



2005-06 School Survey on Crime and Safety (SSOCS)

Survey Documentation for Data Users

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1. Introduction

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education (ED). SSOCS collects extensive crime and safety data from principals and administrators of public schools in the United States. Data from this collection can be used to study the relationship of school characteristics with violent and serious violent crimes in American schools and examine what school programs, practices, and policies are used by schools in their efforts to prevent crime. SSOCS has been conducted three times, in school years 1999–2000, 2003–04, and 2005–06. It was conducted again in school year 2007–08.

The 2005–06 SSOCS (SSOCS:2006) was developed by NCES and conducted by the U.S. Census Bureau. Funding for the survey was provided by the Office of Safe and Drug-Free Schools of the U.S. Department of Education. Out of 3,565 primary, middle, high, and combined schools that were sampled, questionnaire packets were mailed to 3,528 schools.¹ A total of 2,724 public schools submitted usable questionnaires, for a weighted response rate of 80.5 percent. Data were collected from March 17, 2006, through May 31, 2006.

This manual offers comprehensive information about the SSOCS:2006 collection, including its purpose, the data collection instrument, the sample design, data collection methods, and data processing procedures. The manual also contains information specific to the SSOCS:2006 restricted-use and public-use data files, including a list of variables and the record layout of the fixed-format ASCII file for each (appendices A and B). The discussion of restricted-use-only variables distinguishes them from public-use variables with the notation “/R” at the end of the variable name.² Readers should note that the variables in appendix A are not designated with an “/R,” since they are all from the restricted-use data file.

1.1 Background of Study

A safe school environment is necessary for educating our nation’s youth. Students who engage in criminal behavior at school or who are victims of crime at school may not meet their potential in the classroom or at home. Crime at school has been the subject of national interest since the 1970s, when the Safe Schools Study was conducted by the National Institute of Education. The Safe Schools Study was a federally funded 3-year study commissioned to assess the level of violence and crime in American schools (U.S. Department of Health, Education, and Welfare 1978). Results from this study include the findings that theft was the most common type of crime at school and that violent criminal offenses tended to be more prevalent in inner-city schools than in suburban schools.

¹ The total SSOCS:2006 sample consisted of 3,565 public schools. The districts of 37 schools did not give NCES permission to contact their schools about participating in the survey. An additional 3 schools were not sent to the Telephone Center for Screener operation because the schools did not give NCES permission to contact their school between mail out and the Screener.

² The following sections in this survey documentation discuss variables specific to the restricted-use file: Analysis of Item Nonresponse Bias (3.7), Review and Coding of Text Items (4.3), Guide to the Data Files and Codebooks (chapter 5), Region: FR_NPRGN/R and CENREGN/R (6.12), Detailed Weighted Item Response Rates (appendix L), List of Variables and Record Layout of the Fixed-Format ASCII File for the Restricted-Use Data (appendix A), Imputation Procedures (appendix M), and Analysis of Item Nonresponse Bias (appendix J).

While school crime has always been a major concern for educators, researchers, and policymakers, it gained national attention in the aftermath of several school shootings that took place in the late 1990s. Although the federal government had collected crime and safety data for several decades, these events have highlighted a need for a survey that would build upon prior crime and school safety surveys³ while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was established by NCES in response to this need, specifically addressing safety in and around American public schools.

To date, SSOCS is the only periodic survey that collects detailed national information on crime and safety from the perspective of schools. The national estimates of school crime and safety that SSOCS provides assist ED in fulfilling goal 3.1 of its Strategic Goals and Objectives: to ensure that our nation's schools are safe and drug-free and students are free of alcohol, tobacco, and other drugs.

1.2 Questionnaire Development

The SSOCS:2006 questionnaire is the result of extensive research and development on issues of school crime and has evolved over each SSOCS collection since its introduction during the 1999–2000 school year. The development of the SSOCS:2000 instrument was an iterative process, with regular internal reviews and updates, external reviews by a Technical Review Panel (TRP)⁴ and governmental units, pretesting of the questionnaire with 14 schools, and review for clearance by the Office of Management and Budget and the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers. The SSOCS:2004 questionnaire was updated for content, flow, and clarity based on input from the TRP, seven site visits, and eight debriefing interviews.

Rather than making major changes to the questionnaire, as was done between the SSOCS:2000 and SSOCS:2004 collections, it was determined that the SSOCS:2006 questionnaire should closely mirror the SSOCS:2004 questionnaire in terms of content and ordering. There are differences, however, between the two questionnaires that are worth noting. The SSOCS:2006 questionnaire is shown in appendix C. First, the overall design of the questionnaire was modified by the U.S. Census Bureau for ease of use and data entry. Survey topics have remained the same substantively, but the “School Security” items were separated into their own section and “Teacher Training” was renamed “Staff Training.” In addition, the following items were modified:

- **Item 1 (SSOCS:2004) / Item 1 (SSOCS:2006)**

In subitem 1g, “or all” has been added to the SSOCS:2006 questionnaire. Subitem 1k in the SSOCS:2004 questionnaire is subitem 1j (*Require drug testing for athletes*) in SSOCS:2006, subitem 1j in SSOCS:2004 (*Require drug testing for any students*) is subitem 1l in

³ The two prior surveys on school crime and safety sponsored by the Department of Education were the aforementioned Safe Schools Study and the Principal/School Disciplinarian Survey on School Violence, conducted through the Fast Response Survey System (FRSS) in 1997.

⁴ The TRP consisted of researchers on school crime, educators, policymakers, and representatives of relevant education-related organizations.

SSOCS:2006 and the word “other” has been added to the question, and subitem 11 in SSOCS:2004 is subitem 1k in SSOCS:2006.

- **Items 7, 8, and 9 (SSOCS:2004) / Items 7, 8, and 9 (SSOCS:2006)**

For the SSOCS:2006 questionnaire, “regularly used” and “regular basis” have been replaced with “at least once a week.”

- **Item 9 (SSOCS:2004) / Item 9 (SSOCS:2006)**

In SSOCS:2006, the question has been reworded to read *How many of the following were present in your school at least once a week?* In SSOCS:2004, the definition of School Resource Officer was provided for respondents in the definition section of the questionnaire and in subitem 9b (*career law enforcement officers with arrest authority, who are assigned to work in collaboration with school organizations*). In SSOCS:2006, the definition of School Resource Officer changed and is provided only in subitem 9b (*Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations*).

- **Item 10 (SSOCS:2004) / Item 10 (SSOCS:2006)**

Did any of the sworn law enforcement officers, security guards, or security personnel at your school routinely...

“Carry a stun gun” and “carry a firearm” have been added to item 10 as subitems 10b and 10d, respectively.

- **Item 13 (SSOCS:2004)**

How many classroom teachers or aides participated in at least one of the training sessions listed in question 12?

Due to historically low item response rates, this item was not included in the SSOCS:2006 questionnaire.

- **Item 17 (SSOCS:2004) / Item 16 (SSOCS:2006)**

Please record the number of incidents that occurred at school during the 2005–06 school year for the offenses listed below.

SSOCS:2006 no longer includes “intent to harm” in subitem 16h because the incident had to be serious in order for it to be recorded. To be internally consistent with item 22, subitem 16i was changed to “distribution, possession, or use of illegal drugs” from “distribution of illegal drugs,” and subitem 16j was changed to “distribution, possession, or use of alcohol” from “possession or use of alcohol or illegal drugs.”

- **Item 18 (SSOCS:2004) / Item 17 (SSOCS:2006)**

During the 2005–06 school year, how many of the following incidents occurred at your school?

In SSOCS:2006, “gang-related hate crime” was added as subitem 17c.

- Item 18 (SSOCS:2006)

How many times during the 2005–06 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?

This item is new to SSOCS:2006.

- Item 18 (SSOCS:2004) / Item 19 (SSOCS:2006)

Excluding planned and unplanned fire alarms, how many times during the 2005–06 school year were activities disrupted by other actions, such as death threats, bomb threats, or chemical, biological, or radiological threats?

This item was reworded to be consistent with the prior item (item 18, above) in the SSOCS:2006 instrument.

- Item 20 (SSOCS:2004) / Item 20 (SSOCS:2006)

In subitem 20a, “ethnic” has been added to “racial” in SSOCS:2006. It reads *Student racial/ethnic tensions*.

- Item 21 (SSOCS:2004) / Item 21 (SSOCS:2006)

For SSOCS:2004, the expression in subitems 21j and 21k, “during/outside of school hours,” appeared at the end of the subitems. In SSOCS:2006 the phrase is parenthetically cited and appears in the middle of the subitems. Subitem 21l has been changed to read *Loss of school bus privileges* instead of *Kept off school bus due to misbehavior* (SSOCS:2004) and *Put on school probation with threatened consequences* in subitem 21n of the SSOCS:2004 questionnaire has been changed to *Placement on school probation with consequences if another incident occurs*.

- Item 22 (SSOCS:2004) / Item 22 (SSOCS:2006)

During the 2005–06 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

In SSOCS:2006, subitem 22b was changed to “use/possession of a weapon other than a firearm/explosive device” from “use/possession of a weapon other than a firearm” to be consistent with 22a. In the heading of column 3 in item 22 of the SSOCS:2006 questionnaire, the phrase “for disciplinary reasons” that appeared in SSOCS:2004 has been dropped.

- Item 23 (SSOCS:2004) / Item 23 (SSOCS:2006)

In SSOCS:2006, the question has been reworded to read *During the 2005–06 school year, how many of the following occurred?* Subitem 23a in SSOCS:2006 now reads *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 22, column 2.) Subitem 23b now reads *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 22, column 3.)

- Items 2, 21, and 28 (SSOCS:2004) / Items 2, 21, and 28 (SSOCS:2006)

Items 2, 21, and 28 in SSOCS:2006 do not contain the instructions previously given in SSOCS:2004. The instructions for item 2 in SSOCS:2004 read *In each row, please check whether you have a written plan. For every “Yes” answer, check whether your school has drilled students on the plan this year.* The instructions for item 22 in SSOCS:2004 read *If there are no such offenses or disciplinary actions in your school’s records, please record zero [0].* The instructions for Item 28 in SSOCS:2004 read *If no such staff, please record zero [0].*

Additional differences between the SSOCS:2004 questionnaire and the SSOCS:2006 include a specific response option box for “None” for items 9, 16, 17, 18, 22, 23, 25, 26, 27, 28, and 33.

For further information on the development of the SSOCS instrument over previous iterations, please refer to the 1990–2000 and 2003–04 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.

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of SSOCS:2006, “School Practices and Programs,” addresses current school practices and programs relating to crime and discipline. Respondents are asked about numerous procedures through which schools attempt to prevent and reduce crime, disorder, and violence, as well as procedures used to ensure the most effective response to a myriad of potential on-campus crises. Although these items are not intended to be used to evaluate the state of national school practices, they present a foundation from which policymakers and researchers can begin to understand environments in which crime occurs and may be used as a catalyst for influencing safer schools.

1.3.2 Parent and Community Involvement at School

The second section, “Parent and Community Involvement at School,” collects information about efforts to involve parents in maintaining school discipline and responding to students’ problem behaviors. In addition, it addresses the level of parent or guardian participation in school-related activities. This section also seeks to inform the extent to which community groups and related organizations and agencies—including juvenile justice agencies, social service agencies, and religious organizations—are involved in schools’ efforts to promote safe schools.

1.3.3 School Security

The third section, “School Security,” asks respondents about the presence of sworn law enforcement officers, security guards, and security personnel at their schools. These questions seek to collect data that can examine the relationship between the presence of these personnel and reports of school crime. This section asks respondents about the presence of security employees during various times throughout the school day and after school hours, the number of

full- and part-time security employees, whether they were armed, and their participation in particular school activities such as mentoring students or training teachers in school safety.

1.3.4 Staff Training

The fourth section, “Staff Training,” asks respondents about training provided by the school or school district for classroom teachers or aides. Topics addressed include classroom management, schoolwide discipline policies and practices related to violence, safety procedures, the identification of potentially violent students, and the identification of students using illegal substances. This section also inquires about training for positive behavioral intervention strategies.

1.3.5 Limitations on Crime Prevention

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

1.3.6 Frequency of Crime and Violence at School

The sixth section, “Frequency of Crime and Violence at School,” focuses on the incidence of homicides and shootings that occur at school. Fortunately, incidents of this type are rare; therefore, estimates based on these measures are not always reported in SSOCS publications.

1.3.7 Number of Incidents

The seventh section, “Number of Incidents,” asks respondents about the frequency of a range of recorded incidents at their schools. It is important to note that this section refers to specific incidents, not the number of victims or offenders, and respondents were asked to include recorded incidents committed by both students and nonstudents. In addition to the total number of recorded incidents, respondents were asked to report how many of the recorded incidents were reported to the police. The incidents this section asks about include rape; sexual battery; robbery; physical attack; threats of physical attacks; theft; possession of a weapon; distribution, possession, or use of alcohol or illegal drugs; and vandalism. It also asks for the number of hate and gang-related crimes, as well as the number of disruptions, such as death or bomb threats, and chemical, biological, or radiological threats.

1.3.8 Disciplinary Problems and Actions

The eighth section, “Disciplinary Problems and Actions,” asks about the degree to which schools face such disciplinary problems and their response to some specified problems. School administrators were asked about the use of disciplinary actions, such as removals from school, transfers, and out-of-school suspensions, and whether the actions were used at the school during

the 2005–06 school year. Since research has shown that a school’s inability to control minor infractions may be indicative of a crime-prone school environment (Miller 2004), the data provided by this section will be helpful in assessing the impact of schools’ control of lesser violations, as well as provide another measure of the disciplinary measures used in U.S. schools.

1.3.9 School Characteristics

The ninth section, “School Characteristics,” asks respondents about features of the school and the student body. Variables include total enrollment; the percentage of students eligible for free or reduced-price lunch, of limited English proficiency (LEP), in special education, and male; full- and part-time staffing for regular and special education students and students in need of mental health services; the number of daily classroom changes; number of student transfers after the start of the school year; average daily attendance; and type of school (regular public, charter, magnet). Correlating these characteristics with the incidence of crime and safety practices will assist in developing targeted efforts to address the specific needs of schools.

2. Sample Design and Implementation

2.1 Sampling Frame

The sampling frame for SSOCS:2006 was constructed from the 2003–04 Common Core of Data (CCD) Public Elementary/Secondary School Universe File. The CCD is an NCES annual census system that collects 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; and fiscal data, including revenues and current expenditures. Certain types of schools are excluded from the CCD Public Elementary/Secondary School Universe File in order to create the SSOCS sampling frame, including schools in the U.S. outlying areas⁵ and Puerto Rico, overseas Department of Defense schools, newly closed schools, home schools, Bureau of Indian Education schools, nonregular schools, ungraded schools, and schools with a high grade of kindergarten or lower. Regular schools, charter schools, and schools that have partial or total magnet programs are in the frame.

2.2 Sample Design

The same general sampling design used for SSOCS:2000 and SSOCS:2004 was adopted for the selection of schools in SSOCS:2006. As in the prior collections, the objective of the 2005–06 sample design was twofold: to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety, and to develop precise estimates of change in various characteristics relating to crime between the SSOCS administrations. To attain these objectives, a stratified sample of 3,565 regular public schools was drawn for SSOCS:2006. As in SSOCS:2004, but in contrast to SSOCS:2000, there was no attempt to minimize overlap between the SSOCS:2006 sample and samples for other NCES surveys. For sample allocation and sample selection purposes, strata were defined by crossing instructional level, type of locale, and enrollment size. In addition, minority status and region were used as implicit stratification variables by sorting schools by these variables within each stratum before sample selection. The three explicit stratification variables have been shown to be related to school crime (Miller 2004) and thus create meaningful strata for this survey.

The same design was used to allocate the sample across strata for all administrations of SSOCS, but the calculation of the total initial samples differed. Without the experience of prior administrations of the survey, stratum response rates had to be estimated for SSOCS:2000 when determining the number of sample cases within each stratum. In contrast, both SSOCS:2004 and SSOCS:2006 took advantage of the lessons learned from data collection in the previous collections. The SSOCS:2004 stratum response rates were used to determine the size of the initial sample for SSOCS:2006. NCES required a minimum of 2,550 completed interviews for SSOCS:2006, and these completed interviews were allocated to the strata. In order to determine the number of cases that should be sampled within each stratum, these counts were inflated to account for the nonresponse experienced during SSOCS:2004 (for a more detailed explanation of the inflation for nonresponse, see section 2.4).

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

2.3 Sample Size

The initial goal of SSOCS:2006 was to collect data from at least 2,550 schools, taking nonresponse into account. 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 sample of 2,550 schools was allocated to middle and high schools. The desired sample was allocated to the four instructional levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools.⁶ Schools in the SSOCS:2000 and SSOCS:2004 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 population 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 and SSOCS:2004 were used to stratify the SSOCS:2006 population of schools, namely, instructional level, locale, and enrollment size. Within each instructional level, the sample of schools was allocated among the 16 cells formed by the cross-classification of enrollment size⁷ and locale.⁸ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of size” (MOS) in order to obtain a reasonable sample of lower enrollment schools while at the same time giving a higher probability of selection to higher enrollment schools. The MOS was calculated by first finding the square root of each school’s enrollment and then aggregating over the schools in the stratum.

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 .

⁶ The number of combined schools sampled in SSOCS:2006 was considerably smaller than in SSOCS:2000, but comparable to the number sampled in SSOCS:2004. In SSOCS:2000, an initial sample of 269 combined schools was selected, and 199 surveys were completed. Because so few combined schools responded, reliable estimates for these schools could not be produced. It was therefore more efficient to take a smaller sample of combined schools and allocate the balance to the remaining three instructional levels for which separate estimates were required. In 2004, the number of completed surveys for combined schools was initially expected to be about half the number obtained in 2000. This logic proved true, as 88 combined schools completed the survey. Due to this success, 100 sampled schools were allocated to combined schools again in SSOCS:2006.

⁷ The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

⁸ The four categories of locale are city, urban fringe, town, and rural.

The total measure of size for an instructional level— 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 urban fringe primary schools with 500–999 students was 202,659, and the total across all 16 strata within the primary school level was 1,038,333. The ratio of this stratum to the overall school level is $202,659 / 1,038,333 = .195177$. Roughly 19.5 percent of the 640 primary school sample cases were therefore allocated to this stratum (specifically, $640 \times .195177 = 124.91$), or 125 schools. Note that some strata were rounded up and some were rounded down to the nearest whole number.

The effective sample sizes for each of the strata were then inflated to account for nonresponse by dividing the target stratum sample size by the expected stratum response rate. For example, the target sample size for urban fringe primary schools with 500–999 students was calculated above as 125 schools. Based on prior experience,⁹ the response rate for this stratum was expected to be 67.7 percent, so the number of schools to be sampled from this stratum was increased to 185 ($125/.677 = 185$). Sample sizes were inflated by an additional 1.5 percent to account for ineligible schools, for a total of 187 in the example. Town and rural schools with total enrollments of less than 300 students were further inflated by an additional 1.25 percent to account for losses to the sample caused by the collapsing of primary, middle, and high schools to form combined schools.¹⁰

Once the final sample sizes were determined for each of the 64 strata, the schools within each stratum were sorted by region and percent minority enrollment, which has a similar effect as stratification. Within each stratum, a simple random systematic sample was drawn. The sampling interval k was calculated as the ratio of the number of schools in the frame to the nonresponse-adjusted sample size. A random start r was selected between 0 and k , and schools r , $r + k$, $r + 2k$, $r + 3k$, etc., were selected (rounding up to the nearest whole number). Continuing the example of urban fringe primary schools with 500–999 students, there were 7,908 schools of this type in the frame. Because 187 schools were needed from this stratum, the sampling interval k was 42.2888 ($7,908/187 = 42.2888$). A random start was then chosen between 0 and 42.2888 to select the first school, and 42.2888 was successively added to the random start to select each of the remaining 186 schools in the sample (rounding up each time to get the number of the school in the sorted list).

Table 2.1 shows the characteristics of the initial selected sample of 3,565 schools (which yielded 2,724 responding schools, 789 nonresponding schools, and 52 ineligible schools). Based on the data in table 2.1, schools located in towns and in rural areas, those that had fewer students, primary schools, and schools that had low minority enrollment had higher response rates.

⁹ The actual response rates achieved in 2004 were used as the foundation for determining the number of schools that needed to be contacted in each stratum in 2006 to obtain the allocated number of completes in each stratum.

¹⁰ Inconsistencies sometimes exist in how school administrators describe a school and how the state reports the school on the CCD. For example, a state may report a school with grades KG–12 as three separate schools (elementary/middle/high), but the school administrator may consider it to be one combined school. This was corrected on the SSOCS sampling frame by combining multiple CCD records for a single school into a single record.

Table 2.1 Response status and unweighted response rates, by selected school characteristics, SSOCS:2006

School characteristics	Initial sample	Completed surveys ¹	Non-respondents ²	Ineligibles ³	Unweighted response rate (percent) ⁴
Total	3,565	2,724	789	52	77.5
Instructional level					
Primary	896	715	166	15	81.2
Middle	1,248	948	278	22	77.3
High school	1,236	924	307	5	75.1
Combined	185	137	38	10	78.3
Enrollment size					
Less than 300	452	357	74	21	82.8
300–499	630	513	105	12	83.0
500–999	1,335	1,041	280	14	78.8
1,000 or more	1,148	813	330	5	71.1
Type of locale					
City	1,014	697	295	22	70.3
Urban fringe	1,369	1,046	310	13	77.1
Town	332	281	48	3	85.4
Rural	850	700	136	14	83.7
Percent minority					
Less than 5 percent/missing	635	535	86	14	86.2
5 to less than 20 percent	909	729	172	8	80.9
20 to less than 50 percent	873	661	204	8	76.4
50 percent or more	1,148	799	327	22	71.0
Region					
Northeast	679	495	177	7	73.7
Central	899	705	172	22	80.4
Southeast	821	647	164	10	79.8
West	1,166	877	276	13	76.1

¹In SSOCS:2006, a minimum of 60 percent of the 237 subitems were required to be answered for the survey to be considered complete. Of the 237 subitems eligible for recontact, this includes a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

²Nonrespondents include schools whose districts denied permission to NCES and those eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete. In total, there were 40 schools whose districts denied permission to NCES, 345 schools that did not send back a questionnaire, and another 404 that were other noninterviews including refusals, undeliverables, and the partially completed questionnaires that did not qualify as an interview.

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative 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—for example, an office overseeing a certain type of program or offering tutoring or other services only).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

2.5 Weighting

Sample weights allow inferences to be made about the population from which the sample units are drawn. Because of the complex nature of the SSOCS:2006 sample design, these weights are necessary to obtain population-based estimates, to minimize bias arising from differences

between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS sampling weights are described below.

An initial (base) weight was first determined within each stratum by calculating the ratio of the number of schools available in the sampling frame to the number of schools selected. 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 of bias due to nonresponse, weighting classes were determined by using a statistical algorithm similar to CHAID (chi-square automatic interaction detector) to partition the sample such that schools within a weighting class were homogenous with respect to their probability of responding. The same predictor variables from the SSOCS:2004 CHAID analysis were used for SSOCS:2006: instructional level, region, enrollment size, percent minority, student-to-FTE teaching staff ratio, percentage of students eligible for free or reduced-price lunch, and number of full-time equivalent (FTE) teachers. When the number of responding schools in a class was sufficiently small, the weighting class was combined with another to avoid the possibility of large weights. After combining the necessary classes, the base weights were adjusted so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted weights were then poststratified to calibrate the sample to known population totals. Two dimension margins were set up for the poststratification—(1) instructional level and school enrollment size and (2) instructional level and locale—and an iterative process known as the raking ratio adjustment brought 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, 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.¹¹

2.6 Computing Standard Errors

Estimates derived from a probability sample are subject to sampling error because only a small fraction of the target population has been surveyed. In surveys with complex sampling designs, such as SSOCS, estimates of standard errors that assume simple random sampling typically underestimate the variability in the point estimates. Two commonly used methods for estimating sampling errors account for complex sampling designs: (1) Replication and (2) the Taylor-series linearization procedure (TSP).

Replication involves splitting the entire sample into a set of groups based on the actual sample design of the survey. The survey estimates can then be computed for each of the replicates by creating replicate weights that mimic the actual sample design and estimation procedures used in the full sample. The variation in the estimates computed from the replicate weights can then be used to estimate the sampling errors of the estimates for the full sample.

¹¹ Instructional level, school enrollment, and locale have been shown to be correlated with crime (Miller 2004).

A total of 50 replicates were defined for SSOCS:2006. The specific replication procedure used for SSOCS:2006 was a jackknife replication method, which involved dividing the sample into 50 subsamples (replicates) for the computation of the replicate weights. Replicate weights were created for each of the 50 replicates using the same estimation procedures that were used for the full sample. These replicate weights are included in the SSOCS:2006 data files as REPWGT1 through REPWGT50. These weights can be used to calculate sampling errors in a number of software packages specializing in complex sample designs.

Another approach to the valid estimation of sampling errors for complex sample design is to use TSP. Under TSP, sampling is assumed to be with replacement within each stratum to avoid estimating the variance at all stages of sampling, and the variance computation involves only the totals of primary sampling units (PSUs) within each stratum. Therefore, it is important to specify the PSU (i.e., the school) identified by the unique school variable and the stratum to which the PSU belongs for computing the variance.

The SSOCS:2006 data files include variables to obtain weighted estimates and to calculate standard errors using TSP. Table 2.2 shows the weighting and sample variance estimation variables. Data users should be aware that the use of different approximation methods or software packages in the calculation of standard errors may result in slightly different standard errors. Standard errors computed using the replication method and TSP are nearly always very similar, but not identical.

The statistical programs that allow for calculation of standard errors using both jackknife replication and TSP are SUDAAN,¹² and Stata.¹³ An additional program that offers the replication method is WesVar.¹⁴ Additional programs that offer TSP are SAS¹⁵ (version 8 and above), SPSS,¹⁶ and AM.¹⁷

Sample code is provided below for calculating standard errors for means using TSP in SAS, Stata, SUDAAN, and the SPSS Complex Samples module. Sample code is additionally provided to calculate standard errors for means using the jackknife replication method in SAS-callable SUDAAN and Stata.

¹² See <http://www.rti.org/sudaan/> for more information about SUDAAN.

¹³ See <http://www.stata.com/> for more information about Stata.

¹⁴ To calculate standard errors using jackknife replication weights in WesVar, see *A User's Guide to WesVarPC* (Brick et al. 1997).

¹⁵ See <http://www.sas.com/> for more information about SAS.

¹⁶ See <http://www.spss.com/> for more information about SPSS.

¹⁷ See <http://am.air.org/> for more information about AM.

Table 2.2 Weighting and sample variance estimation variables, SSOCS:2006

Full sample weight	Computing sampling errors						Design Effect (DEFT) for approximating sampling errors	
	Replication method (WesVar, SUDAAN, STATA) ¹			Taylor series method (SUDAAN, Stata, SAS 8 (and above), SPSS Complex Samples module, AM) ²				
	Respondent ID	Replicate weights	Jackknife method	Sample design	Nesting variables			
FINALWGT	SCHID	REPWG1- REPWG50	JK1	WR	STRATA PSU	1.235		

¹ WesVar Complex Samples software, version 5, is available from Westat (www.westat.com). Information on SUDAAN can be obtained at www.rti.org. Information on Stata can be obtained at www.stata.com.

² Information on SUDAAN can be obtained at www.rti.org. Information on Stata can be obtained at www.stata.com. Additionally, SAS version 8 (and above) includes survey procedures that use the Taylor series method for variance estimation. (see www.sas.com) Information on the SPSS Complex Samples module can be obtained at www.spss.com/complex_samples. Information on AM can be obtained at am.air.org.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 2005–06.

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

SAS
 proc surveymeans;
 stratum STRATA ;
 cluster SCHID ;
 weight FINALWGT ;
 var *VARNAMEx* ;
 run ;

Stata
 svyset [pw = finalwgt], strata (strata) psu (schid)
 svy: mean *varname*

SUDAAN
 proc descript filetype=sas design=wr DEFT2 ;
 nest STRATA SCHID;
 weight FINALWGT ;
 var *VARNAMEx* ;
 run ;

SPSS:¹⁸

Step One:

```
CSPLAN ANALYSIS  
/PLAN FILE='C:\SSOCS.CSAPLAN'  
/PLANVARS ANALYSISWEIGHT=FINALWGT  
/DESIGN STRATA= STRATA CLUSTER= SCHID  
/ESTIMATOR TYPE=WR.
```

Step Two:

```
CSDESCRIPTIVES  
/PLAN FILE = 'C:\SSOCS.CSAPLAN'  
/SUMMARY VARIABLES =VARNAME  
/MEAN  
/STATISTICS SE  
/MISSING SCOPE = ANALYSIS CLASSMISSING = EXCLUDE.
```

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

SAS-Callable SUDAAN

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

Stata

```
svyset [pw = finalwgt], jkrw(repwgt1-repwgt50, multiplier (.98))  
svy: mean varname
```

2.7 Approximate Standard Errors

Although it is possible to use the jackknife replicate and TSP variables to produce many key estimates and their standard errors (see section 2.6 above), it is also possible to obtain approximate standard errors without using specialized software. One such method uses the design effect (*DEFF*) of some key estimates obtained from the survey. The design effect of a survey estimate is defined as the ratio of the variance of the estimate under the sampling design used for the survey to the variance of the estimate under simple random sampling. For example, if a population proportion p from a survey with a sample size of n units is being estimated, then the design effect of the estimated proportion from the survey, \hat{p} , is defined as

¹⁸ Unlike the other statistical programs, a two-step method is required when using the SPSS Complex Sampling module. The first step sets up the complex sample analysis plan (generating a CSPLAN file), while the second step uses this plan to generate an estimate. For the example provided, the file is called SSOCS.csplan and is saved to the C:\ drive.

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

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

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

In stratified sampling designs like the one used for SSOCS, cases within a particular stratum tend to have responses that are more similar than if the cases were chosen completely at random from the population. Therefore, values of $DEFF$ (which reflect the contributions of nonresponse adjustment and poststratification) tend to be not much greater than 1.0. The appropriate value of $DEFF$ in the formulas above depends on the particular domain being analyzed (e.g., the $DEFF$ for high schools is different from that for primary schools). Since each estimate has a different design effect and these may be unstable, an average $DEFF$ was computed over many different variables. Table 2.3 gives average values of $DEFF$ and $DEFT$ for selected subgroups.

Table 2.3 Average values of the design effect (DEFF and DEFT) for selected school characteristics, SSOCS:2006

School characteristics	DEFF	DEFT
Total	1.5255	1.2351
Instructional level		
Primary	1.2632	1.1239
Middle	1.6613	1.2889
High school	1.5253	1.2350
Combined	2.1105	1.4528
Enrollment size		
Less than 300	1.5020	1.2256
300–499	1.3991	1.1828
500–999	1.6973	1.3028
1,000 or more	1.6083	1.2682
Type of locale		
City	1.4029	1.1844
Urban fringe	1.2900	1.1358
Town	1.5463	1.2435
Rural	1.5465	1.2436
Percent minority enrollment		
Less than 5 percent/missing	2.0752	1.4406
5 to less than 20 percent	1.8222	1.3499
20 to less than 50 percent	2.3193	1.5229
50 percent or more	1.7810	1.3345

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

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

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

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

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

where \hat{p} is the weighted estimate (percentage) and n is the unweighted sample size on which the percentage is based. Since the full SSOCS:2006 sample is being used for this estimate, $n = 2,724$. The corresponding simple-random-sample standard error can then be calculated as

$$\sqrt{46(54)/2,724} = 0.96.$$

In this example, the approximate standard error of the estimate is, therefore,

$$0.96 \times DEFT.$$

If 1.235 is chosen as a conservative estimate of *DEFT*, the estimated standard error would be 1.19 (i.e., 0.96×1.235).

The approximate standard error of a survey mean could be computed using a similar procedure. First, the mean should be estimated using the full sample weight and any standard statistical package like SAS or SPSS. Next, the standard error of the estimate should be obtained under simple random sampling without using weights. This unweighted standard error should then be multiplied by the average design effect to get the approximate standard error of the mean under the design. For example, suppose that the estimated (weighted) mean number of disruptions in high schools is 4 and the simple-random-sample standard error (unweighted) is 0.8 disruptions. The approximate standard error for the estimate would then be 0.988 (i.e., 0.8 disruptions \times 1.235, the *DEFT* for high schools).

3. Data Collection Methods and Response Rates

The following sections discuss the procedures used in the data collection of the 2005–06 School Survey on Crime and Safety (SSOCS:2006).

3.1 Data Collection Procedures

SSOCS:2006 was conducted as a mail survey with telephone follow-up. Four months before the onset of data collection, NCES began working with the school districts of sampled schools that required prior approval to participate in the survey. Approximately 1 week prior to mailing the questionnaires, an advance letter (shown in appendix D) was sent to the principals along with a brochure providing additional information about the survey. This letter gave background information on SSOCS, informed the principal that the questionnaire would be delivered via Federal Express (FedEx) within 1 to 2 weeks, and included a toll-free number to call with any questions. On March 17, 2006, 3,528 questionnaires¹⁹ were sent via FedEx directly to the principals of the sampled schools with a cover letter describing the importance of the survey and a promotional SSOCS pen (see appendix E for a copy of the cover letter and appendix C for a copy of the questionnaire). Schools located within districts in which approval was granted also received inserts informing the principals that their districts had approved participation in SSOCS.

Upon distribution of the SSOCS questionnaire to schools, letters were 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:2006 (see appendixes F and G for a copy of the CSSO and district superintendent cover letters, respectively). The letters included information about the survey and were accompanied by a promotional SSOCS pen, an informational copy of the questionnaire, and the SSOCS brochure. The letters were not designed to ask for permission from these officials to participate in the survey, but rather as a vehicle to enhance participation.

During the 2 weeks following the first questionnaire mailing, the screener telephone operation was conducted. The screener operation had two objectives:

- verify and collect demographic information about the school, including information to verify that the school was eligible for SSOCS; and
- verify that the questionnaire was received.

At the conclusion of the screener operation, replacement questionnaires were sent via FedEx to 748 schools that requested them and to 128 schools that could not be reached by telephone.

The reminder telephone operation began 1 week after the screener ended and was conducted in two 1-week phases. The primary objective of the reminder operation was to follow up with the principal or school contact to determine the status of the questionnaire; however, during the 2nd

¹⁹ The total SSOCS:2006 sample consisted of 3,565 public schools. The districts of 37 schools did not give NCES permission to contact their schools about participating in the survey. An additional 3 schools were not sent to the Telephone Center for Screener operation because the schools did not give NCES permission to contact their school between mail out and the Screener.

week, the interviewer could complete the SSOCS interview over the phone at the respondent's request. There was a 1-week break between the two phases to allow principals time to complete and return the questionnaire. Replacement questionnaires were sent as they were requested to 392 schools via FedEx.

The nonresponse follow-up operation began the week after the reminder operation ended. During this 4-week operation, interviewers collected data over the telephone and by fax submission. Interviewers faxed the SSOCS questionnaire to respondents who did not have their copy so that they could follow along. Data collection ended on May 31, 2006.

Table 3.1 summarizes the SSOCS:2006 data collection schedule.

Table 3.1 Data collection schedule, SSOCS:2006

Date	Operation	Description
November 2005	LEA contacts	NCES begins contacting school districts of sampled schools that require prior district approval to participate in surveys.
March 10, 2006	Principal Advance Letter Mail-out	Advance letters are mailed to principals of sampled schools describing the survey.
March 13–15, 2006	Superintendent and CSSO Letter Mail-out	Letters are sent to superintendents and chief state school officers to inform them that schools within their districts or states were selected for SSOCS:2006.
March 17, 2006	Questionnaire Mail-out	SSOCS:2006 questionnaire is sent by FedEx to the school principal/administrator of sampled schools.
March 20–31, 2006	Screener Operation	Sampled schools are contacted by telephone to verify that they are eligible to participate in SSOCS and have received the questionnaire. Replacement questionnaires sent on flow basis by FedEx.
April 10–14, 2006	Reminder Operation, Phase 1	Sampled schools that have not returned a completed SSOCS questionnaire are contacted to remind them to do so as soon as possible.
April 17, 2006	Remails	A replacement questionnaire is sent by FedEx to schools that requested one during the screener operation and to schools with outstanding questionnaires that were not reached during the screener operation.
April 18–May 23, 2006	Data Retrieval Operation	For cases in which critical subitems were left blank or responses were illogical, respondents are contacted to resolve issues related to the missing data.
April 24–28, 2006	Reminder Operation, Phase 2	Sampled schools that have not returned a completed SSOCS questionnaire are contacted to remind them to do so as soon as possible.
April 20, 24, and May 3, 2006	Remails	A replacement questionnaire is sent by FedEx to schools that requested one during the reminder operation.
May 1–31, 2006	Nonresponse Follow-up	Sampled schools that have not returned a completed SSOCS questionnaire are contacted to attempt to complete the questionnaire over the phone or by fax submission.

Returned questionnaires were examined for quality and completeness using both manual and automated edits. A total of 103 subitems were identified as critical to consider the survey completed. The school was contacted again if less than 80 percent of these critical subitems were complete or if the questionnaire had three or more rapes reported in subitem 16a, five or more soft-range violations,²⁰ a ratio of students to full-time equivalent teachers of less than 1 or greater than 50, less than 60 percent of the total subitems eligible for recontact completed, less than 60 percent of question 16 subitems completed, or less than 60 percent of question 22 subitems completed. During this operation, the respondent was asked to resolve issues related to the missing data, and in cases where the recontacts failed to produce a satisfactory resolution but enough items were completed to be considered an interview, values were imputed for missing items (see chapter 4, “Data Preparation”).

3.2 Interviewer Training

Interviewers working on SSOCS:2006 were employees of the U.S. Census Bureau’s Jeffersonville Telephone Center in Indiana. All interviewers received 10 hours of computer-assisted telephone interviewing (CATI) training—on topics such as what makes a good interviewer, how to interview, voice, and diction—before attending survey-specific training sessions.

Interviewer training on the content and data collection procedures of SSOCS:2006 was conducted from March to April 2006. Three 5-hour training sessions were conducted during March 14–16, 2006, for the screener operation, and three additional 5-hour training sessions were conducted during April 4–6, 2006, for the reminder operation. Approximately 20 interviewers attended each training session.

Training for nonresponse follow-up was conducted on April 20 and 21, 2006. Two 2-hour training sessions were conducted on April 20, 2006, for experienced interviewers, and approximately 25 interviewers attended each session. A 5-hour training session was conducted on April 21, 2006, for 35 inexperienced interviewers.

²⁰ Soft-range violations occurred if an answer was unusually high or low, given the school’s enrollment.

3.2.1 Training on Basic Interviewer Skills

For each telephone operation, interviewers were given an “Interviewer Self-Study Guide” to read before the classroom training session. This guide covered all information necessary to be successful in making phone calls to schools. The self-study guide described the purpose, design, and sample size of the survey and provided an overview of all of the telephone operations. It described the challenges the interviewers may face when collecting data from schools and offered advice on how to work with the office staff.

3.2.2 *Training on Questionnaire Follow-up*

Training sessions specific to each operation were conducted prior to the beginning of the operation. These sessions included a review of both the calling procedures and frequently asked questions. A large portion of each training session was devoted to completing paired practices using the relevant forms. During these practices, interviewers alternated the role of interviewer and respondent in order to become proficient with the skip patterns and text of the paper scripts and the SSOCS questionnaire. All paper scripts provided the interviewers with the wording to use to introduce themselves, ask for the appropriate staff member, and inquire about the status of the SSOCS questionnaire. The paper scripts used to screen the schools also verified the school’s address, grade range, and school type.

3.2.3 *Training on Refusal Conversion*

All interviewers working on SSOCS:2006 were trained in both refusal aversion and conversion. The training distinguished between aversion and conversion and described keys to success, including strong communication skills, project knowledge, knowledge of the case history, and the ability to think on one’s feet. Interviewers were instructed to respond to the issues the respondent raised, to remember that the respondent is always right, and to know when the interview is over. They were urged to be persuasive as well as calm and understanding, to probe for the reason the respondent was refusing, to be prepared to listen, and to use active listening techniques. They were also asked to vary their tone of voice, to use the resources available to them, and to leave good comments for the next interviewer working on the case.

First refusal cases were referred to experienced interviewers for a refusal conversion attempt. Additional refusal conversion practice was included in the nonresponse follow-up training sessions. Each interviewer received a card with a respondent quotation on it and developed a response to share with the group.

3.2.4 *Training on Data Retrieval*

The training on data retrieval was conducted on March 28, 29, and 30, 2006. Each training session was approximately 8 hours long. The training was similar to the training for other telephone operations in that it included a self-study guide and paired practices. More time was devoted to paired practice exercises than in the other training sessions due to the complex nature of the operation. The data retrieval form included a list of items for follow-up and their respective page numbers. The list of items was ordered by importance to the survey so that if the respondent could not finish the interview, the most critical items were completed. Since one of the criteria for flagging an item was the ratio to the school’s enrollment, some items that were

flagged for follow-up would not be problematic if the new enrollment value caused the ratio to fall within an acceptable range. The following instruction was included for these cases: “If the new enrollment exceeds (*number*) then do not ask items from q28, q16, and q22 that are range violations.” Items that were range violations had the term “range violation” in parentheses next to the page and item number.

3.3 Data Retrieval

The data were passed through an initial editing program that imputed blank items based on responses to other items in the record. Following this, a program was used to assess whether a record could be considered complete. To reduce unit nonresponse, for any returned surveys that did not meet the minimum completion criteria, schools were contacted again for data retrieval. A school was contacted again if any of the following criteria were met:

- Three or more rapes were reported in subitem 16a.
- The ratio of students to FTE teaching staff was less than 1 or greater than 50.
- Less than 60 percent of the total subitems eligible for recontact were filled in (at least 142 of 237 total subitems²¹ needed to be complete).
- Less than 60 percent of question 16 subitems were filled in (at least 17 of 28 subitems needed to be complete).
- Less than 60 percent of question 22 subitems were filled in (at least 18 of 30 subitems needed to be complete).
- Less than 80 percent of critical subitems were filled in (at least 83 of 103 subitems needed to be complete).
- There were five or more soft-range violations.

The critical items in SSOCS:2006 were items 7, 8, 14, 15, 16, 17, 20, 22, 23, 24, 25, 26, 28, 31, 32, and 33. Soft-range violations occurred if an answer was unusually high or low, given the school’s enrollment.

In SSOCS:2006, 202 cases were sent to data retrieval; schools were successfully contacted again in 179 of these cases, resulting in 153 successful interviews (i.e., all items flagged for follow-up were asked) and 26 partial interviews.

3.4 Efforts to Increase Response Rates

Several steps were taken to maximize survey response rates during data collection. All questionnaires were sent via FedEx or fax to ensure their prompt receipt and to give the survey a greater sense of importance to the respondents. A prepaid business reply envelope was included in the mailing for respondents to use when returning their completed questionnaire. In addition, a toll-free number was provided for respondents to call with inquiries regarding the survey.

²¹ The 237 total subitems eligible for recontact include all 243 subitems in the questionnaire except for the six introductory questions (C0010, C0012, C0014, C0016, C0018, and C0020).

During the 2 weeks following the initial mail-out of the questionnaire, interviewers called schools to ensure that the questionnaires had been received. Approximately 3 weeks after the initial mail-out, interviewers called nonrespondents to ensure that the school still had the questionnaire and to prompt individuals to complete it. The questionnaire was resent via FedEx to schools that needed a new questionnaire. Multiple follow-up contacts were made via telephone and e-mail throughout the data collection period to encourage and promote participation, as were targeted reminder mailings, including a second questionnaire mailing. Two unique e-mail messages from NCES were used as prompts and reminders. The first e-mail message, sent to 831 school principals and administrators, was used to remind them to complete and return their questionnaire. The second e-mail message, sent to 427 school principals and administrators, alerted them that the data collection was coming to an end and asked that they return their questionnaire by May 31, 2006. The text of the e-mail reminders is shown in appendix H.

School packages contained informational and promotional materials for SSOCS. The advance mailing included a brochure that provided details about the issues addressed in the study, the importance of the data, the names of organizations endorsing the survey, and information regarding the SSOCS website. A SSOCS pen was included in the first questionnaire mailing to prompt response by invoking the norm of reciprocity (Gouldner 1960).

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. These efforts began 3 weeks after the mailing of the questionnaire and continued to the end of data collection. Refusals coded by interviewers as "firm" were reviewed by supervisors to determine whether another attempt should be made. A case was coded as a final refusal if interviewers received two refusals from any school contact (e.g., a secretary or assistant principal) during the reminder and nonresponse follow-up operations. If a district refused, schools within that district were coded as final refusals as well.

3.5 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. SSOCS:2006 used three measures to evaluate unit response: the completion rate, the unweighted unit response rate, and the weighted unit response rate.

Completion rates indicate the proportion of sample members that completed the survey and are calculated by dividing the number of completed surveys (C) by the total sample size (T).

Using the disposition (survey outcome) information from table 3.2, this calculation yields a completion rate of

$$C / T = 2,724 / 3,565 = 76.4 \text{ percent.}$$

Table 3.2 Number of public schools, by interview status, SSOCS:2006

Interview status	Number of public schools
Total sample	3,565
Schools whose districts refused on their behalf	40
Cases provided to phone center	3,525
Completed survey ¹	2,724
Partial completes ²	49
Ineligible schools ³	52
Other nonresponding schools	700

¹ In SSOCS:2006, a minimum of 60 percent of the 237 subitems were required to be answered for the survey to be considered complete. Of these 237 subitems eligible for recontact, this includes a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

² A total of 202 cases were sent to data retrieval. Of these, there were 49 cases that sent in a questionnaire that did not qualify as an interview after being contacted again (26 partial interviews and 23 unable to contact).

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative 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 - for example, an office overseeing a certain type of program or offering tutoring or other services only).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

While this figure represents the quality of the data collection operations, it does not necessarily represent the quality of the SSOCS:2006 data. Traditionally, unit response rates are used as the main measure of survey quality because they reflect the potential effects of nonsampling error and indicate whether portions of the population are underrepresented due to nonresponse. The unweighted unit response rate is calculated by dividing the number of completed surveys (C) by the total initial sample size (T), subtracting known ineligible schools from the denominator (I).²²

For SSOCS:2006, this calculation yields an unweighted unit response rate of

$$C / (T - I) = 2,724 / (3,565 - 52) = 77.5 \text{ percent.}$$

While unweighted unit response rates generally measure the proportion of the sample that produced usable information for analysis, weighted unit response rates can be used to estimate the proportion of the survey population covered by the units that responded. These two rates can differ if certain subpopulations are sampled with different selection probabilities, such as in SSOCS:2006. The weighted unit response rate is calculated by applying the base sampling weights and substituting the result in the equation above. For SSOCS:2006, the weighted 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).

This calculation yields a weighted unit response rate of

$$C_w / (T_w - I_w) = 66,784.3 / (84,689.2 - 1880.0) = 80.6 \text{ percent.}$$

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

²² In some surveys, this calculation can be rather complicated because it is difficult to distinguish eligible and ineligible units among nonrespondents. For school surveys, however, the Department of Education updates its list of known schools on a fairly regular basis, so estimating eligibility among nonrespondents is relatively straightforward.

Table 3.3 Response status, unweighted and weighted unit response rates, by selected school characteristics, SSOCS:2006

School characteristics	Initial sample	Completed survey ¹	Non-respondents ²	Ineligibles ³	Unweighted unit response rate (%) ⁴	Weighted unit response rate (%) ⁵
Total	3,565	2,724	789	52	77.5	80.5
Instructional level						
Primary	896	715	166	15	81.2	82.0
Middle	1,248	948	278	22	77.3	78.5
High school	1,236	924	307	5	75.1	77.8
Combined	185	137	38	10	78.3	79.1
Enrollment size						
Less than 300	452	357	74	21	82.8	82.7
300–499	630	513	105	12	83.0	83.5
500–999	1,335	1,041	280	14	78.8	79.3
1,000 or more	1,148	813	330	5	71.1	71.7
Type of locale						
City	1,014	697	295	22	70.3	74.6
Urban fringe	1,369	1,046	310	13	77.1	79.1
Town	332	281	48	3	85.4	86.5
Rural	850	700	136	14	83.7	84.9
Percent minority						
Less than 5 percent/missing	635	535	86	14	86.2	88.7
5 to less than 20 percent	909	729	172	8	80.9	81.7
20 to less than 50 percent	873	661	204	8	76.4	78.2
50 percent or more	1,148	799	327	22	71.0	75.8
Region						
Northeast	679	495	177	7	73.7	75.8
Central	899	705	172	22	80.4	82.5
Southeast	821	647	164	10	79.8	82.2
West	1,166	877	276	13	76.1	80.4

¹In SSOCS:2006, a minimum of 60 percent of the 237 subitems eligible for recontact were required to be answered for the survey to be considered complete. Of these 237 subitems, this includes a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

²Nonrespondents include schools whose districts denied permission to NCES and those eligible schools that either did not respond or responded but did not answer the minimum number of items required for the survey to be considered complete. In total, there were 40 schools whose districts denied permission to NCES, 345 schools that did not send back a questionnaire, and another 404 that were other noninterviews including refusals, undeliverables, and the partially completed questionnaires that did not qualify as an interview.

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative 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—for example, an office overseeing a certain type of program or offering tutoring or other services only).

⁴The unweighted response rate is calculated as a ratio: completed cases / (total sample – known eligibles).

⁵The weighted response rate is calculated by applying the base sampling weights to the ratio: completed cases / (total sample – known eligibles).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

3.6 Analysis of Unit Nonresponse Bias

As discussed in section 3.5, the unweighted unit response rate for SSOCS was 77.5 percent, and the weighted unit response rate was 80.6 percent. Because 789 schools failed to respond to the survey, bias may have been introduced into the survey estimates. That is, it is possible that some survey estimates may no longer reflect the corresponding values in the population. To determine the extent of the bias from unit nonresponse, a number of analyses compared nonresponding and responding schools. This section briefly describes the unit-level nonresponse bias analysis. A more detailed explanation appears in appendix I.

The base-weighted distributions of responding and nonresponding schools were compared for the following eight frame variables: instructional level, school enrollment size, locale, percent minority enrollment, region, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. A statistical test was used to assess whether the distribution of the nonresponding schools over the categories of each frame variable differed from the distribution of the responding schools. Significant differences were found for enrollment size, locale, percent minority enrollment, number of FTE teaching staff, and region. A further analysis determined which categories of these five variables were responsible for these significant differences.

Next, a unit response propensity analysis was conducted. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using chi-square automatic interaction detector (CHAID). The CHAID algorithm identifies the variables that are the most significant predictors of response propensity and then uses this information to successively partition the sample into subsets that are homogeneous in terms of response propensity, resulting in weight adjustment classes or cells. The multiple combinations of enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region were grouped into these nonresponse adjustment cells for SSOCS:2006. The nonresponse adjustment has the effect of distributing the weight of the nonresponding schools among the responding schools in the same adjustment class.

As a final step in the analysis of unit nonresponse, the differences between the respondent sample, using the nonresponse adjustment weight created, and the full sample, using the base sampling weight, were examined with respect to all eight frame variables. This was done in order to evaluate the effect of the nonresponse weight adjustment. The results indicate that there were no measurable differences between the respondents and the full sample; the nonresponse adjustment appears to have decreased the effects of nonresponse.

3.7 Analysis of Item Nonresponse Bias

Just as schools sometimes chose not to respond to the SSOCS:2006 survey request, they occasionally chose not to answer all of the survey items. An item-level bias analysis was performed to determine the extent to which, for each item on the questionnaire, nonresponding schools differed from responding schools. This analysis was done because differences between the schools that did and did not respond to an item can lead to bias in estimates; therefore, NCES requires further examination of items with response rates of less than 85 percent.

The magnitude of item nonresponse bias is determined both by the level of item response and by the differences between item respondents and item nonrespondents on a survey item. Because the values of the survey items are not known for item nonrespondents, the distributions of the eight frame variables listed above (instructional level, school enrollment size, locale, percent minority enrollment, region, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were compared between the nonrespondents and respondents for the 13 items with response rates of less than 85 percent. The 13 items are listed below:

- C0234/R—Number of part-time security guards
- C0236/R—Number of full-time school resource officers
- C0238/R—Number of part-time school resource officers
- C0242/R—Number of part-time sworn law enforcement officers
- C0326—Number of attacks with a weapon
- C0330—Number of attacks without a weapon
- C0406—School allows outside suspension with no services available
- C0408—School used outside suspension with no services available
- C0542/R—Number of paid part-time special education teachers
- C0546/R—Number of paid part-time special education aides
- C0550/R—Number of paid part-time regular classroom teachers
- C0554/R—Number of paid part-time regular classroom aides/paraprofessionals
- C0558/R—Number of paid part-time counselors

Among these items, ten (C0234/R, C0236/R, C0238/R, C0242/R, C0326, C0330, C0542/R, C0546/R, C0554/R, and C0558/R) were identified as having negligible nonresponse bias. The other three items (C0406, C0408 and C0550/R) had significant differences in their distributions across most of the key variables examined. The distributions between respondents and nonrespondents for survey items associated with C0406, C0408 and C0550/R were then examined. Based on these analyses, the potential for bias was identified for items C0406, C0408 and C0550/R but it was not enough to warrant the exclusion of these items from the data file. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in appendix J.

4. Data Preparation

4.1 Analysis of Disclosure Risk

Central to the mission of the National Center for Education Statistics (NCES) is a commitment to protecting the identity of respondents to its various data collections. The SSOCS:2006 response data have been subjected to an extensive disclosure risk analysis and modified based on the results of that analysis to prevent positive identification of individual schools. Tests on the modified data were performed to ensure that the data remain accurate and useful. The penalty for unlawful disclosure of any individually identifiable information is a fine of not more than \$250,000.00 (under 18 U.S.C. 3559 and 3571), or imprisonment for not more than 5 years, or both.

4.2 Editing Specifications

After the data were key-entered, they were run through a series of editing programs. As described in section 3.3, computer programs were used to determine whether a returned questionnaire could be considered complete. Editing programs subsequently checked data for consistency, valid data value ranges, and skip patterns. Detailed information on editing is provided in appendix K.

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:2004 data were used as a basis of comparison. Out-of-range responses were flagged, and the value was verified if the school was contacted again during data retrieval. If the respondent was not contacted again during data retrieval, the out-of-range value was deleted and a new value was imputed. After data collection, some values that initially passed the range check were determined to be outliers and abnormally high response values were blanked and usually imputed to their item mean value.

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 key items, responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not a key item, the response was accepted as is. Hard ranges are those that have a finite set of parameters for an item. For example, a respondent may have given a date of March 1, 2006 as the date he/she completed the questionnaire. This value is out of range because the questionnaire was not mailed to the respondent until March 17, 2006. Similarly, on questions 25 and 26, responses greater than 100 percent were not accepted. For key items, respondents were called in order to re-ask the question. If a respondent insisted that a response outside the hard range was correct, or if the respondent could not be reached, the out-of-range response to the key item was not accepted. If the item was not a key item, the out-of-range response was not accepted.

4.2.2 Consistency Checks (Logic Edits)

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 16 asks for the incidence of various crimes, and column 2 asks for the number of crimes reported to police. Logically, column 1 should be equal to or greater than column 2. If an illogical relationship was found between two numeric items, a response was deleted during editing and later imputed.²³

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

4.3 Review and Coding of Text Items

There are two types of text items on the SSOCS:2006 questionnaire. The first type is an open-ended item in which no response options are given to the respondent. The only open-ended item on the SSOCS:2006 questionnaire is respondent title item (C0014/R). The responses given to this item were reviewed to determine which were used frequently, and a new variable (C0014_R/R) was created with the frequently used response categories. The second type of text item on the SSOCS:2006 questionnaire is an “other-specify” item in which a respondent is asked to provide an original response to an item when the supplied response options do not capture his or her experiences. Subitem 8e (other times security used at school, C0231/R) and subitem 31e (other type of school, C0565/R) are the two “other-specify” items on the SSOCS:2006 questionnaire. The provided responses were reviewed to determine whether they could be coded into one of the response options supplied on the questionnaire (i.e., back-coded), and those responses that could not be back-coded were reviewed to determine which were used frequently. A new variable (C0231_R) was created using the frequently used responses to subitem 8e (C0231/R), but it was determined that the open-ended responses to subitem 31e (C0565/R) could not readily be grouped into categories. Therefore, they were left in the “other” category. The created text items for SSOCS:2006 are listed in Table 4.1.

²³ If a school required data retrieval, these inconsistencies were addressed during the data retrieval process.

Table 4.1 Created Text Items, SSOCS:2006

Created Text Item	Response Categories
Respondent title (C0014_R/R)	(1) Principal (2) Vice-principal or disciplinarian (3) Counselor (4) Administrative or secretarial staff (5) Teacher or instructor (6) Safe Schools staff (7) Superintendent or district staff (8) Security personnel (11) Multiple respondents, principal plus other (95) Other
Other times security used at school (C0231_R)	(1) Available as needed (2) D.A.R.E. /education activities (4) Other

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Variable C0014_R/R was further collapsed for the public-use data file only, to become C0014_R2. The categories for this variable are listed in table 4.2.

Table 4.2 Created Text Items for Respondent Title, SSOCS:2006

Created Text Item	Response Categories
Recoded Respondent title (C0014_R2)	(1) Principal (2) Vice-principal or disciplinarian (3) Security staff (4) Other school-level staff (5) Superintendent or district staff (6) Multiple respondents, principal plus one other

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

4.4 Imputation

Files containing missing data can be problematic because, depending on how the missing data are treated, 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 skip survey items, creating bias in the survey estimates. Imputing the missing data aims to reduce these problems.

Completed SSOCS surveys contained some level of item nonresponse after the conclusion of the data retrieval phase.²⁴ In SSOCS:2006, as in SSOCS:2004, imputation procedures were used to create values for all questionnaire items with missing information. Appendix L presents the frequencies of missing values and base-weighted response rates for each survey variable eligible for recontact after data editing and cleaning. The weighted item response rates for SSOCS:2006

²⁴ The initial editing program was run again after data retrieval. If a survey still failed to reach 60 percent of those subitems eligible for recontact (i.e., all subitems on the questionnaire except for the six introductory questions) or 80 percent of critical subitems answered, it was considered incomplete and the data were not included in the final dataset.

were generally high. After data cleaning and editing, weighted item response rates ranged from 66.26 percent to 100.0 percent. Of the 234 questionnaire items reviewed in appendix L, the mean weighted item response rate was above 97 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of subitems (94 percent) had weighted response rates of over 85 percent. Of the 13 survey subitems with weighted response rates below 85 percent, 11 required the respondent to provide a write-in value and 2 required the respondent to provide a yes/no response.

Table 4.3 summarizes the frequencies of missing values and fully-weighted item response rates for the 33 survey questionnaire items that have subitem responses rates shown in appendix L. The two survey items not associated with item response rates dealt with calendar dates (item 34) and the length of time it took to complete the questionnaire (item 35).

4.4.1 *Imputation Methods*

The imputation methods used in SSOCS:2006 were tailored to the nature of each survey item. Four methods were used: aggregate proportions, best match, logical, and clerical.

Aggregate proportions. Because many of the items in SSOCS:2006 were counts of incidents or disciplinary actions, it was important to maintain relationships between survey items and school characteristics. Therefore, rather than imputing counts from a single donor or a mean count from a group of donors, proportions were imputed using two methods. The imputed proportions were derived for most items from aggregate proportions found by summing across all donor schools within an imputation class, defined by instructional level and enrollment size category, and dividing by the sum of the number of enrolled students within that donor class. For a select number of items, donors were formed by selecting five donor schools with the *identical* instructional level and enrollment size category as the recipients.²⁵ Regardless of how the donors were selected, the donor proportion was assigned to recipient schools in that imputation class, and the proportion was multiplied by a known value for the recipient school, such as number of students. Unlike mean imputation, this method maintains variability. Since the proportion is based on multiple donors, the result is also more stable than if it had been based on a single donor. By using more stable, aggregate proportions, imputation of outlier values is also minimized.

²⁵ All subitems in questions 9, 16, 17, and 28 utilized this five-donor approach.

Table 4.3 Item imputation and weighted item response rates after data retrieval and editing, SSOCS:2006

Questionnaire item	Total number of subitems	Number of missing cases		Weighted item response rates	
		Minimum	Maximum	Minimum	Maximum
1: School policies and programs	22	1	14	99.04	99.98
2: Crisis plans	10	12	101	94.80	99.44
3: Formal violence prevention programs	8	10	17	99.09	99.37
4: Assistance for parents	3	4	7	99.64	99.80
5: Parental involvement	4	5	9	99.59	99.79
6: Community involvement	8	8	14	99.16	99.63
7: Presence of security personnel	1	17	17	98.73	98.73
8: Times security used	6	0	63	93.91	100.00
9: Counts of security personnel	6	136	398	78.78	88.99
10: Use of uniforms and firearms	4	21	40	95.61	97.90
11: Activities with security presence	7	20	25	97.62	98.06
12: Training provided to teachers/aides	6	3	7	99.67	99.86
13: Factors limiting efforts to reduce crime	13	9	13	99.09	99.33
14: Death due to homicide	1	12	12	99.58	99.58
15: School shooting	1	15	15	99.51	99.51
16: Criminal incidents occurring	28	0	402	81.81	100.00
17: Hate/gang-related crime	3	6	10	99.58	99.85
18: Unplanned fire alarms	1	8	8	99.88	99.88
19: Death/bomb/other threats	1	6	6	99.91	99.91
20: Problems occurring (disorder, bullying, etc.)	8	0	9	99.72	100.00
21: Disciplinary actions	34	3	850	67.29	99.94
22: Offenses and disciplinary actions	30	4	159	94.64	99.95
23: Removals/transfers for disciplinary reasons	2	147	156	96.65	97.26
24: Total enrollment	1	76	76	97.16	97.16
25: Percentage of students with specified characteristics	4	47	176	93.89	98.62
26: Percentage of students with specified academic characteristics	3	54	198	93.54	97.87
27: # of classroom changes	1	76	76	97.10	97.10
28: # of paid staff in selected categories	10	34	737	72.22	98.19
29: Students' residential crime levels	1	9	9	99.68	99.68
30: School area's crime levels	1	10	10	99.57	99.57
31: School type	2	0	5	99.69	100.00
32: Daily attendance	1	275	275	87.82	87.82
33: Total transfers to and from the school	2	105	192	94.57	96.69

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

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

Logical. For some missing values, the respondent’s intentions were clear. For example, if a respondent left a branch item blank, a response could be deduced from the pattern of response to subsequent items. Thus, if a respondent left subitem 21a_2 (removal with no continuing services available–action used) blank but responded “no” to subitem 21a_1 (removal with no continuing services available), subitem 21a_2 was logically imputed to “no.”

Clerical. In some instances, missing data were available from the CCD frame. For example, the sampling frame was used to impute values for those schools missing student enrollment data (item 24). Frame data were additionally available on school type (item 31). In other instances, research was done on school administrative records to estimate logical values for missing data.

4.4.2 *Imputation Order*

The interrelationships between the items in the SSOCS survey necessitated that a specific imputation order be followed. Because item 22 is closely linked to several survey items, including items 16, 21, 23, and 33, the components of this item were imputed first. After the imputation of the item 22 matrix was complete, item 23 and then item 33 were imputed. This imputation sequence was chosen because the item 23 values are limited by the item 22 values. Similarly, the item 33 values are limited by the item 23 values. After these three items were imputed, items 16 and 21 were imputed; the items that used aggregate-proportion imputation were then subsequently imputed.

4.4.3 *Imputation Flags*

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

5. Guide to the Data File and Codebook

5.1 Content and Organization of the Data File

The SSOCS:2006 data file contains data from all 2,724 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 (created) variables including the nesting variable (STRATA), the CCD variables, the final sampling weight (FINALWGT), the jackknife replicate weights, and the imputation flags. Each of these sets of variables are described below.

The following files can be found on the restricted-use CD-ROM and for the public-use data file available from the NCES website:

Restricted-use CD-ROM:

- Readme text file
- Restricted-use data file codebook (PDF)
- SPSS data file
- A program to read the fixed-format file into SPSS (SPSS filebuild or setup file)
- A program to read the fixed-format file into SAS (SAS setup file)
- Fixed-format ASCII data text file
- SAS format file
- A text file containing variable labels for SAS
- SAS data file
- SAS format library

Public-use data file on the NCES website:

- Public-use data file codebook (PDF)
- SAS data file
- A program to read the fixed-format file into SAS (SAS setup file)
- SPSS data file
- STATA data file
- Fixed-format ASCII data text file

Appendices A and B of this survey documentation contain the list of variables and record layout of the fixed-format ASCII file for the restricted-use and public-use data files, respectively.

Beginning with SSOCS:2004, NCES stopped providing SSOCS restricted-use data in Stata format. To convert the provided data for use in Stata, file conversion software such as Stat/Transfer or DBMS/Copy may be used. The following may also be done in SPSS or SAS:

Converting From SPSS to Stata

In order to convert from SPSS to Stata, the user must have access to SPSS. Open the SPSS file and use *File > Save As* to save the SPSS file as a comma-delimited file (.csv). In Stata, use the **insheet** command to read the .csv file (sample Stata code is listed below, under “Converting From SAS to Stata”).

Alternatively, use *File > Save As* to save the SPSS file as an .xpt file. In Stata, one would then use the **fdause** command to read the .xpt file (sample Stata code is listed below, under “Converting From SAS to Stata”).

Converting From SAS to Stata

In order to convert from SAS to Stata, the user must have access to SAS. Use **proc export** to convert the SAS file into a comma-delimited file (.csv). In Stata, use the **insheet** command to read in the .csv file. For example, if the SSOCS SAS file was saved in the C:\ directory, use the following code in SAS:

For the restricted-use file:

```
libname in "c:\";
proc export data=in.ru_ssocs outfile="c:\ ru_ssocs.csv" dbms=csv
replace;
run;
```

In Stata, then use the following code to read in the .csv file, convert it to a Stata file, and save it in the C:\ directory:

```
cd c:\
insheet using ru_ssocs.csv
save ru_ssocs
```

Alternatively, **proc export** can be used to convert the SAS file into an .xpt file. In Stata, the **fdause** command would be used to read in the .xpt file. For example, if the SSOCS SAS file was saved in the C:\ directory, use the following code in SAS:

For the restricted-use file:

```
libname out XPORT "c:\ ru_ssocs.xpt";
data out. ru_ssocs;
  set "c:\ ru_ssocs ";
run;
```

In Stata, the following code would be used to read in the .xpt file, convert it to a Stata file, and save it in the C:\ directory:

```
cd c:\
fdause ru_ssocs
compress
save ru_ssocs
```

For additional information, see <http://www.ats.ucla.edu/STAT/sas/faq/sas2stata.htm>.

Converting From ASCII to Stata

If the user does not have access to either SPSS or SAS, ASCII files can be read into Stata. To convert an ASCII file to Stata, Stat/Transfer, which transfers data between software packages, can be used. The **insheet** command can also be used. **insheet** is intended for reading files created by a spreadsheet or database program that is not in Stata format. **insheet** reads text (ASCII) files in which there is 1 observation per line and the values are separated by tabs or commas. The following code should be used for **insheet**:

. **insheet using filename**

5.2 Public-Use and Restricted-Use Data Files

This manual is designed to describe SSOCS to all who are interested in the survey and to assist users of the restricted-use and public-use SSOCS:2006 data files. To make the public-use data file more manageable and to protect the confidentiality of sampled schools, certain variables that are available on the restricted-use file are not available on the public-use data file (denoted with /R in the SSOCS:2006 documentation). The restricted-use data file may be obtained through a special licensing agreement with NCES. To learn more about getting a license, please visit <http://nces.ed.gov/pubsearch/licenses.asp>. The public-use data file can be found at http://nces.ed.gov/surveys/ssocs/data_products.asp. Variables in the restricted-use and public-use data files that have been recoded are denoted with an “_R.”

5.3 Unique School Identifier

A unique school identifier was sorted by control number and the school case IDs were assigned sequentially. There were 3,565 ID numbers assigned, one for each sampled school. This identifier is called SCHID.

5.4 Questionnaire Item Variables

The questionnaire, shown in appendix C, has 35 items and 237 subitems, not counting the six introductory questions. These items are listed in questionnaire order in the data files and accompanying codebooks. Response values for question item variables are indicated in the questionnaire. A value of “-1” indicates that the item was validly skipped. All open-ended questions in the questionnaire, such as title of the respondent, were examined. When a write-in response appeared frequently, it was given a new code. Remaining responses were left in an “other” category.

Generally, variable-naming conventions follow the numbering of the questionnaire items. However, since 2006, SSOCS variables have been identified by source codes rather than questionnaire items. The source code is shown as “C0” followed by the 3-digit number next to the item on the questionnaire. For example, in SSOCS:2004, the variable name for the first row of item 1 is “q1a.” In SSOCS:2006, the variable name is C0110. Three open-ended items—respondent job title (C0014/R), other times during which school personnel were utilized (C0231/R), and other school type (C0565/R)—are additionally collapsed and are discussed below in section 5.5. Other items have been collapsed into categories for restricted-use file users,

such as enrollment size (C0522/R), percentage of students eligible for free or reduced-price lunch (C0524/R), and percentage male enrollment (C0530/R). These categorical variables have been named C0522CAT/R, C0524CAT/R, and C0530CAT/R, respectively.

5.5 Open-Ended Response Variables

Three items in the questionnaire asked for a text response: respondent job title (C0014/R), other times during which school personnel were utilized (C0231/R), and other school type (C0565/R). Respondent job title has two associated variables in the restricted-use dataset (C0014/R and C0014_R/R), but has only one variable in the public-use dataset (C0014_R2). In the restricted-use data file, C0014/R lists the verbatim job titles given by respondents and C0014_R/R collapses the verbatim responses into more general categories. Its counterpart in the public-use file, C0014_R2, collapses the responses given in C0014/R into even broader categories. C0231_R collapses the verbatim responses given at C0231/R into more general categories, and C0565_R/R collapses the verbatim responses given at C0565/R.

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 variables included in the file is presented below with an explanation of how they were derived. The notation "/R" at the end of a variable indicates that the variable appears only on the SSOCS:2006 restricted-use file. However, the /R notation does not appear in the example SAS code below so that users who wish to copy it into their SAS programs may do so.

CRISIS06 - 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:

```
CRISIS06 = 0;  
if C0154 in (1) then CRISIS06 = CRISIS06 + 1;  
if C0158 in (1) then CRISIS06 = CRISIS06 + 1;  
if C0162 in (1) then CRISIS06 = CRISIS06 + 1;  
if C0166 in (1) then CRISIS06 = CRISIS06 + 1;  
if C0170 in (1) then CRISIS06 = CRISIS06 + 1;
```

DISTOT06 - Total number of disciplinary actions recorded

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

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

SAS code:

```
DISTOT06 = sum(C0460, C0462, C0464, C0466, C0470, C0472, C0474, C0476, C0480,  
C0482, C0484, C0486, C0490, C0492, C0494, C0496, C0500, C0502, C0504, C0506,  
C0510, C0512, C0514, C0516);
```

FTE06/R²⁶ - Total full-time-equivalent teaching staff, including special education teachers and aides

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

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

SAS code:

```
FTE06 = sum(C0540, C0544, C0548, C0552) + 0.5178*sum(C0542, C0546, C0550,  
C0554);
```

Note: This calculation purposely excludes full- and part-time counselors and mental health professionals (items C0556/R and C0558/R). The adjustment factor of 0.5178 was calculated and is used by the Schools and Staffing Survey (SASS).

FTE06CAT/R - Total number of full-time-equivalent teaching staff, categorical

Purpose: To provide a categorical variable with counts of full-time-equivalent teaching staff.

General explanation: Categorical version of FTE06/R, the sum of responses in column 1 of item 28 and the sum of downward-adjusted responses in column 2 of item 28.

SAS code:

```
if FTE06 lt 25 then FTE06CAT = 1;  
else if FTE06 le 50 then FTE06CAT = 2;  
else if FTE06 gt 50 then FTE06CAT = 3;
```

INCID06 - 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 16.

SAS code:

```
INCID06 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338, C0342,  
C0346, C0350, C0354, C0358, C0362);
```

INCPOL06 - 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 16.

SAS code:

```
INCPOL06 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340, C0344,  
C0348, C0352, C0356, C0360, C0364);
```

OTHACT06 - 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 subitems 22a–f, column 5.

SAS code: OTHACT06 = sum(C0466, C0476, C0486, C0496, C0506, C0516);

OUTSUS06 - 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 subitems 22a–f, column 4.

²⁶ All of the items used to create this variable are from the restricted-use data file.

SAS code: OUTSUS06 = sum(C0464, C0474, C0484, C0494, C0504, C0514);

PROBWK06 - Number of disciplinary problems that occur daily or at least once a week

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

General explanation: Provides a school-level count of disciplinary problems listed in subitems 20a–h as happening “daily” or “at least once a week.”

SAS code:

```
PROBWK06 = 0;  
if C0374 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0376 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0378 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0380 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0382 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0384 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0386 in (1,2) then PROBWK06 = PROBWK06 + 1;  
if C0388 in (1,2) then PROBWK06 = PROBWK06 + 1;
```

REMOVL06 - Total number of removals with no continuing school services

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

General explanation: Sum of subitems 22a–f, column 2.

SAS code: REMOVL06 = sum(C0460, C0470, C0480, C0490, C0500, C0510);

STPFTE06/R - Ratio of students to full-time-equivalent teaching staff

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

General explanation: Total enrollment divided by the number of full-time-equivalent teaching staff.

SAS code: STPFTE06 = C0522/FTE06;

STRCAT/R - Ratio of students to full-time-equivalent teaching staff, categorical

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

General explanation: Categorical version of STPFTE06/R, the total enrollment divided by the number of full-time-equivalent teaching staff.

SAS code:

```
if STPFTE06 lt 12 then STRCAT = 1;  
else if STPFTE06 le 16 then STRCAT = 2;  
else if STPFTE06 gt 16 then STRCAT = 3;
```

STUOFF06 - Total number of students involved in recorded offenses (regardless of disciplinary action)

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

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

SAS code: STUOFF06 = sum(C0458, C0468, C0478, C0488, C0498, C0508);

SVINC06 - Total number of serious violent incidents recorded

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

General explanation: Sum of item 16, column 1, rows a, b, c1, c2, d1, and e1.

SAS code: SVINC06 = sum(C0310, C0314, C0318, C0322, C0326, C0334);

SVPOL06 - Total number of serious violent incidents reported to police

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

General explanation: Sum of item 16, column 2, rows a, b, c1, c2, d1, and e1.

SAS code: SVPOL06 = sum(C0312, C0316, C0320, C0324, C0328, C0336);

TRANSF06 - Total number of transfers to specialized schools for specified offenses

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

General explanation: Sum of subitems 22a–f, column 3.

SAS code: TRANSF06 = sum(C0462, C0472, C0482, C0492, C0502, C0512);

VIOINC06 - Total number of violent incidents recorded

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

General explanation: Sum of item 16, column 1, rows a, b, c1, c2, d1, d2, e1, and e2.

SAS code: VIOINC06 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338);

VIOPOL06 - Total number of incidents of violent crimes reported to police

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

General explanation: Sum of item 16, column 2, rows a, b, c1, c2, d1, d2, e1, and e2.

SAS code: VIOPOL06 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340);

5.7 Common Core of Data Variables

A number of variables from the 2003–04 Common Core of Data (CCD) were included in the data file, including variables used for stratification purposes. These variables provide key information about the sampled schools and their respective districts in SSOCS:2006. Some variables were taken from the 2003–04 CCD school-level data file, while others were taken from the 2003–04 CCD district-level data file. Each variable name begins with the prefix “FR_” (to denote that it is a sampling frame variable) and has a variable label indicating from which CCD file the variable was taken. For example, FR_SIZE is described in the file as “School size categories – taken from the 2003–04 CCD frame (School).” The “(School)” indicates that this variable comes from the school-level CCD data file, whereas “(LEA)” would indicate that the variable comes from the district-level CCD data file. The frame variables listed in the SSOCS:2006 data file are described below in the order in which they appear in the codebook. The symbol “/R” after a variable name indicates that it is available only on the SSOCS:2006 restricted-use file:

FR ASN/R	Number of Asian students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR BLK/R	Number of African-American students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR CATMN	Recoded percent minority student enrollment in school as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” 1 = less than 5 percent, 2 = 5 to less than 20 percent, 3 = 20 to less than 50 percent, 4 = 50 percent or more. (Categorical)
FR_CCDID/R	2003–04 Common Core of Data (CCD) unique school ID.
FR_CHRT/R	Charter school identifier as reported in the 2003–04 CCD school data file. 1 = charter school, 2 = not a charter school, -8 = not reported. (Categorical)
FR_ETHN/R	Number of ethnic students in school as reported in the 2003–04 CCD school data file. FR_ETHN/R is the sum of FR ASN/R, FR_BLK/R, FR_HISP/R, FR_INDN/R, and FR_WHIT/R. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR_FIPST/R	Federal Information Processing Standards (FIPS) state code. (Categorical)
FR_HIGD/R	High grade as reported in the 2003–04 CCD school data file. This variable indicates the highest grade level offered at the school. 1 = 1 st grade, 2 = 2 nd grade, ..., 12 = 12 th grade. (Categorical)
FR_HISP/R	Number of Hispanic students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR_INDN/R	Number of American Indian/Alaska Native students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR_LEAID/R	CCD Local Education Agency (LEA) ID as reported in the 2003–04 CCD district data file. (Categorical)
FR_LOC4	Four-level locale variable. This variable collapses the eight-level locale variable into four categories: city (FR_LOC8/R = 1 or 2), urban fringe (FR_LOC8/R = 3 or 4), town (FR_LOC8/R = 5 or 6), and rural (FR_LOC8/R = 7 or 8). See FR_LOC8/R for more details. (Categorical)

FR_LOC8/R	Locale types as reported in the 2003–04 CCD school data file. There are eight categories. (Categorical)
	1 = Large city: A principal city of a Metropolitan Core-Based Statistical Area (CBSA), with the city having a population greater than or equal to 250,000.
	2 = Midsize city: A principal city of a Metropolitan CBSA, with the city having a population less than 250,000.
	3 = Urban fringe of a large city: Any incorporated place, Census-designated place, or nonplace territory within a Metropolitan CBSA of a large city and defined as urban by the Census Bureau.
	4 = Urban fringe of a midsize city: Any incorporated place, Census-designated place, or nonplace territory within a CBSA of a midsize city and defined as urban by the Census Bureau.
	5 = Large town: An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.
	6 = Small town: An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a Metropolitan CBSA or inside a Micropolitan CBSA.
	7 = Rural, outside CBSA: Any incorporated place, Census-designated place, or nonplace territory not within a Metropolitan CBSA or within a Micropolitan CBSA and defined as rural by the Census Bureau.
	8 = Rural, inside CBSA: Any incorporated place, Census-designated place, or nonplace territory within a Metropolitan CBSA and defined as rural by the Census Bureau.
FR_LOGD/R	Low grade as reported in the 2003–04 CCD school data file. This variable indicates the lowest grade level taught at the school. PK = prekindergarten, K = kindergarten, 1 = 1 st grade, 2 = 2 nd grade, ..., 11 = 11 th grade. (Categorical)
FR_LVEL	School grades offered as reported in the 2003–04 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_MEM/R	Total number of students in the district as reported in the 2003–04 CCD district data file. (Continuous)

FR_MINR/R	Number of minority students in the school (total) as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR_MSC03/R	Metropolitan Status Code (MSC) from the 2003–04 CCD district file. This is the NCES classification of the agency’s service area relative to a Core-Based Statistical Area (CBSA). (Categorical)
	1 = Primarily serves a principal city of a CBSA 2 = Serves a CBSA, but not primarily its principal city 3 = Does not serve a CBSA
FR_NECCD/R	Original New England district CCD ID from the 2003–04 CCD school data file. Some schools listed as one-school districts in New England states were found to be operated by “supervisory unions” rather than by the entity identified as the district in the CCD. These “supervisory unions” replaced the district named by the CCD in the sample file for those schools. To merge SSOCS data with CCD district-level data, replace the FR_LEAID/R, which is used in SSOCS, with the FR_NECCD/R ID. (Categorical)
FR_NOST/R	Total number of enrolled students in the school as reported in the 2003–04 CCD school data file. (Continuous)
FR_NPRGN/R	National Assessment of Educational Progress (NAEP) region. Please note that while this variable does not come from the 2003–04 CCD files, it was used in the sampling design of SSOCS. 1 = Northeast, 2 = Central, 3 = Southeast, 4 = West. (Categorical) Table 5.1 shows how states within regions of the country are defined according to NAEP.

Table 5.1 States within regions of the country defined for the purpose of the SSOCS sample design (FR_NPRGN/R)

Northeast	Central	Southeast	West
Connecticut	Illinois	Alabama	Alaska
Delaware	Indiana	Arkansas	Arizona
District of Columbia	Iowa	Florida	California
Maine	Kansas	Georgia	Colorado
Maryland	Michigan	Kentucky	Hawaii
Massachusetts	Minnesota	Louisiana	Idaho
New Hampshire	Missouri	Mississippi	Montana
New Jersey	Nebraska	North Carolina	Nevada
New York	North Dakota	South Carolina	New Mexico
Pennsylvania	Ohio	Tennessee	Oklahoma
Rhode Island	South Dakota	Virginia	Oregon
Vermont	Wisconsin	West Virginia	Texas
			Utah
			Washington
			Wyoming

Source: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

FR_PERMN/R	Percent minority students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)
FR_SCH03/R	Total number of schools in the district, from the 2003–04 CCD LEA file. (Continuous)
FR_SIZE	Size categories. This variable collapses the number of students into four categories: 1 = less than 300, 2 = 300–499, 3 = 500–999, and 4 = 1,000 or more students. (Categorical)
FR_TSTU/R	Total prekindergarten–12 th -grade students in district, from the CCD 2003–04 district data file. (Continuous)
FR_WHIT/R	Number of White students as reported in the 2003–04 CCD school data file. Schools in districts that did not report race have a value of “-8” for “missing.” (Continuous)

5.8 Weighting and Variance Estimation Variables

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

5.9 Imputation Flag Variables

With the exception of the open-ended text and introductory items, each questionnaire item has an imputation flag in the data file. These imputation flags indicate whether any imputation was required for this case. The naming convention appends the prefix “I” to the questionnaire variable. For example, row A of item 1 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
- 1 = Missing value imputed to = zero
- 2 = Missing value logically imputed to = yes/no
- 3 = No/yes value logically imputed to = yes/no
- 4 = Out-of-range value assumed to be count rather than percentage; value used to impute a percentage
- 5 = Missing value imputed using best-match procedure (perfect match)
- 6 = Missing value imputed using best-match procedure (relaxed criteria)
- 7 = Missing value imputed using data from the CCD sampling frame
- 8 = Missing value imputed based on survey proportions
- 9 = Out-of-range value top-coded
- 10 = Zeros imputed based on percentage observed in the donor class
- 11 = Value found using average ratio from five donors
- 12 = When Q22 column 1 = 1 and all other columns were missing, one column selected to have a 1 imputed
- 13 = Value imputed to maintain balance within Q22 row and between Q22 and Q23
- 14 = Value found by taking average ratio from an entire imputation class
- 15 = Original value deleted and imputed based on an imputed value
- 16 = Modal value imputed
- 17 = Missing value imputed based on an imputed value
- 18 = Value found by finding average values within an entire imputation
- 19 = When column 1 = 1 and all other columns were missing or zero, one column selected to have a 1 imputed and remainder set to zero
- 20 = Value imputed from nonimputed column 1 values
- 21 = Value imputed from nonimputed column 2–5 values
- 22 = Value adjusted downward to maintain relationship between Q22 and Q23
- 23 = Value imputed from at least one imputed Q22 value
- 24 = Value imputed from all existing Q23 values
- 25 = Value modified by nonimputed Q33 value
- 26 = Value imputed from imputed Q23b values
- 27 = Value imputed from existing Q23b values
- 28 = Value imputed clerically

5.10 Census Region

The variable CENREGN/R was added to the SSOCS:2006 restricted-use data file for users interested in examining the relationship between questionnaire items and region as defined by the U.S. Census Bureau. Table 5.2 shows how the U.S. Census Bureau defined states within regions of the country.

Table 5.2 States within regions of the country defined by the U.S. Census Bureau (CENREGN/R)

Northeast	Midwest	South	West
Connecticut	Illinois	Alabama	Alaska
Maine	Indiana	Arkansas	Arizona
Massachusetts	Iowa	Delaware	California
New Hampshire	Kansas	District of Columbia	Colorado
New Jersey	Michigan	Florida	Hawaii
New York	Minnesota	Georgia	Idaho
Pennsylvania	Missouri	Kentucky	Montana
Rhode Island	Nebraska	Louisiana	Nevada
Vermont	North Dakota	Maryland	New Mexico
	Ohio	Mississippi	Oregon
	South Dakota	North Carolina	Utah
	Wisconsin	Oklahoma	Washington
		South Carolina	Wyoming
		Tennessee	
		Texas	
		Virginia	
		West Virginia	

SOURCE: U.S. Department of Commerce, Economics and Statistics Administration.

5.11 Codebooks

The restricted-use data file codebook (Foster and Guan 2007) and public-use data file codebook (Wallace et al. 2009) were designed to accompany this survey documentation and give the analyst a brief overview of the survey variables, composite variables, CCD variables, imputation flags, and replicate weights. For all categorical variables, unweighted and weighted frequencies and their associated percentages are provided. Unweighted and weighted frequencies and associated percentages are also provided for continuous variables with fewer than 21 unique values, and for the variables which were topcoded for the public-use file. Descriptive statistics, including the minimum and maximum value, the mean and median, as well as the standard deviation, are provided for continuous variables with 21 or more unique values. The general formula for calculating the standard deviation is

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

where d is the sample size, w_i is the weight of school i , x_i is the value of the variable of interest for school i , and \bar{x} is the weighted mean of variable x . When determining the unweighted standard deviation, the value of w_i is always 1, and d equals the unweighted sample size (specifically, 2,724). When determining the weighted standard deviation, the value of w_i is the weight of school i , and the value of d is $\sum w_i$. To calculate the weighted standard deviation, the “VARDEF=WEIGHT” option in SAS was used.

6. Data Considerations and Anomalies

This section provides some caveats and considerations that analysts should take into account when using SSOCS:2006 data. It describes some of the data problems and logical imputation edits that were implemented in the SSOCS:2006 data file. It also describes how some variables on the public-use file were top-coded. Researchers should note that producing means for these top-coded variables is not appropriate. A more detailed discussion of imputation and editing procedures can be found in appendixes D and M of this manual.

6.1 Instructions: Number of years at this school (C0016_R)

In the instructions, respondents are asked to report the number of years they have been at this school. In some instances, responses were top-coded if they were deemed a potential disclosure risk. These were top-coded at 35 in the public-use data file only.

6.2 Crisis Plans: Subitems 2a1 (C0154) through 2e2 (C0172)

In item 2, respondents are asked to report whether their schools have written plans that describe the procedures to be performed in a number of crisis situations. If the respondent answers “yes” to having a written plan for a specific crisis, he or she is then asked whether students were drilled on the plan during the 2005–06 school year. In theory, a plan must exist in order for students to be drilled on it. However, some respondents answered “no” to the existence of a written plan, but “yes” to students having been drilled in it. In these circumstances, the “no” response to the first part of the question was logically edited to a “yes” response.

6.3 Security Personnel: Items 7 (C0220) through 11g (C0264)

In item 7, respondents are asked whether their schools have any sworn law enforcement officers, security guards, or security personnel present. Respondents who answer “no” are then skipped to item 12. In some cases, however, respondents who answered “no” proceeded to answer positively to items 8 through 11, which ask for descriptions of the security personnel. In these cases, the “no” response in item 7 was logically edited to a “yes” response.

6.4 Security Personnel: Subitems 9a1 (C0232_R) through 9c2 (C0242_R)

In item 9, respondents are asked to report the number of full-time and part-time security personnel in various classifications who were present at their school at least once a week. In some instances, responses were top-coded if they were deemed a potential disclosure risk. They were top-coded for only the public-use data file as follows: more than 10 full-time security guards or security personnel, 10 or more part-time security guards or security personnel, and more than 5 full-time or part-time School Resource Officers or sworn law enforcement officers who are not School Resource Officers.

6.5 Number of Incidents: Subitems 16a1 (C0310) through 16k2 (C0364)

In item 16, respondents are asked to record the overall number of specific incidents that occurred at their school during the 2005–06 school year—for example, rape, robbery, physical attack, or

theft—and then the number of those incidents that were reported to police. Logically, the number reported to police should not exceed the total number of incidents. If more incidents were reported to police than were recorded as having occurred, the overall number of incidents recorded was deleted and a revised count was later imputed. For a more detailed discussion of the imputation procedures used for this item, please see appendix M.

6.6 Use of Disciplinary Actions: Subitems 21a1 (C0390) through 21q2 (C0456)

In item 21, respondents are asked to report whether various disciplinary actions are allowed in their school. If a respondent reports that a specific disciplinary action is allowed, he or she is then asked whether the action was used during the school year. In theory, a disciplinary action must be allowed in order for it to be used during the school year. Some respondents reported “no” to the question of availability, but “yes” to the question of use. In these circumstances, the “no” response to the availability question was logically edited to a “yes” response.

6.7 Disciplinary Actions Taken: Subitems 22a1 (C0458) through 22f5 (C0516)

In item 22, respondents are asked to report the number of students in their school who committed various offenses (column 1) and to provide counts of various disciplinary actions taken in response to those offenses (columns 2–5). In some cases, respondents provided a response of zero in the total students column, leaving the remaining columns blank. In these cases, missing data were recoded to values of zero during the data-editing process.

6.8 Total Removals and Transfers: Subitems 23a (C0518) and 23b (C0520)

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

6.9 Classroom Changes: Item 27 (C0538)

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

6.10 Paid staff: Subitems 28a1/28a2 (C0540_R/C0542_R), subitems 28b1/28b2 (C0544_R/C0546_R), and subitems 28e1/28e2 (C0556_R/C0558_R)

In item 28, respondents are asked to report the number of paid classroom teachers and other staff at their schools. In some instances, responses were deemed potential disclosure risks, and were top-coded for only the public-use data file as follows: more than 30 full-time or more than 5 part-

time special education teachers, more than 25 full-time or more than 15 part-time special education aides, and more than 15 full-time or more than 5 part-time counselors or mental health professionals.

6.11 Analysis of Outlier Responses: Other Nonviolent and Theft Incidents

When comparing a number of estimates between SSOCS:2004 and SSOCS:2006, it became apparent that there were large increases in the number of reported theft and other nonviolent incidents between the two survey periods. Further examination of the data revealed that these increases were driven in large part by a small number of schools reporting extreme values for items C0342 (number of incidents of theft/larceny), C0346 (number of incidents of possession of a firearm or explosive device), C0354²⁷ (number of incidents of distribution, possession, or use of illegal drugs), C0358 (number of incidents of distribution, possession, or use of alcohol), and C0362 (number of incidents of vandalism). A review of the literature (see, for example, Tambay 1988 and Osborne and Overbay 2004) yielded common rules that were used to identify the outliers in these items, and they were then imputed with the item mean. The total number of cases imputed in this manner ranged from two cases (items C0346 and C0354) to 23 cases (item C0362). Table 6.1 contains the items examined in the outlier analysis, the number of outliers identified, and the minimum and maximum outlier values.

Table 6.1. Questionnaire items with outliers, the number of outliers, and the minimum and maximum outlier values, SSOCS:2006

Item	Item description	Number of outliers identified	Minimum outlier value	Maximum outlier value
C0342	Total number of incidents of theft/larceny	21	87	601
C0346	Total number of possession of firearms	2	32	38
C0354	Total number of distribution of drugs	2	96	100
C0358	Total number of possession or use of alcohol	3	50	100
C0362	Total number of incidents of vandalism	23	70	516

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

6.12 Region: FR_NPRGN/R and CENREGN/R

The SSOCS:2006 sample design used a variation of region as defined by the National Assessment of Educational Progress (NAEP). This variable is included in the restricted-use file as FR_NPRGN/R and has the categories Northeast, Central, Southeast, and West (see table 6.2). To align SSOCS with other federal data collections, however, SSOCS analyses by region should use the U.S. Census Bureau's definition of region, which includes the Northeast, Midwest, South, and West (see table 6.3). A Census region variable (CENREGN/R) has been included in the SSOCS:2006 restricted-use dataset to allow users to analyze region consistent with other federal data collections. See tables 5.1 and 5.2 for a description of the region variables.

²⁷ While unlikely, the reason for the increase in reports seen in items C0354, and C0358 may be due to a change in item wording between SSOCS:2004 and SSOCS:2006. Please see section 1.2 for a further discussion of these differences.

7. References

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Appendix A:

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

Table A-1 Variable list, SSOCS:2006

Order	Variable	Label	Format	Length	Start column	End column
1	SCHID	Temporary unique school identifier	Num	4	1	4
2	C0014	Title/position of respondent - verbatim responses	Char	50	5	54
3	C0014_R	Coded title/position of respondent	Num	2	55	56
4	C0016	# of years respondent at the school	Num	3	57	59
5	C0110	School practice: require visitors to check in	Num	2	60	61
6	C0112	Access controlled locked/monitored doors	Num	2	62	63
7	C0114	Grounds have locked/monitored gates	Num	2	64	65
8	C0116	Students pass through metal detectors	Num	2	66	67
9	C0118	Visitors pass through metal detectors	Num	2	68	69
10	C0120	Have random metal detector checks on students	Num	2	70	71
11	C0122	Practice to close campus for lunch	Num	2	72	73
12	C0124	Practice random dog sniffs for drugs	Num	2	74	75
13	C0126	Random sweeps for contraband not including dog sniffs	Num	2	76	77
14	C0128	Require drug testing for athletes	Num	2	78	79
15	C0130	Require drug testing for students in extracurricular activities	Num	2	80	81
16	C0132	Require drug testing for any students	Num	2	82	83
17	C0134	Require students to wear uniforms	Num	2	84	85
18	C0136	Practice to enforce a strict dress code	Num	2	86	87
19	C0138	Provide school lockers to students	Num	2	88	89
20	C0140	Require clear book bags or ban book bags	Num	2	90	91
21	C0142	Require students to wear badge or photo ID	Num	2	92	93
22	C0144	Require faculty/staff to wear badge or photo ID	Num	2	94	95
23	C0146	Security camera(s) monitor the school	Num	2	96	97
24	C0148	Provide telephones in most classrooms	Num	2	98	99
25	C0150	Provide two-way radios to any staff	Num	2	100	101
26	C0152	Tobacco prohibited on school grounds	Num	2	102	103
27	C0154	School has written plan for shootings	Num	2	104	105
28	C0156	Drilled students on plan for shootings	Num	2	106	107
29	C0158	Written plan for natural disasters	Num	2	108	109
30	C0160	Drilled students on plan for natural disasters	Num	2	110	111
31	C0162	Written crisis plan for hostages	Num	2	112	113
32	C0164	Drilled students on plan for hostages	Num	2	114	115
33	C0166	Written plan for bomb threats	Num	2	116	117
34	C0168	Drilled students on plan for bomb threats	Num	2	118	119

See notes at end of table

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End Column
35	C0170	Written plan for chemical, biological, or radiological threats	Num	2	120	121
36	C0172	Drilled students on plan for chemical, biological, or radiological threats	Num	2	122	123
37	C0174	Prevention curriculum/instruction/training	Num	2	124	125
38	C0176	Behavioral modification for students	Num	2	126	127
39	C0178	Student counseling/social work	Num	2	128	129
40	C0180	Individual mentoring/tutoring students	Num	2	130	131
41	C0182	Recreation/enrichment student activities	Num	2	132	133
42	C0184	Student involvement resolving problems	Num	2	134	135
43	C0186	Promote sense of community/integration	Num	2	136	137
44	C0188	Hotline/tipline to report problems	Num	2	138	139
45	C0190	Formal process to obtain parental input	Num	2	140	141
46	C0192	Provide training/assistance to parents	Num	2	142	143
47	C0194	Program involves parents at school	Num	2	144	145
48	C0196	Parent participates in open house or back to school night	Num	2	146	147
49	C0198	Parent participates in parent-teacher conference	Num	2	148	149
50	C0200	Parent participates in subject-area events	Num	2	150	151
51	C0202	Parent volunteers at school	Num	2	152	153
52	C0204	Community involvement - parent groups	Num	2	154	155
53	C0206	Community involvement - social services	Num	2	156	157
54	C0208	Community involvement - juvenile justice	Num	2	158	159
55	C0210	Community involvement - law enforcement	Num	2	160	161
56	C0212	Community involvement - mental health	Num	2	162	163
57	C0214	Community involvement - civic organizations	Num	2	164	165
58	C0216	Community involvement - business	Num	2	166	167
59	C0218	Community involvement - religious organizations	Num	2	168	169
60	C0220	Sworn law enforcement officer or security guard	Num	2	170	171
61	C0222	Security used during school hours	Num	2	172	173
62	C0224	Security while students arrive/leave	Num	2	174	175
63	C0226	Security at selected school activities	Num	2	176	177
64	C0228	Security when school not occurring	Num	2	178	179
65	C0230	Other times security used	Num	2	180	181
66	C0231	Verbatim responses	Char	50	182	231
67	C0231_R	Coded other times security used	Char	2	232	233

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
68	C0232	# of full-time security guards	Num	2	234	235
69	C0234	# of part-time security guards	Num	2	236	237
70	C0236	# of full-time School Resource Officers	Num	2	238	239
71	C0238	# of part-time School Resource Officers	Num	2	240	241
72	C0240	# of full-time sworn law enforcement officers - not SROs	Num	2	242	243
73	C0242	# of part-time sworn law enforcement officers – not SROs	Num	2	244	245
74	C0244	Guards in uniform or identifiable clothes	Num	2	246	247
75	C0246	Guards carry a stun gun	Num	2	248	249
76	C0248	Guards carry chemical aerosol sprays	Num	2	250	251
77	C0250	Guards armed with firearms	Num	2	252	253
78	C0252	Security enforcement and patrol	Num	2	254	255
79	C0254	Maintain school discipline	Num	2	256	257
80	C0256	Coordinated with local police	Num	2	258	259
81	C0258	Identify problems and seek solutions	Num	2	260	261
82	C0260	Train teachers in school safety	Num	2	262	263
83	C0262	Mentor students	Num	2	264	265
84	C0264	Teach or train students (e.g., drug-related education)	Num	2	266	267
85	C0266	Teacher training - classroom management	Num	2	268	269
86	C0268	Teacher training - discipline policies	Num	2	270	271
87	C0270	Teacher training - safety procedures	Num	2	272	273
88	C0272	Teacher training - early warning signs for violent behavior	Num	2	274	275
89	C0274	Teacher training - student alcohol/drug abuse	Num	2	276	277
90	C0276	Teacher training - positive behavioral intervention	Num	2	278	279
91	C0280	Efforts limited by inadequate/lack of teacher training	Num	2	280	281
92	C0282	Efforts limited by inadequate/lack of alternative placement	Num	2	282	283
93	C0284	Efforts limited by parental complaints	Num	2	284	285
94	C0286	Efforts limited by inadequate/lack of teacher support	Num	2	286	287
95	C0288	Efforts limited by inadequate/lack of parent support	Num	2	288	289
96	C0290	Efforts limited by fear of student retaliation	Num	2	290	291
97	C0292	Efforts limited by fear of litigation	Num	2	292	293
98	C0294	Efforts limited by inadequate funds	Num	2	294	295
99	C0296	Efforts limited by inconsistent application of policies	Num	2	296	297
100	C0298	Efforts limited by fear of district or state reprisal	Num	2	298	299

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
101	C0300	Efforts limited by fed policies/special ed	Num	2	300	301
102	C0302	Efforts limited by other federal policies	Num	2	302	303
103	C0304	Efforts limited by state/district policy	Num	2	304	305
104	C0306	Any school deaths from homicides	Num	2	306	307
105	C0308	School shooting incidents	Num	2	308	309
106	C0310	# of rapes/attempted rapes - total	Num	2	310	311
107	C0312	# of rapes reported to police	Num	2	312	313
108	C0314	# of sexual batteries other than rape - total	Num	2	314	315
109	C0316	# of sexual batteries other than rape reported to police	Num	2	316	317
110	C0318	# of robberies with weapon - total	Num	2	318	319
111	C0320	# of robberies with weapon reported to police	Num	2	320	321
112	C0322	# of incidents of robbery without weapon - total	Num	2	322	323
113	C0324	# of robberies without weapon reported to police	Num	2	324	325
114	C0326	# of attacks with weapon - total	Num	2	326	327
115	C0328	# of attacks with weapon reported to police	Num	2	328	329
116	C0330	# of attacks without weapon - total	Num	8	330	337
117	C0332	# of attacks without weapon reported to police	Num	8	338	345
118	C0334	# of threats of attack with weapon - total	Num	2	346	347
119	C0336	# of threats of attack with weapon reported to police	Num	2	348	349
120	C0338	# of threats of attack without weapon - total	Num	8	350	357
121	C0340	# of threats of attack without weapon reported to police	Num	8	358	365
122	C0342	# of incidents of theft/larceny - total	Num	8	366	373
123	C0344	# of incidents of theft/larceny reported to police	Num	8	374	381
124	C0346	# of possession of firearms - total	Num	2	382	383
125	C0348	# of possession of firearms reported to police	Num	2	384	385
126	C0350	# of possession of knife/sharp object - total	Num	8	386	393
127	C0352	# of possession of knife/sharp object reported to police	Num	8	394	401
128	C0354	# of distribution of drugs - total	Num	8	402	409
129	C0356	# of distribution of drugs reported to police	Num	8	410	417
130	C0358	# of possession or use of alcohol - total	Num	8	418	425
131	C0360	# of possession or use of alcohol reported to police	Num	8	426	433

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
132	C0362	# of incidents of vandalism - total	Num	8	434	441
133	C0364	# of incidents of vandalism reported to police	Num	8	442	449
134	C0366	# of hate crimes	Num	3	450	452
135	C0368	# of gang-related crimes	Num	8	453	460
136	C0369	# of gang-related hate crimes	Num	8	461	468
137	C0370	# of times school disrupted due to unplanned fire alarms	Num	8	469	476
138	C0372	# of times school disrupted (e.g. bomb, chemical, radiological, death threats)	Num	2	477	478
139	C0374	How often student racial tensions	Num	2	479	480
140	C0376	How often student bullying occurs	Num	2	481	482
141	C0378	How often student sexual harassment of student	Num	2	483	484
142	C0380	How often student verbal abuse of teachers	Num	2	485	486
143	C0382	How often student disorder in classrooms	Num	2	487	488
144	C0384	How often student acts of disrespect	Num	2	489	490
145	C0386	How often student gang activities	Num	2	491	492
146	C0388	How often student cult or extremist activities	Num	2	493	494
147	C0390	Removal with no services available	Num	2	495	496
148	C0392	Removal with no services - action used	Num	2	497	498
149	C0394	Removal with tutoring/at-home instruction available	Num	2	499	500
150	C0396	Removal with tutoring/at-home instruction - action used	Num	2	501	502
151	C0398	Transfer to specialized school available	Num	2	503	504
152	C0400	Transfer to specialized school available - action used	Num	2	505	506
153	C0402	Transfer to regular school available	Num	2	507	508
154	C0404	Transfer to regular school available - action used	Num	2	509	510
155	C0406	Outside suspension/no services available	Num	2	511	512
156	C0408	Outside suspension/no services available - action used	Num	2	513	514
157	C0410	Outside suspension with services available	Num	2	515	516
158	C0412	Outside suspension with services available - action used	Num	2	517	518
159	C0414	In-school suspension/no services available	Num	2	519	520
160	C0416	In-school suspension/no services available - action used	Num	2	521	522
161	C0418	In-school suspension with services available	Num	2	523	524

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
162	C0420	In-school suspension with services available - action used	Num	2	525	526
163	C0422	Referral to school counselor available	Num	2	527	528
164	C0424	Referral to school counselor available - action used	Num	2	529	530
165	C0426	In-school disciplinary plan available	Num	2	531	532
166	C0428	In-school disciplinary plan available - action used	Num	2	533	534
167	C0430	Outside school disciplinary plan available	Num	2	535	536
168	C0432	Outside school disciplinary plan available – action used	Num	2	537	538
169	C0434	Keep off bus for misbehavior available	Num	2	539	540
170	C0436	Keep off bus for misbehavior available - action used	Num	2	541	542
171	C0438	Corporal punishment available	Num	2	543	544
172	C0440	Corporal punishment available - action used	Num	2	545	546
173	C0442	School probation available	Num	2	547	548
174	C0444	School probation available - action used	Num	2	549	550
175	C0446	Detention/Saturday school available	Num	2	551	552
176	C0448	Detention/Saturday school available - action used	Num	2	553	554
177	C0450	Loss of student privileges available	Num	2	555	556
178	C0452	Loss of student privileges available - action used	Num	2	557	558
179	C0454	Require community service available	Num	2	559	560
180	C0456	Require community service available - action used	Num	2	561	562
181	C0458	Student use/possession firearm/explosive device - total	Num	3	563	565
182	C0460	# of removals for firearm use/possession	Num	2	566	567
183	C0462	# of transfers for firearm use/possession	Num	2	568	569
184	C0464	# of suspensions for firearm use/possession	Num	3	570	572
185	C0466	# of other actions for firearm use/possession	Num	3	573	575
186	C0468	Student use/possession weapon (other than firearm) - total	Num	8	576	583
187	C0470	# of removals for weapon use	Num	2	584	585
188	C0472	# of transfers for weapon use	Num	2	586	587
189	C0474	# of suspensions for weapon use	Num	2	588	589
190	C0476	# of other actions for weapon use	Num	2	590	591
191	C0478	# of distribution/possession/use illegal drugs - total	Num	8	592	599
192	C0480	# of removals for distribution/possession/use - illegal drugs	Num	2	600	601

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
193	C0482	# of transfers for distribution/possession/use - illegal drugs	Num	8	602	609
194	C0484	# of suspensions for distribution/possession/use - illegal drugs	Num	8	610	617
195	C0486	# of other actions for distribution/possession/use - illegal drugs	Num	8	618	625
196	C0488	# of distribution/possession/use alcohol - total	Num	8	626	633
197	C0490	# of removals for distribution/possession/use - alcohol	Num	2	634	635
198	C0492	# of transfers for distribution/possession/use - alcohol	Num	2	636	637
199	C0494	# of suspensions for distribution/possession/use – alcohol	Num	8	638	645
200	C0496	# of other actions for distribution/possession/use - alcohol	Num	8	646	653
201	C0498	Attacks/fights - total	Num	8	654	661
202	C0500	# of removals for attacks/fights	Num	2	662	663
203	C0502	# of transfers for attacks/fights	Num	8	664	671
204	C0504	# of suspensions for attacks/fights	Num	8	672	679
205	C0506	# of other actions for attacks/fights	Num	8	680	687
206	C0508	Insubordination - total	Num	8	688	695
207	C0510	# of removals for insubordination	Num	3	696	698
208	C0512	# of transfers for insubordination	Num	8	699	706
209	C0514	# of suspensions for insubordination	Num	8	707	714
210	C0516	# of other actions for insubordination	Num	8	715	722
211	C0518	# of removals with no service - total	Num	8	723	730
212	C0520	# of transfers to specialized schools - total	Num	8	731	738
213	C0522	Total students	Num	8	739	746
214	C0524	Percent eligible for free or reduced-price lunch	Num	8	747	754
215	C0526	Percent students limited English proficient	Num	8	755	762
216	C0528	Percent special education students	Num	8	763	770
217	C0530	Percent male	Num	8	771	778
218	C0532	Percent students below 15th percentile standardized tests	Num	8	779	786
219	C0534	Percent students likely to go to college	Num	8	787	794
220	C0536	Percent students academic achievement important	Num	8	795	802
221	C0538	Typical number of classroom changes	Num	2	803	804
222	C0540	# of paid full-time special ed teacher	Num	8	805	812
223	C0542	# of paid part-time special ed teacher	Num	2	813	814
224	C0544	# of paid full-time special ed aides	Num	8	815	822
225	C0546	# of paid part-time special ed aides	Num	8	823	830

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
226	C0548	# of paid full-time regular classroom teachers	Num	8	831	838
227	C0550	# of paid part-time regular classroom teachers	Num	8	839	846
228	C0552	# of paid full-time regular classroom aides/paraprofessionals	Num	8	847	854
229	C0554	# of paid part-time regular classroom aides/paraprofessionals	Num	8	855	862
230	C0556	# of paid full-time counselors	Num	3	863	865
231	C0558	# of paid part-time counselors	Num	2	866	867
232	C0560	Crime where students live	Num	2	868	869
233	C0562	Crime where school located	Num	2	870	871
234	C0564	School type	Num	2	872	873
235	C0565	Verbatim responses	Char	50	874	923
236	C0568	Average percent daily attendance	Num	8	924	931
237	C0570	# of students transferred to school	Num	8	932	939
238	C0572	# of students transferred from school	Num	8	940	947
239	C0574	Start date for 2005–06 school year MMDDYYYY	Char	8	948	955
240	C0574_DD	Start day for 2005–06 school year	Num	2	956	957
241	C0574_MM	Start month for 2005–06 school year	Num	2	958	959
242	C0574_YY	Start year for 2005–06 school year	Num	4	960	963
243	C0576	End date for 2005–06 school year MMDDYYYY	Char	8	964	971
244	C0576_DD	End day for 2005–06 school year	Num	2	972	973
245	C0576_MM	End month for 2005–06 school year	Num	2	974	975
246	C0576_YY	End year for 2005–06 school year	Num	4	976	979
247	C0578	Date questionnaire completed MMDDYYYY	Char	8	980	987
248	C0578_DD	Day questionnaire completed	Num	2	988	989
249	C0578_MM	Month questionnaire completed	Num	2	990	991
250	C0578_YY	Year questionnaire completed	Num	4	992	995
251	C0580	Time required to complete questionnaire	Num	3	996	998
252	C0522CAT	Enrollment size (categorical)	Num	2	999	1000
253	C0524CAT	Percentage of students eligible for free/reduced-price lunch (categorical)	Num	2	1001	1002
254	C0530CAT	Percentage male enrollment (categorical)	Num	2	1003	1004
255	CENREGN	Census regions	Num	2	1005	1006
256	CRISIS06	# of types of crises covered in written plans	Num	2	1007	1008
257	DISTOT06	Total number of disciplinary actions recorded	Num	8	1009	1016
258	FTE06	Teacher (staff) full-time equivalency	Num	8	1017	1024
259	FTE06CAT	Teacher (staff) full-time equivalent (categorical)	Num	2	1025	1026

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
260	INCID06	Total number of incidents recorded	Num	8	1027	1034
261	INCPOL06	Total number of incidents reported to police	Num	8	1035	1042
262	OTHACT06	Total other actions for specified offenses	Num	8	1043	1050
263	OUTSUS06	Total out-of-school suspensions > 5 days but < the remainder of school for specified offenses	Num	8	1051	1058
264	PROBWK06	# of types of problems that occur at least once a week	Num	2	1059	1060
265	REMOVL06	Total removals with no continuing school services for specified offenses	Num	8	1061	1068
266	STPFTE06	Students per teaching staff full-time equivalency	Num	8	1069	1076
267	STRATA	Collapsed STRATUM code	Num	8	1077	1084
268	STRCAT	Student/teaching staff ratio (categorical)	Num	2	1085	1086
269	STUOFF06	Total students involved in specified offenses	Num	8	1087	1094
270	SVINC06	Total number of serious violent incidents recorded	Num	8	1095	1102
271	SVPOL06	Total number of serious violent incidents reported to police	Num	8	1103	1110
272	TRANSF06	Total transfers to specialized schools for specified offenses	Num	8	1111	1118
273	VIOINC06	Total number of violent incidents recorded	Num	8	1119	1126
274	VIOPOL06	Total number of violent incidents reported to police	Num	8	1127	1134
275	FR ASN	# of Asian/Pacific Islander students in school - from 03–04 CCD (School)	Num	8	1135	1142
276	FR BLK	# of Black, non-Hispanic students in school - from 03–04 CCD (School)	Num	8	1143	1150
277	FR_CATMN	Recoded percent minority student enrollment in school - based on 03–04 CCD frame variables (School)	Num	2	1151	1152
278	FR_CCDID	2003–04 CCD school ID	Char	12	1153	1164
279	FR_CHRT	Charter school identifier - from 03–04 CCD (School)	Char	2	1165	1166
280	FR_ETHN	# of ethnic students in school (total) - based on 03–04 CCD frame variables (School)	Num	8	1167	1174
281	FR_FIPST	FIPS State Code	Char	2	1175	1176
282	FR_HIGD	High grade in school - from 03–04 CCD (School)	Char	2	1177	1178
283	FR_HISP	# of Hispanic students in school - from 03–04 CCD (School)	Num	8	1179	1186

See notes at the end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
284	FR_INDN	# of Am Indian/Alaska Native students in school - from 03–04 CCD (School)	Num	8	1187	1194
285	FR_LEAID	CCD LEA ID	Char	12	1195	1206
286	FR_LOC4	Urbanicity - from 03–04 CCD (School)	Num	2	1207	1208
287	FR_LOC8	Urbanicity - from 03–04 CCD (School)	Num	2	1209	1210
288	FR_LOGD	Low grade in school - from 03–04 CCD (School)	Char	2	1211	1212
289	FR_LVEL	School grades offered - based on 03–04 CCD frame variables (School)	Num	2	1213	1214
290	FR_MEM	Total students in district - from 03–04 CCD (LEA)	Num	8	1215	1222
291	FR_MINR	# of minority students in school (total) - based on 03–04 CCD frame variables (School)	Num	8	1223	1230
292	FR_MSC03	Metropolitan Status Code - from 03–04 CCD (LEA)	Char	1	1231	1231
293	FR_NECCD	New England CCD district ID	Char	12	1232	1243
294	FR_NOST	Total student enrollment - from 03–04 CCD (School)	Num	8	1244	1251
295	FR_NPRGN	NAEP regions	Num	2	1252	1253
296	FR_PERMN	% minority student enrollment in school based on 03–04 CCD frame variables (School)	Num	8	1254	1261
297	FR_SCH03	# of schools in district - from 03–04 CCD (LEA)	Num	8	1262	1269
298	FR_SIZE	School size categories - based on 03–04 CCD frame variables (School)	Num	2	1270	1271
299	FR_TSTU	Total PK–12 students in district - from 03–04 CCD (LEA)	Num	8	1272	1279
300	FR_WHIT	# of White, non-Hispanic students in school - from 03–04 CCD (School)	Num	8	1280	1287
301	FINALWGT	Final weight for the sample	Num	8	1288	1295
302	REPWGT1	Jackknife replicate 1	Num	8	1296	1303
303	REPWGT2	Jackknife replicate 2	Num	8	1304	1311
304	REPWGT3	Jackknife replicate 3	Num	8	1312	1319
305	REPWGT4	Jackknife replicate 4	Num	8	1320	1327
306	REPWGT5	Jackknife replicate 5	Num	8	1328	1335
307	REPWGT6	Jackknife replicate 6	Num	8	1336	1343
308	REPWGT7	Jackknife replicate 7	Num	8	1344	1351
309	REPWGT8	Jackknife replicate 8	Num	8	1352	1359
310	REPWGT9	Jackknife replicate 9	Num	8	1360	1367
311	REPWGT10	Jackknife replicate 10	Num	8	1368	1375
312	REPWGT11	Jackknife replicate 11	Num	8	1376	1383
313	REPWGT12	Jackknife replicate 12	Num	8	1384	1391
314	REPWGT13	Jackknife replicate 13	Num	8	1392	1399
315	REPWGT14	Jackknife replicate 14	Num	8	1400	1407
316	REPWGT15	Jackknife replicate 15	Num	8	1408	1415

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
317	REPWGT16	Jackknife replicate 16	Num	8	1416	1423
318	REPWGT17	Jackknife replicate 17	Num	8	1424	1431
319	REPWGT18	Jackknife replicate 18	Num	8	1432	1439
320	REPWGT19	Jackknife replicate 19	Num	8	1440	1447
321	REPWGT20	Jackknife replicate 20	Num	8	1448	1455
322	REPWGT21	Jackknife replicate 21	Num	8	1456	1463
323	REPWGT22	Jackknife replicate 22	Num	8	1464	1471
324	REPWGT23	Jackknife replicate 23	Num	8	1472	1479
325	REPWGT24	Jackknife replicate 24	Num	8	1480	1487
326	REPWGT25	Jackknife replicate 25	Num	8	1488	1495
327	REPWGT26	Jackknife replicate 26	Num	8	1496	1503
328	REPWGT27	Jackknife replicate 27	Num	8	1504	1511
329	REPWGT28	Jackknife replicate 28	Num	8	1512	1519
330	REPWGT29	Jackknife replicate 29	Num	8	1520	1527
331	REPWGT30	Jackknife replicate 30	Num	8	1528	1535
332	REPWGT31	Jackknife replicate 31	Num	8	1536	1543
333	REPWGT32	Jackknife replicate 32	Num	8	1544	1551
334	REPWGT33	Jackknife replicate 33	Num	8	1552	1559
335	REPWGT34	Jackknife replicate 34	Num	8	1560	1567
336	REPWGT35	Jackknife replicate 35	Num	8	1568	1575
337	REPWGT36	Jackknife replicate 36	Num	8	1576	1583
338	REPWGT37	Jackknife replicate 37	Num	8	1584	1591
339	REPWGT38	Jackknife replicate 38	Num	8	1592	1599
340	REPWGT39	Jackknife replicate 39	Num	8	1600	1607
341	REPWGT40	Jackknife replicate 40	Num	8	1608	1615
342	REPWGT41	Jackknife replicate 41	Num	8	1616	1623
343	REPWGT42	Jackknife replicate 42	Num	8	1624	1631
344	REPWGT43	Jackknife replicate 43	Num	8	1632	1639
345	REPWGT44	Jackknife replicate 44	Num	8	1640	1647
346	REPWGT45	Jackknife replicate 45	Num	8	1648	1655
347	REPWGT46	Jackknife replicate 46	Num	8	1656	1663
348	REPWGT47	Jackknife replicate 47	Num	8	1664	1671
349	REPWGT48	Jackknife replicate 48	Num	8	1672	1679
350	REPWGT49	Jackknife replicate 49	Num	8	1680	1687
351	REPWGT50	Jackknife replicate 50	Num	8	1688	1695
352	IC0110	Imputation Flag	Num	2	1696	1697
353	IC0112	Imputation Flag	Num	2	1698	1699
354	IC0114	Imputation Flag	Num	2	1700	1701
355	IC0116	Imputation Flag	Num	2	1702	1703
356	IC0118	Imputation Flag	Num	2	1704	1705
357	IC0120	Imputation Flag	Num	2	1706	1707
358	IC0122	Imputation Flag	Num	2	1708	1709
359	IC0124	Imputation Flag	Num	2	1710	1711
360	IC0126	Imputation Flag	Num	2	1712	1713
361	IC0132	Imputation Flag	Num	2	1714	1715

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
362	IC0128	Imputation Flag	Num	2	1716	1717
363	IC0130	Imputation Flag	Num	2	1718	1719
364	IC0134	Imputation Flag	Num	2	1720	1721
365	IC0136	Imputation Flag	Num	2	1722	1723
366	IC0138	Imputation Flag	Num	2	1724	1725
367	IC0140	Imputation Flag	Num	2	1726	1727
368	IC0142	Imputation Flag	Num	2	1728	1729
369	IC0144	Imputation Flag	Num	2	1730	1731
370	IC0146	Imputation Flag	Num	2	1732	1733
371	IC0148	Imputation Flag	Num	2	1734	1735
372	IC0150	Imputation Flag	Num	2	1736	1737
373	IC0152	Imputation Flag	Num	2	1738	1739
374	IC0154	Imputation Flag	Num	2	1740	1741
375	IC0156	Imputation Flag	Num	2	1742	1743
376	IC0158	Imputation Flag	Num	2	1744	1745
377	IC0160	Imputation Flag	Num	2	1746	1747
378	IC0162	Imputation Flag	Num	2	1748	1749
379	IC0164	Imputation Flag	Num	2	1750	1751
380	IC0166	Imputation Flag	Num	2	1752	1753
381	IC0168	Imputation Flag	Num	2	1754	1755
382	IC0170	Imputation Flag	Num	2	1756	1757
383	IC0172	Imputation Flag	Num	2	1758	1759
384	IC0174	Imputation Flag	Num	2	1760	1761
385	IC0176	Imputation Flag	Num	2	1762	1763
386	IC0178	Imputation Flag	Num	2	1764	1765
387	IC0180	Imputation Flag	Num	2	1766	1767
388	IC0182	Imputation Flag	Num	2	1768	1769
389	IC0184	Imputation Flag	Num	2	1770	1771
390	IC0186	Imputation Flag	Num	2	1772	1773
391	IC0188	Imputation Flag	Num	2	1774	1775
392	IC0190	Imputation Flag	Num	2	1776	1777
393	IC0192	Imputation Flag	Num	2	1778	1779
394	IC0194	Imputation Flag	Num	2	1780	1781
395	IC0196	Imputation Flag	Num	2	1782	1783
396	IC0198	Imputation Flag	Num	2	1784	1785
397	IC0200	Imputation Flag	Num	2	1786	1787
398	IC0202	Imputation Flag	Num	2	1788	1789
399	IC0204	Imputation Flag	Num	2	1790	1791
400	IC0206	Imputation Flag	Num	2	1792	1793
401	IC0208	Imputation Flag	Num	2	1794	1795
402	IC0210	Imputation Flag	Num	2	1796	1797
403	IC0212	Imputation Flag	Num	2	1798	1799
404	IC0214	Imputation Flag	Num	2	1800	1801

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
405	IC0216	Imputation Flag	Num	2	1802	1803
406	IC0218	Imputation Flag	Num	2	1804	1805
407	IC0220	Imputation Flag	Num	2	1806	1807
408	IC0222	Imputation Flag	Num	2	1808	1809
409	IC0224	Imputation Flag	Num	2	1810	1811
410	IC0226	Imputation Flag	Num	2	1812	1813
411	IC0228	Imputation Flag	Num	2	1814	1815
412	IC0230	Imputation Flag	Num	2	1816	1817
413	IC0232	Imputation Flag	Num	2	1818	1819
414	IC0234	Imputation Flag	Num	2	1820	1821
415	IC0236	Imputation Flag	Num	2	1822	1823
416	IC0238	Imputation Flag	Num	2	1824	1825
417	IC0240	Imputation Flag	Num	2	1826	1827
418	IC0242	Imputation Flag	Num	2	1828	1829
419	IC0244	Imputation Flag	Num	2	1830	1831
420	IC0246	Imputation Flag	Num	2	1832	1833
421	IC0248	Imputation Flag	Num	2	1834	1835
422	IC0250	Imputation Flag	Num	2	1836	1837
423	IC0252	Imputation Flag	Num	2	1838	1839
424	IC0254	Imputation Flag	Num	2	1840	1841
425	IC0256	Imputation Flag	Num	2	1842	1843
426	IC0258	Imputation Flag	Num	2	1844	1845
427	IC0260	Imputation Flag	Num	2	1846	1847
428	IC0262	Imputation Flag	Num	2	1848	1849
429	IC0264	Imputation Flag	Num	2	1850	1851
430	IC0266	Imputation Flag	Num	2	1852	1853
431	IC0268	Imputation Flag	Num	2	1854	1855
432	IC0270	Imputation Flag	Num	2	1856	1857
433	IC0272	Imputation Flag	Num	2	1858	1859
434	IC0274	Imputation Flag	Num	2	1860	1861
435	IC0276	Imputation Flag	Num	2	1862	1863
436	IC0280	Imputation Flag	Num	2	1864	1865
437	IC0282	Imputation Flag	Num	2	1866	1867
438	IC0284	Imputation Flag	Num	2	1868	1869
439	IC0286	Imputation Flag	Num	2	1870	1871
440	IC0288	Imputation Flag	Num	2	1872	1873
441	IC0290	Imputation Flag	Num	2	1874	1875
442	IC0292	Imputation Flag	Num	2	1876	1877
443	IC0294	Imputation Flag	Num	2	1878	1879
444	IC0296	Imputation Flag	Num	2	1880	1881
445	IC0298	Imputation Flag	Num	2	1882	1883
446	IC0300	Imputation Flag	Num	2	1884	1885
447	IC0302	Imputation Flag	Num	2	1886	1887

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
448	IC0304	Imputation Flag	Num	2	1888	1889
449	IC0306	Imputation Flag	Num	2	1890	1891
450	IC0308	Imputation Flag	Num	2	1892	1893
451	IC0310	Imputation Flag	Num	2	1894	1895
452	IC0312	Imputation Flag	Num	2	1896	1897
453	IC0314	Imputation Flag	Num	2	1898	1899
454	IC0316	Imputation Flag	Num	2	1900	1901
455	IC0318	Imputation Flag	Num	2	1902	1903
456	IC0320	Imputation Flag	Num	2	1904	1905
457	IC0322	Imputation Flag	Num	2	1906	1907
458	IC0324	Imputation Flag	Num	2	1908	1909
459	IC0326	Imputation Flag	Num	2	1910	1911
460	IC0328	Imputation Flag	Num	2	1912	1913
461	IC0330	Imputation Flag	Num	2	1914	1915
462	IC0332	Imputation Flag	Num	2	1916	1917
463	IC0334	Imputation Flag	Num	2	1918	1919
464	IC0336	Imputation Flag	Num	2	1920	1921
465	IC0338	Imputation Flag	Num	2	1922	1923
466	IC0340	Imputation Flag	Num	2	1924	1925
467	IC0342	Imputation Flag	Num	2	1926	1927
468	IC0344	Imputation Flag	Num	2	1928	1929
469	IC0346	Imputation Flag	Num	2	1930	1931
470	IC0348	Imputation Flag	Num	2	1932	1933
471	IC0350	Imputation Flag	Num	2	1934	1935
472	IC0352	Imputation Flag	Num	2	1936	1937
473	IC0354	Imputation Flag	Num	2	1938	1939
474	IC0356	Imputation Flag	Num	2	1940	1941
475	IC0358	Imputation Flag	Num	2	1942	1943
476	IC0360	Imputation Flag	Num	2	1944	1945
477	IC0362	Imputation Flag	Num	2	1946	1947
478	IC0364	Imputation Flag	Num	2	1948	1949
479	IC0366	Imputation Flag	Num	2	1950	1951
480	IC0368	Imputation Flag	Num	2	1952	1953
481	IC0369	Imputation Flag	Num	2	1954	1955
482	IC0370	Imputation Flag	Num	2	1956	1957
483	IC0372	Imputation Flag	Num	2	1958	1959
484	IC0374	Imputation Flag	Num	2	1960	1961
485	IC0376	Imputation Flag	Num	2	1962	1963
486	IC0378	Imputation Flag	Num	2	1964	1965
487	IC0380	Imputation Flag	Num	2	1966	1967
488	IC0382	Imputation Flag	Num	2	1968	1969
489	IC0384	Imputation Flag	Num	2	1970	1971
490	IC0386	Imputation Flag	Num	2	1972	1973

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
491	IC0388	Imputation Flag	Num	2	1974	1975
492	IC0390	Imputation Flag	Num	2	1976	1977
493	IC0392	Imputation Flag	Num	2	1978	1979
494	IC0394	Imputation Flag	Num	2	1980	1981
495	IC0396	Imputation Flag	Num	2	1982	1983
496	IC0398	Imputation Flag	Num	2	1984	1985
497	IC0400	Imputation Flag	Num	2	1986	1987
498	IC0402	Imputation Flag	Num	2	1988	1989
499	IC0404	Imputation Flag	Num	2	1990	1991
500	IC0406	Imputation Flag	Num	2	1992	1993
501	IC0408	Imputation Flag	Num	2	1994	1995
502	IC0410	Imputation Flag	Num	2	1996	1997
503	IC0412	Imputation Flag	Num	2	1998	1999
504	IC0414	Imputation Flag	Num	2	2000	2001
505	IC0416	Imputation Flag	Num	2	2002	2003
506	IC0418	Imputation Flag	Num	2	2004	2005
507	IC0420	Imputation Flag	Num	2	2006	2007
508	IC0422	Imputation Flag	Num	2	2008	2009
509	IC0424	Imputation Flag	Num	2	2010	2011
510	IC0426	Imputation Flag	Num	2	2012	2013
511	IC0428	Imputation Flag	Num	2	2014	2015
512	IC0430	Imputation Flag	Num	2	2016	2017
513	IC0432	Imputation Flag	Num	2	2018	2019
514	IC0434	Imputation Flag	Num	2	2020	2021
515	IC0436	Imputation Flag	Num	2	2022	2023
516	IC0438	Imputation Flag	Num	2	2024	2025
517	IC0440	Imputation Flag	Num	2	2026	2027
518	IC0442	Imputation Flag	Num	2	2028	2029
519	IC0444	Imputation Flag	Num	2	2030	2031
520	IC0446	Imputation Flag	Num	2	2032	2033
521	IC0448	Imputation Flag	Num	2	2034	2035
522	IC0450	Imputation Flag	Num	2	2036	2037
523	IC0452	Imputation Flag	Num	2	2038	2039
524	IC0454	Imputation Flag	Num	2	2040	2041
525	IC0456	Imputation Flag	Num	2	2042	2043
526	IC0458	Imputation Flag	Num	2	2044	2045
527	IC0460	Imputation Flag	Num	2	2046	2047
528	IC0462	Imputation Flag	Num	2	2048	2049
529	IC0464	Imputation Flag	Num	2	2050	2051
530	IC0466	Imputation Flag	Num	2	2052	2053
531	IC0468	Imputation Flag	Num	2	2054	2055
532	IC0470	Imputation Flag	Num	2	2056	2057
533	IC0472	Imputation Flag	Num	2	2058	2059

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
534	IC0474	Imputation Flag	Num	2	2060	2061
535	IC0476	Imputation Flag	Num	2	2062	2063
536	IC0478	Imputation Flag	Num	2	2064	2065
537	IC0480	Imputation Flag	Num	2	2066	2067
538	IC0482	Imputation Flag	Num	2	2068	2069
539	IC0484	Imputation Flag	Num	2	2070	2071
540	IC0486	Imputation Flag	Num	2	2072	2073
541	IC0488	Imputation Flag	Num	2	2074	2075
542	IC0490	Imputation Flag	Num	2	2076	2077
543	IC0492	Imputation Flag	Num	2	2078	2079
544	IC0494	Imputation Flag	Num	2	2080	2081
545	IC0496	Imputation Flag	Num	2	2082	2083
546	IC0498	Imputation Flag	Num	2	2084	2085
547	IC0500	Imputation Flag	Num	2	2086	2087
548	IC0502	Imputation Flag	Num	2	2088	2089
549	IC0504	Imputation Flag	Num	2	2090	2091
550	IC0506	Imputation Flag	Num	2	2092	2093
551	IC0508	Imputation Flag	Num	2	2094	2095
552	IC0510	Imputation Flag	Num	2	2096	2097
553	IC0512	Imputation Flag	Num	2	2098	2099
554	IC0514	Imputation Flag	Num	2	2100	2101
555	IC0516	Imputation Flag	Num	2	2102	2103
556	IC0518	Imputation Flag	Num	2	2104	2105
557	IC0520	Imputation Flag	Num	2	2106	2107
558	IC0522	Imputation Flag	Num	2	2108	2109
559	IC0524	Imputation Flag	Num	2	2110	2111
560	IC0526	Imputation Flag	Num	2	2112	2113
561	IC0528	Imputation Flag	Num	2	2114	2115
562	IC0530	Imputation Flag	Num	2	2116	2117
563	IC0532	Imputation Flag	Num	2	2118	2119
564	IC0534	Imputation Flag	Num	2	2120	2121
565	IC0536	Imputation Flag	Num	2	2122	2123
566	IC0538	Imputation Flag	Num	2	2124	2125
567	IC0540	Imputation Flag	Num	2	2126	2127
568	IC0542	Imputation Flag	Num	2	2128	2129
569	IC0544	Imputation Flag	Num	2	2130	2131
570	IC0546	Imputation Flag	Num	2	2132	2133
571	IC0548	Imputation Flag	Num	2	2134	2135
572	IC0550	Imputation Flag	Num	2	2136	2137
573	IC0552	Imputation Flag	Num	2	2138	2139
574	IC0554	Imputation Flag	Num	2	2140	2141
575	IC0556	Imputation Flag	Num	2	2142	2143
576	IC0558	Imputation Flag	Num	2	2144	2145

See notes at end of table.

Table A-1 Variable list, SSOCS:2006—Continued

577	IC0560	Imputation Flag	Num	2	2146	2147
578	IC0562	Imputation Flag	Num	2	2148	2149
579	IC0564	Imputation Flag	Num	2	2150	2151
580	IC0568	Imputation Flag	Num	2	2152	2153
581	IC0570	Imputation Flag	Num	2	2154	2155
582	IC0572	Imputation Flag	Num	2	2156	2157

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

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

Table B-1 Variable list, SSOCS:2006

Order	Variable	Label	Format	Length	Start column	End column
1	SCHID	Temporary unique school identifier	Num	6	1	6
2	C0014_R2	Coded title/position of respondent	Num	4	7	10
3	C0110	School practice: require visitors to check in	Num	4	11	14
4	C0112	Access controlled locked/monitored doors	Num	4	15	18
5	C0114	Grounds have locked/monitored gates	Num	4	19	22
6	C0116	Students pass through metal detectors	Num	4	23	26
7	C0118	Visitors pass through metal detectors	Num	4	27	30
8	C0120	Have random metal detector checks on students	Num	4	31	34
9	C0122	Practice to close campus for lunch	Num	4	35	38
10	C0124	Practice random dog sniffs for drugs	Num	4	39	42
11	C0126	Random sweeps for contraband not including dog sniffs	Num	4	43	46
12	C0128	Require drug testing for athletes	Num	4	47	50
13	C0130	Require drug testing for students in extracurricular activities	Num	4	51	54
14	C0132	Require drug testing for any students	Num	4	55	58
15	C0134	Require students to wear uniforms	Num	4	59	62
16	C0136	Practice to enforce a strict dress code	Num	4	63	66
17	C0138	Provide school lockers to students	Num	4	67	70
18	C0140	Require clear book bags or ban book bags	Num	4	71	74
19	C0142	Require students to wear badge or photo ID	Num	4	75	78
20	C0144	Require faculty/staff to wear badge or photo ID	Num	4	79	82
21	C0146	Security camera(s) monitor the school	Num	4	83	86
22	C0148	Provide telephones in most classrooms	Num	4	87	90
23	C0150	Provide two-way radios to any staff	Num	4	91	94
24	C0152	Tobacco prohibited on school grounds	Num	4	95	98
25	C0154	School has written plan for shootings	Num	4	99	102
26	C0156	Drilled students on plan for shootings	Num	4	103	106
27	C0158	Written plan for natural disasters	Num	4	107	110
28	C0160	Drilled students on plan for natural disasters	Num	4	111	114
29	C0162	Written crisis plan for hostages	Num	4	115	118
30	C0164	Drilled students on plan for hostages	Num	4	119	122
31	C0166	Written plan for bomb threats	Num	4	123	126
32	C0168	Drilled students on plan for bomb threats	Num	4	127	130

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
33	C0170	Written plan for chemical, biological, or radiological threats	Num	4	131	134
34	C0172	Drilled students on plan for chemical, biological, or radiological threats	Num	4	135	138
35	C0174	Prevention curriculum/instruction/training	Num	4	139	142
36	C0176	Behavioral modification for students	Num	4	143	146
37	C0178	Student counseling/social work	Num	4	147	150
38	C0180	Individual mentoring/tutoring students	Num	4	151	154
39	C0182	Recreation/enrichment student activities	Num	4	155	158
40	C0184	Student involvement resolving problems	Num	4	159	162
41	C0186	Promote sense of community/integration	Num	4	163	166
42	C0188	Hotline/tipline to report problems	Num	4	167	170
43	C0190	Formal process to obtain parental input	Num	4	171	174
44	C0192	Provide training/assistance to parents	Num	4	175	178
45	C0194	Program involves parents at school	Num	4	179	182
46	C0196	Parent participates in open house or back to school night	Num	4	183	186
47	C0198	Parent participates in parent-teacher conference	Num	4	187	190
48	C0200	Parent participates in subject-area events	Num	4	191	194
49	C0202	Parent volunteers at school	Num	4	195	198
50	C0204	Community involvement - parent groups	Num	4	199	202
51	C0206	Community involvement - social services	Num	4	203	206
52	C0208	Community involvement - juvenile justice	Num	4	207	210
53	C0210	Community involvement - law enforcement	Num	4	211	214
54	C0212	Community involvement - mental health	Num	4	215	218
55	C0214	Community involvement - civic organizations	Num	4	219	222
56	C0216	Community involvement - business	Num	4	223	226
57	C0218	Community involvement - religious organizations	Num	4	227	230
58	C0220	Sworn law enforcement officer or security guard	Num	4	231	234
59	C0222	Security used during school hours	Num	4	235	238
60	C0224	Security while students arrive/leave	Num	4	239	242
61	C0226	Security at selected school activities	Num	4	243	246
62	C0228	Security when school not occurring	Num	4	247	250
63	C0230	Other times security used	Num	4	251	254
64	C0231_R	Coded other times security used	Char	2	255	256
65	C0244	Guards in uniform or identifiable clothes	Num	4	257	260

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
66	C0246	Guards carry a stun gun	Num	4	261	264
67	C0248	Guards carry chemical aerosol sprays	Num	4	265	268
68	C0250	Guards armed with firearms	Num	4	269	272
69	C0252	Security enforcement and patrol	Num	4	273	276
70	C0254	Maintain school discipline	Num	4	277	280
71	C0256	Coordinated with local police	Num	4	281	284
72	C0258	Identify problems and seek solutions	Num	4	285	288
73	C0260	Train teachers in school safety	Num	4	289	292
74	C0262	Mentor students	Num	4	293	296
75	C0264	Teach or train students (e.g., drug-related education)	Num	4	297	300
76	C0266	Teacher training - classroom management	Num	4	301	304
77	C0268	Teacher training - discipline policies	Num	4	305	308
78	C0270	Teacher training - safety procedures	Num	4	309	312
79	C0272	Teacher training - early warning signs for violent behavior	Num	4	313	316
80	C0274	Teacher training - student alcohol/drug abuse	Num	4	317	320
81	C0276	Teacher training - positive behavioral intervention	Num	4	321	324
82	C0280	Efforts limited by inadequate/lack of teacher training	Num	4	325	328
83	C0282	Efforts limited by inadequate/lack of alternative placement	Num	4	329	332
84	C0284	Efforts limited by parental complaints	Num	4	333	336
85	C0286	Efforts limited by inadequate/lack of teacher support	Num	4	337	340
86	C0288	Efforts limited by inadequate/lack of parent support	Num	4	341	344
87	C0290	Efforts limited by fear of student retaliation	Num	4	345	348
88	C0292	Efforts limited by fear of litigation	Num	4	349	352
89	C0294	Efforts limited by inadequate funds	Num	4	353	356
90	C0296	Efforts limited by inconsistent application of policies	Num	4	357	360
91	C0298	Efforts limited by fear of district or state reprisal	Num	4	361	364
92	C0300	Efforts limited by fed policies/special ed	Num	4	365	368
93	C0302	Efforts limited by other federal policies	Num	4	369	372
94	C0304	Efforts limited by state/district policy	Num	4	373	376
95	C0306	Any school deaths from homicides	Num	4	377	380

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
96	C0308	School shooting incidents	Num	4	381	384
97	C0310	# of rapes/attempted rapes - total	Num	4	385	388
98	C0312	# of rapes reported to police	Num	4	389	392
99	C0314	# of sexual batteries other than rape - total	Num	4	393	396
100	C0316	# of sexual batteries other than rape reported to police	Num	4	397	400
101	C0318	# of robberies with weapon - total	Num	4	401	404
102	C0320	# of robberies with weapon reported to police	Num	4	405	408
103	C0322	# of incidents of robbery without weapon - total	Num	4	409	412
104	C0324	# of robberies without weapon reported to police	Num	4	413	416
105	C0326	# of attacks with weapon - total	Num	4	417	420
106	C0328	# of attacks with weapon reported to police	Num	4	421	424
107	C0330	# of attacks without weapon - total	Num	6	425	430
108	C0332	# of attacks without weapon reported to police	Num	6	431	436
109	C0334	# of threats of attack with weapon - total	Num	4	437	440
110	C0336	# of threats of attack with weapon reported to police	Num	4	441	444
111	C0338	# of threats of attack without weapon - total	Num	6	445	450
112	C0340	# of threats of attack without weapon reported to police	Num	4	451	454
113	C0342	# of incidents of theft/larceny - total	Num	4	455	458
114	C0344	# of incidents of theft/larceny reported to police	Num	4	459	462
115	C0346	# of possession of firearms - total	Num	4	463	466
116	C0348	# of possession of firearms reported to police	Num	4	467	470
117	C0350	# of possession of knife/sharp object - total	Num	4	471	474
118	C0352	# of possession of knife/sharp object reported to police	Num	4	475	478
119	C0354	# of distribution of drugs - total	Num	4	479	482
120	C0356	# of distribution of drugs reported to police	Num	4	483	486
121	C0358	# of possession or use of alcohol - total	Num	4	487	490
122	C0360	# of possession or use of alcohol reported to police	Num	4	491	494

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
123	C0362	# of incidents of vandalism - total	Num	4	495	498
124	C0364	# of incidents of vandalism reported to police	Num	4	499	502
125	C0366	# of hate crimes	Num	4	503	506
126	C0368	# of gang-related crimes	Num	4	507	510
127	C0369	# of gang-related hate crimes	Num	4	511	514
128	C0370	# of times school disrupted due to unplanned fire alarms	Num	4	515	518
129	C0372	# of times school disrupted (e.g. bomb, chemical, radiological, death threats)	Num	4	519	522
130	C0374	How often student racial tensions	Num	4	523	526
131	C0376	How often student bullying occurs	Num	4	527	530
132	C0378	How often student sexual harassment of student	Num	4	531	534
133	C0380	How often student verbal abuse of teachers	Num	4	535	538
134	C0382	How often student disorder in classrooms	Num	4	539	542
135	C0384	How often student acts of disrespect	Num	4	543	546
136	C0386	How often student gang activities	Num	4	547	550
137	C0388	How often student cult or extremist activities	Num	4	551	554
138	C0390	Removal with no services available	Num	4	555	558
139	C0392	Removal with no services - action used	Num	4	559	562
140	C0394	Removal with tutoring/at-home instruction available	Num	4	563	566
141	C0396	Removal with tutoring/at-home instruction - action used	Num	4	567	570
142	C0398	Transfer to specialized school available	Num	4	571	574
143	C0400	Transfer to specialized school available - action used	Num	4	575	578
144	C0402	Transfer to regular school available	Num	4	579	582
145	C0404	Transfer to regular school available - action used	Num	4	583	586
146	C0406	Outside suspension/no services available	Num	4	587	590
147	C0408	Outside suspension/no services available - action used	Num	4	591	594
148	C0410	Outside suspension with services available	Num	4	595	598
149	C0412	Outside suspension with services available - action used	Num	4	599	602
150	C0414	In-school suspension/no services available	Num	4	603	606

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
151	C0416	In-school suspension/no services available - action used	Num	4	607	610
152	C0418	In-school suspension with services available	Num	4	611	614
153	C0420	In-school suspension with services available - action used	Num	4	615	618
154	C0422	Referral to school counselor available	Num	4	619	622
155	C0424	Referral to school counselor available - action used	Num	4	623	626
156	C0426	In-school disciplinary plan available	Num	4	627	630
157	C0428	In-school disciplinary plan available - action used	Num	4	631	634
158	C0430	Outside school disciplinary plan available	Num	4	635	638
159	C0432	Outside school disciplinary plan available – action used	Num	4	639	642
160	C0434	Keep off bus for misbehavior available	Num	4	643	646
161	C0436	Keep off bus for misbehavior available - action used	Num	4	647	650
162	C0438	Corporal punishment available	Num	4	651	654
163	C0440	Corporal punishment available - action used	Num	4	655	658
164	C0442	School probation available	Num	4	659	662
165	C0444	School probation available - action used	Num	4	663	666
166	C0446	Detention/Saturday school available	Num	4	667	670
167	C0448	Detention/Saturday school available - action used	Num	4	671	674
168	C0450	Loss of student privileges available	Num	4	675	678
169	C0452	Loss of student privileges available - action used	Num	4	679	682
170	C0454	Require community service available	Num	4	683	686
171	C0456	Require community service available - action used	Num	4	687	690
172	C0458	Student use/possession firearm/explosive device - total	Num	6	691	696
173	C0460	# of removals for firearm use/possession	Num	4	697	700
174	C0462	# of transfers for firearm use/possession	Num	4	701	704
175	C0464	# of suspensions for firearm use/possession	Num	6	705	710
176	C0466	# of other actions for firearm use/possession	Num	6	711	716
177	C0468	Student use/possession weapon (other than firearm) - total	Num	4	717	720
178	C0470	# of removals for weapon use	Num	4	721	724

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
179	C0472	# of transfers for weapon use	Num	4	725	728
180	C0474	# of suspensions for weapon use	Num	4	729	732
181	C0476	# of other actions for weapon use	Num	4	733	736
182	C0478	# of distribution/possession/use illegal drugs - total	Num	4	737	740
183	C0480	# of removals for distribution/possession/use - illegal drugs	Num	4	741	744
184	C0482	# of transfers for distribution/possession/use - illegal drugs	Num	4	745	748
185	C0484	# of suspensions for distribution/possession/use - illegal drugs	Num	4	749	752
186	C0486	# of other actions for distribution/possession/use - illegal drugs	Num	4	753	756
187	C0488	# of distribution/possession/use alcohol - total	Num	4	757	760
188	C0490	# of removals for distribution/possession/use - alcohol	Num	4	761	764
189	C0492	# of transfers for distribution/possession/use - alcohol	Num	4	765	768
190	C0494	# of suspensions for distribution/possession/use – alcohol	Num	4	769	772
191	C0496	# of other actions for distribution/possession/use - alcohol	Num	4	773	776
192	C0498	Attacks/fights - total	Num	6	777	782
193	C0500	# of removals for attacks/fights	Num	4	783	786
194	C0502	# of transfers for attacks/fights	Num	4	787	790
195	C0504	# of suspensions for attacks/fights	Num	6	791	796
196	C0506	# of other actions for attacks/fights	Num	6	797	802
197	C0508	Insubordination - total	Num	6	803	808
198	C0510	# of removals for insubordination	Num	6	809	814
199	C0512	# of transfers for insubordination	Num	6	815	820
200	C0514	# of suspensions for insubordination	Num	6	821	826
201	C0516	# of other actions for insubordination	Num	6	827	832
202	C0518	# of removals with no service - total	Num	6	833	838
203	C0520	# of transfers to specialized schools - total	Num	6	839	844
204	C0526	Percent students limited English proficient	Num	4	845	848

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
205	C0528	Percent special education students	Num	4	849	852
206	C0532	Percent students below 15th percentile standardized tests	Num	4	853	856
207	C0534	Percent students likely to go to college	Num	4	857	860
208	C0536	Percent students academic achievement important	Num	4	861	864
209	C0538	Typical number of classroom changes	Num	4	865	868
210	C0560	Crime where students live	Num	4	869	872
211	C0562	Crime where school located	Num	4	873	876
212	C0568	Average percent daily attendance	Num	4	877	880
213	C0570	# of students transferred to school	Num	6	881	886
214	C0572	# of students transferred from school	Num	6	887	892
215	C0578	Date questionnaire completed MMDDYYYY	Char	8	893	900
216	C0578_DD	Day questionnaire completed	Num	4	901	904
217	C0578_MM	Month questionnaire completed	Num	4	905	908
218	C0578_YY	Year questionnaire completed	Num	6	909	914
219	C0580	Time required to complete questionnaire	Num	6	915	920
220	CRISIS06	# of types of crises covered in written plans	Num	4	921	924
221	DISTOT06	Total number of disciplinary actions recorded	Num	6	925	930
222	INCID06	Total number of incidents recorded	Num	6	931	936
223	INCOPOL06	Total number of incidents reported to police	Num	6	937	942
224	OTHACT06	Total other actions for specified offenses	Num	6	943	948
225	OUTSUS06	Total out-of-school suspensions > 5 days but < the remainder of school for specified offenses	Num	6	949	954
226	PROBWK06	# of types of problems that occur at least once a week	Num	4	955	958
227	REMOVL06	Total removals with no continuing school services for specified offenses	Num	6	959	964
228	STRATA	Collapsed STRATUM code	Num	6	965	970
229	STUOFF06	Total students involved in specified offenses	Num	6	971	976
230	SVINC06	Total number of serious violent incidents recorded	Num	4	977	980
231	SVPOL06	Total number of serious violent incidents reported to police	Num	4	981	984

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
232	TRANSF06	Total transfers to specialized schools for specified offenses	Num	6	985	990
233	VIOINC06	Total number of violent incidents recorded	Num	6	991	996
234	VIOPOL06	Total number of violent incidents reported to police	Num	6	997	1002
235	FR_CATMN	Recoded percent minority student enrollment in school - based on 03–04 CCD frame variables (School)	Num	4	1003	1006
236	FR_LOC4	Urbanicity - from 03–04 CCD (School)	Num	4	1007	1010
237	FR_LVEL	School grades offered - based on 03–04 CCD frame variables (School)	Num	4	1011	1014
238	FR_SIZE	School size categories - based on 03–04 CCD (LEA)	Num	4	1015	1018
239	FINALWGT	Final weight for the sample	Num	8	1019	1026
240	REPWGT1	Jackknife replicate 1	Num	8	1027	1034
241	REPWGT2	Jackknife replicate 2	Num	8	1035	1042
242	REPWGT3	Jackknife replicate 3	Num	8	1043	1050
243	REPWGT4	Jackknife replicate 4	Num	8	1051	1058
244	REPWGT5	Jackknife replicate 5	Num	8	1059	1066
245	REPWGT6	Jackknife replicate 6	Num	8	1067	1074
246	REPWGT7	Jackknife replicate 7	Num	8	1075	1082
247	REPWGT8	Jackknife replicate 8	Num	8	1083	1090
248	REPWGT9	Jackknife replicate 9	Num	8	1091	1098
249	REPWGT10	Jackknife replicate 10	Num	8	1099	1106
250	REPWGT11	Jackknife replicate 11	Num	8	1107	1114
251	REPWGT12	Jackknife replicate 12	Num	8	1115	1122
252	REPWGT13	Jackknife replicate 13	Num	8	1123	1130
253	REPWGT14	Jackknife replicate 14	Num	8	1131	1138
254	REPWGT15	Jackknife replicate 15	Num	8	1139	1146
255	REPWGT16	Jackknife replicate 16	Num	8	1147	1154
256	REPWGT17	Jackknife replicate 17	Num	8	1155	1162
257	REPWGT18	Jackknife replicate 18	Num	8	1163	1170
258	REPWGT19	Jackknife replicate 19	Num	8	1171	1178
259	REPWGT20	Jackknife replicate 20	Num	8	1179	1186
260	REPWGT21	Jackknife replicate 21	Num	8	1187	1194
261	REPWGT22	Jackknife replicate 22	Num	8	1195	1202
262	REPWGT23	Jackknife replicate 23	Num	8	1203	1210
263	REPWGT24	Jackknife replicate 24	Num	8	1211	1218
264	REPWGT25	Jackknife replicate 25	Num	8	1219	1226
265	REPWGT26	Jackknife replicate 26	Num	8	1227	1234
266	REPWGT27	Jackknife replicate 27	Num	8	1235	1242

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
267	REPWGT28	Jackknife replicate 28	Num	8	1243	1250
268	REPWGT29	Jackknife replicate 29	Num	8	1251	1258
269	REPWGT30	Jackknife replicate 30	Num	8	1259	1266
270	REPWGT31	Jackknife replicate 31	Num	8	1267	1274
271	REPWGT32	Jackknife replicate 32	Num	8	1275	1282
272	REPWGT33	Jackknife replicate 33	Num	8	1283	1290
273	REPWGT34	Jackknife replicate 34	Num	8	1291	1298
274	REPWGT35	Jackknife replicate 35	Num	8	1299	1306
275	REPWGT36	Jackknife replicate 36	Num	8	1307	1314
276	REPWGT37	Jackknife replicate 37	Num	8	1315	1322
277	REPWGT38	Jackknife replicate 38	Num	8	1323	1330
278	REPWGT39	Jackknife replicate 39	Num	8	1331	1338
279	REPWGT40	Jackknife replicate 40	Num	8	1339	1346
280	REPWGT41	Jackknife replicate 41	Num	8	1347	1354
281	REPWGT42	Jackknife replicate 42	Num	8	1355	1362
282	REPWGT43	Jackknife replicate 43	Num	8	1363	1370
283	REPWGT44	Jackknife replicate 44	Num	8	1371	1378
284	REPWGT45	Jackknife replicate 45	Num	8	1379	1386
285	REPWGT46	Jackknife replicate 46	Num	8	1387	1394
286	REPWGT47	Jackknife replicate 47	Num	8	1395	1402
287	REPWGT48	Jackknife replicate 48	Num	8	1403	1410
288	REPWGT49	Jackknife replicate 49	Num	8	1411	1418
289	REPWGT50	Jackknife replicate 50	Num	8	1419	1426
290	IC0110	Imputation Flag	Num	4	1427	1430
291	IC0112	Imputation Flag	Num	4	1431	1434
292	IC0114	Imputation Flag	Num	4	1435	1438
293	IC0116	Imputation Flag	Num	4	1439	1442
294	IC0118	Imputation Flag	Num	4	1443	1446
295	IC0120	Imputation Flag	Num	4	1447	1450
296	IC0122	Imputation Flag	Num	4	1451	1454
297	IC0124	Imputation Flag	Num	4	1455	1458
298	IC0126	Imputation Flag	Num	4	1459	1462
299	IC0132	Imputation Flag	Num	4	1463	1466
300	IC0128	Imputation Flag	Num	4	1467	1470
301	IC0130	Imputation Flag	Num	4	1471	1474
302	IC0134	Imputation Flag	Num	4	1475	1478
303	IC0136	Imputation Flag	Num	4	1479	1482
304	IC0138	Imputation Flag	Num	4	1483	1486
305	IC0140	Imputation Flag	Num	4	1487	1490
306	IC0142	Imputation Flag	Num	4	1491	1494
307	IC0144	Imputation Flag	Num	4	1495	1498

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
308	IC0146	Imputation Flag	Num	4	1499	1502
309	IC0148	Imputation Flag	Num	4	1503	1506
310	IC0150	Imputation Flag	Num	4	1507	1510
311	IC0152	Imputation Flag	Num	4	1511	1514
312	IC0154	Imputation Flag	Num	4	1515	1518
313	IC0156	Imputation Flag	Num	4	1519	1522
314	IC0158	Imputation Flag	Num	4	1523	1526
315	IC0160	Imputation Flag	Num	4	1527	1530
316	IC0162	Imputation Flag	Num	4	1531	1534
317	IC0164	Imputation Flag	Num	4	1535	1538
318	IC0166	Imputation Flag	Num	4	1539	1542
319	IC0168	Imputation Flag	Num	4	1543	1546
320	IC0170	Imputation Flag	Num	4	1547	1550
321	IC0172	Imputation Flag	Num	4	1551	1554
322	IC0174	Imputation Flag	Num	4	1555	1558
323	IC0176	Imputation Flag	Num	4	1559	1562
324	IC0178	Imputation Flag	Num	4	1563	1566
325	IC0180	Imputation Flag	Num	4	1567	1570
326	IC0182	Imputation Flag	Num	4	1571	1574
327	IC0184	Imputation Flag	Num	4	1575	1578
328	IC0186	Imputation Flag	Num	4	1579	1582
329	IC0188	Imputation Flag	Num	4	1583	1586
330	IC0190	Imputation Flag	Num	4	1587	1590
331	IC0192	Imputation Flag	Num	4	1591	1594
332	IC0194	Imputation Flag	Num	4	1595	1598
333	IC0196	Imputation Flag	Num	4	1599	1602
334	IC0198	Imputation Flag	Num	4	1603	1606
335	IC0200	Imputation Flag	Num	4	1607	1610
336	IC0202	Imputation Flag	Num	4	1611	1614
337	IC0204	Imputation Flag	Num	4	1615	1618
338	IC0206	Imputation Flag	Num	4	1619	1622
339	IC0208	Imputation Flag	Num	4	1623	1626
340	IC0210	Imputation Flag	Num	4	1627	1630
341	IC0212	Imputation Flag	Num	4	1631	1634
342	IC0214	Imputation Flag	Num	4	1635	1638
343	IC0216	Imputation Flag	Num	4	1639	1642
344	IC0218	Imputation Flag	Num	4	1643	1646
345	IC0220	Imputation Flag	Num	4	1647	1650
346	IC0222	Imputation Flag	Num	4	1651	1654
347	IC0224	Imputation Flag	Num	4	1655	1658

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
348	IC0226	Imputation Flag	Num	4	1659	1662
349	IC0228	Imputation Flag	Num	4	1663	1666
350	IC0230	Imputation Flag	Num	4	1667	1670
351	IC0232	Imputation Flag	Num	4	1671	1674
352	IC0234	Imputation Flag	Num	4	1675	1678
353	IC0236	Imputation Flag	Num	4	1679	1682
354	IC0238	Imputation Flag	Num	4	1683	1686
355	IC0240	Imputation Flag	Num	4	1687	1690
356	IC0242	Imputation Flag	Num	4	1691	1694
357	IC0244	Imputation Flag	Num	4	1695	1698
358	IC0246	Imputation Flag	Num	4	1699	1702
359	IC0248	Imputation Flag	Num	4	1703	1706
360	IC0250	Imputation Flag	Num	4	1707	1710
361	IC0252	Imputation Flag	Num	4	1711	1714
362	IC0254	Imputation Flag	Num	4	1715	1718
363	IC0256	Imputation Flag	Num	4	1719	1722
364	IC0258	Imputation Flag	Num	4	1723	1726
365	IC0260	Imputation Flag	Num	4	1727	1730
366	IC0262	Imputation Flag	Num	4	1731	1734
367	IC0264	Imputation Flag	Num	4	1735	1738
368	IC0266	Imputation Flag	Num	4	1739	1742
369	IC0268	Imputation Flag	Num	4	1743	1746
370	IC0270	Imputation Flag	Num	4	1747	1750
371	IC0272	Imputation Flag	Num	4	1751	1754
372	IC0274	Imputation Flag	Num	4	1755	1758
373	IC0276	Imputation Flag	Num	4	1759	1762
374	IC0280	Imputation Flag	Num	4	1763	1766
375	IC0282	Imputation Flag	Num	4	1767	1770
376	IC0284	Imputation Flag	Num	4	1771	1774
377	IC0286	Imputation Flag	Num	4	1775	1778
378	IC0288	Imputation Flag	Num	4	1779	1782
379	IC0290	Imputation Flag	Num	4	1783	1786
380	IC0292	Imputation Flag	Num	4	1787	1790
381	IC0294	Imputation Flag	Num	4	1791	1794
382	IC0296	Imputation Flag	Num	4	1795	1798
383	IC0298	Imputation Flag	Num	4	1799	1802
384	IC0300	Imputation Flag	Num	4	1803	1806
385	IC0302	Imputation Flag	Num	4	1807	1810
386	IC0304	Imputation Flag	Num	4	1811	1814
387	IC0306	Imputation Flag	Num	4	1815	1818

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
388	IC0308	Imputation Flag	Num	4	1819	1822
389	IC0310	Imputation Flag	Num	4	1823	1826
390	IC0312	Imputation Flag	Num	4	1827	1830
391	IC0314	Imputation Flag	Num	4	1831	1834
392	IC0316	Imputation Flag	Num	4	1835	1838
393	IC0318	Imputation Flag	Num	4	1839	1842
394	IC0320	Imputation Flag	Num	4	1843	1846
395	IC0322	Imputation Flag	Num	4	1847	1850
396	IC0324	Imputation Flag	Num	4	1851	1854
397	IC0326	Imputation Flag	Num	4	1855	1858
398	IC0328	Imputation Flag	Num	4	1859	1862
399	IC0330	Imputation Flag	Num	4	1863	1866
400	IC0332	Imputation Flag	Num	4	1867	1870
401	IC0334	Imputation Flag	Num	4	1871	1874
402	IC0336	Imputation Flag	Num	4	1875	1878
403	IC0338	Imputation Flag	Num	4	1879	1882
404	IC0340	Imputation Flag	Num	4	1883	1886
405	IC0342	Imputation Flag	Num	4	1887	1890
406	IC0344	Imputation Flag	Num	4	1891	1894
407	IC0346	Imputation Flag	Num	4	1895	1898
408	IC0348	Imputation Flag	Num	4	1899	1902
409	IC0350	Imputation Flag	Num	4	1903	1906
410	IC0352	Imputation Flag	Num	4	1907	1910
411	IC0354	Imputation Flag	Num	4	1911	1914
412	IC0356	Imputation Flag	Num	4	1915	1918
413	IC0358	Imputation Flag	Num	4	1919	1922
414	IC0360	Imputation Flag	Num	4	1923	1926
415	IC0362	Imputation Flag	Num	4	1927	1930
416	IC0364	Imputation Flag	Num	4	1931	1934
417	IC0366	Imputation Flag	Num	4	1935	1938
418	IC0368	Imputation Flag	Num	4	1939	1942
419	IC0369	Imputation Flag	Num	4	1943	1946
420	IC0370	Imputation Flag	Num	4	1947	1950
421	IC0372	Imputation Flag	Num	4	1951	1954
422	IC0374	Imputation Flag	Num	4	1955	1958
423	IC0376	Imputation Flag	Num	4	1959	1962
424	IC0378	Imputation Flag	Num	4	1963	1966

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
425	IC0380	Imputation Flag	Num	4	1967	1970
426	IC0382	Imputation Flag	Num	4	1971	1974
427	IC0384	Imputation Flag	Num	4	1975	1978
428	IC0386	Imputation Flag	Num	4	1979	1982
429	IC0388	Imputation Flag	Num	4	1983	1986
430	IC0390	Imputation Flag	Num	4	1987	1990
431	IC0392	Imputation Flag	Num	4	1991	1994
432	IC0394	Imputation Flag	Num	4	1995	1998
433	IC0396	Imputation Flag	Num	4	1999	2002
434	IC0398	Imputation Flag	Num	4	2003	2006
435	IC0400	Imputation Flag	Num	4	2007	2010
436	IC0402	Imputation Flag	Num	4	2011	2014
437	IC0404	Imputation Flag	Num	4	2015	2018
438	IC0406	Imputation Flag	Num	4	2019	2022
439	IC0408	Imputation Flag	Num	4	2023	2026
440	IC0410	Imputation Flag	Num	4	2027	2030
441	IC0412	Imputation Flag	Num	4	2031	2034
442	IC0414	Imputation Flag	Num	4	2035	2038
443	IC0416	Imputation Flag	Num	4	2039	2042
444	IC0418	Imputation Flag	Num	4	2043	2046
445	IC0420	Imputation Flag	Num	4	2047	2050
446	IC0422	Imputation Flag	Num	4	2051	2054
447	IC0424	Imputation Flag	Num	4	2055	2058
448	IC0426	Imputation Flag	Num	4	2059	2062
449	IC0428	Imputation Flag	Num	4	2063	2066
450	IC0430	Imputation Flag	Num	4	2067	2070
451	IC0432	Imputation Flag	Num	4	2071	2074
452	IC0434	Imputation Flag	Num	4	2075	2078
453	IC0436	Imputation Flag	Num	4	2079	2082
454	IC0438	Imputation Flag	Num	4	2083	2086
455	IC0440	Imputation Flag	Num	4	2087	2090
456	IC0442	Imputation Flag	Num	4	2091	2094
457	IC0444	Imputation Flag	Num	4	2095	2098
458	IC0446	Imputation Flag	Num	4	2099	2102
459	IC0448	Imputation Flag	Num	4	2103	2106
460	IC0450	Imputation Flag	Num	4	2107	2110

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
461	IC0452	Imputation Flag	Num	4	2111	2114
462	IC0454	Imputation Flag	Num	4	2115	2118
463	IC0456	Imputation Flag	Num	4	2119	2122
464	IC0458	Imputation Flag	Num	4	2123	2126
465	IC0460	Imputation Flag	Num	4	2127	2130
466	IC0462	Imputation Flag	Num	4	2131	2134
467	IC0464	Imputation Flag	Num	4	2135	2138
468	IC0466	Imputation Flag	Num	4	2139	2142
469	IC0468	Imputation Flag	Num	4	2143	2146
470	IC0470	Imputation Flag	Num	4	2147	2150
471	IC0472	Imputation Flag	Num	4	2151	2154
472	IC0474	Imputation Flag	Num	4	2155	2158
473	IC0476	Imputation Flag	Num	4	2159	2162
474	IC0478	Imputation Flag	Num	4	2163	2166
475	IC0480	Imputation Flag	Num	4	2167	2170
476	IC0482	Imputation Flag	Num	4	2171	2174
477	IC0484	Imputation Flag	Num	4	2175	2178
478	IC0486	Imputation Flag	Num	4	2179	2182
479	IC0488	Imputation Flag	Num	4	2183	2186
480	IC0490	Imputation Flag	Num	4	2187	2190
481	IC0492	Imputation Flag	Num	4	2191	2194
482	IC0494	Imputation Flag	Num	4	2195	2198
483	IC0496	Imputation Flag	Num	4	2199	2202
484	IC0498	Imputation Flag	Num	4	2203	2206
485	IC0500	Imputation Flag	Num	4	2207	2210
486	IC0502	Imputation Flag	Num	4	2211	2214
487	IC0504	Imputation Flag	Num	4	2215	2218
488	IC0506	Imputation Flag	Num	4	2219	2222
489	IC0508	Imputation Flag	Num	4	2223	2226
490	IC0510	Imputation Flag	Num	4	2227	2230
491	IC0512	Imputation Flag	Num	4	2231	2234
492	IC0514	Imputation Flag	Num	4	2235	2238
493	IC0516	Imputation Flag	Num	4	2239	2242
494	IC0518	Imputation Flag	Num	4	2243	2246
495	IC0520	Imputation Flag	Num	4	2247	2250
496	IC0526	Imputation Flag	Num	4	2251	2254

See notes at end of table.

Table B-1 Variable list, SSOCS:2006—Continued

Order	Variable	Label	Format	Length	Start column	End column
497	IC0528	Imputation Flag	Num	4	2255	2258
498	IC0532	Imputation Flag	Num	4	2259	2262
499	IC0534	Imputation Flag	Num	4	2263	2266
500	IC0536	Imputation Flag	Num	4	2267	2270
501	IC0538	Imputation Flag	Num	4	2271	2274
502	IC0540	Imputation Flag	Num	4	2275	2278
503	IC0542	Imputation Flag	Num	4	2279	2282
504	IC0544	Imputation Flag	Num	4	2283	2286
505	IC0546	Imputation Flag	Num	4	2287	2290
506	IC0556	Imputation Flag	Num	4	2291	2294
507	IC0558	Imputation Flag	Num	4	2295	2298
508	IC0560	Imputation Flag	Num	4	2299	2302
509	IC0562	Imputation Flag	Num	4	2303	2306
510	IC0568	Imputation Flag	Num	4	2307	2310
511	IC0570	Imputation Flag	Num	4	2311	2314
512	IC0572	Imputation Flag	Num	4	2315	2318
513	C0016_R	# of years respondent at the school (topcoded)	Num	4	2319	2322
514	C0232_R	# of full-time security guards (topcoded)	Num	4	2323	2326
515	C0234_R	# of part-time security guards (topcoded)	Num	4	2327	2330
516	C0236_R	# of full-time School Resource Officers (topcoded)	Num	4	2331	2334
517	C0238_R	# of part-time School Resource Officers (topcoded)	Num	4	2335	2338
518	C0240_R	# of full-time sworn law enforcement officers-not SROs (topcoded)	Num	4	2339	2342
519	C0242_R	# of part-time sworn law enforcement officers-not SROs (topcoded)	Num	4	2343	2346
520	C0540_R	# of paid full-time special ed teacher (topcoded)	Num	4	2347	2350
521	C0542_R	# of paid part-time special ed teacher (topcoded)	Num	4	2351	2354
522	C0544_R	# of paid full-time special ed aides (topcoded)	Num	4	2355	2358
523	C0546_R	# of paid part-time special ed aides (topcoded)	Num	4	2359	2362
524	C0556_R	# of paid full-time counselors (topcoded)	Num	4	2363	2366
525	C0558_R	# of paid part-time counselors (topcoded)	Num	4	2367	2370

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Appendix C:

Questionnaire

PRINCIPAL QUESTIONNAIRE

SCHOOL SURVEY ON CRIME AND SAFETY

2005-06 SCHOOL YEAR



(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 of American Educators
Center for the Prevention of School Violence
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of School Resource Officers
National Association of School Safety and
Law Enforcement Officers

National Association of Secondary School Principals
National Association of State Boards of Education
National Education Association
National Middle School Association
National PTA
National School Boards Association
National School Safety Center
Northwest Regional Educational Laboratory
Police Executive Research Forum
School Safety Advocacy Council
School Violence Resource Center



This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of
Public Law 107-279, the Education Sciences Reform Act of 2002.

PLEASE RESPOND BY:

FORM S50CS-1
(3-1-2006)

Dear Principal/School Administrator:

The School Survey on Crime and Safety (SSOCS) is being administered to a nationally representative sample of public elementary and secondary schools. Your participation is important. Below are answers to some general questions.

WHAT IS THE PURPOSE OF THIS SURVEY?

The SSOCS is the primary source of school-level data on crime and safety for the U.S. Department of Education. It provides nationwide estimates of crime, discipline, disorder, programs, and policies in public schools. Data on crime, violence, and disorder in our nation's schools are collected so that policymakers, parents, and educators will have the information necessary to identify emerging problems and gauge the safety of American schools.

WHO IS CONDUCTING THIS SURVEY?

The U.S. Census Bureau is conducting this survey on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

WHY SHOULD I PARTICIPATE IN THIS SURVEY?

Policymakers and educational leaders rely on data from this survey to make informed decisions concerning school programs and policies to reduce crime in public schools. Since the SSOCS is a sample survey, your responses represent the responses of many schools that serve similar student populations. Higher response rates give us confidence that the findings are accurate. Your cooperation is essential to make the results of this survey comprehensive, accurate, and timely.

WILL MY RESPONSES BE KEPT CONFIDENTIAL?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

HOW WILL MY INFORMATION BE REPORTED?

The information you provide will be combined with the information provided by others in statistical reports. No data that discloses the identities of either you, your school, or your district will be included in the statistical reports.

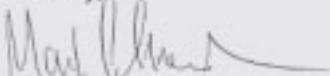
WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

U.S. CENSUS BUREAU
ATTN: SPB 64 C
1201 E 10TH STREET
JEFFERSONVILLE, IN 47132-0001

We hope you will participate in this voluntary survey.

Sincerely,



Mark Schneider
Commissioner
National Center for Education Statistics

FORM SSOCS-1 (9-1-2000)



110295

SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- For questions that ask for counts or percents, please mark (X) the none box, rather than leaving the item blank.
- It is not necessary to consult any records for items 5 and 26. Please provide estimates for these questions.
- Definitions are available for many terms on page 4. Defined terms are italicized and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2005–06 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.

Please provide the following information:NAME OF PERSON COMPLETING FORM

063

TELEPHONE NUMBER

Area code Number

062

 — —

064

TITLE/POSITION

065

NUMBER OF YEARS AT THIS SCHOOL

066

BEST DAYS AND TIMES TO REACH YOU (IN CASE WE HAVE FURTHER QUESTIONS)

068

E-MAIL ADDRESS

069

At the end of the survey, you will be asked how long it took to complete this questionnaire.
Please record the time you begin.

 : Time started

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at:
1-800-221-1204 or at ded.ssoes@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 such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. Public reporting burden for this collection of information is estimated to average 60 minutes, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: School Survey on Crime and Safety, National Center for Education Statistics, 1990 K Street, N.W., Room 9017, Washington, D.C. 20006.



Definitions

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

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

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

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

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

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

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

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

Rape – forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object.

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

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

Sexual harassment – unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal.

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 motor vehicle parts or accessories, theft of a bicycle, theft from a vending machine, and all other types of thefts.

Vandalism – the willful damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage. 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.



School practices and programs

1. During the 2005–06 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	110	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Control access to school buildings during school hours (e.g., locked or monitored doors)	112	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Control access to school grounds during school hours (e.g., locked or monitored gates)	114	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Require students to pass through metal detectors each day	116	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Require visitors to pass through metal detectors	118	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Perform one or more random metal detector checks on students	120	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Close the campus for most or all students during lunch	122	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Use one or more random dog sniffs to check for drugs	124	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs	126	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Require drug testing for athletes	128	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k. Require drug testing for students in extra-curricular activities other than athletics	130	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l. Require drug testing for any other students	132	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m. Require students to wear uniforms	134	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. Enforce a strict dress code	136	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o. Provide school lockers to students	138	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p. Require clear book bags or ban book bags on school grounds	140	1 <input type="checkbox"/>	2 <input type="checkbox"/>
q. Require students to wear badges or picture IDs	142	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r. Require faculty and staff to wear badges or picture IDs	144	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s. Use one or more security cameras to monitor the school	146	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t. Provide telephones in most classrooms	148	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u. Provide two-way radios to any staff	150	1 <input type="checkbox"/>	2 <input type="checkbox"/>
v. Prohibit all tobacco use on school grounds	152	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 4.



- 2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan during the 2005-06 school year?**

	Have a written plan?		If "Yes," has your school drilled students on the plan during the 2005-06 school year?	
	YES	NO	YES	NO
a. Shootings	154 1 <input type="checkbox"/>	2 <input type="checkbox"/>	168 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"/>	160 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hostages	162 1 <input type="checkbox"/>	2 <input type="checkbox"/>	164 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Bomb threats or incidents	166 1 <input type="checkbox"/>	2 <input type="checkbox"/>	168 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"/>	172 1 <input type="checkbox"/>	2 <input type="checkbox"/>

- 3. During the 2005-06 school year, did your school have any formal programs intended to prevent or reduce violence* that included the following components for students?**

- If a program has multiple components, answer "Yes" for each that applies.
- Check "Yes" or "No" on each line.

	YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	174 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Behavioral or behavior modification intervention for students	176 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Counseling, social work, psychological, or therapeutic activity for students	179 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	180 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Recreational, enrichment, or leisure activities for students	182 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	184 1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Programs to promote sense of community/social integration among students	186 1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Hotline/tipline for students to report problems	188 1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 4.



Parent and Community Involvement at School

4. 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	100	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Provide training or technical assistance to parents in dealing with students' problem behavior	102	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Have a program that involves parents at school* helping to maintain school discipline	104	1 <input type="checkbox"/>	2 <input type="checkbox"/>

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2005-06 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	100	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	200	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Volunteered at school* or served on a committee	202	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

6. Were any of the following community and outside groups involved in your school's efforts to promote safe, disciplined, and drug-free schools?

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

		YES	NO
a. Parent groups	204	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Social service agencies	204	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 page 4.



School Security

7. During the 2005-06 school year, did you have any sworn law enforcement officers, security guards, or security personnel present at your school* at least once a week?

220 1 Yes
2 No →

GO TO Question 12 on page 9.

8. Were these sworn law enforcement officers, security guards, or security personnel used at least once a week in or around your school at the following times?

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

	YES	NO
a. At any time during school hours	222 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. While students were arriving or leaving	224 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	226 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. When school/school activities were not occurring	228 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Other - Please specify. ↗	230 1 <input type="checkbox"/>	2 <input type="checkbox"/>

231

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

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

- If none, please mark (X) the box.

	Number of full-time at your school*	Number of part-time at your school*
a. Security guards or security personnel (not law enforcement)	232 <input type="checkbox"/> <input type="checkbox"/> 0 None	234 <input type="checkbox"/> <input type="checkbox"/> 0 None
b. School Resource Officers (Include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations.)	236 <input type="checkbox"/> <input type="checkbox"/> 0 None	238 <input type="checkbox"/> <input type="checkbox"/> 0 None
c. Sworn law enforcement officers who are not School Resource Officers	240 <input type="checkbox"/> <input type="checkbox"/> 0 None	242 <input type="checkbox"/> <input type="checkbox"/> 0 None

*Please use the definition on page 4.



- 10. Did any of the sworn law enforcement officers, security guards, or security personnel at your school* routinely:**

a. Check "Yes" or "No" on each line.	YES	NO
a. Wear uniforms or other identifiable clothing	244	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b. Carry a stun gun (e.g., Taser gun)	245	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Carry chemical aerosol sprays (e.g., Mace, pepper spray)	248	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d. Carry a firearm*	250	1 <input type="checkbox"/> 2 <input type="checkbox"/>

- 11. Did these sworn law enforcement officers, security guards, or security personnel participate in the following activities at your school*?**

a. Check "Yes" or "No" on each line.	YES	NO
a. Security enforcement and patrol	252	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b. Maintaining school discipline	254	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Coordinating with local police and emergency team(s)	256	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d. Identifying problems in the school and proactively seeking solutions to those problems	258	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e. Training teachers and staff in school safety or crime prevention	260	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f. Mentoring students	262	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)	264	1 <input type="checkbox"/> 2 <input type="checkbox"/>

Staff Training

- 12. During the 2005-06 school year, did your school or school district provide any of the following trainings for classroom teachers or aides?**

a. Check "Yes" or "No" on each line.	YES	NO
a. Classroom management for teachers	266	1 <input type="checkbox"/> 2 <input type="checkbox"/>
b. School-wide discipline policies and practices related to violence, alcohol, and/or drug use	268	1 <input type="checkbox"/> 2 <input type="checkbox"/>
c. Safety procedures	270	1 <input type="checkbox"/> 2 <input type="checkbox"/>
d. Recognizing early warning signs of students likely to exhibit violent behavior	272	1 <input type="checkbox"/> 2 <input type="checkbox"/>
e. Recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/> 2 <input type="checkbox"/>
f. Positive behavioral intervention strategies	276	1 <input type="checkbox"/> 2 <input type="checkbox"/>

*Please use the definition on page 4.



Limitations on Crime Prevention

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

* Check one response on each line.

		Limit in major way	Limit in minor way	Does not Limit
a. Lack of or inadequate teacher training in classroom management	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. Other federal policies on discipline and safety	302	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
m. Other state or district policies on discipline and safety	304	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

Frequency of Crime and Violence at School

14. During the 2005-06 school year, did any of your school's students, faculty, or staff die as a result of a homicide committed at your school?

306 1 Yes

2 No

15. During the 2005-06 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 page 4.



111605

FORM SBOCS-1 (3-1-2006)

Number of Incidents

16. Please record the number of incidents that occurred at school* during the 2005-06 school year for the offenses listed below.

• If none, please mark (X) the 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.

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

*Please use the definition on page 4.



- 17. During the 2005–06 school year, how many of the following incidents occurred at your school?**

♦ If none, please mark (X) the box.

	Total number
a. Hate crime*	366 <input type="checkbox"/> None
b. Gang-related* crime	368 <input type="checkbox"/> None
c. Gang-related* hate crime*	368 <input type="checkbox"/> None

- 18. How many times during the 2005–06 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?**

♦ Do not include fire alarms due to actual emergencies.

♦ If none, please mark (X) the box.

370 Number of unplanned fire alarms
 None

- 19. Excluding planned and unplanned fire alarms, how many times during the 2005–06 school year were activities disrupted by other actions such as death threats, bomb threats, or chemical, biological, or radiological threats?**

♦ If none, please mark (X) the box.

372 Number of disruptions
 None

*Please use the definition on page 4.



Disciplinary Problems and Actions

20. To the best of your knowledge, how often did the following types of problems occur at your school?

◆ Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial/ethnic tensions	374	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student bullying	376	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student sexual harassment* of other students	378	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student verbal abuse of teachers	380	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Widespread disorder in classrooms	382	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student acts of disrespect for teachers	384	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Gang* activities	386	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Cult or extremist group* activities	388	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please use the definition on page 4.



- 21. During the 2005-06 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/at-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 with no curriculum/services provided	406 1 <input type="checkbox"/>	2 <input type="checkbox"/>	408 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided	410 1 <input type="checkbox"/>	2 <input type="checkbox"/>	412 1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. In-school suspension for less than the remainder of the school year with no curriculum/services provided	414 1 <input type="checkbox"/>	2 <input type="checkbox"/>	416 1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. In-school suspension for less than the remainder of the school year with curriculum/services provided	418 1 <input type="checkbox"/>	2 <input type="checkbox"/>	420 1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Referral to a school counselor	422 1 <input type="checkbox"/>	2 <input type="checkbox"/>	424 1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. 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"/>
k. 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"/>
l. 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"/>
m. Corporal punishment	438 1 <input type="checkbox"/>	2 <input type="checkbox"/>	440 1 <input type="checkbox"/>	2 <input type="checkbox"/>
n. 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"/>
o. Detention and/or Saturday school	448 1 <input type="checkbox"/>	2 <input type="checkbox"/>	450 1 <input type="checkbox"/>	2 <input type="checkbox"/>
p. Loss of student privileges	450 1 <input type="checkbox"/>	2 <input type="checkbox"/>	452 1 <input type="checkbox"/>	2 <input type="checkbox"/>
q. 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 page 4.



- 22. During the 2005-06 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 mark (X) the 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). However, if a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken.

					Column Number
	1	2	3	4	5
Total students involved in recorded offenses (regardless of disciplinary action)	458	460	462	464	466
a. Use/possession of a firearm/explosive device*	0 None				
b. Use/possession of a weapon* other than a firearm/explosive device*	468	470	472	474	476
c. Distribution, possession, or use of illegal drugs	478	480	482	484	486
d. Distribution, possession, or use of alcohol	488	490	492	494	496
e. Physical attacks or fights*	498	500	502	504	506
f. Insubordination*	508	510	512	514	516

- 23. During the 2005-06 school year, how many of the following occurred?**

• If none, please mark (X) the box.

- 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 22, column 2).
- 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 22, column 3).

Total number
518
0 None

Total number
529
0 None

*Please use the definition on page 4.



School Characteristics: 2005–06 School Year

24. As of October 1, 2005, what was your school's total enrollment?

622 Students

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

* If none, please mark (X) the box.

	Percent of students		
a. Eligible for free or reduced-price lunch	526	<input type="text"/>	%
	0	<input type="checkbox"/>	None
b. Limited English Proficient (LEP)	526	<input type="text"/>	%
	0	<input type="checkbox"/>	None
c. Special education students*	526	<input type="text"/>	%
	0	<input type="checkbox"/>	None
d. Male	530	<input type="text"/>	%
	0	<input type="checkbox"/>	None

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

* If none, please mark (X) the box.

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

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

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

* If none, please mark (X) the box.

Typical number of classroom changes:
 None

*Please use the definition on page 4.

FORM 880CB-1 (3-1299)



111609

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

- ◆ If a staff member works full-time across various schools in the district, please count this staff member as "part-time" for your school.
- ◆ If none, please mark (X) the box.

	Number of full-time	Number of part-time
a. Special education teachers	540 <input type="checkbox"/> None	542 <input type="checkbox"/> None
b. Special education aides	544 <input type="checkbox"/> None	546 <input type="checkbox"/> None
c. Regular classroom teachers	548 <input type="checkbox"/> None	550 <input type="checkbox"/> None
d. Regular classroom teacher aides or paraprofessionals	552 <input type="checkbox"/> None	554 <input type="checkbox"/> None
e. Counselors or mental health professionals	556 <input type="checkbox"/> None	558 <input type="checkbox"/> None

29. 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

30. 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

31. 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 ↗

*Please use the definition on page 4.



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

560 Percent of students present

33. During the 2005-06 school year, how many students transferred to or from your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions.

- ◆ If a student transferred more than once in the school year, count each transfer separately.
- ◆ If none, please mark (X) the box.

Total number of transfers
570 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
0 <input type="checkbox"/> None
572 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
0 <input type="checkbox"/> None

34. Please provide the following dates.

Month Day

a. Start date for your school's 2005-06 academic year

574 / /2005

b. End date for your school's 2005-06 academic year

576 / /2006

c. Date you completed the questionnaire

578 / /2006

35. 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

FORM SSOCB-1 (3-1-2006)



Please place your completed questionnaire in the enclosed envelope and return it to the U.S. Census Bureau as soon as possible.

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free at: 1-800-221-1204 or by e-mail at: dsd.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:

<http://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:

<http://nces.ed.gov>

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

<http://www.fedstats.gov>



Appendix D:

Advance Letter to Principals

**Endorsed by:**

Association of American Educators
American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Center for the Prevention of School Violence
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of School Resource Officers
National Association of School Safety and Law Enforcement Officers
National Association of Secondary School Principals
National Association of State Boards of Education
National Middle School Association
National School Safety Center
Northwest Regional Educational Laboratory
Police Executive Research Forum
School Safety Advocacy Council
School Violence Resource Center
Northwest Regional Educational Laboratory

Sponsored by:

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

Conducted by:

U.S. Department of Commerce
Economics and Statistics Administration
U.S. Census Bureau

February 2006

Dear Principal:

I am writing to invite your school to participate in the 2006 School Survey on Crime and Safety (SSOCS), a survey sponsored by the U.S. Department of Education's National Center for Education Statistics. SSOCS is a biennial survey that focuses on the frequency of crime and violence in public schools and the programs and practices schools have developed to provide a safe school environment. It provides a unique opportunity to collect national data on crime and safety from the school's perspective. **In fact, SSOCS is the only survey of its kind.**

Your involvement in this study will only require the completion of a brief questionnaire. Because your school is one of a small number of schools selected nationwide, data from your school can be used to represent schools like yours nationwide. **Therefore, your participation is critical to the success of this study.**

We realize that data on school crime are highly sensitive and want to assure you that **your answers are protected** under the *Education Sciences Reform Act of 2002*. As such, they 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.

The U.S. Census Bureau will be sending the SSOCS survey to your school via FedEx in the next 1-2 weeks. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at ds.ssocs@census.gov.

Thank you for giving this matter your attention. We look forward to your school's participation in this important data collection effort.

Sincerely,

A handwritten signature in black ink, appearing to begin with a 'K'.

Kathryn Chandler
SSOCS Project Officer
National Center for Education Statistics

Appendix E:
Principal Cover Letter

**Endorsed by:**

Association of American Educators
American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Center for the Prevention of School Violence
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of School Resource Officers
National Association of School Safety and Law Enforcement Officers
National Association of Secondary School Principals
National Association of State Boards of Education
National Middle School Association
National School Safety Center
Northwest Regional Educational Laboratory
Police Executive Research Forum
School Safety Advocacy Council
School Violence Resource Center
Northwest Regional Educational Laboratory

Sponsored by:

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

Conducted by:

U.S. Department of Commerce
Economics and Statistics Administration
U.S. Census Bureau

March 15, 2006

Dear Principal:

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

As we mentioned in our previous letter, SSOCS provides a unique opportunity to collect national data on crime and safety from the school's perspective. We are confident that, with your participation, we can provide data to state and federal agencies about various types of crime and discipline that exist in schools today. Although SSOCS may ask some questions that appear similar to those on other surveys, this study is not connected to any other state or federal data collection system. **SSOCS is unique in that it provides national estimates of school crime and safety using common definitions across all states.**

We realize that data on school crime are highly sensitive, so we want to remind you that **the information you provide will not be released to your district or any other organization**. This information is protected by the *E-Government Act of 2002, Title V, Subtitle A, Confidential Information Protection* and the *Education Sciences Reform Act of 2002*. As such, we are subject to criminal penalty for any willful disclosure of any individually identifiable information for nonstatistical purposes, without your informed consent.

While your decision to participate is voluntary and will not affect any benefits or funding you receive from the U.S. Department of Education, we do hope that you will participate in this important national survey.

We would appreciate the return of the questionnaire by April 5, 2006. A return envelope has been enclosed for your convenience. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at dsd.ssocs@census.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Schneider".

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix F:
Chief State School Officer Letter



Endorsed by:

Association of American Educators

American Association of School Administrators

American Federation of Teachers

American School Counselors Association

Center for the Prevention of School Violence

Council of Chief State School Officers

National Association of Elementary School Principals

National Association of School Resource Officers

National Association of School Safety and Law Enforcement Officers

National Association of Secondary School Principals

National Association of State Boards of Education

National Middle School Association

National School Safety Center

Northwest Regional Educational Laboratory

Police Executive Research Forum

School Safety Advocacy Council

School Violence Resource Center

Northwest Regional Educational Laboratory

Sponsored by:

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

Conducted by:

U.S. Department of Commerce
Economics and Statistics Administration
U.S. Census Bureau

March 2006

Dear Chief State School Officer:

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000 and 2003–04 school years.

At least one school in your state has been selected to participate in SSOCS. For your information, we are enclosing the materials that are being sent to the schools, including the letter asking them to participate, the questionnaire, and a brochure describing the survey.

We recognize that some schools may not want to share information related to school crime for fear of receiving negative attention. Please be assured that by federal mandate we are required to maintain the confidentiality of all schools included in our survey. No information will be released that could be used to link specific schools or districts with their responses, unless otherwise compelled by law. The data we collect will only be used in statistical summaries and reported in aggregate.

Though participation in the survey is voluntary, the success of any survey depends on the willingness of those selected to participate. The greater the level of participation, the better our survey data can provide a current picture of the full diversity of situations found across the nation's schools.

We hope that you will encourage the schools in your state to participate.

Thank you for your assistance. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at dsd.ssocs@census.gov.

Sincerely,

A handwritten signature in black ink that reads "Mark Schneider".

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix G:
Superintendent Letter



Endorsed by:

Association of American Educators
American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Center for the Prevention of School Violence
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of School Resource Officers
National Association of School Safety and Law Enforcement Officers
National Association of Secondary School Principals
National Association of State Boards of Education
National Middle School Association
National School Safety Center
Northwest Regional Educational Laboratory
Police Executive Research Forum
School Safety Advocacy Council
School Violence Resource Center
Northwest Regional Educational Laboratory

Sponsored by:

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

Conducted by:

U.S. Department of Commerce
Economics and Statistics Administration
U.S. Census Bureau

March 2006

Dear Superintendent:

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000 and 2003–04 school years.

At least one school in your district has been selected to participate in SSOCS. For your information, we are enclosing the materials that are being sent to the schools, including the letter asking them to participate, the questionnaire, and a brochure describing the survey.

We recognize that some schools may not want to share information related to crime for fear of receiving negative attention. Please be assured that by federal mandate we are required to maintain the confidentiality of all schools included in our survey. No information will be released that could be used to link specific schools or districts with their responses, unless otherwise compelled by law. The data we collect will only be used in statistical summaries and reported in aggregate.

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

Thank you for your assistance. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at dsd.ssocs@census.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Schneider".

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix H:
Reminder E-Mails to Principals

May 5, 2006 (and small batches on May 17 and May 22, 2006)
SUBJECT: REMINDER – Deadline for SSOCS

If you have already completed the **School Survey on Crime and Safety** (SSOCS), thank you! If you haven't, **please do so now**. Your participation is critical to the success of our survey because your school was selected to represent hundreds of similar schools and cannot be replaced. Please contact me if there is anything I can do to help you complete the questionnaire.

Sincerely,
Kathryn Chandler

Kathryn A. Chandler
Director, El/Sec Sample Survey Studies Program
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW, Room 9017
Washington, DC 20006
Email: Schoolcrime@ed.gov

May 25, 2006

SUBJECT: BE COUNTED – SSOCS Final Deadline

Data collection for the School Survey on Crime and Safety (SSOCS) is coming to an end!

If you haven't done so already, **please complete the SSOCS questionnaire and place it in the mail by May 31, 2006.** This nationally representative survey is the only one that produces national statistics on issues of school crime and safety from a principal's perspective. Don't miss your chance to be represented!

Please contact me if there is anything I can do to help you complete the questionnaire.

If you have already sent your questionnaire, thank you. We truly appreciate your response.

Sincerely,
Kathryn Chandler

Kathryn A. Chandler
Director, El/Sec Sample Survey Studies Program
National Center for Education Statistics
U.S. Department of Education
1990 K Street, NW, Room 9017
Washington, DC 20006
Email: Schoolcrime@ed.gov

Appendix I:

Analysis of Unit Nonresponse Bias

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-weighted²⁸ 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 2003). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2005–06 School Survey on Crime and Safety (SSOCS:2006).

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 actual 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 2003). There are two types of nonresponse: unit and item nonresponse. Unit nonresponse rates indicate how many sampled units do not have completed interviews. The SSOCS:2006 sample consists of 3,565 schools, of which 52 were ineligible for the survey and 2,724 completed the survey. Item nonresponse bias can occur when responses to items are not obtained for all interviews.

In this appendix, unit response rates by different school characteristics are presented, followed by comparisons of the selected sample and population distributions and a comparison of respondent and nonrespondent distributions. For the school characteristics with different distributions for respondents and nonrespondents, further examination of the differences in response propensity is conducted using chi-square automatic interaction detection (CHAID), which identifies the characteristics of data that are the best predictors of response. Finally, the full sample (using base weights) and respondents (using nonresponse-adjusted weights) are compared.

Response Rate

The magnitude of unit nonresponse bias is determined by the level of response and can be 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 does have eight school-level characteristic variables for responding and nonresponding schools. Five variables (enrollment size, level, locale, percent minority enrollment, and region) were used in the sampling design and the other three variables (number of full-time-equivalent 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. The categorical versions were created by dividing the weighted sample distribution into roughly equal-size groups, such that approximately one-quarter were in category 1, one-quarter were in category 2, and so on, so that there were an equal number of schools in the categories of each stratification variable.

The first component of nonresponse bias is the response rate, which measures the proportion of the sampling frame that is represented by the responding units in each study. Unit response rates can be either unweighted or weighted. The unweighted rate, computed by dividing the raw

²⁸ A base weight is calculated as the inverse of a school's sampling probability.

number of respondents by the number of eligible sampled schools, provides a useful description of the success of the operational aspects of the survey. The base-weighted rate, computed by summing the weights for both the respondents and all eligible sampled schools, gives a better description of the success of the survey with respect to the population sampled, since the weights allow for inference of the sample data (including response status) to the population level.

The overall base-weighted response rate was 80.6 percent and the overall unweighted response rate was 77.5 percent. Table I-1 provides descriptive statistics on the base-weighted and unweighted response rates for key school characteristics. A comparison of response rates within a specific characteristic is presented later in this appendix.

Table I-1 Response rates, SSOCS:2006

Item description	Response rate (percent)	
	Base-weighted	Unweighted
Overall	80.6	77.5
Enrollment size	Less than 300	82.9
	300–499	84.3
	500–999	79.0
	1,000 or more	71.1
Instructional level	Primary	82.3
	Middle	79.1
	High school	78.1
	Combined	75.5
Type of locale	City	74.5
	Urban fringe	79.1
	Town	86.5
	Rural	85.4
Percent minority enrollment	Less than 5	89.3
	5 to less than 20	82.6
	20 to less than 50	78.0
	50 or more	75.7
Student-to-FTE teaching staff ratio	Less than 14	81.0
	14 to 17	82.2
	17 to 20	79.8
	20 or more	80.2
Number of full-time-equivalent teaching staff	Less than 28	82.4
	28 to 43	84.6
	43 to 67	81.4
	67 or more	74.8
Percent of students eligible for free or reduced price lunch	Less than 11	80.0
	11 to 30	82.5
	30 to 53	81.8
	53 or more	77.8
Region	Northeast	75.7
	Central	83.1
	Southeast	82.2
	West	80.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Comparison of the Sample and Population

The SSOCS:2006 base-weighted sample was compared to the CCD population (from which the sample was drawn) across the selected eight key variables. Table I-2 displays the comparison results. A likelihood ratio test was used to examine whether there were any differences between the selected sample and the target population, which tests the independence of the row and column variables in a two-way table. The independence of the row and column variables implies that the distributions across row variables of subgroups of column variables will be the same.

The analysis results show that all p values are greater than 0.05 for all variables except the number of full-time equivalent teaching staff (FTE). This means that for all variables but FTE, the sample has the same distribution as the population, and there is no potential selection bias. The potential for selection bias for FTE has not been eliminated.

Table I-2 Comparison of base-weighted sample and population, SSOCS:2006

Item description		Base-weighted sample (percent)	Population (percent)	Likelihood ratio	p value
Enrollment size	Less than 300	25.8	26.9	0.95	0.81
	300–499	28.8	28.5		
	500–999	34.4	33.9		
	1,000 or more	11.0	10.7		
Instructional level	Primary	60.5	60.1	0.88	0.83
	Middle	18.8	19.0		
	High school	14.9	14.6		
	Combined	5.8	6.3		
Type of locale	City	25.4	25.5	0.22	0.97
	Urban fringe	33.2	32.9		
	Town	9.9	9.7		
	Rural	31.5	32.0		
Percent minority enrollment	Less than 5	19.3	19.3	0.28	0.96
	5 to less than 20	25.8	26.2		
	20 to less than 50	23.5	23.1		
	50 or more	31.4	31.5		
Student-to-FTE teaching staff ratio	Less than 14	24.4	23.6	1.40	0.71
	14 to 17	25.6	25.5		
	17 to 20	24.7	25.9		
	20 or more	25.3	25.1		
Number of full-time-equivalent teaching staff	Less than 28	24.7	27.0	8.29	0.04*
	28 to 43	25.2	25.3		
	43 to 67	25.0	24.9		
	67 or more	25.1	22.8		
Percent of students eligible for free or reduced-price lunch	Less than 11	24.5	24.2	1.51	0.68
	11 to 30	24.9	25.1		
	30 to 53	24.8	23.8		
	53 or more	25.9	27.0		
Region	Northeast	18.4	18.3	0.38	0.94
	Central	27.5	28.1		
	Southeast	21.7	21.5		
	West	32.4	32.1		

* p < .05

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006 and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2003–04.

Comparison of Respondents and Nonrespondents

The second component of nonresponse bias relates to the differences between respondents and nonrespondents on survey characteristics. Table I-3 compares respondents and nonrespondents

on the eight key 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 city schools (-9.9 percent), rural schools (9.6 percent), schools with less than 5 percent minority enrollment (10.6 percent), schools with 50 percent or more minority enrollment (-10.0 percent), and schools with 67 or more full-time-equivalent teaching staff (-9.7 percent).

The likelihood-ratio test statistic for independence in each two-way table is shown in table I-3, along with its p value. Within all comparisons, the null hypothesis that the response propensity is independent of school characteristics is rejected for enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region because the corresponding p values are less than 0.05, the significant level. Therefore, there is a significant relationship between each of these five school characteristic variables and response propensity. A nonresponse adjustment factor was then applied in order to minimize the potential for nonresponse bias. When conducting analysis using the SSOCS data, the nonresponse adjusted weight provided on the data file should be used.

Table I-3 Comparison of respondents and nonrespondents, SSOCS:2006

Item description		Respondents (percent)	Non- respon- dents	Difference (percent)	Likelihood ratio	p value
Enrollment size	Less than 300	26.5	22.8	3.7	37.92	0.00*
	300–499	30.1	23.4	6.7		
	500–999	33.6	37.3	-3.7		
	1,000 or more	9.7	16.4	-6.7		
Instructional level	Primary	61.7	55.5	6.2	6.31	0.10
	Middle	18.5	20.3	-1.8		
	High school	14.4	16.8	-2.4		
	Combined	5.5	7.4	-1.9		
Type of locale	City	23.5	33.4	-9.9	24.25	0.00*
	Urban fringe	32.6	35.9	-3.3		
	Town	10.6	6.9	3.7		
	Rural	33.4	23.8	9.6		
Percent minority enrollment	Less than 5	21.3	10.7	10.6	29.78	0.00*
	5 to less than 20	26.4	23.2	3.2		
	20 to less than 50	22.7	26.7	-4.0		
	50 or more	29.5	39.5	-10.0		
Student-to-FTE teaching staff ratio	Less than 14	24.4	24.1	0.3	1.06	0.79
	14 to 17	26.1	23.8	2.3		
	17 to 20	24.4	26.0	-1.6		
	20 or more	25.1	26.1	-1.0		
Number of full-time-equivalent teaching staff	Less than 28	25.2	22.7	2.5	20.41	0.00*
	28 to 43	26.4	20.2	6.2		
	43 to 67	25.2	24.2	1.0		
	67 or more	23.2	32.9	-9.7		
Percent of students eligible for free or reduced-price lunch	Less than 11	24.4	25.1	-0.7	3.90	0.27
	11 to 30	25.5	22.4	3.1		
	30 to 53	25.2	23.1	2.1		
	53 or more	25.0	29.4	-4.4		
Region	Northeast	17.3	23.1	-5.8	8.38	0.04*
	Central	28.3	24.0	4.3		
	Southeast	22.2	20.0	2.2		
	West	32.3	32.8	-0.5		

* $p < .05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Comparison of Response Rates

In order to compare response rates between different subpopulations for enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region, a procedure was used to identify the categories within each school characteristic variable responsible for the significant differences. PROC LOGLINK in SUDAAN (Research Triangle Institute 2001) was used to perform a log-linear regression to identify these categories. For this analysis, the dependent variable was defined as whether the school responded to the survey. The first category of each variable was taken as the reference group.

In table I-4, the relative response rates (RRRs) are reported. The schools' RRR is the ratio of response rates to the reference category. For example, the RRR for schools in *towns* is 1.16, which means that the estimated response rate of *town* schools is 16 percent higher than the response rate of *city* schools (the reference category).

The lower and upper 95 percent confidence limits of RRRs are also reported in table I-4. At the significance level of 0.05, when the value 1.0 falls between these two limits, the response rate of the category is not measurably different from that of the reference category. The results of the LOGLINK analysis show that schools of 1,000 or more students had lower response rates than other schools, city schools had lower response rates than other schools, schools with less than 5 percent minority enrollment had higher response rates than other schools, and schools with 67 or more full-time-equivalent teaching staff had lower response rates than other schools.

Table I-4 Comparison of relative response rates, SSOCS:2006

Item description		Relative response rate (RRR)	Lower and upper 95 percent limits of RRR	
Enrollment size	Less than 300	Ref.		
	300–499	1.02	0.95	1.08
	500–999	0.95	0.90	1.01
	1,000 or more	0.86	0.80	0.92*
Type of locale	City	Ref.		
	Urban fringe	1.06	1.00	1.13*
	Town	1.16	1.08	1.25*
	Rural	1.15	1.08	1.22*
Percent minority enrollment	Less than 5	Ref.		
	5 to less than 20	0.92	0.88	0.98*
	20 to less than 50	0.87	0.82	0.93*
	50 or more	0.85	0.80	0.90*
Number of full-time-equivalent teaching staff	Less than 28	Ref.		
	28 to 43	1.03	0.96	1.10
	43 to 67	0.99	0.92	1.06
	67 or more	0.91	0.85	0.97*
Region	Northeast	Ref.		
	Central	1.10	1.02	1.18*
	Southeast	1.09	1.01	1.17*
	West	1.06	0.99	1.14

* $p < .05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Unit Response Propensity

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. 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. 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.

In order to adjust for nonresponse, based on findings in the section above, enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region were selected as the auxiliary variables for the CHAID analysis. Because the *number of full-time-equivalent teaching staff* was missing for 8.2 percent of schools, an additional response category was created for the missing cases. Otherwise, the missing cases could not be identified

in any one of the subgroups created by enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region, and the missing cases would not be involved in the CHAID analysis. The multiple combinations of enrollment size, locale, percent minority enrollment, number of full-time-equivalent teaching staff, and region were grouped into 13 nonresponse adjustment cells. The response rates for these cells, as well as the sample sizes, are shown in table I-5. The weighted unit response rates vary among adjustment cells from 63.8 to 92.3 percent, and the unweighted response rates vary from 63.2 to 90.8 percent.

Table I-5 Nonresponse adjustment cells, SSOCS:2006

Cell	Based-weighted response rate (percent)	Unweighted response rate (percent)	Number of respondents
1	82.6	81.6	766
2	91.4	88.6	349
3	86.5	87.2	68
4	80.8	72.6	53
5	71.5	69.9	235
6	81.7	84.8	218
7	76.8	76.3	225
8	66.2	63.2	60
9	68.4	66.3	401
10	91.4	90.8	99
11	75.4	72.3	151
12	92.3	90.1	64
13	63.8	67.3	35

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005-06 School Survey on Crime and Safety (SSOCS), 2006.

Comparison of Sample (With Base Weight) and Respondents (With Nonresponse-Adjusted Weight)

Due to time constraints, all eight frame variables described in this appendix were used to create the adjustment cells that the U.S. Census Bureau used to produce the SSOCS:2006 nonresponse-adjusted weights rather than the four shown in table I-3 to have significant differences between respondents and nonrespondents. Thus, the variables level, student-to-FTE teaching staff ratio, percentage of students eligible for free or reduced-price lunch, and region are independent of the response propensities that were included in the CHAID analysis when they did not need to be. In order to evaluate the effect of the Census adjustment, a comparison analysis was conducted of the full sample (3,513 cases with base weights) and the respondents only (2,724 completes with the Census nonresponse-adjusted weights) to look for differences between these two groups.

Table I-6 displays the distributions of the full sample and the respondents across the eight variables, the likelihood ratio tests, and their corresponding *p* values. The results indicate that the null hypothesis that the nonresponse-adjusted sample has the same distributions as the full sample is accepted across all eight variables (i.e., *p* > 0.05). Therefore, the nonresponse adjustment appears to have decreased the effects of nonresponse.

Table I-6 Comparison of sample (with base weight) and respondents (with nonresponse-adjusted weight), SSOCS:2006

Item description		Full sample (base weight, percent)	Respondents (adjusted weight, percent)	Likelihood ratio	p value
Enrollment size	Less than 300	25.8	26.5	4.70	0.20
	300–499	28.8	30.1		
	500–999	34.4	33.6		
	1,000 or more	11.0	9.7		
Instructional level	Primary	60.5	61.7	0.67	0.88
	Middle	18.8	18.5		
	High school	14.9	14.4		
	Combined	5.8	5.5		
Type of locale	City	25.4	23.5	2.52	0.47
	Urban fringe	33.2	32.6		
	Town	9.9	10.6		
	Rural	31.5	33.4		
Percent minority enrollment	Less than 5	19.3	21.3	2.69	0.44
	5 to less than 20	25.8	26.4		
	20 to less than 50	23.5	22.7		
	50 or more	31.4	29.5		
Student-to-FTE teaching staff ratio	Less than 14	24.4	24.4	0.10	0.99
	14 to 17	25.6	26.1		
	17 to 20	24.7	24.4		
	20 or more	25.3	25.1		
Number of full-time-equivalent teaching staff	Less than 28	24.7	25.2	2.29	0.51
	28 to 43	25.2	26.4		
	43 to 67	25.0	25.2		
	67 or more	25.1	23.2		
Percent of students eligible for free or reduced-price lunch	Less than 11	24.5	24.4	0.38	0.94
	11 to 30	24.9	25.5		
	30 to 53	24.8	25.2		
	53 or more	25.9	25.0		
Region	Northeast	18.4	17.3	0.84	0.84
	Central	27.5	28.3		
	Southeast	21.7	22.2		
	West	32.4	32.3		

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2006. When first comparing the sample to the population, similar distributions were found across all eight key survey variables and, therefore, no selection bias was found in seven of the eight variables

examined. Next, the differences between the SSOCS:2006 nonrespondents and respondents were examined across the categories of the eight key survey variables. The largest differences in distributions between respondents and nonrespondents on survey characteristics were found for city schools (-9.9 percent), rural schools (9.6 percent), schools with less than 5 percent minority enrollment (10.6 percent), schools with 50 percent or more minority enrollment (-10.0 percent), and schools with 67 or more full-time-equivalent teaching staff (-9.7 percent). After that, an examination of relative response rates among the categories of the eight key survey variables found that schools of 1,000 or more students had lower response rates than other schools, city schools had lower response rates than other schools, schools with less than 5 percent minority enrollment had higher response rates than other schools, and schools with 67 or more full-time-equivalent teaching staff had lower response rates than other schools. Finally, the full sample (with base weight) was compared to the respondents (with the Census nonresponse-adjusted weight) in order to evaluate the effect of the nonresponse weight adjustment. The results indicate that the nonresponse adjustment appears to have decreased the effects of nonresponse.

Appendix J:

Analysis of Item Nonresponse Bias

Analysis of Item Nonresponse Bias

In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey item with a base-weighted²⁹ item 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 2003). This document serves to supplement the unit-level nonresponse bias analysis for the 2005–2006 School Survey on Crime and Safety (SSOCS:2006), summarizing the results of the item-level nonresponse bias analysis.

The SSOCS:2006 base-weighted sample consists of 3,565 schools, of which 2,724 completed the survey (80.6 percent weighted response rate; 77.5 percent unweighted response rate). As in most surveys, the responses to some items are not obtained for all interviews, which can lead to nonresponse bias. 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 are discovered after the interview, and the inconsistencies must be set to missing.

The mean item response rate for SSOCS:2006 is greater than 97 percent and, therefore, there is little potential for item nonresponse bias for most items in the survey. However, for the items with weighted response rates lower than 85 percent, the potential for nonresponse bias exists. This appendix first describes the items that are included in the nonresponse bias analysis. Next, and because item nonresponse bias can be viewed as a function of both the item response rate and the extent to which the item respondents differ from the item nonrespondents, the potential for bias was examined by comparing respondents and nonrespondents using key survey variables. Finally, when item respondents and nonrespondents differed, the values each group gave to associated items were examined.

Survey Items in Item-level Nonresponse Analysis

Since the mean item response rate for SSOCS:2006 survey items was above 97 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be negligible for most items. Per NCES standards, only items with an item response rate less than 85 percent were considered for this analysis.

Thirteen variables in the SSOCS restricted-use file had a weighted item response rate lower than 85 percent. Table J-1 contains the list of variables included in the bias analysis, the number of observations in each, and their unweighted and weighted response rates.³⁰ Variable C0408 has the lowest base-weighted response rate (60.2 percent unweighted; 66.3 percent base-weighted). Unweighted and base-weighted response rates for all other variables on table J-1 are greater than 70 percent.

²⁹ A base weight is calculated as the inverse of a school's sampling probability.

³⁰ A preliminary data file was used to determine the item response rates shown on table J-1, for purposes of determining which variables necessitated a nonresponse bias analysis. Users may note slight differences between the response rates for the thirteen variables shown on this table and those shown in the Detailed Item Response Rates appendix L.

Table J-1 Nonresponse bias analysis survey items, SSOCS: 2006

Variable name	Description	Number of observations	Unweighted response rate (percent)	Base-weighted response rate (percent)
C0234/R	Number of part-time security guards or security personnel at your school (not law enforcement)	1669	76.2	78.4
C0236/R	Number of full-time school resource officers at your school (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)	1669	87.5	83.0
C0238/R	Number of part-time school resource officers at your school (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)	1669	76.7	80.0
C0242/R	Number of part-time sworn law enforcement officers at your school who are not School Resource Officers	1669	76.3	78.7
C0326	Number of physical attacks with a weapon	2724	85.2	81.9
C0330	Number of physical attacks without a weapon	2724	85.3	81.8
C0406	School allows out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	2724	70.5	79.3
C0408	School used out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	2136	60.2	66.3
C0542/R	Number of paid part-time special education teachers at your school	2724	76.5	76.2
C0546/R	Number of paid part-time special education aides at your school	2724	74.1	73.7
C0550/R	Number of paid part-time regular classroom teachers at your school	2724	75.1	72.2
C0554/R	Number of paid part-time regular classroom teacher aides or paraprofessionals at your school	2724	72.9	72.2
C0558/R	Number of paid part-time counselors or mental health professionals at your school	2724	76.3	76.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Item Nonresponse Bias

Comparison of Item Respondents and Item Nonrespondents Across Known Frame Variables
The magnitude of item nonresponse bias is partly determined by the level of item response and could be reflected in the differences between respondents and nonrespondents on key survey variables. As with most surveys, data for nonrespondents are not available for all survey items; however, the SSOCS sampling frame has data available for eight key school-level characteristic variables for respondents and nonrespondents. Five categorical variables (size, level, locale, percent minority enrollment, and region) were used directly in the sampling design while the remaining three variables (number of full-time-equivalent teaching staff, student-to-FTE teaching staff ratio, and percent of students eligible for free or reduced-price lunch) were derived from continuous variables available on the sampling frame. The categorical versions were created by dividing the weighted sample distribution into four roughly equal-sized groups (i.e., quartiles), such that approximately one-quarter belong to category 1, one-quarter to category 2, and so on.

As discussed above, potential item nonresponse bias could be reflected in the differences between respondents and nonrespondents on survey characteristics. Attachment tables JA-1 through JA-13 compare item respondents and nonrespondents on the eight key variables for which data are available: size, level, locale, percent minority enrollment, number of full-time-equivalent teaching staff, student-to-FTE teaching staff ratio, percent of students eligible for free or reduced-price lunch, and region. The likelihood-ratio Chi-square test statistic for independence, based on each 2-way comparison in the tables, indicate that the missing cases for variables C0234/R, C0236/R, C0238/R, C0242/R, C0326, C0330, C0542/R, C0546/R, C0554/R, and C0558/R are random because respondents and nonrespondents have similar distributions for nearly all of the variables considered. Therefore, it can be concluded that the potential item nonresponse bias is negligible for these ten variables.

Comparison of Item Respondents across Associated Items

For variables C0406, C0408, and C0550/R, missing cases do not appear to be random because respondents and nonrespondents have dissimilar distributions for nearly all of the variables considered. Therefore, the distributions of C0406, C0408, and C0550/R for respondents and nonrespondents were examined across items in the questionnaire found to be highly associated with them. Table J-2 contains items that are highly associated³¹ with items C0406, C0408, and C0550/R and their base-weighted correlations.

For the purposes of this analysis, continuous items (C0548/R, C0354 and C0478) have been categorized into quartiles, and C0554/R is top-coded at 3 or more part-time regular teacher aides or paraprofessionals. The remaining items are dichotomous and as a result did not need to be collapsed.

Differences in the distributions of respondents and nonrespondents for items C0406, C0408, and C0550/R were again tested within associated items using the likelihood-ratio Chi-square test statistic for independence. Tables J-3 through J-5 contain the results of this comparison. The results in table J-3 indicate that C0406 respondents and nonrespondents have different

³¹ Highly associated items were identified during best-match imputation for items C0406 (table M-1) and C0408 (table M-2) and by manually calculating the associations between C0550/R and the 230 other items on the SSOCS:2006 data file.

distributions for C0390, C0414, and C0394. Said another way, C0406 nonrespondents responded differently than C0406 respondents to items C0390, C0414, and C0394. Table J-4 indicates that there is a significant difference between the distributions of C0408 nonrespondents and respondents for items C0420 and C0412 but not for item C0416. Table J5 shows that there are significant differences in the distributions of C0550/R nonrespondents and respondents for items C0354 and C0478 but not for item C0548/R.

Table J-2 Items associated with potentially biased SSOCS items, SSOCS:2006

Item	Item Description	Base-weighted Correlation ¹
C0406	Allow for the use of out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	--
C0390	Allow for the use of removal with no continuing school services for at least the remainder of the school year	0.3***
C0414	Allow for the use of in-school suspension for less than the remainder of the school year with no curriculum/service provided	0.3***
C0394	Allow for the use of removal with school-provided tutoring/at-home instruction for at least the remainder of the school year	0.2***
C0408	Use of out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided	--
C0416	Used in-school suspension for less than the remainder of the school year with no curriculum/service provided	0.3***
C0420	Used in-school suspension for less than the remainder of the school year with curriculum/services provided	0.2***
C0412	Used out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided	0.2***
C0550/R	Number of part-time regular classroom teachers	--
C0548/R	Number of full-time regular classroom teachers	0.2***
C0354	Total number of recorded incidents of distribution, possession, or use of illegal drugs	0.2***
C0478	Total students involved in recorded offenses of distribution, possession, or use of illegal drugs	0.2***

¹ Pearson's *r* was used as a measure of correlation.

*** *p* < 0.001

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table J-3 Comparison of item respondents and nonrespondents (C0406), SSOCS:2006

Student or school characteristic	Respondents (percent)	Non-respondents (percent)	Likelihood Ratio
C0390			
(1) Yes	50.5	43.8	
(2) No	49.5	56.2	5.2*
C0414			
(1) Yes	23.2	9.7	
(2) No	76.8	90.4	30.9*
C0394			
(1) Yes	56.1	62.0	
(2) No	43.9	38.0	4.1*

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table J-4 Comparison of item respondents and nonrespondents (C0408), SSOCS:2006

Student or school characteristic	Respondents (percent)	Non-respondents (percent)	Likelihood Ratio
C0416			
(1) Yes	50.6	54.9	
(2) No	49.4	45.1	0.2
C0420			
(1) Yes	84.5	94.4	
(2) No	15.5	5.6	16.0*
C0412			
(1) Yes	57.3	84.7	
(2) No	42.7	15.3	55.2*

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Table J-5 Comparison of item respondents and nonrespondents (C0550/R), SSOCS:2006

Student or school characteristic	Respondents (percent)	Non-respondents (percent)	Likelihood Ratio
C0548/R			
0-17	25.7	29.0	
18-25	23.9	24.6	
26-38	25.1	24.2	
39 or more	25.3	22.2	2.7
C0354			
0	73.6	78.9	
1 or more	26.4	21.1	7.1*
C0478			
0	74.3	79.7	
1 or more	25.7	20.3	7.8*

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Summary

The mean item response rate for SSOCS:2006 was greater than 97 percent. Thirteen out of the 233 variables examined in this analysis had a weighted item response rate lower than 85 percent and were further examined in this analysis per NCES standards. Among these variables, ten (C0234/R, C0236/R, C0238/R, C0242/R, C0326, C0330, C0542/R, C0546/R, C0554/R, and C0558/R) had cases missing at random, and therefore, potential nonresponse bias is likely to be minor. The other three variables (C0406, C0408, and C0550/R) have significant differences in their distributions across most of the key variables used to examine bias. Because NCES statistical standards do not specifically indicate a response rate below which variables should be excluded from analysis, it was determined that the increased potential for bias in items C0406, C0408, and C0550/R should not warrant the exclusion of these items from the data file.

Attachment A:

**Comparison of Item Respondents and Nonrespondents for the SSOCS:2006
Items with Response Rates of Less than 85 Percent**

**Table JA-1 Comparison of item respondents and nonrespondents (C0234/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	15.5	8.7	10.1*
	300–499	21.5	23.6	
	500–999	41.6	39.0	
	1,000 or more	21.3	28.7	
Instructional level	Primary	38.3	36.3	3.6
	Middle	28.2	29.6	
	High school	25.3	29.6	
	Combined	8.2	4.5	
Type of locale	City	28.2	35.2	4.9
	Urban Fringe	33.9	34.0	
	Town	11.2	8.1	
	Rural	26.7	22.6	
Percent minority enrollment	Less than 5	14.4	12.2	5.4
	5 to less than 20	26.0	21.5	
	20 to less than 50	23.2	21.0	
	50 or more	36.4	45.3	
Student-to-FTE teaching staff ratio	Less than 14	19.8	15.4	5.4
	14 to 17	24.0	31.1	
	17 to 20	27.6	23.0	
	20 or more	28.6	30.5	
Number of full-time-equivalent teaching staff	Less than 28	14.5	8.8	5.7
	28 to 43	17.8	17.5	
	43 to 67	24.3	21.0	
	67 or more	43.3	52.7	
Percent of students eligible for free or reduced-price lunch	Less than 11	22.4	29.4	5.5
	11 to 30	25.6	24.2	
	30 to 53	24.8	19.9	
	53 or more	27.2	26.5	
Region	Northeast	16.2	24.0	6.5
	Central	23.7	19.7	
	Southeast	30.6	27.8	
	West	29.5	28.5	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-2 Comparison of item respondents and nonrespondents (C0236/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	13.2	18.3	7.8
	300–499	20.7	28.7	
	500–999	41.1	40.7	
	1,000 or more	25.0	12.2	
Instructional level	Primary	35.0	52.5	14.9*
	Middle	28.1	30.6	
	High school	29.3	10.9	
	Combined	7.6	6.1	
Type of locale	City	31.2	22.3	6.0
	Urban Fringe	33.8	34.6	
	Town	9.6	15.3	
	Rural	25.4	27.9	
Percent minority enrollment	Less than 5	11.4	27.0	6.1
	5 to less than 20	25.9	20.6	
	20 to less than 50	24.1	15.9	
	50 or more	38.7	36.5	
Student-to-FTE teaching staff ratio	Less than 14	18.5	20.4	1.7
	14 to 17	25.2	26.9	
	17 to 20	27.5	22.2	
	20 or more	28.8	30.5	
Number of full-time-equivalent teaching staff	Less than 28	13.5	12.1	6.4
	28 to 43	16.0	26.3	
	43 to 67	22.6	28.6	
	67 or more	48.0	33.0	
Percent of students eligible for free or reduced-price lunch	Less than 11	25.4	16.6	7.6
	11 to 30	25.7	23.4	
	30 to 53	23.6	24.3	
	53 or more	25.3	35.7	
Region	Northeast	17.9	17.5	6.0
	Central	21.2	31.4	
	Southeast	31.1	24.4	
	West	29.8	26.8	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-3 Comparison of item respondents and nonrespondents (C0238/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	15.3	9.0	7.2
	300–499	22.7	19.2	
	500–999	40.8	42.1	
	1,000 or more	21.1	29.8	
Instructional level	Primary	39.2	32.5	5.3
	Middle	28.2	29.6	
	High school	24.5	33.1	
	Combined	8.0	4.8	
Type of locale	City	27.6	38.3	6.8
	Urban Fringe	34.9	30.2	
	Town	10.8	9.3	
	Rural	26.7	22.1	
Percent minority enrollment	Less than 5	15.2	8.9	7.3
	5 to less than 20	25.9	21.6	
	20 to less than 50	23.0	21.6	
	50 or more	35.8	47.9	
Student-to-FTE teaching staff ratio	Less than 14	19.1	17.8	0.4
	14 to 17	25.2	26.7	
	17 to 20	26.7	26.1	
	20 or more	29.0	29.5	
Number of full-time-equivalent teaching staff	Less than 28	14.6	7.7	7.2
	28 to 43	17.9	17.1	
	43 to 67	24.2	20.9	
	67 or more	43.3	54.2	
Percent of students eligible for free or reduced-price lunch	Less than 11	21.9	31.8	8.8*
	11 to 30	25.7	23.8	
	30 to 53	24.6	20.6	
	53 or more	27.8	23.7	
Region	Northeast	16.4	23.6	5.1
	Central	23.4	20.7	
	Southeast	30.5	28.1	
	West	29.7	27.6	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-4 Comparison of item respondents and nonrespondents (C0242/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	15.1	10.3	7.6
	300–499	22.0	22.2	
	500–999	41.5	39.3	
	1,000 or more	21.4	28.3	
Instructional level	Primary	38.7	35.0	5.2
	Middle	28.2	29.7	
	High school	25.0	30.8	
	Combined	8.2	4.5	
Type of locale	City	28.6	34.2	2.5
	Urban Fringe	34.5	32.1	
	Town	10.8	9.3	
	Rural	26.2	24.4	
Percent minority enrollment	Less than 5	14.4	12.5	6.1
	5 to less than 20	25.2	24.2	
	20 to less than 50	24.0	18.3	
	50 or more	36.5	45.0	
Student-to-FTE teaching staff ratio	Less than 14	19.5	16.4	4.8
	14 to 17	23.8	31.8	
	17 to 20	27.4	23.4	
	20 or more	29.2	28.4	
Number of full-time-equivalent teaching staff	Less than 28	14.3	9.4	4.7
	28 to 43	17.6	18.3	
	43 to 67	24.5	20.4	
	67 or more	43.6	51.9	
Percent of students eligible for free or reduced-price lunch	Less than 11	22.1	30.4	6.5
	11 to 30	25.4	25.0	
	30 to 53	24.6	20.8	
	53 or more	27.9	23.8	
Region	Northeast	16.5	22.9	4.2
	Central	23.2	21.7	
	Southeast	30.5	28.3	
	West	29.9	27.1	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-5 Comparison of item respondents and nonrespondents (C0326),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	26.5	23.9	7.0
	300–499	28.1	31.6	
	500–999	33.7	37.0	
	1,000 or more	11.7	7.5	
Instructional level	Primary	57.6	72.0	35.5**
	Middle	20.1	14.2	
	High school	16.3	8.7	
	Combined	6.0	5.1	
Type of locale	City	24.7	27.8	6.7
	Urban Fringe	32.3	37.0	
	Town	9.7	10.7	
	Rural	33.4	24.4	
Percent minority enrollment	Less than 5	21.0	16.3	7.4
	5 to less than 20	25.8	27.4	
	20 to less than 50	23.5	18.9	
	50 or more	29.7	37.4	
Student-to-FTE teaching staff ratio	Less than 14	24.7	21.6	1.1
	14 to 17	24.5	25.3	
	17 to 20	25.2	26.3	
	20 or more	25.5	26.9	
Number of full-time-equivalent teaching staff	Less than 28	24.8	24.0	0.9
	28 to 43	24.3	25.6	
	43 to 67	24.7	26.4	
	67 or more	26.2	24.0	
Percent of students eligible for free or reduced-price lunch	Less than 11	24.9	22.5	7.7
	11 to 30	25.4	24.3	
	30 to 53	25.8	21.0	
	53 or more	23.9	32.2	
Region	Northeast	18.1	14.9	2.7
	Central	28.0	26.3	
	Southeast	22.0	22.7	
	West	32.0	36.1	

** $p < 0.01$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-6 Comparison of item respondents and nonrespondents (C0330),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	26.5	24.1	7.8*
	300–499	28.1	31.8	
	500–999	33.7	37.1	
	1,000 or more	11.8	7.1	
Instructional level	Primary	57.5	72.5	20.2**
	Middle	20.1	14.1	
	High school	16.4	8.3	
	Combined	6.0	5.1	
Type of locale	City	24.5	28.4	5.8
	Urban Fringe	32.5	36.1	
	Town	9.7	10.5	
	Rural	33.3	25.0	
Percent minority enrollment	Less than 5	21.1	16.1	6.7
	5 to less than 20	25.9	27.0	
	20 to less than 50	23.5	18.8	
	50 or more	29.5	38.2	
Student-to-FTE teaching staff ratio	Less than 14	24.8	21.3	1.5
	14 to 17	24.4	26.0	
	17 to 20	25.1	26.7	
	20 or more	25.7	26.0	
Number of full-time-equivalent teaching staff	Less than 28	24.8	24.1	1.3
	28 to 43	24.4	25.0	
	43 to 67	24.5	27.2	
	67 or more	26.3	23.8	
Percent of students eligible for free or reduced-price lunch	Less than 11	25.1	21.8	7.7
	11 to 30	25.6	23.4	
	30 to 53	25.6	21.6	
	53 or more	23.6	33.2	
Region	Northeast	18.0	15.2	2.7
	Central	28.1	25.7	
	Southeast	21.9	23.1	
	West	32.0	36.0	

* $p < 0.05$

** $p < 0.01$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-7 Comparison of item respondents and nonrespondents (C0406),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	28.5	17.0	66.5**
	300–499	30.1	23.5	
	500–999	32.5	40.9	
	1,000 or more	8.9	18.6	
Instructional level	Primary	65.1	42.0	78.3**
	Middle	16.0	30.2	
	High school	12.7	23.0	
	Combined	6.1	4.8	
Type of locale	City	23.1	33.1	19.2**
	Urban Fringe	32.8	34.6	
	Town	10.3	8.3	
	Rural	33.9	24.0	
Percent minority enrollment	Less than 5	21.4	15.6	30.2**
	5 to less than 20	27.8	19.9	
	20 to less than 50	22.7	22.5	
	50 or more	28.1	42.0	
Student-to-FTE teaching staff ratio	Less than 14	25.0	20.6	5.4
	14 to 17	24.4	25.6	
	17 to 20	25.9	23.7	
	20 or more	24.7	30.1	
Number of full-time-equivalent teaching staff	Less than 28	27.1	14.9	43.9**
	28 to 43	25.6	20.3	
	43 to 67	24.5	27.0	
	67 or more	22.7	37.8	
Percent of students eligible for free or reduced-price lunch	Less than 11	25.1	22.2	11.1*
	11 to 30	25.4	24.6	
	30 to 53	25.9	21.2	
	53 or more	23.5	32.0	
Region	Northeast	15.9	23.3	12.5*
	Central	28.9	23.2	
	Southeast	22.1	22.4	
	West	33.2	31.1	

* $p < 0.05$

** $p < 0.01$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-8 Comparison of Item Respondents and Nonrespondents (C0408),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	26.4	17.6	21.8**
	300–499	28.1	24.7	
	500–999	33.7	40.2	
	1,000 or more	11.7	17.5	
Instructional level	Primary	56.0	43.3	30.8**
	Middle	19.0	29.5	
	High school	17.3	21.9	
	Combined	7.7	5.2	
Type of locale	City	21.2	33.2	24.1**
	Urban Fringe	32.3	33.6	
	Town	10.8	8.3	
	Rural	35.7	24.9	
Percent minority enrollment	Less than 5	22.0	16.6	32.1**
	5 to less than 20	27.5	19.1	
	20 to less than 50	24.3	22.7	
	50 or more	26.2	41.5	
Student-to-FTE teaching staff ratio	Less than 14	23.0	21.3	1.8
	14 to 17	25.8	25.5	
	17 to 20	25.9	24.4	
	20 or more	25.3	28.8	
Number of full-time-equivalent teaching staff	Less than 28	25.3	15.3	20.2**
	28 to 43	25.0	21.1	
	43 to 67	23.2	27.6	
	67 or more	26.5	36.0	
Percent of students eligible for free or reduced-price lunch	Less than 11	22.3	22.2	14.1**
	11 to 30	26.6	23.9	
	30 to 53	28.1	21.0	
	53 or more	23.1	32.9	
Region	Northeast	10.8	22.4	29.7**
	Central	30.7	24.3	
	Southeast	26.7	23.1	
	West	31.9	30.1	

** $p < 0.01$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-9 Comparison of Item Respondents and Nonrespondents (C0542/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	27.2	22.3	5.3
	300–499	27.7	32.1	
	500–999	33.9	35.7	
	1,000 or more	11.2	9.9	
Instructional level	Primary	59.6	62.2	5.5
	Middle	18.6	20.1	
	High school	15.4	13.4	
	Combined	6.4	4.2	
Type of locale	City	24.0	29.4	5.9
	Urban Fringe	33.9	30.6	
	Town	10.4	8.2	
	Rural	31.7	31.8	
Percent minority enrollment	Less than 5	19.9	21.2	8.8
	5 to less than 20	27.9	20.3	
	20 to less than 50	22.3	23.9	
	50 or more	30.0	34.5	
Student-to-FTE teaching staff ratio	Less than 14	24.2	23.6	3.9
	14 to 17	23.5	28.5	
	17 to 20	25.7	24.7	
	20 or more	26.6	23.3	
Number of full-time-equivalent teaching staff	Less than 28	26.5	18.8	10.0*
	28 to 43	22.7	30.5	
	43 to 67	24.8	25.7	
	67 or more	26.0	25.0	
Percent of students eligible for free or reduced-price lunch	Less than 11	25.0	22.9	6.7
	11 to 30	26.5	21.2	
	30 to 53	24.1	27.6	
	53 or more	24.5	28.3	
Region	Northeast	17.3	18.2	0.8
	Central	28.2	26.1	
	Southeast	22.2	21.8	
	West	32.3	33.9	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-10 Comparison of Item Respondents and Nonrespondents (C0546/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	27.0	23.3	3.5
	300–499	28.2	30.2	
	500–999	33.5	36.5	
	1,000 or more	11.2	10.1	
Instructional level	Primary	59.3	62.8	10.5*
	Middle	18.5	20.3	
	High school	15.7	12.6	
	Combined	6.4	4.3	
Type of locale	City	23.1	31.3	11.2*
	Urban Fringe	34.3	29.8	
	Town	10.0	9.4	
	Rural	32.6	29.4	
Percent minority enrollment	Less than 5	20.1	20.4	2.6
	5 to less than 20	27.0	23.4	
	20 to less than 50	22.6	22.8	
	50 or more	30.2	33.5	
Student-to-FTE teaching staff ratio	Less than 14	24.5	23.0	7.4
	14 to 17	22.8	30.0	
	17 to 20	25.4	25.4	
	20 or more	27.2	21.7	
Number of full-time-equivalent teaching staff	Less than 28	26.5	19.3	6.1
	28 to 43	23.3	27.9	
	43 to 67	24.7	25.9	
	67 or more	25.4	26.9	
Percent of students eligible for free or reduced-price lunch	Less than 11	24.7	23.9	7.3
	11 to 30	26.6	21.3	
	30 to 53	24.9	24.9	
	53 or more	23.8	29.9	
Region	Northeast	16.9	19.1	2.4
	Central	27.9	27.0	
	Southeast	21.6	23.6	
	West	33.6	30.4	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-11 Comparison of Item Respondents and Nonrespondents (C0550/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	25.8	26.7	10.2*
	300–499	27.5	31.9	
	500–999	34.9	32.7	
	1,000 or more	11.8	8.7	
Instructional level	Primary	57.4	67.6	23.9**
	Middle	19.4	18.0	
	High school	16.4	11.2	
	Combined	6.8	3.3	
Type of locale	City	23.2	30.5	9.5*
	Urban Fringe	34.4	29.9	
	Town	10.3	8.7	
	Rural	32.1	30.9	
Percent minority enrollment	Less than 5	19.3	22.5	9.7*
	5 to less than 20	28.1	20.7	
	20 to less than 50	22.8	22.3	
	50 or more	29.8	34.5	
Student-to-FTE teaching staff ratio	Less than 14	23.4	26.1	11.7*
	14 to 17	23.1	28.9	
	17 to 20	25.6	25.0	
	20 or more	28.0	20.1	
Number of full-time-equivalent teaching staff	Less than 28	24.5	24.9	2.0
	28 to 43	23.8	26.4	
	43 to 67	25.1	25.0	
	67 or more	26.6	23.7	
Percent of students eligible for free or reduced-price lunch	Less than 11	25.3	22.5	5.3
	11 to 30	25.9	23.3	
	30 to 53	25.0	24.6	
	53 or more	23.8	29.6	
Region	Northeast	16.6	19.9	2.5
	Central	28.2	26.3	
	Southeast	22.1	22.2	
	West	33.1	31.6	

* $p < 0.05$

** $p < 0.01$

¹ While the number of part-time regular classroom teachers (C0550/R) contributes to the calculation of student-to-FTE teaching staff ratio and number of full-time equivalent (FTE) teaching staff, the comparisons in this table are still valid because part-time regular classroom teachers account for only 1.5 percent of all FTE teaching staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-12 Comparison of Item Respondents and Nonrespondents (C0554/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	26.6	24.7	2.1
	300–499	28.3	29.9	
	500–999	33.9	35.3	
	1,000 or more	11.3	10.0	
Instructional level	Primary	59.3	62.7	7.5
	Middle	18.6	20.1	
	High school	15.8	12.7	
	Combined	6.3	4.6	
Type of locale	City	23.6	29.6	10.3*
	Urban Fringe	35.1	28.0	
	Town	10.0	9.5	
	Rural	31.3	32.9	
Percent minority enrollment	Less than 5	18.8	23.7	7.7
	5 to less than 20	27.8	21.6	
	20 to less than 50	23.1	21.4	
	50 or more	30.2	33.3	
Student-to-FTE teaching staff ratio	Less than 14	23.6	25.4	12.0
	14 to 17	22.9	29.5	
	17 to 20	25.7	24.7	
	20 or more	27.8	20.4	
Number of full-time-equivalent teaching staff	Less than 28	26.5	19.7	5.4
	28 to 43	23.6	27.1	
	43 to 67	24.2	27.2	
	67 or more	25.7	26.0	
Percent of students eligible for free or reduced-price lunch	Less than 11	24.3	24.9	2.3
	11 to 30	26.0	23.1	
	30 to 53	25.1	24.2	
	53 or more	24.5	27.7	
Region	Northeast	16.6	19.7	5.9
	Central	27.7	27.6	
	Southeast	21.4	24.1	
	West	34.3	28.5	

* $p < 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

**Table JA-13 Comparison of Item Respondents and Nonrespondents (C0558/R),
SSOCS:2006**

Frame variable		Respondents (percent)	Nonrespondents (percent)	Likelihood ratio
Enrollment size	Less than 300	27.4	21.6	3.7
	300–499	28.1	30.7	
	500–999	33.5	36.7	
	1,000 or more	10.9	11.0	
Instructional level	Primary	59.9	61.5	2.5
	Middle	18.8	19.8	
	High school	15.3	13.8	
	Combined	6.1	4.9	
Type of locale	City	23.2	31.9	14.7**
	Urban Fringe	34.9	27.4	
	Town	10.0	9.2	
	Rural	31.8	31.5	
Percent minority enrollment	Less than 5	19.6	22.0	5.1
	5 to less than 20	27.2	22.3	
	20 to less than 50	23.0	21.5	
	50 or more	30.1	34.2	
Student-to-FTE teaching staff ratio	Less than 14	23.6	25.6	6.9
	14 to 17	23.6	28.2	
	17 to 20	25.2	26.3	
	20 or more	27.6	19.8	
Number of full-time-equivalent teaching staff	Less than 28	27.0	17.0	7.7
	28 to 43	23.6	27.6	
	43 to 67	24.3	27.5	
	67 or more	25.2	27.9	
Percent of students eligible for free or reduced-price lunch	Less than 11	24.9	23.3	4.8
	11 to 30	26.3	21.8	
	30 to 53	24.6	25.9	
	53 or more	24.3	29.0	
Region	Northeast	17.2	18.2	5.7
	Central	28.2	25.9	
	Southeast	20.9	26.2	
	West	33.6	29.7	

** $p < 0.01$

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Appendix K:
Editing Procedures

Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

Survey item #	Consistency edit	Rectification procedure
2	A respondent indicating that his/her school's students have been drilled on selected crises in the past year (item 2(a-e) column 2 = 1) should have also indicated that the school has a written plan for the specified crisis (item 2(a-e) column 1 = 1).	If the respondent indicated that his/her school had drilled students on written plans for selected crises despite not formally having a written plan, the “no” response to having a written plan for a selected crisis was edited to “yes.”
7	All schools with “no” sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7 = 2) should have skipped all subsequent questions regarding the number and characteristics of school security personnel. All components of items 8 through 11 must equal “-1,” which is the code for “valid skip.”	If the respondent indicated, “yes” to any of the categorical components of items 8 through 11, or placed a nonzero value in any component of item 9, the “no” response to having sworn law enforcement officers, security guards, or security personnel present on a regular basis in item 7 was edited to “yes.”
8	All schools with sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7 = 1) should have at least one question regarding the number and characteristics of school security personnel completed.	If the respondent indicated that there were any security guards, security personnel, or sworn law enforcement officers present at the school at least once a week in item 7 and all components of item 8 were “no” then a random variable was created. Based on the value, one of the components (a-e) of item 8 was changed to “yes.” The variables were edited to “yes” responses based on known proportions from prior iterations of SSOCS.
9	All schools with sworn law enforcement officers, security guards, or security personnel present on a regular basis (item 7 = 1) should have at least one nonzero value regarding the number and characteristics of school security personnel.	If the respondent indicated that there were any security guards, security personnel, or sworn law enforcement officers present at the school at least once a week in item 7 and all components of item 9 were zero then a random variable was created. Based on the value, one of the components (a-c) of item 9 was changed to one. The variables were edited to one based on known proportions from prior iterations of SSOCS.

Survey item #	Consistency edit	Rectification procedure
16	The number of recorded incidents for specified offenses in item 16 column 1 must be greater than or equal to the number of specified incidents reported to police or other law enforcement in item 16 column 2.	If the number of incidents reported to police or other law enforcement for a specific offense was larger than the number of specific offenses recorded, the number of specific offenses recorded (item 16 column 1) was deleted and imputed. If column 1 equaled zero and column 2 was left blank, a zero was placed as the value for that item.
16	If the total number of students recorded as being involved in physical attacks or fights (subitem 22e1) is greater than zero, the total number of physical attacks or fights recorded (subitem 16d1 or subitem 16d2 column 1) must also be greater than zero.	If the respondent indicated that students at school were recorded as being involved in physical attacks or fights (subitem 22e1), and indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (subitem 16d1 column 1 = 0 and subitem 16d2 column 1 = 0), both subitem 16d1 column 1 and subitem 16d2 column 1 were deleted, and a value was imputed.
16	If the total number of students recorded as being involved in the use/possession of a firearm/explosive device is greater than zero (subitem 22a column 1), the total number of recorded incidents of possession of a firearm or explosive device (subitem 16g column 1) must also be greater than zero.	If the respondent indicated that students at school were recorded as being involved in firearm use/possession (subitem 22a column 1), and also indicated that there were no recorded incidents of possession of a firearm or explosive device (subitem 16g column 1 = 0), subitem 16g column 1 was deleted and imputed.
16	If the respondent indicated that there has been at least once incident involving a shooting at the school (item 15) but said there were not any possessions of a firearm or explosive device (subitem 16g) then one was misreported.	If the respondent indicated that there has been at least once incident involving a shooting at the school (item 15) but said there were not any possessions of a firearm or explosive device (subitem 16g) then subitem 16g was deleted and imputed at a later stage.

Survey item #	Consistency edit	Rectification procedure
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 22c column 1), then the number of recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 22c column 1), and that the number of recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i column 1) was also zero, then subitem 16i column 1 was deleted and imputed.
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of alcohol (subitem 22d column 1), then the number of recorded incidents of distribution, possession, or use of alcohol (subitem 16j column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal alcohol (subitem 22d column 1), and that the number of recorded incidents of distribution, possession, or use of illegal alcohol (subitem 16j column 1) was zero, then subitem 16j column 1 was deleted and imputed.
17	If the respondent indicated that gang activities never happen (subitem 20g), then the total number of gang-related crimes and gang-related hate crimes (item 17(b-c)) must also be zero.	If the respondent indicated that gang activities never happen (subitem 20g), and the total number of gang-related crimes and gang-related hate crimes (item 17(b-c)) are missing, then subitems 17b and 17c are changed to zero.
20	If the respondent indicated that the number of gang related crimes and gang-related hate crimes are greater than zero (item 17(b-c)) then gang activities would at least happen on occasion (subitem 20g = 4).	If the respondent indicated that the number of gang related crimes and gang-related hate crimes are greater than zero (item 17(b-c)) but the respondent indicated that gang activities never happen (subitem 20g) then the "never happens" response was changed to "happens on occasion."
21	A respondent indicating that his/her school has used specified disciplinary actions this year (item 21(a-q) column 2 = 1) should have also indicated that the school allows for the use of the selected disciplinary action (item 21(a-q) column 1 = 1).	If the respondent indicated that his/her school had used a specified disciplinary action this year and had also indicated that the school does not allow for the use of the specified disciplinary action, the "no" response to allowing for the use of the specified disciplinary action was edited to a "yes."

Survey item #	Consistency edit	Rectification procedure
21	If the respondent indicated that the total removals with no continuing service for the remainder of the school year for selected offenses (item 22 column 2) was greater than or equal 1, the school (1) must allow for removals with no continuing school services for at least the remainder of the school year (subitem 21a column 1 = 1) and (2) used this action in the past year (subitem 21a 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 22 column 2) and also indicated that either “no,” the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (subitem 21a 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 (subitem 21a column 2=2), or the item was left blank (subitem 21a) then the values in subitem 21a were changed to “yes.”
21	If the respondent indicated that the total removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (subitem 23a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (subitem 21a column 1 = 1) and (2) used this action in the past school year (subitem 21a column 2 = 1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (subitem 23a) and also indicated that the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (subitem 21a 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 (subitem 21a column 2=2), then the “no” values in subitem 21a were changed to “yes.”
21	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 (subitem 23a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 22 column 2) is less than or equal to zero then this action was not used this school year (subitem 21b 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 (subitem 23a) is zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 22 column 2) is less than or equal to zero then this action was not used this school year and subitem 21b column 2 was changed to “no.”

Survey item #	Consistency edit	Rectification procedure
21	If the sum of transfers to specialized schools for selected offenses (item 22 column 3) is greater than or equal to 1, the school (1) must allow for transfers to specialized schools for disciplinary reasons (subitem 21c column 1 = 1) and (2) used this action in the past year (subitem 21c column 2 = 1).	If the respondent indicated that students were transferred to specialized schools for selected offenses (item 22 column 3) and also indicated that either “no,” the school does not use the disciplinary action of transfers to a specialized school for disciplinary reasons (subitem 21c column 1 = 2) or that the school has not used the disciplinary action of transfers to a specialized school for disciplinary reasons (subitem 21c column 2=2), or the item was left blank (subitem 21c) then the values in subitem 21c were changed to “yes.”
21	If the respondent indicated that the total transfers to specialized schools for disciplinary reasons was greater than zero (subitem 23b), the school (1) must allow the use of transfers to specialized schools for disciplinary reasons (subitem 21c column 1 = 1) and (2) must have used this action in the past school year (subitem 21c column 2 = 1).	If the respondent indicated that students were transferred to specialized schools for disciplinary reasons (subitem 23b) and also indicated that the school does not use the disciplinary action of transferring students to specialized schools (subitem 21c column 1 = 2) or the school has not used the disciplinary action of transferring students to specialized schools this year (subitem 21c column 2 = 2), the “no” values in subitem 21c were changed to “yes.”
21	If the total number of students that transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the number of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero then this action was not used this school year (subitem 21c column 2).	If the respondent indicated that the number of students that transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the number of transfers to specialized schools for each selected offense (item 22 column 3) is less than or equal to zero then this action was not used this school year and subitem 21c column 2 was changed to “no.”

Survey item #	Consistency edit	Rectification procedure
21	If the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 22 column 4) is greater than zero, the school both allows and uses out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided (subitem 21e(1-2)) or with curriculum/serviced provided (subitem 21f column 1-2).	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 22 column 4) is greater than zero, the school must both allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided and these actions were used (item 21(e-f) columns 1-2). Any values in item 21(e-f) that were marked “no” were deleted and imputed.
21	If the total number of transfers from the school in the 2005-06 school year (subitem 33b) is zero then transfers to a specialized school for disciplinary reason (subitem 21c column 2 = 2) or transfers to any other regular school for disciplinary reasons (subitem 21d column 2 = 2) must also be zero.	If the total number of transfers from the school in the 2005-06 school year (subitem 33b) is zero but transfers to a specialized school for disciplinary reason (subitem 21c column 2) or transfers to any other regular school for disciplinary reasons (subitem 21d column 2) does not indicate that the action was not used, then values were changed to “no.”
22	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns2-5), and the respondent reported the total number of students as zero (item 22(a-f) column 1), then the total students involved, item 22 column 1 is blanked and imputed.
22	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns2-5), each item in columns 2-5 has an entry, and the respondent left the total number of students involved (item 22(a-f) column 1) blank, then the total number of students is set equal to the sum of disciplinary actions used (columns 2 through 5).

Survey item #	Consistency edit	Rectification procedure
22	If the total students involved in a recorded offense (item 22(a-f) column 1) is zero and the sum of disciplinary actions taken (item 22(a-f) columns 2-5) is less than or equal to zero, then any missing data from columns 2-5 will also be zero.	If zero students are recorded for being involved in a recorded offense (item 22(a-f) column 1) and the sum of disciplinary actions taken for a specified offense (item 22(a-f) columns 2-5) is less than or equal to zero, then any missing data from columns 2-5 will also be zero.
22	If the total number students involved in a recorded offense (item 22(a-f) column 1) are given and this number equals the sum of disciplinary actions taken (item 22(a-f) columns 2-5) then any missing data from columns 2-5 will also be zero.	If the total number students involved in a recorded offense (item 22(a-f) column 1) are given and the number equals the sum of disciplinary actions taken (item 22(a-f) columns 2-5) then any items in columns 2-5 that do not have a value, a value of zero is entered.
22	If a respondent marked “no” to subitem 21a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or the action was not used this school year (subitem 21a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero then any missing data from column 2 will also be zero.	If a respondent marked “no” to subitem 21a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or that the action was not used this school year (subitem 21a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero and any data are missing data from column 2, the data was changed to zero.
22	If there were not any recorded incidents of possession of a firearm or explosive device (subitem 16g) and the sum of disciplinary actions for use/possession of a firearm or explosive device is less than or equal to zero (subitem 22a(1-5)) then the total students involved (subitem 22a1) must be zero.	If the total number of recorded incidents of possession of a firearm or explosive device (subitem 16g) is zero and the sum of disciplinary actions for use/possession of a firearm or explosive device is less than or equal to zero (subitem 22a(1-5)) then the total students involved (subitem 22a column 1) must be zero. If any item in row 22a does not have a value, then a zero is entered.

Survey item #	Consistency edit	Rectification procedure
22	If the sum of removals with no continuing service for the remainder of the school year for selected offenses (item 22 column 2) is equal to the number of students (subitem 23a) removed from the school without continuing services for at least the remainder of the year for disciplinary reasons then any missing data from column 2 will also be zero.	If the respondent indicated sum of removals with no continuing service for the remainder of the school year for selected offenses (item 22 column 2) is equal to the number of students (subitem 23a) removed from the school without continuing services for at least the remainder of the year for disciplinary reasons and the respondent left some data missing in item 22 column 2, then zero is entered in missing fields.
22	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 (subitem 23a) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero then any missing data from column 2 will also 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 (subitem 23a) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero, and if any data are missing from column 2, they were replaced with zero.
22	If the respondent indicated that zero students were transferred to specialized schools for disciplinary reasons (subitem 23b = 0), and this is less than or equal to the sum of transfers to specialized schools for selected offenses (item 22 column 3), any missing items in column 3 are zero.	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero and column 3 had some missing data, the missing values were replaced with zero.

Survey item #	Consistency edit	Rectification procedure
22	If the respondent indicated that transfers to specialized schools for disciplinary reasons is either not allowed (subitem 21c column 1) or not used (subitem 21c column 2) and the sum of transfers to specialized schools for specified offenses (item 22 column 3) and students transferred to specialized schools for disciplinary reasons (subitem 23b) is less than or equal to zero, then any missing items in column 3 of item 22 should also be zero.	If the respondent indicated that “no,” transfers to specialized schools for disciplinary reasons is not allowed (subitem 21c column 1) or the respondent indicated that “no,” the action is not used (subitem 21c column 2) and the sum of transfers to specialized schools for specified offenses (item 22 column 3) is less than or equal to zero, as well as, students transferred to specialized schools for disciplinary reasons (subitem 23b), any items in column 3 of item 22 that do not have a value are filled with a zero.
22	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) equals and the sum of transfers to specialized schools for selected offenses (item 22 column 3) then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) equals and the sum of transfers to specialized schools for selected offenses (item 22 column 3) and some items in column 3 were left incomplete then any missing items are set to zero.
22	If the total number of students transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero but some items in column 3 were left incomplete then any missing items are set to zero.
22	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 21(e-f) column 1) or not used (item 21(e-f) column 2) then any missing items in column 4 of item 22 would also 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 is either not allowed (item 21(e-f) column 1) or not used (item 21(e-f) column 2) then any missing items in column 4 of item 22 would also be zero.

Survey item #	Consistency edit	Rectification procedure
22	If there were not any recorded incidents of possession of a firearm/explosive device and no reported incidents to police (subitem 16g) and total number of students involved in, and disciplinary actions taken for, possession/use of a firearm/explosive device is all zeros or blanks (subitem 22a), any missing data in 22a would also be zero.	If there were not any recorded incidents of possession of a firearm/explosive device and no reported incidents to police (subitem 16g) and total number of students involved in, and disciplinary actions taken for, possession/use of a firearm/explosive device is all zeros or blanks (subitem 22a), any missing data in 22a were set to zero.
22	If the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 22a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total students involved (subitem 22a column 1) then disciplinary actions need to be removed until the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 22a columns 2-5) equals the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total students involved. *Each component must be greater than zero (subitem 16g, subitem 22a column 1, sum of subitem 22a columns 2-5).	If the respondent indicates that the sum of disciplinary actions for use/possession of a firearm/explosive device (subitem 22a columns 2-5) is greater than the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total students involved (subitem 22a 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 (subitem 22a columns 2-5) equals the number of recorded incidents for possession of a firearm or explosive device (subitem 16g column 1) times the total students involved. *Each component must be greater than zero (subitem 16g, subitem 22a column 1, sum of subitem 22a columns 2-5).
22	If there were not any recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i) and the sum of disciplinary actions for distribution, possession, or use of illegal drugs is less than or equal to zero (subitem 22c column 1-5) then any missing data from row c were edited to zero.	If the respondent did not record any incidents of distribution, possession, or use of illegal drugs (subitem 16i) and the sum of disciplinary actions for distribution, possession, or use of illegal drugs is less than or equal to zero (subitem 22c column 1-5) then any missing values from row c were edited to zero.

Survey item #	Consistency edit	Rectification procedure
22	If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total students involved (subitem 22c column 1) then disciplinary actions were removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total students involved. *Each component must be greater than zero (subitem 16i, subitem 22c column 1, sum of subitem 22c columns 2-5).	If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total students involved (subitem 22c 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 (subitem 22c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total students involved. *Each component must be greater than zero (subitem 16i, subitem 22c column 1, sum of subitem 22c columns 2-5).
22	If there were not any recorded incidents of distribution, possession, or use of alcohol (subitem 16j) and the sum of disciplinary actions for distribution, possession, or use of alcohol is less than or equal to zero (subitem 22d column 1-5) then any missing data from row d will also be zero.	If there were not any recorded incidents of distribution, possession, or use of alcohol (subitem 16j) and the sum of disciplinary actions for distribution, possession, or use of alcohol is less than or equal to zero (subitem 22d column 1-5), any missing values from row d were changed to zero.

Survey item #	Consistency edit	Rectification procedure
22	If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total students involved (subitem 22d column 1) then disciplinary actions were removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total students involved. *Each component must be greater than zero (subitem 16j, subitem 22d column 1, sum of subitem 22d columns 2-5).	If the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total students involved (subitem 22d 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 (subitem 22d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total students involved. *Each component must be greater than zero (subitem 16j, subitem 22d column 1, sum of subitem 22d columns 2-5).
22	If there were not any recorded incidents of physical attacks or fights with/without a weapon (subitem 16d(1-2)) and the sum of disciplinary actions for physical attacks or fights is less than or equal to zero (subitem 22e(1-5)) then any missing data from row e should also be zero.	If the respondent did not record any incidents of physical attacks or fights with/without a weapon (subitem 16d(1-2)) and the sum of disciplinary actions for physical attacks or fights is less than or equal to zero (subitem 22e(1-5)) then any missing data from row e where changed to a value of zero.

Survey item #	Consistency edit	Rectification procedure
22	If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (subitem 22e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (subitem 16d1 column 1) or without a weapon (subitem 16d2 column 1) times the total students involved (subitem 22e column 1) then disciplinary actions need to be removed so that the sum of disciplinary actions for physical attacks or fights (subitem 22e columns 2-5) equals the number of recorded incidents for physical attacks or fights (subitem 16d column 1) times the total students involved. *Each component must be greater than zero (subitem 16d1, subitem 16d2, subitem 22e column 1, sum of subitem 22e columns 2-5).	If the sum of disciplinary actions for physical attacks or fights (subitem 22e columns 2-5) is greater than the number of recorded incidents for physical attacks or fights with (subitem 16d1 column 1) or without a weapon (subitem 16d2 column 1) times the total students involved (subitem 22e 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 (subitem 22e columns 2-5) equals the number of recorded incidents of physical attacks or fights (subitem 16d column 1) times the total students involved. *Each component must be greater than zero (subitem 16d1, subitem 16d2, subitem 22e column 1, sum of subitem 22e columns 2-5).
23	If removals with no continuing school services for at least the remainder of the school year was either not allowed (subitem 21a column 1) or was not used this school year (subitem 21a column 2) and the sum of removals with no continuing services for at least the remainder of the school year (item 22 column 2) for specified offenses is less than or equal to zero then the number of students that were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons (subitem 23a) is also zero.	If the respondent indicated that "no" the school does not allow for removals with no continuing school services for at least the remainder of the school year (subitem 21a column 1 = 2) or "no," this action was not used this school year (subitem 21a column 2 = 2) and the sum of removals with no continuing services for at least the remainder of the school year (item 22 column 2) for specified offenses is less than or equal to zero then cases with missing data for subitem 23a, the number of students that were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons was changed to zero.

Survey item #	Consistency edit	Rectification procedure
23	If the respondent indicated that transfers to specialized schools was either not allowed (subitem 21c column 1) or was not used this school year (subitem 21c column 2) and the sum of transfers to specialized schools (item 22 column 3) for specified offenses is less than or equal to zero then the number of students that were transferred to specialized schools for disciplinary actions (subitem 23b) is also zero.	If the respondent indicated that “no” the school does not allow for transfers to specialized schools (subitem 21c column 1 = 2) or “no,” this action was not used this schools year (subitem 21c column 2 = 2) and the sum of transfers to specialized schools (item 22 column 3) for specified offenses is less than or equal to zero then cases with missing data for subitem 23b, the number of students that were transferred to specialized schools for disciplinary reasons was changed to zero.
23	The total removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 23a) must be greater than or equal to the sum of removals with no continuing services for the remainder of the school year for selected offenses (item 22 column 2).	If the respondent indicated that the total removals with no continuing services for the remainder of the school year for all disciplinary reasons (subitem 23a) was less than the total removals with no continuing services for the remainder of the school year for selected offenses (item 22 column 2), the value for subitem 23a was deleted and imputed.
23	The total transfers to specialized schools for all disciplinary reasons (subitem 23b) must be greater than or equal to the sum of transfers to specialized schools for selected offenses (item 22 column 3).	If the respondent indicated that the total transfers to specialized schools for all disciplinary reasons (subitem 23b) was less than the total transfers to specialized schools for selected offenses (item 22 column 3), the value for subitem 23b was deleted and imputed.
23	The school’s enrollment (item 24) must be greater than the total removals with no continuing services for at least the remainder of the school year for all disciplinary reasons (subitem 23a).	If the total number of removals with no continuing services for all disciplinary reasons (subitem 23a) was greater than or equal to the school’s enrollment (item 24), subitem 23a was deleted and imputed.
23	The school’s enrollment (item 24) must be greater than the transfers to specialized schools for all disciplinary reasons (subitem 23b).	If the total number of transfers to specialized schools for all disciplinary reasons (subitem 23b) was greater than or equal to the school’s enrollment (item 24), subitem 23b was deleted and imputed.

Survey item #	Consistency edit	Rectification procedure
23	If the respondent indicated the number of students that transferred to the school (subitem 33a) is zero and the sum of transfers to specialized schools for specified offenses (item 22 column 3) is also zero, then no students should have been transferred to specialized schools for disciplinary reasons, subitem 23b.	If the number of students that transferred to the school (subitem 33a) is zero and the sum of transfers to specialized schools for specified offenses (item 22 column 3) is also zero, then cases where subitem 23b is missing, a value of zero is entered.
27	If the number of classroom changes in a day exceeds 20 (item 27) then the number is deleted and a new value is imputed.	If a respondent indicated that there are more than 20 classroom changes in a day (item 27) then the value is deleted and imputed.
33	The number of students who transferred from the school for all reasons (subitem 33b) must be greater than or equal to the total transfers to specialized schools for disciplinary reasons (subitem 23b).	If the total number of students who transferred from the school for all reasons (subitem 33b) was less than the number of students who transferred from the school for disciplinary reasons (subitem 23b), subitem 33b was deleted and imputed.

Appendix L:

Detailed Weighted Item Response Rates

Table L-1 Detailed weighted item response rates, SSOCS: 2006

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0110	School practice: require visitors to check in	2724	99.67	Best Match
C0112	Access controlled locked/monitored doors	2724	99.75	Best Match
C0114	Grounds have locked/monitored gates	2724	99.20	Best Match
C0116	Students pass through metal detectors	2724	99.84	Best Match
C0118	Visitors pass through metal detectors	2724	99.98	Best Match
C0120	Have random metal detector checks on students	2724	99.97	Best Match
C0122	Practice to close campus for lunch	2724	99.74	Best Match
C0124	Practice random dog sniffs for drugs	2724	99.97	Best Match
C0126	Random sweeps for contraband not including dog sniffs	2724	99.83	Best Match
C0128	Require drug testing for athletes	2724	99.22	Best Match
C0130	Require drug testing for students in extracurricular activities	2724	99.04	Best Match
C0132	Require drug testing for any students	2724	99.33	Best Match
C0134	Require students to wear uniforms	2724	99.98	Best Match
C0136	Practice to enforce a strict dress code	2724	99.67	Best Match
C0138	Provide school lockers to students	2724	99.89	Best Match
C0140	Require clear book bags or ban book bags	2724	99.88	Best Match
C0142	Require students to wear badge or photo ID	2724	99.98	Best Match
C0144	Require faculty/staff to wear badge or photo ID	2724	99.96	Best Match
C0146	Security camera(s) monitor the school	2724	99.84	Best Match
C0148	Provide telephones in most classrooms	2724	99.88	Best Match
C0150	Provide two-way radios to any staff	2724	99.86	Best Match
C0152	Tobacco prohibited on school grounds	2724	99.98	Best Match
C0154	School has written plan for shootings	2724	98.73	Best Match
C0156	Drilled students on plan for shootings	2724	95.64	Best Match
C0158	Written plan for natural disasters	2724	99.44	Best Match
C0160	Drilled students on plan for natural disasters	2724	97.04	Best Match
C0162	Written crisis plan for hostages	2724	97.74	Best Match
C0164	Drilled students on plan for hostages	2724	94.80	Best Match
C0166	Written plan for bomb threats	2724	99.23	Best Match
C0168	Drilled students on plan for bomb threats	2724	96.12	Best Match
C0170	Written plan for chemical, biological, or radiological threats	2724	98.38	Best Match
C0172	Drilled students on plan for chemical, biological, or radiological threats	2724	95.20	Best Match
C0174	Prevention curriculum/instruction/training	2724	99.15	Best Match
C0176	Behavioral modification for students	2724	99.34	Best Match
C0178	Student counseling/social work	2724	99.26	Best Match
C0180	Individual mentoring/tutoring students	2724	99.14	Best Match
C0182	Recreation/enrichment student activities	2724	99.37	Best Match
C0184	Student involvement resolving problems	2724	99.20	Best Match
C0186	Promote sense of community/integration	2724	99.09	Best Match

See notes at end of table.

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0188	Hotline/tipline to report problems	2724	99.16	Best Match
C0190	Formal process to obtain parental input	2724	99.80	Best Match
C0192	Provide training/assistance to parents	2724	99.64	Best Match
C0194	Program involves parents at school	2724	99.69	Best Match
C0196	Parent participates in open house or back to school night	2724	99.79	Best Match
C0198	Parent participates in parent-teacher conference	2724	99.73	Best Match
C0200	Parent participates in subject-area events	2724	99.59	Best Match
C0202	Parent volunteers at school	2724	99.77	Best Match
C0204	Community involvement - parent groups	2724	99.63	Best Match
C0206	Community involvement - social services	2724	99.59	Best Match
C0208	Community involvement - juvenile justice	2724	99.44	Best Match
C0210	Community involvement - law enforcement	2724	99.54	Best Match
C0212	Community involvement - mental health	2724	99.16	Best Match
C0214	Community involvement - civic organizations	2724	99.53	Best Match
C0216	Community involvement - business	2724	99.46	Best Match
C0218	Community involvement - religious organizations	2724	99.28	Best Match
C0220	Sworn law enforcement officer or security guard	1669	98.73	Best Match
C0222	Security used during school hours	1669	94.43	Best Match
C0224	Security while students arrive/leave	1669	94.29	Best Match
C0226	Security at selected school activities	1669	94.29	Best Match
C0228	Security when school not occurring	1669	93.91	Best Match
C0230	Other times security used	1669	100.00	No Imputation
C0231/R	Verbatim responses	99	95.46	N/A
C0231_R	Coded other times security used	99	95.46	N/A
C0232/R / C0232_R	Number of full-time security guards	1669	88.99	Proportional
C0234/R / C0234_R	Number of part-time security guards	1669	78.78	Proportional
C0236/R / C0236_R	Number of full-time School Resource Officers	1669	83.31	Proportional
C0238/R / C0238_R	Number of part-time School Resource Officers	1669	80.10	Proportional
C0240/R / C0240_R	Number of full-time sworn law enforcement officers - not SROs	1669	85.09	Proportional
C0242/R / C0242_R	Number of part-time sworn law enforcement officers - not SROs	1669	79.02	Proportional
C0244	Guards in uniform or identifiable clothes	1669	97.90	Best Match
C0246	Guards carry a stun gun	1669	96.48	Best Match
C0248	Guards carry chemical aerosol sprays	1669	95.61	Best Match
C0250	Guards armed with firearms	1669	97.57	Best Match
C0252	Security enforcement and patrol	1669	97.62	Best Match
C0254	Maintain school discipline	1669	97.84	Best Match
C0256	Coordinated with local police	1669	97.65	Best Match
C0258	Identify problems and seek solutions	1669	98.06	Best Match

See notes at end of table.

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0260	Train teachers in school safety	1669	97.80	Best Match
C0262	Mentor students	1669	98.02	Best Match
C0264	Teach or train students (e.g., drug-related education)	1669	97.84	Best Match
C0266	Teacher training - classroom management	2724	99.71	Best Match
C0268	Teacher training - discipline policies	2724	99.86	Best Match
C0270	Teacher training - safety procedures	2724	99.67	Best Match
C0272	Teacher training - early warning signs for violent behavior	2724	99.67	Best Match
C0274	Teacher training - student alcohol/drug abuse	2724	99.69	Best Match
C0276	Teacher training - positive behavioral intervention	2724	99.84	Best Match
C0280	Efforts limited by inadequate/lack of teacher training	2724	99.32	Best Match
C0282	Efforts limited by inadequate/lack of alternative placement	2724	99.30	Best Match
C0284	Efforts limited by parental complaints	2724	99.09	Best Match
C0286	Efforts limited by inadequate/lack of teacher support	2724	99.13	Best Match
C0288	Efforts limited by inadequate/lack of parent support	2724	99.23	Best Match
C0290	Efforts limited by fear of student retaliation	2724	99.33	Best Match
C0292	Efforts limited by fear of litigation	2724	99.27	Best Match
C0294	Efforts limited by inadequate funds	2724	99.30	Best Match
C0296	Efforts limited by inconsistent application of policies	2724	99.31	Best Match
C0298	Efforts limited by fear of district or state reprisal	2724	99.21	Best Match
C0300	Efforts limited by fed policies/special ed	2724	99.31	Best Match
C0302	Efforts limited by other federal policies	2724	99.12	Best Match
C0304	Efforts limited by state/district policy	2724	99.17	Best Match
C0306	Any school deaths from homicides	2724	99.58	Logical
C0308	School shooting incidents	2724	99.51	Logical
C0310	Number of rapes/attempted rapes - total	2724	99.89	Proportional
C0312	Number of rapes reported to police	2724	100.00	Proportional
C0314	Number of sexual batteries other than rape - total	2724	98.68	Proportional
C0316	Number of sexual batteries other than rape reported to police	2724	98.76	Proportional
C0318	Number of robberies with weapon - total	2724	99.85	Proportional
C0320	Number of robberies with weapon reported to police	2724	99.87	Proportional
C0322	Number of incidents of robbery without weapon - total	2724	98.90	Proportional
C0324	Number of robberies without weapon reported to police	2724	98.71	Proportional
C0326	Number of attacks with weapon - total	2724	82.00	Proportional

See notes at end of table.

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0328	Number of attacks with weapon reported to police	2724	94.46	Proportional
C0330	Number of attacks without weapon - total	2724	81.81	Proportional
C0332	Number of attacks without weapon reported to police	2724	88.37	Proportional
C0334	Number of threats of attack with weapon - total	2724	98.60	Proportional
C0336	Number of threats of attack with weapon reported to police	2724	98.46	Proportional
C0338	Number of threats of attack without weapon - total	2724	97.10	Proportional
C0340	Number of threats of attack without weapon reported to police	2724	94.69	Proportional
C0342	Number of incidents of theft/larceny - total	2724	98.08	Proportional
C0344	Number of incidents of theft/larceny reported to police	2724	95.79	Proportional
C0346	Number of possession of firearms - total	2724	97.84	Proportional
C0348	Number of possession of firearms reported to police	2724	97.82	Proportional
C0350	Number of possession of knife/sharp object - total	2724	97.75	Proportional
C0352	Number of possession of knife/sharp object reported to police	2724	95.35	Proportional
C0354	Number of distribution of drugs - total	2724	98.41	Proportional
C0356	Number of distribution of drugs reported to police	2724	98.16	Proportional
C0358	Number of possession or use of alcohol - total	2724	98.40	Proportional
C0360	Number of possession or use of alcohol reported to police	2724	98.94	Proportional
C0362	Number of incidents of vandalism - total	2724	97.90	Proportional
C0364	Number of incidents of vandalism reported to police	2724	95.58	Proportional
C0366	Number of hate crimes	2724	99.58	Proportional
C0368	Number of gang-related crimes	2724	99.85	Proportional
C0369	Number of gang-related hate crimes	2724	99.79	Proportional
C0370	Number of times school disrupted due to unplanned fire alarms	2724	99.88	Best Match
C0372	Number of times school disrupted (e.g., bomb, chemical, radiological, death threats)	2724	99.91	Best Match
C0374	How often student racial tensions	2724	99.92	Best Match
C0376	How often student bullying occurs	2724	99.82	Best Match
C0378	How often student sexual harassment of student	2724	99.72	Best Match
C0380	How often student verbal abuse of teachers	2724	99.84	Best Match
C0382	How often student disorder in classrooms	2724	99.88	Best Match
C0384	How often student acts of disrespect	2724	99.99	Best Match

See notes at end of table.

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0386	How often student gang activities	2724	100.00	Best Match
C0388	How often student cult or extremist activities	2724	100.00	Best Match
C0390	Removal with no services available	2724	99.39	Best Match
C0392	Removal with no services - action used	2724	99.94	No Imputation
C0394	Removal with tutoring/at-home instruction available	2724	99.18	Best Match
C0396	Removal with tutoring/at-home instruction - action used	2724	97.20	Best Match
C0398	Transfer to specialized school available	2724	99.41	Best Match
C0400	Transfer to specialized school available - action used	2724	99.65	Best Match
C0402	Transfer to regular school available	2724	98.18	Best Match
C0404	Transfer to regular school available - action used	2724	96.33	Best Match
C0406	Outside suspension/no services available	2724	79.62	Best Match
C0408	Outside suspension/no services available - action used	2724	67.29	Best Match
C0410	Outside suspension with services available	2724	98.82	Best Match
C0412	Outside suspension with services available - action used	2724	95.54	Best Match
C0414	In-school suspension/no services available	2724	99.32	Best Match
C0416	In-school suspension/no services available - action used	2724	95.89	Best Match
C0418	In-school suspension with services available	2724	99.12	Best Match
C0420	In-school suspension with services available - action used	2724	95.07	Best Match
C0422	Referral to school counselor available	2724	99.64	Best Match
C0424	Referral to school counselor available - action used	2724	95.64	Best Match
C0426	In-school disciplinary plan available	2724	99.32	Best Match
C0428	In-school disciplinary plan available - action used	2724	96.43	Best Match
C0430	Outside school disciplinary plan available	2724	99.03	Best Match
C0432	Outside school disciplinary plan available - action used	2724	96.39	Best Match
C0434	Keep off bus for misbehavior available	2724	99.66	Best Match
C0436	Keep off bus for misbehavior available - action used	2724	96.40	Best Match
C0438	Corporal punishment available	2724	99.54	Best Match
C0440	Corporal punishment available - action used	2724	94.91	Best Match
C0442	School probation available	2724	98.43	Best Match
C0444	School probation available - action used	2724	94.68	Best Match
C0446	Detention/Saturday school available	2724	99.41	Best Match
C0448	Detention/Saturday school available - action used	2724	96.48	Best Match
C0450	Loss of student privileges available	2724	99.49	Best Match

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0452	Loss of student privileges available - action used	2724	96.00	Best Match
C0454	Require community service available	2724	99.07	Best Match
C0456	Require community service available - action used	2724	96.75	Best Match
C0458	Student use/possession firearm/explosive device - total	2724	99.76	Proportional
C0460	Number of removals for firearm use/possession	2724	99.88	Proportional
C0462	Number of transfers for firearm use/possession	2724	99.92	Proportional
C0464	Number of suspensions for firearm use/possession	2724	99.75	Proportional
C0466	Number of other actions for firearm use/possession	2724	99.74	Proportional
C0468	Student use/possession weapon (other than firearm) - total	2724	98.48	Proportional
C0470	Number of removals for weapon use	2724	99.73	Proportional
C0472	Number of transfers for weapon use	2724	99.60	Proportional
C0474	Number of suspensions for weapon use	2724	98.43	Proportional
C0476	Number of other actions for weapon use	2724	97.87	Proportional
C0478	Number of distribution/possession/use illegal drugs - total	2724	99.62	Proportional
C0480	Number of removals for distribution/possession/use - illegal drugs	2724	99.82	Proportional
C0482	Number of transfers for distribution/possession/use - illegal drugs	2724	99.80	Proportional
C0484	Number of suspensions for distribution/possession/use - illegal drugs	2724	99.31	Proportional
C0486	Number of other actions for distribution/possession/use - illegal drugs	2724	98.99	Proportional
C0488	Number of distribution/possession/use alcohol - total	2724	99.73	Proportional
C0490	Number of removals for distribution/possession/use - alcohol	2724	99.94	Proportional
C0492	Number of transfers for distribution/possession/use - alcohol	2724	99.95	Proportional
C0494	Number of suspensions for distribution/possession/use - alcohol	2724	99.84	Proportional
C0496	Number of other actions for distribution/possession/use - alcohol	2724	99.77	Proportional
C0498	Attacks/fights - total	2724	97.63	Proportional
C0500	Number of removals for attacks/fights	2724	99.45	Proportional
C0502	Number of transfers for attacks/fights	2724	99.03	Proportional
C0504	Number of suspensions for attacks/fights	2724	97.09	Proportional
C0506	Number of other actions for attacks/fights	2724	96.39	Proportional
C0508	Insubordination - total	2724	95.90	Proportional

See notes at end of table.

Table L-1 Detailed weighted item response rates, SSOCS: 2006—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0510	Number of removals for insubordination	2724	99.46	Proportional
C0512	Number of transfers for insubordination	2724	98.88	Proportional
C0514	Number of suspensions for insubordination	2724	95.23	Proportional
C0516	Number of other actions for insubordination	2724	94.64	Proportional
C0518	Number of removals with no service total	2724	97.26	Proportional
C0520	Number of transfers to specialized schools - total	2724	96.65	Proportional
C0522/R	Total students	2724	97.16	From Frame
C0524/R	Percent eligible for free or reduced-price lunch	2724	98.62	Best Match/
C0526	Percent students limited English proficient	2724	97.07	From Frame
C0528	Percent special education students	2724	97.16	Best Match
C0530/R	Percent male	2724	93.89	Best Match
C0532	Percent students below 15th percentile standardized tests	2724	93.54	Best Match
C0534	Percent students likely to go to college	2724	96.93	Best Match
C0536	Percent students academic achievement important	2724	97.87	Best Match
C0538	Typical number of classroom changes	2724	97.10	Best Match
C0540/R / C0540_R	Number of paid full-time special ed teacher	2724	98.19	Best Match
C0542/R / C0542_R	Number of paid part-time special ed teacher	2724	76.20	Proportional
C0544/R / C0544_R	Number of paid full-time special ed aides	2724	95.86	Proportional
C0546/R / C0546_R	Number of paid part-time special ed aides	2724	73.75	Proportional
C0548/R	Number of paid full-time regular classroom teachers	2724	97.95	Proportional
C0550/R	Number of paid part-time regular classroom teachers	2724	72.27	Proportional
C0552/R	Number of paid full-time regular classroom aides/paraprofessionals	2724	94.05	Proportional
C0554/R	Number of paid part-time regular classroom aides/paraprofessionals	2724	72.22	Proportional
C0556/R / C0556_R	Number of paid full-time counselors	2724	93.08	Proportional
C0558/R / C0558_R	Number of paid part-time counselors	2724	76.52	Proportional
C0560	Crime where students live	2724	99.68	Proportional
C0562	Crime where school located	2724	99.57	Best Match
C0564/R	School type	2724	99.69	Best Match
C0565/R	Verbatim responses	41	100.00	N/A
C0568	Average percent daily attendance	2724	87.82	Best Match
C0570	Number of students transferred to school	2724	96.69	Proportional
C0572	Number of students transferred from school	2724	94.57	Proportional

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006.

Appendix M:
Imputation Procedures

Imputation Procedures

Item 1: Components of item 1 have values imputed using a best-match approach. A donor is chosen by matching on the basis of two of the 2003–04 Common Core of Data (CCD) frame variables (school level (fr_lvel) and school locale (fr_loc4)), a categorized survey variable (C0522CAT/R), and the three “wildcard” categorical survey variables that were most strongly associated with item 1.¹ If a recipient was missing values for one or more of the three categorical survey variables, a “best match” was found if a donor existed with identical values on both the available survey variables and the CCD frame variables. A “relaxed-criteria match” occurred when no matching donors could be found with matching values on both the frame and survey variables. During the relaxing process, the correlated categorical survey variables were dropped in order from least correlated to most correlated, and, if needed, the frame variables were dropped. Donors were randomly assigned when more than one was available within the imputation class.

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

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

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

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

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

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

Item 8: A best-match imputation similar to that described for item 1 was performed on the components of item 8 if the respondent had indicated that the school regularly used sworn law

¹ Items 18, 19, 25, 26, 27, and 32 were converted into categorical variables and included in the best-match imputation.

enforcement, security guards, or security personnel in item 7 ($C0220 = \text{"yes"}$) or if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 8, item 7 was omitted from the search.

Item 9: A five-donor aggregate proportion imputation technique was used to impute values in the components of item 9 if (1) the value was missing and (2) the respondent indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 ($C0220 = \text{"yes"}$) or if a “yes” value was imputed for item 7. Before the aggregate proportion imputation could be performed on the item 9 components, zeroes were imputed to mimic the proportion of nonimputed zeroes existing for each component of item 9 in the recipient’s imputation class (as defined by school level and school enrollment size category). Each row of item 9 was treated independently and divided into five main recipient groups: (1) column 1 of the row was missing and column 2 of the row was a zero, (2) column 2 of the row was missing and column 1 of the row was a zero, (3) column 1 of the row was missing and column 2 of the row was a nonzero, (4) column 2 of the row was missing and column 1 of the row was a nonzero, and (5) both column 1 and column 2 of the row were missing.

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

- P_{00} – percentage of schools with values of zero in column 1 and column 2 of an item 9 row;
- P_{10} – percentage of schools with a nonzero in column 1 and a zero in column 2 of an item 9 row;
- P_{11} – percentage of schools with nonzero values in columns 1 and 2 of an item 9 row; and
- P_{01} – percentage of schools with a nonzero in column 2 and a zero in column 1 of an item 9 row.

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

Step 2: After zeroes were imputed for schools in Recipient Group 1, nonzeros were imputed using a five-donor aggregate proportion imputation technique. If, for example, subitem 9a2 contained a zero value, a nonzero value would be imputed for subitem 9a1 using Equation 1. Five donors from the recipient’s imputation class with (1) nonzero values at subitem 9a1 values (V_i) and (2) values of zero at subitem 9a2 were chosen randomly. For these five schools, the ratio of the sum of subitem 9a1 values to the sum of enrollment in item 24 ($Q24_i$) was calculated. This ratio was then multiplied by the recipient school’s enrollment in item 24 ($Q24_R$).

Equation 1:

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

where V_i is the column 1 value of donor school i and $Q24_i$ is the item 24 enrollment value of donor school i .

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

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

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

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

Equation 2:

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

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

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

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

Step 9: For Recipient Group 5, zeroes were imputed by calculating the P_{10} , P_{01} , P_{11} , and P_{00} values for each of the donor classes. Of all respondents in a specific imputation class who left a row completely blank, P_{10} schools would be randomly assigned a zero value at subitem 9a2 and a nonzero value at subitem 9a1. Similarly, P_{01} schools would be randomly assigned a zero value at subitem 9a1 and a nonzero value at subitem 9a2. P_{11} schools would be randomly assigned nonzero values for both subitem 9a1 and subitem 9a2, and P_{00} schools would be randomly assigned zero values for both subitem 9a1 and subitem 9a2. Equation 1 was used to impute nonzero values.

Item 10: A best-match imputation similar to that described for item 1 was performed on the components of item 10 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (C0220 = “yes”) or if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 10, item 7 was omitted.

Item 11: A best-match imputation similar to that described for item 1 was performed on the components of item 11 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (C0220 = “yes”) or if a “yes” value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 11, item 7 was omitted.

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

Item 13: The components of item 13 were imputed using a best-match technique identical to the technique described for item 1.

Item 14: Item 14 was imputed using a best-match technique identical to the technique described for item 1.

Item 15: Item 15 was imputed using a best-match technique identical to the technique described for item 1.

Item 16: Imputation on the item 16 components was performed using an aggregate proportion imputation technique similar to that used for item 9. Item 16 contains two columns: the total number of recorded incidents for the specified offense and the number of specified offenses reported to police. For each offense, the number of recorded incidents must be greater than or equal to the number of incidents reported to police. For each row in item 16, four recipient groups were formed: (1) recipients with missing data in both columns 1 and 2, (2) recipients with missing data in column 1 and nonimputed zeroes in column 2, (3) recipients with missing data in column 1 and nonimputed, nonzeroes in column 2, and (4) recipients with missing data in column 2 and nonzero values in column 1.

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

- P_{00} – percentage of schools with values of zero in columns 1 and 2 of an item 16 row;
- P_{10} – percentage of schools with a nonzero in column 1 and a zero in column 2 of an item 16 row; and
- P_{11} – percentage of schools with nonzero values in columns 1 and 2 of an item 16 row.

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

Step 1: Sixteen imputation (donor) classes were formed based on enrollment size category and school level. Because of the relationships between specific item 22 components and specific item 16 components, however, the donor classes for several of the item 16 components needed to be refined. For example, if the recipient had indicated that students were involved in physical attacks or fights (subitem 22e1), and both subitem 16d1_1 (number of physical attacks or fights with a weapon) and subitem 16d2_1 (number of physical attacks or fights without a weapon) were blank, the donors for the imputation of item 16 must have also indicated that students were involved in physical attacks or fights in item 22.

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

Step 3: After zeroes were imputed for Recipient Group 1, nonzero values were imputed. Equation 1 above illustrates the mechanics behind imputing nonzero values for schools in this recipient class. If a value for subitem 16g1 was being imputed, for example, five donors with nonzero values at subitem 16g1 would be randomly selected from the recipient school's imputation class. A proportion of the sum of the five donors' subitem 16g1 values (V_n) to the sum of the five donor enrollments ($Q24_{Dn}$) would subsequently be created. A value at subitem 16g1 was then imputed by multiplying this ratio by the recipient school's enrollment ($Q24_R$).

Step 4: For Recipient Group 2, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 1 of the item 16 row.

Step 5: After zeroes were imputed for schools in Recipient Group 2, nonzero values were imputed. Nonzero values were imputed by the same method illustrated in *Step 3*.

Step 6: For the schools in Recipient Group 3, nonzeros were imputed using a five-donor aggregate proportion technique similar to that used in *Step 3*. Equation 2 above illustrates the technique used for imputing a nonzero value in column 1 of this item 16 row. If, for example, a nonzero value for subitem 16g1 was imputed for a school in Recipient Group 3, the ratio of the sum of the five donor subitem 16g1 values ($\sum_{i=1}^5 V_i$) to the sum of the five donor subitem 16g2 values ($\sum_{i=1}^5 Y_i$) would be found. As illustrated in Equation 2, this ratio would be multiplied by the recipient's subitem 16g2 value in order to calculate the imputed subitem 16g1 value.

Step 7: For Recipient Group 4, where column 2 of an item 16 row was missing and column 1 of that item 16 row was a nonzero, the proportion $P_{00}/(P_{10} + P_{00})$ was calculated among schools in the recipient school's imputation class. This proportion of zero values was then randomly assigned to recipients in column 2 of the item 16 row.

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

Item 17: The imputation technique used for subitems 17a and 17b was identical to the technique used for item 9. Donor classes were formed on the basis of instructional level and enrollment size categories and were further partitioned depending on whether (1) the recipient had a nonzero value for item 17a and a missing value for subitem 17b, (2) the recipient had a nonzero value for 17b and a missing value for subitem 17a, (3) the recipient had a zero value for subitem 17a and a missing value for subitem 17b, (4) the recipient had a zero value for subitem 17b and a missing value for subitem 17a, or (5) the respondent was missing both subitems 17a and 17b. Zeroes were first imputed in a manner similar to that described for item 9. After the imputation of zeroes, an aggregate proportion imputation technique was used to impute counts. Five donors were selected at random from the donor pool, and the ratio of the sum of donor subitem 17a or aggregate subitem 17b values to the sum of donor enrollments was used if both items were missing or if one of the items had a value of zero. If either subitem 17a or 17b was a nonzero value, the five-donor ratio of aggregate subitem 17a to aggregate subitem 17b was used to impute a value for the missing item.

In order to impute values for subitem 17c, a best-match technique identical to the technique described for item 1 was used. Although subitem 17c was converted into a categorical variable to serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for subitem 17c was the donor’s noncategorized subitem 17c value.

Item 18: In order to impute values for item 18, a best-match imputation technique similar to the one described for item 1 was used. Although item 18 was converted into a categorical variable to serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for item 18 was the donor’s noncategorized item 18 value.

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

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

Item 21: In general, a best-match approach similar to that described for item 1 was used for the item 21 imputation. In each row of item 21, a value for the first column was imputed before a value was imputed for the second column. If, for example, subitem 21a was completely blank, and a value of “2” was imputed for column 1, indicating that “the school does not allow removal with no continuing services for the remainder of the school year,” a value of “-1” would

automatically be imputed for column 2 of row 21a. If a value of “1” was imputed for column 1 of subitem 21a, indicating that “the school allows removals with no continuing services for at least the remainder of the school year,” donors for column 2 of subitem 21a would *only* include those schools with a value of “1” in column 1 of subitem 21a. This procedure was used for all rows of item 21.

Item 21 data are directly related to data in items 22 and 23; therefore, item 21 rows a, c, and e were imputed using data from item 22. Column 2 of item 22 indicates the number of removals with no continuing services for the remainder of the school year for specific offenses. If a respondent indicated a nonzero value for the total removals with no continuing services in subitem 23a, column 1 and column 2 of item 21 row a were both edited to “yes,” indicating that the school both allows for and utilized removal with no continuing school services for the remainder of the school year. If the postimputed value at item 23a was greater than zero, and the respondent indicated that the school did not allow for the use of removals with no continuing services for at least the remainder of the school year in subitem 21a1 ($C0390 = 2$) or that this action was not used during this school year in subitem 21a2 ($C0392 = 2$), these “no” values were deleted and “yes” values were imputed. Similar imputation procedures were performed to ensure that item 22 column 3 and subitem 23b were consistent with item 21 row c and that item 22 column 4 was consistent with item 21 row e.

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

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

Scenario 1: The first scenario occurred when the total number of students involved in a specific offense (column 1) was greater than zero and the items indicating the number of disciplinary actions taken for the specific offense (columns 2–5) were either blank or a mixture of blanks and nonzero values. An example of this scenario would be a respondent indicating that out of 30 students involved in insubordination in subitem 22f1 ($C0508$), 4 students were removed from the school because of insubordination in subitem 22f2 ($C0510$), but failing to provide responses to subitems 22f3 ($C0512$), 22f4 ($C0514$), and 22f5 ($C0516$).

To impute values for subitems 22f3, 22f4, and 22f5, the ratio of the sum of all disciplinary actions taken for the specific offense (e.g., insubordination) to the sum of students involved in a specific offense within the school’s donor class was calculated. This ratio (R_I) is illustrated by Equation 3 below using the subitem 22f example. This ratio was then multiplied by the recipient’s item 22 column 1 value (30, in the example) to predict a total number of disciplinary

actions for the specific offense. Continuing the example with subitem 22f, if within the recipient's donor class, the sum of the various disciplinary actions in subitems 22f2–22f5 (C0510–C0516) equals 200 and the sum of the total students involved in the offenses in item 22f1 (C0508) equals 600, the ratio (R_f) would be 1/3. The ratio, R_f , was then multiplied by the recipient's item 22 column 1 value for the particular offense (30) to predict the total disciplinary actions for the particular offense ($1/3 \times 30 = 10$, in the example = the predicted sum of disciplinary actions for insubordination).

Equation 3:

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

where $Q22f_{mi}$ is the subitem 22f value of donor school i in column m , $Q22f1_i$ is the subitem 22f1 value of donor school i , and n is the number of schools in the recipient's donor class.

The recipient's nonimputed disciplinary actions for the specific offense were then subtracted from the total disciplinary actions to determine the total number of disciplinary actions that must be distributed among the columns with missing values in each row (e.g., 10 total disciplinary actions – 4 known disciplinary actions = 6 disciplinary actions to be distributed among subitems 22f3, 22f4, and 22f5). The distribution of the remaining disciplinary actions was determined by calculating within the recipient's donor class the ratios R_m of the sum of the disciplinary actions to the sum of total offenses for each disciplinary action missing a value (e.g., subitems 22f3, 22f4, and 22f5). If it was determined in the example that the disciplinary actions were distributed equally among donors across subitems 22f3, 22f4, and 22f5, a value of 2 would be imputed for each of the three missing column values.

Scenario 2: The second scenario occurred when the number of students involved in a particular offense (column 1) was unknown, and the respondent indicated that at least one disciplinary action was taken for the offense (i.e., there was at least one nonzero value within columns 2–5). For each disciplinary action within the row, a ratio (R_m) of the sum of that disciplinary action for the specific offense among donors to the sum of all disciplinary actions for the specific offense among donors was calculated. For example, assume that the donor class disciplinary actions for insubordination are divided equally among removals in subitem 22f2 (C0510), transfers to specialized schools in subitem 22f3 (C0512), out-of-school suspensions lasting 5 or more days in subitem 22f4 (C0514), and other disciplinary actions in subitem 22f5 (C0516) and that the respondent indicated that there were two removals for insubordination. The R_m values for subitems 22f2, 22f3, 22f4, and 22f5 would be determined to all be 0.25. Because the disciplinary actions for insubordination are distributed equally among donor class schools, the values that would be imputed for subitems 22f3, 22f4, and 22f5 are identical to the nonimputed subitem 22f2 value. In this example, values of 2 would be imputed for subitems 22f3, 22f4, and 22f5. If, among donor class schools, the subitem 22f2 R_m value was determined to be 0.40, while the R_m values for subitems 22f3, 22f4, and 22f5 are 0.20, values of 1 would be imputed for subitems

22f3, 22f4, and 22f5. To impute a value for subitem 22f1, the donor ratio of the total number of students involved in insubordination to the total number of all disciplinary actions taken for insubordination ($1/R_f$) would first be calculated (see Equation 3). This ratio was then multiplied by the recipient sum of disciplinary actions for insubordination (which, in the first example, is 8), *after any necessary imputations in columns 2–5 were performed*, to obtain the imputed subitem 22f1 value (Equation 4).

Equation 4:

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

where $Q22f_{mi}$ is the subitem 22f value of donor school i in column m , $Q22f1_i$ is the subitem 22f1 value of donor school i , $Q22f_{m(R)}$ is the subitem 22f recipient value for column m , and n is the number of schools in the recipient's donor class.

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

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

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

Equation 5:

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

Equation 6:

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

Equation 7:

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

Equation 8:

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

where x is the row in item 22, “ Ni ” indicates that the value was *not* imputed, “ Im ” indicates that the value was imputed, and “ Adj ” indicates that the value was adjusted downward.

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

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

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

Item 24: For some schools, the percentage of total student membership was available on the 2003–04 CCD frame. Rather than having values imputed using a best-match approach, values for these schools were taken directly from the 2003–04 CCD frame.

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

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

Item 26: In order to impute values for item 26 components, a best-match imputation technique similar to the one described for item 1 was used. Although this item was converted into a categorical variable so that it could serve as a “wildcard” in the best-match imputation process for other survey variables, the value imputed for each item 26 component was the donor’s noncategorized item 26 value.

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

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

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

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

If a nonimputed, nonzero value was unavailable in the recipient’s item 28 row, nonzero values were imputed by randomly choosing five donors in the recipient’s imputation class and

calculating the ratio (sum of donor item 28 values) / (sum of donor enrollment values). This ratio was then multiplied by the recipient school's enrollment to impute the item 28 value.

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

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

Item 31: Item 31 was imputed from data in the 2003–04 CCD frame indicating whether a school was a magnet or a charter school. If the school was identified as neither a magnet nor a charter school on the 2003–04 CCD frame, the school was imputed as “a regular public school.”

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

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

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

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

Because the subitem 33b values were directly related to the subitem 23b values, the subitem 33b values were imputed using aggregate proportions of donor class subitem 33b to donor class subitem 23b. Donor classes were formed by searching for schools with identical instructional level and enrollment size categories as the recipient. Donor classes were further refined by separation on the basis of subitem 23b values. Not surprisingly, schools reporting fewer transfers for all disciplinary reasons (subitem 23b) tended to be associated with larger ratios of subitem 33b to subitem 23b; therefore, donor separation based on subitem 23b values helped to ensure that unrealistically large subitem 33b values were not imputed. Subitem 33b values were imputed

by finding the ratio of the aggregate subitem 33b values to the aggregate subitem 23b values for the entire donor class and multiplying this ratio by the recipient's subitem 23b value (after any necessary subitem 23b imputation).

Specifications for Best Match Imputation Procedures

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

Item 18 was collapsed into

- 0 = 0 schoolwide disruptions.
- 1 = 1 or more schoolwide disruptions.

Item 19 was collapsed into

- 0 = 0 schoolwide disruptions.
- 1 = 1 or more schoolwide disruptions.

Subitem 25a was collapsed into

- 1 = 20 percent or less of students are eligible for free or reduced-price lunch.
- 2 = 21 to 50 percent of students are eligible for free or reduced-price lunch.
- 3 = 50 percent or more of students are eligible for free or reduced-price lunch.

Subitem 25b was collapsed into

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

Subitem 25c was collapsed into

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

Subitem 25d was collapsed into

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

Subitem 26a was collapsed into

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

Subitem 26b was collapsed into

1 = Less than 36 percent of students are likely to go to college after high school.

2 = 36–60 percent of students are likely to go to college after high school.

3 = More than 60 percent of students are likely to go to college after high school.

Subitem 26c was collapsed into

1 = 50 percent or less of students consider academic achievement very important.

2 = 51–75 percent of students consider academic achievement very important.

3 = More than 75 percent of students consider academic achievement very important.

Item 27 was collapsed into

1 = 1 to 3 classroom changes.

2 = 4 to 6 classroom changes.

3 = 7 or more classroom changes.

Item 32 was collapsed into

1 = 90 percent or less of students are present on a daily basis.

2 = 91–95 percent of students are present on a daily basis.

3 = More than 95 percent of students are present on a daily basis.

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

Mv1 = the attribute (i.e., C0522cat/R, fr_lvl, fr_loc4) variable with the largest correlation coefficient (of the three).

Mv2 = the attribute variable that had the second largest correlation coefficient (of the three).

Mv3 = the attribute variable that had the smallest correlation coefficient (of the three).

Mv4 = the wildcard variable that had the largest correlation coefficient (of all the survey variables).

Mv5 = the wildcard variable that had the second largest correlation coefficient (of all the survey variables).

Mv6 = the wildcard variable that had the third largest correlation coefficient (of all the survey variables).

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

If a recipient is missing mv6, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv5, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv4, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv6 and mv5, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv5 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6, mv5, and mv4, they are ignored for the best-match imputation (only three variables are used to define the best match).

The six variables used for the best-match imputation procedures are outlined below in tables M-1 and M-2. One additional requirement was necessary for donor schools to be considered a match for the items listed in table M-2. These variables were embedded in skip patterns. Therefore, donor schools had to have a value for the first skip item that would *not* exclude them from answering the items within the skip pattern. For example, a donor school for item 9, “How many were present at your school at least once a week,” would have to respond “yes” to item 7, “Are any sworn law enforcement officers present at your school at least once a week,” in order to be a donor for schools missing values on item 9.

Table M-1 Order of donor variables used for best-match imputation, by imputed variable, SSOCS:2006

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0110	Q24SIZE	FR LOC8/R	FR LVEL	C0444	C0420	C0432
C0112	FR LVEL	FR LOC8/R	Q24SIZE	C0114	C0192	C0144
C0114	FR LOC8/R	Q24SIZE	FR LVEL	C0112	C0526CAT4	C0194
C0116	FR LOC8/R	FR LVEL	Q24SIZE	C0118	C0120	C0232/R
C0118	FR LOC8/R	FR LVEL	Q24SIZE	C0116	C0120	C0232/R
C0120	Q24SIZE	FR LOC8/R	FR LVEL	C0116	C0118	C0126
C0122	FR LVEL	Q24SIZE	FR LOC8/R	C0136	C0446	C0124
C0124	FR LVEL	FR LOC8/R	Q24SIZE	C0138	C0126	C0220
C0126	FR LVEL	Q24SIZE	FR LOC8/R	C0120	C0124	C0404
C0128	FR LVEL	FR LOC8/R	Q24SIZE	C0130	C0438	C0132
C0130	FR LOC8/R	FR LVEL	Q24SIZE	C0128	C0438	C0132
C0132	FR LVEL	Q24SIZE	FR LOC8/R	C0130	C0128	C0208
C0134	FR LOC8/R	FR LVEL	Q24SIZE	C0524CAT3/R	C0562	C0120
C0136	Q24SIZE	FR LVEL	FR LOC8/R	C0134	C0126	C0220
C0138	FR LVEL	FR LOC8/R	Q24SIZE	C0124	C0446	C0146
C0140	FR LVEL	Q24SIZE	FR LOC8/R	C0440	C0124	C0126
C0142	Q24SIZE	FR LVEL	FR LOC8/R	C0144	C0572	C0548/R
C0144	Q24SIZE	FR LOC8/R	FR LVEL	C0142	C0540/R	C0548/R
C0146	FR LVEL	Q24SIZE	FR LOC8/R	C0138	C0220	C0548/R
C0148	Q24SIZE	FR LOC8/R	FR LVEL	C0438	C0576/R	C0440
C0150	Q24SIZE	FR LOC8/R	FR LVEL	C0144	C0110	C0136
C0152	FR LVEL	FR LOC8/R	Q24SIZE	C0440	C0146	C0138
C0154	FR LVEL	Q24SIZE	FR LOC8/R	C0162	C0170	C0166
C0158	Q24SIZE	FR LOC8/R	FR LVEL	C0166	C0154	C0162
C0162	Q24SIZE	FR LVEL	FR LOC8/R	C0154	C0170	C0166
C0166	Q24SIZE	FR LVEL	FR LOC8/R	C0154	C0162	C0170
C0170	Q24SIZE	FR LOC8/R	FR LVEL	C0162	C0154	C0166
C0174	FR LVEL	FR LOC8/R	Q24SIZE	C0176	C0186	C0178
C0176	FR LVEL	FR LOC8/R	Q24SIZE	C0174	C0178	C0180
C0178	Q24SIZE	FR LOC8/R	FR LVEL	C0176	C0180	C0174
C0180	FR LOC8/R	Q24SIZE	FR LVEL	C0178	C0176	C0182
C0182	Q24SIZE	FR LOC8/R	FR LVEL	C0186	C0180	C0178
C0184	FR LOC8/R	Q24SIZE	FR LVEL	C0186	C0180	C0176
C0186	FR LOC8/R	Q24SIZE	FR LVEL	C0182	C0174	C0176
C0188	FR LVEL	Q24SIZE	FR LOC8/R	C0220	C0548/R	C0124
C0190	FR LOC8/R	Q24SIZE	FR LVEL	C0204	C0192	C0194
C0192	FR LOC8/R	FR LVEL	Q24SIZE	C0194	C0186	C0190
C0194	FR LOC8/R	FR LVEL	Q24SIZE	C0192	C0190	C0216
C0196	FR LVEL	Q24SIZE	FR LOC8/R	C0198	C0200	C0202
C0198	FR LVEL	Q24SIZE	FR LOC8/R	C0196	C0200	C0202
C0200	FR LVEL	Q24SIZE	FR LOC8/R	C0196	C0198	C0202
C0202	FR LVEL	Q24SIZE	FR LOC8/R	C0200	C0196	C0198
C0204	Q24SIZE	FR LOC8/R	FR LVEL	C0214	C0216	C0190
C0206	FR LVEL	Q24SIZE	FR LOC8/R	C0212	C0208	C0214
C0208	FR LVEL	Q24SIZE	FR LOC8/R	C0206	C0210	C0212
C0210	FR LVEL	Q24SIZE	FR LOC8/R	C0208	C0206	C0212
C0212	FR LVEL	Q24SIZE	FR LOC8/R	C0206	C0208	C0214
C0214	FR LOC8/R	Q24SIZE	FR LVEL	C0216	C0218	C0204
C0216	FR LOC8/R	Q24SIZE	FR LVEL	C0214	C0218	C0206
C0218	FR LVEL	FR LOC8/R	Q24SIZE	C0216	C0214	C0208
C0220	Q24SIZE	FR LVEL	FR LOC8/R	C0548/R	C0522/R	C0396
C0266	FR LOC8/R	Q24SIZE	FR LVEL	C0276	C0268	C0272
C0268	Q24SIZE	FR LOC8/R	FR LVEL	C0274	C0276	C0272
C0270	Q24SIZE	FR LOC8/R	FR LVEL	C0268	C0276	C0266
C0272	Q24SIZE	FR LOC8/R	FR LVEL	C0274	C0268	C0276
C0274	FR LVEL	Q24SIZE	FR LOC8/R	C0272	C0268	C0276
C0276	FR LOC8/R	FR LVEL	Q24SIZE	C0266	C0268	C0272

See notes at end of table.

Table M-1 Order of donor variables used for best-match imputation, by imputed variable, SSOCS:2006—Continued

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0280	FR_LVEL	Q24SIZE	FR_LOC8/R	C0296	C0286	C0282
C0282	FR_LOC8/R	Q24SIZE	FR_LVEL	C0294	C0280	C0300
C0284	FR_LVEL	Q24SIZE	FR_LOC8/R	C0288	C0292	C0298
C0286	FR_LVEL	Q24SIZE	FR_LOC8/R	C0296	C0288	C0290
C0288	FR_LVEL	Q24SIZE	FR_LOC8/R	C0286	C0296	C0284
C0290	FR_LVEL	Q24SIZE	FR_LOC8/R	C0292	C0286	C0298
C0292	FR_LVEL	Q24SIZE	FR_LOC8/R	C0290	C0298	C0284
C0294	FR_LVEL	Q24SIZE	FR_LOC8/R	C0282	C0280	C0300
C0296	FR_LVEL	Q24SIZE	FR_LOC8/R	C0286	C0280	C0288
C0298	FR_LVEL	FR_LOC8/R	Q24SIZE	C0304	C0292	C0302
C0300	FR_LVEL	Q24SIZE	FR_LOC8/R	C0302	C0304	C0294
C0302	FR_LVEL	Q24SIZE	FR_LOC8/R	C0304	C0300	C0298
C0304	FR_LVEL	Q24SIZE	FR_LOC8/R	C0302	C0300	C0298
C0306	FR_LOC8/R	FR_LVEL	Q24SIZE	C0514	C0516	C0562
C0308	FR_LOC8/R	Q24SIZE	FR_LVEL	C0369	C0324	C0366
C0369	FR_LOC8/R	Q24SIZE	FR_LVEL	C0368	C0366	C0308
C0370	Q24SIZE	FR_LOC8/R	FR_LVEL	C0369	C0352	C0572
C0372	FR_LVEL	Q24SIZE	FR_LOC8/R	C0380	C0404	C0384
C0374	Q24SIZE	FR_LVEL	FR_LOC8/R	C0378	C0376	C0380
C0376	Q24SIZE	FR_LOC8/R	FR_LVEL	C0378	C0374	C0384
C0378	Q24SIZE	FR_LVEL	FR_LOC8/R	C0376	C0380	C0374
C0380	FR_LVEL	Q24SIZE	FR_LOC8/R	C0384	C0382	C0378
C0382	FR_LVEL	Q24SIZE	FR_LOC8/R	C0380	C0384	C0386
C0384	FR_LVEL	Q24SIZE	FR_LOC8/R	C0380	C0382	C0376
C0386	Q24SIZE	FR_LOC8/R	FR_LVEL	C0352	C0368	C0350
C0388	FR_LVEL	Q24SIZE	FR_LOC8/R	C0386	C0556/R	C0356
C0390	FR_LVEL	FR_LOC8/R	Q24SIZE	C0394	C0406	C0442
C0394	FR_LVEL	FR_LOC8/R	Q24SIZE	C0390	C0410	C0404
C0398	Q24SIZE	FR_LVEL	FR_LOC8/R	C0402	C0394	C0220
C0402	FR_LOC8/R	Q24SIZE	FR_LVEL	C0398	C0416	C0430
C0406	FR_LOC8/R	FR_LVEL	Q24SIZE	C0390	C0414	C0394
C0410	FR_LVEL	Q24SIZE	FR_LOC8/R	C0394	C0390	C0418
C0414	Q24SIZE	FR_LVEL	FR_LOC8/R	C0406	C0418	C0432
C0418	FR_LOC8/R	Q24SIZE	FR_LVEL	C0410	C0414	C0416
C0422	FR_LVEL	Q24SIZE	FR_LOC8/R	C0178	C0138	C0220
C0426	Q24SIZE	FR_LVEL	FR_LOC8/R	C0430	C0398	C0454
C0430	Q24SIZE	FR_LVEL	FR_LOC8/R	C0426	C0454	C0398
C0434	FR_LOC8/R	Q24SIZE	FR_LVEL	C0232/R	C0562	C0394
C0438	FR_LOC8/R	Q24SIZE	FR_LVEL	C0576/R	C0128	C0130
C0442	FR_LVEL	Q24SIZE	FR_LOC8/R	C0454	C0446	C0390
C0446	FR_LVEL	Q24SIZE	FR_LOC8/R	C0138	C0442	C0548/R
C0450	Q24SIZE	FR_LVEL	FR_LOC8/R	C0446	C0434	C0442
C0454	FR_LVEL	Q24SIZE	FR_LOC8/R	C0430	C0442	C0446
C0524/R	Q24SIZE	FR_LVEL	FR_LOC8/R	C0534CAT3	C0562	C0532CAT3
C0526	FR_LOC8/R	FR_LVEL	Q24SIZE	C0524CAT3/R	C0562	C0138
C0528	Q24SIZE	FR_LVEL	FR_LOC8/R	C0540/R	C0524CAT3/R	C0544/R
C0530/R	FR_LOC8/R	FR_LVEL	Q24SIZE	C0466	C0458	C0556/R
C0532	FR_LOC8/R	FR_LVEL	Q24SIZE	C0524CAT3/R	C0562	C0534CAT3
C0534	Q24SIZE	FR_LVEL	FR_LOC8/R	C0536CAT3	C0524CAT3/R	C0532CAT3
C0536	Q24SIZE	FR_LOC8/R	FR_LVEL	C0534CAT3	C0524CAT3/R	C0532CAT3
C0538	Q24SIZE	FR_LOC8/R	FR_LVEL	C0326	C0308	C0440
C0560	FR_LOC8/R	FR_LVEL	Q24SIZE	C0562	C0524CAT3/R	C0534CAT3
C0562	FR_LOC8	FR_LVEL	Q24SIZE	C0560	C0524CAT3/R	C0534CAT3
C0568	FR_LVEL	FR_LOC8/R	Q24SIZE	C0532CAT3	C0384	C0232/R

NOTE: Q24SIZE was created in the same way that FR_size was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS:2006).

Table M-2 Order of donor variables used for best-match imputation, by imputed variable embedded in a skip pattern, SSOCS:2006

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
C0156	Q24SIZE	FR LOC8/R	FR LVEL	C0164	C0172	C0168
C0160	FR LVEL	FR LOC8/R	Q24SIZE	C0164	C0172	C0156
C0164	FR LOC8/R	Q24SIZE	FR LVEL	C0156	C0172	C0168
C0168	Q24SIZE	FR LOC8/R	FR LVEL	C0164	C0156	C0172
C0172	FR LOC8/R	FR LVEL	Q24SIZE	C0164	C0156	C0168
C0174	FR LVEL	FR LOC8/R	Q24SIZE	C0176	C0186	C0178
C0176	FR LVEL	FR LOC8/R	Q24SIZE	C0174	C0178	C0180
C0178	Q24SIZE	FR LOC8/R	FR LVEL	C0176	C0180	C0174
C0222	FR LVEL	Q24SIZE	FR LOC8/R	C0224	C0258	C0256
C0224	FR LVEL	Q24SIZE	FR LOC8/R	C0252	C0222	C0226
C0226	FR LVEL	Q24SIZE	FR LOC8/R	C0224	C0252	C0258
C0228	FR LVEL	Q24SIZE	FR LOC8/R	C0226	C0224	C0416
C0244	Q24SIZE	FR LVEL	FR LOC8/R	C0250	C0248	C0256
C0246	FR LVEL	FR LOC8	Q24SIZE	C0248	C0250	C0244
C0248	FR LVEL	Q24SIZE	FR LOC8/R	C0250	C0246	C0244
C0250	FR LVEL	Q24SIZE	FR LOC8/R	C0248	C0244	C0256
C0252	FR LVEL	Q24SIZE	FR LOC8/R	C0224	C0256	C0258
C0254	Q24SIZE	FR LVEL	FR LOC8/R	C0252	C0258	C0256
C0256	FR LVEL	Q24SIZE	FR LOC8/R	C0258	C0252	C0222
C0258	FR LVEL	Q24SIZE	FR LOC8/R	C0256	C0252	C0224
C0260	Q24SIZE	FR LVEL	FR LOC8/R	C0262	C0264	C0258
C0262	Q24SIZE	FR LVEL	FR LOC8/R	C0258	C0260	C0256
C0264	FR LOC8/R	FR LVEL	Q24SIZE	C0260	C0262	C0250
C0392	FR LVEL	Q24SIZE	FR LOC8/R	C0396	C0480	C0404
C0396	FR LVEL	Q24SIZE	FR LOC8/R	C0404	C0392	C0412
C0400	FR LVEL	Q24SIZE	FR LOC8/R	C0404	C0396	C0432
C0404	Q24SIZE	FR LVEL	FR LOC8/R	C0396	C0400	C0432
C0408	FR LVEL	Q24SIZE	FR LOC8/R	C0416	C0420	C0412
C0412	FR LVEL	Q24SIZE	FR LOC8/R	C0420	C0396	C0428
C0416	FR LVEL	Q24SIZE	FR LOC8/R	C0408	C0420	C0432
C0420	FR LVEL	Q24SIZE	FR LOC8/R	C0416	C0412	C0428
C0424	Q24SIZE	FR LVEL	FR LOC8/R	C0420	C0428	C0452
C0428	Q24SIZE	FR LVEL	FR LOC8/R	C0432	C0412	C0420
C0432	Q24SIZE	FR LVEL	FR LOC8/R	C0428	C0444	C0416
C0436	Q24SIZE	FR LVEL	FR LOC8/R	C0444	C0400	C0412
C0440	FR LOC8/R	Q24SIZE	FR LVEL	C0524CAT3/R	C0432	C0342
C0444	Q24SIZE	FR LVEL	FR LOC8/R	C0432	C0416	C0448
C0448	FR LVEL	Q24SIZE	FR LOC8/R	C0444	C0432	C0428
C0452	Q24SIZE	FR LVEL	FR LOC8/R	C0444	C0448	C0424
C0456	FR LVEL	Q24SIZE	FR LOC8/R	C0416	C0444	C0432

NOTE: Q24SIZE was created in the same way that FR_size was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2005–06 School Survey on Crime and Safety (SSOCS), 2006