



2007–08 School Survey on Crime and Safety (SSOCS)

Survey Documentation for Public-Use Data File Users

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1. Introduction

The School Survey on Crime and Safety (SSOCS) is managed by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education. 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 four times: in school years 1999–2000, 2003–04, 2005–06, and 2007–08. It is being conducted again in school year 2009–10.

The 2007–08 SSOCS (SSOCS:2008) 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 3,484 primary, middle, high, and combined schools, questionnaire packets were mailed to 3,367 schools.¹ A total of 2,560 public schools submitted usable questionnaires, for a weighted response rate of 77.2 percent. Data were collected from February 25, 2008, through, June 17, 2008.

This survey documentation offers comprehensive information about the SSOCS:2008 collection, including its purpose, the data collection instrument, the sample design, data collection methods, and data processing procedures. The manual contains information specific to the SSOCS:2008 public-use data file, including a list of variables and the record layout of the fixed-format ASCII file (appendix A). The discussion of restricted-use-only variables distinguishes them from public-use variables with the notation “/R” at the end of the variable name. Specifically, variables with “/R” at the end of the variable name do not appear on the public-use file; they appear only on the restricted-use file. Readers should note that the variables in appendixes I, K, and L are not designated with an “/R” since they are all from the restricted-use data file.²

1.1 Background of the Study

A safe school environment is necessary for educating the 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 has gained national attention in the aftermath of several school shootings since 1999. 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 surveys³ while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was established by NCES in response to this need, specifically addressing safety in and around American public schools.

¹ The total SSOCS:2008 sample consisted of 3,484 public schools. The districts of 94 schools did not give NCES permission to contact their schools about participating in the survey.

² A survey documentation containing information specific to the SSOCS:2008 restricted-use data file is available for users of the restricted-use data. 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>.

³ The surveys on school crime and safety sponsored by the Department of Education prior to 1999 were the Safe Schools Study conducted by the National Institute of Education in 1978 and the Principal/School Disciplinarian Survey on School Violence, conducted through the Fast Response Survey System (FRSS) in 1997.

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

1.2 Questionnaire Development

The SSOCS:2008 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)⁴ and governmental units, pretesting of the questionnaire with 14 schools, and review for clearance by the Office of Management and Budget and the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers. The SSOCS:2004 questionnaire was updated for content, flow, and clarity based on input from the TRP, seven site visits, and eight debriefing interviews.

While the main topics in the SSOCS questionnaire have remained the same substantively across all administrations, some items have been modified over the years.⁵ The differences between the 2006 and 2008 questionnaire items are detailed below:⁶

Item 1 (SSOCS:2006 and SSOCS:2008)

Item 1e in 2006 (*Require visitors to pass through metal detectors, C0118*) was dropped. In addition, two new items were added: item 1p (*Provide an electronic notification system that automatically notifies parents in case of a schoolwide emergency, C0141*) and item 1q (*Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box), C0143*).

As a result of these changes to item 1, the following items were renumbered:

<u>Item</u>	SSOCS		SSOCS
	<u>C0</u>	<u>2006</u>	<u>2008</u>
Perform one or more random metal detector checks on students	120	1f	1e
Close the campus for most or all students during lunch	122	1g	1f
Use one or more random dog sniffs to check for drugs	124	1h	1g
Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	126	1i	1h

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

⁵ For further information on the development of the SSOCS instrument over previous iterations, please refer to the 1990–2000, 2003–04, and 2005–06 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.

⁶ The “C” numbers following some questions refer to the source codes assigned by the Bureau of the Census to each item. The C numbers do not change from one administration to the other, even though the question number might change on the survey instrument.

Require drug testing for athletes	128	1j	1i
Require drug testing for students in extracurricular activities other than athletics	130	1k	1j
Require drug testing for any other students	132	1l	1k
Require students to wear uniforms	134	1m	1l
Enforce a strict dress code	136	1n	1m
Provide school lockers to students	138	1o	1n
Require clear book bags or ban book bags on school grounds	140	1p	1o
Require students to wear badges or picture IDs	142	1q	1r
Require faculty and staff to wear badges or picture IDs	144	1r	1s
Use one or more security cameras to monitor the school	146	1s	1t
Provide telephones in most classrooms	148	1t	1u
Provide two-way radios to any staff	150	1u	1v
Prohibit all tobacco use on school grounds	152	1v	1w

Item 2 (SSOCS:2006 and SSOCS:2008)

Three new items were added in 2008: Item 2f (*Suicide threat or incident, C0169*), item 2g (*The U.S. national threat level is changed to red (Severe Risk of Terrorist Attack) by the Department of Homeland Security, C0171*), and item 2h (*Pandemic flu, C0173*). For these new items, the last two columns of item 2 (*If “Yes,” has your school drilled students on the plan during the 2007–08 school year?*) were blanked out (i.e., schools that reported they had a written plan were not asked to report if it was drilled).

Items 7, 8, 10, and 11 (SSOCS:2006 and SSOCS:2008)

For the SSOCS:2008 questionnaire, these items were reworded so that they read:

Item 7: *During the 2007–08 school year, did you have any security guards, security personnel, or sworn law enforcement officers present at your school at least once a week?*

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

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

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

In 2006, these items read:

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

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

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

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

Item 12 (SSOCS:2006 and SSOCS:2008)

Items 12b, 12c, 12d, 12e, and 12f were reworded in 2008. *Training in...* was added to the beginning of these items so that they read:

Item 12b: *Training in schoolwide discipline policies and practices related to violence, alcohol, and/or drug use, C0268*

Item 12c: *Training in safety procedures, C0270*

Item 12d: *Training in recognizing early warning signs of students likely to exhibit violent behavior, C0272*

Item 12e: *Training in recognizing signs of students using/abusing alcohol and/or drugs, C0274*

Item 12f: *Training in positive behavioral intervention strategies, C0276*

Item 13 (SSOCS:2006 and SSOCS:2008)

Items 13l and 13m were reworded in 2008 so that they read:

Item 13l: *Federal policies on discipline and safety other than those for special education students, C0302*

Item 13m: *State or district policies on discipline and safety other than those for special education students, C0304*

In 2006, these items read:

Item 13l: *Other federal policies on discipline and safety, C0302*

Item 13m: *Other state or district policies on discipline and safety, C0304*

Item 14 (SSOCS:2006 and SSOCS:2008)

Item 14 was slightly reworded in 2008 so that it read: *During the 2007–08 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed at your school? (C0306)*. In 2006, it read: *During the 2006–07 school year, did any of your school's students, faculty, or staff die as a result of a homicide committed at your school? (C0306)*.

Item 20 (SSOCS:2006 and SSOCS:2008)

Items 20d and 20e were transposed in 2008. In 2006, *Widespread disorder in classrooms, C0382*, was item number 20e; in 2008, it was 20d. In 2006, *Student verbal abuse of teachers, C0380*, was 20d; in 2008, it was 20e.

Item 20f, *Student acts of disrespect for teachers, C0384*, was changed in 2008 by adding *other than verbal abuse* to the end, so that it read: *Student acts of disrespect for teachers other than verbal abuse*.

Item 22 (SSOCS:2006 and SSOCS:2008)

The instructions preceding item 22 were modified in 2008. In 2006, the third (final) bullet read:

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

In 2008, this instruction was separated into two bullets and additional information was added to the end of the last sentence:

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

1.3 Survey Topics

1.3.1 School Practices and Programs

The first section of the SSOCS:2008 instrument, “School Practices and Programs,” addresses current school practices and programs relating to crime and discipline. Respondents are asked about numerous procedures through which schools attempt to prevent and reduce crime, disorder, and violence, as well as procedures used to ensure the most effective response to a myriad of potential on-campus crises. Although these items are not intended to be used to evaluate the state of national school practices, they present a foundation from which policymakers and researchers can begin to understand environments in which crime occurs and may be used as a catalyst for influencing safer schools.

1.3.2 Parent and Community Involvement at School

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

1.3.3 School Security

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

various times throughout the school day and after school hours, the number of full- and part-time security employees, whether they were armed, and their participation in particular school activities, such as mentoring students or training teachers in school safety.

1.3.4 Staff Training

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

1.3.5 Limitations on Crime Prevention

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

1.3.6 Frequency of Crime and Violence at School

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

1.3.7 Number of Incidents

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

1.3.8 Disciplinary Problems and Actions

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

suspensions, and whether the actions were used at the school during the 2007–08 school year. Since research has shown that a school’s inability to control minor infractions may be indicative of a crime-prone school environment (Miller 2004), the data provided by this section will be helpful in assessing the impact of schools’ control of lesser violations, as well as provide another measure of the disciplinary measures used in U.S. schools.

1.3.9 School Characteristics

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

2. Sample Design and Implementation

2.1 Sampling Frame

The sampling frame for SSOCS:2008 was constructed from the 2005–06 Common Core of Data (CCD) Public Elementary/Secondary School Universe File. The CCD is an NCES annual census system that collects fiscal and nonfiscal data on all public schools, public school districts, and state education agencies in the United States. The data are supplied by state education agency officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures. Certain types of schools are excluded from the CCD Public Elementary/Secondary School Universe File in order to create the SSOCS sampling frame, including schools in the U.S. outlying areas⁷ and Puerto Rico, overseas Department of Defense schools, newly closed schools, home schools, Bureau of Indian Education schools, nonregular schools, ungraded schools, and schools with a high grade of kindergarten or lower. Regular schools, charter schools, and schools that have partial or total magnet programs are included in the frame.

2.2 Sample Design

The same general sample design used for SSOCS:2000, SSOCS:2004, and SSOCS:2006 was adopted for the selection of schools in SSOCS:2008. As in the prior collections, the objective of the 2007–08 sample design was twofold: to obtain overall cross-sectional and subgroup estimates of important indicators of school crime and safety and to develop precise estimates of change in various characteristics relating to crime between the SSOCS administrations. To attain these objectives, a stratified sample of 3,484 regular public schools was drawn for SSOCS:2008. As in SSOCS:2004 and SSOCS:2006, but in contrast to SSOCS:2000, there was no attempt to minimize overlap between the SSOCS:2008 sample and samples for other NCES surveys.⁸ For sample allocation and sample selection purposes, strata were defined by crossing instructional level, locale, and enrollment size. In addition, status as Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, or American Indian/Alaska Native students and region were used as implicit stratification variables by sorting schools by these variables within each stratum before sample selection. The three explicit stratification variables have been shown to be related to school crime (Miller 2004) and thus create meaningful strata for this survey.

The same design was used to allocate the sample across strata for all administrations of SSOCS, but the calculation of the total initial samples differed. Without the experience of prior administrations of the survey, stratum response rates had to be estimated for SSOCS:2000 when determining the number of sample cases within each stratum. In contrast, SSOCS:2004, SSOCS:2006, and SSOCS:2008 took advantage of the lessons learned from data collection in the previous collections. The SSOCS:2006 stratum response rates were used to determine the proper size of the initial sample for SSOCS:2008. NCES required a minimum of 2,550 completed

⁷ The U.S. outlying areas include America Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

⁸ The number of other NCES surveys in the field during the SSOCS:2008 field period was much lower than the number during the SSOCS:2000 field period, so the likelihood of a sampled SSOCS school being selected for another NCES survey was lower for SSOCS:2008 than for SSOCS:2000.

interviews for SSOCS:2008, 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:2006 (for a more detailed explanation of the inflation for nonresponse, see section 2.4).

2.3 Sample Size

The initial goal of SSOCS:2008 was to collect data from at least 2,550 schools, taking nonresponse into account. One possible method of allocating schools to the different sampling strata would have been to allocate them proportionally to the U.S. public school population. However, while the majority of U.S. public schools are primary schools, the majority of school violence is reported in middle and high schools. Therefore, a larger proportion of the desired sample of 2,550 schools was allocated to middle and high schools. The desired sample was allocated to the four instructional levels as follows: 640 primary schools, 895 middle schools, 915 high schools, and 100 combined schools.⁹ Schools in SSOCS:2000, SSOCS:2004, and SSOCS:2006 were allocated to instructional levels in a similar manner.

2.4 Stratification, Sample Selection, and Final Sample

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

As indicated earlier, the same variables and categories used in SSOCS:2000, SSOCS:2004, and SSOCS:2006 were used to stratify the SSOCS:2008 population of schools, namely, instructional level, locale, and enrollment size. SSOCS:2008 varied from past administrations of SSOCS in that the definition of locale was derived from the 12-level place-based code currently assigned in the CCD rather than the 8-level metro-based code obtained from the CCD in previous administrations. Within each instructional level, the sample of schools was allocated among the 16 cells formed by the cross-classification of enrollment size¹⁰ and locale.¹¹ This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of size” (MOS) in order to obtain a reasonable sample of lower enrollment schools while at the same time giving a higher probability of selection to higher enrollment schools. The MOS was calculated by first finding the square root of each school’s enrollment and then aggregating over the schools in the stratum.

⁹ The number of combined schools sampled in SSOCS:2008 was considerably smaller than in SSOCS:2000, but comparable to the number sampled in SSOCS:2004 and SSOCS:2006. In SSOCS:2000, an initial sample of 269 combined schools was selected, and 199 surveys were completed. Because so few combined schools responded, reliable estimates for these schools could not be produced. It was therefore more efficient to take a smaller sample of combined schools and allocate the balance to the remaining three instructional levels for which separate estimates were required. In 2004, the number of completed surveys for combined schools was initially expected to be about half the number obtained in 2000. This logic proved true, as 88 combined schools completed the survey. Due to this success, 100 sampled schools were allocated to combined schools in SSOCS:2006 and SSOCS:2008.

¹⁰ The four categories of enrollment size are 1–299 students, 300–499 students, 500–999 students, and 1,000 students or more.

¹¹ The four categories of locale are city, suburb, town, and rural.

The formula is given as

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

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

The total measure of size for an instructional level— MOS_{TOT} —was found by summing the MOS_h values for the 16 strata at that instructional level. The ratio MOS_h / MOS_{TOT} determined the number of schools allocated to that stratum. For example, the MOS for the stratum of suburban primary schools with 500–999 students was 184,137, and the total across all 16 strata within the primary school level was 1,032,653. The ratio of this stratum to the overall school level is $184,137/1,032,653=.178314$. Roughly 17.8 percent of the 640 primary school sample cases were therefore allocated to this stratum (specifically, $640 \times .178314=114.12$), or 114 schools. Note that some strata were rounded up and some were rounded down to the nearest whole number.

The effective sample sizes for each of the strata were then inflated to account for nonresponse by dividing the target stratum sample size by the expected stratum response rate. For example, the target sample size for suburban primary schools with 500–999 students was calculated above as 114 schools. Based on prior experience,¹² the response rate for this stratum was expected to be 77.4 percent, so the number of schools to be sampled from this stratum was increased to 147 ($114/.774=147$). Sample sizes were inflated by an additional 1.5 percent to account for out-of-scope schools, for a total of 150 in the example. Town and rural schools with total enrollments of less than 300 students were not further inflated (as they were in SSOCS:2006), since SSOCS:2008 used the Schools and Staffing Survey (SASS) sampling frame as the starting point. The SASS sampling frame had already collapsed CCD records for rural schools to the correct self-perceived grade level definition as nearly as possible, so fewer grade range discrepancies were anticipated.

Once the final sample sizes were determined for each of the 64 strata, the schools within each stratum were sorted by region and percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, which has a similar effect as stratification. Within each stratum, a simple random systematic sample was drawn. The sampling interval k was calculated as the ratio of the number of schools in the frame to the nonresponse-adjusted sample size. A random start r was selected between 0 and k , and schools r , $r + k$, $r + 2k$, $r + 3k$, etc., were selected (rounding up to the nearest whole number). Continuing the example of suburban primary schools with 500–999 students, there were 7,170 schools of this type in the frame. Because 150 schools were needed from this stratum, the sampling interval k was 47.8 ($7,170/150=47.8$). A random start was then chosen between 0 and 47.8 to select the first school, and 47.8 was successively added to the random start to select each of the remaining 149 schools in the sample (rounding up each time to get the number of the school in the sorted list).

¹² The actual response rates achieved in 2006 were used as the foundation for determining the number of schools that needed to be contacted in each stratum in 2008 to obtain the allocated number of completed surveys in each stratum.

Table 2.1 shows the characteristics of the initial selected sample of 3,484 schools (which yielded 2,560 responding schools, 872 nonresponding schools, and 52 ineligible schools). Some categories of schools were more likely than others to respond; for example, schools were more likely to respond if they were in rural areas or towns, had fewer students, were combined schools, or had a low percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students.

**Table 2.1. Response status and unweighted response rate, by selected school characteristics:
School year 2007–08**

School characteristic	Initial sample	Completed surveys ¹	Non-respondents ²	Ineligibles ³	Percent
					Unweighted response rate ⁴
Total	3,484	2,560	872	52	74.6
Enrollment size					
Less than 300	371	285	60	26	82.6
300–499	630	486	131	13	78.8
500–999	1,318	992	315	11	75.9
1,000 or more	1,165	797	366	2	68.5
Level ⁵					
Primary	833	618	200	15	75.6
Middle	1,214	897	297	20	75.1
High school	1,295	936	347	12	73.0
Combined	142	109	28	5	79.6
Locale					
City	1,046	679	335	32	67.0
Suburb	1,151	814	329	8	71.2
Town	469	390	70	9	84.8
Rural	818	677	138	3	83.1
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	427	353	70	4	83.5
5 to less than 20 percent	892	707	181	4	79.6
20 to less than 50 percent	895	656	231	8	74.0
50 percent or more	1,270	844	390	36	68.4
Region					
Northeast	597	399	189	9	67.9
Midwest	832	648	168	16	79.4
South	1,274	950	304	20	75.8
West	781	563	211	7	72.7

¹ In SSOCS:2008, a minimum of 60 percent of the 241 subitems eligible for recontact were required to be answered for the survey to be considered complete; this included a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

² Nonrespondents include schools whose districts denied permission to NCES and eligible schools that either did not respond or that responded but did not answer the minimum number of items required for the survey to be considered complete. In total, there were 94 schools whose districts denied permission to NCES, 665 schools that did not send back a questionnaire, and 113 schools that were noninterviews for other reasons (including refusals, undeliverables, and the partially completed questionnaires that did not qualify as an interview).

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or 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 a ratio: completed cases / (total sample - known ineligibles).

⁵ 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, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

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:2008 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:2008 CHAID analysis were locale, region, number of full-time-equivalent (FTE) teachers, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, and percentage of students eligible for free or reduced-price lunch. When the number of responding schools in a class was sufficiently small, the weighting class was combined with another to avoid the possibility of large weights. After combining the necessary classes, the base weights were adjusted so that the weighted distribution of the responding schools resembled the initial distribution of the total sample.

The nonresponse-adjusted weights were then poststratified to calibrate the sample to known population totals. Two dimension margins were set up for the poststratification—(1) instructional level and school enrollment size; and (2) instructional level and locale—and an iterative process known as the raking ratio adjustment brought the weights into agreement with known control totals. Poststratification works well when the population not covered by the survey is similar to the covered population within each poststratum. Thus, to be effective, the variables that define the poststrata must be correlated with the variables of interest, they must be well measured in the survey, and control totals must be available for the population as a whole. All three requirements were satisfied by the aforementioned poststratification margins.¹³

2.6 Computing Standard Errors

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

¹³ Instructional level, school enrollment, and locale have been shown to be correlated with crime (Miller 2004).

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:2008. The specific replication procedure used for SSOCS:2008 was a jackknife replication method, which involved dividing the sample into 50 subsamples (replicates) for the computation of the replicate weights. Replicate weights were created for each of the 50 replicates using the same estimation procedures that were used for the full sample. These replicate weights are included in the SSOCS:2008 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 approach to the valid estimation of sampling errors for complex sample design is to use TSP. Under TSP, sampling is assumed to be with replacement within each stratum to avoid estimating the variance at all stages of sampling, and the variance computation involves only the totals of primary sampling units (PSUs) within each stratum. Therefore, it is important to specify the PSU (i.e., the school) identified by the unique school variable and the stratum to which the PSU belongs for computing the variance.

The SSOCS:2008 data file includes variables to obtain weighted estimates and to calculate standard errors using TSP. Table 2.2 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.

The statistical programs that allow for calculation of standard errors using both jackknife replication and TSP are SUDAAN¹⁴ and Stata.¹⁵ An additional program that offers the replication method is WesVar.¹⁶ Additional programs that offer TSP are SAS¹⁷ (version 8 and above), SPSS,¹⁸ and AM.¹⁹

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

¹⁴ See <http://www.rti.org/sudaan> for more information about SUDAAN.

¹⁵ See <http://www.stata.com> for more information about Stata.

¹⁶ To calculate standard errors using jackknife replication weights in WesVar, see *A User's Guide to WesVarPC* (Brick et al. 1997).

¹⁷ See <http://www.sas.com> for more information about SAS.

¹⁸ See <http://www.spss.com> for more information about SPSS.

¹⁹ See <http://am.air.org> for more information about AM.

Table 2.2. Summary of weighting and sample variance estimation variables

SSOCS data file	Full sample weight	Computing sampling errors					DEFF (Design Effect) for proximating sampling errors
		Respondent ID	Replicate weights	Jackknife method	Sample design	Nesting variables	
1999-2000 School Survey on Crime and Safety	FWT	WESID	FWTI-FWT50	JK1	WR	STR_SOCS; WESID	1.4
2003-04 School Survey on Crime and Safety	FINALWGT	ABTID	REPWG1-REP2G50	JK1	WR	STRATA64; ABTID	1.4
2005-06 School Survey on Crime and Safety	FINALWGT	SCHID	REPWG1-REPWG50	JK1	WR	STRATA; SCHID	1.5
2007-08 School Survey on Crime and Safety	FINALWGT	SCHID	REPWG1-REPWG50	JK1	WR	STRATA; SCHID	1.6

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.

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 www.spss.com/complex_samples. Information on AM can be obtained at am.air.org.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety (SSOCS), 1999–2000, 2003–04, 2005–06, and 2007–08.

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 ;
```

SPSS²⁰

Step One:

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

Step Two:

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

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

²⁰ 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.

SAS-callable SUDAAN

```
proc descript design=jackknife DEFT4 filetype=sas ;  
weight FINALWGT ;  
jackwgt1 REPWGT1-REPWGT50/adjjack=0.98 ;  
var VARNAME ;  
run ;
```

Stata

```
svyset [pw=finalwgt], jkrw(repwt1-repwt50, multiplier (.98))  
svy: mean varname
```

2.7 Approximate Standard Errors

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

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

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

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

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

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

Table 2.3. Average values of the design effect (DEFF and DEFT) for selected school characteristics: School year 2007–08

School characteristic	DEFF	DEFT
Total	1.6295	1.2765
Enrollment size		
Less than 300	1.4280	1.1950
300–499	1.5482	1.2443
500–999	1.4773	1.2054
1,000 or more	1.7613	1.3271
Level ¹		
Primary	1.1163	1.0566
Middle	1.1462	1.0706
High school	1.3193	1.1486
Combined	1.4785	1.2159
Locale		
City	1.7027	1.3049
Suburb	1.5302	1.2370
Town	1.9380	1.3921
Rural	1.7710	1.3308
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students		
Less than 5 percent	2.1585	1.4692
5 to less than 20 percent	2.1792	1.4762
20 to less than 50 percent	2.2781	1.5093
50 percent or more	1.9576	1.3991

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, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

reporting at least one theft), then an approximate standard error can be developed in a few steps. First, obtain the simple-random-sample standard error of the estimate

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

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

Since the full SSOCS:2008 sample is being used for this estimate, $n=2,560$. The corresponding simple-random-sample standard error can then be calculated as

$$\sqrt{\frac{47(53)}{2,560}} = 0.99$$

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

$$0.99 \times DEFT.$$

If 1.277 is chosen as a conservative estimate of *DEFT*, the estimated standard error would be 1.26 (i.e., 0.99 x 1.277).

The approximate standard error of a survey mean could be computed using a similar procedure. First, the mean should be estimated using the full sample weight and any standard statistical package like SAS or SPSS. Next, the standard error of the estimate should be obtained under simple random sampling without using weights. This unweighted standard error should then be multiplied by the average design effect to get the approximate standard error of the mean under the design. For example, suppose that the estimated (weighted) mean number of disruptions in high schools is 4 and the simple-random-sample standard error (unweighted) is 0.8 disruptions. The approximate standard error for the estimate would then be 0.92 (i.e., 0.8 disruptions x 1.1486, the *DEFT* for high schools).

3. Data Collection Methods and Response Rates

The following sections discuss the procedures used in the data collection of the 2007–08 School Survey on Crime and Safety (SSOCS:2008).

3.1 Data Collection Procedures

SSOCS:2008 was conducted as a mail survey with telephone follow-up. NCES began working with the school districts of those sampled schools that required district approval to participate in the survey 4 months prior to data collection to allow sufficient time to gain authorization. Approximately 1 week prior to mailing the questionnaires, an advance letter (shown in appendix B) was sent to the principals along with a brochure providing additional information about the survey. This letter gave background information on SSOCS, informed the principal that the questionnaire would be delivered via FedEx the following week, and included a toll-free number and an e-mail address to contact with any questions regarding the survey.

Following the advance letter being sent 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:2008 (see appendixes C and D for a copy of the CSSO and district superintendent cover letters, respectively). The letters included information about the survey and were accompanied by an informational copy of the questionnaire and the SSOCS brochure. The letters were not designed to ask for permission from these officials to participate in the survey, but rather as a vehicle to enhance participation.

On February 25–26, 2008, a total of 3,367 questionnaires²¹ were sent via FedEx directly to the principals of the sampled schools with a cover letter describing the importance of the survey, a SSOCS pen, a CD-ROM of the *Statistical Abstract of the United States: 2008*, and a preaddressed, postage-paid return envelope (see appendix E for a copy of the cover letter and appendix F 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.

The screener telephone operation began a week after the initial packages were sent to sampled schools. The screener operation had two objectives:

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

Throughout the screener operation, respondents could request a replacement questionnaire if they had not received or had misplaced the original. Replacement questionnaires were sent via FedEx to 939 schools that requested them on a flow basis. After the operation concluded, replacement questionnaires were sent via FedEx to 323 nonresponding schools that either could not be reached by telephone or were contacted but did not confirm receiving the package.

²¹ The total SSOCS:2008 sample consisted of 3,484 public schools. The districts of 94 schools did not give NCES permission to contact their schools about participating in the survey.

The reminder telephone operation began 2 weeks after the screener ended and was conducted in two 1-week phases. The primary objective of the reminder operation was to follow up with the principal or school contact to determine the status of the questionnaire; however, during the second phase, the interviewer could complete the SSOCS interview over the phone at the respondent's request. There was a 1-week break between the two phases to allow principals time to complete and return the questionnaire. There were 215 requests for replacement questionnaires during phase 1 and 179 requests during phase 2. Replacement questionnaires were sent via FedEx on a flow basis. Following the reminder operation, replacement questionnaires were sent via FedEx to 55 schools that were not reached during the screener or reminder telephone operations.

The nonresponse follow-up operation began a little over 2 weeks after the reminder operation ended. During this 4-week operation, interviewers collected data over the telephone and by fax submission. Data collection was originally scheduled to end on May 30, 2008, but was extended until June 6, 2008. There were 56 requests for replacement questionnaires during the nonresponse follow-up operation. Replacement questionnaires were sent via FedEx on a flow basis.

Returned questionnaires were examined for quality and completeness using both manual and automated edits. A total of 103 subitems were identified as critical items. The school was recontacted during the data retrieval operation if fewer than 80 percent of these critical subitems were complete or if the questionnaire had three or more rapes reported in subitem 16a, five or more soft-range violations,²² a ratio of students to FTE teachers of less than 1 or greater than 50, less than 60 percent of the total subitems eligible for recontact completed, less than 60 percent of question 16 subitems completed, or less than 60 percent of question 22 subitems completed. The data retrieval operation started 2 weeks after the reminder operation ended and lasted for 6 weeks. During this operation, the respondent was asked to resolve issues related to the missing data and, in cases where the recontacts failed to produce a satisfactory resolution, values were imputed for missing items (for additional information see Chapter 4. Data Preparation).

Table 3.1 summarizes the SSOCS:2008 data collection schedule.

3.2 Interviewer Training

Interviewers working on SSOCS:2008 were employees of the U.S. Census Bureau's Jeffersonville Telephone Center in Jeffersonville, Indiana. All interviewers received 10 hours of computer-assisted telephone interviewing (CATI) training—on topics such as what makes a good interviewer, how to interview, voice, and diction—before attending survey-specific training sessions.

²² Soft-range violations occurred if an answer was unusually high or low, given the school's enrollment.

Table 3.1. Data collection schedule: School year 2007–08

Activity	Date(s)
Advance work with some school districts to inquire about and respond to requirements by the school districts to approve surveys.	November 1, 2007
Advance letters and a SSOCs brochure were mailed to principals of sampled schools describing the survey and alerting them that it would be sent via FedEx the following week.	February 19, 2008
Advance letters were sent to superintendents and chief state school officers to inform them that schools within their districts or states had been selected for SSOCs:2008.	February 20–22, 2008
SSOCs:2008 questionnaire was sent to the school principal/administrator of sampled schools via FedEx.	February 25–26, 2008
Sample schools were contacted during the screener operation to verify that they were eligible to participate in SSOCs and had received the questionnaire.	March 3–19, 2008
Replacement questionnaires were sent to schools that requested them during the screener, reminder, and nonresponse follow-up operations on a flow basis.	March 14–June 6, 2008
Telephone reminder operation, phase 1: Sample schools that had not returned a completed SSOCs questionnaire were contacted to remind them to do so as soon as possible.	April 7–11, 2008
A replacement questionnaire was mailed to nonresponding schools that were not reached during the screener operation.	April 7, 2008
Telephone reminder operation, phase 2: Sample schools that had not returned a completed SSOCs questionnaire were contacted to remind them to do so as soon as possible. Interviewers completed the questionnaire over the phone with the respondent at the respondent's request.	April 21–25, 2008
A replacement questionnaire was mailed to nonresponding schools that were not reached during the screener, reminder phase 1, or reminder phase 2 operations.	May 13, 2008
Data retrieval operation for cases in which critical items were left blank or responses were illogical. Respondents were contacted to resolve issues related to the missing data.	May 8–June 18, 2008
Nonresponse follow-up: Sample schools that had not returned a completed SSOCs questionnaire were contacted to attempt to complete the questionnaire over the phone or by fax submission.	May 12–June 6, 2008

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCs:2008).

Interviewer training on the content and data collection procedures of SSOCs:2008 was conducted from March through May 2008. Two 5-hour training sessions were conducted on February 29, 2008, and March 3, 2008, for the screener operation. An additional training session, lasting 3½ hours, was conducted on April 3, 2008, for the reminder operation. Approximately 32 interviewers were trained for the screener and reminder operations. Training for the nonresponse follow-up operation was conducted on May 12, 2008. The training session lasted 3½ hours and had 22 attendees.

3.2.1 Training on Basic Interviewer Skills

Prior to the first SSOCS telephone operation, interviewers were given an “Interviewer Self-Study Guide” to read at the beginning of the classroom training session. This guide covered all of the information necessary to be successful in making phone calls to schools. The self-study guide described the purpose, design, and sample size of the survey and provided an overview of all of the telephone operations. It described the challenges the interviewers might face when collecting data from schools and offered advice on how to work with the office staff. Interviewers were given an abbreviated version of the self-study prior to subsequent telephone operations. The abbreviated self-study guides focused on the specific operation that was about to be conducted.

3.2.2 Training on Questionnaire Follow-up

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

3.2.3 Training on Refusal Conversion

All interviewers working on SSOCS:2008 were trained in both refusal aversion and conversion. The training distinguished between aversion and conversion and described keys to success, including strong communication skills, project knowledge, knowledge of the case history, and the ability to think on one’s feet. Interviewers were instructed to respond to the issues the respondent raised, to remember that the respondent is always right, and to know when the interview is over. They were urged to be persuasive as well as calm and understanding, to probe for the reason the respondent was refusing, to be prepared to listen, and to use active listening techniques. They were also asked to vary their tone of voice, to use the resources available to them, and to leave good comments for the next interviewer working on the case. First refusal cases were referred to experienced interviewers for a refusal conversion attempt.

3.2.4 Training on Data Retrieval

The training on data retrieval was conducted on May 8, 2008. The 5-hour training session was attended by 14 interviewers. The training was similar to the training for other telephone operations in that it included a self-study guide and paired practices. More time was devoted to paired practice exercises than in the other training sessions due to the complex nature of the operation. The data retrieval form included a list of items for follow-up and their respective page numbers. The list of items was ordered by importance to the survey so that the most critical items were completed first in case the respondent could not complete the interview. Since one of the

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

3.3 Data Retrieval

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

- three or more rapes were reported in subitem 16a;
- the ratio of students to FTE teaching staff was less than 1 or greater than 50;
- less than 60 percent of the total subitems eligible for recontact were filled in (at least 145 of 241 total subitems²³ needed to be complete);
- less than 60 percent of question 16 subitems were filled in (at least 17 of 28 subitems needed to be complete);
- less than 60 percent of question 22 subitems were filled in (at least 18 of 30 subitems needed to be complete);
- less than 80 percent of critical subitems were filled in (at least 83 of 103 subitems needed to be complete); or
- there were five or more soft-range violations.

The critical items in SSOCS:2008 were questions 7, 8, 14, 15, 16, 17, 20, 22, 23, 24, 25, 26, 28, 31, 32, and 33. Soft-range violations occurred if an answer was unusually high or low, given the school's enrollment.

In SSOCS:2008, 172 cases were eligible for data retrieval; however, 10 of these cases were not sent to data retrieval.²⁴ Of the 162 cases that were sent to data retrieval, telephone interviewers successfully recontacted the respondents for 150 cases, resulting in 119 successful interviews (i.e., all items flagged for follow-up were asked) and 31 partial interviews (i.e., only some items flagged for follow-up were asked). Of these 31 partial interviews, 15 were successfully recontacted by the telephone interviewers but did not qualify as an interview, and 16 went on to become completed surveys.

²³ The 241 total subitems eligible for recontact include all 248 subitems in the questionnaire except for the seven introductory questions (C0010, C0012, C0014, C0015, C0016, C0018, and C0020).

²⁴ Nine of these cases were received after the final batch of questionnaires was sent to data retrieval. One case was a telephone interview. Telephone interviews were not eligible for data retrieval because an interviewer had already attempted to complete the questionnaire with the respondent. However, this telephone center questionnaire was later deemed complete enough to be considered an interview.

3.4 Efforts to Increase Response Rates

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

Multiple follow-up contacts were made by telephone and e-mail throughout the data collection period to encourage and promote participation, as were targeted reminder mailings. Beginning a week after the initial mail-out of the questionnaire, interviewers called schools to ensure that the questionnaire had been received. The questionnaire was resent via FedEx to schools that had not received it and to schools that had not been reached by telephone. Approximately 2½ weeks after the schools were initially called, interviewers called nonrespondents to ensure that they still had the questionnaire and to prompt them to complete it; these calls were made in two 1-week phases. Again, the questionnaire was resent via FedEx to schools that requested it and to schools that had not been reached by telephone. Interviewers contacted nonrespondents by telephone the following month to attempt to complete the questionnaire over the phone or via fax submission.

Three unique e-mail messages from NCES were used as prompts and reminders (see appendix G for a copy of the reminder e-mails). The first e-mail message, sent to 784 school principals and administrators on March 27, 2008, was used to remind them to complete and return their questionnaire. The second e-mail message, sent to 482 school principals and administrators on May 9, 2008, reminded the principal or administrator to complete and return their questionnaire and stressed the importance of the survey. A final e-mail message was sent to 473 school principals and administrators on May 28, 2008, alerting them that data collection was coming to an end and asking them to return their questionnaire.

School packages contained informational and promotional materials for SSOCS. The advance mailing included a brochure that provided details about the issues addressed in the study, the importance of the data, and information regarding the SSOCS website. A CD-ROM of the *Statistical Abstract of the United States: 2008* was included as this resource can be of educational value. A SSOCS pen was included in the first questionnaire mailing to prompt response by invoking the norm of reciprocity (Gouldner 1960).

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

3.5 Unit Response Rate

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

SSOCS:2008 used three measures to evaluate response: the completion rate, the unweighted unit response rate, and the weighted unit response rate. Traditionally, unit response rates are used as the main measure of response because they reflect the potential effects of nonsampling error and whether portions of the population are underrepresented due to nonresponse. Completion rates, on the other hand, indicate the proportion of sample members that completed the survey. In order to calculate any measure of quality, it is first necessary to know the disposition (outcome) of each sampled case. Table 3.2 shows the dispositions of the 3,484 cases initially selected for participation in SSOCS:2008.

Table 3.2. Number of public schools, by interview status: School year 2007–08

Interview status	Number of public schools
Total sample	3,484
Schools whose districts refused on their behalf	94
Cases provided to phone center	3,396
Completed survey ¹	2,560
Partial completes ²	42
Ineligible schools ³	52
Other nonresponding schools	736

¹ In SSOCS:2008, a minimum of 60 percent of the 241 eligible for recontact were required to be answered for the survey to be considered complete; this included a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

² A total of 178 partially completed questionnaires were returned, 6 of which were not sufficiently complete to be deemed an interview but were not eligible for data retrieval. Of the 172 cases that were eligible for data retrieval, there were 36 cases that sent in a questionnaire that did not qualify as an interview (1 interview, 14 partial interviews, 4 refusals, 8 unable to contacts, and 9 not attempted).

³ Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or did not provide any classroom instruction (for example, an office overseeing a certain type of program or offering tutoring or other services only).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

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

$$C / T = 2,560 / 3,484 = 73.5 \text{ percent.}$$

While this figure represents the quality of the data collection operations, it does not necessarily represent the quality of the SSOCS:2008 data. To determine this, all schools selected for the study must be considered. A conservative measure, the unweighted response rate, divides the completed surveys (*C*) by the total initial sample (*T*), subtracting known ineligible schools from the denominator (*I*).

This calculation yields an unweighted unit response rate of:

$$C / (T - I) = 2,560 / (3,484 - 52) = 74.6 \text{ percent.}$$

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:2008. The weighted unit response rate is calculated by applying the base sampling weights and substituting the result in the equation above. For SSOCS:2008, the weighted response rate was:

$$C / (T - I) = 63,987.1 / (84,856.5 - 1,928.2) = 77.2 \text{ percent.}$$

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

3.6 Analysis of Unit Nonresponse Bias

As discussed in section 3.5, the unweighted unit response rate for SSOCS was 74.6 percent, and the weighted unit response rate was 77.2 percent. Because 872 schools failed to respond to the survey, bias may have been introduced into the survey estimates. That is, it is possible that some survey estimates may no longer reflect the corresponding values in the population. To determine the extent of the bias from unit nonresponse, a number of analyses compared nonresponding and responding schools. This section briefly describes the unit-level nonresponse bias analysis. A more detailed explanation appears in appendix H.

The base-weighted distributions of the eligible SSOCS sample and the target population were compared for the following eight frame variables: instructional level, school enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, region, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. A statistical test was used to assess whether the distribution of the eligible SSOCS sample over the categories of each frame variable differed from the distribution of the target population. No significant differences were found for any of these frame variables, demonstrating that the sample has the same distribution as the target population. These results lead to the conclusion that potential selection bias in the sample selection design is not an issue.

The base-weighted distributions of responding and nonresponding schools were then compared for the following eight frame variables: instructional level, school enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, region, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. A statistical test was used to assess whether the distribution of the nonresponding schools over the categories of each frame variable differed from the distribution of the responding schools. Significant differences were found for enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific

Islander, and American Indian/Alaska Native students, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region. A further analysis determined which categories of these six variables were responsible for these significant differences.

Table 3.3. Response status and unweighted and weighted unit response rate, by selected school characteristics: School year 2007-08

School characteristic	Initial sample	Completed surveys ¹	Non-respondents ²	Ineligibles ³	Percent	
					Unweighted unit response rate ⁴	Weighted unit response rate ⁵
Total	3,484	2,560	872	52	74.6	77.2
Enrollment size						
Less than 300	371	285	60	26	82.6	83.3
300–499	630	486	131	13	78.8	76.7
500–999	1,318	992	315	11	75.9	76.2
1,000 or more	1,165	797	366	2	68.5	68.6
Level ⁶						
Primary	833	618	200	15	75.6	77
Middle	1,214	897	297	20	75.1	77
High school	1,295	936	347	12	73.0	76.2
Combined	142	109	28	5	79.6	80.8
Locale						
City	1,046	679	335	32	67.0	69.4
Suburb	1,151	814	329	8	71.2	73.1
Town	469	390	70	9	84.8	84.6
Rural	818	677	138	3	83.1	83.8
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students						
Less than 5 percent	427	353	70	4	83.5	84.3
5 to less than 20 percent	892	707	181	4	79.6	80.8
20 to less than 50 percent	895	656	231	8	74.0	76.7
50 percent or more	1,270	844	390	36	68.4	71.4
Region						
Northeast	597	399	189	9	67.9	69.5
Midwest	832	648	168	16	79.4	80.8
South	1,274	950	304	20	75.8	79.7
West	781	563	211	7	72.7	74.6

¹In SSOCS:2008, a minimum of 60 percent of the 241 subitems eligible for recontact were required to be answered for the survey to be considered complete; this included a minimum of 80 percent of the 103 critical subitems (83 out of 103 total), 60 percent of item 16 subitems (17 out of 28 total), and 60 percent of item 22 subitems (18 out of 30 total).

²Nonrespondents include schools whose districts denied permission to NCES and eligible schools that either did not respond or that responded but did not answer the minimum number of items required for the survey to be considered complete. In total, there were 94 schools whose districts denied permission to NCES, 665 schools that did not send back a questionnaire, and 113 schools that were noninterviews for other reasons (including refusals, undeliverables, and the partially completed questionnaires that did not qualify as an interview).

³Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to an alternative school, or did not provide any classroom instruction (for example, an office overseeing a certain type of program or offering tutoring or other services only).

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

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

⁶Primary 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, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Next, a unit response propensity analysis was conducted. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using chi-square automatic interaction detection (CHAID). The CHAID algorithm identifies the variables that are the most significant predictors of response propensity and then uses this information to successively partition the sample into subsets that are homogeneous in terms of response propensity, resulting in weight adjustment classes or cells. The multiple combinations of school enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, student-to-FTE teaching staff ratio, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region were grouped into these nonresponse adjustment cells for SSOCS:2008. The nonresponse adjustment has the effect of distributing the weight of the nonresponding schools among the responding schools in the same adjustment class.

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

3.7 Analysis of Item Nonresponse Bias

Just as principals sometimes chose not to respond to the SSOCS:2008 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. Weighted²⁵ item-level response rates in SSOCS:2008 were generally high, ranging from 72 to 100 percent. Of the 241 subitems in the SSOCS questionnaire (i.e., all subitems except for the 7 introductory items), most (199) had response rates greater than 95 percent, 29 had response rates between 85 and 95 percent, and 13 had response rates less than 85 percent. The 13 subitems with response rates less than 85 percent are listed below:

- C0234/R—Number of part-time security guards
- C0236/R—Number of full-time school resource officers
- C0238/R—Number of part-time school resource officers
- C0240/R—Number of full-time sworn law enforcement officers
- C0242/R—Number of part-time sworn law enforcement officers
- C0326/R—Number of physical attacks or fights with a weapon
- C0330/R—Number of physical attacks or fights without a weapon
- C0408—Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided was used this school year

²⁵ Base weights were used to calculate item response rates.

- C0542_R/C0542/R–Number of paid part-time special education teachers
- C0546_R/C0546/R–Number of paid part-time special education aides
- C0550/R–Number of paid part-time regular classroom teachers
- C0554/R–Number of paid part-time regular classroom aides/paraprofessionals
- C0558_R/C0558/R–Number of paid part-time counselors

For all items with response rates below 85 percent, an item-level bias analysis was performed to determine 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. Because the values of the survey items are not known for item nonrespondents, the distributions of eight sampling frame variables²⁶ were compared between the nonrespondents and respondents for the 13 subitems with response rates less than 85 percent. In addition, item medians were examined to determine if variations exist in responses between the categories of the eight sampling frame variables. The susceptibility to bias was also considered within each item by examining the effects of extreme outliers on the estimates.

Among the items examined, 12 (C0234/R, C0236/R, C0238/R, C0240/R, C0242/R, C0326/R, C0408, C0542_R/C0542/R, C0546_R/C0546/R, C0550/R, C0554/R, and C0558_R/C0558/R) were identified as having negligible nonresponse bias. The other item (C0330/R, total number of physical attacks or fights without a weapon) had statistically significant differences in its distributions across most of the key variables examined and had statistically significant differences in its distributions of responses across the categories of the eight sampling frame variables. The distributions between respondents and the sample for survey items associated with item C0330/R were then examined. Based on these analyses, it was determined that the increased potential for bias in this item was not enough to warrant its exclusion from the data file. More detailed information on the analysis of item nonresponse, including the specific comparisons that were significant in the tests outlined above, is available in appendix I.

²⁶ The eight 2005–06 CCD frame variables used in this analysis are instructional level, school enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, 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 Analysis of Disclosure Risk

Central to the mission of NCES is a commitment to protecting the identity of respondents to its various data collections. The SSOCS:2008 response data have been subjected to an extensive disclosure risk analysis and, based on the results of that analysis, random noise was inserted into the data through data swapping to prevent positive identification of individual schools. Tests on the modified data were performed to ensure that the data remain accurate and useful. The penalty for unlawful disclosure of any individually identifiable information is a fine of not more than \$250,000.00 (under 18 U.S.C. 3559 and 3571), or imprisonment for not more than 5 years, or both.

4.2 Editing Specifications

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

4.2.1 Range Specifications

The frequencies for all survey items were reviewed to ensure that the recorded values were acceptable. For the categorical variables, these values were predetermined by precoded response options available on the questionnaire. For numeric variables, the initial data were reviewed to determine whether the ranges met hard and soft boundary criteria for acceptable responses. Ranges from the SSOCS:2006 data were used as a basis of comparison. Out-of-range responses were flagged, and the value was verified if the school was contacted again during data retrieval. If the respondent was not contacted again during data retrieval, the out-of-range value was deleted and a new value was imputed. After data collection, some values that had initially passed the range check were determined to be outliers, and abnormally high response values were blanked and usually imputed to their item mean value within that school level.

Range checks included both soft- and hard-range edits. A soft range is one that represents the reasonable expected range of values but does not include all possible values. For key items, responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not a key item, the response was accepted as is. Hard ranges are those that have a finite set of parameters for an item. For example, a respondent may have given a date of February 1, 2008, as the date he or she completed the questionnaire. This value is out of range because the questionnaire was not mailed to the respondent until February 25, 2008. Similarly, on questions 25 and 26, responses greater than 100 percent were not accepted. For key items, respondents were called so that the question could be asked again; if a respondent insisted that a response outside the hard range was correct, or if the respondent could not be reached, the out-of-range response was not accepted. If the item was not a key item, the out-of-range response was not accepted.

4.2.2 Consistency Checks (Logic Edits)

Cross-tabulations were reviewed to check that logical relationships were maintained across items. For example, column 1 in item 16 asks for the incidence of various crimes, and column 2 asks for the number of crimes reported to police. Logically, column 1 should be equal to or greater than column 2. If an illogical relationship was found between two numeric items, a response was deleted during editing and later imputed.²⁷

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

4.3 Review and Coding of Text Items

There are three text subitems (C0015/R, C0231/R, and C0565/R) in the SSOCS:2008 questionnaire, all of which are “other - specify” questions. For these, a respondent is asked to write in an original response if the supplied response options do not capture his or her experiences. These “other - specify” subitems appear only on the restricted-use data file and are respondent title (C0015_R/R), question 8e (other times security used at school, C0231/R), and question 31e (other type of school, C0565/R). Only one of these, respondent title (C0015_R/R) was retained for the public-use file, but only after being recoded and renamed C0014_R. The provided responses for C0015_R/R were reviewed to determine whether they could be coded into one of the response options supplied on the questionnaire (i.e., back-coded), and those responses that could not be back-coded were reviewed to determine which were used frequently. A new variable (C0014_R) was created using the combination of C0014/R and C0015_R/R. The categories for the created text item C0014_R for the SSOCS:2008 public-use file are listed in table 4.1.

Table 4.1. Created text items for recoded respondent title: School year 2007–08

Created text item	Response categories
Respondent title (C0014_R)	(1) Principal (2) Vice-principal or disciplinarian (3) Security staff (4) Other school-level staff (5) Superintendent or district staff (6) Multiple respondents, principal plus other

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

²⁷ If a school required data retrieval, these inconsistencies were addressed during the data retrieval process.

4.4 Imputation

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

Completed SSOCS surveys contain some level of item nonresponse after the conclusion of the data retrieval phase.²⁸ In SSOCS:2008, as in SSOCS:2006 and SSOCS:2004, imputation procedures were used to create values for all questionnaire items with missing information. Appendix K presents the frequencies of missing values and base-weighted response rates for each survey variable eligible for recontact, after data editing and cleaning. The response rates presented in appendix K are based on the SSOCS:2008 restricted-use data file; therefore the variables in this appendix are not designated with an “/R” since they are all from the restricted-use data file.

The base-weighted item response rates for SSOCS:2008 were generally high. After data cleaning and editing, base-weighted item response rates ranged from 72 percent to 100 percent. Of the 237 questionnaire items reviewed, the mean weighted item response rate was about 97 percent, which is relatively high for a mailed self-administered questionnaire. In fact, the majority of items (95 percent) had weighted response rates over 85 percent. Of the 13 survey items with weighted response rates below 85 percent, 12 required the respondent to provide a write-in value and 1 required the respondent to provide a yes/no response. Table 4.2 summarizes the frequencies of missing values and base-weighted item response rates for 33 of the 35 survey questionnaire items based on the restricted-use data file. The two items not associated with item response rates dealt with calendar dates (item 34) and the length of time it took to complete the questionnaire (item 35).

²⁸ The initial editing program was run again after data retrieval. If a survey still failed to reach 60 percent of total subitems eligible for recontact (i.e., all subitems on the questionnaire except for the seven introductory questions) or 80 percent of critical subitems answered, it was considered incomplete and the data were not included in the final dataset.

Table 4.2. Item imputation and base-weighted item response rates after data retrieval and editing: School year 2007–08

Questionnaire item	Total number of subitems	Number of missing cases		Base-weighted item response rates	
		Minimum	Maximum	Minimum	Maximum
1: School policies and programs	23	2	22	99.1	99.8
2: Crisis plans	13	11	140	94.1	99.6
3: Formal violence prevention programs	8	5	14	99.5	99.8
4: Assistance for parents	3	9	13	99.6	99.7
5: Parental involvement	4	5	6	99.8	99.8
6: Community involvement	8	4	9	99.4	99.9
7: Presence of security personnel	1	23	23	98.3	98.3
8: Times security used	6	0	66	93.3	100.0
9: Counts of security personnel	6	152	436	75.7	85.7
10: Use of uniforms and firearms	4	32	47	95.6	96.8
11: Activities with security presence	7	30	35	96.5	97.0
12: Training provided to teachers/aides	6	3	7	99.7	99.9
13: Factors limiting efforts to reduce crime	13	11	19	99.0	99.4
14: Death due to homicide	1	9	9	99.4	99.4
15: School shooting	1	12	12	99.3	99.3
16: Criminal incidents occurring	28	0	322	84.3	99.8
17: Hate/gang-related crime	3	5	10	99.8	99.9
18: Unplanned fire alarms	1	7	7	99.8	99.8
19: Death/bomb/other threats	1	9	9	99.7	99.7
20: Problems occurring (disorder, bullying, etc.)	8	1	7	99.7	99.9
21: Disciplinary actions	34	0	223	82.2	99.6
22: Offenses and disciplinary actions	30	0	186	93.7	100.0
23: Removals/transfers for disciplinary reasons	2	105	154	96.4	97.7
24: Total enrollment	1	61	61	96.9	96.9
25: Percentage of students with specified characteristics	4	41	102	95.5	98.3
26: Percentage of students with specified academic characteristics	3	70	170	92.6	96.5
27: Number of classroom changes	1	56	56	97.2	97.2
28: Number of paid staff in selected categories	10	32	679	71.9	98.1
29: Students' residential crime levels	1	7	7	99.9	99.9
30: School area's crime levels	1	7	7	99.7	99.7
31: School type	2	0	13	85.5	99.4
32: Daily attendance	1	129	129	95.0	95.0
33: Total transfers to and from the school	2	134	215	92.8	94.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

4.4.1 Imputation Methods

The imputation methods used in SSOCS:2008 were tailored to the nature of each survey item. Four methods were used: aggregate proportions, best match, logical, and clerical.

Aggregate proportions. Because many of the items in SSOCS:2008 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 categories, and dividing by the sum of the number of enrolled students within that donor class. However, for a select number of items, donors were formed by selecting five donor schools with the *identical* instructional level and enrollment size categories as the recipients.²⁹ 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 (urbanicity), and the three categorical survey variables that were most strongly associated with the variable to be imputed. Whenever possible, a recipient received data from a “perfect” donor that matched on all of the variables that were used to define the imputation class. If more than one “perfect” donor was available, the donor was randomly assigned. If a “perfect” donor was not available, the least correlated variable was dropped, and another search was conducted in order to identify a suitable donor. The process of first dropping correlated questionnaire variables and then dropping imputation class variables continued until a suitable donor was determined. Imputation flags indicate whether a perfect donor was available or whether criteria had to be relaxed in order to find a suitable donor.

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

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

4.4.2 Imputation Order

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

²⁹ All subitems in questions 9, 16, 17, and 28 utilized this five-donor approach.

imputed, items 16 and 21 were imputed; the items that used aggregate proportion imputation were then subsequently imputed.

4.4.3 Imputation Flags

The imputation flags indicate the imputation method used, such as aggregate proportions, logical imputation, best-match imputation, or clerical imputation. In addition, for best-match imputations, the 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 5.9.

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

5.1 Content and Organization of the Public-Use Data File

The SSOCS:2008 public-use data file contains data from all 2,560 completed questionnaires. The following types of variables are provided: the unique school identifier (SCHID), questionnaire item variables including categorized versions of the open-ended respondent-title response variable, the composite (created) variables including the nesting variable (STRATA), the final sampling weight (FINALWGT), the jackknife replicate weights, the imputation flags, and the sampling frame variables. Each of these sets of variables is described below.

The public-use materials available for download include a SAS data file; a SAS format library; an SPSS for Windows data file; a STATA data file; a fixed-format ASCII (text) file; a program to read the fixed-format file into SAS; survey documentation for public-use data users in Adobe Portable Document Format (pdf) which includes an ASCII file layout; and a codebook with the public-use file variables in pdf. Appendix A in this report contains the list of variables and the record layout of the fixed-format ASCII public-use data file.

5.2 Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2008 data file. To make the public-use data file more manageable and to protect the confidentiality of sampled schools, certain variables that are available on the restricted-use file are not available on the public-use data file (denoted with /R in the SSOCS:2008 public-use documentation). Variables in both data files that have been recoded are denoted with an “_R.”

The restricted-use data file may be obtained through a special licensing agreement with NCES. To learn more about getting a license, please visit <http://nces.ed.gov/pubsearch/licenses.asp>. The public-use data file can be found at http://nces.ed.gov/surveys/ssocs/data_products.asp.

5.3 Unique School Identifier

A unique school identifier was sorted by control number, and the school case IDs were assigned sequentially. There were 3,484 ID numbers assigned, one for each sampled school. This identifier is called SCHID.

5.4 Questionnaire Item Variables

The questionnaire, shown in appendix F, has 35 items and 241 subitems, not counting the introductory items. These items are listed in source code order in the data file and accompanying codebook. Response values for question item variables are indicated in the questionnaire. A value of “-1” indicates that the item was validly skipped. All open-ended questions in the questionnaire, such as title of the respondent, were examined. When a write-in response appeared frequently, it was given a new code. Remaining responses were left in an “other” category.

Generally, variable-naming conventions follow the numbering of the questionnaire items. However, since 2006, SSOCS variables have been identified by source codes rather than questionnaire items. The source code is “C0” followed by the 3-digit number next to the item on the questionnaire. For example, in SSOCS:2004, the variable name for the first row of item 1 is “q1a.” In SSOCS:2006 and beyond, the variable name is C0110.

5.5 Open-Ended Response Variables

Three items in the questionnaire asked for a text response: respondent job title other than principal or vice principal/disciplinarian (C0015_R/R), other times during which school personnel were utilized (C0231/R), and other school type (C0565/R). Only one of these, respondent job title, appears on the final public-use dataset as recoded and renamed variable C0014_R, with responses collapsed into six general categories.

5.6 Composite Variables

Composite variables were created and included in the public-use 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. The notation “/R” at the end of a component variable indicates that the variable appears only on the SSOCS:2008 restricted-use file. However, the /R notation does not appear in the example SAS code below.

CRISIS08 - 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:

```
CRISIS08=0;
if C0154 in (1) then CRISIS08=CRISIS08 + 1;
if C0158 in (1) then CRISIS08=CRISIS08 + 1;
if C0162 in (1) then CRISIS08=CRISIS08 + 1;
if C0166 in (1) then CRISIS08=CRISIS08 + 1;
if C0169 in (1) then CRISIS08=CRISIS08 + 1;
if C0170 in (1) then CRISIS08=CRISIS08 + 1;
if C0171 in (1) then CRISIS08=CRISIS08 + 1;
if C0173 in (1) then CRISIS08=CRISIS08 + 1;
```

DISALC08 - Total number of disciplinary actions recorded for distribution, possession, or use of alcohol

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

General explanation: Sum of responses in row d, columns 2-5 of item 22.

SAS code: DISALC08=sum(C0490, C0492, C0494, C0496);

DISATT08 - Total number of disciplinary actions recorded for physical attacks or fights
Purpose: To provide a summary measure of the total number of disciplinary actions used by school officials in response to physical attacks or fights.

General explanation: Sum of responses in row e, columns 2-5 of item 22.

SAS code: DISATT08=sum(C0500, C0502, C0504, C0506);

DISFIRE08 - Total number of disciplinary actions recorded for use or possession of a firearm or explosive device

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

General explanation: Sum of responses in row a, columns 2-5 of item 22.

SAS code: DISFIRE08=sum(C0460, C0462, C0464, C0466);

DISDRUG08 - Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs

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

General explanation: Sum of responses in row c, columns 2-5 of item 22.

SAS code: DISDRUG08=sum(C0480, C0482, C0484, C0486);

DISINS08 - Total number of disciplinary actions recorded for insubordination

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

General explanation: Sum of responses in row f, columns 2-5 of item 22.

SAS code: DISINS08=sum(C0510, C0512, C0514, C0516);

DISRUPT08 - Total number of disruptions

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

General explanation: Sum of responses to items 18 and 19.

SAS code: DISRUPT=SUM(C0370, C0372);

DISTOT08 - Total number of disciplinary actions recorded

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

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

SAS code:

DISTOT08=sum(C0460, C0462, C0464, C0466, C0470, C0472, C0474, C0476, C0480, C0482, C0484, C0486, C0490, C0492, C0494, C0496, C0500, C0502, C0504, C0506, C0510, C0512, C0514, C0516);

DISWEAP08 - Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device

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

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

SAS code: DISWEAP08=sum(C0470, C0472, C0474, C0476);

GANGHATE08 - 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 item 17.

SAS code: GANGHATE08=sum(C0366, C0368, C0369);

INCID08 - 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:

INCID08=sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338, C0342,
C0346, C0350, C0354, C0358, C0362);

INCPOL08 - 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:

INCPOL08=sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340, C0344,
C0348, C0352, C0356, C0360, C0364);

OTHACT08 - Total number of other disciplinary actions for specified offenses

Purpose: To provide a summary measure of the number of other disciplinary actions used.

General explanation: Sum of items 22a–f, column 5.

SAS code: OTHACT08=sum(C0466, C0476, C0486, C0496, C0506, C0516);

OUTSUS08 - 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 22a–f, column 4.

SAS code: OUTSUS08=sum(C0464, C0474, C0484, C0494, C0504, C0514);

PROBWK08 - 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–h as happening “daily” or “at least once a week.”

SAS code:

PROBWK08=0;
if C0374 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0376 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0378 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0380 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0382 in (1,2) then PROBWK08=PROBWK08 + 1;

if C0384 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0386 in (1,2) then PROBWK08=PROBWK08 + 1;
if C0388 in (1,2) then PROBWK08=PROBWK08 + 1;

REMOVL08 - 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 22a–f, column 2.

SAS code: REMOVL08=sum(C0460, C0470, C0480, C0490, C0500, C0510);

SEC_FT08 - Total number of full-time security guards, SROs, or sworn law enforcement officers

Purpose: To provide a summary measure of the number full-time security guards, SROs or law enforcement officers that were present at school at least once a week.

General explanation: Sum of items 9a-c, column 1.

SAS code: SEC_FT08=sum(C0232, C0236, C0240);

SEC_PT08 - Total number of part-time security guards, SROs, or sworn law enforcement officers

Purpose: To provide a summary measure of the number part-time security guards, SROs or law enforcement officers that were present at school at least once a week.

General explanation: Sum of items 9a-c, column 2.

SAS code: SEC_PT08=sum(C0234, C0238, C0242);

STUOFF08 - Total number of students involved in specified recorded offenses (regardless of disciplinary action)

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

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

SAS code: STUOFF08=sum(C0458, C0468, C0478, C0488, C0498, C0508);

SVINC08 - Total number of serious violent incidents recorded

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

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

SAS code: SVINC08=sum(C0310, C0314, C0318, C0322, C0326, C0334);

SVPOL08 - Total number of serious violent incidents reported to police

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

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

SAS code: SVPOL08=sum(C0312, C0316, C0320, C0324, C0328, C0336);

TRANSF08 - Total number of transfers to specialized schools for specified offenses

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

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

SAS code: TRANSF08=sum(C0462, C0472, C0482, C0492, C0502, C0512);

VIOINC08 - 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: VIOINC08=sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338);

VIOPOL08 - 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: VIOPOL08=sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340);

5.7 Survey Item Index

To preserve the confidentiality of schools participating in SSOCS:2008, survey items that recorded data related to the number of incidents of specific types of crimes as well as the number of disciplinary actions taken have been removed from the public-use data file. Instead, many of these variables have been combined to create new composite variables. To assist the user in locating these data in the public-use data file, the following table can be used to map the changes between the crime-related continuous items on the SSOCS:2008 questionnaire that have been dropped from the public-use file, and the corresponding composite variables where those data have been compiled. All composite variables that remain on the public-use file are defined in the previous section. Variables that have been topcoded for the public-use file are also included in table 5.1.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08

Item	Question	Source code	Composite Variable
	TITLE/POSITION	C0014	C0014_R*
	NUMBER OF YEARS AT THIS SCHOOL	C0016	C0016_R*
8.	Were these security guards, security personnel, or sworn law enforcement officers used at least once a week in or around your school at the following times?		
	Please specify	C0231	Not available in the public use file
9.	How many of the following were present in your school at least once a week?		
a.	Security guards or security personnel		
	Number of full-time at your school	C0232	SEC_FT08*
	Number of part-time at your school	C0234	SEC_PT08*
b.	School Resource Officers		
	Number of full-time at your school	C0236	SEC_FT08*
	Number of part-time at your school	C0238	SEC_PT08*
c.	Sworn law enforcement officers who are not School Resource Officers		
	Number of full-time at your school	C0240	SEC_FT08*
	Number of part-time at your school	C0242	SEC_PT08*

*This composite variable is only available in the public-use file.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08—Continued

Item	Question	Source code	Composite Variable
16.	Please record the number of incidents that occurred at school during the 2007–08 school year for the offenses listed below.		
a.	Rape or attempted rape		
	Total number of recorded incidents	C0310	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0312	INCPOL08, SVPOL08, VIOPOL08
b.	Sexual battery other than rape		
	Total number of recorded incidents	C0314	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0316	INCPOL08, SVPOL08, VIOPOL08
c.	Robbery		
i.	With a weapon		
	Total number of recorded incidents	C0318	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0320	INCPOL08, SVPOL08, VIOPOL08
ii.	Without a weapon		
	Total number of recorded incidents	C0322	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0324	INCPOL08, SVPOL08, VIOPOL08
d.	Physical attack or fight		
i.	With a weapon		
	Total number of recorded incidents	C0326	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0328	INCPOL08, SVPOL08, VIOPOL08
ii.	Without a weapon		
	Total number of recorded incidents	C0330	INCID08, VIOINC08
	Number reported to police or other law enforcement	C0332	INCPOL08, VIOPOL08
e.	Threats of physical attack		
i.	With a weapon		
	Total number of recorded incidents	C0334	INCID08, SVINC08, VIOINC08
	Number reported to police or other law enforcement	C0336	INCPOL08, SVPOL08, VIOPOL08

*This composite variable is only available in the public-use file.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08—Continued

Item	Question	Source code	Composite Variable
ii.	Without a weapon		
	Total number of recorded incidents	C0338	INCID08, VIOINC08
	Number reported to police or other law enforcement	C0340	INCPOL08, VIOPOL08
f.	Theft/larceny		
	Total number of recorded incidents	C0342	INCID08
	Number reported to police or other law enforcement	C0344	INCPOL08
g.	Possession of a firearm or explosive device		
	Total number of recorded incidents	C0346	INCID08
	Number reported to police or other law enforcement	C0348	INCPOL08
h.	Possession of a knife or sharp object		
	Total number of recorded incidents	C0350	INCID08
	Number reported to police or other law enforcement	C0352	INCPOL08
i.	Distribution, possession, or use of illegal drugs		
	Total number of recorded incidents	C0354	INCID08
	Number reported to police or other law enforcement	C0356	INCPOL08
j.	Distribution, possession, or use of alcohol		
	Total number of recorded incidents	C0358	INCID08
	Number reported to police or other law enforcement	C0360	INCPOL08
k.	Vandalism		
	Total number of recorded incidents	C0362	INCID08
	Number reported to police or other law enforcement	C0364	INCPOL08
17.	During the 2007–08 school year, how many of the following incidents occurred at your school?		
a.	Hate crime	C0366	GANGHATE08*
b.	Gang-related crime	C0368	GANGHATE08*
c.	Gang-related hate crime	C0369	GANGHATE08*
18.	How many times during the 2007–08 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?	C0370	DISRUPT08*
19.	Excluding planned and unplanned fire alarms, how many times during the 2007–08 school year were activities disrupted by other actions such as death threats, bomb threats, or chemical, biological, or radiological threats?	C0372	DISRUPT08*
22.	During the 2007–08 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?		
a.	Use/possession of a firearm/explosive device		
	Total students involved in recorded offenses	C0458	STUOFF08
	Removals with no continuing school services for at least the remainder of the school year	C0460	DISFIRE08*, DISTOT08, REMOVL08

*This composite variable is only available in the public-use file.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08—Continued

Item	Question	Source code	Composite Variable
	Transfers to specialized schools	C0462	DISFIRE08*, DISTOT08, TRANSF08
	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	C0464	DISFIRE08*, DISTOT08, OUTSUS08
	Other disciplinary action	C0466	DISFIRE08*, DISTOT08, OTHACT08
b.	Use/possession of a weapon other than a firearm/explosive device		
	Total students involved in recorded offenses	C0468	STUOFF08
	Removals with no continuing school services for at least the remainder of the school year	C0470	DISWEAP08*, DISTOT08, REMOVL08
	Transfers to specialized schools	C0472	DISWEAP08*, DISTOT08, TRANSF08
	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	C0474	DISWEAP08*, DISTOT08, OUTSUS08
	Other disciplinary action	C0476	DISWEAP08*, DISTOT08, OTHACT08
c.	Distribution, possession, or use of illegal drugs		
	Total students involved in recorded offenses	C0478	STUOFF08
	Removals with no continuing school services for at least the remainder of the school year	C0480	DISDRUG08*, DISTOT08, REMOVL08
	Transfers to specialized schools	C0482	DISDRUG08*, DISTOT08, TRANSF08
	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	C0484	DISDRUG08*, DISTOT08, OUTSUS08
	Other disciplinary action	C0486	DISDRUG08*, DISTOT08, OTHACT08
d.	Distribution, possession, or use of alcohol		
	Total students involved in recorded offenses	C0488	STUOFF08
	Removals with no continuing school services for at least the remainder of the school year	C0490	DISALC08*, DISTOT08, REMOVL08
	Transfers to specialized schools	C0492	DISALC08*, DISTOT08, TRANSF08

*This composite variable is only available in the public-use file.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08—Continued

Item	Question	Source code	Composite Variable
	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	C0494	DISALC08*, DISTOT08, OUTSUS08
	Other disciplinary action	C0496	DISALC08*, DISTOT08, OTHACT08
e.	Physical attacks or fights		
	Total students involved in recorded offenses	C0498	STUOFF08
	Removals with no continuing school services for at least the remainder of the school year	C0500	DISATT08*, DISTOT08, REMOVL08
	Transfers to specialized schools	C0502	DISATT08*, DISTOT08, TRANSF08
	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	C0504	DISATT08*, DISTOT08, OUTSUS08
	Other disciplinary action	C0506	DISATT08*, DISTOT08, OTHACT08
24.	As of October 1, 2007, what was your school's total enrollment?	C0522	Not available in the public use file
25.	What percentage of your current students fit the following criteria?		
a.	Eligible for free or reduced-price lunch	C0524	Not available in the public use file
d.	Male	C0530	Not available in the public use file
28.	How many paid staff at your school are in the following categories?		
a.	Special education teachers		
	Number of full-time	C0540	C0540_R*
	Number of part-time	C0542	C0542_R*
b.	Special education aides		
	Number of full-time	C0544	C0544_R*
	Number of part-time	C0546	C0546_R*
c.	Regular classroom teachers		
	Number of full-time	C0548	Not available in the public use file
	Number of part-time	C0550	Not available in the public use file
d.	Regular classroom teacher aides or paraprofessionals		
	Number of full-time	C0552	Not available in the public use file
	Number of part-time	C0554	Not available in the public use file
e.	Counselors or mental health professionals		

*This composite variable is only available in the public-use file.

Table 5.1. Index of changes between the original SSOCS:2008 source codes and the variables present on the SSOCS:2008 public-use datafile: School year 2007–08—Continued

Item	Question	Source code	Composite Variable
	Number of full-time	C0556	C0556_R*
	Number of part-time	C0558	C0558_R*
31.	Which of the following best describes your school?	C0564	Not available in the public use file
	Please specify	C0565	Not available in the public use file
34.	Please provide the following dates.		
a.	Start date for your school's 2007–08 academic year	C0574	Not available in the public use file
b.	End date for your school's 2007–08 academic year	C0576	Not available in the public use file

*This composite variable is only available in the public-use file.

5.8 Sampling Frame Variables

A number of variables from the 2005–06 Common Core of Data (CCD) sampling frame were included in the SSOCS:2008 public-use data file. These frame variables are described below in the order in which they appear in the codebook.

FR_CATMN	Recoded percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students in school as reported in the 2005–06 CCD school data file. 1=less than 5 percent, 2=5 to less than 20 percent, 3=20 to less than 50 percent, 4=50 percent or more. (Categorical)
FR_LEVEL	School grades offered as reported in the 2005–06 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_SIZE	Size categories. This variable collapses the number of students into four categories: 1=less than 300; 2=300–499; 3=500–999; and 4=1,000 or more. (Categorical)
FR_URBAN	This variable collapses the 12-level locale variable on the SSOCS:2008 restricted-use file into four categories: city (FR_LOC12/R=11, 12, or 13), suburb (FR_LOC12/R=21, 22, or 23), town (FR_LOC12/R=31, 32, or 33), and rural (FR_LOC12/R=41, 42, or 43). (Categorical)

5.9 Weighting and Variance Estimation Variables

The final weight, “FINALWGT,” is needed to produce national estimates from the variables listed in the data file. The final weight precedes the 50 jackknife replicate weights (REPWGT1 to REPWGT50) in the data file, which also includes the variable “STRATA,” the nesting variable

needed to produce Taylor-series approximations in statistical analysis software. For a more detailed discussion of replicate weights, please see section 2.6.

5.10 Imputation Flag Variables

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

- 25= Value modified by nonimputed Q33 value
- 26= Value imputed from imputed Q23b values
- 27= Value imputed from existing Q23b values
- 28= Value imputed clerically

5.11 Codebook

The *School Survey on Crime and Safety 2007–08 Public-Use Data File Codebook and ASCII Layout* (Tonsager et al. 2010) was designed to accompany this survey documentation and give the analyst a brief overview of the survey variables, composite variables, CCD variables, imputation flags, final weight, and replicate weights. For all categorical variables, including those that have been top-coded, unweighted and weighted frequencies and their associated percentages are provided. Descriptive statistics, including minimum value, maximum value, mean, standard deviation, and median, are provided for continuous variables.

The general formula for calculating the standard deviation is

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

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

When determining the unweighted standard deviation, the value of w_i is always 1, and d equals the unweighted sample size (specifically, 2,560). When determining the weighted standard deviation, the value of w_i is the weight of school i , and the value of d is $\sum w_i$. To calculate the weighted standard deviation, the “VARDEF=WEIGHT” option in SAS was used.

6. Data Considerations and Anomalies

This section provides some caveats and considerations that analysts should take into account when using SSOCS:2008 data. It describes some of the data problems and logical imputation edits that were implemented as well as how some variables on the public-use file were top-coded. Researchers should note that producing means for these top-coded variables is not appropriate. A more detailed discussion of editing and imputation procedures can be found in appendixes J and L of this manual.

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

In the instructions, respondents are asked to report the number of years they have been at this school. In some instances, responses were top-coded if they were deemed a potential disclosure risk. These were top-coded at 31 or more.

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

In item 2, respondents are asked to report whether their schools have written plans that describe the procedures to be performed in a number of crisis situations. If the respondent answers “yes” to having a written plan for a specific crisis, he or she is then asked whether students were drilled on the plan during the 2007–08 school year. In theory, a plan must exist in order for students to be drilled on it. However, some respondents answered “no” to the existence of a written plan, but “yes” to students having been drilled on it. In these circumstances, the “no” response to the first part of the question was logically edited to a “yes” response.

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

In item 7, respondents are asked whether their schools have any 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.

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

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

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

In item 23, respondents are asked to report the total number of removals and transfers from their school for disciplinary reasons. In theory, these counts should be equal to or greater than the total

number of removals and transfers reported in item 22, column 2, “Removals with no continuing school services for at least the remainder of the school year,” and column 3, “Transfers to specialized schools,” for the specified offenses. In cases where the item 22 counts for the removal and transfer columns exceeded their respective subparts in item 23, the item 23 count was deleted and imputed. For a more detailed discussion of the imputation procedures used for this item, please see appendix L.

6.6 Classroom Changes: Item 27 (C0538)

In item 27, 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 top-coded at 20.

6.7 Number of Paid Staff: Subitems 28a, 28b, and 28e (C0540_R through C0546_R and C0556_R through C0558_R)

In item 28, schools are asked to report the number of paid staff at their school. The responses for subitems 28a, 28b, and 28e were top-coded for the public-use data file as follows: 26 or more full-time special education teachers (C0540_R), nine or more part-time special education teachers (C0542_R), 26 or more full-time special education aides (C0544_R), 11 or more part-time special education aides (C0546_R), 11 or more full-time counselors or mental health professionals (C0556_R), and six or more part-time counselors or mental health professionals (C0558_R).

6.8 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 on 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.

6.9 Urbanicity (FR_URBAN)

Beginning with SSOCS:2008, the variable FR_URBAN is used to determine urbanicity. This variable was constructed from a variable in the 2005–06 CCD Public Elementary/Secondary School Universe data file that is composed of 12 categories. The 12 categories were collapsed into a four-level urbanicity variable with the values “city,” “suburb,” “town,” and “rural” (see section 5.7 for further details). In prior iterations of SSOCS, a similar 4-level urbanicity variable, FR_LOC4/R, was used to determine urbanicity with the values “city,” “urban fringe,” “town,” and “rural.”

7. References

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Appendix A:

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

Table A-1. Variable list and record layout of the public-use data file: School year 2007-08

Order	Variable	Label	Format	Length	Start Column	End Column
1	SCHID	Temporary unique school identifier	Num	6	1	6
2	C0014_R	Title/position of respondent (recoded)	Num	1	7	7
3	C0016_R	# of years respondent at the school (topcoded)	Char	10	8	17
4	C0110	School practice require visitor check in	Num	4	18	21
5	C0112	Access controlled locked/monitored doors	Num	4	22	25
6	C0114	Grounds have locked/monitored gates	Num	4	26	29
7	C0116	Students pass through metal detectors	Num	4	30	33
8	C0120	Have random metal detector checks on students	Num	4	34	37
9	C0122	Practice to close campus for lunch	Num	4	38	41
10	C0124	Practice random dog sniffs for drugs	Num	4	42	45
11	C0126	Random sweeps for contraband not including dog sniffs	Num	4	46	49
12	C0128	Require drug testing for athletes	Num	4	50	53
13	C0130	Require drug testing for students in extra-curricular activities	Num	4	54	57
14	C0132	Require drug testing for any students	Num	4	58	61
15	C0134	Require students to wear uniforms	Num	4	62	65
16	C0136	Practice to enforce a strict dress code	Num	4	66	69
17	C0138	Provide school lockers to students	Num	4	70	73
18	C0140	Require clear book bags or ban book bags	Num	4	74	77
19	C0141	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	Num	4	78	81
20	C0142	Require students to wear badge or photo ID	Num	4	82	85
21	C0143	Provide a structured anonymous threat reporting system	Num	4	86	89
22	C0144	Require faculty/staff to wear badge or photo ID	Num	4	90	93
23	C0146	Security camera(s) monitor the school	Num	4	94	97
24	C0148	Provide telephones in most classrooms	Num	4	98	101
25	C0150	Provide two-way radios to any staff	Num	4	102	105
26	C0152	Tobacco prohibited on school grounds	Num	4	106	109
27	C0154	School has written plan for shootings	Num	4	110	113
28	C0156	Drilled students on plan for shootings	Num	4	114	117
29	C0158	Written plan for natural disasters	Num	4	118	121
30	C0160	Drilled students on plan for natural disasters	Num	4	122	125
31	C0162	Written crisis plan for hostages	Num	4	126	129
32	C0164	Drilled students on plan for hostages	Num	4	130	133
33	C0166	Written plan for bomb threats	Num	4	134	137
34	C0168	Drilled students on plan for bomb threats	Num	4	138	141

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
35	C0169	Written plan for suicide threat or incident	Num	4	142	145
36	C0170	Written plan for chemical, biological, or radiological threats	Num	4	146	149
37	C0171	Written plan for the U.S. national threat level is changed to Red	Num	4	150	153
38	C0172	Drilled students on plan for chemical, biological, or radiological threats	Num	4	154	157
39	C0173	Written plan for pandemic flu	Num	4	158	161
40	C0174	Prevention curriculum/instruction/training	Num	4	162	165
41	C0176	Behavioral modification for students	Num	4	166	169
42	C0178	Student counseling/social work	Num	4	170	173
43	C0180	Individual mentoring/tutoring students	Num	4	174	177
44	C0182	Recreation/enrichment student activities	Num	4	178	181
45	C0184	Student involvement resolving problems	Num	4	182	185
46	C0186	Promote sense of community/integration	Num	4	186	189
47	C0188	Hotline/tipline to report problems	Num	4	190	193
48	C0190	Formal process to obtain parental input	Num	4	194	197
49	C0192	Provide training/assistance to parents	Num	4	198	201
50	C0194	Program involves parents at school	Num	4	202	205
51	C0196	Parent participates in open house or back to school night	Num	4	206	209
52	C0198	Parent participates in parent-teacher conference	Num	4	210	213
53	C0200	Parent participates in subject-area events	Num	4	214	217
54	C0202	Parent volunteers at school	Num	4	218	221
55	C0204	Community involvement-parent groups	Num	4	222	225
56	C0206	Community involvement-social services	Num	4	226	229
57	C0208	Community involvement-juvenile justice	Num	4	230	233
58	C0210	Community involvement-law enforcement	Num	4	234	237
59	C0212	Community involvement-mental health	Num	4	238	241
60	C0214	Community involvement-civic organizations	Num	4	242	245
61	C0216	Community involvement-business	Num	4	246	249
62	C0218	Community involvement-religious organizations	Num	4	250	253
63	C0220	Security guard, security personnel, or sworn law enforcement officer	Num	4	254	257
64	C0222	Security used during school hours	Num	4	258	261
65	C0224	Security while students arrive/leave	Num	4	262	265
66	C0226	Security at selected school activities	Num	4	266	269
67	C0228	Security when school not occurring	Num	4	270	273
68	C0230	Other times security used	Num	4	274	277
69	C0244	Guards in uniform or identifiable clothes	Num	4	278	281
70	C0246	Guards carry a stun gun	Num	4	282	285

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
71	C0248	Guards carry chemical aerosol sprays	Num	4	286	289
72	C0250	Guards armed with firearms	Num	4	290	293
73	C0252	Security enforcement and patrol	Num	4	294	297
74	C0254	Maintain school discipline	Num	4	298	301
75	C0256	Coordinated with local police	Num	4	302	305
76	C0258	Identify problems and seek solutions	Num	4	306	309
77	C0260	Train teachers in school safety	Num	4	310	313
78	C0262	Mentor students	Num	4	314	317
79	C0264	Teach or train students (e.g., drug-related education)	Num	4	318	321
80	C0266	Teacher training-classroom management	Num	4	322	325
81	C0268	Teacher training-discipline policies	Num	4	326	329
82	C0270	Teacher training-safety procedures	Num	4	330	333
83	C0272	Teacher training-early warning signs for violent behavior	Num	4	334	337
84	C0274	Teacher training-student alcohol/drug abuse	Num	4	338	341
85	C0276	Teacher training-positive behavioral intervention	Num	4	342	345
86	C0280	Efforts limited by inadequate/lack of teacher training	Num	4	346	349
87	C0282	Efforts limited by inadequate/lack of alternative placement	Num	4	350	353
88	C0284	Efforts limited by parental complaints	Num	4	354	357
89	C0286	Efforts limited by inadequate/lack of teacher support	Num	4	358	361
90	C0288	Efforts limited by inadequate/lack of parent support	Num	4	362	365
91	C0290	Efforts limited by fear of student retaliation	Num	4	366	369
92	C0292	Efforts limited by fear of litigation	Num	4	370	373
93	C0294	Efforts limited by inadequate funds	Num	4	374	377
94	C0296	Efforts limited by inconsistent application of policies	Num	4	378	381
95	C0298	Efforts limited by fear of district or state reprisal	Num	4	382	385
96	C0300	Efforts limited by fed policies/special ed	Num	4	386	389
97	C0302	Efforts limited by other federal policies-not special ed	Num	4	390	393
98	C0304	Efforts limited by other state/district policies-not special ed	Num	4	394	397
99	C0306	Any school deaths from homicides	Num	4	398	401
100	C0308	School shooting incidents	Num	4	402	405
101	C0374	How often student racial/ethnic tensions	Num	4	406	409
102	C0376	How often student bullying occurs	Num	4	410	413

See notes at end of table.

Table A-1. Variable list and record layout of the public-use data file: School year 2007–08—Continued

Order	Variable	Label	Format	Length	Start Column	End Column
103	C0378	How often student sexual harassment of students	Num	4	414	417
104	C0380	How often student verbal abuse of teachers	Num	4	418	421
105	C0382	How often widespread disorder in classrooms	Num	4	422	425
106	C0384	How often student acts of disrespect for teachers-not verbal abuse	Num	4	426	429
107	C0386	How often student gang activities	Num	4	430	433
108	C0388	How often student cult or extremist activities	Num	4	434	437
109	C0390	Removal with no services available	Num	4	438	441
110	C0392	Removal with no services available-action used	Num	4	442	445
111	C0394	Removal with tutoring/at-home instruction available	Num	4	446	449
112	C0396	Removal with tutoring/at-home instruction available-action used	Num	4	450	453
113	C0398	Transfer to specialized school available	Num	4	454	457
114	C0400	Transfer to specialized school available-action used	Num	4	458	461
115	C0402	Transfer to regular school available	Num	4	462	465
116	C0404	Transfer to regular school available-action used	Num	4	466	469
117	C0406	Outside suspension/no services available	Num	4	470	473
118	C0408	Outside suspension/no services available-action used	Num	4	474	477
119	C0410	Outside suspension with services available	Num	4	478	481
120	C0412	Outside suspension with services available-action used	Num	4	482	485
121	C0414	In-school suspension/no services available	Num	4	486	489
122	C0416	In-school suspension/no services available-action used	Num	4	490	493
123	C0418	In-school suspension with services available	Num	4	494	497
124	C0420	In-school suspension with services available-action used	Num	4	498	501
125	C0422	Referral to school counselor available	Num	4	502	505
126	C0424	Referral to school counselor available-action used	Num	4	506	509
127	C0426	In-school disciplinary plan available	Num	4	510	513
128	C0428	In-school disciplinary plan available - action used	Num	4	514	517
129	C0430	Outside school disciplinary plan available	Num	4	518	521
130	C0432	Outside school disciplinary plan available - action used	Num	4	522	525

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
131	C0434	Keep off bus for misbehavior available	Num	4	526	529
132	C0436	Keep off bus for misbehavior available-action used	Num	4	530	533
133	C0438	Corporal punishment available	Num	4	534	537
134	C0440	Corporal punishment available-action used	Num	4	538	541
135	C0442	School probation available	Num	4	542	545
136	C0444	School probation available-action used	Num	4	546	549
137	C0446	Detention/Saturday school available	Num	4	550	553
138	C0448	Detention/Saturday school available-action used	Num	4	554	557
139	C0450	Loss of student privileges available	Num	4	558	561
140	C0452	Loss of student privileges available-action used	Num	4	562	565
141	C0454	Require community service available	Num	4	566	569
142	C0456	Require community service available-action used	Num	4	570	573
143	C0508	# of students involved in insubordination-total	Num	6	574	579
144	C0510	# of removals for insubordination	Num	4	580	583
145	C0512	# of transfers for insubordination	Num	6	584	589
146	C0514	# of suspensions for insubordination	Num	6	590	595
147	C0516	# of other actions for insubordination	Num	6	596	601
148	C0518	# of removals with no service-total	Num	6	602	607
149	C0520	# of transfers to specialized schools-total	Num	6	608	613
150	C0526	Percentage students limited English proficient	Num	4	614	617
151	C0528	Percentage special education students	Num	4	618	621
152	C0532	Percentage students below 15th percentile standardized tests	Num	4	622	625
153	C0534	Percentage students likely to go to college	Num	4	626	629
154	C0536	Percentage students academic achievement important	Num	4	630	633
155	C0538	Typical number of classroom changes	Num	4	634	637
156	C0540_R	# of paid full-time special ed teacher (topcoded)	Char	10	638	647
157	C0542_R	# of paid part-time special ed teacher (topcoded)	Char	9	648	656
158	C0544_R	# of paid full-time special ed aides (topcoded)	Char	10	657	666
159	C0546_R	# of paid part-time special ed aides (topcoded)	Char	10	667	676
160	C0556_R	# of paid full-time counselors (topcoded)	Char	10	677	686
161	C0558_R	# of paid part-time counselors (topcoded)	Char	9	687	695
162	C0560	Crime where students live	Num	4	696	699

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
163	C0562	Crime where school located	Num	4	700	703
164	C0568	Average percentage daily attendance	Num	4	704	707
165	C0570	# of students transferred to school	Num	6	708	713
166	C0572	# of students transferred from school	Num	6	714	719
167	C0578	Date questionnaire completed MMDDYYYY	Char	8	720	727
168	C0578_DD	Day questionnaire completed	Num	4	728	731
169	C0578_MM	Month questionnaire completed	Num	4	732	735
170	C0578_YY	Year questionnaire completed	Num	6	736	741
171	C0580	Time required to complete questionnaire	Num	6	742	747
172	CRISIS08	# of types of crises covered in written plans	Num	4	748	751
173	DISTOT08	Total number of disciplinary actions recorded	Num	4	752	755
174	INCID08	Total number of incidents recorded	Num	3	756	758
175	INCPOL08	Total number of incidents reported to police	Num	3	759	761
176	OTHACT08	Total 'other actions' for specified offenses	Num	6	762	767
177	OUTSUS08	Total OSS > 5 days but < the remainder of school for specified offenses	Num	4	768	771
178	PROBWK08	# of types of problems that occur daily or at least once a week	Num	4	772	775
179	REMOVL08	Total removals with no continuing school services for specified offenses	Num	3	776	778
180	STRATA	Collapsed STRATUM code	Num	6	779	784
181	STUOFF08	Total students involved in specified offenses	Num	4	785	788
182	SVINC08	Total number of serious violent incidents recorded	Num	3	789	791
183	SVPOL08	Total number of serious violent incidents reported to police	Num	3	792	794
184	TRANSF08	Total transfers to specialized schools for specified offenses	Num	6	795	800
185	VIOINC08	Total number of violent incidents recorded	Num	3	801	803
186	VIOPOL08	Total number of violent incidents reported to police	Num	3	804	806
187	DISFIRE08	Total number of disciplinary actions recorded for use or possession of a firearm or explosive device	Num	3	807	809
188	DISWEAP08	Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device	Num	3	810	812

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
189	DISDRUG08	Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs	Num	3	813	815
190	DISALC08	Total number of disciplinary actions recorded for distribution, possession, or use of alcohol	Num	2	816	817
191	DISATT08	Total number of disciplinary actions recorded for physical attacks or fights	Num	3	818	820
192	DISINS08	Total number of disciplinary actions recorded for insubordination	Num	4	821	824
193	GANGHATE	Total number of gang-related and hate crimes	Num	3	825	827
194	DISRUPT	Total number of disruptions	Num	2	828	829
195	SEC_FT	Total number of full-time security guards, SROs, or law enforcement	Num	3	830	832
196	SEC_PT	Total number of part-time security guards, SROs, or law enforcement	Num	2	833	834
197	FR_CATMN	Recoded % minority student enrollment in school - based on 05-06 CCD frame variables (School)	Num	4	835	838
198	FR_LEVEL	School grades offered - based on 05-06 CCD frame variables (School)	Num	4	839	842
199	FR_SIZE	School size categories - based on 05-06 CCD frame variables (School)	Num	4	843	846
200	FR_URBAN	Urbanicity - based on urban-centric location of school 05-06 CCD (School)	Num	4	847	850
201	FINALWGT	Final weight for the sample	Num	18	851	868
202	REPWGT1	Jackknife replicate 1	Num	18	869	886
203	REPWGT2	Jackknife replicate 2	Num	18	887	904
204	REPWGT3	Jackknife replicate 3	Num	18	905	922
205	REPWGT4	Jackknife replicate 4	Num	18	923	940
206	REPWGT5	Jackknife replicate 5	Num	18	941	958
207	REPWGT6	Jackknife replicate 6	Num	18	959	976
208	REPWGT7	Jackknife replicate 7	Num	18	977	994
209	REPWGT8	Jackknife replicate 8	Num	18	995	1012
210	REPWGT9	Jackknife replicate 9	Num	18	1013	1030
211	REPWGT10	Jackknife replicate 10	Num	18	1031	1048
212	REPWGT11	Jackknife replicate 11	Num	18	1049	1066
213	REPWGT12	Jackknife replicate 12	Num	18	1067	1084
214	REPWGT13	Jackknife replicate 13	Num	18	1085	1102
215	REPWGT14	Jackknife replicate 14	Num	18	1103	1120
216	REPWGT15	Jackknife replicate 15	Num	18	1121	1138
217	REPWGT16	Jackknife replicate 16	Num	18	1139	1156
218	REPWGT17	Jackknife replicate 17	Num	18	1157	1174

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
219	REPWGT18	Jackknife replicate 18	Num	18	1175	1192
220	REPWGT19	Jackknife replicate 19	Num	18	1193	1210
221	REPWGT20	Jackknife replicate 20	Num	18	1211	1228
222	REPWGT21	Jackknife replicate 21	Num	18	1229	1246
223	REPWGT22	Jackknife replicate 22	Num	18	1247	1264
224	REPWGT23	Jackknife replicate 23	Num	18	1265	1282
225	REPWGT24	Jackknife replicate 24	Num	18	1283	1300
226	REPWGT25	Jackknife replicate 25	Num	18	1301	1318
227	REPWGT26	Jackknife replicate 26	Num	18	1319	1336
228	REPWGT27	Jackknife replicate 27	Num	18	1337	1354
229	REPWGT28	Jackknife replicate 28	Num	18	1355	1372
230	REPWGT29	Jackknife replicate 29	Num	18	1373	1390
231	REPWGT30	Jackknife replicate 30	Num	18	1391	1408
232	REPWGT31	Jackknife replicate 31	Num	18	1409	1426
233	REPWGT32	Jackknife replicate 32	Num	18	1427	1444
234	REPWGT33	Jackknife replicate 33	Num	18	1445	1462
235	REPWGT34	Jackknife replicate 34	Num	18	1463	1480
236	REPWGT35	Jackknife replicate 35	Num	18	1481	1498
237	REPWGT36	Jackknife replicate 36	Num	18	1499	1516
238	REPWGT37	Jackknife replicate 37	Num	18	1517	1534
239	REPWGT38	Jackknife replicate 38	Num	18	1535	1552
240	REPWGT39	Jackknife replicate 39	Num	18	1553	1570
241	REPWGT40	Jackknife replicate 40	Num	18	1571	1588
242	REPWGT41	Jackknife replicate 41	Num	18	1589	1606
243	REPWGT42	Jackknife replicate 42	Num	18	1607	1624
244	REPWGT43	Jackknife replicate 43	Num	18	1625	1642
245	REPWGT44	Jackknife replicate 44	Num	18	1643	1660
246	REPWGT45	Jackknife replicate 45	Num	18	1661	1678
247	REPWGT46	Jackknife replicate 46	Num	18	1679	1696
248	REPWGT47	Jackknife replicate 47	Num	18	1697	1714
249	REPWGT48	Jackknife replicate 48	Num	18	1715	1732
250	REPWGT49	Jackknife replicate 49	Num	18	1733	1750
251	REPWGT50	Jackknife replicate 50	Num	18	1751	1768
252	IC0110	Imputation Flag	Num	4	1769	1772
253	IC0112	Imputation Flag	Num	4	1773	1776
254	IC0114	Imputation Flag	Num	4	1777	1780
255	IC0116	Imputation Flag	Num	4	1781	1784
256	IC0120	Imputation Flag	Num	4	1785	1788
257	IC0122	Imputation Flag	Num	4	1789	1792
258	IC0124	Imputation Flag	Num	4	1793	1796
259	IC0126	Imputation Flag	Num	4	1797	1800
260	IC0128	Imputation Flag	Num	4	1801	1804
261	IC0130	Imputation Flag	Num	4	1805	1808

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
262	IC0132	Imputation Flag	Num	4	1809	1812
263	IC0134	Imputation Flag	Num	4	1813	1816
264	IC0136	Imputation Flag	Num	4	1817	1820
265	IC0138	Imputation Flag	Num	4	1821	1824
266	IC0140	Imputation Flag	Num	4	1825	1828
267	IC0141	Imputation Flag	Num	4	1829	1832
268	IC0142	Imputation Flag	Num	4	1833	1836
269	IC0143	Imputation Flag	Num	4	1837	1840
270	IC0144	Imputation Flag	Num	4	1841	1844
271	IC0146	Imputation Flag	Num	4	1845	1848
272	IC0148	Imputation Flag	Num	4	1849	1852
273	IC0150	Imputation Flag	Num	4	1853	1856
274	IC0152	Imputation Flag	Num	4	1857	1860
275	IC0154	Imputation Flag	Num	4	1861	1864
276	IC0156	Imputation Flag	Num	4	1865	1868
277	IC0158	Imputation Flag	Num	4	1869	1872
278	IC0160	Imputation Flag	Num	4	1873	1876
279	IC0162	Imputation Flag	Num	4	1877	1880
280	IC0164	Imputation Flag	Num	4	1881	1884
281	IC0166	Imputation Flag	Num	4	1885	1888
282	IC0168	Imputation Flag	Num	4	1889	1892
283	IC0169	Imputation Flag	Num	4	1893	1896
284	IC0170	Imputation Flag	Num	4	1897	1900
285	IC0171	Imputation Flag	Num	4	1901	1904
286	IC0172	Imputation Flag	Num	4	1905	1908
287	IC0173	Imputation Flag	Num	4	1909	1912
288	IC0174	Imputation Flag	Num	4	1913	1916
289	IC0176	Imputation Flag	Num	4	1917	1920
290	IC0178	Imputation Flag	Num	4	1921	1924
291	IC0180	Imputation Flag	Num	4	1925	1928
292	IC0182	Imputation Flag	Num	4	1929	1932
293	IC0184	Imputation Flag	Num	4	1933	1936
294	IC0186	Imputation Flag	Num	4	1937	1940
295	IC0188	Imputation Flag	Num	4	1941	1944
296	IC0190	Imputation Flag	Num	4	1945	1948
297	IC0192	Imputation Flag	Num	4	1949	1952
298	IC0194	Imputation Flag	Num	4	1953	1956
299	IC0196	Imputation Flag	Num	4	1957	1960
300	IC0198	Imputation Flag	Num	4	1961	1964
301	IC0200	Imputation Flag	Num	4	1965	1968
302	IC0202	Imputation Flag	Num	4	1969	1972
303	IC0204	Imputation Flag	Num	4	1973	1976
304	IC0206	Imputation Flag	Num	4	1977	1980

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
305	IC0208	Imputation Flag	Num	4	1981	1984
306	IC0210	Imputation Flag	Num	4	1985	1988
307	IC0212	Imputation Flag	Num	4	1989	1992
308	IC0214	Imputation Flag	Num	4	1993	1996
309	IC0216	Imputation Flag	Num	4	1997	2000
310	IC0218	Imputation Flag	Num	4	2001	2004
311	IC0220	Imputation Flag	Num	4	2005	2008
312	IC0222	Imputation Flag	Num	4	2009	2012
313	IC0224	Imputation Flag	Num	4	2013	2016
314	IC0226	Imputation Flag	Num	4	2017	2020
315	IC0228	Imputation Flag	Num	4	2021	2024
316	IC0230	Imputation Flag	Num	4	2025	2028
317	IC0244	Imputation Flag	Num	4	2029	2032
318	IC0246	Imputation Flag	Num	4	2033	2036
319	IC0248	Imputation Flag	Num	4	2037	2040
320	IC0250	Imputation Flag	Num	4	2041	2044
321	IC0252	Imputation Flag	Num	4	2045	2048
322	IC0254	Imputation Flag	Num	4	2049	2052
323	IC0256	Imputation Flag	Num	4	2053	2056
324	IC0258	Imputation Flag	Num	4	2057	2060
325	IC0260	Imputation Flag	Num	4	2061	2064
326	IC0262	Imputation Flag	Num	4	2065	2068
327	IC0264	Imputation Flag	Num	4	2069	2072
328	IC0266	Imputation Flag	Num	4	2073	2076
329	IC0268	Imputation Flag	Num	4	2077	2080
330	IC0270	Imputation Flag	Num	4	2081	2084
331	IC0272	Imputation Flag	Num	4	2085	2088
332	IC0274	Imputation Flag	Num	4	2089	2092
333	IC0276	Imputation Flag	Num	4	2093	2096
334	IC0280	Imputation Flag	Num	4	2097	2100
335	IC0282	Imputation Flag	Num	4	2101	2104
336	IC0284	Imputation Flag	Num	4	2105	2108
337	IC0286	Imputation Flag	Num	4	2109	2112
338	IC0288	Imputation Flag	Num	4	2113	2116
339	IC0290	Imputation Flag	Num	4	2117	2120
340	IC0292	Imputation Flag	Num	4	2121	2124
341	IC0294	Imputation Flag	Num	4	2125	2128
342	IC0296	Imputation Flag	Num	4	2129	2132
343	IC0298	Imputation Flag	Num	4	2133	2136
344	IC0300	Imputation Flag	Num	4	2137	2140
345	IC0302	Imputation Flag	Num	4	2141	2144
346	IC0304	Imputation Flag	Num	4	2145	2148
347	IC0306	Imputation Flag	Num	4	2149	2152

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
348	IC0308	Imputation Flag	Num	4	2153	2156
349	IC0374	Imputation Flag	Num	4	2157	2160
350	IC0376	Imputation Flag	Num	4	2161	2164
351	IC0378	Imputation Flag	Num	4	2165	2168
352	IC0380	Imputation Flag	Num	4	2169	2172
353	IC0382	Imputation Flag	Num	4	2173	2176
354	IC0384	Imputation Flag	Num	4	2177	2180
355	IC0386	Imputation Flag	Num	4	2181	2184
356	IC0388	Imputation Flag	Num	4	2185	2188
357	IC0390	Imputation Flag	Num	4	2189	2192
358	IC0392	Imputation Flag	Num	4	2193	2196
359	IC0394	Imputation Flag	Num	4	2197	2200
360	IC0396	Imputation Flag	Num	4	2201	2204
361	IC0398	Imputation Flag	Num	4	2205	2208
362	IC0400	Imputation Flag	Num	4	2209	2212
363	IC0402	Imputation Flag	Num	4	2213	2216
364	IC0404	Imputation Flag	Num	4	2217	2220
365	IC0406	Imputation Flag	Num	4	2221	2224
366	IC0408	Imputation Flag	Num	4	2225	2228
367	IC0410	Imputation Flag	Num	4	2229	2232
368	IC0412	Imputation Flag	Num	4	2233	2236
369	IC0414	Imputation Flag	Num	4	2237	2240
370	IC0416	Imputation Flag	Num	4	2241	2244
371	IC0418	Imputation Flag	Num	4	2245	2248
372	IC0420	Imputation Flag	Num	4	2249	2252
373	IC0422	Imputation Flag	Num	4	2253	2256
374	IC0424	Imputation Flag	Num	4	2257	2260
375	IC0426	Imputation Flag	Num	4	2261	2264
376	IC0428	Imputation Flag	Num	4	2265	2268
377	IC0430	Imputation Flag	Num	4	2269	2272
378	IC0432	Imputation Flag	Num	4	2273	2276
379	IC0434	Imputation Flag	Num	4	2277	2280
380	IC0436	Imputation Flag	Num	4	2281	2284
381	IC0438	Imputation Flag	Num	4	2285	2288
382	IC0440	Imputation Flag	Num	4	2289	2292
383	IC0442	Imputation Flag	Num	4	2293	2296
384	IC0444	Imputation Flag	Num	4	2297	2300
385	IC0446	Imputation Flag	Num	4	2301	2304
386	IC0448	Imputation Flag	Num	4	2305	2308
387	IC0450	Imputation Flag	Num	4	2309	2312
388	IC0452	Imputation Flag	Num	4	2313	2316
389	IC0454	Imputation Flag	Num	4	2317	2320
390	IC0456	Imputation Flag	Num	4	2321	2324

See notes at end of table.

**Table A-1. Variable list and record layout of the public-use data file: School year
2007–08—Continued**

Order	Variable	Label	Format	Length	Start Column	End Column
391	IC0508	Imputation Flag	Num	4	2325	2328
392	IC0510	Imputation Flag	Num	4	2329	2332
393	IC0512	Imputation Flag	Num	4	2333	2336
394	IC0514	Imputation Flag	Num	4	2337	2340
395	IC0516	Imputation Flag	Num	4	2341	2344
396	IC0518	Imputation Flag	Num	4	2345	2348
397	IC0520	Imputation Flag	Num	4	2349	2352
398	IC0526	Imputation Flag	Num	4	2353	2356
399	IC0528	Imputation Flag	Num	4	2357	2360
400	IC0532	Imputation Flag	Num	4	2361	2364
401	IC0534	Imputation Flag	Num	4	2365	2368
402	IC0536	Imputation Flag	Num	4	2369	2372
403	IC0538	Imputation Flag	Num	4	2373	2376
404	IC0540	Imputation Flag	Num	4	2377	2380
405	IC0542	Imputation Flag	Num	4	2381	2384
406	IC0544	Imputation Flag	Num	4	2385	2388
407	IC0546	Imputation Flag	Num	4	2389	2392
408	IC0556	Imputation Flag	Num	4	2393	2396
409	IC0558	Imputation Flag	Num	4	2397	2400
410	IC0560	Imputation Flag	Num	4	2401	2404
411	IC0562	Imputation Flag	Num	4	2405	2408
412	IC0568	Imputation Flag	Num	4	2409	2412
413	IC0570	Imputation Flag	Num	4	2413	2416
414	IC0572	Imputation Flag	Num	4	2417	2420

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Appendix B:
Advance Letter to Principals



SSOCS-12(L)S
(1-2008)

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- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Resource Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council
- School Violence Resource Center

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Economics and Statistics Administration
U.S. CENSUS BUREAU

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STATISTICS

Dear Principal:

I am writing to invite you to participate in the 2008 School Survey on Crime and Safety (SSOCS) by providing information about your school. This survey is conducted by the U.S. Census Bureau on behalf of the National Center for Education Statistics of the U.S. Department of Education. The SSOCS is a biennial survey that focuses on the frequency of crime and violence in public schools and the programs and practices schools have developed to provide a safe school environment. It provides a unique opportunity to collect national data on crime and safety from the school's perspective. **The SSOCS is the only survey of its kind.**

Your response is critical to the success of this survey because your school is one of only a small number invited to participate in the SSOCS. Your school represents hundreds of similar schools nationwide. Your involvement will only require the completion of a brief questionnaire.

We realize that data on school crime are highly sensitive and want to assure you that **your answers are protected** under the Education Sciences Reform Act of 2002. As such, they may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as provided for in the Patriot Act (P.L. 107-056, Section 508).

We know that your school district requires researchers to obtain approval to conduct research in your district. **The NCES is in the process of obtaining permission to conduct the SSOCS in your district.** If you have any questions about this process, please contact your district or Samantha Neiman, the SSOCS Communications Director, at 1-202-403-6554 or ctr_sneiman@air.org.

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

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix C:
Chief State School Officer Letter



SSOCS-11(L)
(1-2008)

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

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STATISTICS

Dear

The U.S. Census Bureau, on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education, is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000, 2003–04, and 2005–06 school years.

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

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

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

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix D:
Superintendent Letter



SSOCS-10(L)
(1-2008)

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

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Sponsored by:

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NATIONAL CENTER FOR EDUCATION
STATISTICS

Dear Superintendent:

The U.S. Census Bureau, on behalf of the National Center for Education Statistics (NCES) of the U.S. Department of Education, is conducting an important national study that collects information about crime and safety in public schools from school principals. The School Survey on Crime and Safety (SSOCS) was previously conducted in the 1999–2000, 2003–04, and 2005–06 school years.

At least one school in your district has been selected to participate in the SSOCS. For your information, we are enclosing the materials that are being sent to the schools, including the letter asking them to participate, the questionnaire, and a brochure describing the survey. Please do not provide this questionnaire to any schools or complete it with district information. This questionnaire is only for your reference.

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

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

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix E:
Principal Cover Letter



SSOCS-13(L)
(1-2008)

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- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Resource Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Middle School Association
- National PTA
- National School Boards Association
- National School Safety Center
- Northwest Regional Educational Laboratory
- Police Executive Research Forum
- School Safety Advocacy Council
- School Violence Resource Center

Conducted by:

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

Sponsored by:

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION
STATISTICS

Dear Principal:

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

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

We realize that data on school crime are highly sensitive, so we want to remind you that **the information you provide will not be released to your district or any other organization**, except as provided for in the Patriot Act (P.L. 107-056, Section 508). This information is protected by the Education Sciences Reform Act of 2002. As such, we are subject to criminal penalty for any willful disclosure of any individually identifiable information for nonstatistical purposes, without your informed consent. The information you provide will be combined with the information provided by others in statistical reports. No data that discloses the identities of either you, your school, or your district will be included in the statistical reports.

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

We would appreciate the return of the questionnaire by

March 17, 2008. A postage-paid return envelope has been enclosed for your convenience. If you have any general questions about the study, please contact the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:00 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at dsd.education@census.gov.

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics

Enclosures

Appendix F:
Questionnaire

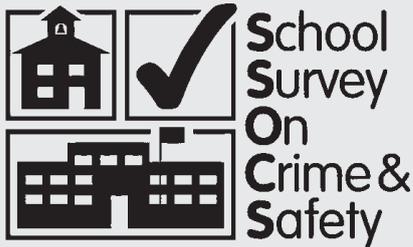
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

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

SCHOOL SURVEY ON CRIME AND SAFETY

PRINCIPAL QUESTIONNAIRE

2007-08 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

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

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



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

PLEASE RESPOND BY:

FORM **SSOCS-1**
(1-14-2008)



110106

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

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

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0761. Public reporting burden for this collection of information is estimated to average 45 minutes, including the time for reviewing instructions, searching existing data sources, gathering the data needed, and completing and reviewing the collection of information. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: School Survey on Crime and Safety, National Center for Education Statistics, 1990 K Street, N.W., Room 9017, Washington, D.C. 20006.



SURVEY INSTRUCTIONS:

- For most questions, please mark the box that best reflects your school's circumstances. Please mark your response with an "X".
- For questions that ask for counts or percents, please mark (X) the none box, rather than leaving the item blank.
- It is not necessary to consult any records for items 5 and 26. Please provide estimates for these questions.
- Definitions are available for many terms on page 2. Defined terms are bolded and marked with an asterisk (*) throughout the survey.
- Some questions refer to the 2007–08 school year. Please report for the school year to date.
- Please have this questionnaire filled out by the person most knowledgeable about school crime and policies to provide a safe environment. Please keep a copy of the completed questionnaire for your records.

Please provide the following information:

NAME OF PERSON COMPLETING FORM

010

TELEPHONE NUMBER
Area code Number

012

 — —

TITLE/POSITION

• Check one response.

014

- 1 Principal
- 2 Vice-principal or disciplinarian
- 3 Other – *Please specify* ↗

015

NUMBER OF YEARS AT THIS SCHOOL

016

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

018

E-MAIL ADDRESS

020

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

: Time started

If you have any questions about this questionnaire, please contact the U.S. Census Bureau at: **1-800-221-1204** or at dse.education@cen.gov.



School Practices and Programs

1. During the 2007–08 school year, was it a practice of your school to do the following?

☛ If your school changed its practices during the school year, please answer regarding your most recent practice.

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Require visitors to sign or check in	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Control access to school buildings during school hours (e.g., locked or monitored doors)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Control access to school grounds during school hours (e.g., locked or monitored gates)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d.	Require students to pass through metal detectors each day	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e.	Perform one or more random metal detector checks on students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f.	Close the campus for most or all students during lunch	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g.	Use one or more random dog sniffs to check for drugs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h.	Perform one or more random sweeps for contraband (e.g., drugs or weapons*), but not including dog sniffs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i.	Require drug testing for athletes	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j.	Require drug testing for students in extra-curricular activities other than athletics	1 <input type="checkbox"/>	2 <input type="checkbox"/>
k.	Require drug testing for any other students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
l.	Require students to wear uniforms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
m.	Enforce a strict dress code	1 <input type="checkbox"/>	2 <input type="checkbox"/>
n.	Provide school lockers to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>
o.	Require clear book bags or ban book bags on school grounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>
p.	Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency	1 <input type="checkbox"/>	2 <input type="checkbox"/>
q.	Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
r.	Require students to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
s.	Require faculty and staff to wear badges or picture IDs	1 <input type="checkbox"/>	2 <input type="checkbox"/>
t.	Use one or more security cameras to monitor the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>
u.	Provide telephones in most classrooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>
v.	Provide two-way radios to any staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>
w.	Prohibit all tobacco use on school grounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



2. Does your school have a written plan that describes procedures to be performed in the following crises? If yes, has your school drilled students on the use of this plan during the 2007–08 school year?

	Have a written plan?		If "Yes," has your school drilled students on the plan during the 2007–08 school year?	
	YES	NO	YES	NO
a. Shootings	154 1 <input type="checkbox"/>	2 <input type="checkbox"/>	156 1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Natural disasters (e.g., earthquakes or tornadoes)	158 1 <input type="checkbox"/>	2 <input type="checkbox"/>	160 1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hostages	162 1 <input type="checkbox"/>	2 <input type="checkbox"/>	164 1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Bomb threats or incidents	166 1 <input type="checkbox"/>	2 <input type="checkbox"/>	168 1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)	170 1 <input type="checkbox"/>	2 <input type="checkbox"/>	172 1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Suicide threat or incident	169 1 <input type="checkbox"/>	2 <input type="checkbox"/>		
g. The U.S. national threat level is changed to Red (Severe Risk of Terrorist Attack) by the Department of Homeland Security	171 1 <input type="checkbox"/>	2 <input type="checkbox"/>		
h. Pandemic Flu	173 1 <input type="checkbox"/>	2 <input type="checkbox"/>		

3. During the 2007–08 school year, did your school have any formal programs intended to prevent or reduce **violence*** that included the following components for students?

☛ If a program has multiple components, answer "Yes" for each that applies.

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	174	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Behavioral or behavior modification intervention for students	176	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Counseling, social work, psychological, or therapeutic activity for students	178	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	180	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Recreational, enrichment, or leisure activities for students	182	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	184	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Programs to promote sense of community/social integration among students	186	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Hotline/tipline for students to report problems	188	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



Parent and Community Involvement at School

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

☛ Check "Yes" or "No" on each line.

		YES	NO
a.	Have a formal process to obtain parental input on policies related to school crime and discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b.	Provide training or technical assistance to parents in dealing with students' problem behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c.	Have a program that involves parents at school* helping to maintain school discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>

5. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2007–08 school year?

☛ Check one response on each line.

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

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

☛ Check "Yes" or "No" on each line.

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

*Please use the definition on page 2.



School Security

7. During the 2007–08 school year, did you have any security guards, security personnel, or sworn law enforcement officers present **at your school*** at least once a week?

220 1 Yes
 2 No → GO TO Question 12 on page 9.

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

☛ Check "Yes" or "No" on each line.

		YES	NO
a. At any time during school hours	222	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. While students were arriving or leaving	224	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	226	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. When school/school activities were not occurring	228	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Other – <i>Please specify</i> ↘	230	1 <input type="checkbox"/>	2 <input type="checkbox"/>
231			

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

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

☛ If none, please mark (X) the box.

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

*Please use the definition on page 2.



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

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Wear uniforms or other identifiable clothing	244	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Carry a stun gun (e.g., Taser gun)	246	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Carry chemical aerosol sprays (e.g., Mace, pepper spray)	248	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Carry a firearm*	250	1 <input type="checkbox"/>	2 <input type="checkbox"/>

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

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Security enforcement and patrol	252	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Maintaining school discipline	254	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Coordinating with local police and emergency team(s)	256	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Identifying problems in the school and proactively seeking solutions to those problems	258	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Training teachers and staff in school safety or crime prevention	260	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Mentoring students	262	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Teaching a law-related education course or training students (e.g., drug-related education, criminal law, or crime prevention courses)	264	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Staff Training

12. During the 2007–08 school year, did your school or school district provide any of the following for classroom teachers or aides?

☛ Check "Yes" or "No" on each line.

		YES	NO
a. Training in classroom management for teachers	266	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Training in school-wide discipline policies and practices related to violence* , alcohol, and/or drug use	268	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Training in safety procedures	270	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Training in recognizing early warning signs of students likely to exhibit violent behavior	272	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Training in recognizing signs of students using/abusing alcohol and/or drugs	274	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Training in positive behavioral intervention strategies	276	1 <input type="checkbox"/>	2 <input type="checkbox"/>

*Please use the definition on page 2.



Limitations on Crime Prevention

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

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

Frequency of Crime and Violence at School

14. During the 2007–08 school year, have any of your school's students, faculty, or staff died as a result of a homicide committed **at your school***?

- 306 1 Yes
2 No

15. During the 2007–08 school year, has there been at least one incident **at your school*** that involved a shooting (regardless of whether anyone was hurt)? Please include those incidents that occurred **at school***, regardless of whether a student or non-student used the **firearm***.

- 308 1 Yes
2 No

*Please use the definition on page 2.



111005

FORM SSOCS-1 (1-14-2008)

Number of Incidents

16. Please record the number of incidents that occurred **at school*** during the 2007–08 school year for the offenses listed below.

☐ If none, please mark (X) the box.

Please provide information on:

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

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

*Please use the definition on page 2.



17. During the 2007–08 school year, how many of the following incidents occurred **at your school**?

If none, please mark (X) the box.

	Total number
a. Hate crime*	366 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Gang-related* crime	368 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Gang-related* hate crime*	369 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

18. How many times during the 2007–08 school year were activities disrupted by unplanned fire alarms (i.e., false alarms)?

Do not include fire alarms due to actual emergencies.

If none, please mark (X) the box.

370 Number of unplanned fire alarms
0 None

19. Excluding planned and unplanned fire alarms, how many times during the 2007–08 school year were activities disrupted by other actions such as death threats, bomb threats, or chemical, biological, or radiological threats?

If none, please mark (X) the box.

372 Number of disruptions
0 None

*Please use the definition on page 2.



Disciplinary Problems and Actions

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

☛ Check one response on each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial/ethnic tensions	374	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Student bullying	376	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Student sexual harassment* of other students	378	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Widespread disorder in classrooms	382	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Student verbal abuse of teachers	380	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student acts of disrespect for teachers other than verbal abuse	384	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Gang* activities	386	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Cult or extremist group* activities	388	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

*Please use the definition on page 2.



21. During the 2007–08 school year, did your school allow for the use of the following disciplinary actions? If yes, were the actions used this school year?

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

*Please use the definition on page 2.



111401

FORM SSOCS-1 (1-14-2008)

22. During the 2007–08 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response?

☛ If none, please mark (X) the box.

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

- ☛ If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions.
- ☛ If a student was disciplined more than once, please count each offense separately (e.g., a student who was suspended five times would be counted as five suspensions).
- ☛ 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.

		Column Number				
		1	2	3	4	5
		Total students involved in recorded offenses (regardless of disciplinary action)	Removals with no continuing school services for at least the remainder of the school year	Transfers to specialized schools*	Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year	Other disciplinary action (e.g., suspension for less than 5 days, detention, etc.)
a.	Use/possession of a firearm/explosive device*	458 <input type="text"/> 0 <input type="checkbox"/> None	460 <input type="text"/> 0 <input type="checkbox"/> None	462 <input type="text"/> 0 <input type="checkbox"/> None	464 <input type="text"/> 0 <input type="checkbox"/> None	466 <input type="text"/> 0 <input type="checkbox"/> None
b.	Use/possession of a weapon* other than a firearm/explosive device*	468 <input type="text"/> 0 <input type="checkbox"/> None	470 <input type="text"/> 0 <input type="checkbox"/> None	472 <input type="text"/> 0 <input type="checkbox"/> None	474 <input type="text"/> 0 <input type="checkbox"/> None	476 <input type="text"/> 0 <input type="checkbox"/> None
c.	Distribution, possession, or use of illegal drugs	478 <input type="text"/> 0 <input type="checkbox"/> None	480 <input type="text"/> 0 <input type="checkbox"/> None	482 <input type="text"/> 0 <input type="checkbox"/> None	484 <input type="text"/> 0 <input type="checkbox"/> None	486 <input type="text"/> 0 <input type="checkbox"/> None
d.	Distribution, possession, or use of alcohol	488 <input type="text"/> 0 <input type="checkbox"/> None	490 <input type="text"/> 0 <input type="checkbox"/> None	492 <input type="text"/> 0 <input type="checkbox"/> None	494 <input type="text"/> 0 <input type="checkbox"/> None	496 <input type="text"/> 0 <input type="checkbox"/> None
e.	Physical attacks or fights*	498 <input type="text"/> 0 <input type="checkbox"/> None	500 <input type="text"/> 0 <input type="checkbox"/> None	502 <input type="text"/> 0 <input type="checkbox"/> None	504 <input type="text"/> 0 <input type="checkbox"/> None	506 <input type="text"/> 0 <input type="checkbox"/> None
f.	Insubordination*	508 <input type="text"/> 0 <input type="checkbox"/> None	510 <input type="text"/> 0 <input type="checkbox"/> None	512 <input type="text"/> 0 <input type="checkbox"/> None	514 <input type="text"/> 0 <input type="checkbox"/> None	516 <input type="text"/> 0 <input type="checkbox"/> None

23. During the 2007–08 school year, how many of the following occurred?

☛ If none, please mark (X) the box.

- a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 22, column 2).
- b. Students were transferred to **specialized schools*** for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 22, column 3).

Total number	
518 <input type="text"/> 0 <input type="checkbox"/> None	
520 <input type="text"/> 0 <input type="checkbox"/> None	

*Please use the definition on page 2.



School Characteristics: 2007-08 School Year

24. As of October 1, 2007, what was your school's total enrollment?

522 Students

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

☛ If none, please mark (X) the box.

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

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

☛ If none, please mark (X) the box.

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

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

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

☛ If none, please mark (X) the box.

538 Typical number of classroom changes
0 None

*Please use the definition on page 2.



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

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

If none, please mark (X) the box.

	Number of full-time	Number of part-time
a. Special education teachers	540 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	542 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
b. Special education aides	544 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	546 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
c. Regular classroom teachers	548 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	550 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
d. Regular classroom teacher aides or paraprofessionals	552 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	554 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None
e. Counselors or mental health professionals	556 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None	558 <input type="text"/> <input type="text"/> <input type="text"/> 0 <input type="checkbox"/> None

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

Check one response.

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

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

Check one response.

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

31. Which of the following best describes your school?

Check one response.

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

565

*Please use the definition on page 2.



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

568 Percent of students present

33. During the 2007–08 school year, how many students transferred to or from your school after the start of the school year? Please report on the total mobility, not just transfers due to disciplinary actions.

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

		Total number of transfers
a. Transferred <u>to</u> the school	570 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/> None
b. Transferred <u>from</u> the school	572 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	0 <input type="checkbox"/> None

34. Please provide the following dates.

		Month	Day
a. Start date for your school's 2007–08 academic year	574	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	/2007
b. End date for your school's 2007–08 academic year	576	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	/2008
c. Date you completed the questionnaire	578	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	/2008

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

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

580 Minutes



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

U.S. Census Bureau
Attn: SPB 64C
1201 E 10th Street
Jeffersonville, IN 47132-0001

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

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

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

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

<http://nces.ed.gov>

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

<http://www.fedstats.gov>



Appendix G:
Reminder E-Mails to Principals

From: School Crime [mailto:school.crime@ed.gov]
Sent: Thursday, March 27, 2008 - 4:11 PM
To:
Subject: REMINDER - Deadline for SSOCS

If you have already completed the **School Survey on Crime and Safety (SSOCS)**, thank you!

If not, **please complete and return your questionnaire as soon as possible**. We will contact you shortly to determine the status of your questionnaire.

Your participation is critical to the success of our survey because your school was selected to represent hundreds of similar schools and cannot be replaced. Please contact me if there is anything I can do to help you complete the questionnaire.

Sincerely,
Kathryn Chandler

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

From: School Crime [mailto:school.crime@ed.gov]
Sent: Friday, May 09, 2008 - 4:45 PM
To:
Subject: REMINDER - Deadline for SSOCS

If you have already completed the **School Survey on Crime and Safety (SSOCS)**, thank you!
We truly appreciate your response.

If not, **please complete and return your questionnaire as soon as possible**. We will contact you shortly to determine the status of your questionnaire.

SSOCS is important because parents, school staff, and policymakers must understand the extent and nature of school crime in order to address the problem. SSOCS is designed to provide measures of crime and safety in the nation's public schools. Your participation is critical to the success of our survey because your school was selected to represent hundreds of similar schools and cannot be replaced.

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

Thanks,
Kathryn Chandler

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

From: School Crime [mailto:school.crime@ed.gov]
Sent: Wednesday, May 28, 2008 - 10:06 AM
To:
Subject: Be Counted - SSOCS Final Deadline

If you have already completed the **School Survey on Crime and Safety (SSOCS)**, thank you!
We truly appreciate your response.

If not, **please complete and return your questionnaire as soon as possible**. We will contact you shortly to determine the status of your questionnaire.

SSOCS is important because parents, school staff, and policymakers must understand the extent and nature of school crime in order to address the problem. SSOCS is designed to provide measures of crime and safety in the nation's public schools. Your participation is critical to the success of our survey because your school was selected to represent hundreds of similar schools and cannot be replaced.

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

Thanks,
Kathryn Chandler

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

Appendix H:
Analysis of Unit Nonresponse Bias

Analysis of Unit Nonresponse Bias

In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey stage of data collection with a base-weighted¹ unit response rate of less than 85 percent be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the actual size of the sample. It can also produce bias if the nonrespondents have characteristics of interest that are different from those of the respondents (Statistics Canada 2003). There are two types of nonresponse: unit and item nonresponse. Unit nonresponse refers to sampled units—schools, in this instance—that do not have completed interviews. The SSOCS:2008 sample consists of 3,484 schools, of which 52 were ineligible for the survey and 2,560 completed the survey. Item nonresponse refers to survey questions with missing responses for interviewed schools. Item nonresponse bias can occur when responses for items are not obtained for all interviews.

In this appendix, unit response rates by different school characteristics are presented, followed by a comparison of the distributions of the SSOCS sample and the target population across eight key school-level variables² and a comparison of respondent and nonrespondent distributions on these eight key survey characteristics. For the school characteristics with different distributions between respondents and nonrespondents, further examination of the differences in response propensity is conducted using chi-square automatic interaction detection (CHAID), which identifies the school characteristics that are the best predictors of response. Finally, the full sample (using base weights) and respondents (using final weights adjusted for nonresponse) are compared.

Comparison of the Sample and Population

Before examining nonresponse to the SSOCS survey, the appropriateness of the SSOCS sample design in representing the target population is examined. This is done by comparing distributions across the selected key variables in the SSOCS sample to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2008 was constructed from the public school universe file created for the 2007–08 Schools and Staffing Survey (SASS). The SASS frame was derived from the 2005–06 Common Core of Data (CCD) Public Elementary/Secondary School Universe data file. The SSOCS sample was chosen by stratifying the subset of schools from the CCD population by enrollment size, instructional level, and locale. Within each stratum, the schools were first sorted by region and percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students and a simple random systematic sample was drawn.

¹ A base weight is calculated as the inverse of a school's sampling probability.

² Five SSOCS survey variables were used in the sampling design (enrollment size, level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, and region); the other three variables were derived from continuous variables available on the sampling frame (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch).

Table H-1 displays the distributions of the SSOCS:2008 sample (excluding the ineligible schools) and the target population (which is a subset of the CCD that includes all U.S. public schools that are eligible for the SSOCS sample) across the selected eight key variables. A chi-square likelihood ratio test, which tests for independence between two distributions, was used to examine whether there were any differences between the distributions of the selected sample and the target population based on the key variable examined. Independence of the row and column variables implies that the distributions across row variable subgroups will be the same across the SSOCS sample and target population columns. For example, when examining free or reduced-price lunch, the SSOCS sample and target population distributions were compared to see if they were independent of free or reduced-price lunch. If they were, it could be argued that the distribution of the sample is the same as that of the target population across the categories of free or reduced-price lunch. The larger the chi-square statistic, the less likely it is that the two distributions are independent of the key statistic examined.

The results show, with 95 percent confidence, that the SSOCS sample and the target population are independent across the eight frame variables examined (i.e., p values are greater than .05). This means that for all frame variables examined, the sample has the same distribution as the target population, and there is no potential selection bias in the sample selection design.

Response Rate

The first component of nonresponse bias is the response rate, which measures the percentage of responding units out of the total units sampled in each study. Unit response rates can be either unweighted or base weighted. The unweighted rate, computed by dividing the raw number of respondents by the eligible sample size, provides a useful description of the success of the operational aspects of the survey. The base-weighted response rate, computed by summing the base weights for the respondents and dividing by the sum of the base weights for all eligible sample schools, gives a better description of the success of the survey with respect to the population sampled. This is because the base weights allow for inference of the sample data (including response status) to the population level. For the SSOCS:2008 unit nonresponse bias analysis, the base weight was used, which is the inverse of the selection probability.

The magnitude of unit nonresponse bias is determined by the level of response and can be reflected in the differences between respondents and nonrespondents on key survey variables. As with most surveys, the values of key survey variables are not known for the nonrespondents. However, the SSOCS sampling frame does have eight school-level characteristic variables for responding and nonresponding schools. Five variables (enrollment size, instructional level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students), and region) were used in the sampling design; the three other variables (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available in the sampling frame. For SSOCS:2008, two of the continuous variables—student-to-teacher ratio and percentage of students eligible for free or reduced-price lunch—were collapsed into the categories in which they are typically presented in

Table H-1. Comparison of distributions of eligible base-weighted sample and target population, by selected key variables: School year 2007–08

School characteristic	Percent of schools		Likelihood ratio	p value
	Sample distribution	Population distribution		
Enrollment size				
Less than 300	23.1	24.3		
300–499	29.3	29.2		
500–999	36.4	35.6		
1,000 or more	11.2	11.0	0.38	0.77
Level ¹				
Primary	59.2	59.4		
Middle	18.5	18.6		
High school	14.4	14.4		
Combined	8.0	7.6	0.12	0.95
Locale				
City	25.7	26.4		
Suburb	28.8	28.8		
Town	14.2	14.2		
Rural	31.4	30.6	0.21	0.89
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students				
Less than 5 percent	16.1	15.4		
5 to less than 20 percent	25.8	24.2		
20 to less than 50 percent	24.0	24.0		
50 percent or more	34.0	36.4	1.70	0.16
Student-to-FTE ratio ²				
Less than 12 students	12.5	13.8		
12 to 16 students	43.6	41.4		
More than 16 to less than 20 students	30.3	30.9		
20 or more students	13.6	13.9	1.20	0.31
Number of FTE teaching staff ³				
Less than 29	45.2	47.2		
29 to less than 45	30.7	29.2		
45 to less than 70	16.1	15.7		
70 or more	8.1	7.9	0.83	0.48
Percent of students eligible for free or reduced-price lunch				
Less than 10 percent	12.4	13.7		
10 to 20 percent	12.8	11.3		
21 to 50 percent	34.3	35.0		
More than 50 percent	40.5	40.0	1.79	0.15
Region				
Northeast	16.4	16.8		
Midwest	26.9	28.2		
South	34.0	32.5		
West	22.7	22.5	0.83	0.48

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

NCES tables. Since there were no corresponding table stubs for the number of FTE teachers, the categorical definitions were kept consistent with those used for the SSOCS:2006 nonresponse bias analysis.

The overall base-weighted response rate was 77.2 percent, and the overall unweighted response rate was 74.6 percent. Table H-2 provides descriptive statistics on the base-weighted and unweighted response rates for key school characteristics. In general, larger schools, city schools, schools with large populations of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, schools with high student-to-teacher ratios, and schools in the Northeast were less likely to respond to SSOCS:2008. Whether these differing response rates are statistically significant is examined in the next section.

Comparison of Respondents and Nonrespondents

The second component of nonresponse bias relates to the differences between respondents and nonrespondents on survey characteristics. Table H-3 compares respondents and nonrespondents on the eight key variables for which data are available from the sampling frame. Base-weighted distributions and the differences in the distributions between respondents and nonrespondents are shown.

The largest differences in distributions were found for schools with less than 300 students (8.1 percent), city schools (-11.2 percent), rural schools (11.9 percent), schools with 50 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students (-11.2 percent), and schools in the Northeast (-7.1 percent).³ The likelihood-ratio test statistic for independence in each two-way table is shown in table H-3, along with its *p* value. The null hypothesis that the response propensity is independent of the school characteristic is rejected for enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region. Therefore, there is a statistically significant relationship between each of these six school characteristic variables and the likelihood of responding to SSOCS:2008.

Comparison of Response Rates

In order to compare response rates between different subpopulations for enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region, a logistic model was used to identify the categories within each school characteristic variable where significant differences in response propensity exist. PROC RLOGIST in SUDAAN (Research Triangle Institute 2001) was used to perform a logistic regression of the odds of responding to SSOCS:2008 given a school's characteristic. For this analysis, the dependent

³ These differences represent only some of the statistically significant relationships that resulted from this analysis. This paragraph discusses differences greater than the absolute value of 7, and arbitrarily so, to avoid unnecessarily reporting too much detail. Refer to table H-3 for a complete list of the significant coefficients.

Table H-2. Response rates, by selected key variables: School year 2007–08

School characteristic	Percent	
	Base-weighted response rate	Unweighted response rate
Overall	77.2	74.6
Enrollment size		
Less than 300	83.3	82.6
300–499	76.7	78.8
500–999	76.2	75.9
1,000 or more	68.6	68.5
Level ¹		
Primary	77.0	75.6
Middle	77.0	75.1
High school	76.2	73.0
Combined	80.8	79.6
Locale		
City	69.4	67.0
Suburb	73.1	71.2
Town	84.6	84.8
Rural	83.8	83.1
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Islander, and American Indian/Alaska Native students		
Less than 5 percent	84.3	83.5
5 to less than 20 percent	80.8	79.6
20 to less than 50 percent	76.7	74.0
50 percent or more	71.4	68.4
Student-to-FTE ratio ²		
Less than 12 students	82.0	79.1
12 to 16 students	78.2	74.8
More than 16 to less than 20 students	74.4	73.8
20 or more students	73.0	72.9
Number of FTE teaching staff ³		
Less than 29	78.9	79.6
29 to less than 45	78.1	77.8
45 to less than 70	74.9	74.0
70 or more	68.0	67.1
Percent of students eligible for free or reduced-price lunch		
Less than 10 percent	78.8	72.4
10 to 20 percent	69.4	72.8
21 to 50 percent	78.4	76.2
More than 50 percent	78.2	74.4
Region		
Northeast	69.5	67.9
Midwest	80.8	79.4
South	79.7	75.8
West	74.6	72.7

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

**Table H-3. Comparison of respondents and nonrespondents, by selected key variables:
School year 2007–08**

School characteristic	Percent			Likelihood	p value
	Respondents	Nonrespondents	Difference		
Enrollment size					
Less than 300	24.9	16.9	8.1		
300–499	29.1	29.8	-0.7		
500–999	36.0	37.9	-1.9	9.04	0.00*
1,000 or more	10.0	15.4	-5.4		
Level ¹					
Primary	59.0	59.7	-0.7		
Middle	18.4	18.6	-0.2		
High school	14.2	15.5	-0.8		
Combined	8.3	6.7	1.7	0.42	0.74
Locale					
City	23.1	34.3	-11.2		
Suburb	27.3	34.0	-6.7		
Town	15.5	9.5	6.0		
Rural	34.1	22.2	11.9	12.97	0.00*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	17.6	11.1	6.5		
5 to less than 20 percent	27.0	21.8	5.3		
20 to less than 50 percent	23.9	24.5	-0.7	7.22	0.00*
50 percent or more	31.5	42.6	-11.2		
Student-to-FTE ratio ²					
Less than 12 students	13.3	9.9	3.4		
12 to 16 students	53.0	49.8	3.2		
More than 16 to less than 20 students	20.9	24.2	-3.3		
20 or more students	12.9	16.1	-3.2	2.34	0.07
Number of FTE teaching staff ³					
Less than 29	46.3	41.7	4.6		
29 to less than 45	31.0	29.3	1.7		
45 to less than 70	15.6	17.7	-2.1	8.01	0.00*
70 or more	7.1	11.3	-4.2		
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	12.7	11.5	1.1		
10 to 20 percent	11.5	17.1	-5.7		
21 to 50 percent	34.8	32.5	2.3	2.94	0.03*
More than 50 percent	41.0	38.8	2.2		
Region					
Northeast	14.8	21.9	-7.1		
Midwest	28.1	22.6	5.5		
South	35.2	30.2	4.9		
West	21.9	25.2	-3.3	5.59	0.00*

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

variable was defined as whether the school responded to the survey (yes/no). The first category of each variable was taken as the reference group.

In table H-4, the odds of responding given a particular characteristic are reported. For example, the odds ratio estimate for *town* schools is 2.4, which means *town* schools have 2.4 times the odds of responding than *city* schools (the reference category). An odds ratio of “1.0” indicates that there is no difference in response propensities between the characteristic category being examined and the reference category, and an odds ratio of less than “1.0” indicates that the schools with the characteristic of interest are less likely to respond than the schools in the reference category. To determine if a coefficient is significantly different from the reference category, the lower and upper 95 percent confidence limits of the odds ratio were examined and are also reported in table H-4. At the significance level of .05, when the value 1.0 falls between these two limits, the response rate of the school characteristic category is not significantly different from that of the reference category.

The results of the RLOGIST analysis confirm and elaborate on the relationships observed in the prior section. Schools with less than 300 students have statistically significant higher response rates than do schools with 300 or more students, and the likelihood of responding appears to decrease as school size increases. Similar to the results observed in the chi-square likelihood ratio test results reported in table H-3, no significant differences were found in the response propensity of suburban schools compared to that of city schools; however, town and rural schools are significantly more likely to respond than are city schools. Additionally, schools with less than 5 percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students had higher odds of responding than did schools with 20 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students. Schools with student-to-teacher ratios of 20 or more were less likely to respond than were schools with smaller student-to-teacher ratios. Schools with 70 or more FTE teachers were less likely to respond than were schools with less than 29 FTE teachers. Schools with 10–20 percent of their student population eligible for free or reduced-price lunch were less likely to respond than were schools with less than 10 percent of their student population eligible for the lunch subsidy. Finally, the odds of responding were statistically significant and higher for schools in the Midwest and South than for schools in the Northeast.

Table H-4. Comparison of relative response rates, by selected key variables: School year 2007–08

School characteristic	Odds ratio	Lower 95% Confidence limit of odds ratio	Upper 95% Confidence limit of odds ratio
Enrollment size			
Less than 300	<i>Reference group</i>		
300–499	0.66	0.44	.98*
500–999	0.64	0.45	.92*
1,000 or more	0.44	0.30	.63*
Level¹			
Primary	<i>Reference group</i>		
Middle	1.00	0.80	1.24
High school	0.96	0.77	1.19
Combined	1.26	0.77	2.07
Locale			
City	<i>Reference group</i>		
Suburb	1.20	0.92	1.55
Town	2.42	1.62	3.60*
Rural	2.28	1.67	3.13*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students			
Less than 5 percent	<i>Reference group</i>		
5 to less than 20 percent	0.78	0.51	1.20
20 to less than 50 percent	0.61	0.40	0.93*
50 percent or more	0.46	0.31	0.69*
Student-to-FTE ratio²			
Less than 12 students	<i>Reference group</i>		
12 to 16 students	0.95	0.72	1.26
More than 16 to less than 20 students	0.79	0.60	1.05
20 or more students	0.57	0.44	0.73*
Number of FTE teaching staff³			
Less than 29	<i>Reference group</i>		
29 to less than 45	0.79	0.52	1.21
45 to less than 70	0.64	0.41	1.01
70 or more	0.60	0.37	.96*
Percent of students eligible for free or reduced-price lunch			
Less than 10 percent	<i>Reference group</i>		
10 to 20 percent	0.61	0.40	.92*
21 to 50 percent	0.98	0.68	1.40
More than 50 percent	0.96	0.68	1.37
Region			
Northeast	<i>Reference group</i>		
Midwest	1.84	1.30	2.61*
South	1.72	1.26	2.35*
West	1.29	0.92	1.80

* $p < .05$.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of .05178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Unit Response Propensity

Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using CHAID. Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response, until a tree is formed with all of the response predictors that were identified at each step. The final result is a division of the entire dataset into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the dataset into groups within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible. These cells are called nonresponse adjustment cells.

Several school characteristics were found to be related to the propensity to respond in earlier sections. These include enrollment size, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, student-to-FTE teaching staff ratio, number of FTE teaching staff, percentage of students eligible for free or reduced-price lunch, and region. These were selected as the auxiliary variables for the CHAID analysis. Because the variable *percentage of students eligible for free or reduced-price lunch* was missing for 3.16 percent of schools, an additional response category was created for the missing cases so that all schools were accounted for in one of the adjustment cells.⁴ Otherwise, the missing cases could not be identified in any one of the subgroups created by the auxiliary variables, and the missing cases would not be included in the CHAID analysis. In the CHAID analysis, the multiple combinations of the auxiliary variables were grouped into 15 nonresponse adjustment cells, which minimize the variance in response rates within a cell and maximize the variance in response rates between cells. In the end, enrollment size and student-to-teacher ratio were found unimportant in determining the most efficient adjustment cells; that is, these variables were no longer significant predictors of response propensity when controlling for the other variables in the model.

The response rates for these cells, as well as the sample sizes, are shown in table H-5. The weighted unit response rates among adjustment cells vary from 65.5 to 95.6 percent, and the unweighted response rates vary from 65.3 to 95.4 percent. The resulting cell definitions from the CHAID analysis were used to create the adjustment cells that the U.S. Census Bureau used to produce the SSOCs:2008 nonresponse-adjusted weights.

Comparison of Eligible Sample (With Base Weights) and Respondents (With Final Weights Adjusted for Nonresponse)

In order to evaluate the effect of the Census adjustment, a comparison analysis was conducted of the eligible sample (3,432 cases with sample selection base weights) and the respondents only (2,560 completed questionnaires with the final Census weight adjusted for nonresponse) to look for differences between these two groups. Table H-6 displays the distributions of the full sample

⁴ Missing cases were defined as “.”.

Table H-5. Nonresponse adjustment cells: School year 2007–08

Cell	Percent		Number of respondents
	Base weighted response rate	Unweighted response rate	
1	81.4	80.1	218
2	82.5	82.8	216
3	83.8	82.9	107
4	95.6	95.4	103
5	88.3	89.6	172
6	86.9	90.3	84
7	79.1	81.6	62
8	86.1	86.7	39
9	66.0	66.7	66
10	65.5	65.3	261
11	70.8	70.7	306
12	82.9	84.0	168
13	73.5	71.8	79
14	75.3	78.7	85
15	68.8	65.6	594

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

and the respondents across the eight school characteristic variables, the chi-square likelihood ratio tests, and their corresponding p values. The results indicate that the null hypothesis that the nonresponse-adjusted sample has the same distributions as the full sample is accepted across all eight school characteristics examined ($p > .05$). This suggests that, when using the final adjusted weights, the respondent sample is representative of the eligible sample across the eight school characteristics.

Comparison of Eligible Sample (With Base Weights) and Respondents (With Final Weights Adjusted for Nonresponse)

In order to evaluate the effect of the Census adjustment, a comparison analysis was conducted of the eligible sample (3,432 cases with sample selection base weights) and the respondents only (2,560 completed questionnaires with the final Census weight adjusted for nonresponse) to look for differences between these two groups. Table H-6 displays the distributions of the full sample and the respondents across the eight school characteristic variables, the chi-square likelihood ratio tests, and their corresponding p values. The results indicate that the null hypothesis that the nonresponse-adjusted sample has the same distributions as the full sample is accepted across all eight school characteristics examined ($p > .05$). This suggests that, when using the final adjusted weights, the respondent sample is representative of the eligible sample across the eight school characteristics.

Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2008. When first comparing the sample to the target population, similar distributions were found across all eight key survey variables and, therefore, no selection bias was found in the survey sample design. Next, the differences between the SSOCS:2008 nonrespondents and respondents were examined across the categories of the eight key survey variables. The largest differences in distributions

Table H-6. Comparison of sample (with base weight) and respondents (with final weight), by selected key variables: School year 2007–08

School characteristic	Percent		Likelihood ratio	p value
	Eligible sample	Respondents		
Enrollment size				
Less than 300	21.1	23.1		
300–499	29.3	29.3		
500–999	36.4	36.4		
1,000 or more	11.2	11.2	0.00	1.00
Level¹				
Primary	59.2	59.2		
Middle	18.5	18.4		
High school	14.4	14.4		
Combined	8.0	8.0	0.00	1.00
Locale				
City	25.7	25.6		
Suburb	28.8	28.8		
Town	14.2	14.2		
Rural	31.4	31.4	0.00	1.00
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students				
Less than 5 percent	16.1	16.5		
5 to less than 20 percent	25.8	25.7		
20 to less than 50 percent	24.0	24.5		
50 percent or more	34.0	33.3	0.08	0.97
Student-to-FTE ratio²				
Less than 12 students	12.5	12.7		
12 to 16 students	43.6	44.1		
More than 16 to less than 20 students	30.3	31.1		
20 or more students	13.6	13.2	0.07	0.98
Number of FTE teaching staff³				
Less than 29	45.2	44.4		
29 to less than 45	30.7	31.1		
45 to less than 70	16.1	16.3		
70 or more	8.1	8.1	0.06	0.98
Percent of students eligible for free or reduced-price lunch				
Less than 10 percent	12.4	12.9		
10 to 20 percent	12.8	11.6		
21 to 50 percent	34.3	34.2		
More than 50 percent	40.5	41.3	0.36	0.78
Region				
Northeast	16.4	16.1		
Midwest	26.9	26.8		
South	34.0	34.7		
West	22.7	22.4	0.06	0.98

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary Universe Survey," 2005–06.

were found for schools with less than 300 students (8.1 percent), city schools (-11.2 percent), rural schools (11.9 percent), schools with 50 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students (-11.2 percent), and schools in the Northeast (-7.1 percent). An examination of the odds of responding among the categories of the eight key survey variables yielded similar results. As school size increased, response rates decreased; town and rural schools were more likely to respond than were city schools; as percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students increased, the odds of responding declined; student-to-teacher ratios of 20 or more were associated with lower odds of responding; schools with 70 or more FTE teaching staff had lower response rates; schools with 10–20 percent of their students eligible for free or reduced-price lunch were less likely to respond than were schools with less than 10 percent of their students eligible; and schools in the Northeast were less likely to respond than were schools in the Midwest and South. Finally, the full sample (with base weights) was compared to the respondents (with the Census final weights) in order to evaluate the effectiveness of the nonresponse weight adjustment. The results indicate that the eligible sample is no different than the responding sample when adjusting for nonresponse.

Appendix I:
Analysis of Item Nonresponse Bias

Analysis of Item Nonresponse

In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey item with a base-weighted¹ item response rate of less than 85 percent be evaluated for potential nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2003). This appendix serves to supplement the unit-level nonresponse bias analysis for the 2007–08 School Survey on Crime and Safety (SSOCS:2008), summarizing the results of the item-level nonresponse bias analysis.

The SSOCS:2008 sample consists of 3,484 schools, of which 52 were ineligible for the survey and 2,560 completed the survey (77.2 percent weighted response rate; 74.6 percent unweighted response rate). Analysis of the unit-level nonresponse found that adjustments to the weights of the sample yielded distributions statistically similar to those of the eligible sample. As in most surveys, responses to some items on the SSOCS:2008 questionnaire were not obtained for all interviewed respondents, which can lead to nonresponse bias at an item level. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies are discovered after the interview and the inconsistencies must be set to “missing,” after which values for the items are imputed.

The item nonresponse analysis presented here is based on the SSOCS:2008 restricted-use data file; therefore the variables in this appendix are not designated with an “/R” since they are all from the restricted-use data file. The majority of items in SSOCS:2008 had high response rates. The mean item response rate for SSOCS:2008 is 97 percent; therefore, there is little potential for item nonresponse bias for most items in the survey. However, for the items with weighted response rates lower than 85 percent, the potential for nonresponse bias must be examined. There were 13 such items in SSOCS:2008. This appendix first describes the 13 items that were included in the nonresponse bias analysis and then examines the sensitivity of the items to potential bias by imposing extreme assumptions on the item nonrespondents. Of those determined to be sensitive to potential bias, further analysis was performed by comparing the distributions of item respondents and nonrespondents across key frame variables to determine whether cases are missing at random. The potential for item nonresponse bias was deemed negligible if the nonrespondents are not statistically different from the respondents. For items with statistically different distributions, it was then examined whether respondents’ answers differed across the key frame variables. In such situations, the response propensity to specific survey items that were hypothesized to be highly correlated with the key survey items of interest was examined.

Survey Items in the Item-Level Nonresponse Bias Analysis

Since the mean item response rate for SSOCS:2008 survey items was 97 percent, even if the item nonrespondents differ considerably from the respondents, the item nonresponse bias will be

¹ A base weight is calculated as the inverse of a school’s sampling probability.

negligible for most items. Per NCES standards, only items with a response rate of less than 85 percent were considered for this analysis.

Over 200 variables in the SSOCS restricted-use file were examined, and 13 had a weighted item response rate lower than 85 percent. Table I-1 contains the list of variables included in the bias analysis, the number of observations in each, and their unweighted and weighted response rates. Weighted results are shown both with base weights and final weights adjusted for unit nonresponse. Base-weighted item-level response rates range from 72.0 percent for item C0554 to 84.3 percent for item C0330. The final weighted item-level response rates were nearly identical to the based-weighted response rates. The final weights were used for the analyses in this appendix to most accurately reflect the item responses of respondents.

Table I-1. Items with response rates less than 85 percent: School year 2007–08

Variable name	Variable description	Number of eligible respondents	Item-level response rate		
			Weighted with final weights	Weighted with base weights	Unweighted
C0234	Number of part-time security guards	1,699	75.2	75.7	74.5
C0236	Number of full-time school resource officers	1,699	80.3	79.8	85.8
C0238	Number of part-time school resource officers	1,699	76.7	77.3	74.4
C0240	Number of full-time sworn law enforcement officers - not school resource officers	1,699	82.2	81.7	87.3
C0242	Number of part-time sworn law enforcement officers – not school resource officers	1,699	76.5	77.0	75.0
C0326	Number of attacks with weapon – total	2,560	84.0	84.3	87.2
C0330	Number of attacks without weapon – total	2,560	84.1	84.3	87.1
C0408	Outside suspensions with no services available - action used	1,511	81.8	82.2	80.1
C0542	Number of paid part-time special education teachers	2,560	75.9	76.1	76.5
C0546	Number of paid part-time special education aides	2,560	73.5	73.8	73.8
C0550	Number of paid part-time regular classroom teachers	2,560	72.5	72.5	75.7
C0554	Number of paid part-time regular classroom aides/paraprofessionals	2,560	71.9	72.0	73.4
C0558	Number of paid part-time counselors	2,560	75.8	75.9	76.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Using Extreme Assumptions to Assess the Potential for Item Nonresponse Bias

In order to assess possible nonresponse bias, sets of imputed values were generated by imposing extreme assumptions on the item nonrespondents. Two new sets of imputed values, one based on a “low” assumption and one based on a “high” assumption, were created for each variable. For the continuous items² a “low” imputed value variable was created by resetting imputed values to the value at the 5th percentile of the original distribution; a “high” imputed value variable was created by resetting imputed values to the value at the 95th percentile of the original distribution. For the dichotomous item, C0408, a “low” imputed value variable was created by resetting all imputed values to “1,” and a “high” imputed value variable was created by resetting all imputed

² The continuous variables are C0234, C0236, C0238, C0240, C0242, C0326, C0330, C0542, C0546, C0550, C0554, and C0558.

values to “2.” Both the “low” imputed value variable distributions and the “high” imputed value variable distributions were compared to the original distributions (table I-2).

No measurable differences were found in the comparisons of the low and original distribution estimates and the comparisons of the high and original distribution estimates of items C0326, C0408, C0542, C0546, C0550, C0554, and C0558 at the .05 significance level (see table I-1 for item descriptions). Additionally, no differences were found in the comparisons of the original and low distribution estimates of items C0240 and C0242. For items C0234, C0236, C0238, and C0330, the potential for bias exists for both the low and high imputed values. In other words, if the missing responses for these items tend to be low values, the SSOCS:2008 item estimate will be biased upward, whereas if the missing responses for these items tend to be high values, the SSOCS:2008 item estimate will be biased downward.

Table I-2. Comparison of original and extreme imputed value item estimates: School year 2007–08

Variable	Low imputed value estimate	Standard error	Original estimate	Standard error	High imputed value estimate	Standard error
C0234	0.3*	0.03	0.4	0.03	0.8*	0.03
C0236	0.5*	0.05	0.7	0.06	0.9*	0.05
C0238	0.5*	0.03	0.6	0.04	0.9*	0.03
C0240	0.1	0.01	0.1	0.02	0.3*	0.02
C0242	0.2	0.02	0.2	0.03	0.4*	0.03
C0326	0.2	0.05	0.2	0.06	0.2	0.05
C0330	7.9*	0.48	9.4	0.57	14.7*	0.61
C0408	1.2	0.02	1.3	0.02	1.4	0.02
C0542	0.5	0.04	0.6	0.04	0.9	0.04
C0546	0.7	0.05	0.9	0.07	2.0	0.07
C0550	1.2	0.11	1.7	0.15	3.1	0.12
C0554	0.9	0.07	1.2	0.10	2.8	0.09
C0558	0.5	0.02	0.6	0.03	0.9	0.03

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

When analyzing the results in table I-2, it was determined that because most of the original items are highly skewed toward low values, the extreme assumptions for “high” imputed values are likely to be unrealistic. For example, item C0240, the number of full-time sworn law enforcement officers who are not school resource officers, is highly skewed toward a response of “0.” Therefore, “high” value extreme imputation may not be realistic because a significant difference is almost guaranteed. Thus, a propensity analysis comparing respondents and nonrespondents was performed; this analysis is described in the next section.

Item Nonresponse Bias

Comparison of item respondents and item nonrespondents across known frame variables

Measuring the magnitude of nonresponse bias on an item level can be problematic, since it is not known how item nonrespondents' answers differ from item respondents' answers. However, how the level of item response differs across key survey variables—which indicates whether item respondents differ from item nonrespondents—can be examined. The SSOCS sampling frame has data available for eight key school-level characteristic variables for the entire sample. Five categorical variables (enrollment size, instructional level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, and region) were used directly in the sampling design, while the remaining three variables (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available in the sampling frame. For SSOCS:2008, the categorical definitions for the student-to-teacher ratio and the percentage of students eligible for free or reduced-price lunch variables were collapsed into the categories used in NCES table stubs. Since there were no corresponding table stubs for the number of FTE teachers, the categorical definitions were kept consistent with those used for the SSOCS:2006 nonresponse bias analysis.

Number of part-time security guards

As discussed above, potential item nonresponse bias could be reflected in the differences between respondents and nonrespondents on survey characteristics. Item respondents and nonrespondents to item C0234 (number of part-time security guards) were compared on the eight key variables for which data are available: enrollment size, instructional level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, number of FTE teaching staff, student-to-FTE teaching staff ratio, percentage of students eligible for free or reduced-price lunch, and region (table I-3).

The results of the likelihood-ratio chi-square test for independence in table I-3 indicate that for item C0234 (number of part-time security guards), the propensity to respond is not independent of locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, or region. That is, city schools, schools with 50 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, and schools located in the South were less likely to respond to item C0234. Further analysis of these frame variables is warranted. Item C0234, however, has highly skewed responses; 77 percent of the responses are zero, and over 90 percent of the responses are either zero or one. If there are no discernable differences in schools' responses to item C0234 across the key school characteristics, there is no reason to suspect bias in the SSOCS estimates for this item.

Item C0234 is further examined by calculating median values by the school characteristics that were found to be significant in the prior analysis. (Due to the skewed nature of the responses, medians, rather than means, are examined to avoid sensitivity to outliers.) As table I-4 shows, although there are differences in the distributions across these key frame variables, there are no

significant differences in the responses by the frame variable categories. The median response for the number of part-time security guards is zero; the response does not differ by locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, or region. These results suggest that estimates for item C0234 have negligible potential for bias.

Number of full-time school resource officers

For item C0236 (number of full-time school resource officers), the likelihood-ratio chi-square test results indicate that schools with less than 1,000 students enrolled, primary schools, and schools with less than 45 FTE teachers are less likely to respond (table I-5). This item, however, has highly skewed responses; over 91 percent of the responses are either zero or one. If there are no discernable differences in schools' responses to item C0236 across the key school characteristics, there is no reason to suspect bias in the responses.

Table I-3. Comparison of item respondents and nonrespondents (C0234), by selected key variables: School year 2007–08

School characteristic	Percent		Difference	Likelihood ratio	p value
	Respondents n=1,266	Non-respondents n=443			
Enrollment size					
Less than 300	13.5	14.6	-1.1		
300–499	23.2	21.9	1.3		
500–999	42.5	38.3	4.2		
1,000 or more	20.8	25.3	-4.5	1.08	0.37
Level ¹					
Primary	41.8	44.1	-2.3		
Middle	27.0	23.4	3.6		
High school	24.1	26.6	-2.5		
Combined	7.2	6.0	1.2	1.20	0.32
Locale					
City	27.3	45.3	-18.1		
Suburb	29.2	25.4	3.8		
Town	17.8	9.2	8.6		
Rural	25.8	20.1	5.7	9.90	0.00*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	14.2	8.1	6.1		
5 to less than 20 percent	26.1	17.1	9.0		
20 to less than 50 percent	24.3	21.5	2.8		
50 percent or more	35.4	53.2	-17.8	11.38	0.00*
Student-to-FTE ratio ²					
Less than 12 students	9.4	12.8	-3.4		
12 to 16 students	52.6	54.1	-1.5		
More than 16 to less than 20 students	22.2	22.8	-0.6		
20 or more students	15.8	10.4	5.5	2.43	0.08
Number of FTE teaching staff ³					
Less than 29	29.0	25.0	4.0		
29 to less than 45	30.4	32.6	-2.2		
45 to less than 70	24.7	23.4	1.3		
70 or more	15.9	19.0	-3.0	0.83	0.48
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	11.4	10.1	1.3		
10 to 20 percent	13.0	10.3	2.7		
21 to 50 percent	34.8	29.6	5.2		
More than 50 percent	40.8	50.0	-9.2	2.31	0.09
Region					
Northeast	17.7	19.9	-2.2		
Midwest	23.6	20.8	2.9		
South	37.9	45.2	-7.3		
West	20.7	14.1	6.6	2.92	0.04*

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

**Table I-4. Comparison of medians for item respondents (C0234), by selected key variables:
School year 2007–08**

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Locale				
City	369	0	0	0
Suburb	409	0	0	0
Town	198	0	0	0
Rural	290	0	0	0
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/ Alaska Native students				
Less than 5 percent	143	0	0	0
5 to less than 20 percent	356	0	0	0
20 to less than 50 percent	332	0	0	0
50 percent or more	435	0	0	0
Region				
Northeast	206	0	0	0
Midwest	292	0	0	0
South	475	0	0	0
West	293	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Table I-5. Comparison of item respondents and nonrespondents (C0236), by selected key variables: School year 2007–08

School characteristic	Percent			Likelihood ratio	p value
	Respondents n=1,458	Non-respondents n=241	Difference		
Enrollment size					
Less than 300	12.3	19.8	-7.5		
300–499	22.1	25.8	-3.7		
500–999	40.9	43.7	-2.8		
1,000 or more	24.7	10.7	14.0	6.61	0.00*
Level ¹					
Primary	38.7	57.4	-18.7		
Middle	26.8	23.4	3.4		
High school	27.5	13.2	14.3		
Combined	7.0	6.1	1.0	11.87	0.00*
Locale					
City	32.1	30.4	1.7		
Suburb	29.2	24.5	4.7		
Town	14.8	19.0	-4.1		
Rural	23.9	26.2	-2.3	0.97	0.41
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	12.3	14.1	-1.8		
5 to less than 20 percent	23.3	26.3	-3.1		
20 to less than 50 percent	23.4	24.3	-0.8		
50 percent or more	41.0	35.3	5.7	0.63	0.60
Student-to-FTE ratio ²					
Less than 12 students	10.2	10.5	-0.2		
12 to 16 students	51.2	59.8	-8.6		
More than 16 to less than 20 students	23.1	19.4	3.7		
20 or more students	15.5	10.4	5.1	1.42	0.25
Number of FTE teaching staff ³					
Less than 29	26.2	35.3	-9.1		
29 to less than 45	29.4	37.2	-7.8		
45 to less than 70	25.5	20.0	5.5		
70 or more	18.9	7.6	11.3	5.66	0.00*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	10.2	14.5	-4.4		
10 to 20 percent	12.3	12.4	-0.1		
21 to 50 percent	34.5	29.4	5.1		
More than 50 percent	43.0	43.6	-0.6	0.90	0.45
Region					
Northeast	19.8	12.2	7.6		
Midwest	23.5	20.7	2.7		
South	38.0	46.9	-8.8		
West	18.8	20.2	-1.5	1.80	0.16

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Next, item C0236 is further examined by calculating median values by the school characteristics that were found to be significant in the prior analysis. The median response for item C0236 ranges from zero to one, increasing slightly as enrollment size and number of FTE teachers increase (table I-6). Additionally, high schools have slightly larger numbers of full-time school resource officers than do primary or middle schools. Although these differences are statistically significant, they are substantively inconsequential. These results suggest that estimates for item C0236 have negligible potential for bias.

Table I-6. Comparison of medians for item respondents (C0236), by selected key variables: School year 2007–08

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Enrollment size				
Less than 300	71	0	0	0
300–499	173	0	0	0
500–999	518	0	0	0
1,000 or more	696	1	1	1
Level ¹				
Primary	157	0	0	0
Middle	515	0	0	1
High school	741	1	1	1
Combined	45	0	0	1
Number of FTE teaching staff ²				
Less than 29	198	0	0	0
29 to less than 45	299	0	0	0
45 to less than 70	443	1	0	1
70 or more	518	1	1	1

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.

² Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Number of part-time school resource officers

Next, item C0238 (number of part-time school resource officers) is examined (table I-7). For this item, the results of the likelihood-ratio chi-square test indicate that the propensity to respond is not independent of enrollment size, instructional level, locale, percent of combined enrollment of Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, number of FTE teaching staff, or region. That is, schools with 1,000 or more students enrolled, 50 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, high schools, city schools, schools with 70 or more FTE teaching staff, and schools located in the South are less likely to respond to item C0238. These differences are of no consequence, however, if the values for item C0238 do not differ across categories.

Table I-7. Comparison of item respondents and nonrespondents (C0238), by selected key variables: School year 2007–08

School characteristic	Percent			Likelihood ratio	p value
	Respondents n=1,264	Non-respondents n=435	Difference		
Enrollment size					
Less than 300	14.0	13.2	0.8		
300–499	23.2	21.7	1.5		
500–999	43.3	35.1	8.2		
1,000 or more	19.5	30.0	-10.5	5.81	0.00*
Level ¹					
Primary	43.3	39.3	4.0		
Middle	27.1	22.7	4.4		
High school	22.9	30.6	-7.7		
Combined	6.7	7.3	-0.6	4.80	0.01*
Locale					
City	29.3	39.8	-10.5		
Suburb	28.2	28.4	-0.2		
Town	17.5	9.4	8.1		
Rural	25.0	22.4	2.6	7.38	0.00*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	13.9	8.7	5.2		
5 to less than 20 percent	25.5	18.5	7.0		
20 to less than 50 percent	24.7	20.1	4.6		
50 percent or more	35.9	52.7	-16.8	8.48	0.00*
Student-to-FTE ratio ²					
Less than 12 students	9.5	12.8	-3.2		
12 to 16 students	52.4	54.6	-2.2		
More than 16 to less than 20 students	22.8	20.8	2.0		
20 or more students	15.2	11.8	3.4	1.09	0.36
Number of FTE teaching staff ³					
Less than 29	29.4	23.3	6.1		
29 to less than 45	31.1	30.3	0.8		
45 to less than 70	24.8	23.1	1.7		
70 or more	14.7	23.3	-8.6	3.90	0.01*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	11.3	10.4	0.9		
10 to 20 percent	12.6	11.5	1.2		
21 to 50 percent	33.7	32.9	0.7		
More than 50 percent	42.5	45.2	-2.8	0.25	0.86
Region					
Northeast	17.6	20.7	-3.1		
Midwest	23.8	20.1	3.7		
South	38.1	45.2	-7.1		
West	20.6	14.0	6.5	3.98	0.01*

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Item C0238 has highly skewed response values; over 89 percent of the responses are equal to zero, and over 95 percent are equal to zero or one. For this reason, the median values for item C0238 are examined by the key school characteristics. (Again, median values are reported to determine the extent of differing item response across the key school characteristics.) As with item C0236, the median response for item C0238 ranges from 0 to 1 (table I-8). Although these differences may be statistically significant, they are substantively small, and therefore do not warrant further examination as there is no potential substantive impact of item nonresponse.

Number of full-time sworn law enforcement officers - not school resource officers

Item C0240 (number of full-time sworn law enforcement officers - not school resource officers) is examined next (table I-9). For this item, the likelihood-ratio chi-square test statistics indicate that the propensity to respond is not independent of enrollment size, instructional level, locale, or number of FTE teaching staff. The results show that schools with 1,000 or more students enrolled and schools with 45 or more FTE teaching staff are more likely to respond to item C0240. The results also show that Instructional level and type of locale are also associated with the propensity to respond. High schools and middle schools are more likely to respond to item C0240 than are primary or combined schools, and urban and suburban schools are more likely to respond than are town or rural schools. Again, these differences are of little concern if the responses to item C0240 do not differ across the key school characteristics examined.

This item, as those prior, has highly skewed response values; over 89 percent of the responses are equal to zero, and almost 96 percent are equal to zero or one. For this reason, the median values for item C0240 are examined by the school characteristics above that were found to be statistically significant. As table I-10 shows, although there are measurable differences in the distributions across the key frame variables, there are no statistically significant differences in the responses by the frame variable categories. The median response for the number of full-time sworn law enforcement officers who are not school resource officers is zero; the response does not differ by enrollment size, instructional level, locale, or number of FTE teaching staff. These results suggest that estimates for item C0240 have a negligible potential for bias.

**Table I-8. Comparison of medians for item respondents (C0238), by selected key variables:
School year 2007–08**

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Enrollment size				
Less than 300	76	1	0	1
300–499	173	1	1	1
500–999	506	0	0	1
1,000 or more	509	0	0	0
Level¹				
Primary	170	1	1	1
Middle	489	0	0	1
High school	568	0	0	0
Combined	37	0	0	0
Locale				
City	381	0	0	0
Suburb	399	0	0	0
Town	199	1	1	1
Rural	285	1	1	1
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students				
Less than 5 percent	144	1	1	1
5 to less than 20 percent	352	1	0	1
20 to less than 50 percent	338	0	0	0
50 percent or more	430	0	0	0
Number of FTE teaching staff²				
Less than 29	209	1	1	1
29 to less than 45	296	1	1	1
45 to less than 70	387	0	0	0
70 or more	372	0	0	0
Region				
Northeast	203	0	0	0
Midwest	296	0	0	1
South	477	0	0	0
West	288	1	1	1

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.

² Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Table I-9. Comparison of item respondents and nonrespondents (C0240), by selected key variables: School year 2007–08

School characteristic	Percent			Likelihood ratio	p value
	Respondents n=1,483	Non-respondents n=216	Difference		
Enrollment size					
Less than 300	12.7	19.0	-6.3		
300–499	22.6	24.0	-1.4		
500–999	40.6	45.0	-4.4		
1,000 or more	24.1	11.9	12.1	6.05	0.00*
Level ¹					
Primary	38.5	60.2	-21.7		
Middle	27.8	18.1	9.7		
High school	26.7	15.6	11.1		
Combined	7.0	6.1	0.9	7.56	0.00*
Locale					
City	32.6	27.8	4.8		
Suburb	29.2	23.7	5.5		
Town	14.7	20.2	-5.5		
Rural	23.5	28.4	-4.9	3.00	0.04*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	12.2	15.1	-2.9		
5 to less than 20 percent	23.4	25.9	-2.5		
20 to less than 50 percent	24.0	21.9	2.0		
50 percent or more	40.4	37.0	3.4	0.46	0.71
Student-to-FTE ratio ²					
Less than 12 students	10.3	10.1	0.2		
12 to 16 students	52.0	57.1	-5.1		
More than 16 to less than 20 students	22.7	21.0	1.7		
20 or more students	15.0	11.8	3.2	0.56	0.64
Number of FTE teaching staff ³					
Less than 29	26.4	35.4	-9.0		
29 to less than 45	29.9	35.5	-5.5		
45 to less than 70	25.1	21.3	3.8		
70 or more	18.6	7.9	10.7	6.35	0.00*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	10.8	12.4	-1.7		
10 to 20 percent	12.3	12.6	-0.3		
21 to 50 percent	33.8	31.9	1.9		
More than 50 percent	43.1	43.1	0.1	0.11	0.96
Region					
Northeast	19.7	11.9	7.7		
Midwest	23.4	20.8	2.5		
South	38.1	47.4	-9.3		
West	18.9	19.8	-0.9	1.67	0.18

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Table I-10. Comparison of medians for item respondents (C0240), by selected key variables: School year 2007–08

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Enrollment size				
Less than 300	75	0	0	0
300–499	185	0	0	0
500–999	533	0	0	0
1,000 or more	690	0	0	0
Level ¹				
Primary	161	0	0	0
Middle	543	0	0	0
High school	733	0	0	0
Combined	46	0	0	0
Locale				
City	476	0	0	0
Suburb	472	0	0	0
Town	209	0	0	0
Rural	326	0	0	0
Number of FTE teaching staff ²				
Less than 29	209	0	0	0
29 to less than 45	314	0	0	0
45 to less than 70	447	0	0	0
70 or more	513	0	0	0

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.

² Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Number of part-time sworn law enforcement officers - not school resource officers

Next, item C0242 (number of part-time sworn law enforcement officers - not school resource officers) is examined (table I-11). For this item, the likelihood-ratio chi-square test results indicate that the propensity to respond is not independent of enrollment size, locale, or percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students. The results show that schools with 1,000 or more students enrolled and schools with 50 percent or more of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students are less likely to respond to item C0242. The results also show that rural and town schools are more likely to respond to item C0242 than are city schools. Further analysis of these frame variables is warranted.

Item C0242 has highly skewed responses; over 85 percent of the responses are equal to zero, and almost 96 percent of the responses are either zero or one. If there are no discernable differences in schools' responses to item C0242 across the key school characteristics, then there is no reason to suspect bias in the responses to this item.

Table I-11. Comparison of item respondents and nonrespondents (C0242), by selected key variables: School year 2007–08

School characteristic	Percent			Likelihood ratio	p value
	Respondents n=1,275	Non-respondents n=424	Difference		
Enrollment size					
Less than 300	13.5	14.5	-1.0		
300–499	23.3	21.6	1.6		
500–999	43.1	35.9	7.2		
1,000 or more	20.1	27.9	-7.8	4.17	0.01*
Level ¹					
Primary	42.0	43.6	-1.7		
Middle	26.8	23.7	3.1		
High school	23.7	27.8	-4.1		
Combined	7.5	4.8	2.6	1.78	0.16
Locale					
City	28.2	43.1	-14.9		
Suburb	28.3	28.1	0.2		
Town	17.7	9.1	8.6		
Rural	25.8	19.7	6.1	6.39	0.00*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	14.2	7.9	6.3		
5 to less than 20 percent	25.2	19.4	5.8		
20 to less than 50 percent	24.6	20.4	4.3		
50 percent or more	36.0	52.4	-16.4	6.23	0.00*
Student-to-FTE ratio ²					
Less than 12 students	9.9	11.6	-1.7		
12 to 16 students	51.2	58.5	-7.3		
More than 16 to less than 20 students	23.6	18.3	5.3		
20 or more students	15.3	11.6	3.7	1.61	0.20
Number of FTE teaching staff ³					
Less than 29	29.1	24.4	4.6		
29 to less than 45	30.8	31.4	-0.6		
45 to less than 70	24.8	23.1	1.7		
70 or more	15.3	21.1	-5.8	1.94	0.14
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	11.1	10.9	0.2		
10 to 20 percent	12.8	10.8	2.1		
21 to 50 percent	33.9	32.0	1.9		
More than 50 percent	42.1	46.3	-4.2	0.70	0.56
Region					
Northeast	17.5	20.9	-3.4		
Midwest	23.7	20.5	3.2		
South	38.3	44.3	-6.0		
West	20.5	14.3	6.2	2.72	0.05

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Item C0242 is further examined by calculating median values by the key school characteristics. As table I-12 shows, although there are differences in the distributions across these key frame variables, there are no significant differences in the responses by the frame variable categories. The median response for the number of part-time sworn law enforcement officers who are not school resource officers is zero; the response does not differ by enrollment size, locale, or percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students. These results suggest that estimates for item C0242 have negligible potential for bias.

Table I-12. Comparison of median values for item respondents (C0242), by selected key variables: School year 2007–08

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Enrollment size				
Less than 300	74	0	0	0
300–499	174	0	0	0
500–999	504	0	0	0
1,000 or more	523	0	0	0
Locale				
City	372	0	0	0
Suburb	406	0	0	0
Town	203	0	0	0
Rural	294	0	0	0
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students				
Less than 5 percent	142	0	0	0
5 to less than 20 percent	355	0	0	0
20 to less than 50 percent	336	0	0	0
50 percent or more	442	0	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Total number of attacks or fights without a weapon

The last item under analysis is item C0330 (total number of attacks or fights without a weapon) (table I-13). For item C0330, the likelihood-ratio chi-square test results show that the propensity to respond is not independent of enrollment size, instructional level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, student-to-FTE teaching staff ratio, or number of FTE teaching staff.

Table I-13. Comparison of item respondents and nonrespondents (C0330), by selected key variables: School year 2007–08

School characteristic	Percent			Likelihood ratio	p value
	Respondents n=2,230	Non-respondents n=330	Difference		
Enrollment size					
Less than 300	23.7	20.2	3.5		
300–499	29.4	28.6	0.8		
500–999	35.1	43.3	-8.3		
1,000 or more	11.8	7.8	4.0	4.99	0.00*
Level ¹					
Primary	56.9	71.8	-14.9		
Middle	18.8	16.7	2.1		
High school	15.9	6.3	9.6		
Combined	8.5	5.2	3.3	16.73	0.00*
Locale					
City	25.0	28.8	-3.8		
Suburb	27.6	35.2	-7.6		
Town	14.8	11.0	3.7		
Rural	32.6	24.9	7.6	3.81	0.02*
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students					
Less than 5 percent	17.8	9.4	8.5		
5 to less than 20 percent	26.0	24.3	1.8		
20 to less than 50 percent	23.1	31.8	-8.7		
50 percent or more	33.0	34.6	-1.5	5.00	0.00*
Student-to-FTE ratio ²					
Less than 12 students	14.1	5.4	8.7		
12 to 16 students	51.0	62.9	-11.9		
More than 16 to less than 20 students	21.9	17.3	4.6		
20 or more students	12.9	14.4	-1.5	6.46	0.00*
Number of FTE teaching staff ³					
Less than 29	44.3	44.9	-0.6		
29 to less than 45	30.8	32.8	-2.0		
45 to less than 70	16.1	17.3	-1.2		
70 or more	8.8	4.9	3.9	4.42	0.01*
Percent of students eligible for free or reduced-price lunch					
Less than 10 percent	12.6	14.9	-2.4		
10 to 20 percent	12.4	7.5	4.9		
21 to 50 percent	33.8	36.4	-2.6		
More than 50 percent	41.3	41.2	0.0	1.60	0.20
Region					
Northeast	16.8	12.5	4.3		
Midwest	27.1	25.2	1.9		
South	33.9	39.0	-5.1		
West	22.2	23.3	-1.1	1.30	0.29

*p < .05.

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008); and U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2005–06.

Next, the median responses of item C0330 are examined by these school characteristics to determine if there are any differences in actual responses across categories. As shown in table I-14, the median responses differ by categories of enrollment size, instructional level, locale, percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students, student-to-FTE teaching staff ratio, and number of FTE teaching staff. The potential for bias for item C0330 cannot be refuted.

Comparison of C0330 item respondents across associated items

For item C0330, missing cases do not appear to be random because respondents and nonrespondents have dissimilar distributions for nearly all of the school characteristics examined. Additionally, distinctly different responses to item C0330 exist across the school characteristic categories, which could lead to bias in the estimates. Further analysis of this item is necessary to assess the potential bias. The distributions of item C0330 for respondents and nonrespondents were examined across items in the questionnaire found to be highly associated with item C0330. Table I-15 contains items that are highly associated with item C0330 and their final-weighted correlations.

As expected, items regarding police reports on the number of attacks, threats of physical violence, and suspensions or other disciplinary actions taken as a result of physical violence are highly correlated to item C0330. For the purposes of this analysis, continuous items have been categorized into quartiles when possible. Equally-sized categories were not always possible, however, since the data responses are so highly skewed toward zero.

Differences in the distributions of respondents and all eligible respondents for item C0330 were tested within associated items using the likelihood-ratio chi-square test statistic for independence. In this section, eligible item respondents are defined as all respondents to the correlated item of interest.³ Table I-16 contains the results of this comparison. The results indicate that C0330 respondents and eligible respondents have significantly different distributions for items C0332, C0338, and C0506. That is, C0330 item-eligible respondents were more likely to report zero attacks without a weapon reported to police, more likely to report zero threats of attack without a weapon, and less likely to report zero other disciplinary actions for attacks or fights.

³ This analysis excludes respondents with imputed values in the table 15 stub variable. For example, when looking at the distribution of C0330 respondents and eligible respondents by item C0332, only respondents with no imputed values for C0332 were included.

**Table I-14. Comparison of medians for item respondents (C0330), by selected key variables:
School year 2007–08**

School characteristic	Sample size	Median of responses	Lower 95% confidence limit	Upper 95% confidence limit
Enrollment size				
Less than 300	246	1	0	1
300–499	421	2	1	2
500–999	843	5	4	5
1,000 or more	720	15	13	15
Level¹				
Primary	494	1	1	1
Middle	768	8	7	8
High school	869	7	6	7
Combined	99	2	2	2
Locale				
City	591	5	5	5
Suburb	702	2	2	2
Town	341	3	3	4
Rural	596	2	2	2
Percent of combined Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Other Pacific Islander, and American Indian/Alaska Native students				
Less than 5 percent	317	2	2	2
5 to less than 20 percent	621	2	2	2
20 to less than 50 percent	549	4	3	4
50 percent or more	743	5	4	5
Student-to-FTE ratio²				
Less than 12 students	197	1	1	1
12 to 16 students	1,039	3	3	3
More than 16 to less than 20 students	540	4	4	4
20 or more students	402	5	4	5
Number of FTE teaching staff³				
Less than 29	574	1	1	1
29 to less than 45	580	3	2	3
45 to less than 70	555	6	5	6
70 or more	521	15	13	15

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.

² Student-to-FTE ratio was calculated by dividing the total number of students enrolled in the school by the total number of full-time-equivalent teachers and aides. The total number of full-time-equivalent teachers and aides is a combination of the full-time and part-time teachers and aides, including special education teachers and aides, with an adjustment to compensate for the part-time status. An adjustment factor of 0.5178 was used.

³ Total full-time-equivalent teaching staff, including special education teachers and aides. An adjustment factor of 0.5178 was used. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Table I-15. Items associated with potentially biased SSOCs items: School year 2007–08

Item name	Item description	Eligible respondents	Final weighted correlation ¹
C0330	Total number of attacks or fights without a weapon	2,560	--
C0332	Number of attacks or fights without a weapon reported to police	2,090	0.37*
C0338	Total number of threats of attack without a weapon	2,162	0.33*
C0504	Number of suspensions for attacks or fights	2,146	0.32*
C0506	Number of other disciplinary actions for attacks or fights	2,119	0.61*

-- Not available.

* $p < .0001$.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCs:2008).

Table I-16. Comparison of item respondent and nonrespondent distributions (C0330): School year 2007–08

School characteristic	Percent		Difference	likelihood ratio	p value
	Distribution of respondents (n=2,230)	Distribution of eligible respondents (n=2,560)			
C0332 (number of attacks or fights without a weapon reported to police)					
0 attacks	71.4	74.1	-2.7		
1 to 4 attacks	16.5	15.0	1.48		
5 or more attacks	12.2	10.9	1.21		
<i>Item response sample size</i>	2,090	1,130		67.11	0.00*
C0338 (total number of threats of attacks without a weapon)					
0 threats	50.3	52.2	-1.9		
1 to 2 threats	11.5	11.8	-0.29		
3 to 10 threats	24.2	22.9	1.25		
11 or more threats	14.1	13.2	0.94		
<i>Item response sample size</i>	2,162	2,451		8.57	0.00*
C0504 (number of suspensions for attacks or fights)					
0 suspensions	76.7	77.4	-0.63		
1 to 5 suspensions	11.7	11.8	-0.12		
6 or more suspensions	11.5	10.8	0.75		
<i>Item response sample size</i>	2,146	2,452		3.16	0.051
C0506 (number of other disciplinary actions for attacks or fights)					
0 other actions	47.9	43.7	4.21		
1 to 3 actions	14.5	17.0	-2.49		
4 to 10 actions	21.4	22.7	-1.23		
11 or more actions	16.2	16.7	-0.48		
<i>Item response sample size</i>	2,119	2,421		18.39	0.00*

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCs:2008).

These results are problematic if missing values of C0330 are not imputed to reflect these differences in distributions. The next step of analysis compares the values of the C0330 item respondents with all the values (imputed and actual) for item C0330 across the highly correlated items examined in table I-15. In table I-17, the results of this analysis indicate that although the distribution of C0330 respondents and C0330 eligible respondents across items C0332, C0338, and C0506 may differ, the mean values for item C0330 are not significantly different. Although there appears to be nonresponse bias in item C0330, the addition of imputed values for C0330 maintains the same relationships between item C0330 values and the highly correlated characteristics, leading to the conclusion that the potential for bias in item C0330 is not enough to warrant its exclusion from the data file.

Table I-17. Comparison of item respondents' and nonrespondents' mean values and confidence interval limits (C0330): School year 2007–08

School characteristic	Percent		Difference
	Distribution of Respondents (n=2,230)	Distribution of eligible respondents (n=2,560)	
C0332 (number of attacks or fights without a weapon reported to police)			
0 attacks	5.25 (4.07 to 6.42)	5.99 (4.93 to 7.06)	-0.74
1 to 4 attacks	10.55 (8.26 to 12.84)	10.52 (8.27 to 12.78)	0.03
5 or more attacks	27.07 (22.62 to 31.52)	27.11 (22.67 to 31.55)	-0.04
<i>Item response sample size</i>	2,090	1,130	
C0338 (total number of threats of attacks without a weapon)			
0 threats	4.00 (2.86 to 5.15)	5.32 (4.19 to 6.46)	-1.32
1 to 2 threats	7.73 (5.69 to 9.77)	7.77 (5.93 to 9.61)	-0.04
3 to 10 threats	10.49 (9.39 to 11.59)	10.12 (9.10 to 11.15)	0.37
11 or more threats	27.19 (21.35 to 33.03)	26.45 (21.05 to 31.85)	0.74
<i>Item response sample size</i>	2,162	2,451	
C0504 (number of suspensions for attacks or fights)			
0 suspensions	6.37 (4.98 to 7.76)	7.45 (6.11 to 8.78)	-1.08
1 to 5 suspensions	10.76 (8.63 to 12.88)	10.12 (8.34 to 11.90)	0.64
6 or more suspensions	24.44 (22.11 to 26.76)	23.29 (21.13 to 25.45)	1.15
<i>Item response sample size</i>	2,146	2,452	
C0506 (number of other disciplinary actions for attacks or fights)			
0 other actions	3.55 (2.99 to 4.11)	3.90 (3.36 to 4.45)	-0.35
1 to 3 actions	3.53 (2.89 to 4.16)	3.58 (3.09 to 4.07)	-0.05
4 to 10 actions	7.15 (6.60 to 7.70)	7.06 (6.95 to 8.25)	0.09
11 or more actions	32.29 (26.27 to 38.31)	31.91 (26.38 to 37.430)	0.38
<i>Item response sample size</i>	2,119	2,421	

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Summary

The mean item response rate for SSOCS:2008 was greater than 97 percent. Thirteen out of the 233 examined in this analysis had a weighted item response rate lower than 85 percent and were further examined in this analysis per NCEES standards. Among these variables, six (C0234, C0236, C0238, C0240, C0242, and C0330) were sensitive to the potential effects of nonresponse bias. Analyses showed these items to have significant differences in their distributions for some to most of the key school characteristics examined. Based on analyses of median values by the key school characteristics, it was determined that only item C0330 differed in response values across the key school characteristics.

Further analyses examined the relationship between item C0330 and highly correlated survey items. These analyses revealed that the relationship between item C0330 and these highly correlated survey items was not significantly changed with the addition of imputed values for item C0330. Based on these analyses, it was determined that the increased potential for bias in item C0330 was not enough to warrant its exclusion from the data file.

Appendix J:
Editing Procedures

Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

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

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

Survey item #	Consistency edit	Rectification procedure
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 22c column 1), then the number of recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of illegal drugs (subitem 22c column 1), and that the number of recorded incidents of distribution, possession, or use of illegal drugs (subitem 16i column 1) was also zero, then subitem 16i column 1 was deleted and imputed.
16	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of alcohol (subitem 22d column 1), then the number of recorded incidents of distribution, possession, or use of alcohol (subitem 16j column 1) must also be greater than zero.	If the respondent indicated that students were recorded as being involved in the distribution, possession, or use of alcohol (subitem 22d column 1), and that the number of recorded incidents of distribution, possession, or use of alcohol (subitem 16j column 1) was zero, then subitem 16j column 1 was deleted and imputed.
17	If the respondent indicated that gang activities never happen (subitem 20g), then the total number of gang-related crimes (item 17b) and the total number of gang-related hate crimes (item 17c) must also be zero.	If the respondent indicated that gang activities never happen (subitem 20g), and the total number of gang-related crimes (item 17b) and the total number of gang-related hate crimes (item 17c) are missing, then subitems 17b and 17c are changed to zero.
20	If the respondent indicated that the number of gang-related crimes (17b) and the number of gang-related hate crimes (item 17c) are greater than zero, then gang activities would happen at least on occasion (subitem 20g=4).	If the respondent indicated that the number of gang-related crimes (item 17b) and the number of gang-related hate crimes (item 17c) are greater than zero, but also indicated that gang activities never happen (subitem 20g), then the "never happens" response was changed to "happens on occasion."

Survey item #	Consistency edit	Rectification procedure
21	A respondent indicating that his/her school has used specified disciplinary actions this year (21(a-q) column 2=1) should have also indicated that the school allows for the use of the selected disciplinary action (item 21(a-q) column 1=1).	If the respondent indicated that his/her school had used a specified disciplinary action this year but also indicated that the school does not allow for the use of the specified disciplinary action, the “no” response to allowing for the use of the specified disciplinary action was edited to a “yes.”
21	If the respondent indicated that the total number of removals with no continuing service for at least the remainder of the school year for selected offenses (item 22 column 2) was greater than or equal to 1, then the school must have (1) allowed for removals with no continuing school services for at least the remainder of the school year (subitem 21a column 1=1) and (2) used this action in the past year (subitem 21a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 22 column 2) but also indicated that either “no,” the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (subitem 21a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year in this year (subitem 21a column 2=2), or the item was left blank (subitem 21a), then the values in subitem 21a were changed to “yes.”
21	If the respondent indicated that the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (subitem 23a), the school must have (1) allowed the use of removals with no continuing services for at least the remainder of the school year (subitem 21a column 1=1) and (2) used this action in the past school year (subitem 21a column 2=1).	If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (subitem 23a) but also indicated that the school does not use the disciplinary action of removal with no continuing services for at least the remainder of the school year (subitem 21a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for at least the remainder of the school year this year (subitem 21a column 2=2), then the “no” values in subitem 21a were changed to “yes.”

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

Survey item #	Consistency edit	Rectification procedure
21	If the total number of students that transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the number of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero, then this action was not used in this school year (subitem 21c column 2).	If the respondent indicated that the number of students that transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the number of transfers to specialized schools for each selected offense (item 22 column 3) is less than or equal to zero, then this action was not used in this school year and subitem 21c column 2 was changed to “no.”
21	If the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 22 column 4) is greater than zero, the school both allows and uses out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided (subitem 21e columns 1-2) or with curriculum/services provided (subitem 21f columns 1-2).	If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 22 column 4) is greater than zero, the school must both allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided and have used these actions (item 21(e-f) columns 1-2). Any values in item 21(e-f) that were marked “no” were deleted and imputed.
21	If the total number of transfers from the school in the 2007–08 school year (subitem 33b) is zero, then transfers to a specialized school for disciplinary reasons (subitem 21c column 2=2) or transfers to any other regular school for disciplinary reasons (subitem 21d column 2=2) must also be zero.	If the total number of transfers from the school in the 2007–08 school year (subitem 33b) is zero but transfers to a specialized school for disciplinary reasons (subitem 21c column 2) or transfers to any other regular school for disciplinary reasons (subitem 21d column 2) do not indicate that the action was not used, then the values were changed to “no.”

Survey item #	Consistency edit	Rectification procedure
22	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns 2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns 2-5), and the respondent left the total number of students involved (item 22(a-f) column 1) blank or reported the total number of students as zero, then the total number of students involved (item 22 column 1) was blanked and imputed.
22	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns 2-5), then there must be one or more students involved in the specified offense.	If the sum of disciplinary actions used for a specified offense is greater than zero (item 22(a-f) columns 2-5), each item in columns 2-5 has an entry, and the respondent left the total number of students involved (item 22(a-f) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2-5).
22	If the total number of students involved in a recorded offense (item 22(a-f) column 1) is zero and the sum of disciplinary actions taken (item 22(a-f) columns 2-5) is less than or equal to zero, then any missing data in columns 2-5 will also be zero.	If zero students are recorded as being involved in a recorded offense (item 22(a-f) column 1) and the sum of disciplinary actions taken for a specified offense (item 22(a-f) columns 2-5) is less than or equal to zero, then for any items in columns 2-5 that do not have a value, a zero was entered.
22	If the total number students involved in a recorded offense (item 22(a-f) column 1) is given and this number equals the sum of disciplinary actions taken (item 22(a-f) columns 2-5), then any missing data from columns 2-5 will also be zero.	If the total number students involved in a recorded offense (item 22(a-f) column 1) is given and the number equals the sum of disciplinary actions taken (item 22(a-f) columns 2-5), then for any items in columns 2-5 that do not have a value, a value of zero was entered.

Survey item #	Consistency edit	Rectification procedure
22	If a respondent marked “no” to subitem 21a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “no,” the action was not used in this school year (subitem 21a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero, then any missing data from column 2 will also be zero.	If a respondent marked “no” to subitem 21a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “no,” the action was not used in this school year (subitem 21a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero, and any data are missing from column 2, the data were changed to zero.
22	If there were no recorded incidents of possession of a firearm or explosive device (subitem 16g) and the sum of disciplinary actions for use/possession of a firearm or explosive device is less than or equal to zero (subitem 22a(2-5)), then the total number of students involved (subitem 22a1) must be zero.	If the total number of recorded incidents of possession of a firearm or explosive device (subitem 16g) is zero and the sum of disciplinary actions for use/possession of a firearm or explosive device is less than or equal to zero (subitem 22a(2-5)), then the total number of students involved (subitem 22a column 1) must be zero. If any item in row 22a does not have a value, then a zero was entered.
22	If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 22 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (subitem 23a), then any missing data from column 2 will also be zero.	If the respondent indicated that the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 22 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (subitem 23a) and the respondent left some data missing in item 22 column 2, then a zero was entered in the missing fields.

Survey item #	Consistency edit	Rectification procedure
22	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (subitem 23a) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero, then any missing data from column 2 will also be zero.	If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (subitem 23a) and the sum of removals with no continuing services for the remainder of the school year (item 22 column 2) is less than or equal to zero, and if any data are missing from column 2, they were replaced with a zero.
22	If the respondent indicated that zero students were transferred to specialized schools for disciplinary reasons (subitem 23b=0), and this is less than or equal to the sum of transfers to specialized schools for selected offenses (item 22 column 3), any missing items in column 3 are zero.	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero and column 3 had some missing data, the missing values were replaced with zero.
22	If the respondent indicated that transfers to specialized schools for disciplinary reasons are either not allowed (subitem 21c column 1) or not used (subitem 21c column 2) and both the sum of transfers to specialized schools for specified offenses (item 22 column 3) and the number of students transferred to specialized schools for disciplinary reasons (subitem 23b) are less than or equal to zero, then any missing items in column 3 of item 22 should also be zero.	If the respondent indicated that “no,” transfers to specialized schools for disciplinary reasons are not allowed (subitem 21c column 1) or the respondent indicated that “no,” the action is not used (subitem 21c column 2) and both the sum of transfers to specialized schools for specified offenses (item 22 column 3) and the number of students transferred to specialized schools for disciplinary reasons (subitem 23b) are less than or equal to zero, any items in column 3 of item 22 that do not have a value were filled with a zero.
22	If the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) equals the sum of transfers to specialized schools for selected offenses (item 22 column 3), then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred to specialized schools for disciplinary reasons (subitem 23b) equals the sum of transfers to specialized schools for selected offenses (item 22 column 3) and some items in column 3 were left incomplete, then the incomplete items were set to zero.

Survey item #	Consistency edit	Rectification procedure
22	If the total number of students transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero, then any missing items in column 3 are zero.	If the respondent indicated that the total number of students transferred from the school (subitem 33b) is zero and the sum of transfers to specialized schools for selected offenses (item 22 column 3) is less than or equal to zero but some items in column 3 were left incomplete, then the incomplete items were set to zero.
22	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 21(e-f) column 1) or not used (item 21(e-f) column 2), then any missing items in column 4 of item 22 would also be zero.	If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 21(e-f) column 1) or not used (item 21(e-f) column 2), then any missing items in column 4 of item 22 were also set to zero.
22	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (subitem 16g) and the numbers of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (subitem 22a), any missing data in item 22a would also be zero.	If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (subitem 16g) and the numbers of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (subitem 22a), any missing data in 22a were set to zero.

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

Survey item #	Consistency edit	Rectification procedure
22	<p>If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved (subitem 22c column 1), then disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved. *Each component must be greater than zero (subitem 16i, subitem 22c column 1, sum of subitem 22c columns 2-5).</p>	<p>If the respondent indicates that the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved (subitem 22c column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (subitem 22c columns 2-5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (subitem 16i column 1) times the total number of students involved. *Each component must be greater than zero (subitem 16i, subitem 22c column 1, sum of subitem 22c columns 2-5).</p>
22	<p>If there were no recorded incidents of distribution, possession, or use of alcohol (subitem 16j) and the sum of disciplinary actions for distribution, possession, or use of alcohol is less than or equal to zero (subitem 22d columns 2-5), then any missing data from row d will also be zero.</p>	<p>If there were no recorded incidents of distribution, possession, or use of alcohol (subitem 16j) and the sum of disciplinary actions for distribution, possession, or use of alcohol is less than or equal to zero (subitem 22d columns 2-5), any missing values from row d were changed to zero.</p>

Survey item #	Consistency edit	Rectification procedure
22	<p>If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total number of students involved (subitem 22d column 1), then disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total number of students involved. *Each component must be greater than zero (subitem 16j, subitem 22d column 1, sum of subitem 22d columns 2-5).</p>	<p>If the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total number of students involved (subitem 22d column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of alcohol (subitem 22d columns 2-5) equals the number of recorded incidents for distribution, possession, or use of alcohol (subitem 16j column 1) times the total number of students involved. *Each component must be greater than zero (subitem 16j, subitem 22d column 1, sum of subitem 22d columns 2-5).</p>
22	<p>If there were no recorded incidents of physical attacks or fights with/without a weapon (subitem 16d(1-2)) and the sum of disciplinary actions for physical attacks or fights is less than or equal to zero (subitem 22e(2-5)), then any missing data from row e should also be zero.</p>	<p>If the respondent did not record any incidents of physical attacks or fights with/without a weapon (subitem 16d(1-2)) and the sum of disciplinary actions for physical attacks or fights is less than or equal to zero (subitem 22e(2-5)), then any missing data from row e were changed to a value of zero.</p>

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

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

Survey item #	Consistency edit	Rectification procedure
23	If the respondent indicated that the number of students that transferred to the school (subitem 33a) is zero and the sum of transfers to specialized schools for specified offenses (item 22 column 3) is also zero, then no students should have been transferred to specialized schools for disciplinary reasons (subitem 23b).	If the number of students that transferred to the school (subitem 33a) is zero and the sum of transfers to specialized schools for specified offenses (item 22 column 3) is also zero, then in cases where subitem 23b is missing, a value of zero was entered.
27	If the number of classroom changes in a day exceeds 20 (item 27) then the number is deleted and a new value is imputed.	If a respondent indicated that there are more than 20 classroom changes in a day (item 27), then the value was deleted and imputed.
28	If there are no paid staff members at the school (item 28(a-e) columns 1 and 2), then the zeros are deleted and values are imputed.	If the respondent indicated that the school does not have any paid staff (item 28(a-e) columns 1-2=0), the values were deleted and imputed.
33	The number of students who transferred from the school for all reasons (subitem 33b) must be greater than or equal to the total number of transfers to specialized schools for disciplinary reasons (subitem 23b).	If the total number of students who transferred from the school for all reasons (subitem 33b) was less than the number of students who transferred from the school for disciplinary reasons (subitem 23b), subitem 33b was deleted and imputed.

Appendix K:
Detailed Base-Weighted Item Response Rates

Table K-1. Detailed base-weighted item response rates: School year 2007–08

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0110	School practice requires visitors to check in	2,560	99.73	Best Match
C0112	Access controlled locked/monitored doors	2,560	99.51	Best Match
C0114	Grounds have locked/monitored gates	2,560	99.24	Best Match
C0116	Students pass through metal detectors	2,560	99.84	Best Match
C0120	Have random metal detector checks on students	2,560	99.70	Best Match
C0122	Practice to close campus for lunch	2,560	99.19	Best Match
C0124	Practice random dog sniffs for drugs	2,560	99.80	Best Match
C0126	Random sweeps for contraband, not including dog sniffs	2,560	99.57	Best Match
C0128	Require drug testing for athletes	2,560	99.13	Best Match
C0130	Require drug testing for students in extracurricular activities	2,560	99.25	Best Match
C0132	Require drug testing for any students	2,560	99.39	Best Match
C0134	Require students to wear uniforms	2,560	99.84	Best Match
C0136	Practice to enforce a strict dress code	2,560	99.60	Best Match
C0138	Provide school lockers to students	2,560	99.78	Best Match
C0140	Require clear book bags or ban book bags	2,560	99.82	Best Match
C0141	Provide an electronic notification system that automatically notifies parents in case of a schoolwide emergency	2,560	99.69	Best Match
C0142	Require students to wear badge or photo ID	2,560	99.05	Best Match
C0143	Provide a structured anonymous threat reporting system	2,560	99.78	Best Match
C0144	Require faculty/staff to wear badge or photo ID	2,560	99.78	Best Match
C0146	Security camera(s) monitor the school	2,560	99.65	Best Match
C0148	Provide telephones in most classrooms	2,560	99.82	Best Match
C0150	Provide two-way radios to any staff	2,560	99.81	Best Match
C0152	Tobacco prohibited on school grounds	2,560	99.83	Best Match
C0154	School has written plan for shootings	2,560	98.66	Best Match
C0156	Drilled students on plan for shootings	2,246	94.78	Best Match
C0158	Written plan for natural disasters	2,560	99.54	Best Match
C0160	Drilled students on plan for natural disasters	2,455	96.56	Best Match
C0162	Written crisis plan for hostages	2,560	98.20	Best Match
C0164	Drilled students on plan for hostages	1,934	94.13	Best Match
C0166	Written plan for bomb threats	2,560	99.59	Best Match
C0168	Drilled students on plan for bomb threats	2,457	94.34	Best Match
C0169	Written plan for suicide threat or incident	2,560	98.96	Best Match
C0170	Written plan for chemical, biological, or radiological threats	2,560	92.47	Best Match
C0171	Written plan for U.S. national threat level is changed to red	2,560	98.80	Best Match
C0172	Drilled students on plan for chemical, biological, or radiological threats	1,893	97.83	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0173	Written plan for pandemic flu	2,560	98.38	Best Match
C0174	Prevention curriculum/instruction/training for students	2,560	99.48	Best Match
C0176	Behavioral modification for students	2,560	99.78	Best Match
C0178	Student counseling/social work	2,560	99.79	Best Match
C0180	Individual mentoring/tutoring of students	2,560	99.77	Best Match
C0182	Recreation/enrichment student activities	2,560	99.76	Best Match
C0184	Student involvement in resolving problems	2,560	99.80	Best Match
C0186	Promote sense of community/integration	2,560	99.75	Best Match
C0188	Hotline/tipline to report problems	2,560	99.57	Best Match
C0190	Formal process to obtain parental input	2,560	99.62	Best Match
C0192	Provide training/assistance to parents	2,560	99.70	Best Match
C0194	Program involves parents at school	2,560	99.66	Best Match
C0196	Parent participates in open house or back-to-school night	2,560	99.80	Best Match
C0198	Parent participates in parent-teacher conference	2,560	99.82	Best Match
C0200	Parent participates in subject-area events	2,560	99.82	Best Match
C0202	Parent volunteers at school	2,560	99.81	Best Match
C0204	Community involvement - parent groups	2,560	99.83	Best Match
C0206	Community involvement - social services	2,560	99.42	Best Match
C0208	Community involvement - juvenile justice	2,560	99.52	Best Match
C0210	Community involvement - law enforcement	2,560	99.87	Best Match
C0212	Community involvement - mental health	2,560	99.63	Best Match
C0214	Community involvement - civic organizations	2,560	99.57	Best Match
C0216	Community involvement – business	2,560	99.74	Best Match
C0218	Community involvement - religious organizations	2,560	99.50	Best Match
C0220	Security guard, security personnel, or sworn law enforcement officer	2,560	98.31	Best Match
C0222	Security used during school hours	1,709	93.68	Best Match
C0224	Security while students arrive/leave	1,709	93.37	Best Match
C0226	Security at selected school activities	1,709	93.60	Best Match
C0228	Security when school not occurring	1,709	93.31	Best Match
C0230	Other times security used	1,709	100.00	No Imputation
C0231 R	Coded other times security used	195	100.00	N/A
C0232	Number of full-time security guards	1,709	85.66	Proportional
C0234	Number of part-time security guards	1,709	75.73	Proportional
C0236	Number of full-time school resource officers	1,709	79.82	Proportional
C0238	Number of part-time school resource officers	1,709	77.30	Proportional
C0240	Number of full-time sworn law enforcement officers - not school resource officers	1,709	81.73	Proportional
C0242	Number of part-time sworn law enforcement officers - not school resource officers	1,709	76.98	Proportional
C0244	Guards in uniform or identifiable clothes	1,709	96.76	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0246	Guards carry a stun gun	1,709	95.87	Best Match
C0248	Guards carry chemical aerosol sprays	1,709	95.55	Best Match
C0250	Guards armed with firearms	1,709	96.37	Best Match
C0252	Security enforcement and patrol	1,709	96.81	Best Match
C0254	Maintain school discipline	1,709	96.95	Best Match
C0256	Coordinated with local police	1,709	96.85	Best Match
C0258	Identify problems and seek solutions	1,709	96.98	Best Match
C0260	Train teachers in school safety	1,709	96.68	Best Match
C0262	Mentor students	1,709	96.98	Best Match
C0264	Teach or train students (e.g., drug-related education)	1,709	96.47	Best Match
C0266	Teacher training - classroom management	2,560	99.88	Best Match
C0268	Teacher training - discipline policies	2,560	99.94	Best Match
C0270	Teacher training - safety procedures	2,560	99.84	Best Match
C0272	Teacher training - early warning signs for violent behavior	2,560	99.84	Best Match
C0274	Teacher training - student alcohol/drug abuse	2,560	99.73	Best Match
C0276	Teacher training - positive behavioral intervention	2,560	99.94	Best Match
C0280	Efforts limited by inadequate/lack of teacher training	2,560	99.26	Best Match
C0282	Efforts limited by inadequate/lack of alternative placement	2,560	99.25	Best Match
C0284	Efforts limited by parental complaints	2,560	99.25	Best Match
C0286	Efforts limited by inadequate/lack of teacher support	2,560	99.34	Best Match
C0288	Efforts limited by inadequate/lack of parent support	2,560	98.99	Best Match
C0290	Efforts limited by fear of student retaliation	2,560	99.38	Best Match
C0292	Efforts limited by fear of litigation	2,560	99.35	Best Match
C0294	Efforts limited by inadequate funds	2,560	99.39	Best Match
C0296	Efforts limited by inconsistent application of policies	2,560	99.22	Best Match
C0298	Efforts limited by fear of district or state reprisal	2,560	98.96	Best Match
C0300	Efforts limited by federal policies/special ed	2,560	99.27	Best Match
C0302	Efforts limited by other federal policies - not special ed	2,560	99.18	Best Match
C0304	Efforts limited by other state/district policies - not special ed	2,560	99.29	Best Match
C0306	Any school deaths from homicides	2,560	99.37	Best Match
C0308	School shooting incidents	2,560	99.34	Best Match
C0310	Number of rapes/attempted rapes – total	2,560	99.62	Proportional
C0312	Number of rapes reported to police	2,560	99.77	Proportional
C0314	Number of sexual batteries other than rape - total	2,560	99.14	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0316	Number of sexual batteries other than rape reported to police	2,560	99.42	Proportional
C0318	Number of robberies with weapon – total	2,560	99.53	Proportional
C0320	Number of robberies with weapon reported to police	2,560	99.76	Proportional
C0322	Number of robberies without weapon - total	2,560	95.98	Proportional
C0324	Number of robberies without weapon reported to police	2,560	96.52	Proportional
C0326	Number of attacks with weapon – total	2,560	84.32	Proportional
C0328	Number of attacks with weapon reported to police	2,560	95.94	Proportional
C0330	Number of attacks without weapon - total	2,560	84.27	Proportional
C0332	Number of attacks without weapon reported to police	2,560	89.28	Proportional
C0334	Number of threats of attack with weapon - total	2,560	98.99	Proportional
C0336	Number of threats of attack with weapon reported to police	2,560	99.15	Proportional
C0338	Number of threats of attack without weapon – total	2,560	95.78	Proportional
C0340	Number of threats of attack without weapon reported to police	2,560	93.34	Proportional
C0342	Number of incidents of theft/larceny - total	2,560	98.45	Proportional
C0344	Number of incidents of theft/larceny reported to police	2,560	95.87	Proportional
C0346	Number of possession of firearms – total	2,560	98.20	Proportional
C0348	Number of possession of firearms reported to police	2,560	98.44	Proportional
C0350	Number of possession of knife/sharp object – total	2,560	97.87	Proportional
C0352	Number of possession of knife/sharp object reported to police	2,560	95.77	Proportional
C0354	Number of distribution, possession, or use of drugs - total	2,560	98.76	Proportional
C0356	Number of distribution, possession, or use of drugs reported to police	2,560	98.02	Proportional
C0358	Number of distribution, possession, or use of alcohol – total	2,560	98.57	Proportional
C0360	Number of distribution, possession, or use of alcohol reported to police	2,560	99.00	Proportional
C0362	Number of incidents of vandalism – total	2,560	98.53	Proportional
C0364	Number of incidents of vandalism reported to police	2,560	95.85	Proportional
C0366	Number of hate crimes	2,560	99.76	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0368	Number of gang-related crimes	2,560	99.94	Proportional
C0369	Number of gang-related hate crimes	2,560	99.77	Best Match
C0370	Number of times school disrupted due to unplanned fire alarms	2,560	99.76	Best Match
C0372	Number of times school disrupted (e.g., bomb, chemical, radiological, death threats)	2,560	99.66	Best Match
C0374	How often student racial/ethnic tensions occur	2,560	99.65	Best Match
C0376	How often student bullying occurs	2,560	99.90	Best Match
C0378	How often student sexual harassment of students occurs	2,560	99.94	Best Match
C0380	How often student verbal abuse of teachers occurs	2,560	99.98	Best Match
C0382	How often widespread disorder in classrooms occurs	2,560	99.94	Best Match
C0384	How often student acts of disrespect for teachers (other than verbal abuse) occur	2,560	99.97	Best Match
C0386	How often student gang activities occur	2,560	99.97	Best Match
C0388	How often student cult or extremist activities occur	2,560	99.91	Best Match
C0390	Removal with no services available	2,560	99.24	Best Match
C0392	Removal with no services - action used	1,323	99.58	No Imputation
C0394	Removal with tutoring/at-home instruction available	2,560	99.09	Best Match
C0396	Removal with tutoring/at-home instruction - action used	1,560	97.20	Best Match
C0398	Transfer to specialized school available	2,560	98.96	Best Match
C0400	Transfer to specialized school available - action used	1,943	99.14	Best Match
C0402	Transfer to regular school available	2,560	98.58	Best Match
C0404	Transfer to regular school available - action used	938	97.01	Best Match
C0406	Outside suspension/no services available	2,560	92.58	Best Match
C0408	Outside suspension/no services available - action used	1,426	82.17	Best Match
C0410	Outside suspension with services available	2,560	96.69	Best Match
C0412	Outside suspension with services available - action used	2,044	90.43	Best Match
C0414	In-school suspension/no services available	2,560	99.26	Best Match
C0416	In-school suspension/no services available - action used	397	95.76	Best Match
C0418	In-school suspension with services available	2,560	99.45	Best Match
C0420	In-school suspension with services available - action used	1,968	94.61	Best Match
C0422	Referral to school counselor available	2,560	99.58	Best Match
C0424	Referral to school counselor available - action used	2,484	93.98	Best Match
C0426	In-school disciplinary plan available	2,560	99.35	Best Match
C0428	In-school disciplinary plan available - action used	1,523	96.00	Best Match

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0430	Outside school disciplinary plan available	2,560	99.03	Best Match
C0432	Outside school disciplinary plan available - action used	1,052	94.69	Best Match
C0434	Keep off bus for misbehavior available	2,560	99.39	Best Match
C0436	Keep off bus for misbehavior available - action used	2,227	96.02	Best Match
C0438	Corporal punishment available	2,560	99.42	Best Match
C0440	Corporal punishment available - action used	293	99.64	Best Match
C0442	School probation available	2,560	98.91	Best Match
C0444	School probation available - action used	1,719	93.69	Best Match
C0446	Detention/Saturday school available	2,560	99.21	Best Match
C0448	Detention/Saturday school available - action used	2,107	94.92	Best Match
C0450	Loss of student privileges available	2,560	99.23	Best Match
C0452	Loss of student privileges available - action used	2,435	94.22	Best Match
C0454	Require community service available	2,560	98.79	Best Match
C0456	Require community service available - action used	979	93.26	Best Match
C0458	Student use/possession firearm/explosive device – total	2,560	99.90	Proportional
C0460	Number of removals for firearm use/possession	2,560	100.00	Proportional
C0462	Number of transfers for firearm use/possession	2,560	99.96	Proportional
C0464	Number of suspensions for firearm use/possession	2,560	99.86	Proportional
C0466	Number of other actions for firearm use/possession	2,560	99.93	Proportional
C0468	Student use/possession weapon (other than firearm/explosive device) – total	2,560	99.07	Proportional
C0470	Number of removals for weapon use	2,560	99.81	Proportional
C0472	Number of transfers for weapon use	2,560	99.60	Proportional
C0474	Number of suspensions for weapon use	2,560	98.87	Proportional
C0476	Number of other actions for weapon use	2,560	98.23	Proportional
C0478	Number of distribution/possession/use illegal drugs - total	2,560	99.74	Proportional
C0480	Number of removals for distribution/possession/use - illegal drugs	2,560	99.93	Proportional
C0482	Number of transfers for distribution/possession/use - illegal drugs	2,560	99.74	Proportional
C0484	Number of suspensions for distribution/possession/use - illegal drugs	2,560	99.17	Proportional
C0486	Number of other actions for distribution/possession/use - illegal drugs	2,560	98.85	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0488	Number of distribution/possession/use alcohol - total	2,560	99.81	Proportional
C0490	Number of removals for distribution/possession/use – alcohol	2,560	99.89	Proportional
C0492	Number of transfers for distribution/possession/use – alcohol	2,560	99.93	Proportional
C0494	Number of suspensions for distribution/possession/use – alcohol	2,560	99.54	Proportional
C0496	Number of other actions for distribution/possession/use – alcohol	2,560	99.43	Proportional
C0498	Attacks/fights – total	2,560	97.53	Proportional
C0500	Number of removals for attacks/fights	2,560	99.57	Proportional
C0502	Number of transfers for attacks/fights	2,560	99.17	Proportional
C0504	Number of suspensions for attacks/fights	2,560	96.57	Proportional
C0506	Number of other actions for attacks/fights	2,560	95.46	Proportional
C0508	Insubordination – total	2,560	94.69	Proportional
C0510	Number of removals for insubordination	2,560	99.49	Proportional
C0512	Number of transfers for insubordination	2,560	98.45	Proportional
C0514	Number of suspensions for insubordination	2,560	95.13	Proportional
C0516	Number of other actions for insubordination	2,560	93.67	Proportional
C0518	Number of removals with no service - total	2,560	97.73	Proportional
C0520	Number of transfers to specialized schools - total	2,560	96.36	Proportional
C0522	Total students	2,560	96.85	From Frame
C0524	Percentage students eligible for free or reduced-price lunch	2,560	98.34	Best Match
C0526	Percentage students limited English proficient	2,560	97.50	Best Match
C0528	Percentage special education students	2,560	97.01	Best Match
C0530	Percentage male students	2,560	95.51	Best Match
C0532	Percentage students below 15th percentile standardized tests	2,560	92.58	Best Match
C0534	Percentage students likely to go to college	2,560	95.75	Best Match
C0536	Percentage students who consider academic achievement very important	2,560	96.51	Best Match
C0538	Typical number of classroom changes	2,560	97.24	Best Match
C0540	Number of paid full-time special ed teachers	2,560	97.95	Best Match
C0542	Number of paid part-time special ed teachers	2,560	76.11	Proportional
C0544	Number of paid full-time special ed aides	2,560	96.37	Proportional
C0546	Number of paid part-time special ed aides	2,560	73.77	Proportional
C0548	Number of paid full-time regular classroom teachers	2,560	98.12	Proportional
C0550	Number of paid part-time regular classroom teachers	2,560	72.50	Proportional
C0552	Number of paid full-time regular classroom aides/paraprofessionals	2,560	94.95	Proportional

See notes at end of table.

Table K-1. Detailed base-weighted item response rates: School year 2007–08—Continued

Variable name	Variable label	Number eligible to respond	Percent who responded	Imputation method
C0554	Number of paid part-time regular classroom aides/paraprofessionals	2,560	71.96	Proportional
C0556	Number of paid full-time counselors	2,560	92.52	Proportional
C0558	Number of paid part-time counselors	2,560	75.92	Proportional
C0560	Crime where students live	2,560	99.87	Best Match
C0562	Crime where school located	2,560	99.74	Best Match
C0564	School type	2,560	99.37	From Frame
C0565	Verbatim responses	38	85.45	N/A
C0568	Average percentage daily attendance	2,560	95.01	Best Match
C0570	Number of students transferred to school	2,560	94.77	Proportional
C0572	Number of students transferred from school	2560	92.76	Proportional

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

Appendix L:
Imputation Procedures

Imputation Procedures

The imputation procedures presented here are based on the SSOCS:2008 restricted-use data file; therefore the variables in this appendix are not designated with an “/R” since they are all from the restricted-use data file.

Item 1: Components of item 1 have values imputed using a best-match approach. A donor is chosen by matching on the basis of two of the 2005–06 Common Core of Data (CCD) frame variables (school level (FR_LVL) and school locale (FR_LOC4)), a categorized survey variable (C0522CAT), and the three “wildcard” categorical survey variables that were most strongly associated with item 1.¹ If a recipient was missing values for one or more of the three categorical survey variables, a “best match” was found if a donor existed with identical values on both the available survey variables and the CCD frame variables. A “relaxed-criteria match” occurred when no matching donors could be found with matching values on both the frame and survey variables. During the criteria-relaxing process, the correlated categorical survey variables were dropped in order from least correlated to most correlated, and, if needed, the frame variables were dropped. Donors were randomly assigned when more than one was available within the imputation class.

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

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

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

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

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

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

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

strongest association to item 7, the components of items 8, 10, and 11 were excluded from the search.

Item 8: A best-match imputation similar to that described for item 1 was performed on the components of item 8 if the respondent had indicated that the school regularly used sworn law enforcement, security guards, or security personnel in item 7 (C0220="yes") *or* if a "yes" value was imputed for item 7. When searching for the three categorical survey variables most strongly associated with each component of item 8, item 7 was omitted from the search.

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

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

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

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

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

Equation 1:

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

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

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

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

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

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

Equation 2:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Step 3: After zeroes were imputed for Recipient Group 1, nonzero values were imputed. Equation 1 above illustrates the mechanics behind imputing nonzero values for schools in this recipient class. If a value for subitem 16g1 was being imputed, for example, five donors with nonzero values at subitem 16g1 would be randomly selected from the recipient school's imputation class. A proportion of the sum of the five donors' subitem 16g1 values (V_n) to the sum of the five donor enrollments ($Q_{24_{Dn}}$) would subsequently be created. A value at subitem 16g1 was then imputed by multiplying this ratio by the recipient school's enrollment (Q_{24_R}).

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

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

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

values $(\sum_{i=1}^5 Y_i)$ would be found. As illustrated in Equation 2, this ratio would be multiplied by the recipient's subitem 16g2 value in order to calculate the imputed subitem 16g1 value.

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

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

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

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

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

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

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

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

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

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

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

Scenario 1: The first scenario occurred when the total number of students involved in a specific offense (column 1) was greater than zero and the items indicating the number of disciplinary actions taken for the specific offense (columns 2–5) were either blank or a mixture of blanks and nonzero values. An example of this scenario would be a respondent indicating that out of 30 students involved in insubordination in subitem 22f1 (C0508), four students were removed from the school because of insubordination in item sub22f2 (C0510), but failing to provide responses to subitems 22f3 (C0512), 22f4 (C0514), and 22f5 (C0516).

To impute values for subitems 22f3, 22f4, and 22f5, the ratio of the sum of all disciplinary actions taken for the specific offense (e.g., insubordination) to the sum of students involved in a specific offense within the school’s donor class was calculated. This ratio (R_f) is illustrated by Equation 3 below using the subitem 22f example. This ratio was then multiplied by the recipient’s item 22 column 1 value (30, in the example) to predict a total number of disciplinary actions for the specific offense. Continuing the example with subitem 22f, if within the recipient’s donor class, the sum of the various disciplinary actions in subitems 22f2–22f5 (C0510–C0516) equals 200 and the sum of the total students involved in the offenses in item 22f1 (C0508) equals 600, the ratio (R_f) would be 1/3. The ratio, R_f , was then multiplied by the recipient’s item 22 column 1 value for the particular offense (30) to predict the total disciplinary actions for the particular offense (1/3 x 30=10, in our example=the predicted sum of disciplinary actions for insubordination).

Equation 3:

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

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

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

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

actions for insubordination are distributed equally among donor class schools, the values that would be imputed for subitems 22f3, 22f4, and 22f5 are identical to the nonimputed subitem 22f2 value. In this example, values of 2 would be imputed for subitems 22f3, 22f4, and 22f5. If, among donor class schools, the subitem 22f2 R_m value was determined to be 0.40, while the R_m values for subitems 22f3, 22f4, and 22f5 are 0.20, values of 1 would be imputed for subitems 22f3, 22f4, and 22f5. To impute a value for subitem 22f1, the donor ratio of the total number of students involved in insubordination to the total number of all disciplinary actions taken for insubordination ($1/R_f$) would first be calculated (see Equation 3 above). This ratio was then multiplied by the recipient sum of disciplinary actions for insubordination, *after any necessary imputations in columns 2–5 were performed*, to obtain the imputed subitem 22f1 value (Equation 4).

Equation 4:

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

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

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

After all values in the item 22 matrix were imputed, the sum of the column 2 components of item 22 was checked against the nonimputed subitem 23a value. If the sum of the item 22 column 2 components exceeded the nonimputed subitem 23a value, the imputed item 22 column 2 components were adjusted downward. Equation 5 below illustrates the relationship between item 22 column 2 and subitem 23a. If Equation 5 was violated as a result of imputation, the difference (D_{Ni}) between the item 23a value and the *nonimputed* components of item 22 column 2 was calculated (Equation 6). The imputed components of item 22 column 2 were then adjusted downward so that the sum of their values equals D_{Ni} . For each imputed value in item 22 column 2, a ratio (R_2) of the imputed value to the sum of all of the imputed item 22 column 2 values was

calculated (Equation 7). To obtain the final downward-adjusted values for the item 22 column 2 cells, R_2 was multiplied by D_{Ni} (Equation 8). A similar procedure was performed with the column 3 components of item 22 and subitem 23b.

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

Equation 5:

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

Equation 6:

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

Equation 7:

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

Equation 8:

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

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

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

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

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

students who transferred from the school for all reasons (subitem 33b), the school's subitem 23b value was edited to equal the sum of the item 22 column 3 components.

Item 24: For some schools, the percentage of total student membership was available in the 2005–06 CCD frame. Rather than having values imputed using a best-match approach, values for these schools were taken directly from the 2005–06 CCD frame.

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

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

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

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

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

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

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

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

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

Item 31: Item 31 was imputed from data in the 2005–06 CCD frame indicating whether a school was a magnet or a charter school. If the school was identified as neither a magnet nor a charter school in the 2004–2006 CCD frame, the school was imputed as “a regular public school.”

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

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

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

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

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

Specifications for Best-Match Imputation Procedures

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

Item 18 was collapsed into

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

Item 19 was collapsed into

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

Subitem 25a was collapsed into

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

Subitem 25b was collapsed into

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

Subitem 25c was collapsed into

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

Subitem 25d was collapsed into

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

Subitem 26a was collapsed into

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

Subitem 26b was collapsed into

- 1=Less than 36 percent of students are likely to go to college after high school.
- 2=36–60 percent of students are likely to go to college after high school.
- 3=More than 60 percent of students are likely to go to college after high school.

Subitem 26c was collapsed into

- 1=50 percent or less of students consider academic achievement very important.
- 2=51–75 percent of students consider academic achievement very important.
- 3=More than 75 percent of students consider academic achievement very important.

Item 27 was collapsed into

- 1=1 to 3 classroom changes.
- 2=4 to 6 classroom changes.
- 3=7 or more classroom changes.

Item 32 was collapsed into

- 1=90 percent or less of students are present on a daily basis.
- 2=91–95 percent of students are present on a daily basis.
- 3=More than 95 percent of students are present on a daily basis.

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

Mv1=the attribute (i.e., C0522CAT, FR_LVL, FR_LOC4) variable with the largest correlation coefficient (of the three).

Mv2=the attribute variable that had the second largest correlation coefficient (of the three).

Mv3=the attribute variable that had the smallest correlation coefficient (of the three).

Mv4=the wildcard variable that had the largest correlation coefficient (of all the survey variables).

Mv5=the wildcard variable that had the second largest correlation coefficient (of all the survey variables).

Mv6=the wildcard variable that had the third largest correlation coefficient (of all the survey variables).

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

If a recipient is missing mv6, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv5, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv4, it is ignored for the best-match imputation (only five variables are used to define the best match).

If a recipient is missing mv6 and mv5, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv5 and mv4, they are ignored for the best-match imputation (only four variables are used to define the best match).

If a recipient is missing mv6, mv5, and mv4, they are ignored for the best-match imputation (only three variables are used to define the best match).

The six variables used for the best-match imputation procedures are outlined below in tables L-1 and L-2. One additional requirement was necessary for donor schools to be considered a match for the items listed in table L-2. These variables were embedded in skip patterns. Therefore, donor schools had to have a value for the first skip item that would *not* exclude them from answering the items within the skip pattern. For example, a donor school for item 9, “How many of the following were present in your school at least once a week?” would have had to respond “yes” to item 7, “Did you have any security guards, security personnel, or sworn law enforcement officers present at your school at least once a week?” in order to be a donor for schools missing values in item 9.

Table L-1. Order of donor variables used for best-match imputation, by imputed variable: School year 2007–08

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
c0110	Q24SIZE	FR_LOC8	FR_LEVEL	c0112	c0564	c0210
c0112	FR_LEVEL	FR_LOC8	Q24SIZE	c0114	c0110	c0144
c0114	FR_LOC8	Q24SIZE	FR_LEVEL	c0526cat4	c0112	c0138
c0116	FR_LOC8	FR_LEVEL	Q24SIZE	c0120	c0232	c0134
c0120	FR_LOC8	FR_LEVEL	Q24SIZE	c0126	c0116	c0502
c0122	FR_LEVEL	Q24SIZE	FR_LOC8	c0136	c0440	c0538cat3
c0124	FR_LEVEL	FR_LOC8	Q24SIZE	c0138	c0126	c0250
c0126	FR_LEVEL	Q24SIZE	FR_LOC8	c0120	c0124	c0396
c0128	FR_LEVEL	FR_LOC8	Q24SIZE	c0130	c0132	c0124
c0130	FR_LEVEL	FR_LOC8	Q24SIZE	c0128	c0132	c0438
c0132	FR_LEVEL	Q24SIZE	FR_LOC8	c0130	c0128	c0126
c0134	FR_LOC8	FR_LEVEL	Q24SIZE	c0524cat3	c0562	c0136
c0136	Q24SIZE	FR_LOC8	FR_LEVEL	c0134	c0524cat3	c0140
c0138	FR_LEVEL	Q24SIZE	FR_LOC8	c0538cat3	c0124	c0446
c0140	Q24SIZE	FR_LEVEL	FR_LOC8	c0126	c0136	c0124
c0141	Q24SIZE	FR_LOC8	FR_LEVEL	c0143	c0556	c0522
c0142	Q24SIZE	FR_LOC8	FR_LEVEL	c0144	c0120	c0386
c0143	Q24SIZE	FR_LEVEL	FR_LOC8	c0188	c0522	c0548
c0144	Q24SIZE	FR_LOC8	FR_LEVEL	c0142	c0548	c0522
c0146	FR_LEVEL	Q24SIZE	FR_LOC8	c0138	c0548	c0124
c0148	Q24SIZE	FR_LOC8	FR_LEVEL	c0438	c0440	c0576
c0150	Q24SIZE	FR_LOC8	FR_LEVEL	c0204	c0216	c0144
c0152	FR_LEVEL	FR_LOC8	Q24SIZE	c0456	c0416	c0226
c0154	Q24SIZE	FR_LEVEL	FR_LOC8	c0162	c0169	c0166
c0158	FR_LEVEL	FR_LOC8	Q24SIZE	c0166	c0162	c0154
c0162	Q24SIZE	FR_LOC8	FR_LEVEL	c0154	c0170	c0169
c0166	Q24SIZE	FR_LOC8	FR_LEVEL	c0154	c0169	c0162
c0169	FR_LEVEL	Q24SIZE	FR_LOC8	c0154	c0162	c0170
c0170	Q24SIZE	FR_LEVEL	FR_LOC8	c0162	c0154	c0169
c0171	FR_LOC8	Q24SIZE	FR_LEVEL	c0173	c0170	c0169
c0173	FR_LOC8	Q24SIZE	FR_LEVEL	c0171	c0170	c0169
c0174	FR_LEVEL	FR_LOC8	Q24SIZE	c0176	c0186	c0178
c0176	FR_LEVEL	FR_LOC8	Q24SIZE	c0174	c0178	c0180
c0178	Q24SIZE	FR_LOC8	FR_LEVEL	c0176	c0180	c0174
c0180	Q24SIZE	FR_LOC8	FR_LEVEL	c0178	c0176	c0174
c0182	FR_LOC8	FR_LEVEL	Q24SIZE	c0186	c0178	c0174
c0184	FR_LOC8	Q24SIZE	FR_LEVEL	c0186	c0180	c0174
c0186	FR_LOC8	Q24SIZE	FR_LEVEL	c0182	c0174	c0176
c0188	Q24SIZE	FR_LEVEL	FR_LOC8	c0143	c0522	c0548
c0190	FR_LOC8	Q24SIZE	FR_LEVEL	c0192	c0204	c0194
c0192	FR_LOC8	FR_LEVEL	Q24SIZE	c0190	c0276	c0194
c0194	FR_LOC8	FR_LEVEL	Q24SIZE	c0192	c0190	c0114
c0196	FR_LEVEL	Q24SIZE	FR_LOC8	c0198	c0200	c0202

See notes at end of table.

Table L-1. Order of donor variables used for best-match imputation, by imputed variable: School year 2007–08—Continued

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
c0198	FR_LEVEL	Q24SIZE	FR_LOC8	c0196	c0200	c0202
c0200	FR_LEVEL	Q24SIZE	FR_LOC8	c0196	c0198	c0202
c0202	FR_LEVEL	Q24SIZE	FR_LOC8	c0200	c0196	c0198
c0204	FR_LOC8	Q24SIZE	FR_LEVEL	c0214	c0216	c0190
c0206	Q24SIZE	FR_LEVEL	FR_LOC8	c0212	c0208	c0214
c0208	FR_LEVEL	Q24SIZE	FR_LOC8	c0212	c0206	c0210
c0210	Q24SIZE	FR_LEVEL	FR_LOC8	c0208	c0206	c0212
c0212	FR_LEVEL	Q24SIZE	FR_LOC8	c0206	c0208	c0214
c0214	Q24SIZE	FR_LEVEL	FR_LOC8	c0216	c0206	c0212
c0216	FR_LOC8	Q24SIZE	FR_LEVEL	c0214	c0218	c0206
c0218	FR_LEVEL	FR_LOC8	Q24SIZE	c0216	c0214	c0212
c0220	Q24SIZE	FR_LEVEL	FR_LOC8	c0522	c0548	c0556
c0266	FR_LOC8	Q24SIZE	FR_LEVEL	c0276	c0268	c0272
c0268	Q24SIZE	FR_LOC8	FR_LEVEL	c0272	c0274	c0276
c0270	Q24SIZE	FR_LOC8	FR_LEVEL	c0268	c0276	c0266
c0272	Q24SIZE	FR_LOC8	FR_LEVEL	c0274	c0268	c0276
c0274	FR_LEVEL	Q24SIZE	FR_LOC8	c0272	c0268	c0276
c0276	FR_LOC8	FR_LEVEL	Q24SIZE	c0266	c0268	c0272
c0280	FR_LOC8	FR_LEVEL	Q24SIZE	c0296	c0286	c0282
c0282	FR_LOC8	Q24SIZE	FR_LEVEL	c0294	c0280	c0300
c0284	FR_LEVEL	Q24SIZE	FR_LOC8	c0288	c0292	c0298
c0286	FR_LOC8	Q24SIZE	FR_LEVEL	c0288	c0296	c0280
c0288	FR_LOC8	FR_LEVEL	Q24SIZE	c0286	c0284	c0296
c0290	FR_LEVEL	Q24SIZE	FR_LOC8	c0292	c0298	c0286
c0292	FR_LEVEL	FR_LOC8	Q24SIZE	c0298	c0290	c0284
c0294	FR_LEVEL	FR_LOC8	Q24SIZE	c0282	c0292	c0288
c0296	FR_LEVEL	Q24SIZE	FR_LOC8	c0286	c0280	c0288
c0298	FR_LEVEL	FR_LOC8	Q24SIZE	c0292	c0302	c0290
c0300	Q24SIZE	FR_LEVEL	FR_LOC8	c0302	c0304	c0282
c0302	Q24SIZE	FR_LEVEL	FR_LOC8	c0304	c0300	c0298
c0304	Q24SIZE	FR_LOC8	FR_LEVEL	c0302	c0300	c0298
c0306	FR_LOC8	Q24SIZE	FR_LEVEL	c0322	c0308	c0116
c0308	Q24SIZE	FR_LOC8	FR_LEVEL	c0338	c0346	c0362
c0369	Q24SIZE	FR_LOC8	FR_LEVEL	c0328	c0336	c0366
c0370	Q24SIZE	FR_LEVEL	FR_LOC8	c0522	c0332	c0556
c0372	Q24SIZE	FR_LEVEL	FR_LOC8	c0548	c0328	c0336
c0374	Q24SIZE	FR_LEVEL	FR_LOC8	c0378	c0376	c0386
c0376	Q24SIZE	FR_LEVEL	FR_LOC8	c0378	c0374	c0380
c0378	FR_LEVEL	Q24SIZE	FR_LOC8	c0374	c0376	c0380
c0380	Q24SIZE	FR_LEVEL	FR_LOC8	c0384	c0382	c0386
c0382	FR_LOC8	Q24SIZE	FR_LEVEL	c0380	c0384	c0386
c0384	Q24SIZE	FR_LEVEL	FR_LOC8	c0380	c0382	c0386
c0386	Q24SIZE	FR_LOC8	FR_LEVEL	c0380	c0368	c0384
c0388	FR_LEVEL	Q24SIZE	FR_LOC8	c0386	c0369	c0336

See notes at end of table.

Table L-1. Order of donor variables used for best-match imputation, by imputed variable: School year 2007–08—Continued

Imputed variable	mv1	mv2	mv3	mv4	mv5	mv6
c0390	FR_LEVEL	FR_LOC8	Q24SIZE	c0394	c0406	c0410
c0394	FR_LEVEL	FR_LOC8	Q24SIZE	c0390	c0410	c0416
c0398	Q24SIZE	FR_LEVEL	FR_LOC8	c0548	c0522	c0402
c0402	FR_LOC8	Q24SIZE	FR_LEVEL	c0398	c0430	c0440
c0406	FR_LOC8	FR_LEVEL	Q24SIZE	c0390	c0414	c0412
c0410	Q24SIZE	FR_LEVEL	FR_LOC8	c0394	c0390	c0416
c0414	Q24SIZE	FR_LEVEL	FR_LOC8	c0406	c0420	c0432
c0418	FR_LOC8	FR_LEVEL	Q24SIZE	c0410	c0434	c0414
c0422	Q24SIZE	FR_LEVEL	FR_LOC8	c0178	c0220	c0398
c0426	Q24SIZE	FR_LEVEL	FR_LOC8	c0430	c0398	c0380
c0430	Q24SIZE	FR_LEVEL	FR_LOC8	c0426	c0454	c0398
c0434	FR_LOC8	Q24SIZE	FR_LEVEL	c0232	c0394	c0250
c0438	FR_LOC8	Q24SIZE	FR_LEVEL	c0576	c0148	c0130
c0442	FR_LEVEL	Q24SIZE	FR_LOC8	c0394	c0446	c0454
c0446	FR_LEVEL	Q24SIZE	FR_LOC8	c0138	c0538cat3	c0398
c0450	FR_LEVEL	Q24SIZE	FR_LOC8	c0446	c0442	c0434
c0454	FR_LEVEL	FR_LOC8	Q24SIZE	c0430	c0442	c0440
c0524	Q24SIZE	FR_LOC8	FR_LEVEL	c0534cat3	c0562	c0560
c0526	FR_LOC8	FR_LEVEL	Q24SIZE	c0524cat3	c0562	c0138
c0528	FR_LEVEL	Q24SIZE	FR_LOC8	c0232	c0534cat3	c0524cat3
c0530	FR_LEVEL	FR_LOC8	Q24SIZE	c0232	c0236	c0440
c0532	FR_LOC8	FR_LEVEL	Q24SIZE	c0524cat3	c0562	c0560
c0534	Q24SIZE	FR_LEVEL	FR_LOC8	c0536cat3	c0524cat3	c0532cat3
c0536	Q24SIZE	FR_LOC8	FR_LEVEL	c0534cat3	c0524cat3	c0532cat3
c0538	FR_LEVEL	Q24SIZE	FR_LOC8	c0138	c0446	c0124
c0560	FR_LOC8	Q24SIZE	FR_LEVEL	c0562	c0524cat3	c0534cat3
c0562	FR_LOC8	FR_LEVEL	Q24SIZE	c0560	c0524cat3	c0386
c0568	FR_LEVEL	FR_LOC8	Q24SIZE	c0380	c0120	c0416

NOTE: Q24SIZE was created in the same way that FR_SIZE was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).

**Table L-2. Order of donor variables used for best-match imputation, by imputed variable embedded in a skip pattern:
School year 2007–08**

Imputed Variable	mv1	mv2	mv3	mv4	mv5	mv6
c0156	Q24SIZE	FR_LOC8	FR_LEVEL	c0164	c0168	c0172
c0160	FR_LEVEL	FR_LOC8	Q24SIZE	c0156	c0164	c0172
c0164	FR_LOC8	Q24SIZE	FR_LEVEL	c0156	c0168	c0172
c0168	Q24SIZE	FR_LOC8	FR_LEVEL	c0164	c0172	c0156
c0172	FR_LOC8	Q24SIZE	FR_LEVEL	c0164	c0168	c0156
c0222	Q24SIZE	FR_LEVEL	FR_LOC8	c0224	c0252	c0258
c0224	Q24SIZE	FR_LEVEL	FR_LOC8	c0222	c0252	c0226
c0226	FR_LEVEL	Q24SIZE	FR_LOC8	c0224	c0222	c0252
c0228	FR_LEVEL	Q24SIZE	FR_LOC8	c0226	c0224	c0222
c0244	Q24SIZE	FR_LEVEL	FR_LOC8	c0250	c0256	c0248
c0246	FR_LOC8	FR_LEVEL	Q24SIZE	c0248	c0250	c0244
c0248	FR_LOC8	FR_LEVEL	Q24SIZE	c0250	c0246	c0244
c0250	FR_LOC8	FR_LEVEL	Q24SIZE	c0248	c0246	c0244
c0252	FR_LEVEL	Q24SIZE	FR_LOC8	c0224	c0256	c0222
c0254	Q24SIZE	FR_LEVEL	FR_LOC8	c0258	c0252	c0224
c0256	FR_LEVEL	Q24SIZE	FR_LOC8	c0252	c0258	c0224
c0258	FR_LEVEL	Q24SIZE	FR_LOC8	c0256	c0222	c0252
c0260	FR_LEVEL	Q24SIZE	FR_LOC8	c0264	c0262	c0258
c0262	Q24SIZE	FR_LEVEL	FR_LOC8	c0258	c0260	c0254
c0264	FR_LOC8	FR_LEVEL	Q24SIZE	c0260	c0262	c0250
c0396	Q24SIZE	FR_LEVEL	FR_LOC8	c0392	c0404	c0412
c0400	Q24SIZE	FR_LEVEL	FR_LOC8	c0404	c0520	c0432
c0404	Q24SIZE	FR_LEVEL	FR_LOC8	c0396	c0392	c0412
c0408	Q24SIZE	FR_LEVEL	FR_LOC8	c0416	c0420	c0392
c0412	Q24SIZE	FR_LEVEL	FR_LOC8	c0396	c0420	c0404
c0416	Q24SIZE	FR_LEVEL	FR_LOC8	c0408	c0420	c0396
c0420	FR_LEVEL	Q24SIZE	FR_LOC8	c0416	c0412	c0408
c0424	Q24SIZE	FR_LEVEL	FR_LOC8	c0432	c0408	c0420
c0428	Q24SIZE	FR_LEVEL	FR_LOC8	c0432	c0456	c0420
c0432	Q24SIZE	FR_LEVEL	FR_LOC8	c0428	c0456	c0404
c0436	Q24SIZE	FR_LEVEL	FR_LOC8	c0444	c0432	c0420
c0440	FR_LOC8	FR_LEVEL	Q24SIZE	c0444	c0456	c0148
c0444	Q24SIZE	FR_LEVEL	FR_LOC8	c0456	c0412	c0440
c0448	FR_LEVEL	Q24SIZE	FR_LOC8	c0420	c0456	c0416
c0452	Q24SIZE	FR_LEVEL	FR_LOC8	c0444	c0416	c0448
c0456	FR_LEVEL	Q24SIZE	FR_LOC8	c0432	c0444	c0412

NOTE: Q24SIZE was created in the same way that FR_SIZE was created, but comes directly from the SSOCS questionnaire (C0522, school's total enrollment), rather than the sampling frame. It is not found in the data file and was only used for imputation purposes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2007–08 School Survey on Crime and Safety (SSOCS:2008).