NCES 2015-061

U.S. DEPARTMENT OF EDUCATION

2009–10 School Survey on Crime and Safety:

Public-Use Data File User's Manual

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

2009–10 School Survey on Crime and Safety:

Public-Use Data File User's Manual

AUGUST 2015

Samantha Neiman
Education Statistics Services Institute–
MacroSys Research and Technology, LLC

Christina Murphy
Education Statistics Services Institute–
American Institutes for Research

Nancy L. Swaim
Teresa L. Thomas
Randall J. Parmer
U.S. Census Bureau

Bradford W. Chaney
Westat

Rachel Hansen
Project Officer
National Center for Education Statistics

NCES 2015-061
U.S. DEPARTMENT OF EDUCATION

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
Ruth Neild
Deputy Director for Policy and Research
Delegated Duties of the Director

Elementary/Secondary & Libraries Studies Division
Christopher Chapman
Associate Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

NCES, IES, U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

August 2015

The NCES Home Page address is http://nces.ed.gov.
The NCES Publications and Products address is http://nces.ed.gov/pubsearch.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES Publications and Products address shown above.

This report was prepared under Intra-Agency Agreement (IAA) No. ED-IES-10-J-0005 with the United States Census Bureau, contract ED-05-CO-0044 with American Institutes for Research, and contract ED-IES-11-O-0006 with Synergy Enterprises, Inc. and Westat. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation
Neiman, S., Murphy, C., Swaim, N.L., Thomas, T.L., Parmer, R.J., and Chaney, B.W. (2015). *2009–10 School Survey on Crime and Safety: Public-Use User's Manual* (NCES 2015-061). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from http://nces.ed.gov/pubsearch.

Content Contact
Rachel Hansen
(202) 502-7684
Rachel.Hansen@ed.gov

Contents

Appendixes

List of Tables

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. 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 five times: in school years 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10.[1] It will be conducted again in school year 2015–16.

SSOCS:2010 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 3,476 primary, middle, high, and combined public schools, a total of 2,648 public schools submitted usable questionnaires, for a weighted response rate of 80.8 percent. Data were collected from February 24, 2010 through June 11, 2010.

This manual is designed to assist users of the public-use SSOCS:2010 data file and offers information about the SSOCS:2010 collection, including its purpose, the data collection instrument, the sample design, data collection methods, and data processing procedures. The manual contains a copy of the SSOCS:2010 questionnaire instrument (appendix A) as well as information specific to the SSOCS:2010 public-use data file, including a list of variables and the record layout of the fixed-format ASCII file (appendix B). The public-use data file may be obtained at http://nces.ed.gov/surveys/ssocs.

1.1 Background of the 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. 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 1997–98 school year. Although the federal government had collected crime and safety data for several decades, these events highlighted a need for a survey that would build upon prior school crime and safety surveys[2] while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. SSOCS was developed 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.

[1] These administrations of SSOCS are known as SSOCS:2000, SSOCS:2004, SSOCS:2006, SSOCS:2008, and SSOCS:2010, respectively.
[2] The surveys on school crime and safety sponsored by the Department of Education prior to 1999 are the Safe Schools Study, conducted by the National Institute of Education in 1978; the Teacher, Principal, and Public School District Surveys on Safe, Disciplined, and Drug-Free Schools, conducted by NCES through the Fast Response Survey System (FRSS) in 1991; and the Principal/School Disciplinarian Survey on School Violence conducted by NCES through FRSS in 1997.

1.2 Questionnaire Development

The SSOCS:2010 questionnaire is the result of extensive research and development on issues of school crime; the questionnaire 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)[3] and governmental units, such as the Office of Safe and Drug-Free Schools and the Office of Special Education and Rehabilitation Services, pretesting of the questionnaire with 14 schools, and reviews by the Education Information Advisory Committee of the Council of Chief State School Officers and the Office of Management and Budget. The SSOCS:2004 questionnaire was updated for content, flow, and clarity based on input from the TRP, seven site visits, and eight debriefing interviews. The SSOCS:2006, SSOCS:2008, and SSOCS:2010 questionnaires were updated for content, flow, and clarity based on several sources of feedback; however, the questionnaire has remained largely the same since SSOCS:2004.

While the main topics in the SSOCS questionnaire have remained substantially the same across all administrations, some of the individual items have been modified.[4] The SSOCS:2010 questionnaire is shown in appendix A, while the differences between the 2008 and 2010 questionnaire items are detailed below:[5]

Definitions (SSOCS:2008 and SSOCS:2010)

The definition of sexual harassment (page 2 of the SSOCS questionnaire) was revised. In the SSOCS:2008 questionnaire, sexual harassment was defined as *"unsolicited, offensive behavior that inappropriately asserts sexuality over another person. The behavior may be verbal or nonverbal."* In the SSOCS:2010 questionnaire, sexual harassment was defined as *"conduct that is unwelcome, sexual in nature, and denies or limits a student's ability to participate in or benefit from a school's education program. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, nonverbal, or physical."*

The definition of rape was modified to emphasize that both male and female students can be victims of rape. In the SSOCS:2008 questionnaire, rape was defined as *"forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object."* In the SSOCS:2010 questionnaire, rape was defined as *"forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape."*

The definition of sexual battery was modified to emphasize that both male and female students can be victims of sexual battery. In the SSOCS:2008 questionnaire, sexual battery was defined as *"an incident that includes threatened rape, fondling, indecent liberties, child*

[3] The TRP consisted of researchers on school crime, educators, policymakers, and representatives of relevant education-related organizations.
[4] For further information on the development of the SSOCS instrument over previous iterations, please refer to the 1990–2000, 2003–04, 2005–06, and 2007–08 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.
[5] SSOCS variables are identified by source codes rather than questionnaire items. The source code is "C0" followed by the 3-digit number next to the item on the questionnaire. For example, the first row of item 1 is variable C0110. The source code numbers do not change from one administration to the other, even though the question number might change on the survey instrument.

molestation, or sodomy. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).” In the SSOCS:2010 questionnaire, sexual battery was defined as *“an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).”*

Item 1 (SSOCS:2008 and SSOCS:2010)

Item 1w in SSOCS:2008 (*Prohibit all tobacco use on school grounds, C0152*) was deleted from the questionnaire. In addition, two new items were added in SSOCS:2010: item 1w (*Limit access to social networking websites (e.g., Facebook, MySpace, Twitter) from school computers, C0151*) and item 1x (*Prohibit use of cell phones and text messaging devices during school hours*, *C0153*).

Item 3 (SSOCS:2008 and SSOCS:2010)

Item 3h in SSOCS:2008 (*Hotline/tipline for students to report problems, C0188*) was deleted from the questionnaire. In addition, item 3d in SSOCS:2008 (*Individual attention/mentoring/tutoring/ coaching of students by students or adults, C0180*) was divided into two separate items (3d and 3e) in SSOCS:2010 (*Individual attention/mentoring/tutoring/coaching of students by students, C0180;* and *Individual attention/mentoring/tutoring/coaching of students by adults, C0181*).

Item 8 (SSOCS:2008 and SSOCS:2010)

Item 8e in SSOCS:2008 (*Other – Please specify, C0230 and C0231*) was deleted from the questionnaire.

Item 9 (SSOCS:2008 and SSOCS:2010)

In SSOCS:2008, items 9a–c had two columns (full time and part time). In SSOCS:2010, they have been combined into one column that reads “number at your school” and each item (a-c) is broken into 2 stacked parts, i *(full-time, C0232, C0236, and C0240)* and ii *(part-time, C0234, C0238, and C0242)*

Item 10 (SSOCS:2008 and SSOCS:2010)

Item 10a in SSOCS:2008 (*Wear uniforms or other identifiable clothing, C0244*) was deleted from the questionnaire.

Item 12 (SSOCS:2008 and SSOCS:2010)

Item 12b in SSOCS:2008 (*Training in school-wide discipline policies and practices related to violence, alcohol, and/or drug use, C0268*) was divided into separate items 12b and 12c in SSOCS:2010 (*Training in school-wide discipline policies and practices related to violence, C0268;* and *Training in school-wide discipline policies and practices related to alcohol and/or drug use, C0269*). For item 12d (item 12c in the SSOCS:2008 questionnaire (*Training in safety procedures, C0270*)), an example was added for clarification (*e.g., how to handle emergencies*). Item 12h (*Training in crisis prevention and intervention, C0277*) was added.

Item 16 (SSOCS:2008 and SSOCS:2010)

Item 16j (*Inappropriate distribution, possession, or use of prescription drugs*), both the total number of recorded incidents (*C0355*) and the number of incidents reported to police or other law enforcement (*C0357*), was added. A note was added to the end of the instructions for item 16: *The number in column 1 should be greater than or equal to the number in column 2*. In addition, column headers "column 1" and "column 2" were added for clarity.

Item 17 (SSOCS:2008 and SSOCS:2010)

Items 17a *(C0366)* and 17b *(C0368)* were appended in SSOCS:2010 with the phrase "*excludes gang-related hate crime*" in parentheses.

Item 20 (SSOCS:2008 and SSOCS:2010)

Item 20d was added to SSOCS:2010 (*Student harassment of other students based on sexual orientation or gender identity* (*i.e., lesbian, gay, bisexual, transgender, questioning*), *C0379)*.

Item 21 (SSOCS:2010)

A new item about cyberbullying was added to SSOCS:2010, moving the SSOCS:2008 item 21 to item 22 in SSOCS:2010. Following the response choices of item 20, item 21 asks for three evaluations of cyberbullying at school and away from school (*Cyberbullying among students who attend your school*, *C0389*; *School environment is affected by cyberbullying*, *C0391*; and *Staff resources are used to deal with cyberbullying*, *C0393*).

Item 21 (SSOCS:2008) / Item 22 (SSOCS:2010)

Items 21e and 21f from SSOCS:2008 (*Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided*, *C0406*; and *Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided*, *C0410*) were renumbered in SSOCS:2010 as items 22e i and 22e ii. Following a similar format, items 21g and 21h from SSOCS:2008 (*In-school suspension for less than the remainder of the school year with no curriculum/services provided*, *C0414*; and *In-school suspension for less than the remainder of the school year with curriculum/services provided*, *C0418*) were renumbered in SSOCS:2010 as items 22f i and 22f ii.

Item 22 (SSOCS:2008) / Item 23 (SSOCS:2010)

The instructions preceding item 22 from SSOCS:2008 (item 23 in SSOCS:2010) were modified in 2010. In 2008, the third (final) bullet read:

- *If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken. If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.*

In 2010, this instruction was separated into two bullets:

- *If a student was disciplined in two different ways for a single infraction (e.g., the student was both suspended and referred to counseling), count only the most severe disciplinary action that was taken.*
- *If a student was disciplined in one way for multiple infractions, record the disciplinary action for only the most serious offense.*

Item 22f from SSOCS:2008 (*Insubordination: Total students involved, C0508; Removals, C0510; Transfers, C0512; Out-of-school suspensions, C0514;* and *Other disciplinary action, C0516*) was deleted from the questionnaire.

Item 28 (SSOCS:2008)

Item 28 from SSOCS:2008 (*Number of Paid Staff: Number of full-time special ed teachers, C0540; Number of part-time special ed teachers*, *C0542; Number of full-time special ed aides*, *C0544; Number of part-time special ed aides*, *C0546; Number of full-time regular classroom teachers*, *C0548; Number of part-time regular classroom teachers, C0550; Number of full-time regular classroom aides*, *C0552; Number of part-time regular classroom aides*, *C0554; Number of full-time counselors*, *C0556;* and *Number of part-time counselors*, *C0558*) was deleted from the questionnaire.

Item 33 (SSOCS:2008 and SSOCS:2010)

A note was added to the end of the instructions for this item: *This number should be greater than or equal to the number of students who were transferred for disciplinary reasons, as reported in item 24b*.

Item 35 (SSOCS:2008)

Item 35 from SSOCS:2008 (*Time to complete questionnaire, C0580*) was deleted from the questionnaire.

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of the SSOCS:2010 instrument, "School Practices and Programs," addresses current school practices and programs that may relate to crime and discipline. Respondents are asked about numerous programs through which schools attempt to prevent and reduce violence, as well as procedures in place to be used in the event of a myriad of potential on-campus crises. These items present a foundation from which policymakers and researchers can begin to understand environments in which crime occurs.

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 in 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 Staff

The third section, "School Security Staff," asks respondents about the presence of security guards, security personnel, and sworn law enforcement officers at their schools. These questions seek to collect data that can be used to 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, schoolwide discipline policies and practices related to alcohol and/or drug use, 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 and training in crisis prevention and intervention.

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.

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 for counts 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 are to include recorded incidents committed by both students and nonstudents. In addition to the total number of recorded incidents, respondents are asked to report the number of recorded incidents reported to the police. The incidents in this section include rape; sexual battery; robbery; physical attack; theft; possession of a weapon; distribution, possession, or use of alcohol or illegal drugs; inappropriate distribution, possession, or use of prescription drugs; and vandalism. In separate questions, this section 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 disciplinary problems and their response to some specified problems. School administrators are 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 2009–10 school year.

1.3.9 School Characteristics

The ninth section, "School Characteristics: 2009–10 School Year," asks respondents about features of the school and of the student body. Variables include total enrollment; the percentage of students who are eligible for free or reduced-price lunch, of limited English proficiency (LEP), in special education, and male; the percentage of students below the 15th percentile on standardized tests, likely to go to college after high school, and consider academic achievement to be very important; the number of daily classroom changes; the level of crime in the areas where students live and where the school is located; the number of student transfers after the start of the school year; average daily attendance; and type of school (regular public, charter, magnet).

2. Sample Design and Weighting

2.1 Sampling Frame

The sampling frame for SSOCS:2010 was constructed from the 2007–08 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. The CCD is an annual NCES collection of fiscal and nonfiscal data on all public schools, public school districts, and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures. Certain types of schools from the CCD Public Elementary/Secondary School Universe file are excluded from the SSOCS sample frame, including schools in the U.S. outlying areas[6] and Puerto Rico, overseas Department of Defense schools, newly closed schools, home schools, Bureau of Indian Education schools, special education schools, vocational schools, alternative 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 included in the frame.

2.2 Sample Design

The same general sample design used for SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008 was adopted for the selection of schools in SSOCS:2010. As in the prior collections, the objective of the 2009–10 sample design was twofold: (1) to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and (2) to develop precise estimates of change in various characteristics relating to crime between the SSOCS administrations. To attain these objectives, a stratified sample of 3,476 regular public schools was drawn for SSOCS:2010. For sample allocation and sample selection purposes, strata were defined by crossing school level, locale, and enrollment size. In addition, region and percent White enrollment 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 (Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004) and thus create meaningful strata for this survey.

2.3 Sample Size

The initial goal of SSOCS:2010 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 school levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools. Schools in SSOCS:2000, SSOCS:2004, SSOCS:2006, and SSOCS:2008 were allocated to instructional levels in a similar manner.

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

While the same design was used to allocate the sample across strata for all administrations of SSOCS, 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, SSOCS:2004, SSOCS:2006, SSOCS:2008, and SSOCS:2010 took advantage of the lessons learned from data collections in the previous administrations of the survey. The SSOCS:2008 stratum response rates were used to determine the proper size of the initial sample for SSOCS:2010. NCES required a minimum of 2,550 completed interviews for SSOCS:2010, 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:2008 by dividing the proportional stratum sample size by the 2008 stratum response rate.

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, SSOCS:2004, SSOCS:2006, and SSOCS:2008 were used to stratify the SSOCS:2010 population of schools: namely, school level, locale,[7] and enrollment size. Within each school level, the sample of schools was allocated among the 16 cells formed by the cross-classification of enrollment size[8] and locale.[9] This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum, 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 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, if the target sample size for suburban primary schools with 500–999 students was calculated as 111 schools and the response rate for this stratum was expected to be 73.3 percent based on prior experience,[10] the number of schools to be sampled from this stratum would be increased to 151 (111/.733 = 151). Sample sizes were inflated by an additional 1.5 percent to account for out-of-scope schools. In our example, this inflation would result in a total of 154 schools to be sampled for this stratum.

[7] SSOCS:2008 and SSOCS:2010 varied from past administrations of SSOCS in that the definition of locale was derived from the 12-level place-based code assigned in the CCD rather than the 8-level metro-based code obtained from the CCD in previous administrations.
[8] The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.
[9] The four categories of locale are city, suburb, town, and rural.
[10] The actual response rates achieved in 2008 were used as the foundation for determining the number of schools that needed to be contacted in each stratum in 2010 to obtain the allocated number of completed surveys.

Once the final sample sizes were determined for each of the 64 strata, the schools within each stratum were sorted by region[11] and percent White enrollment,[12] which has a similar effect as stratification. Within each stratum, a systematic simple random sample was drawn.

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:2010 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 detection) to partition the sample such that schools within a weighting class were homogeneous with respect to their probability of responding. The predictor variables used for the SSOCS:2010 CHAID analysis were school level, school enrollment size, locale, percent White enrollment, student-to-full-time-equivalent (FTE) teaching staff ratio, number of FTE teachers, percentage of students eligible for free or reduced-price lunch, and region. 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.[13]

[11] "Region" refers to the variable CENREGN, which represents Census Regions. For the remainder of this report this variable is referred to as "region".

[12] "Percent White enrollment" refers to the variable PERCWHT, which represents the percentage of White, non Hispanic students enrolled in the school. For the remainder of this report this variable is referred to as "percent White enrollment".

[13] Instructional level, school enrollment, and locale have been shown to be correlated with crime (Chen and Weikart 2008; Langbein and Bess 2002; Miller 2004).

3. Data Collection Methods and Response Rates

The following sections discuss the procedures used in the data collection of the 2009–10 School Survey on Crime and Safety (SSOCS:2010).

3.1 Data Collection Procedures

SSOCS:2010 was conducted as a mail survey with telephone follow-up. NCES began working with the school districts of sampled schools known to require district approval to participate in the survey 4 months prior to data collection to allow sufficient time to gain authorization. Approximately a week prior to mailing the questionnaires, an advance letter was sent to the principals providing additional information about the survey. The advance mailing included a brochure that provided details about the issues addressed in the study, the importance of the data, and information about the SSOCS website. All correspondence to schools was personalized with the principal's name if it was available on the school's or district's website. Following the mailing of the advance letter 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:2010. The letters were not designed to ask for permission for the schools' participation in the survey, but rather as a vehicle to enhance participation. On February 24–25, 2010 questionnaires[14] were sent via FedEx[15] directly to the principals of the sampled schools with a cover letter describing the importance of the survey, a promotional SSOCS pen, and a pre-addressed, postage-paid return envelope (see appendix A 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.

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. A 2-week reminder operation was conducted to ensure that the questionnaire had been received and to follow up on its status. Two weeks later, a similar 1-week reminder operation was repeated for schools that had still not returned a questionnaire. The questionnaire was resent via FedEx to schools that had not received it or that were not reached.

A 4-week nonresponse follow up operation was then conducted in which interviewers collected data over the telephone and by fax submission. Replacement questionnaires were sent via FedEx on a flow basis as requested.

Several e-mail messages from NCES were used as prompts and reminders. The first e-mail message, sent to school principals shortly before delivery of the questionnaire, was used to alert the principals that the SSOCS questionnaire would be delivered within a week. Five reminder e-mails were sent to nonrespondents throughout data collection. Towards the end of data collection, a targeted e-mail reminder was sent to school principals of city and suburban

[14] The total SSOCS:2010 sample consisted of 3,476 public schools. The districts of 70 schools did not give NCES permission to contact their schools about participating in the survey; the districts of 10 additional schools refused after the initial mailout. It was determined prior to the initial mailout that 7 sampled schools were closed and 1 sampled school was out-of-scope. An additional 62 school packages were mailed late due to the school districts' requirements and 9 school packages were held because the district required the principal's written permission prior to sending the questionnaire.

[15] The majority of the questionnaires were sent via FedEx; however, 31 questionnaires were sent via USPS Priority Mail because a physical address was not available for the school.

nonresponding schools. A similar e-mail was then sent to school principals of town and rural nonresponding schools.

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. Refusals coded by interviewers as "firm" were reviewed by supervisors to determine whether another attempt should be made. A case was coded as a final refusal if interviewers received two refusals from any school contact (e.g., a secretary or assistant principal) during the reminder and nonresponse follow-up operations. If a school district refused, schools within that district were coded as final refusals as well. Data collection was originally scheduled to end on May 28, 2010, but was extended until June 11, 2010, to allow additional time to reach nonresponding schools.

3.2 Interviewer Training

Interviewers working on SSOCS:2010 were employees of the U.S. Census Bureau's Jeffersonville Telephone Center in Jeffersonville, Indiana. All interviewers received training on topics such as what makes a good interviewer, how to interview, voice, and diction before attending survey-specific training sessions on SSOCS:2010. Two survey-specific interviewer training sessions were conducted: one as preparation for incoming phone calls and another for the reminder and nonresponse follow-up operations.

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

SSOCS:2010 used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the weighted unit response rate. Traditionally, unit response rates have been used as the main measure of response because they reflect the potential effects of nonsampling error and whether portions of the population are underrepresented due to nonresponse. Completion rates, on the other hand, simply indicate the proportion of sample members that completed the survey. In order to calculate any measure of quality, it is first necessary to know the disposition (outcome) of each sampled case.

Table 1 shows the characteristics of the initial selected sample of 3,476 schools (which yielded 2,648 responding schools, 779 nonresponding schools, and 49 ineligible schools). Some categories of schools were more likely than others to respond: for example, schools in rural areas or towns, schools with fewer students, combined schools, and schools with a high percentage of White enrollment.

Table 1. Response status and unweighted and weighted unit response rates, by selected school characteristics: School year 2009–10

School characteristic	Initial sample	Completed survey[1]	Non-respondents[2]	Ineligible[3]	Unweighted response rate (percent)[4]	Weighted response rate (percent)[5]
Total	3,476	2,648	779	49	77.3	80.8
Level[6]						
Primary	863	684	168	11	80.3	81.4
Middle	1,208	909	280	19	76.5	78.0
High school	1,273	948	314	11	75.1	78.1
Combined	132	107	17	8	86.3	87.6
Enrollment size						
Less than 300	372	304	48	20	86.4	85.8
300-499	673	526	136	11	79.5	81.4
500-999	1,310	1,009	287	14	77.9	79.4
1,000 or more	1,121	809	308	4	72.4	73.0
Urbanicity						
City	1,031	703	303	25	69.9	73.0
Suburb	1,185	881	290	14	75.2	76.7
Town	455	391	59	5	86.9	87.2
Rural	805	673	127	5	84.1	88.1
Percent white enrollment						
More than 95 percent	373	336	36	1	90.3	88.4
More than 80 to 95 percent	868	715	145	8	83.1	86.3
More than 50 to 80 percent	914	703	198	13	78.0	81.9
50 percent or less	1,321	894	400	27	69.1	72.9
Region						
Northeast	595	444	149	2	74.9	78.3
Midwest	822	646	163	13	79.9	81.3
South	1,282	965	296	21	76.5	82.1
West	777	593	171	13	77.6	79.9

[1]In SSOCS:2010, a minimum of 60 percent of the 231 nonintroductory subitems were required to be answered for the survey to be considered complete. Of these 231 subitems, this includes a minimum of 80 percent of the 89 critical subitems (72 out of 89 total), 60 percent of item 16 subitems (18 out of 30 total), 93 percent of item 23 subitems in columns 2, 3, and 4 (14 out of 15 total), and 60 percent of item 23 subitems in columns 1 and 5 (6 out of 10 total) had to be completed to qualify as a completed survey.
[2]Nonrespondents include 80 schools whose districts denied permission to NCES, 643 schools that did not respond, and 56 eligible schools that responded but did not answer the minimum number of items required for the survey to be considered complete.
[3]Ineligible schools include those that had closed, merged with another school at a new location, changed school type (from a regular to an alternative school), or did not provide any classroom instruction (for example, an office overseeing a certain type of program or offering tutoring or other services only).
[4]The unweighted response rate is calculated as the following ratio: completed cases / (total sample - known ineligibles).
[5]The weighted response rate is calculated by applying the base sampling rates to the following ratio: completed cases / (total sample - known ineligibles).
[6]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

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

$$C / T = 2{,}648 / 3{,}476 = 76.2 \text{ percent.}$$

While this figure represents the quality of the SSOCS:2010 data collection operations, it does not necessarily represent the quality of the data. To determine this, all schools selected for the study must be considered. A conservative measure, the unweighted response rate, divides the number of completed surveys (C) by the total initial sample size (T), subtracting known ineligible schools (I) from the denominator.

For SSOCS:2010, this calculation yields an unweighted unit response rate of

$$C / (T - I) = 2{,}648 / (3{,}476 - 49) = 77.3 \text{ percent.}$$

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:2010. The weighted unit response rate is calculated by applying the base sampling weights and substituting the result in the equation above. For SSOCS:2010, 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 (I_w) from the denominator.

$$C_w / (T_w - I_w) = 66{,}918.7 / (84{,}614.7 - 1{,}761.1) = 80.8 \text{ percent.}$$

3.4 Analysis of Unit Nonresponse Bias

The existence of nonresponding schools has the potential to introduce bias into survey estimates, depending on the magnitude of the nonresponse and whether differences exist between responding and nonresponding schools in characteristics related to the estimates of interest. Because NCES Statistical Standard 4-4 requires analysis of nonresponse bias for any survey with a base-weighted response rate less than 85 percent (U.S. Department of Education 2003), a unit-level nonresponse bias analysis was conducted to evaluate the extent of this bias in SSOCS:2010. Responding and nonresponding schools were compared across the characteristics available for both groups: school level, enrollment size, locale, percent White enrollment, region, number of FTE teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch. This analysis indicated that there were no measurable differences between the responding schools and the full sample of schools, leading to the conclusion that nonresponse bias is not an issue.

3.5 Item Response Rates

Just as principals sometimes chose not to respond to the SSOCS:2010 survey request, those that did respond occasionally chose not to answer all of the survey items. Unweighted item response rates are calculated by dividing the number of sampled schools responding to an item by the

number of schools asked to respond to the item. Weighted[16] item-level response rates in SSOCS:2010 were generally high, ranging from 81 to 100 percent. Of the 231 subitems in the SSOCS questionnaire (i.e., all subitems except those associated with the 23 introductory items), most (213) had response rates greater than 95 percent, 15 had response rates between 85 and 95 percent, and 3 had response rates less than 85 percent. The 3 subitems with response rates less than 85 percent are listed below:

- C0326–Number of physical attacks or fights with a weapon
- C0330–Number of physical attacks or fights without a weapon
- C0332–Number of physical attacks or fights without a weapon reported to police

3.6 Analysis of Item Nonresponse Bias

For each of the items with response rates below 85 percent, an item-level bias analysis was performed to determine the susceptibility to bias within each item by examining the effects of extreme outliers on the estimates and, of those items deemed to be susceptible, the extent to which schools that did not answer the item differed from schools that did answer the item. This analysis was done because differences between the schools that did and did not respond to an item can lead to bias in estimates.

The magnitude of item nonresponse bias is determined by factors including the level of item response, the differences between item respondents and item nonrespondents on a survey item, and the distribution of item responses across categories of auxiliary variables. One of the three survey items with a response rate less than 85 percent (C0326) was not considered to be susceptible to bias based on the analysis of extreme outliers and, therefore, no additional analysis was deemed necessary. Because the values of the other two items with response rates below 85 percent (C0330 and C0332) are not known for item nonrespondents, the distributions of eight sampling frame variables[17] were compared between the nonrespondents and respondents to these items. Each of the 3 items examined (C0326, C0330, and C0332) was identified as having little potential for nonresponse bias.

Even though these items were demonstrated to have little potential for nonresponse bias, they were omitted from the public-use file to protect schools from disclosure risks. They are available on the restricted-use file.

[16]Base weights were used to calculate item response rates.
[17]The eight 2007–08 CCD frame variables used in this analysis are school level, enrollment size, locale, percent White enrollment, region, number of FTE teachers, student-to-teacher ratio, and percentage of students eligible for free or reduced-price lunch.

4. Data Preparation

4.1 Editing Specifications

After the data were key-entered, they were run through a series of editing programs. 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.

4.1.1 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. Out-of-range responses were either flagged for data retrieval or deleted and a new value was imputed.

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, on questions 26 and 27, responses greater than 100 percent were not accepted. For key items with responses outside a hard range, respondents were called during data retrieval in order to ask the question again. At the end of data retrieval, if the response was still out of range, the response was deleted and a new value was imputed.

4.1.2 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 number 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.[18]

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. All inconsistencies were flagged, reviewed, and rectified.

[18] If a school required phone calls to the respondents to perform data retrieval to verify the accuracy of out-of range responses, these inconsistencies were addressed during the data retrieval process.

4.2 Review and Coding of Text Items

There are two "other – please specify" text subitems in the SSOCS:2010 questionnaire: respondent title (C0015) and item 31(5) (other type of school, C0565). For these subitems, a respondent is asked to record an original response if the supplied response options do not capture his or her experiences. 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 were reviewed to determine which were used frequently.

On the restricted-use file, three new response categories were added to C0015 (which became C0015_R because of this addition). These new responses are shown in table 2. C0015_R is not included on the public-use file because of concerns about disclosure risk. The public-use file contains a variable, C0014_R, which contains only the most frequently reported responses to C0015.

Table 2. Created text item: SSOCS:2010

Created text item	Response categories
Respondent title, other – please specify (C0015_R)	(3) Security staff
	(4) Other school-level staff
	(5) Superintendent or district staff

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Open-ended responses to C0565 were either back-coded as response options to item C0564 (school type) or, if it was determined that the responses could not readily be grouped into categories, left in the "other" category. C0565 was dropped from the public-use file.

4.3 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 leave some survey items unanswered, creating bias in the survey estimates. Completed SSOCS:2010 surveys contained some level of item nonresponse after the conclusion of the data collection phase, and imputation procedures were used to create values for all questionnaire items with missing information.

The base-weighted item response rates for SSOCS:2010 were generally high. After data cleaning and editing, base-weighted item response rates ranged from 81 to 100 percent. Of the 231 questionnaire items reviewed, the mean weighted item response rate was about 98 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (99 percent) had weighted response rates of over 85 percent.

4.3.1 Imputation Methods

The imputation methods used in SSOCS:2010 were tailored to the nature of each survey item. Three methods were used: aggregate proportions, best match, and clerical.

Aggregate proportions. Because many of the items in SSOCS:2010 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,[19] donors were formed by selecting five donor schools with the identical instructional level and enrollment size category as the recipients. Regardless of how the donors were selected, the donor proportion was assigned to recipient schools in that imputation class, and the proportion was multiplied by a known value for the recipient school, such as number of students. Unlike mean imputation, this method maintains variability. Since the proportion 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.

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, and the three categorical survey variables most strongly associated with the variable to be imputed. Whenever possible, a recipient received data from a "perfect" donor (i.e., one that matched on all of the variables 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. The process of first dropping least correlated questionnaire variables and then dropping imputation class variables continued until a suitable donor was found. Imputation flags indicate whether a perfect donor was available or whether criteria had to be relaxed to find a suitable donor.

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 25). Frame data were also available on school type (item 31) and the percentage of students eligible for free or reduced-price lunch (item 26a). In other instances, research was done on school administrative records to estimate logical values for missing data.

4.3.2 Imputation Order

The interrelationships between the items in the SSOCS survey necessitated that a specific imputation order be followed. Because item 25 (student enrollment) is used in imputation for other variables, this item was imputed first. Because item 23 is closely linked to several survey items, including items 16, 22, 24, and 33, the components of this item were imputed next. After the imputation of the item 23 matrix was complete, items 16 and 22 were imputed. This imputation sequence was chosen because some item 22 values and some item 16 values are limited by item 23 values. After these three items were imputed, items 24 and 33 were imputed. Similarly, this imputation sequence was chosen because item 24 values are limited by item 23

[19] That is, all subitems in questions 9, 16, and 17.

values, and item 33 values are limited by item 24 values; other items that used aggregate-proportion imputation were then subsequently imputed.

4.3.3 Imputation Flags

The imputation flags indicate the imputation method used: aggregate proportions, best match, or clerical. In addition, for best-match imputations, a flag indicates whether a "perfect" match was available or whether the imputation criteria were relaxed in order to locate a suitable donor. The codes used for the imputation flags are described in section 5.8.

4.4 Analysis of Disclosure Risk

A commitment to protecting the identity of respondents to its various data collections is central to NCES's mission. In SSOCS:2010, the response data were 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.

5. Guide to the Public-Use Data File and Codebook

5.1 Content and Organization of the Data File

The SSOCS:2010 data file contains data from all 2,648 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 sampling frame variables; the final sampling weight (FINALWGT); the jackknife replicate weights; and the imputation flags. Each of these sets of variables is described below.

The public-use materials available for download include a SAS data file (pu_ssocs10_sas.sas7bdat); a SAS format library (formats.sas7bcat); an SPSS for Windows data file (pu_ssocs10_spss.sav); a fixed-format ASCII (text) file (pu_ssocs10_ASCII.txt); a program to read the fixed-format file into SAS (pu_ssocs10_SAS_setup.sas); and two documents in Adobe Portable Document Format (pdf)—this public-use data file user's manual (2015061.pdf) and a separate codebook (2015060.pdf). Appendix B in this report contains the list of variables and the record layout of the fixed-format ASCII public-use data file.

Beginning with SSOCS:2004, NCES stopped providing SSOCS public-use data for use in Stata. To convert the provided data for use in Stata, users may use file conversion software such as Stat/Transfer or DBMS/Copy. If this software is not available, users with access to either SPSS or SAS may do the following:

Converting From SPSS to Stata
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, users can use *File* > *Save As* to save the SPSS file as an .xpt file. In Stata, 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
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:

```
libname in "c:\";
proc export data=in.ru_ssocs10_sas outfile="c:\ru_ssocs10_stata.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_ssocs10_stata.csv
save ru_ssocs10_stata
```

Alternatively, use **proc export** to convert the SAS file into an .xpt file. In Stata, then use the **fdause** command 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:

```
libname out XPORT "c:\ru_ssocs10_sas.xpt";

data out.ru_ssocs10_stata;
  set "c:\ru_ssocs10_sas";
run;
```

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

```
cd c:\
fdause ru_ssocs10_stata
compress
save ru_ssocs10_stata
```

An alternative to converting the SPSS or SAS files is to read the fixed-format file directly using Stata. This can be done using the infix command. For example, the infix statement might start and end with:

```
infix SCHID 1-4 C0014_R 6-13 str C0016_R 15-16 C0110 18-20 … using
"C:/SSOCS2010/pu_ssocs10.txt"
```

This statement can be developed by adapting the input command in the provided SAS program (pu_ssocs10_SAS_setup.sas) or by using the record layout in Appendix B. Note that one must identify which variables contain text rather than numbers. In SAS this is done by inserting a $ before the column ranges (e.g., C0016_R $ 15-16); in Stata this is done by inserting str before the variable name (e.g., str C0016_R 15-16).

For additional information, see http://www.ats.ucla.edu/stat/stata/notes/entering12.htm.

5.2 Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2010 data file. The public-use data file can be found at http://nces.ed.gov/surveys/ssocs/data_products.asp. 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. Please see section 5.9 for more information on the restricted-use file. Please see Appendix C for a list of variables that can be found on the restricted-use file that are not included in the public-use file.

5.3 Unique School Identifier

A unique school identifier was sorted by control number, and the school case IDs were assigned sequentially. There were 3,476 ID numbers assigned, one for each sampled school. This identifier is called SCHID.

5.4 Questionnaire Item Variables

The questionnaire, shown in appendix A, has 34 items and 231 subitems, not counting the introductory items. These items are listed in source code order (see below) in the data file and accompanying codebook. Response values for question item variables are indicated in the questionnaire. For most items, a value of "-1" indicates that the item was legitimately skipped; however, for variable C0014 (Title/position of the respondent), "-1" indicates the data are missing. Remaining responses were left in an "other" category. Variables that have been recoded are denoted with an "_R." See section 4.2 for more information regarding coding of text items in SSOCS:2010.

SSOCS variables that correspond directly to questionnaire items are identified by source codes rather than questionnaire items. The source code is "C0" followed by the 3-digit number next to the item on the questionnaire. For example, the first row of item 1 is variable C0110.

5.5 Composite Variables

Composite variables were created and included in the data file to simplify analysis for users and make it easier for analysts to replicate others' results. A list of the composite variables included in the file is presented below with an explanation of how they were derived.

CRISIS10 - 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:

```
CRISIS10 = 0;
if C0154 in (1) then CRISIS10 = CRISIS10 + 1;
if C0158 in (1) then CRISIS10 = CRISIS10 + 1;
if C0162 in (1) then CRISIS10 = CRISIS10 + 1;
if C0166 in (1) then CRISIS10 = CRISIS10 + 1;
if C0169 in (1) then CRISIS10 = CRISIS10 + 1;
if C0170 in (1) then CRISIS10 = CRISIS10 + 1;
if C0171 in (1) then CRISIS10 = CRISIS10 + 1;
if C0173 in (1) then CRISIS10 = CRISIS10 + 1;
```

DISALC10 - Total number of disciplinary actions recorded for distribution, possession, or use of alcohol
Purpose: To provide a summary measure of the total number of disciplinary actions for distribution, possession, or use of alcohol.
General explanation: Sum of responses in columns 2–5 of item 23d.
SAS code: DISALC10 = sum(C0490, C0492, C0494, C0496);

DISATT10 - Total number of disciplinary actions recorded for physical attacks or fights
Purpose: To provide a summary measure of the total number of disciplinary actions for physical attacks or fights.
General explanation: Sum of responses in columns 2–5 of item 23e.
SAS code: DISATT10 = sum(C0500, C0502, C0504, C0506);

DISDRUG10 - Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs
Purpose: To provide a summary measure of the total number of disciplinary actions for distribution, possession, or use of illegal drugs.
General explanation: Sum of responses in columns 2–5 of item 23c.
SAS code: DISDRUG10 = sum(C0480, C0482, C0484, C0486);

DISFIRE10 - Total number of disciplinary actions recorded for use or possession of a firearm or explosive device
Purpose: To provide a summary measure of the total number of disciplinary actions for use or possession of a firearm or explosive device.
General explanation: Sum of responses in columns 2–5 of item 23a.
SAS code: DISFIRE10 = sum(C0460, C0462, C0464, C0466);

DISRUPT - Total number of disruptions
Purpose: To provide a summary measure of the total number of disruptions.
General explanation: Sum of responses in columns 2–5 of items 18 and 19.
SAS code: DISRUPT = sum(C0370, C0372);

DISTOT10 - 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 23.
SAS code:

DISTOT10 = sum(C0460, C0462, C0464, C0466, C0470, C0472, C0474, C0476, C0480, C0482, C0484, C0486, C0490, C0492, C0494, C0496, C0500, C0502, C0504, C0506);

DISWEAP10 - Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device
Purpose: To provide a summary measure of the total number of disciplinary actions for use or possession of a weapon other than a firearm or explosive device.
General explanation: Sum of responses in columns 2–5 of item 23b.
SAS code: DISWEAP10 = sum(C0470, C0472, C0474, C0476);

GANGHATE - Total number of gang-related and hate crimes
Purpose: To provide a summary measure of the total number of gang-related and hate crimes.
General explanation: Sum of responses to item 17.
SAS code: GANGHATE=sum(C0366, C0368, C0369);

INCID10 - 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:

```
INCID10 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338, C0342,
C0346, C0350, C0354, C0355, C0358, C0362);
```

INCPOL10 - 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:

```
INCPOL10 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340, C0344,
C0348, C0352, C0356, C0357, C0360, C0364);
```

OTHACT10 - Total number of other disciplinary actions for specified offenses
Purpose: To provide a summary measure of the number of other disciplinary actions used.
General explanation: Sum of items 23a–e, column 5.
SAS code: OTHACT10 = sum(C0466, C0476, C0486, C0496, C0506);

OUTSUS10 - Total number of out-of-school suspensions
Purpose: To provide a summary measure of the number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year.
General explanation: Sum of items 23a–e, column 4.
SAS code: OUTSUS10 = sum(C0464, C0474, C0484, C0494, C0504);

PROBWK10 - Number of types of disciplinary problems that occur daily or at least once a week
Purpose: To provide a summary measure of the extent to which problems occur at school regularly.
General explanation: Provides a school-level count of disciplinary problems listed in items 20a–i as happening "daily" or "at least once a week."
SAS code:

```
PROBWK10=0;
    if C0374 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0376 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0378 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0379 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0380 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0382 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0384 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0386 in (1,2) then PROBWK10=PROBWK10 + 1;
    if C0388 in (1,2) then PROBWK10=PROBWK10 + 1;
```

REMOVL10 - Total number of removals with no continuing school services for specified offenses
Purpose: To provide a summary measure of the number of removals with no continuing school services for at least the remainder of the school year.
General explanation: Sum of items 23a–e, column 2.
SAS code: REMOVL10 = sum(C0460, C0470, C0480, C0490, C0500);

SEC_FT10 - Total number of full-time security guards, SROs, or sworn law enforcement officers
Purpose: To provide a summary measure of the number of full-time security guards, SROs, or sworn law enforcement officer.
General explanation: Sum of items 9ai, 9bi, and 9ci. If a school had no security staff (as answered in question 7), then the total was set to zero.
Note. Prior to the SSOCS 2009-10 public-use data file, schools which reported that they had no security staff (as answered in question 7) were coded as -1s to stay consistent with the legitimate skip coding. Data users should be cautious of this change when comparing these values over time.
SAS code: **SEC_FT10** = sum(C0232, C0236, C0240); if SEC_FT10=-3 then SEC_FT10=0;

SEC_PT10 - Total number of part-time security guards, SROs, or sworn law enforcement officers
Purpose: To provide a summary measure of the number of part-time security guards, SROs, or sworn law enforcement officer.
General explanation: Sum of items 9aii, 9bii, and 9cii. If a school had no security staff (as answered in question 7), then the total was set to zero.
Note. Prior to the SSOCS 2009-10 public-use data file, schools which reported that they had no security staff (as answered in question 7) were coded as -1s to stay consistent with the legitimate skip coding. Data users should be cautious of this change when comparing these values over time.
SAS code: **SEC_FT10** = sum(C0234, C0238, C0242); if SEC_PT10=-3 then SEC_PT10=0;

STUOFF10 - 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 23.
SAS code: STUOFF10 = sum(C0458, C0468, C0478, C0488, C0498);

SVINC10 - Total number of serious violent incidents recorded
Purpose: To provide a summary measure of the number of serious violent incidents recorded.
General explanation: Sum of item 16, column 1, rows a, b, c1, c2, d1, and e1.
SAS code: SVINC10 = sum(C0310, C0314, C0318, C0322, C0326, C0334);

SVPOL10 - Total number of serious violent incidents reported to police
Purpose: To provide a summary measure of the number of serious violent incidents reported to police.

General explanation: Sum of item 16, column 2, rows a, b, c1, c2, d1, and e1.
SAS code: SVPOL10 = sum(C0312, C0316, C0320, C0324, C0328, C0336);

TRANSF10 - Total number of transfers to specialized schools for specified offenses
Purpose: To provide a summary measure of the number of transfers to specialized schools for specified offenses.
General explanation: Sum of items 23a–e, column 3.
SAS code: TRANSF10 = sum(C0462, C0472, C0482, C0492, C0502);

VIOINC10 - 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: VIOINC10 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338);

VIOPOL10 - 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: VIOPOL10 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340);

5.6 Sampling Frame Variables

A number of variables from the 2007–08 Common Core of Data (CCD) sampling frame were included in the public-use data file, including variables used for stratification purposes. These variables provide key statistics about the sampled schools and districts in SSOCS:2010. These variables were taken from the 2007–08 CCD school-level data file. With the exception of percent White enrollment (categorical), each sampling frame variable label begins with the prefix "FR_" (to denote that it is a sampling frame variable) and has a variable label indicating which CCD file the variable was taken from. For example, "FR_SIZE" is described in the file as "School size categories – taken from the 07–08 CCD (School)." The frame variables listed in the SSOCS:2010 data file are described below in the order in which they appear in the codebook. The restricted-use file contains additional CCD sampling frame variables; these are listed in Appendix C. These also are taken from the 2007-08 CCD school-level data file, except for one variable (FR_MEM), which is taken from the 2007-08 CCD district-level file.

FR_LVEL — This is a SSOCS-created variable based on school grades offered as reported in the 2007–08 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_LVEL can be created based on the variables FR_HIGD and FR_LOGD (listed in Appendix C) as follows:
SAS code:

```
if (fr_higd <= 8 & fr_logd <= 3) then FR_LVEL = 1;
else if (fr_higd <= 9 & fr_logd >= 4) then FR_LVEL = 2;
else if (fr_higd <= 12 & fr_logd >= 9) then FR_LVEL = 3;
else if (fr_higd = 9 & fr_logd = 9) then FR_LVEL = 2;
else FR_LVEL =4;
```

FR_SIZE — This is a SSOCS-created variable of school size categories based on the variable FR_NOST as described above. This variable collapses the number of students into four categories: 1 = less than 300, 2 = 300–499, 3 = 500–999, and 4 = 1,000 or more students. (Categorical)
FR_SIZE can be created based on the variable FR_NOST (listed in Appendix C) as follows:
SAS code:

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

FR_URBAN — This is a SSOCS-created variable which collapses the 12-level locale variable into four categories: city (FR_LOC12 = 11, 12, or 13), suburb (FR_LOC12 = 21, 22, or 23), town (FR_LOC12 = 31, 32, or 33), and rural (FR_LOC12 = 41, 42, or 43). See FR_LOC12 for more details. (Categorical)
FR_URBAN can be created based on the variable FR_LOC12 (listed in Appendix C) as follows:
SAS code:

```
if FR_LOC12 in (11,12, 13) then FR_URBAN=1;
else if FR _LOC12 in (21, 22, 23) then FR_URBAN =2;
else if FR _LOC12 in (31, 32, 33) then FR_URBAN =3;
else if FR _LOC12 in (41, 42, 43) then FR_URBAN =4;
```

PERCWHT — This is a SSOCS-created variable representing Percent White enrollment as reported in the 2007–08 CCD school data file. This variable has four categories. 1 = more than 95 percent, 2 = more than 80 to 95 percent, 3 = more than 50 to 80 percent, and 4 = 50 percent or less. (Categorical)
PERCWHT can be created based on the variable FR_PERWT (listed in Appendix C) as follows:
SAS code:

```
if FR_PERWT gt 95 then PERCWHT=1;
else if 80 < FR_PERWT <= 95 then PERCWHT = 2;
else if 50 < FR_PERWT <= 80 then PERCWHT =3;
else PERCWHT =4;
```

5.7 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 are the variables "STRATA" and "SCHID," which are the STRATA and PSU variables needed for the nesting statement when producing Taylor-series approximations in statistical analysis software. For a more detailed discussion of replicate weights, see section 6.2.

5.8 Imputation Flag Variables

With the exception of the introductory items and open-ended text items, each questionnaire item in the data file has an imputation flag, which indicates whether any imputation was required. The naming convention appends the prefix "I" to the questionnaire variable. For example, 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 Q23 column 1 = 1 and all other columns were missing, one column selected to have a 1 imputed
13 = Value imputed to maintain balance within Q23 row and between Q23 and Q24
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 Q23 and Q24
23 = Value imputed from at least one imputed Q23 value
24 = Value imputed from all existing Q24 values
25 = Value modified by nonimputed Q33 value
26 = Value imputed from imputed Q24b values
27 = Value imputed from existing Q24b values
28 = Value imputed clerically
30 = Imputation specification is new to SSOCS:2010

5.9 Restricted-Use File

Data on school crime can be considered sensitive, and in order to encourage complete and honest responses, the participating schools were promised confidentiality. To protect the schools' confidentiality, several steps were taken to create a file that could be posted on the web for public use:

- The variables used for sampling were dropped or included only as categorical variables in order to lessen the amount of identifying information provided about each school.
- Some data collected on the questionnaire were dropped or modified, such as by being converted to categorical variables or by being replaced by composite variables that contained summary information. These especially include continuous variables because of their potential capacity to uniquely identify a school.
- Some data were perturbed in ways that would not affect the overall distribution of the data but so that the data no longer directly respond to the respondents' original data.
- The data file was examined using disclosure analysis procedures in order to identify and remove any threats to confidentiality.

Though the public-use files were designed to meet the needs of most users, some users may desire the more specific data that were suppressed from the public-use file. These data can be obtained by requesting the restricted-use file from NCES; however, the perturbations that were made to the data were applied consistently to both the public-use and restricted-use files. In order to obtain the restricted-use file, it will be necessary to take special steps to protect the confidentiality of the data, and to have NCES approve the submitted plan to protect the data. Data users who violate the terms for using the restricted-use data are subjected to federal prosecution, with a fine up to $250,000 and/or a prison term up to 5 years. 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.

Appendix C contains a list of variables that can be found on the restricted-use file and are not included in the public-use file. The following information contains notes about composite variables only available on the restricted-use file to allow data users to gain a better understanding of what is on the restricted-use file.

FTE10CAT - 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 FTE07, the number of full-time-equivalent teaching staff from the CCD sampling frame.
SAS code:

```
if FTE07 lt 25 then FTE10CAT=1;
else if FTE07 le 50 then FTE10CAT=2;
else if FTE07 gt 50 then FTE10CAT=3;
```

STPFTE10 - 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: STPFTE10 = C0522/FTE07;

STRCAT - 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 STPFTE10, the total enrollment divided by the number of full-time-equivalent teaching staff.
SAS code:

```
if STPFTE10 lt 12 then STRCAT = 1;
else if STPFTE10 le 16 then STRCAT = 2;
else if STPFTE10 gt 16 then STRCAT = 3;
```

6. Applying the Weight and Computing Standard Errors

6.1 Applying the Weight

SSOCS data are intended to represent U.S. public schools nationwide rather than represent only the schools that responded to the SSOCS survey. Therefore, most analyses should be done with weighted SSOCS data. The final analysis weight on the SSOCS is called FINALWGT. See section 6.2 for example code which incorporates the final weight.

6.2 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.

A total of 50 replicates were defined for SSOCS:2010. The specific replication procedure used for SSOCS:2010 was the jackknife 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:2010 data file 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 valid approach to the 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:2010 data file includes variables to obtain weighted estimates and to calculate standard errors using TSP. Table 3 gives a summary of 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.

Table 3. Summary of weighting and sample variance estimation variables in SSOCS data files

SSOCS data file	Full sample weight	Respondent ID	Replicate weights	Jackknife method	Sample design	Nesting variables	DEFF (design effect) for approximating sampling errors
	Replication method: WesVar, SUDAAN, Stata, SAS[1]				Taylor series method: SUDAAN, Stata, SAS (version 8 and above), SPSS Complex Samples module, and AM[2]		
1999-2000 School Survey on Crime and Safety	FWT	WESID	FWT1-FWT50	JK1	WR	STR_SOCS; WESID	1.4
2003-04 School Survey on Crime and Safety	FINALWGT	ABTID	REPWGT1-REPWGT50	JK1	WR	STRATA64; ABTID	1.4
2005-06 School Survey on Crime and Safety	FINALWGT	SCHID	REPWGT1-REPWGT50	JK1	WR	STRATA; SCHID	1.5
2007-08 School Survey on Crime and Safety	FINALWGT	SCHID	REPWGT1-REPWGT50	JK1	WR	STRATA; SCHID	1.6
2009-10 School Survey on Crime and Safety	FINALWGT	SCHID	REPWGT1-REPWGT50	JK1	WR	STRATA; SCHID	1.5

[1]WesVar Complex Samples software, version 5, is available from Westat (www.westat.com). Information on SUDAAN can be obtained at www.rti.org/sudaan. Information on Stata can be obtained at www.stata.com. Additionally, SAS (version 9.2 and above) includes survey procedures that use the replication method for variance estimation (see www.sas.com).
[2]Information on SUDAAN can be obtained at www.rti.org/sudaan. 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 http://www-03.ibm.com/software/products/en/spss-complex-samples. Information on AM can be obtained at www.am.air.org.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000, 2003–04, 2005–06, 2007–08, and 2009–10.

The statistical programs that allow for calculation of standard errors using both jackknife replication and TSP are SUDAAN,[20] Stata,[21] and SAS (versions 9.2 and above).[22] An additional program that offers the replication method is WesVar.[23] Additional programs that offer TSP are SAS[24] (versions 8 to 9.1), SPSS,[25] and AM.[26]

[20] See http://www.rti.org/sudaan for more information about SUDAAN.
[21] See http://www.stata.com for more information about Stata.
[22] See http://www.sas.com for more information about SAS.
[23] See http://www.westat.com/westat/statistical_software/wesvar/index.cfm for more information about WesVar.
[24] See http://www.sas.com for more information about SAS.
[25] See http://www.spss.com for more information about SPSS.
[26] See http://www.am.air.org for more information about AM.

Sample code is provided below to calculate standard errors for means using the jackknife replication method in SAS 9.2, SAS-callable SUDAAN, and Stata. Sample code is also provided for calculating standard errors for means using TSP in SAS, Stata, SUDAAN, and the SPSS Complex Samples module.

The following code for SAS 9.2, SAS-callable SUDAAN, and Stata will produce standard errors for a mean using the jackknife replication method:

SAS 9.2

```
proc surveymeans varmethod=jackknife;
var VARNAME;
weight FINALWGT;
repweights REPWGT1--REPWGT50/jkcoefs=0.98;
run;
```

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
```

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

SAS

```
proc surveymeans;
 stratum STRATA;
 cluster SCHID;
 weight FINALWGT;
 var VARNAME;
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 VARNAME;
run;
```

SPSS[27]

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.
```

6.3 Approximate Standard Errors

It is highly recommended that analysts use the jackknife replicate and TSP variables to produce key estimates and their standard errors (see section 6.2 above). However, 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

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

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 randomly from the population (simple random sampling design). 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

[27] Unlike the other statistical programs, a two-step method is required when using the SPSS Complex Samples 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.csaplan and is saved to the C:\ drive.

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 approximately 40 variables. Table 4 gives average values of *DEFF* and *DEFT* for selected subgroups.

Table 4. Average values of DEFF and DEFT for selected school characteristics: School year 2009–10

School characteristic	DEFF	DEFT
Total	1.5376	1.2400
Enrollment size		
Less than 300	1.3952	1.1812
300-499	1.2865	1.1342
500-999	1.3859	1.1773
1,000 or more	1.3608	1.1665
Level[1]		
Primary	1.0874	1.0428
Middle	1.1791	1.0859
High School	1.5578	1.2481
Combined	1.2265	1.1075
Locale		
City	1.8163	1.3477
Suburb	1.5815	1.2576
Town	1.5062	1.2273
Rural	1.5406	1.2412
Percent White enrollment		
More than 95 percent	2.2329	1.4943
More than 80 to 95 percent	1.9950	1.4124
More than 50 to 80 percent	2.0939	1.4470
50 percent or less	2.2050	1.4849

[1]Primary schools are defined as schools in which the lowest grade is not higher than grade 3 and the highest grade is not higher than grade 8. Middle schools are defined as schools in which the lowest grade is not lower than grade 4 and the highest grade is not higher than grade 9. High schools are defined as schools in which the lowest grade is not lower than grade 9 and the highest grade is not higher than grade 12. Combined schools include all other combinations of grades, including K–12 schools.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

A simple method of obtaining the approximate standard error of an estimated proportion or percentage (if $\hat{p}$ is expressed as a proportion, the formula yields a standard error of the proportion; if $\hat{p}$ is expressed as a percentage, the formula yields the standard error of a percentage) from the survey is to first compute the standard error of the estimate under simple random sampling and multiply the standard error by $DEFT$. That is, the standard error of $\hat{p}$ under the design is

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

An example of how to approximate the standard error for a percentage p follows. If a weighted estimate of 47 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 standard error of the estimate for a simple random sample

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

where $\hat{p}$ is the weighted estimate (percentage) and n is the unweighted sample size on which the percentage is based.

Since the full SSOCS:2010 sample is being used for this estimate, n = 2,648. The corresponding standard error for a simple random sample can then be calculated as

$$\sqrt{\frac{47\,(53)}{2{,}648}} = 0.97$$

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

0.97 x *DEFT*.

If 1.24 is chosen as a conservative estimate of *DEFT*, the estimated standard error would be 1.20 (i.e., 0.97 x 1.24).

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 standard error (unweighted) of a simple random sampling design for disruptions is 0.8. The approximate standard error for the estimate would then be 1.00 (i.e., 0.8 disruptions x 1.2481, the *DEFT* for high schools).

7. Data Considerations and Anomalies

This section discusses potential reporting errors and subsequent logical imputation edits that were implemented. Analysts should take these into consideration when using SSOCS:2010 data.

7.1 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 2009–10 school year. Logically, 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 on it. In these circumstances, the "no" response to the first part of the question was logically edited to a "yes" response.

7.2 School Security Staff: Items 7 (C0220) Through 11g (C0264)

In item 7, respondents are asked whether their schools have any security guards, security personnel, or sworn law enforcement officers. 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.

7.3 Number of Incidents: Subitems 16a1 (C0310) Through 16l2 (C0364)

In item 16, respondents are asked to record the overall number of specific incidents that occurred at their school during the 2009–10 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. To protect respondents' confidentiality, the detailed responses were omitted from the public-use file and replaced by summary measures.

7.4 Use of Disciplinary Actions: Subitems 22a1 (C0390) Through 22o2 (C0456)

In item 22, 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 2009–10 school year. Logically, 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 whether the action was allowed, but "yes" to the question of use. In these circumstances, the "no" response to whether the action was allowed was logically edited to a "yes" response.

7.5 Number of Students Involved in Recorded Offenses of Use/Possession of a Firearm/Explosive Device: Subitem 23a1 (C0458)

In item 23a_1, respondents are asked to report the total number of students involved in recorded offenses of use or possession of a firearm/explosive device. In the event that the value of C0458 is missing but there are valid values for each type of disciplinary action for this offense (C0460–C0466), the number of students (C0458) is edited to be equal to the sum of disciplinary actions taken for that offense. When applied to the SSOCS:2010 data file, this edit resulted in the largest values of C0458 in the data file. Specifically, about 28 percent of these edited values constitute the highest values of the distribution of this variable (about the highest 0.4 percent of the distribution). Because the values of disciplinary actions recorded were not the result of editing or imputation and these schools tended to have high student enrollment values, the edited values of C0458 were left as is in the SSOCS:2010 data file. This item is omitted from the public-use file to protect respondents' confidentiality.

7.6 Disciplinary Actions Taken: Subitems 23a1 (C0458) Through 23e5 (C0506)

In item 23, 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. To protect respondents' confidentiality, the detailed responses were omitted from the public-use file and replaced by summary measures.

7.7 Total Removals and Transfers: Subitems 24a (C0518) and 24b (C0520)

In item 24, respondents are asked to report the total number of removals and transfers from their school for disciplinary reasons. Logically, these counts should be equal to or greater than the total number of removals and transfers reported in item 23, 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 23 counts for the removal and transfer columns exceeded their respective subparts in item 24, the item 24 count was deleted and imputed.

7.8 Classroom Changes: Item 28 (C0538)

In item 28, schools are asked to report the average number of classroom changes most students make 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 blanked and a new value was imputed.

7.9 Average Daily Attendance: Item 32 (C0568)

In item 32, schools were asked to report the average daily attendance (percentage of students present). Some respondents may have interpreted this question to mean the percentage of students absent rather than present; therefore, some responses were quite low. These abnormally low responses were left in the data file; however, data users may want to code these responses in a different manner or eliminate them from analysis when using this variable.

8. References

Chen, C., and Weikart, L.A. (2008). Student Background, School Climate, School Disorder, and Student Achievement: An Empirical Study of New York City's Middle Schools. *Journal of School Violence*, *7*(4): 3-20.

Langbein, L., and Bess, R. (2002). Sports in Schools: Source of Amity or Antipathy? *Social Science Quarterly, 83*(2): 436-54.

Miller, A.K. (2004). *Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety* (NCES 2004-314R). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC.

Appendix A:

2009–10 School Survey on Crime and Safety Questionnaire

<<<<<<<<< INSERT QUESTIONNAIRE PDF HERE >>>>>>>>>

Appendix B:

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

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10

Order	Variable	Label	Format	Length	Start column	End column
1	SCHID	Unique school identifier	Num	4	1	4
2	C0014_R	Title/position of respondent (recoded)	Num	8	6	13
3	C0016_R	# of years respondent at the school (topcoded)	Char	2	15	16
4	C0110	School practice require visitor check in	Num	3	18	20
5	C0112	Access controlled locked/monitored doors	Num	3	22	24
6	C0114	Grounds have locked/monitored gates	Num	3	26	28
7	C0116	Students pass through metal detectors	Num	3	30	32
8	C0120	Have random metal detector checks on students	Num	3	34	36
9	C0122	Practice to close campus for lunch	Num	3	38	40
10	C0124	Practice random dog sniffs for drugs	Num	3	42	44
11	C0126	Random sweeps for contraband not including dog sniffs	Num	3	46	48
12	C0128	Require drug testing for athletes	Num	3	50	52
13	C0130	Require drug testing for students in extra-curricular activities	Num	3	54	56
14	C0132	Require drug testing for any students	Num	3	58	60
15	C0134	Require students to wear uniforms	Num	3	62	64
16	C0136	Practice to enforce a strict dress code	Num	3	66	68
17	C0138	Provide school lockers to students	Num	3	70	72
18	C0140	Require clear book bags or ban book bags	Num	3	74	76
19	C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	Num	3	78	80
20	C0142	Require students to wear badge or photo ID	Num	3	82	84
21	C0143	Provide a structured anonymous threat reporting system	Num	3	86	88
22	C0144	Require faculty/staff to wear badge or photo ID	Num	3	90	92
23	C0146	Security camera(s) monitor the school	Num	3	94	96
24	C0148	Provide telephones in most classrooms	Num	3	98	100
25	C0150	Provide two-way radios to any staff	Num	3	102	104
26	C0151	Limit access to social networking sites	Num	3	106	108
27	C0153	Prohibit use of cell phones and text messaging devices	Num	3	110	112
28	C0154	School has written plan for shootings	Num	3	114	116
29	C0156	Drilled students on plan for shootings	Num	3	118	120
30	C0158	Written plan for natural disasters	Num	3	122	124
31	C0160	Drilled students on plan for natural disasters	Num	3	126	128
32	C0162	Written crisis plan for hostages	Num	3	130	132
33	C0164	Drilled students on plan for hostages	Num	3	134	136
34	C0166	Written plan for bomb threats	Num	3	138	140
35	C0168	Drilled students on plan for bomb threats	Num	3	142	144
36	C0169	Written plan for suicide threat or incident	Num	3	146	148
37	C0170	Written plan for chemical, biological, or radiological threats	Num	3	150	152
38	C0171	Written plan for the U.S. national threat level is changed to Red	Num	3	154	156
39	C0172	Drilled students on plan for chemical, biological, or radiological threats	Num	3	158	160

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 --Continued

Order	Variable	Label	Format	Length	Start column	End column
40	C0173	Written plan for pandemic flu	Num	3	162	164
41	C0174	Prevention curriculum/instruction/training	Num	3	166	168
42	C0176	Behavioral modification for students	Num	3	170	172
43	C0178	Student counseling/social work	Num	3	174	176
44	C0180	Individual mentoring/tutoring by students	Num	3	178	180
45	C0181	Individual mentoring/tutoring by adults	Num	3	182	184
46	C0182	Recreation/enrichment student activities	Num	3	186	188
47	C0184	Student involvement resolving problems	Num	3	190	192
48	C0186	Promote sense of community/integration	Num	3	194	196
49	C0190	Formal process to obtain parental input	Num	3	198	200
50	C0192	Provide training/assistance to parents	Num	3	202	204
51	C0194	Program involves parents at school	Num	3	206	208
52	C0196	Parent participates in open house or back to school night	Num	3	210	212
53	C0198	Parent participates in parent-teacher conference	Num	3	214	216
54	C0200	Parent participates in subject-area events	Num	3	218	220
55	C0202	Parent volunteers at school	Num	3	222	224
56	C0204	Community involvement-parent groups	Num	3	226	228
57	C0206	Community involvement-social services	Num	3	230	232
58	C0208	Community involvement-juvenile justice	Num	3	234	236
59	C0210	Community involvement-law enforcement	Num	3	238	240
60	C0212	Community involvement-mental health	Num	3	242	244
61	C0214	Community involvement-civic organizations	Num	3	246	248
62	C0216	Community involvement-business	Num	3	250	252
63	C0218	Community involvement-religious organizations	Num	3	254	256
64	C0220	Security guard, security personnel, or sworn law enforcement officer	Num	3	258	260
65	C0222	Security used during school hours	Num	3	262	264
66	C0224	Security while students arrive/leave	Num	3	266	268
67	C0226	Security at selected school activities	Num	3	270	272
68	C0228	Security when school not occurring	Num	3	274	276
69	C0246	Guards carry a stun gun	Num	3	278	280
70	C0248	Guards carry chemical aerosol sprays	Num	3	282	284
71	C0250	Guards armed with firearms	Num	3	286	288
72	C0252	Security enforcement and patrol	Num	3	290	292
73	C0254	Maintain school discipline	Num	3	294	296
74	C0256	Coordinated with local police	Num	3	298	300
75	C0258	Identify problems and seek solutions	Num	3	302	304
76	C0260	Train teachers in school safety	Num	3	306	308
77	C0262	Mentor students	Num	3	310	312
78	C0264	Teach or train students (e.g., drug-related education)	Num	3	314	316
79	C0266	Teacher training-classroom management	Num	3	318	320

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
80	C0268	Teacher training-violence discipline policies	Num	3	322	324
81	C0269	Teacher training-alcohol or drug discipline policy	Num	3	326	328
82	C0270	Teacher training-safety procedures	Num	3	330	332
83	C0272	Teacher training-early warning signs for violent behavior	Num	3	334	336
84	C0274	Teacher training-student alcohol/drug abuse	Num	3	338	340
85	C0276	Teacher training-positive behavioral intervention	Num	3	342	344
86	C0277	Teacher training-crisis prevention and intervention	Num	3	346	348
87	C0280	Efforts limited by inadequate/lack of teacher training	Num	3	350	352
88	C0282	Efforts limited by inadequate/lack of alternative placement	Num	3	354	356
89	C0284	Efforts limited by parental complaints	Num	3	358	360
90	C0286	Efforts limited by inadequate/lack of teacher support	Num	3	362	364
91	C0288	Efforts limited by inadequate/lack of parent support	Num	3	366	368
92	C0290	Efforts limited by fear of student retaliation	Num	3	370	372
93	C0292	Efforts limited by fear of litigation	Num	3	374	376
94	C0294	Efforts limited by inadequate funds	Num	3	378	380
95	C0296	Efforts limited by inconsistent application of policies	Num	3	382	384
96	C0298	Efforts limited by fear of district or state reprisal	Num	3	386	388
97	C0300	Efforts limited by fed policies/special ed	Num	3	390	392
98	C0302	Efforts limited by other federal policies-not special ed	Num	3	394	396
99	C0304	Efforts limited by other state/district policies-not special ed	Num	3	398	400
100	C0306	Any school deaths from homicides	Num	3	402	404
101	C0308	School shooting incidents	Num	3	406	408
102	C0374	How often student racial/ethnic tensions	Num	3	410	412
103	C0376	How often student bullying occurs	Num	3	414	416
104	C0378	How often student sexual harassment of students	Num	3	418	420
105	C0379	How often student harassment based on sexual orientation	Num	3	422	424
106	C0380	How often student verbal abuse of teachers	Num	3	426	428
107	C0382	How often widespread disorder in classrooms	Num	3	430	432
108	C0384	How often student acts of disrespect for teachers-not verbal abuse	Num	3	434	436
109	C0386	How often student gang activities	Num	3	438	440
110	C0388	How often student cult or extremist activites	Num	3	442	444
111	C0389	How often cyberbullying among students	Num	3	446	448
112	C0390	Removal with no services available	Num	3	450	452
113	C0391	How often school environment affected by cyberbullying	Num	3	454	456
114	C0392	Removal with no services available-action used	Num	3	458	460
115	C0393	How often staff resources used to deal with cyberbullying	Num	3	462	464
116	C0394	Removal with tutoring/at-home instruction available	Num	3	466	468
117	C0396	Removal with tutoring/at-home instruction available-action used	Num	3	470	472
118	C0398	Transfer to specialized school available	Num	3	474	476

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
119	C0400	Transfer to specialized school available-action used	Num	3	478	480
120	C0402	Transfer to regular school available	Num	3	482	484
121	C0404	Transfer to regular school available-action used	Num	3	486	488
122	C0406	Outside suspension/no services available	Num	3	490	492
123	C0408	Outside suspension/no services available-action used	Num	3	494	496
124	C0410	Outside suspension with services available	Num	3	498	500
125	C0412	Outside suspension with services available-action used	Num	3	502	504
126	C0414	In-school suspension/no services available	Num	3	506	508
127	C0416	In-school suspension/no services available-action used	Num	3	510	512
128	C0418	In-school suspension with services available	Num	3	514	516
129	C0420	In-school suspension with services available-action used	Num	3	518	520
130	C0422	Referral to school counselor available	Num	3	522	524
131	C0424	Referral to school counselor available-action used	Num	3	526	528
132	C0426	In-school disciplinary plan available	Num	3	530	532
133	C0428	In-school disciplinary plan available - action used	Num	3	534	536
134	C0430	Outside school disciplinary plan available	Num	3	538	540
135	C0432	Outside school disciplinary plan available - action used	Num	3	542	544
136	C0434	Loss of bus privileges for misbehavior available	Num	3	546	548
137	C0436	Loss of bus privileges for misbehavior available-action used	Num	3	550	552
138	C0438	Corporal punishment available	Num	3	554	556
139	C0440	Corporal punishment available-action used	Num	3	558	560
140	C0442	School probation available	Num	3	562	564
141	C0444	School probation available-action used	Num	3	566	568
142	C0446	Detention/Saturday school available	Num	3	570	572
143	C0448	Detention/Saturday school available-action used	Num	3	574	576
144	C0450	Loss of student privileges available	Num	3	578	580
145	C0452	Loss of student privileges available-action used	Num	3	582	584
146	C0454	Require community service available	Num	3	586	588
147	C0456	Require community service available-action used	Num	3	590	592
148	C0518	# of removals with no service-total	Num	3	594	596
149	C0520	# of transfers to specialized schools-total	Num	4	598	601
150	C0526	Percent students limited English proficient	Num	3	603	605
151	C0528	Percent special education students	Num	3	607	609
152	C0532	Percent students below 15th percentile standardized tests	Num	3	611	613
153	C0534	Percent students likely to go to college	Num	3	615	617
154	C0536	Percent students academic achievement important	Num	3	619	621
155	C0538	Typical number of classroom changes	Num	3	623	625
156	C0560	Crime where students live	Num	3	627	629
157	C0562	Crime where school located	Num	3	631	633
158	C0568	Average percent daily attendance	Num	3	635	637

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
159	C0570	# of students transferred to school	Num	4	639	642
160	C0572	# of students transferred from school	Num	4	644	647
161	C0578	Date questionnaire completed MMDDYYYY	Char	8	649	656
162	C0578_DD	Day questionnaire completed	Num	3	658	660
163	C0578_MM	Month questionnaire completed	Num	3	662	664
164	C0578_YY	Year questionnaire completed	Num	4	666	669
165	CRISIS10	# of types of crises covered in written plans	Num	3	671	673
166	DISTOT10	Total number of disciplinary actions recorded	Num	4	675	678
167	INCID10	Total number of incidents recorded	Num	4	680	683
168	INCPOL10	Total number of incidents reported to police	Num	4	685	688
169	OTHACT10	Total 'other actions' for specified offenses	Num	4	690	693
170	OUTSUS10	Total OSS > 5 days but < the remainder of school for specified offenses	Num	4	695	698
171	PROBWK10	# of types of problems that occur at least once a week	Num	3	700	702
172	REMOVL10	Total removals with no continuing school services for specified offenses	Num	3	704	706
173	STRATA	Collapsed STRATUM code	Num	4	708	711
174	STUOFF10	Total students involved in specified offenses	Num	4	713	716
175	SVINC10	Total number of serious violent incidents recorded	Num	4	718	721
176	SVPOL10	Total number of serious violent incidents reported to police	Num	3	723	725
177	TRANSF10	Total transfers to specialized schools for specified offenses	Num	4	727	730
178	VIOINC10	Total number of violent incidents recorded	Num	4	732	735
179	VIOPOL10	Total number of violent incidents reported to police	Num	4	737	740
180	DISFIRE10	Total number of disciplinary actions recorded for use or possession of a firearm or explosive device	Num	8	742	749
181	DISDRUG10	Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs	Num	8	751	758
182	DISWEAP10	Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	Num	8	760	767
183	GANGHATE	Total number of gang-related and hate crimes	Num	8	769	776
184	DISRUPT	Total number of disruptions	Num	8	778	785
185	DISATT10	Total number of disciplinary actions recorded for physical attacks or fights	Num	8	787	794
186	DISALC10	Total number of disciplinary actions recorded for distribution, possession, or use of alcohol	Num	8	796	803
187	SEC_FT10	Total number of full-time security guards, SROs, or sworn law enforcement officers	Num	8	805	812
188	SEC_PT10	Total number of part-time security guards, SROs, or sworn law enforcement officers	Num	8	814	821
189	FR_LVEL	School grades offered - based on 07-08 CCD frame variables (School)	Num	3	823	825
190	FR_SIZE	School size categories - based on 07-08 CCD frame variables (School)	Num	3	827	829
191	FR_URBAN	Urbanicity - Based on Urban-centric location of school	Num	3	831	833
192	PERCWHT	Percent White enrollment (categorical)	Num	3	835	837

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
193	FINALWGT	Final weight for the sample	Num	8	839	846
194	REPWGT1	Jackknife replicate 1	Num	8	848	855
195	REPWGT2	Jackknife replicate 2	Num	8	857	864
196	REPWGT3	Jackknife replicate 3	Num	8	866	873
197	REPWGT4	Jackknife replicate 4	Num	8	875	882
198	REPWGT5	Jackknife replicate 5	Num	8	884	891
199	REPWGT6	Jackknife replicate 6	Num	8	893	900
200	REPWGT7	Jackknife replicate 7	Num	8	902	909
201	REPWGT8	Jackknife replicate 8	Num	8	911	918
202	REPWGT9	Jackknife replicate 9	Num	8	920	927
203	REPWGT10	Jackknife replicate 10	Num	8	929	936
204	REPWGT11	Jackknife replicate 11	Num	8	938	945
205	REPWGT12	Jackknife replicate 12	Num	8	947	954
206	REPWGT13	Jackknife replicate 13	Num	8	956	963
207	REPWGT14	Jackknife replicate 14	Num	8	965	972
208	REPWGT15	Jackknife replicate 15	Num	8	974	981
209	REPWGT16	Jackknife replicate 16	Num	8	983	990
210	REPWGT17	Jackknife replicate 17	Num	8	992	999
211	REPWGT18	Jackknife replicate 18	Num	8	1001	1008
212	REPWGT19	Jackknife replicate 19	Num	8	1010	1017
213	REPWGT20	Jackknife replicate 20	Num	8	1019	1026
214	REPWGT21	Jackknife replicate 21	Num	8	1028	1035
215	REPWGT22	Jackknife replicate 22	Num	8	1037	1044
216	REPWGT23	Jackknife replicate 23	Num	8	1046	1053
217	REPWGT24	Jackknife replicate 24	Num	8	1055	1062
218	REPWGT25	Jackknife replicate 25	Num	8	1064	1071
219	REPWGT26	Jackknife replicate 26	Num	8	1073	1080
220	REPWGT27	Jackknife replicate 27	Num	8	1082	1089
221	REPWGT28	Jackknife replicate 28	Num	8	1091	1098
222	REPWGT29	Jackknife replicate 29	Num	8	1100	1107
223	REPWGT30	Jackknife replicate 30	Num	8	1109	1116
224	REPWGT31	Jackknife replicate 31	Num	8	1118	1125
225	REPWGT32	Jackknife replicate 32	Num	8	1127	1134
226	REPWGT33	Jackknife replicate 33	Num	8	1136	1143
227	REPWGT34	Jackknife replicate 34	Num	8	1145	1152
228	REPWGT35	Jackknife replicate 35	Num	8	1154	1161
229	REPWGT36	Jackknife replicate 36	Num	8	1163	1170
230	REPWGT37	Jackknife replicate 37	Num	8	1172	1179
231	REPWGT38	Jackknife replicate 38	Num	8	1181	1188
232	REPWGT39	Jackknife replicate 39	Num	8	1190	1197

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
233	REPWGT40	Jackknife replicate 40	Num	8	1199	1206
234	REPWGT41	Jackknife replicate 41	Num	8	1208	1215
235	REPWGT42	Jackknife replicate 42	Num	8	1217	1224
236	REPWGT43	Jackknife replicate 43	Num	8	1226	1233
237	REPWGT44	Jackknife replicate 44	Num	8	1235	1242
238	REPWGT45	Jackknife replicate 45	Num	8	1244	1251
239	REPWGT46	Jackknife replicate 46	Num	8	1253	1260
240	REPWGT47	Jackknife replicate 47	Num	8	1262	1269
241	REPWGT48	Jackknife replicate 48	Num	8	1271	1278
242	REPWGT49	Jackknife replicate 49	Num	8	1280	1287
243	REPWGT50	Jackknife replicate 50	Num	8	1289	1296
244	IC0110	Imputation Flag	Num	3	1298	1300
245	IC0112	Imputation Flag	Num	3	1302	1304
246	IC0114	Imputation Flag	Num	3	1306	1308
247	IC0116	Imputation Flag	Num	3	1310	1312
248	IC0120	Imputation Flag	Num	3	1314	1316
249	IC0122	Imputation Flag	Num	3	1318	1320
250	IC0124	Imputation Flag	Num	3	1322	1324
251	IC0126	Imputation Flag	Num	3	1326	1328
252	IC0128	Imputation Flag	Num	3	1330	1332
253	IC0130	Imputation Flag	Num	3	1334	1336
254	IC0132	Imputation Flag	Num	3	1338	1340
255	IC0134	Imputation Flag	Num	3	1342	1344
256	IC0136	Imputation Flag	Num	3	1346	1348
257	IC0138	Imputation Flag	Num	3	1350	1352
258	IC0140	Imputation Flag	Num	3	1354	1356
259	IC0141	Imputation Flag	Num	3	1358	1360
260	IC0142	Imputation Flag	Num	3	1362	1364
261	IC0143	Imputation Flag	Num	3	1366	1368
262	IC0144	Imputation Flag	Num	3	1370	1372
263	IC0146	Imputation Flag	Num	3	1374	1376
264	IC0148	Imputation Flag	Num	3	1378	1380
265	IC0150	Imputation Flag	Num	3	1382	1384
266	IC0151	Imputation Flag	Num	3	1386	1388
267	IC0153	Imputation Flag	Num	3	1390	1392
268	IC0154	Imputation Flag	Num	3	1394	1396
269	IC0156	Imputation Flag	Num	3	1398	1400
270	IC0158	Imputation Flag	Num	3	1402	1404
271	IC0160	Imputation Flag	Num	3	1406	1408
272	IC0162	Imputation Flag	Num	3	1410	1412

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
273	IC0164	Imputation Flag	Num	3	1414	1416
274	IC0166	Imputation Flag	Num	3	1418	1420
275	IC0168	Imputation Flag	Num	3	1422	1424
276	IC0169	Imputation Flag	Num	3	1426	1428
277	IC0170	Imputation Flag	Num	3	1430	1432
278	IC0171	Imputation Flag	Num	3	1434	1436
279	IC0172	Imputation Flag	Num	3	1438	1440
280	IC0173	Imputation Flag	Num	3	1442	1444
281	IC0174	Imputation Flag	Num	3	1446	1448
282	IC0176	Imputation Flag	Num	3	1450	1452
283	IC0178	Imputation Flag	Num	3	1454	1456
284	IC0180	Imputation Flag	Num	3	1458	1460
285	IC0181	Imputation Flag	Num	3	1462	1464
286	IC0182	Imputation Flag	Num	3	1466	1468
287	IC0184	Imputation Flag	Num	3	1470	1472
288	IC0186	Imputation Flag	Num	3	1474	1476
289	IC0190	Imputation Flag	Num	3	1478	1480
290	IC0192	Imputation Flag	Num	3	1482	1484
291	IC0194	Imputation Flag	Num	3	1486	1488
292	IC0196	Imputation Flag	Num	3	1490	1492
293	IC0198	Imputation Flag	Num	3	1494	1496
294	IC0200	Imputation Flag	Num	3	1498	1500
295	IC0202	Imputation Flag	Num	3	1502	1504
296	IC0204	Imputation Flag	Num	3	1506	1508
297	IC0206	Imputation Flag	Num	3	1510	1512
298	IC0208	Imputation Flag	Num	3	1514	1516
299	IC0210	Imputation Flag	Num	3	1518	1520
300	IC0212	Imputation Flag	Num	3	1522	1524
301	IC0214	Imputation Flag	Num	3	1526	1528
302	IC0216	Imputation Flag	Num	3	1530	1532
303	IC0218	Imputation Flag	Num	3	1534	1536
304	IC0220	Imputation Flag	Num	3	1538	1540
305	IC0222	Imputation Flag	Num	3	1542	1544
306	IC0224	Imputation Flag	Num	3	1546	1548
307	IC0226	Imputation Flag	Num	3	1550	1552
308	IC0228	Imputation Flag	Num	3	1554	1556
309	IC0246	Imputation Flag	Num	3	1558	1560
310	IC0248	Imputation Flag	Num	3	1562	1564
311	IC0250	Imputation Flag	Num	3	1566	1568
312	IC0252	Imputation Flag	Num	3	1570	1572

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
313	IC0254	Imputation Flag	Num	3	1574	1576
314	IC0256	Imputation Flag	Num	3	1578	1580
315	IC0258	Imputation Flag	Num	3	1582	1584
316	IC0260	Imputation Flag	Num	3	1586	1588
317	IC0262	Imputation Flag	Num	3	1590	1592
318	IC0264	Imputation Flag	Num	3	1594	1596
319	IC0266	Imputation Flag	Num	3	1598	1600
320	IC0268	Imputation Flag	Num	3	1602	1604
321	IC0269	Imputation Flag	Num	3	1606	1608
322	IC0270	Imputation Flag	Num	3	1610	1612
323	IC0272	Imputation Flag	Num	3	1614	1616
324	IC0274	Imputation Flag	Num	3	1618	1620
325	IC0276	Imputation Flag	Num	3	1622	1624
326	IC0277	Imputation Flag	Num	3	1626	1628
327	IC0280	Imputation Flag	Num	3	1630	1632
328	IC0282	Imputation Flag	Num	3	1634	1636
329	IC0284	Imputation Flag	Num	3	1638	1640
330	IC0286	Imputation Flag	Num	3	1642	1644
331	IC0288	Imputation Flag	Num	3	1646	1648
332	IC0290	Imputation Flag	Num	3	1650	1652
333	IC0292	Imputation Flag	Num	3	1654	1656
334	IC0294	Imputation Flag	Num	3	1658	1660
335	IC0296	Imputation Flag	Num	3	1662	1664
336	IC0298	Imputation Flag	Num	3	1666	1668
337	IC0300	Imputation Flag	Num	3	1670	1672
338	IC0302	Imputation Flag	Num	3	1674	1676
339	IC0304	Imputation Flag	Num	3	1678	1680
340	IC0306	Imputation Flag	Num	3	1682	1684
341	IC0308	Imputation Flag	Num	3	1686	1688
342	IC0374	Imputation Flag	Num	3	1690	1692
343	IC0376	Imputation Flag	Num	3	1694	1696
344	IC0378	Imputation Flag	Num	3	1698	1700
345	IC0379	Imputation Flag	Num	3	1702	1704
346	IC0380	Imputation Flag	Num	3	1706	1708
347	IC0382	Imputation Flag	Num	3	1710	1712
348	IC0384	Imputation Flag	Num	3	1714	1716
349	IC0386	Imputation Flag	Num	3	1718	1720
350	IC0388	Imputation Flag	Num	3	1722	1724
351	IC0389	Imputation Flag	Num	3	1726	1728
352	IC0390	Imputation Flag	Num	3	1730	1732

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
353	IC0391	Imputation Flag	Num	3	1734	1736
354	IC0392	Imputation Flag	Num	3	1738	1740
355	IC0393	Imputation Flag	Num	3	1742	1744
356	IC0394	Imputation Flag	Num	3	1746	1748
357	IC0396	Imputation Flag	Num	3	1750	1752
358	IC0398	Imputation Flag	Num	3	1754	1756
359	IC0400	Imputation Flag	Num	3	1758	1760
360	IC0402	Imputation Flag	Num	3	1762	1764
361	IC0404	Imputation Flag	Num	3	1766	1768
362	IC0406	Imputation Flag	Num	3	1770	1772
363	IC0408	Imputation Flag	Num	3	1774	1776
364	IC0410	Imputation Flag	Num	3	1778	1780
365	IC0412	Imputation Flag	Num	3	1782	1784
366	IC0414	Imputation Flag	Num	3	1786	1788
367	IC0416	Imputation Flag	Num	3	1790	1792
368	IC0418	Imputation Flag	Num	3	1794	1796
369	IC0420	Imputation Flag	Num	3	1798	1800
370	IC0422	Imputation Flag	Num	3	1802	1804
371	IC0424	Imputation Flag	Num	3	1806	1808
372	IC0426	Imputation Flag	Num	3	1810	1812
373	IC0428	Imputation Flag	Num	3	1814	1816
374	IC0430	Imputation Flag	Num	3	1818	1820
375	IC0432	Imputation Flag	Num	3	1822	1824
376	IC0434	Imputation Flag	Num	3	1826	1828
377	IC0436	Imputation Flag	Num	3	1830	1832
378	IC0438	Imputation Flag	Num	3	1834	1836
379	IC0440	Imputation Flag	Num	3	1838	1840
380	IC0442	Imputation Flag	Num	3	1842	1844
381	IC0444	Imputation Flag	Num	3	1846	1848
382	IC0446	Imputation Flag	Num	3	1850	1852
383	IC0448	Imputation Flag	Num	3	1854	1856
384	IC0450	Imputation Flag	Num	3	1858	1860
385	IC0452	Imputation Flag	Num	3	1862	1864
386	IC0454	Imputation Flag	Num	3	1866	1868
387	IC0456	Imputation Flag	Num	3	1870	1872
388	IC0518	Imputation Flag	Num	3	1874	1876
389	IC0520	Imputation Flag	Num	3	1878	1880
390	IC0526	Imputation Flag	Num	3	1882	1884
391	IC0528	Imputation Flag	Num	3	1886	1888
392	IC0532	Imputation Flag	Num	3	1890	1892

Table B-1. Variable list and ASCII record layout of the public-use data file: School year 2009-10 (continued)

Order	Variable	Label	Format	Length	Start column	End column
393	IC0534	Imputation Flag	Num	3	1894	1896
394	IC0536	Imputation Flag	Num	3	1898	1900
395	IC0538	Imputation Flag	Num	3	1902	1904
396	IC0560	Imputation Flag	Num	3	1906	1908
397	IC0562	Imputation Flag	Num	3	1910	1912
398	IC0568	Imputation Flag	Num	3	1914	1916
399	IC0570	Imputation Flag	Num	3	1918	1920
400	IC0572	Imputation Flag	Num	3	1922	1924

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).

Appendix C:

List of Variables in the Restricted-Use File and Not in the Public-Use Data

Table C-1. Variables in the restricted-use file that were dropped from the public-use file

Category	Variable name	Definition
Frame variables from the 07-08 CCD	FR_ASN	Number of Asian students
	FR_BLK	Number of Black, non-Hispanic students
	FR_CCDID	CCD school ID
	FR_CHRT	Charter school identifier
	FR_ETHN	Number of ethnic students in school (total)
	FR_FIPST	FIPS state code
	FR_HIGD	High grade in school
	FR_HISP	Number of Hispanic students
	FR_INDN	Number of American Indian/Alaska Native students
	FR_LEAID	CCD Local Education Agency (LEA) ID
	FR_LOC4	Urbanicity – old style (school) – 4 categories
	FR_LOC8	Urbanicity – old style (school)
	FR_LOC12	Urbanicity – urban-centric (school)
	FR_LOGD	Low grade in school
	FR_MEM	Total students in district
	FR_MINR	Number of minority students in school
	FR_MSC05	Metropolitan status code
	FR_NOST	Total student enrollment
	FR_NPRGN	NAEP regions
	FR_PERWT	Percent white enrollment in school
	FR_SCH05	Number of schools in district
	FR_TSTU	Total PK-12 students in district
	FR_WHIT	Number of white, non-Hispanic students in school
	CENREGN	Census regions
Questionnaire variables	C0014	Title/position of respondent
	C0015_R	Title/position of respondent (other) text response
	C0232	# of full-time security guards
	C0234	# of part-time security guards
	C0236	# of full-time School Resource Officers
	C0238	# of part-time School Resource Officers
	C0240	# of full-time sworn law enforcement officers-not SROs
	C0242	# of part-time sworn law enforcement officers-not SROs
	C0310	# of rapes/attempted rapes-total
	C0312	# of rapes reported to police
	C0314	# of sexual batteries other than rape-total
	C0316	# of sexual batteries other than rape reported to police
	C0318	# of robberies with weapon-total
	C0320	# of robberies with weapon reported to police
	C0322	# of robberies without weapon – total
	C0324	# of robberies without weapon reported to police
	C0326	# of attacks with weapon - total
	C0328	# of attacks with weapon reported to police
	C0330	# of attacks without weapon - total
	C0332	# of attacks without weapon reported to police
	C0334	# of threats of attack with weapon - total
	C0336	# of threats of attack with weapon reported to police
	C0338	# of threats of attack without weapon - total
	C0340	# of threats of attack without weapon reported to police
	C0342	# of incidents theft/larceny-total
	C0344	# of incidents theft/larceny reported to police
	C0346	# of possession of firearms-total
	C0348	# of possession of firearms reported to police
	C0350	# of possession knife/sharp object-total
	C0352	# of possession knife/sharp object reported to police
	C0354	# of distribution, possession, or use of drugs-total

Table C-1. Variables in the restricted-use file that were dropped from the public-use file—Continued

Category	Variable name	Definition
Questionnaire variables	C0355	# of distribution, possession, or use of prescription drugs-total
	C0356	# of distribution, possession, or use of drugs reported to police
	C0357	# of distribution, possession, or use of prescription drugs reported to police
	C0358	# of distribution, possession or use of alcohol-total
	C0360	# of distribution, possession or use of alcohol reported to police
	C0362	# of incidents of vandalism-total
	C0364	# of incidents of vandalism reported to police
	C0366	# of hate crimes
	C0368	# of gang-related crimes
	C0369	# of gang-related hate crimes
	C0370	# of times school disrupted due to unplanned fire alarms
	C0372	# of times school disrupted (e.g. bomb, chemical, radiological, death threats)
	C0458	Student use/possession firearm/explosive device-total
	C0460	# of removals for firearm use/possession
	C0462	# of transfers for firearm use/possession
	C0464	# of suspensions for firearm use/possession
	C0466	# of other actions for firearm use/possession
	C0468	Student use/possession weapon (other than firearm/explosive device)-total
	C0470	# of removals for weapon use
	C0472	# of transfers for weapon use
	C0474	# of suspensions for weapon use
	C0476	# of other actions for weapon use
	C0478	Student distribution/possession/use illegal drugs-total
	C0480	# of removals for distribution/possession/use-illegal drugs
	C0482	# of transfers for distribution/possession/use-illegal drugs
	C0484	# of suspensions for distribution/possession/use-illegal drugs
	C0486	# of other actions for distribution/possession/use-illegal drugs
	C0488	Student distribution/possession/use alcohol-total
	C0490	# of removals for distribution/possession/use-alcohol
	C0492	# of transfers for distribution/possession/use-alcohol
	C0494	# of suspensions for distribution/possession/use-alcohol
	C0496	# of other actions for distribution/possession/use-alcohol
	C0498	Student attacks/fights-total
	C0500	# of removals for attacks/fights
	C0502	# of transfers for attacks/fights
	C0504	# of suspensions for attacks/fights
	C0506	# of other actions for attacks/fights
	C0522	Total enrollment size
	C0524	Percentage of students eligible for free/reduced-price lunch
	C0530	Percentage male
	C0564	School type
	C0565	Verbatim response for “other” category in C0564
	C0574	Start date of academic year
	C0574_DD	Start date of academic year - day
	C0574_MM	Start date of academic year - month
	C0574_YY	Start date of academic year – year
	C0576	End date of academic year
	C0576_DD	End date of academic year - day
	C0576_MM	End date of academic year - month
	C0576_YY	End date of academic year – year
	C0522CAT	Enrollment size - categorical
	C0524CAT	Percentage of students eligible for free/reduced price lunch - categorical
	C0530CAT	Percentage male enrollment – categorical

Table C-1. Variables in the restricted-use file that were dropped from the public-use file—Continued

Category	Variable name	Definition
Composite variables	FTE07	Total FTE teaching staff
	FTE10CAT	Total FTE teaching staff (categorical)
	STPFTE10	Ratio of students to FTE teaching staff
	STRCAT	Ratio of students to FTE teaching staff (categorical)
Imputation flags	IC0232	Imputation Flag
	IC0234	Imputation Flag
	IC0236	Imputation Flag
	IC0238	Imputation Flag
	IC0240	Imputation Flag
	IC0242	Imputation Flag
	IC0310	Imputation Flag
	IC0312	Imputation Flag
	IC0314	Imputation Flag
	IC0316	Imputation Flag
	IC0318	Imputation Flag
	IC0320	Imputation Flag
	IC0322	Imputation Flag
	IC0324	Imputation Flag
	IC0326	Imputation Flag
	IC0328	Imputation Flag
	IC0330	Imputation Flag
	IC0332	Imputation Flag
	IC0334	Imputation Flag
	IC0336	Imputation Flag
	IC0338	Imputation Flag
	IC0340	Imputation Flag
	IC0342	Imputation Flag
	IC0344	Imputation Flag
	IC0346	Imputation Flag
	IC0348	Imputation Flag
	IC0350	Imputation Flag
	IC0352	Imputation Flag
	IC0354	Imputation Flag
	IC0355	Imputation Flag
	IC0356	Imputation Flag
	IC0357	Imputation Flag
	IC0358	Imputation Flag
	IC0360	Imputation Flag
	IC0362	Imputation Flag
	IC0364	Imputation Flag
	IC0366	Imputation Flag
	IC0368	Imputation Flag
	IC0369	Imputation Flag
	IC0370	Imputation Flag
	IC0372	Imputation Flag
	IC0458	Imputation Flag
	IC0460	Imputation Flag
	IC0462	Imputation Flag
	IC0464	Imputation Flag
	IC0466	Imputation Flag
	IC0468	Imputation Flag
	IC0470	Imputation Flag
	IC0472	Imputation Flag
	IC0474	Imputation Flag
	IC0476	Imputation Flag

Table C-1. Variables in the restricted-use file that were dropped from the public-use file—Continued

Category	Variable name	Definition
Imputation flags	IC0478	Imputation Flag
	IC0480	Imputation Flag
	IC0482	Imputation Flag
	IC0484	Imputation Flag
	IC0486	Imputation Flag
	IC0488	Imputation Flag
	IC0490	Imputation Flag
	IC0492	Imputation Flag
	IC0494	Imputation Flag
	IC0496	Imputation Flag
	IC0498	Imputation Flag
	IC0500	Imputation Flag
	IC0502	Imputation Flag
	IC0504	Imputation Flag
	IC0506	Imputation Flag
	IC0522	Imputation Flag
	IC0524	Imputation Flag
	IC0530	Imputation Flag
	IC0564	Imputation Flag

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2009–10 School Survey on Crime and Safety (SSOCS:2010).