	<0.01	<0.01	<0.01	0.09	0.01	
<i>Percent of public schools reporting a daily or at least once per week occurrence of the following problems during the 2017–18 school year:</i>									
Student racial/ethnic tensions (C0374)	0.01	0.01	0.28	0.02	<0.01	0.16	<0.01	0.14	
Student bullying (C0376)	0.05	<0.01	0.02	0.70	<0.01	0.16	0.15	0.01	
Student sexual harassment of other students (C0378)	0.20	<0.01	0.04	0.12	0.12	0.37	0.01	0.17	
Student harassment of other students based on sexual orientation (C0381)	0.41	**	0.02	0.06	0.37	0.33	0.23	0.22	

See notes at end of table.

Table F-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

Key estimate	Enrollment size	School level	Locale	Percent white enrollment	Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of students eligible for free or reduced-price lunch	
								FTE staff ratio	or reduced-price lunch
Student harassment of other students based on gender identity (C0383)	0.02	**	0.14	0.34	0.31	0.10	0.76	0.48	0.48
Student harassment of others based on religion (C0385)	**	**	**	**	0.02	**	0.02	<0.01	<0.01
Student harassment of others based on disability (C0387)	<0.01	0.11	<0.01	**	0.80	0.69	0.09	0.63	0.63
Widespread disorder in classrooms (C0382)	0.07	0.21	0.20	<0.01	0.02	0.36	0.39	<0.01	<0.01
Student acts of disrespect for teachers (C0380)	0.04	0.01	0.19	<0.01	0.29	<0.01	0.65	<0.01	<0.01
Student acts of disrespect for teachers other than verbal abuse (C0384)	<0.01	<0.01	0.18	<0.01	0.03	0.01	0.97	<0.01	<0.01
Gang activities (C0386)	0.05	**	0.27	**	0.09	0.15	0.51	**	**
Cyberbullying among students (C0389)	<0.01	<0.01	<0.01	<0.01	0.13	<0.01	0.45	<0.01	<0.01
School environment is affected by cyberbullying (C0391)	<0.01	<0.01	<0.01	0.01	0.47	<0.01	0.27	<0.01	<0.01
Staff resources are used to deal with cyberbullying (C0393)	<0.01	<0.01	0.01	0.09	0.31	<0.01	0.62	<0.01	<0.01
<p><i>Percent of students in public schools given the following disciplinary actions for being involved in the use or possession of a weapon other than a firearm or explosive device at school during the 2017–18 school year:</i></p>									
Removals without continuing services for at least the remainder of the school year (C0470)	0.37	<0.01	0.32	0.36	0.03	0.31	**	0.20	0.20
Transfers to specialized schools (C0472)	<0.01	**	0.15	0.05	<0.01	<0.01	0.38	<0.01	<0.01
Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)	<0.01	<0.01	0.11	0.83	0.13	<0.01	0.74	0.01	0.01
Other disciplinary action (C0476)	0.10	0.49	<0.01	0.69	0.13	0.46	0.93	0.14	0.14

See notes at end of table.

Table F-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

Key estimate	Enrollment size	School level	Locale	Percent white enrollment	Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of students	
								eligible for free or reduced-price lunch	
<i>Percentage of public schools reporting the use of the following violence prevention program components during the 2017–18 school year:</i>									
Prevention curriculum, instruction, or training for students (C0174)	<0.01	0.57	<0.01	<0.01	0.54	<0.01	<0.01	<0.01	0.09
Social emotional learning (SEL) for students (C0183)	<0.01	0.04	<0.01	<0.01	0.41	<0.01	0.01	0.64	0.64
Behavioral or behavior modification intervention for students (C0176)	<0.01	0.51	<0.01	<0.01	0.90	<0.01	0.01	0.25	0.25
Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)	0.02	0.41	<0.01	<0.01	0.18	<0.01	0.03	<0.01	<0.01
Student involvement in peer mediation (C0175)	0.92	0.59	0.80	0.51	0.90	0.49	0.50	0.09	0.09
Student court to address student conduct problems or minor offenses (C0177)	0.26	0.01	0.03	0.18	0.11	0.04	0.80	0.01	0.01
Student involvement in restorative circles (C0179)	0.41	<0.01	0.09	0.20	0.03	0.38	0.64	0.79	0.79
Programs to promote a sense of community or social integration among students (C0186)	0.04	0.91	<0.01	0.01	0.49	0.02	0.03	0.01	0.01
<i>Percentage of public schools with a written plan for the following crisis situations during the 2017–18 school year:</i>									
Active shooter (C0155)	0.03	0.56	<0.01	<0.01	0.14	0.01	0.02	0.04	0.04
Natural disasters (C0158)	<0.01	0.80	<0.01	<0.01	<0.01	<0.01	0.31	0.07	0.07
Hostages (C0162)	0.20	0.06	<0.01	<0.01	<0.01	0.44	0.39	0.04	0.04
Bomb threats or incidents (C0166)	0.03	0.09	<0.01	<0.01	0.02	0.04	<0.01	0.03	0.03
Chemical, biological, or radiological threats or incidents (C0170)	0.32	0.87	<0.01	<0.01	0.15	0.10	0.09	<0.01	<0.01
Suicide threat or incident (C0169)	0.24	0.08	<0.01	<0.01	0.88	0.17	0.14	0.16	0.16
Pandemic disease (C0161)	0.09	0.24	<0.01	<0.01	0.07	0.62	0.23	0.47	0.47
Post-crisis reunification of students with their families (C0157)	0.08	0.96	<0.01	<0.01	0.66	0.03	0.63	0.03	0.03

See notes at end of table.

Table F-A. Detailed summary of *p* values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

Key estimate	Enrollment size	School level	Locale	Percent white enrollment	Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of students	
								eligible for free or reduced-price lunch	eligible for free or reduced-price lunch
<i>Percentage of public schools that drilled students on the following emergency procedures during the 2017–18 school year.</i>									
Evacuation (C0163)	0.01	0.65	<0.01	<0.01	0.90	<0.01	0.03	0.01	0.01
Lockdown (C0165)	0.02	0.98	<0.01	<0.01	0.74	<0.01	0.04	0.04	0.04
Shelter-in-place (C0167)	0.12	0.94	<0.01	<0.01	0.71	<0.01	0.81	<0.01	<0.01
<i>Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way by the following factors during the 2017–18 school year.</i>									
Lack of or inadequate teacher training in classroom management (C0280)	0.32	0.06	0.65	0.01	0.48	0.42	0.87	0.02	0.02
Lack of or inadequate alternative placements or programs for disruptive students (C0282)	0.02	0.12	<0.01	<0.01	0.01	0.01	0.97	<0.01	<0.01
Likelihood of complaints from parents (C0284)	0.89	0.53	0.75	0.01	0.03	0.71	0.04	0.06	0.06
Lack of teacher support for school policies (C0286)	0.58	0.96	0.45	<0.01	0.37	0.38	0.97	<0.01	<0.01
Lack of parental support for school policies (C0288)	0.64	0.94	0.08	<0.01	0.01	0.67	0.44	<0.01	<0.01
Teachers' fear of student retaliation (C0290)	0.39	0.97	0.53	<0.01	0.20	0.71	0.82	<0.01	<0.01
Fear of litigation (C0292)	0.47	0.03	0.35	0.48	0.01	0.40	<0.01	0.01	0.01
Inadequate funds (C0294)	0.03	0.98	<0.01	0.01	0.06	<0.01	0.29	<0.01	<0.01
Inconsistent application of school policies by faculty or staff (C0296)	0.08	0.77	0.60	<0.01	0.93	0.71	0.65	0.01	0.01
Fear of district or state reprisal (C0298)	0.80	0.93	0.03	0.10	0.84	0.22	0.08	<0.01	<0.01
Federal, state, or district policies on disciplining special education students (C0300)	0.74	0.65	<0.01	0.31	0.02	0.68	0.14	0.02	0.02
Federal policies on discipline and safety other than those for special education students (C0302)	0.53	0.96	0.20	0.71	0.40	0.35	0.32	0.03	0.03
State or district policies on discipline and safety other than those for special education students (C0304)	0.47	0.86	0.33	0.38	0.33	0.82	0.18	<0.01	<0.01

See notes at end of table.

Table F-A. Detailed summary of p values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

Key estimate	Enrollment size	School level	Locale	Percent white enrollment	Region	Number of FTE teaching staff	Student-to-FTE staff ratio	Percentage of
								students eligible for free or reduced-price lunch
<i>Percentage of public schools where a mental health professional was available to students for the following services during the 2017–18 school year:</i>								
Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)	0.30	0.01	0.57	0.82	0.01	0.03	0.60	0.66
Treatment for mental health disorders (C0667, C0669, or C0671)	0.12	0.35	0.01	0.13	0.20	0.04	0.02	0.03
<i>Percentage of public schools reporting that their efforts to provide mental health services to students were limited in a major way by the following factors during the 2017–18 school year:</i>								
Inadequate access to licensed mental health professionals (C0674)	<0.01	0.02	<0.01	0.01	<0.01	<0.01	0.19	0.03
Inadequate funding (C0676)	<0.01	0.09	<0.01	<0.01	0.01	<0.01	0.23	<0.01
Potential legal issues for school or district (C0678)	0.84	0.86	0.94	0.30	0.08	0.74	0.16	0.27
Concerns about reactions from parents (C0681)	<0.01	0.63	0.05	<0.01	0.28	0.71	0.23	0.82
Lack of community support for providing mental health services to students (C0682)	<0.01	0.24	0.06	0.02	0.11	0.62	0.22	0.02
Written or unwritten policies regarding the school's requirement to pay for the diagnostics assessment or treatment of students (C0684)	0.62	0.02	0.10	0.44	<0.01	0.04	0.79	0.28
Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)	0.60	0.76	0.22	0.23	0.02	0.94	0.48	0.56

** Chi-square test was not performed due to insufficient observations in one or more cells.

NOTE: The value of each cell is the p value of a chi-square test of independence between the specified survey variable (row) and the specified school characteristic (column).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Table F-B. Comparison of eligible sample and respondents, by school characteristics, School Survey on Crime and Safety: 2018

Item description	Eligible Sample, base weighted (percent)	Respondents, base weighted (percent)	Relative		Respondents, final weighted (percent)	Relative	
			difference, base weighted (percent)	*		difference, final weighted (percent)	*
Enrollment size							
Less than 300	20.5	22.7	9.7	*	20.4	-0.4	
300–499	30.2	32.2	6.2	*	30.3	0.1	
500–999	38.5	35.5	-8.6	*	38.5	0.1	
1,000 or more	10.8	9.6	-11.9	*	10.8	0.1	
School level							
Primary	58.6	57.8	-1.5		58.7	0.1	
Middle	18.3	18.0	-1.7		18.4	0.2	
High school	15.3	15.2	-0.6		15.3	0.1	
Combined	7.8	9.0	13.7	*	7.7	-1.1	
Type of locale							
City	27.3	21.8	-25.1	*	27.3	<0.1	
Suburb	33.2	31.3	-6.0	*	33.2	#	
Town	12.8	14.1	9.6	*	12.8	#	
Rural	26.7	32.7	18.4	*	26.7	<0.1	
Percent White enrollment							
More than 95 to 100 percent	5.8	7.4	22.1	*	6.2	5.9	
More than 80 to 95 percent	24.0	26.5	9.7	*	23.7	-1.1	
More than 50 to 80 percent	27.3	27.8	1.7		27.8	1.6	
50 percent or less	43.0	38.3	-12.2	*	42.4	-1.3	
Region							
Northeast	16.9	16.8	-0.7		17.4	3.0	
Midwest	23.9	24.9	4.1		23.7	-0.6	
South	36.1	35.7	-1.1		35.5	-1.6	
West	23.2	22.7	-2.2		23.4	0.8	
Number of full-time-equivalent teaching staff							
Less than 29	45.0	48.4	7.0	*	45.2	0.5	
29 to less than 45	31.4	30.7	-2.2		31.5	0.3	
45 to less than 70	16.0	14.1	-13.9	*	15.6	-2.6	
70 or more	7.6	6.8	-11.3	*	7.7	1.1	

See notes at end of table.

**Table F-B. Comparison of eligible sample and respondents, by school characteristics, School Survey on Crime and Safety: 2018—
Continued**

Item description	Eligible Sample, base weighted (percent)	Respondents, base weighted (percent)	Relative difference, base weighted (percent)	Respondents, final weighted (percent)	Relative difference, final weighted (percent)
Student-to-FTE teaching staff ratio					
Less than 12	9.1	11.1	18.3 *	10.1	10.5 *
12 through 16	39.1	39.1	#	37.8	-3.3
More than 16 to less than 20	31.5	31.0	-1.6	31.6	0.3
20 or more	20.4	18.9	-8.2 *	20.5	0.3
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	6.2	5.6	-11.3	5.7	-8.5
10 to less than 20 percent	7.6	7.2	-4.7	7.5	-1.0
20 to less than 50 percent	30.0	31.9	6.0 *	30.8	2.7
50 percent or more	56.3	55.3	-1.7	56.0	-0.5

Rounds to zero.

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2017–18 School Survey on Crime and Safety (SSOCS), 2018.

Appendix G. Base-Weighted Item Response Rates

Table G-1. Detailed base-weighted item response rates: School year 2017–18

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0110	School practice require visitor check in and badges	2762	99.76	DIRECT COPY
C0112	Building access controlled locked/monitored doors	2762	99.85	DIRECT COPY
C0114	Grounds access controlled locked/monitored gates	2762	99.66	DIRECT COPY
C0116	Students pass through metal detectors	2762	99.84	DIRECT COPY
C0120	Have random metal detector checks on students	2762	99.70	DIRECT COPY
C0121	Equip classrooms with locks so that doors are locked from inside	2762	99.14	DIRECT COPY
C0122	Practice to close campus for lunch	2762	99.34	DIRECT COPY
C0125	Random sweeps for contraband	2762	99.63	DIRECT COPY
C0129	Require drug testing for students in extra-curricular activities	2762	98.95	DIRECT COPY
C0134	Require students to wear uniforms	2762	99.88	DIRECT COPY
C0136	Practice to enforce a strict dress code	2762	99.53	DIRECT COPY
C0138	Provide school lockers to students	2762	99.78	DIRECT COPY
C0140	Require clear book bags or ban book bags	2762	99.91	DIRECT COPY
C0139	Silent alarms or panic buttons directly connected to law enforcement	2762	99.77	DIRECT COPY/CLERICAL
C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	2762	99.45	DIRECT COPY
C0143	Provide a structured anonymous threat reporting system	2762	99.23	DIRECT COPY
C0142	Require students to wear badge or picture ID	2762	99.62	DIRECT COPY
C0144	Require faculty and staff to wear badge or picture ID	2762	99.76	DIRECT COPY
C0146	Security camera(s) monitor the school	2762	99.55	DIRECT COPY
C0150	Provide two-way radios to any staff	2762	99.69	DIRECT COPY
C0153	Prohibit non-academic use of cell phones or smartphones during school hours	2762	99.90	DIRECT COPY
C0155	Written plan for active shooter	2762	98.98	DIRECT COPY
C0158	Written plan for natural disasters	2762	99.28	DIRECT COPY
C0162	Written plan for hostages	2762	98.85	DIRECT COPY
C0166	Written plan for bomb threats or incidents	2762	99.24	DIRECT COPY
C0170	Written plan for chemical, biological, or radiological threats	2762	99.02	DIRECT COPY
C0169	Written plan for suicide threat or incident	2762	99.21	DIRECT COPY
C0161	Written plan for pandemic disease	2762	99.08	DIRECT COPY
C0157	Written plan for post-crisis reunification of students with their families	2762	99.19	DIRECT COPY
C0163	Drilled students on plan for evacuation	2762	99.84	DIRECT COPY
C0165	Drilled students on plan for lockdown	2762	99.84	DIRECT COPY
C0167	Drilled students on plan for shelter-in-place	2762	99.84	DIRECT COPY
C0174	Prevention curriculum/instruction/training	2762	99.37	DIRECT COPY
C0183	Social emotional learning training for students	2762	99.68	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0176	Behavioral modification for students	2762	99.71	DIRECT COPY
C0181	Individual mentoring/tutoring/coaching by adults	2762	99.81	DIRECT COPY
C0175	Student involvement in peer mediation	2762	99.74	DIRECT COPY
C0177	Student court to address student conduct problems or minor offenses	2762	99.67	DIRECT COPY
C0179	Student involvement in restorative circles	2762	99.80	DIRECT COPY
C0186	Promote sense of community/social integration	2762	99.69	DIRECT COPY
C0600	Have a threat assessment team	2762	99.31	DIRECT COPY
C0602	Threat assessment team formal meetings	1349	95.99	DIRECT COPY
C0604	LGBTQ acceptance group	2762	99.37	DIRECT COPY
C0606	Disability acceptance group	2762	99.25	DIRECT COPY
C0608	Cultural diversity acceptance group	2762	99.33	DIRECT COPY
C0190	Formal process to obtain parental input	2762	99.62	DIRECT COPY
C0192	Provide training or assistance to parents	2762	99.61	DIRECT COPY
C0196	Parent participates in open house or back-to-school night	2762	99.18	DIRECT COPY
C0198	Parent participates in parent-teacher conferences	2762	99.40	DIRECT COPY
C0204	Community involvement - parent groups	2762	99.54	DIRECT COPY
C0206	Community involvement - social services	2762	99.65	DIRECT COPY
C0208	Community involvement - juvenile justice	2762	99.37	DIRECT COPY
C0210	Community involvement - law enforcement	2762	99.62	DIRECT COPY
C0212	Community involvement - mental health	2762	99.51	DIRECT COPY
C0214	Community involvement - civic organizations	2762	99.33	DIRECT COPY
C0216	Community involvement - businesses	2762	99.49	DIRECT COPY
C0218	Community involvement - religious organizations	2762	99.61	DIRECT COPY
C0610	Sworn law enforcement officers at school	2762	99.74	DIRECT COPY
C0612	Sworn law enforcement officers present during school hours	1859	97.71	DIRECT COPY
C0614	Sworn law enforcement officers while students arriving or leaving	1859	97.63	DIRECT COPY
C0616	Sworn law enforcement officers present at school activities	1859	97.65	DIRECT COPY
C0618	Sworn law enforcement officers present when school/school activities were not occurring	1859	97.79	DIRECT COPY
C0621	Sworn law enforcement officers carry physical restraints	1859	97.65	DIRECT COPY
C0622	Sworn law enforcement officers carry chemical sprays	1859	97.50	DIRECT COPY
C0624	Sworn law enforcement officers carry firearms	1859	97.88	DIRECT COPY
C0626	Sworn law enforcement officers wear a body camera	1859	97.78	DIRECT COPY
C0628	Sworn law enforcement officers participate in traffic control	1859	98.19	DIRECT COPY
C0630	Sworn law enforcement officers participate in patrol	1859	98.08	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0632	Sworn law enforcement officers participate in discipline	1859	98.09	DIRECT COPY
C0636	Sworn law enforcement officers participate in solving school problems	1859	98.07	DIRECT COPY
C0638	Sworn law enforcement officers participate in prevention training	1859	98.16	DIRECT COPY
C0640	Sworn law enforcement officers participate in student mentoring	1859	98.11	DIRECT COPY
C0642	Sworn law enforcement officers participate in teaching law-related courses	1859	98.34	DIRECT COPY
C0644	Sworn law enforcement officers participate in recording or reporting discipline problems	1859	98.00	DIRECT COPY
C0646	Sworn law enforcement officers participate in providing legal definitions	1859	98.21	DIRECT COPY
C0648	Sworn law enforcement officer present for all instructional hours	1859	97.33	DIRECT COPY
C0650	Formalized policies for sworn law enforcement officers	1859	95.81	DIRECT COPY
C0652	Policies for sworn law enforcement officers include student discipline	1307	97.02	DIRECT COPY/CLERICAL
C0654	Policies for sworn law enforcement officers include use of restraints	1307	96.98	DIRECT COPY/CLERICAL
C0656	Policies for sworn law enforcement officers include use of firearms	1307	97.08	DIRECT COPY/CLERICAL
C0658	Policies for sworn law enforcement officers include making arrests	1307	97.00	DIRECT COPY/CLERICAL
C0660	Policies for sworn law enforcement officers include reporting of offenses	1307	96.90	DIRECT COPY/CLERICAL
C0236	# of full-time School Resource Officers	1859	96.39	RATIO
C0238	# of part-time School Resource Officers	1859	95.58	RATIO
C0240	# of full-time sworn law enforcement officers - not SROs	1859	94.37	RATIO
C0242	# of part-time sworn law enforcement officers - not SROs	1859	93.56	RATIO
C0232	# of full-time security guards	2762	99.10	RATIO
C0234	# of part-time security guards	2762	98.96	RATIO
C0661	Diagnostic mental health assessment for mental disorders	2762	98.49	DIRECT COPY/CLERICAL
C0663	Diagnostic mental health assessment at school by school-employed or contracted mental health professional	1561	96.95	DIRECT COPY
C0665	Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional	1561	94.56	DIRECT COPY
C0667	Treatment to students for mental health disorders	2762	98.67	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0669	Treatment at school by school-employed or contracted mental health professional	1131	97.28	DIRECT COPY
C0671	Treatment outside of school by school-employed or contracted mental health professional	1131	93.95	DIRECT COPY
C0674	Inadequate access to professionals limits mental health efforts	2762	96.84	DIRECT COPY
C0676	Inadequate funding limits mental health efforts	2762	97.14	DIRECT COPY
C0678	Potential legal issues limit mental health efforts	2762	97.19	DIRECT COPY
C0681	Concerns about reactions from parents limit mental health efforts	2762	97.17	DIRECT COPY
C0682	Lack of community support limits mental health efforts	2762	97.24	DIRECT COPY
C0684	Payment policies limit mental health efforts	2762	96.99	DIRECT COPY
C0686	Reluctance to label students limits mental health efforts	2762	97.25	DIRECT COPY
C0266	Teacher training - classroom management	2762	99.61	DIRECT COPY
C0268	Teacher training - discipline policies related to violence	2762	99.84	DIRECT COPY
C0265	Teacher training - discipline policies related to cyberbullying	2762	99.79	DIRECT COPY
C0267	Teacher training - discipline policies related to bullying	2762	99.61	DIRECT COPY
C0269	Teacher training - alcohol/drug discipline policy	2762	99.80	DIRECT COPY
C0270	Teacher training - safety procedures	2762	99.66	DIRECT COPY
C0272	Teacher training - early warning signs for violent behavior	2762	99.93	DIRECT COPY
C0278	Teacher training - signs of self-harm or suicidal tendencies	2762	99.87	DIRECT COPY
C0271	Teacher training - intervention and referral strategies	2762	99.76	DIRECT COPY
C0273	Teacher training - recognize bullying behavior	2762	99.86	DIRECT COPY
C0274	Teacher training - student alcohol/drug abuse	2762	99.82	DIRECT COPY
C0276	Teacher training - positive behavioral intervention	2762	99.67	DIRECT COPY
C0277	Teacher training - crisis prevention and intervention	2762	99.90	DIRECT COPY
C0279	Legally carried a firearm	2762	98.60	DIRECT COPY
C0280	Efforts limited by inadequate/lack of teacher training	2762	98.98	DIRECT COPY
C0282	Efforts limited by inadequate/lack of alternative placement	2762	99.32	DIRECT COPY
C0284	Efforts limited by parental complaints	2762	99.30	DIRECT COPY
C0286	Efforts limited by inadequate/lack of teacher support	2762	99.16	DIRECT COPY
C0288	Efforts limited by inadequate/lack of parent support	2762	99.11	DIRECT COPY
C0290	Efforts limited by fear of student retaliation	2762	99.30	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0292	Efforts limited by fear of litigation	2762	99.25	DIRECT COPY
C0294	Efforts limited by inadequate funds	2762	99.23	DIRECT COPY
C0296	Efforts limited by inconsistent application of policies	2762	99.14	DIRECT COPY
C0298	Efforts limited by fear of district or state reprisal	2762	99.10	DIRECT COPY
C0300	Efforts limited by federal/state/district policies on special ed students	2762	99.15	DIRECT COPY
C0302	Efforts limited by federal policies for other than special ed students	2762	99.06	DIRECT COPY
C0304	Efforts limited by state/district policies for other than special ed students	2762	99.24	DIRECT COPY
C0306	Any school deaths from homicides	2762	99.85	DIRECT COPY
C0308	Any school shooting incidents	2762	99.48	DIRECT COPY
C0310	# of rapes/attempted rapes - total	2762	99.63	RATIO
C0312	# of rapes/attempted rapes reported to police	2762	99.96	RATIO
C0314	# of sexual assaults other than rape - total	2762	98.36	RATIO
C0316	# of sexual assaults other than rape reported to police	2762	98.71	RATIO
C0318	# of robberies with weapon - total	2762	99.66	RATIO
C0320	# of robberies with weapon reported to police	2762	99.81	RATIO
C0322	# of robberies without weapon - total	2762	97.21	RATIO
C0324	# of robberies without weapon reported to police	2762	97.59	RATIO
C0326	# of attacks with weapon - total	2762	88.98	RATIO/CLERICAL
C0328	# of attacks with weapon reported to police	2762	96.38	RATIO
C0330	# of attacks without weapon - total	2762	87.15	RATIO/CLERICAL
C0332	# of attacks without weapon reported to police	2762	90.05	RATIO
C0334	# of threats of attack with weapon - total	2762	98.89	RATIO
C0336	# of threats of attack with weapon reported to police	2762	98.53	RATIO
C0338	# of threats of attack without weapon - total	2762	96.85	RATIO
C0340	# of threats of attack without weapon reported to police	2762	93.56	RATIO
C0342	# of incidents theft/larceny - total	2762	98.15	RATIO
C0344	# of incidents theft/larceny reported to police	2762	96.28	RATIO
C0346	# of possession of firearms - total	2762	98.52	RATIO/CLERICAL
C0348	# of possession of firearms reported to police	2762	99.14	RATIO
C0350	# of possession knife/sharp object - total	2762	98.31	RATIO
C0352	# of possession knife/sharp object reported to police	2762	95.74	RATIO
C0354	# of distribution, possession, or use of drugs - total	2762	97.86	RATIO/CLERICAL
C0356	# of distribution, possession, or use of drugs reported to police	2762	97.18	RATIO
C0355	# of distribution, possession, or use of prescription drugs - total	2762	98.94	RATIO

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0357	# of distribution, possession, or use of prescription drugs reported to police	2762	98.72	RATIO
C0358	# of distribution, possession, or use of alcohol - total	2762	98.38	RATIO/CLERICAL
C0360	# of distribution, possession, or use of alcohol reported to police	2762	98.62	RATIO
C0362	# of incidents of vandalism - total	2762	98.29	RATIO
C0364	# of incidents of vandalism reported to police	2762	96.68	RATIO
C0690	# of hate crimes	2762	98.30	RATIO
C0692	Hate crimes motivated by bias against race or color	105	99.48	DIRECT COPY
C0694	Hate crimes motivated by bias against national origin or ethnicity	105	99.48	DIRECT COPY
C0696	Hate crimes motivated by bias against gender	105	99.48	DIRECT COPY
C0698	Hate crimes motivated by bias against religion	105	99.48	DIRECT COPY
C0700	Hate crimes motivated by bias against disability	105	99.48	DIRECT COPY
C0702	Hate crimes motivated by bias against sexual orientation	105	99.48	DIRECT COPY
C0704	Hate crimes motivated by bias against gender identity	105	99.48	DIRECT COPY
C0705	Any incidents of sexual misconduct	2762	99.50	DIRECT COPY
C0688	Number of arrests at school (categorical)	2762	99.03	DIRECT COPY
C0374	How often student racial/ethnic tensions	2762	99.76	DIRECT COPY
C0376	How often student bullying	2762	99.64	DIRECT COPY
C0378	How often student sexual harassment of students	2762	99.72	DIRECT COPY
C0381	How often student harassment based on sexual orientation	2762	99.74	DIRECT COPY
C0383	How often student harassment based on gender identity	2762	99.79	DIRECT COPY
C0385	How often student harassment based on religion	2762	99.90	DIRECT COPY
C0387	How often student harassment based on disability	2762	99.89	DIRECT COPY
C0382	How often widespread disorder in classrooms	2762	99.61	DIRECT COPY
C0380	How often student verbal abuse of teachers	2762	99.86	DIRECT COPY
C0384	How often student acts of disrespect for teachers - not verbal abuse	2762	99.95	DIRECT COPY
C0386	How often student gang activities	2762	99.89	DIRECT COPY
C0389	How often cyberbullying among students	2762	99.97	DIRECT COPY
C0391	How often school environment affected by cyberbullying	2762	99.91	DIRECT COPY
C0393	How often staff resources used to deal with cyberbullying	2762	99.85	DIRECT COPY
C0390	Removal with no services available	2762	99.63	DIRECT COPY
C0392	Removal with no services available - action used	1128	99.71	DIRECT COPY
C0394	Removal with tutoring/home instruction available	2762	99.29	DIRECT COPY
C0396	Removal with tutoring/home instruction available - action used	1459	97.02	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0398	Transfer to specialized school available	2762	99.41	DIRECT COPY
C0400	Transfer to specialized school available - action used	1913	99.70	DIRECT COPY
C0402	Transfer to regular school available	2762	98.59	DIRECT COPY
C0404	Transfer to regular school available - action used	957	95.20	DIRECT COPY
C0406	Outside suspension with no services available	2762	96.10	DIRECT COPY/CLERICAL
C0408	Outside suspension with no services available - action used	1351	92.03	DIRECT COPY/CLERICAL
C0410	Outside suspension with services available	2762	97.45	DIRECT COPY/CLERICAL
C0412	Outside suspension with services available - action used	2233	91.33	DIRECT COPY/CLERICAL
C0414	In-school suspension with no services available	2762	97.28	DIRECT COPY
C0416	In-school suspension with no services available - action used	581	94.05	DIRECT COPY/CLERICAL
C0418	In-school suspension with services available	2762	99.01	DIRECT COPY
C0420	In-school suspension with services available - action used	2287	93.39	DIRECT COPY
C0422	Referral to school counselor available	2762	99.54	DIRECT COPY
C0424	Referral to school counselor available - action used	2644	95.00	DIRECT COPY
C0426	In-school disciplinary program available	2762	99.15	DIRECT COPY
C0428	In-school disciplinary program available - action used	1607	93.99	DIRECT COPY
C0430	Outside school disciplinary program available	2762	99.18	DIRECT COPY
C0432	Outside school disciplinary program available - action used	942	95.66	DIRECT COPY
C0434	Loss of bus privileges for misbehavior available	2762	99.51	DIRECT COPY
C0436	Loss of bus privileges for misbehavior available - action used	2325	94.83	DIRECT COPY
C0438	Corporal punishment available	2762	99.50	DIRECT COPY
C0440	Corporal punishment available - action used	214	95.70	DIRECT COPY/CLERICAL
C0442	School probation available	2762	99.16	DIRECT COPY
C0444	School probation available - action used	1552	95.56	DIRECT COPY
C0446	Detention/Saturday school available	2762	99.23	DIRECT COPY
C0448	Detention/Saturday school available - action used	2091	95.06	DIRECT COPY
C0450	Loss of student privileges available	2762	99.30	DIRECT COPY
C0452	Loss of student privileges available - action used	2632	94.25	DIRECT COPY
C0454	Require community service available	2762	99.48	DIRECT COPY
C0456	Require community service available - action used	957	95.29	DIRECT COPY
C0458	# students involved in use/possession firearm/explosive device - total	2762	99.97	DIRECT COPY
C0460	# of removals for firearm use/possession	133	100.00	NONE
C0462	# of transfers for firearm use/possession	133	100.00	NONE

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0464	# of suspensions for firearm use/possession	133	95.98	CLERICAL
C0466	# of other actions for firearm use/possession	133	95.52	CLERICAL
C0468	# of students involved in use/possession weapon (other than firearm/explosive device) - total	2762	98.95	DIRECT COPY
C0470	# of removals for non-firearm weapon use	769	99.78	DIRECT COPY/CLERICAL
C0472	# of transfers for non-firearm weapon use	769	98.91	DIRECT COPY/CLERICAL
C0474	# of suspensions for non-firearm weapon use	769	96.79	DIRECT COPY/CLERICAL
C0476	# of other actions for non-firearm weapon use	769	94.80	DIRECT COPY/CLERICAL
C0478	# students involved in distribution/possession/use illegal drugs - total	2762	99.70	DIRECT COPY
C0480	# of removals for distribution/possession/use illegal drugs	1288	98.75	DIRECT COPY/CLERICAL
C0482	# of transfers for distribution/possession/use illegal drugs	1288	98.01	DIRECT COPY/CLERICAL
C0484	# of suspensions for distribution/possession/use illegal drugs	1288	96.18	DIRECT COPY/CLERICAL
C0486	# of other actions for distribution/possession/use illegal drugs	1288	94.63	DIRECT COPY/CLERICAL
C0488	# of students involved in distribution/possession/use alcohol - total	2762	99.92	DIRECT COPY
C0490	# of removals for distribution/possession/use alcohol	752	98.93	DIRECT COPY/CLERICAL
C0492	# of transfers for distribution/possession/use alcohol	752	97.59	DIRECT COPY/CLERICAL
C0494	# of suspensions for distribution/possession/use alcohol	752	95.65	DIRECT COPY/CLERICAL
C0496	# of other actions for distribution/possession/use alcohol	752	94.68	DIRECT COPY/CLERICAL
C0498	# students involved in attacks/fights - total	2762	98.69	DIRECT COPY
C0500	# of removals for attacks/fights	2152	98.97	DIRECT COPY/CLERICAL
C0502	# of transfers for attacks/fights	2152	97.40	DIRECT COPY/CLERICAL
C0504	# of suspensions for attacks/fights	2152	94.05	DIRECT COPY/CLERICAL
C0506	# of other actions for attacks/fights	2152	92.87	DIRECT COPY/CLERICAL
C0518	# of removals with no service - total	2762	98.10	RATIO/CLERICAL
C0520	# of transfers to specialized schools - total	2762	97.85	RATIO/CLERICAL
C0522	Total students	2762	100.00	NONE
C0524	Percent eligible for free or reduced-price lunch	2762	99.52	DIRECT COPY
C0526	Percent students English language learners	2762	96.98	DIRECT COPY

Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0528	Percent special education students	2762	96.41	DIRECT COPY
C0530	Percent male	2762	99.58	DIRECT COPY
C0532	Percent students below 15th percentile standardized tests	2762	91.38	DIRECT COPY
C0534	Percent students likely to go to college	2762	94.24	DIRECT COPY
C0536	Percent students academic achievement important	2762	94.55	DIRECT COPY/CLERICAL
C0538	Typical number of classroom changes	2762	98.21	DIRECT COPY
C0560	Crime where students live	2762	99.57	DIRECT COPY
C0562	Crime where school located	2762	99.37	DIRECT COPY
C0564	School type	2762	100.00	NONE
C0565_ ORIGINAL	Verbatim responses - school type	15	100.00	NONE
C0568	Average percent daily attendance	2762	98.43	DIRECT COPY
C0570	# of students transferred to school	2762	92.39	RATIO/CLERICAL
C0572	# of students transferred from school	2762	91.12	RATIO/CLERICAL

Appendix H. Analysis of Item Nonresponse Bias

In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey item with a weighted item response rate of less than 85 percent be evaluated for potential nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2014). This appendix serves to supplement the unit-level nonresponse bias analysis for the 2017–18 School Survey on Crime and Safety (SSOCS:2018), summarizing the results of the item-level nonresponse bias analysis.

The SSOCS:2018 sample consisted of 4,803 schools, of which 66 were ineligible for the survey and 2,762 completed the survey (61.7 percent base-weighted response rate; 58.3 percent unweighted response rate). Analysis of the unit-level nonresponse found that adjustments to the weights of the sample yielded distributions statistically similar to the eligible sample. As in most surveys, responses to some items in the SSOCS:2018 questionnaire were not obtained for all interviewed respondents, which can lead to nonresponse bias at the item level. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies among interrelated items are discovered after the interview. In such circumstances, these item values must be set to missing and then imputed.

For the 2017–18 cycle, no specific items were analyzed for potential nonresponse bias because all items met the threshold of 85 percent response. The majority of items in SSOCS:2018 had high response rates; the mean item response rate for SSOCS:2018 was 98.1 percent. Therefore, there is little potential for item nonresponse bias for most items in the survey. The item with the lowest weighted response rate was item C0330 (Number of physical attacks or fights without a weapon) with a weighted response rate of 87.1 percent.

Appendix I. Detailed Editing Procedures, By Item

Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Consistency edit	Rectification procedure
Grade Range	A respondent indicating the correct grade level by choosing “Yes” should not have chosen any grades offered in the school.	If the respondent left the grade range in the grades item blank and selected at least one of the grade levels, C0022 was marked as “No.”
Grade Range	A respondent that did not choose any grade level should have selected the correct grade range by choosing “Yes.”	If the respondent selected “No” or left the grade range blank but did not select any of the grade levels (C0024-C0052), then the grade range was marked as “Yes.”
5	A respondent indicating that his/her school does not have a threat assessment team (item 5=2) should have skipped item 6.	If the school has a threat assessment team was marked “No” or left blank, but the respondent indicated in item 6 that this group meets formally by marking 1, 2, or 3, then item 5 was changed to “Yes.”
11	All schools with no sworn law enforcement officers (including School Resource Officers) present at least once a week (item 11=2) should have skipped all subsequent questions regarding the number and characteristics of school sworn law enforcement personnel. All components of items 12 through 15 and item 18 must equal “-1,” which is the code for “legitimate skip.”	If item 11 was not marked “Yes” and the respondent marked “Yes” for any part of items 12, 13, 14, or 15 or entered a non-zero value to any component of item 18, then item 11 was marked as “Yes.”
12	All schools with sworn law enforcement officers present for all instructional hours every day the school was in session (item 15=1) should have marked item 12a as a “Yes.”	If item 15 was marked “Yes” and item 12a was not marked “Yes,” then item 12a was changed to “Yes.”

Survey item #	Consistency edit	Rectification procedure
16	All schools without any formalized policies or written documents outlining the roles, responsibilities, and expectations of sworn law enforcement officers should have skipped item 17.	If item 16 was not marked “Yes” but any part of item 17 was marked “Yes,” then item 16 was changed to “Yes.”
20	All schools that do not provide diagnostic mental health assessments to evaluate students for mental health disorders should have skipped item 21.	If Item 20 was not marked “Yes” but any part of item 21 was marked “Yes,” then item 20 was changed to “Yes.”
22	All schools that do not provide treatment to students for mental health disorders should have skipped item 23.	If Item 22 was not marked “Yes” but any part of item 23 was marked “Yes,” then item 22 was changed to “Yes.”
30	If the number of recorded incidents in column 1 of item 30a through l is greater than or equal to zero, then the number of incidents reported to police in column 2 of item 30a through l should be less than or equal to the number of recorded incidents in column 1 of item 30a through l.	If the number of incidents reported to the police in column 2 of item 30a through l is greater than the number of recorded incidents in column 1 of item 30a through l, and the number of recorded incidents in column 1 of item 30a through l is greater than or equal to zero, the entry in column 1 of item 30a through l was deleted, and a value was imputed.
30	If column 1 of item 38e is greater than zero, the total number of physical attacks or fights recorded (item 30d_i or item 30d_ii column 1) must also be greater than zero.	If there was a non-zero response in column 1 of item 38e, and the respondent also indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (item 30d_i column 1=0 and item 30d_ii column 1=0), both item 30d_i column 1 and item 30d_ii column 1 were deleted and a value was imputed.

Survey item #	Consistency edit	Rectification procedure
30	If column 1 of item 38a is greater than zero, the total number of recorded incidents of possession of a firearm/explosive device (item 30g column 1) must also be greater than zero.	If there was a non-zero response in column 1 of item 38a, and the respondent also indicated that there were no recorded incidents of possession of a firearm/explosive device (item 30g column 1=0), then item 30g column 1 was deleted and imputed.
30	If the respondent indicated that there was at least one incident involving a shooting at the school (item 29=1) but there were not any possessions of a firearm or explosive device (item 30g), then one item was misreported.	If the respondent indicated that there was at least once incident involving a shooting at the school (item 29=1) but said there were not any possessions of a firearm or explosive device (item 30g), then item 30g was deleted and imputed at a later stage.
30	If column 1 of item 38c is greater than zero, then the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) must also be greater than zero.	If there was a non-zero response in column 1 of item 38c, and the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) was zero, then item 30i column 1 was deleted and imputed.
30	If column 1 of item 38d is greater than zero, then the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) must also be greater than zero.	If there was a non-zero response in column 1 of item 38d, and the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) was zero, then item 30k column 1 was deleted and imputed.
31	If the respondent indicated that no hate crimes occurred at his/her school, then none of the responses in item 32 should be marked "No."	If the response for item 31 was "None," but any of the items in 32 were marked "Yes," then the entry in item 31 was deleted and imputed at a later stage.

Survey item #	Consistency edit	Rectification procedure
37	A respondent indicating that his/her school has used specified disciplinary actions this year (37(a-o) column 2=1) should have also indicated that the school allows for the use of the specified disciplinary action (item 37(a-o) column 1=1).	If the respondent indicated that his/her school used a specified disciplinary action this year but also indicated that the school did not allow for the use of the specified disciplinary action or this item was left blank, the “No” or missing response to allow for the use of the specified disciplinary action was edited to a “Yes.”
37	If the respondent indicated that the total number of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) was greater than or equal to 1, then the school must have (1) allowed for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 38 column 2) but 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 37a column 1=2) or that “No,” the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year in this school year (item 37a column 2=2), or the item was left blank (item 37a), the “No” or missing values in item 34a were changed to “Yes.”
37	If the respondent indicated that the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (item 39a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 39a) but also indicated that the school does not allow for the use of removals with no continuing services for at least the remainder of the school year (item 37a column 1=2) 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 37a column 2=2) or the item was left blank (item 37a), then the “No” or missing values in item 37a were changed to “Yes.”

Survey item #	Consistency edit	Rectification procedure
37	If the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) is missing or equal to zero, then this action was not used in this school year (item 37a column 2).	If the respondent indicated that the number of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) was missing or equal to zero, then this action was not used in this school year and item 37a column 2 was edited to “No.”
37	If the sum of transfers to specialized schools for selected offenses (item 38 column 3) is greater than or equal to 1, the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (item 37c column 1=1) and (2) must have used this action in the past year (item 37c column 2=1).	If the respondent indicated that students were transferred to specialized schools for selected offenses (item 38 column 3) and also indicated that either “No,” the school does not allow for the use of transfers to a specialized school for disciplinary reasons (item 37c column 1=2) or that the school has not used the disciplinary action of transfers to a specialized school for disciplinary reasons this school year (item 37c column 2=2), or the item was left blank (item 37c), then the values in item 37c were changed to “Yes.”
37	If the respondent indicated that the total number of transfers to specialized schools for disciplinary reasons was greater than zero (item 39b), the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (item 37c column 1=1) and (2) must have used this action during this school year (item 37c column 2=1).	If the respondent indicated that students were transferred to specialized schools for disciplinary reasons (item 39b) and also indicated that the school does not allow for the use of transfers to specialized schools (item 37c column 1=2) or the school has not used the disciplinary action of transferring students to specialized schools this school year (item 37c column 2=2), or the item was left blank (item 37c), the “No” or missing values in item 37c were changed to “Yes.”

Survey item #	Consistency edit	Rectification procedure
37	If the total number of students that transferred to specialized schools for disciplinary reasons (item 39b) is zero and the number of transfers to specialized schools for selected offenses (item 38 column 3) is missing or equal to zero, then this action was not used in this school year (item 37c column 2).	If the respondent indicated that the number of students that transferred to specialized schools for disciplinary reasons (item 39b) was zero and the number of transfers to specialized schools for each selected offense (item 38 column 3) was missing or equal to zero, then this action was not used in this school year and item 37c column 2 was changed to “No.”
37	If the total number of transfers from the school during the 2017–18 school year (item 48b) is zero, then the use of transfers to a specialized school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) must be “No.”	If the total number of transfers from the school in the 2017–18 school year (item 48b) was zero but the use of transfers to a specialized school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) was “Yes” or was left blank, the “Yes” or missing value was edited to “No.”
37	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, the school must both (1) allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided (item 37e_i column 1=1 or item 37e_ii column 1=1) and (2) have used this action during this school year (item 37e_i column 2=1 or item 37e_ii column 2=1).	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, and out-of-school suspensions with no curriculum/services provided were either reported to be not allowed or not used during this school year (item 37e_i column 1=2 or 37e_i column 2=2) and out-of-school suspensions with curriculum/services provided were reported to be not allowed or not used during this school year (item 37e_ii column 1=2 or 37e_ii column 2=2), then any values in item 37e_i and 37e_ii that were marked “No” were deleted and imputed.

Survey item #	Consistency edit	Rectification procedure
39	If item 39a is greater than or equal to zero, then it should be greater than the sum of the entries in column 2 of item 38.	If item 39a was greater than or equal to zero and was less than the sum of the entries in column 2 of item 38, then the entry in item 39a was deleted and imputed.
39	The school's enrollment (item 40) must be greater than the total number of transfers without continuing services for all disciplinary reasons (item 39a).	If item 39a was larger than the non-zero enrollment in item 40, then the entry in item 39a was deleted and imputed.
39	If item 39b is greater than or equal to zero, then it should be greater than the sum of the entries in column 3 of item 38.	If item 39b was greater than or equal to zero and was less than the sum of the entries in column 3 of item 38, then the entry in item 39b was deleted and imputed.
39	The school's enrollment (item 40) must be greater than the total number of transfers to specialized schools for all disciplinary reasons (item 39b).	If item 39b was larger than the non-zero enrollment in item 40, then the entry in item 39b was deleted and imputed.
43	The number of classroom changes in a day (item 43) should not exceed 20.	If a respondent indicated that there are more than 20 classroom changes in a day (item 43), then the value was deleted and imputed.
46	If the respondent did not select one of the school types listed (item 46) or selected one of the school types other than "Other" but supplied a response in the specify item (item 46e, "other - specify"), then the school type of "Other" should have been selected.	If none of the school types listed (item 46) was checked by the respondent, or the respondent selected one of the school types other than "Other," but the specified item (item 46e, "other - specify") was not blank, then the missing value for school type or any response recorded for school type other than "Other" (item 46) was edited to "Other" (item 46=5).

Survey item #	Consistency edit	Rectification procedure
48	The number of students who transferred from the school for all reasons (item 48b) must be greater than or equal to the sum of transfers to specialized schools for specified offenses (item 38 column 3) and greater than or equal to the total number of transfers to specialized schools (item 39b).	If the total transfers from the school in item 48b was less than item 39b or the sum of column 3 in item 38, then the entry in item 48b was deleted, and a value was imputed.

Logic Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Logic edit	Rectification procedure
1	If the respondent did not mark “No” to any of the school practices and programs and either five programs and practices are marked “Yes,” or the respondent chose at least one “Yes” to both the first half (parts a to j) and the second half (parts k to u) of item 1, then any missing data in item 1 is inferred to be “No.”	If no parts of item 1 were marked “No” and either five parts of item 1 were marked “Yes” or both the first half (parts a to j) and the second half (parts k to u) of item 1 have at least one “Yes,” then any unanswered parts of item 1 were marked as “No.”
2	If the respondent marks at least 2 parts of item 2 as “Yes” and none of the responses is marked “No,” then any missing data in item 2 is inferred to be “No.”	If at least 2 parts (approximately 25%) of item 2 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
3	If the respondent marks at least 1 part of item 3 as “Yes” and none of the responses are marked “No,” then any missing data in item 3 is inferred to be “No.”	If at least 1 part of item 3 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
4	If the respondent marks at least 2 parts of item 4 as “Yes” and none of the responses are marked “No,” then any missing data in item 4 is inferred to be “No.”	If at least 2 parts (approximately 25%) of item 4 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
7	If the respondent marks at least 1 part of item 7 as “Yes” and none of the responses are marked “No,” then any missing data in item 7 is inferred to be “No.”	If at least 1 part of item 7 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
10	If the respondent marks at least 2 parts of item 10 as “Yes” and none of the responses are marked “No,” then any missing data in item 10 is inferred to be “No.”	If at least 2 parts of item 10 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”

Survey item #	Logic edit	Rectification procedure
12	If the respondent marks at least 1 part of item 12 as “Yes,” and none of the responses are marked “No,” then any missing data in item 12 is inferred to be “No.”	If the respondent marked at least 1 part of item 12 as “Yes,” and none of the responses were marked “No,” then any missing data in item 12 were marked as “No.”
12	A respondent who answers “Yes” to item 11 must answer “Yes” to at least one sub-item of item 12, and at least one sub-item of item 18 must not be zero.	If the respondent answered “Yes” to item 11, but answered “No” to each sub-item of question 12 or “0” to each sub-item of question 18, then one sub-item of question 12 was imputed as “Yes” and one sub-item of question 18 was imputed as “1.” One of the components of item 12 was randomly selected (based on a randomly generated number) to be changed to a value of “1” based on known proportions of responses from prior iterations of SSOCS.
13	If the respondent marks at least 1 part of item 13 as “Yes,” and none of the responses are marked “No,” then any missing data in item 13 is inferred to be “No.”	If at least 1 part of item 13 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
14	If the respondent marks at least 2 parts of item 14 as “Yes” and none of the responses are marked “No,” then any missing data in item 14 is inferred to be “No.”	If at least 2 parts of item 14 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”
18	If the respondent chooses a non-zero response to either parts of item 18a, and the other part is missing, then the missing part is inferred to be zero.	If either part of item 18a had a non-zero response and the other part was missing, the missing part was marked as zero.

Survey item #	Logic edit	Rectification procedure
18	A respondent who answers “Yes” to item 11 must answer “Yes” to at least one sub-item of item 12, and at least one sub-item of item 18 must not be zero.	If the respondent answered “Yes” to item 11, but answered “No” to each sub-item of question 12 or “0” to each sub-item of question 18, then one sub-item of question 12 was imputed as “Yes” and one sub-item of question 18 was imputed as “1.” One of the components of item 18 was randomly selected (based on a randomly generated number) to be changed to a value of “1” based on known proportions of responses from prior iterations of SSOCS.
18	If the respondent chooses a non-zero response to either parts of item 18b, and the other part is missing, then the missing part is inferred to be zero.	If either part of item 18b had a non-zero response and the other part was missing, then the missing part was marked as zero.
19	If the respondent chooses a non-zero response to either parts of item 19, and the other part is missing, then the missing part is inferred to be zero.	If either part of item 19 had a non-zero response and the other part was missing, then the missing part was marked as zero.
24	If the respondent marks at least 2 responses of item 24 as “Limits in a major way” and/or “Limits in a minor way” and none of the responses are marked “Does not limit,” then any missing data in item 24 are inferred to be “Does not limit.”	If there were at least two responses in item 24 of “Limits in a major way” and/or “Limits in a minor way” and no responses for “Does not limit,” then any unanswered parts of item 24 were marked as “Does not limit.”
25	If the respondent marks at least 3 parts of item 25 as “Yes,” and none of the responses are marked “No,” then any missing data in item 25 are inferred to be “No.”	If at least 3 parts of item 25 were marked “Yes” and none were marked “No,” then any unanswered parts of item 25 were marked as “No.”

Survey item #	Logic edit	Rectification procedure
27	If the respondent marks at least 3 responses of item 27 as “Limits in a major way” and/or “Limits in a minor way” and none of the responses are marked “Does not limit,” then any missing data in item 2 are inferred to be “Does not limit.”	If at least 3 parts of item 27 were marked “Limits in a major way and/or Limits in a minor way” and none were marked “Does not limit,” then any unanswered parts of item 27 were marked as “Does not limit.”
27	If the percentage of special education students in your school (item 41c) is 0%, then the response for item 27k is inferred to be “Does not limit.”	If item 27k was missing, and the response for item 41c was 0%, then item 27k was marked as “Does not limit.”
30	If the number of recorded incidents of specified offenses is equal to zero, then the number of incidents reported to police is inferred to be equal to zero.	If the number of recorded incidents of specified offenses was equal to zero and the number of specified incidents reported to police was left blank, the blank response was edited to zero.
32	If the respondent marks at least 1 part of item 32 as “Yes” and none of the responses are marked “No,” then any missing data in item 32 are inferred to be “No.”	If at least 1 part of item 32 was marked “Yes” and none were marked “No,” then any unanswered parts of item 32 were marked as “No.”
37	If the respondent marks at least 4 parts of item 37 as “Yes” and none of the responses are marked “No,” then any missing data in item 37 are inferred to be “No.”	If at least 4 parts of item 37 were marked “Yes” and none were marked “No,” then any unanswered parts of item 37 were marked as “No.”

Survey item #	Logic edit	Rectification procedure
38	If the sum of disciplinary actions used for a specified offense is greater than zero (item 38(a–e) columns 2–5), then it is inferred that one or more students should be involved in the specified offense.	If the sum of disciplinary actions used for a specified offense was greater than zero (item 38(a–e) columns 2–5), each item in columns 2–5 had an entry, and the respondent left the total number of students involved (item 38(a–e) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2–5).
38	If the total number of students involved in a specified offense (item 38(a–e) column 1) is zero and the sum of disciplinary actions taken (item 38(a–e) columns 2–5) is missing or equal to zero, then any missing data in columns 2–5 are inferred to be zero.	If zero students were recorded as being involved in a specified offense (item 38(a–e) column 1) and the sum of disciplinary actions taken for the specified offense (item 38(a–e) columns 2–5) was less than or equal to zero, then a zero was entered for any items in columns 2–5 that did not have a value.
38	If the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to specialized schools (item 38 column 3) have the same value, then the total number of students involved in a specified offense (item 38(a–e) column 1) must be greater than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38 (a–e) column 2) and the number of transfers to specialized schools (item 38(a–e) column 3).	If the respondent indicated that the total number of students involved in a specified offense (item 38(a–e) column 1) was less than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38 (a–e) column 2) and the number of transfers to specialized schools (item 38 (a–e) column 3), and the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to specialized schools (item 38 column 3) had the same value, then the number of removals with no continuing school services for at least the remainder of the school year (item 38 (a–e) column 2) was edited to zero.

Survey item #	Logic edit	Rectification procedure
38	If the total number students involved in a specified offense (item 38(a–e) column 1) is given and this number equals the sum of disciplinary actions taken for the offense (item 38(a–e) columns 2–5), then any missing data from columns 2–5 are inferred to be zero.	If the total number of students involved in a specified offense (item 38(a–e) column 1) was given and the number equals the sum of disciplinary actions taken for the offense (item 38(a–e) columns 2–5), then a value of zero was entered for any items in columns 2–5 that did not have a value.
38	If a respondent marked “No” to item 37a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “No,” the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons are equal to zero, then any missing data from column 2 of item 38 are inferred to be zero.	If a respondent marked “No” to item 37a column 1, his/her school did not allow for removals with no continuing services for the remainder of the school year or “No,” the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons were equal to zero, then any missing data from column 2 were changed to zero.
38	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (item 30g) and the number of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (item 38a), then any missing data in item 38a are inferred to be zero.	If the total number of recorded incidents of possession of a firearm/explosive device (item 30g) was zero and the sum of disciplinary actions for use/possession of a firearm or explosive device and the number of students involved were missing or equal to zero (item 38a), then a value of zero was entered for any items in item 38a that did not have a value.

Survey item #	Logic edit	Rectification procedure
38	If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a), then any missing data from column 2 are inferred to be zero.	If the respondent indicated that the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) was equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a) and the respondent left some data missing in item 38 column 2, then a zero was entered in the missing fields.
38	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) is missing or equal to zero, then any missing data from column 2 are inferred to be zero.	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) was less than or equal to zero, any missing data from column 2 were replaced with a zero.
38	If the respondent indicated that zero students were transferred to specialized schools for disciplinary reasons (item 39b), and the sum of transfers to specialized schools for specified offenses (item 38 column 3) is missing or equal to zero, any missing items in column 3 are inferred to be zero.	If the total number of students transferred to specialized schools for disciplinary reasons (item 39b) was zero and the sum of transfers to specialized schools for specified offenses (item 38 column 3) was missing or equal to zero and column 3 had missing data, the missing values were replaced with zero.

Survey item #	Logic edit	Rectification procedure
38	If the respondent indicated that transfers to specialized schools for disciplinary reasons are either not allowed (item 37c column 1) or not used (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) and the number of transfers to specialized schools for disciplinary reasons in item 39b are missing or equal to zero, then any missing items in column 3 of item 38 are inferred to be zero.	If the respondent indicated that “No,” transfers to specialized schools for disciplinary reasons were not allowed (item 37c column 1) or the respondent indicated that “No,” the action was not used this school year (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) and the number of transfers to specialized schools for disciplinary reasons in item 39b were missing or equal to zero, any items in column 3 of item 38 that did not have a value were filled with a zero.
38	If the total number of students transferred to specialized schools for disciplinary reasons (item 39b) equals the sum of transfers to specialized schools for specified offenses (item 38 column 3), then any missing items in column 3 are inferred to be zero.	If the respondent indicated that the total number of students transferred to specialized schools for disciplinary reasons (item 39b) equals the sum of transfers to specialized schools for specified offenses (item 38 column 3) and some items in column 3 were left blank, then the missing items were replaced with zero.
38	If the total number of students transferred from the school (item 48b) is zero and the total number of students transferred for disciplinary reasons (item 39b) is missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 38 column 3) is missing or equal to zero, then any missing items in column 3 are inferred to be zero.	If the respondent indicated that the total number of students transferred from the school (item 48b) was zero and the total number of students transferred for disciplinary reasons (item 39b) was missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 38 column 3) was missing or equal to zero but some items in column 3 were left blank, then the missing items were set to zero.

Survey item #	Logic edit	Rectification procedure
38	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 37(e_i-e_ii) column 1) or not used (item 37(e_i-e_ii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 38 column 4) is missing or equal to zero, then any missing items in column 4 of item 38 are inferred to be zero.	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided was either not allowed (item 37(e_i-e_ii) column 1) or not used (item 37(e_i-e_ii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 38 column 4) was missing or equal to zero, then any missing items in column 4 of item 38 were also set to zero.
38	If the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) is greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) equals the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2–5).	If the respondent indicated that the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) was greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) equaled the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2–5).

Survey item #	Logic edit	Rectification procedure
38	If there were no recorded incidents of distribution, possession, or use of illegal drugs (item 30i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is less than or equal to zero (item 38c columns 2–5), then any missing data from item 38c are inferred to be zero.	If the respondent did not record any incidents of distribution, possession, or use of illegal drugs (item 30i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs was less than or equal to zero (item 38c columns 2–5), then any missing values from item 38c were edited to zero.
38	If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved (item 38c column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved. Each component must be greater than zero (item 30i, item 38c column 1, sum of item 38c columns 2–5).	If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) was greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved (item 38c column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved. Each component must be greater than zero (item 30i, item 38c column 1, sum of item 38c columns 2–5).
38	If there were no recorded incidents of distribution, possession, or use of alcohol (item 30k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol is missing or equal to zero (item 38d columns 2–5), then any missing data from item 38d are inferred to be zero.	If there were no recorded incidents of distribution, possession, or use of alcohol (item 30k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol was missing or equal to zero (item 38d columns 2–5), any missing values from item 38d were changed to zero.

Survey item #	Logic edit	Rectification procedure
38	<p>If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2–5).</p>	<p>If the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) was greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2–5).</p>
38	<p>If there were no recorded incidents of physical attacks or fights with/without a weapon (item 30d(i–ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is missing or equal to zero (item 38e (columns 2–5)), any missing data from item 38e are inferred to be zero.</p>	<p>If the respondent did not record any incidents of physical attacks or fights with/without a weapon (item 30d(i–ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights was missing or equal to zero (item 38e (columns 2–5)), then any missing data from item 38e were changed to a value of zero.</p>

Survey item #	Logic edit	Rectification procedure
38	<p>If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) is greater than the number of recorded incidents for physical attacks or fights with (item 30d1 column 1) or without a weapon (item 30d2 column 1) times the total number of students involved (item 38e column 1), then it is inferred that disciplinary actions need to be removed so that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) equals the number of recorded incidents for physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 37e column 1, sum of item 38e columns 2–5).</p>	<p>If the sum of disciplinary actions for physical attacks or fights (item 38e 2–5) was greater than the number of recorded incidents for physical attacks or fights with (item 30d1 column 1) or without a weapon (item 30d2 column 1) times the total number of students involved (item 38e column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) equals the number of recorded incidents of physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 38e column 1, sum of item 38e columns 2–5).</p>
39	<p>If removals with no continuing school services for at least the remainder of the school year were either not allowed (item 37a column 1) or were not used in this school year (item 37a column 2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) is missing or equal to zero, then it is inferred that the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons (item 39a) should be zero.</p>	<p>If the respondent indicated that “No,” the school did not allow for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=2) or “No,” this action was not used in this school year (item 37a column 2=2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) was less than or equal to zero, and the total number of students removed for disciplinary reasons was missing (item 39a), then item 39a (the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons) was changed to zero.</p>

Survey item #	Logic edit	Rectification procedure
39	If the total number of students who were transferred to specialized schools for disciplinary reasons (item 39b) is missing, and the total number of students that transferred away from school in item 48b is zero, and the sum of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) is less than or equal to zero, then it is inferred that item 39b should be zero.	If the respondent indicated that the total number of students that transferred away from school in item 48b was zero and the sum of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) was less than or equal to zero, then item 39b (the number of students who were transferred to specialized schools for disciplinary reasons) was changed to zero.
39	If the respondent indicated that transfers to specialized schools were either not allowed (item 37c column 1) or were not used in this school year (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) is missing or equal to zero, then it is inferred that the number of students who were transferred to specialized schools for disciplinary actions (item 39b) should be zero.	If the respondent indicated that “No,” the school does not allow transfers to specialized schools (item 37c column 1=2) or “No,” this action was not used in this school year (item 37c column 2=2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) was missing or equal to zero, and the total number of students transferred for disciplinary reasons was missing (item 39b), then item 39b (the number of students who were transferred to specialized schools for disciplinary reasons) was changed to zero.
40	If the school’s total enrollment in item 40 is missing, then responses from the Common Core of Data (CCD) are used when available.	If the school’s total enrollment was missing (item 40), then the missing value was replaced with values from the Common Core of Data (CCD), if available.
41	If the total number of students eligible for free or reduced-price lunch in item 41a is missing, then responses from the Common Core of Data are used when available.	If the total number of students eligible for free or reduced-price lunch in item 41a was missing, then any missing value in item 41a was replaced with values from the Common Core of Data (CCD), if available.

Survey item #	Logic edit	Rectification procedure
41	If the total number of male students in the school in item 41d is missing, then responses from the Common Core of Data are used when available.	If the total number of male students in the school in item 41d was missing, then the missing value was replaced by values from the Common Core of Data (CCD), if available.

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Appendix J: Detailed Imputation Procedures, By Item

Descriptions of Imputation Methods

Donor Type 1—Simple Direct Copy Imputation

Description: The missing item is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three 2014–15 Common Core of Data (CCD) school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE). A donor can only be used five times.

Donor Type 2—Direct Copy Imputation for Multiple Items

Description: A series of missing items contained within one question are imputed directly from the corresponding items in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE). A donor can only be used five times.

Donor Type 3—Simple Direct Copy Imputation with Blanking Edit / Simple Imputation

Description: This type of imputation is used when skip patterns are present; this requires imputation in two parts. The first part is a simple direct copy imputation, where the initial missing item (usually an item with a yes/no response that acts as a “screener” item) is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE). Then, depending on the imputed response, the subsequent item(s) will either need to be imputed using simple direct copy imputation (when “Yes” is imputed to the screener item) or will need to be blanked (if “No” is imputed to the screener item).

Note: For these items, there are always two donors. The first donor is used when both parts (the “screener” portion and the subsequent items) of the imputed item are missing. The second donor is used when the respondent has answered the screener item with a “Yes” response, but the subsequent item(s) are missing and need to be imputed.

Donor Type 4—Ratio Imputation

Description: The missing item is imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item in the record being imputed. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE). If the item is a “screener” item, then, depending on the imputed response, the subsequent item(s) will either need to be imputed (if the screener item is imputed to a number greater than zero) or will need to be blanked (if the screener item is imputed to “0”).

Donor Type 5—Ratio Imputation for Multiple Items

Description: A series of missing items is imputed using the donor’s ratio of each of those items to some predetermined related item (“ratio variable”) and applying these ratios to that same related item in the record being imputed. A donor is chosen by matching on the basis of three

CCD school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE).

Donor Type 6—Simple Direct Copy Imputation with Blanking Edit / Ratio Imputation

Description: This type of imputation is used when skip patterns are present; this requires imputation in two parts. The first part is a simple direct copy imputation, where the initial missing item (usually an item with a yes/no response that acts as a “screener” item) is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVL), school locale (FR_LOC4), and enrollment size (FR_SIZE). Then, depending on the imputed response, the subsequent item(s) will either need to be imputed using ratio imputation (if “Yes” is imputed to the screener item) or will need to be blanked (if “No” is imputed to the screener item).

Note: For these items, there are always two donors. The first donor is used when both parts (the “screener” portion and the subsequent items) of the imputed item are missing. The second donor is used when the respondent has answered the screener item with a “Yes” response, but the subsequent item(s) are missing and need to be imputed.

Clerical—Mean/Mode or Manual Research

Description: This type of imputation is used when missing values remain after properly executed donor imputation. This is possible due to the limits on how many times a donor can be used. To fill in the remaining missing values, Census Bureau analysts used a combination of research and the mean or mode of select unimputed data to come up with feasible values.

Detailed Imputation Procedures, By Item

Item 1: The components of item 1 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 1 were unanswered, the donor’s entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

Item 2: The components of item 2 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 2 were unanswered, the donor’s entry was imputed.

Item 3: The components of item 3 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 3 were unanswered, the donor’s entry was imputed.

Item 4: The components of item 4 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 4 were unanswered, the donor’s entry was imputed.

Item 5: Item 5 was imputed using a direct copy imputation approach (donor type 3). Since item 5 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 5, item 6 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 5, item 6 was blanked.

Item 6: Item 6 was imputed using a direct copy imputation approach (donor type 1). If item 6 was unanswered, and item 5 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 7: The components of item 7 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 7 were unanswered, the donor's entry was imputed.

Item 8: The components of item 8 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 8 were unanswered, the donor's entry was imputed.

Item 9: The components of item 9 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 9 were unanswered, the donor's entry was imputed.

Item 10: The components of item 10 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 10 were unanswered, the donor's entry was imputed.

Item 11: Item 11 was imputed using a direct copy imputation approach (donor type 3). Since item 11 introduced a skip pattern, this item required imputation in two parts. Specifically, if item 11 was unanswered, the donor's entry was imputed. If "No" was imputed to item 11, the subsequent items in the skip pattern (items 12, 13, 14, 15, 16, 17, and 18) were blanked.

Item 12: The components of item 12 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 12 were unanswered, and item 11 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 13: The components of item 13 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 13 were unanswered, and item 11 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 14: The components of item 14 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 14 were unanswered, and item 11 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 15: Item 15 was imputed using a simple direct copy imputation approach (donor type 1). If item 15 was unanswered, and item 11 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 16: Item 16 was imputed using a direct copy imputation approach (donor type 3). Since item 16 introduced a skip pattern, this item required imputation in two parts. Specifically, if "Yes" was imputed to item 16 (and item 11 was marked as "Yes"), item 17 was imputed using the donor's entry. Alternatively, if "No" was imputed to item 16, item 17 was blanked.

Item 17: The components of item 17 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 17 were unanswered, and items 11 and 16 were both marked as "Yes" or imputed as "Yes," then the donor's entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

Item 18: The components of item 18 were imputed using a ratio imputation approach (donor type 5). If any parts of item 18 were unanswered and item 11 was marked as "Yes" or imputed as "Yes," then the donor's ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value.

Item 19: The components of item 19 were imputed using a ratio imputation approach (donor type 5). If any parts of item 19 were unanswered, then the donor's ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value.

Item 20: Item 20 was imputed using a direct copy imputation approach (donor type 3). Since item 20 introduced a skip pattern, this item required imputation in two parts. Specifically, if "Yes" was imputed to item 20, item 21 was imputed using the donor's entry. Alternatively, if "No" was imputed to item 20, item 21 was blanked. If missing values remained after donor imputation, clerical imputation was used.

Item 21: The components of item 21 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 21 were unanswered, and item 20 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 22: Item 22 was imputed using a direct copy imputation approach (donor type 3). Since item 22 introduced a skip pattern, this item required imputation in two parts. Specifically, if "Yes" was imputed to item 22, item 23 was imputed using the donor's entry. Alternatively, if "No" was imputed to item 22, item 23 was blanked.

Item 23: The components of item 23 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 23 were unanswered, and item 22 was marked as "Yes" or imputed as "Yes," then the donor's entry was imputed.

Item 24: The components of item 24 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 24 were unanswered, the donor's entry was imputed.

Item 25: The components of item 25 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 25 were unanswered, the donor's entry was imputed.

Item 26: Item 26 was imputed using a simple direct copy imputation approach (donor type 1). If item 26 was unanswered, the donor's entry was imputed.

Item 27: The components of item 27 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 27 were unanswered, the donor's entry was imputed.

Item 28: Item 28 was imputed using a simple direct copy imputation approach (donor type 1). If item 28 was unanswered, the donor's entry was imputed.

Item 29: Item 29 was imputed using a simple direct copy imputation approach (donor type 1). If item 29 was unanswered, the donor's entry was imputed.

Item 30: The components of item 30 were imputed using a ratio imputation approach (donor type 5). If any parts of item 30 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.

Item 31: Item 31 was imputed using a ratio imputation approach (donor type 4). If item 31 was unanswered, the donor's ratio of the entry for that item to the number of enrolled students (item 40) was used to impute a value. If "0" was imputed, item 32 was blanked.

Item 32: The components of item 32 were imputed using a direct copy imputation approach (donor type 2). If any part of item 32 were unanswered and item 31 was marked or imputed with a number greater than 0, then the donor's entry was imputed.

Item 33: Item 33 was imputed using a simple direct copy imputation approach (donor type 1). If item 33 was unanswered, the donor's entry was imputed.

Item 34: Item 34 was imputed using a simple direct copy imputation approach (donor type 1). If item 34 was unanswered, the donor's entry was imputed.

Item 35: The components of item 35 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 35 were unanswered, the donor's entry was imputed.

Item 36: The components of item 36 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 36 were unanswered, the donor's entry was imputed.

Item 37: Each row in item 37 was imputed individually using a direct copy imputation approach (donor type 3). Since the items in column 1 introduced a skip pattern, each row required imputation in two parts. For example, if any part of item 37a was unanswered, the donor's entry was imputed. If "No" was imputed for item 37a_1, then item 37a_2 was blanked. The same imputation process was used for all the rows in item 37. If missing values remained after donor imputation, clerical imputation was used.

Item 38: Each row in item 38 was imputed individually using a direct copy imputation approach (donor type 3). Since the items in column 1 introduced a skip pattern, each row required imputation in two parts. For example, if any part of item 38a was unanswered, the donor's entry was imputed. If "0" was imputed for item 38a_1, then items 38a_2, 38a_3, 38a_4, and 38a_5 were blanked. The same imputation process was used for all five rows. If missing values remained after donor imputation, clerical imputation was used.

Item 39: Each component of item 39 was imputed separately using a ratio imputation approach (donor type 4). If item 39a was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 2 of item 38 was used to impute a value. If item 39b was unanswered, the donor's ratio of the entry for that item to the sum of entries in column 3 of item 38 was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.

Item 40: No imputation was required for this item. After the logic edits were implemented, there were no missing values.

Item 41: The components of item 41 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 41 were unanswered, the donor's entry was imputed.

Item 42: The components of item 42 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 42 were unanswered, the donor's entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

Item 43: Item 43 was imputed using a simple direct copy imputation approach (donor type 1). If item 43 was unanswered, the donor's entry was imputed.

Item 44: Item 44 was imputed using a simple direct copy imputation approach (donor type 1). If item 44 was unanswered, the donor's entry was imputed.

Item 45: Item 45 was imputed using a simple direct copy imputation approach (donor type 1). If item 45 was unanswered, the donor's entry was imputed.

Item 46: No imputation was required for this item. After the logic edits were implemented, there were no missing values.

Item 47: Item 47 was imputed using a simple direct copy imputation approach (donor type 1). If item 47 was unanswered, the donor's entry was imputed.

Item 48: The components of item 48 were imputed using a ratio imputation approach (donor type 5). If any parts of item 48 were unanswered, the donor's ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.