

**APPENDIX B:**  
**PRETEST QUESTIONNAIRES, COMMENTARY GUIDE,  
AND FOLLOW-UP QUESTIONS**



## Pretest Questionnaire (Initial Version)\*

### Characteristics of school policies

1. During the 1999-2000 school year, did your school:
- |   | Yes | No |
|---|-----|----|
| a. Require visitors to sign or check in .....   | 1   | 2  |
| b. Control access to school grounds (e.g., locked or monitored gates) .....   | 1   | 2  |
| c. Control access to school buildings (e.g., locked or monitored doors) .....                                       | 1   | 2  |
| d. Require students to pass through metal detectors each day .....  | 1   | 2  |
| e. Require visitors to pass through metal detectors .....   | 1   | 2  |
| f. Perform random metal detector checks on students .....   | 1   | 2  |
| g. Close the campus for most students during lunch .....  | 1   | 2  |
| h. Use random dog sniffs to check for drugs .....   | 1   | 2  |
| i. Perform one or more random sweeps for contraband (e.g., drugs or weapons),<br>but not including dog sniffs ..... | 1   | 2  |
| j. Require drug testing for any students .....  | 1   | 2  |
| k. Require students to wear uniforms .....  | 1   | 2  |
| l. Strictly enforce a dress code .....  | 1   | 2  |
| m. Provide a printed code of student conduct to students .....  | 1   | 2  |
| n. Provide a printed code of student conduct to parents .....   | 1   | 2  |
| o. Provide school lockers to students .....   | 1   | 2  |
| p. Ban book bags or require clear book bags .....   | 1   | 2  |
| q. Require students to wear badges or picture IDs .....   | 1   | 2  |
| r. Use security cameras to monitor the school .....   | 1   | 2  |
2. Does your school have a crisis written management plan that contains the following? *(Circle one response on each line.)*
- |   | Yes | No |
|---|-----|----|
| <b>Procedures for dealing with the following events</b>                 |     |    |
| a. Shootings .....  | 1   | 2  |
| b. Riots or large scale fights .....                                    | 1   | 2  |
| c. Bomb scares, anthrax scares, or comparable school-wide threats ..... | 1   | 2  |
| d. Natural disasters (e.g., earthquakes or tornadoes) .....             | 1   | 2  |
| <b>Instructions on</b>  |     |    |
| e. Who would deal with the media in a crisis .....                      | 1   | 2  |
| f. Who would call emergency personnel .....                             | 1   | 2  |
| g. Coordinating communication with students .....                       | 1   | 2  |
| h. Evacuating the school .....  | 1   | 2  |
3. In the last 3 years, has your school reviewed its policies relating to discipline and crime, possibly including the student code of conduct? *(Circle one response.)*
- Yes..... 1
- No..... 2 *(If no, skip to question 5.)*
4. What groups did your school involve in its review of policies relating to discipline and crime? *(Circle one response on each line.)*
- |  | Yes | No |
|--|-----|----|
| a. Personnel from school district .....          | 1   | 2  |
| b. Police from your town or city .....           | 1   | 2  |
| c. Teachers .....                                | 1   | 2  |
| d. Counselors .....                              | 1   | 2  |
| e. Health personnel .....                        | 1   | 2  |
| f. Parents .....                                 | 1   | 2  |
| g. Students .....                                | 1   | 2  |
| h. Other external professional consultants ..... | 1   | 2  |

\*Note that this questionnaire differs from the final version which is presented in appendix C.

5. During the 1999-2000 school year, does your school have a zero tolerance policy (i.e., predetermined consequences must occur for specified offenses) for any of the following? (Circle one response on each line.)

	Yes	No
a. Fighting .....	1	2
b. Possession of firearms .....	1	2
c. Use of firearms .....	1	2
d. Possession of other weapons .....	1	2
e. Use of other weapons .....	1	2
f. Possession or use of alcohol .....	1	2
g. Possession or use of illegal drugs .....	1	2
h. Misuse of prescription drugs .....	1	2
i. Misuse of over-the-counter drugs .....	1	2
j. Possession or use of tobacco .....	1	2
k. Repeated sexual harassment .....	1	2

6. If your school has a zero tolerance policy towards fighting, what percentage of the time in 1999-2000 did extenuating circumstances result in deviating from the predetermined consequences that were specified? (If your school does not have a zero tolerance policy towards fighting, please write "NA.")

Percentage of deviations..... \_\_\_\_\_

**Characteristics of school violence prevention programs**

7. During the 1999-2000 school year, did your school have any formal programs or efforts intended to prevent or reduce violence? (Circle one response.)

Yes..... 1  
 No..... 2 (If no, skip to question 13.)

8. During the 1999-2000 school year, did any of your formal programs or efforts intended to prevent or reduce violence include the following components for students? What kinds of students were these programs targeted toward? (Circle one response for each category of students on each line.)

	<b>At least one component targeted toward:</b>			
	<b>High-risk students</b>		<b>Not just high-risk students</b>	
	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
a. Prevention curriculum, instruction, or training for students (e.g., social skills training) .....	1	2	1	2
b. Behavioral programming or behavior modification for students .....	1	2	1	2
c. Counseling, social work, psychological, or therapeutic activity for students .....	1	2	1	2
d. Other activities involving individual attention for students .....	1	2	1	2
e. Recreational, enrichment, or leisure activities for students .....	1	2	1	2
f. Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court).....	1	2	1	2
g. Mentoring of students by students or adults .....	1	2	1	2
h. Seeking to promote sense of community/social integration among students .....	1	2	1	2
i. Hotline for students to report problems.....	NA	NA	1	2

9. During the 1999-2000 school year, other than the student-focused components discussed above, did any of your formal programs or efforts intended to prevent or reduce violence include the following? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Training, supervision, or technical assistance in classroom management for teachers .....	1	2
b. Review, revision, or monitoring of school-wide discipline practices and procedures.....	1	2
c. Training staff in crime prevention.....	1	2
d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students) .....	1	2

10. Which community organizations and outside groups participate in your programs or efforts intended to prevent or reduce violence? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Parents through PTA/PTO.....	1	2
b. Parents through other outside groups or organizations.....	1	2
c. Parents involved individually .....	1	2
d. Community service organizations (not including PTA).....	1	2
e. Juvenile justice agencies .....	1	2
f. Local businesses.....	1	2

11. During the 1999-2000 school year, about how many students in your school participated (or will participate) in programs or efforts that directly serve students and were intended to prevent or reduce school violence? *(Circle one response.)*

All or almost all (91-100 percent).....	1
Most (61-90 percent) .....	2
About half (41-60 percent) .....	3
Some (11-40 percent) .....	4
Few (1-10 percent).....	5
None .....	6

12. During the 1999-2000 school year, about how many teachers and staff in your school were substantially involved in any of the programs or efforts that were intended to prevent or reduce school violence? *(Circle one response.)*

All or almost all (91-100 percent).....	1
Most (61-90 percent) .....	2
About half (41-60 percent) .....	3
Some (11-40 percent) .....	4
Few (1-10 percent).....	5
None .....	6

13. At what times does your school use law enforcement or security services in 1999-2000? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Normal school hours .....	1	2
b. Athletic events.....	1	2
c. Social events (e.g., dances) .....	1	2
d. When school/school activities not occurring.....	1	2
e. Other <i>(please specify)</i> .....	1	2

*If you answered no to all of the items, skip to question 16.*

14. What types of personnel are used to provide law enforcement or security services at your school or at school events in 1999-2000? *(Circle one response for each section on each line.)*

	District or school personnel		State/local law enforcement agency personnel		Private security firm	
	Yes	No	Yes	No	Yes	No
a. Sworn officers (i.e., have general arrest powers)						
1. Carry weapons.....	1	2	1	2	1	2
2. Do not carry weapons.....	1	2	1	2	1	2
b. Nonsworn security (i.e., lack general arrest powers)						
1. Carry weapons.....	1	2	1	2	1	2
2. Do not carry weapons.....	1	2	1	2	1	2

15. On average during 1999-2000, how many hours per week do the following types of personnel provide law enforcement or security services at your school or at school events? If two or more people in the same category provide services in the same hour, count that as only one hour. *(Circle one response on each line.)*

	30 hours or more	10-29 hours	1-9 hours	Less than 1 hour
a. District or school personnel.....	1	2	3	4
b. State/local law enforcement agency personnel.....	1	2	3	4
c. Private security firm.....	1	2	3	4
d. Any of the above.....	1	2	3	4

16. To what extent do the following factors limit the effectiveness of your school's efforts to reduce or prevent crime? *(Circle one response on each line.)*

	Limit in major way	Limit in minor way	Not a limit
a. Lack of or inadequate teacher training in classroom management.....	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students.....	1	2	3
c. Likelihood of complaints from parents.....	1	2	3
d. Lack of teacher support for school policies.....	1	2	3
e. Teachers' fear of student reprisal.....	1	2	3
f. Lack of teacher knowledge of school policies.....	1	2	3
g. Fear of district or state reprisal.....	1	2	3
h. Federal policies on disciplining disabled students.....	1	2	3
i. Other federal policies on discipline and safety.....	1	2	3
j. State or district policies on discipline and safety.....	1	2	3

**Violent deaths at school and elsewhere**

17. In 1999-2000, did any students, teachers, or staff at your school die from violent deaths (i.e., homicide, suicide, or tragic accidents)? Do not limit yourself to deaths occurring at school. *(Circle one response.)*

- Yes..... 1
- No..... 2 *(If no, skip to question 19.)*

18. Please provide the following information about the violent deaths that occurred. When counting deaths “at school” please include deaths in school buildings, on school buses, on school grounds, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds, and regardless of whether or not school was in session. *(Write the number in each category.)*

<b>Cause of death</b>	<b>Student</b>	<b>Teacher</b>	<b>Staff</b>
Homicide			
a. At school .....	_____	_____	_____
b. Elsewhere .....	_____	_____	_____
Suicide			
c. At school .....	_____	_____	_____
d. Elsewhere .....	_____	_____	_____
Tragic accidents			
e. At school .....	_____	_____	_____
f. Elsewhere .....	_____	_____	_____
<b>Total</b> .....	_____	_____	_____

**The frequency of other incidents at schools**

19. Please provide statistics concerning the frequency of incidents at your school during the 1999-2000 school year using the categories below. *Count only the most serious offence when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. The first column refers to both incidents happening at school during normal school hours and incidents happening at school during regularly scheduled activities (e.g., band practice after school) In the last column, put the number of total incidents in that category that were also hate crimes (defined at the end of the questionnaire).*

	<b>On school grounds during school/school activities</b>	<b>On school grounds during off hours</b>	<b>At school-related events off site</b>	<b>Using school transportation</b>	<b>Total (sum of columns 1-4)</b>	<b>Total reported to police</b>	<b>Hate crimes</b>
a. Rape or attempted rape (include threatened rape).....	_____	_____	_____	_____	_____	_____	_____
b. Sexual battery other than rape.....	_____	_____	_____	_____	_____	_____	_____
c. Physical attack or fight							
(1) With weapon.....	_____	_____	_____	_____	_____	_____	_____
(2) Without weapon.....	_____	_____	_____	_____	_____	_____	_____
d. Threats of physical attack							
(1) With weapon.....	_____	_____	_____	_____	_____	_____	_____
(2) Without weapon.....	_____	_____	_____	_____	_____	_____	_____
e. Robbery (taking things by force)							
(1) With weapon.....	_____	_____	_____	_____	_____	_____	_____
(2) Without weapon.....	_____	_____	_____	_____	_____	_____	_____
f. Theft/larceny (taking things over \$10 without personal confrontation).....	_____	_____	_____	_____	_____	_____	_____
g. Possession of firearm .....	_____	_____	_____	_____	_____	_____	_____
h. Possession of knife or sharp object.....	_____	_____	_____	_____	_____	_____	_____
i. Distribution of illegal drugs	_____	_____	_____	_____	_____	_____	_____
j. Possession or use of alcohol or illegal drugs.....	_____	_____	_____	_____	_____	_____	_____
k. Repeated sexual harassment	_____	_____	_____	_____	_____	_____	_____
l. Vandalism .....	_____	_____	_____	_____	_____	_____	_____
m. Computer hacking .....	_____	_____	_____	_____	_____	_____	_____

20. How did you obtain the data for the overall totals you reported in question 19? (Circle the numbers that correspond with how you obtained the data for each item. For example, if the data for 19a were taken directly from a computer database without special programming, (Circle "1" in the first line.)

	<b>Readily available from computer database</b>	<b>Required special programming</b>	<b>Compiled from individual records</b>	<b>Made best estimate</b>
a. Rape or attempted rape.....	1	2	3	4
b. Sexual battery other than rape.....	1	2	3	4
c. Physical attack or fight				
(1) With weapon.....	1	2	3	4
(2) Without weapon.....	1	2	3	4
d. Threats of physical attack				
(1) With weapon.....	1	2	3	4
(2) Without weapon.....	1	2	3	4
e. Robbery				
(1) With weapon.....	1	2	3	4
(2) Without weapon.....	1	2	3	4
f. Theft/larceny .....	1	2	3	4
g. Possession of firearm .....	1	2	3	4
h. Possession of knife or sharp object.....	1	2	3	4
i. Distribution of illegal drugs .....	1	2	3	4
j. Possession or use of alcohol or illegal drugs.....	1	2	3	4
k. Repeated sexual harassment.....	1	2	3	4
l. Vandalism .....	1	2	3	4
m. Computer hacking .....	1	2	3	4
n. Hate crimes (all incidents).....	1	2	3	4

21. Did any of the incidents that you reported in question 19 result in the following actions by your school? (Circle one response on each line.)

	<b>Yes</b>	<b>No</b>
a. Canceling some classes .....	1	2
b. Canceling other activities .....	1	2
c. Decrease in instructional time .....	1	2
d. Decrease in student freedom .....	1	2
e. Rescheduling of classes or activities .....	1	2

22. Which of the following types of incidents are always reported to the police by your school? In the list below, some of the items are interrelated. If you report all thefts to police, answer “yes” to *a* and “no” to *b* (because you do not use a dollar limit, but report all thefts). If you only report thefts of a certain dollar amount, answer “no” to *a* and “yes” to *b* (and write the dollar amount in the space provided). Use a similar approach for items *c* and *d*, and for items *e* and *f*. (Circle one response on each line.)

<b>Report to police:</b>	<b>Yes</b>	<b>No</b>	
a. All theft.....	1	2	
b. Theft exceeds specified dollar amount .....	1	2	How much? _____
c. All incidents involving physical damage.....	1	2	
d. Damage exceeds specified dollar amount.....	1	2	How much? _____
e. All physical injuries.....	1	2	
f. Physical injury required medical attention .....	1	2	
g. Weapon was used .....	1	2	

23. How many of the following incidents occurred at school during school hours during the previous two school years?

	<b>1997-98</b>	<b>1998-99</b>
a. Physical attack or fight with a weapon.....	_____	_____
b. Physical attack or fight without a weapon.....	_____	_____
c. Theft/larceny (taking things over \$10 without personal confrontation) .....	_____	_____
d. Vandalism .....	_____	_____

24. How many times in 1999-2000 were school activities disrupted by actions such as false fire alarms, bomb threats, or anthrax threats?

Number of disruptions..... \_\_\_\_\_

**Frequency of disciplinary problems**

25. To the best of your knowledge, how does your school compare with other schools nationwide at the same grade levels with regard to each of the following types of disciplinary problems? (Circle one response on each line.)

	<b>Worse than most</b>	<b>About the same</b>	<b>A problem, but better than most</b>	<b>Not a problem</b>
a. Student racial tensions.....	1	2	3	4
b. Student bullying .....	1	2	3	4
c. Student verbal abuse of teachers .....	1	2	3	4
d. Level of disorder in classrooms.....	1	2	3	4
e. Student disrespect for teachers.....	1	2	3	4

26. Roughly what percentage of students at your school belong to gangs? (Circle one response.)

All or almost all (91-100 percent) .....	1
Most (61-90 percent) .....	2
About half (41-60 percent) .....	3
Some (11-40 percent) .....	4
Few (1-10 percent) .....	5
None .....	6

27. Roughly what percentage of the violent crimes reported in 19a, 19b, 19c, and 19d had a gang-related component? These crimes include rape (including attempted or threatened rape), sexual battery other than rape, physical attacks or fights (with or without weapons), and threats of physical attack (with or without weapons). *(Circle one response.)*

- All or almost all (91-100 percent) ..... 1
- Most (61-90 percent) ..... 2
- About half (41-60 percent) ..... 3
- Some (11-40 percent) ..... 4
- Few (1-10 percent) ..... 5
- None ..... 6

28. Are some students in your school involved in cults, Satanism, or the occult? *(Circle one response.)*

- Yes ..... 1
- No ..... 2

**Number of disciplinary actions that were taken**

29. During the 1999-2000 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? (Circle one response on each line.)

Actions taken for disciplinary reasons	Available in principle, but not in practice	Available but not used	Available and used	Not available
<b>Removal for at least 1 year from student's previous schooling situation</b>				
a. Expulsion with no continuing school services .....	1	2	3	4
b. Transfer to alternative school for disciplinary reasons.....	1	2	3	4
c. Transfer to another regular school.....	1	2	3	4
d. Transfer to school-provided tutoring/at-home instruction.....	1	2	3	4
<b>Temporary removal from student's previous situation with no curriculum/services provided</b>				
e. Out-of-school suspension (5 or more days) or nonpermanent expulsion .....	1	2	3	4
f. Out-of-school suspension (up to 4 days).....	1	2	3	4
g. In-school suspension (5 or more days).....	1	2	3	4
h. In-school suspension (up to 4 days) .....	1	2	3	4
<b>Temporary removal from student's previous situation with curriculum/services provided</b>				
i. Out-of-school suspension (5 or more days) or nonpermanent expulsion .....	1	2	3	4
j. Out-of-school suspension (up to 4 days).....	1	2	3	4
k. In-school suspension (5 or more days).....	1	2	3	4
l. In-school suspension (up to 4 days) .....	1	2	3	4
<b>Provide instruction/counseling to reduce problems</b>				
m. Referral to school counselor.....	1	2	3	4
n. Assigned to training designed to reduce disciplinary problems — during school hours.....	1	2	3	4
o. Assigned to training designed to reduce disciplinary problems — outside of school hours .....	1	2	3	4
<b>Involve outside parties</b>				
p. Arrested by the police for incidents occurring at school .....	1	2	3	4
q. Notification to parents or conferences with parents .....	1	2	3	4
<b>Punishment/withdrawal of services</b>				
r. Assigned to program outside of school hours for students with behavioral or adjustment problems .....	1	2	3	4
s. Kept off school bus due to misbehavior .....	1	2	3	4
t. Corporal punishment .....	1	2	3	4
u. Put on school probation with threatened consequences if another incident occurs .....	1	2	3	4
v. Other consequences <i>during</i> school hours, but continue current curriculum and class schedule (e.g., work detail or loss of student privileges) .....	1	2	3	4
w. Other consequences <i>after</i> school hours (e.g., work detail, detention, or Saturday school).....	1	2	3	4

30. During the 1999-2000 school year, how many of the following infractions occurred, and how many of the following disciplinary actions were taken in response? *If more than one student was involved in an incident, please count each student separately when providing the number of infractions and disciplinary actions. If a student was disciplined more than once, please count each incident 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.*

	Disciplinary actions					
	Total infractions	Expulsions with no continuing school services	Transfers to alternative programs (off site or on site)	Out-of-school suspensions lasting 5 or more days	Other	No disciplinary action taken
a. Possession of a firearm.....	_____	_____	_____	_____	_____	_____
b. Use of a firearm.....	_____	_____	_____	_____	_____	_____
c. Possession of a weapon other than a firearm .....	_____	_____	_____	_____	_____	_____
d. Use of a weapon other than a firearm .....	_____	_____	_____	_____	_____	_____
e. Possession or use of alcohol or drugs.....	_____	_____	_____	_____	_____	_____
f. Distribution of alcohol or drugs.....	_____	_____	_____	_____	_____	_____
g. Physical attacks or fights.....	_____	_____	_____	_____	_____	_____
h. Insubordination.....	_____	_____	_____	_____	_____	_____
i. Other infractions (not including academic reasons)	NA	_____	_____	_____	NA	NA
j. <b>Total</b> .....	NA	_____	_____	_____	NA	NA

**School characteristics**

31. What percentage of your current students fit the following criteria?
- a. Eligible for free or reduced-price lunch ..... \_\_\_\_\_%
  - b. Do not speak English as their primary language ..... \_\_\_\_\_%
  - c. At least 1 year below grade level in reading ..... \_\_\_\_\_%
  - d. Special education students..... \_\_\_\_\_%
  - e. Held back 1 or more years..... \_\_\_\_\_%
  - f. Below 15<sup>th</sup> percentile on standardized tests..... \_\_\_\_\_%
  - g. Male..... \_\_\_\_\_%
32. What is the average class size at your school? \_\_\_\_\_
33. How many classroom changes do students typically make in a day? *(Count going to lunch and then returning to the same or a different classroom as two classroom changes.)*
- Typical number of classroom changes ..... \_\_\_\_\_

34. How would you describe the crime level in the community that your school serves? *(Choose only one response.)*
- |                               |   |
|-------------------------------|---|
| High level of crime.....      | 1 |
| Moderate level of crime ..... | 2 |
| Low level of crime .....      | 3 |
| Mixed levels of crime.....    | 4 |
35. On average, how important are grades to students at your school? *(Circle one response.)*
- |                            |   |
|----------------------------|---|
| Very important .....       | 1 |
| Important.....             | 2 |
| Little importance .....    | 3 |
| Not at all important ..... | 4 |
36. Which of the following best describes your school? *(Circle one response.)*
- |   |   |
|---|---|
| Regular school.....                         | 1 |
| Charter school .....                        | 2 |
| Have magnet program for part of school..... | 3 |
| Totally a magnet school .....               | 4 |
| Alternative education school .....          | 5 |
| Other <i>(specify)</i> .....                | 6 |
- 
37. What is your school's average daily attendance? *(Please do not count excused absences as attendance.)*
- Average daily attendance ..... \_\_\_\_\_%
38. If your school has a twelfth grade, please provide the following information for the class of 1999. *(Write "NA" if you have no graduating seniors, or if you do not track these scores.)*
- |  |       |
|--|-------|
| a. Average SAT score (math).....                           | _____ |
| b. Average SAT score (verbal).....                         | _____ |
| c. Average ACT score (composite).....                      | _____ |
| d. Percentage entering college after graduation.....       | _____ |
| e. Percentage entered in college preparatory programs..... | _____ |
| f. Percentage of seniors taking the SAT or ACT .....       | _____ |
39. In 1999-2000, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. *(If a student transferred more than once in the school year, count each transfer separately.)*
- |                                      |       |
|--------------------------------------|-------|
| a. Transferred to the school.....    | _____ |
| b. Transferred from the school ..... | _____ |
40. What are the starting and ending dates for your 1999-2000 academic school year?
- |                        |                |
|------------------------|----------------|
| a. Starting date ..... | ____/____/1999 |
| b. Ending date.....    | ____/____/2000 |

## Definitions

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

**Firearm** — 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, which 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 crime in which the object of the crime is selected because of the actual or perceived race, color, national origin, ethnicity, gender, religion, disability, or sexual orientation of any person.

**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.

**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 a threat or battery is involved in robbery.

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

**Sexual battery** — an incident that includes rape, fondling, indecent liberties, child molestation, or sodomy. These incidents should take into consideration the age and developmentally behavior of the offenders.

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

**Typical week** — a typical full week of school. Avoid weeks with holidays, vacation periods, or weeks when unusual events took place at school.

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

**Violence** — rape, sexual assault, robbery, or assault.

**Weapon** — any instrument or object used with the intent to threaten, injure, or kill.

**Zero tolerance policy** — a school or district policy that mandates predetermined consequences or punishment for specific offenses.



## Pretest Questionnaire (Second Version)\*

### Characteristics of school policies

1. During the 1998-1999 school year, was it a practice of your school to:  
*(If your school changed its practices in the middle of the year, please answer regarding your most recent practice.  
 Circle one response on each line.)*

	Yes	No
a. Require visitors to sign or check in .....	1	2
b. Control access to school grounds during school hours (e.g., locked or monitored gates) .....	1	2
c. Control access to school buildings during school hours (e.g., locked or monitored doors) ...	1	2
d. Require students to pass through metal detectors each day.....	1	2
e. Require visitors to pass through metal detectors .....	1	2
f. Perform random metal detector checks on students .....	1	2
g. Close the campus for most students during lunch .....	1	2
h. Use random dog sniffs to check for drugs .....	1	2
i. Perform random sweeps for contraband (e.g., drugs or <u>weapons</u> ), but not including dog sniffs .....	1	2
j. Require drug testing for any students (e.g., athletes) .....	1	2
k. Require students to wear uniforms .....	1	2
l. Strictly enforce a dress code.....	1	2
m. Provide a printed code of student conduct to students .....	1	2
n. Provide a printed code of student conduct to parents .....	1	2
o. Provide school lockers to students .....	1	2
p. Ban book bags or require clear book bags.....	1	2
q. Require students to wear badges or picture IDs .....	1	2
r. Require faculty and staff to wear badges or picture IDs .....	1	2
s. Use security cameras to monitor the school .....	1	2
t. Prohibit all tobacco use on school grounds .....	1	2

2. Does your school have a written plan that describes procedures to be observed in the following crises? Which of the following procedures are discussed in the plan? *(Circle one response on each line.)*

	Yes	No
<b>Procedures for dealing with the following events</b>		
a. Shootings.....	1	2
b. Riots or large scale fights .....	1	2
c. Bomb scares, anthrax scares, or comparable school-wide threats (not including fire).....	1	2
d. Natural disasters (e.g., earthquakes or tornadoes).....	1	2
e. Hostages .....	1	2
<b>Procedures covered in crises</b>		
f. Who would call emergency personnel .....	1	2
g. Dealing with the media.....	1	2
h. Coordinating communication with students .....	1	2
i. Coordinating communication with parents.....	1	2
j. Coordinating with district offices .....	1	2
k. Coordinating any trauma counseling after a major incident.....	1	2
l. Evacuating the school.....	1	2

3. In the last 3 years, has your school reviewed its policies relating to discipline and crime? *(Circle one response.)*

Yes..... 1  
 No..... 2 *(If no, skip to question 5.)*

\*Note that this questionnaire differs from the final version which is presented in appendix C.

4. What groups did your school involve in its review of policies relating to discipline and crime? *(Circle one response on each line.)*

	Yes	No
a. Personnel from school district.....	1	2
b. Law enforcement from your town or city.....	1	2
c. Teachers.....	1	2
d. Counselors/psychologists/mental health professionals.....	1	2
e. Health personnel.....	1	2
f. Parents.....	1	2
g. Students.....	1	2
h. Business community partners.....	1	2
i. Community emergency personnel.....	1	2
j. Other external professional consultants.....	1	2

**Characteristics of school violence prevention programs**

5. During the 1998-1999 school year, did your school have any formal programs intended to prevent or reduce violence? *(Circle one response.)*

- Yes..... 1
- No..... 2 *(If no, skip to question 8.)*

6. During the 1998-1999 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? What kinds of students were these programs targeted toward? *(Circle one response for each category of students on each line.)*

	At least one component targeted toward:			
	Students at risk of violent behavior		Not just high-risk students	
	Yes	No	Yes	No
a. Prevention curriculum, instruction, or training for students (e.g., social skills training).....	1	2	1	2
b. Behavioral or behavior modification intervention for students.....	1	2	1	2
c. Counseling, social work, psychological, or therapeutic activity for students.....	1	2	1	2
d. Individual attention/mentoring/tutoring/coaching of students by students or adults.....	1	2	1	2
e. Recreational, enrichment, or leisure activities for students.....	1	2	1	2
f. Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court).....	1	2	1	2
g. Programs to promote sense of community/social integration among students.....	1	2	1	2
h. Hotline for students to report problems.....	NA	NA	1	2

7. During the 1998-1999 school year, which community organizations and outside groups participated in your formal programs intended to prevent or reduce violence? *(Circle one response on each line.)*

	Yes	No
a. Parents through PTA/PTO.....	1	2
b. Parents through other outside groups or organizations.....	1	2
c. Parents involved individually.....	1	2
d. Community organizations or government agencies (not including PTA).....	1	2
e. Juvenile justice agencies.....	1	2
f. Local businesses.....	1	2
g. Social service agencies.....	1	2
h. Clergy/faith community.....	1	2

*Words that are underlined are defined at the end of this questionnaire.*

8. During the 1998-1999 school year, did your school do any of the following to prevent or reduce violence? (Circle one response on each line.)

	Yes	No
a. Training, supervision, or technical assistance in classroom management for teachers .....	1	2
b. Review, revision, or monitoring of school-wide discipline practices and procedures.....	1	2
c. Training faculty or staff in crime prevention.....	1	2
d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students) .....	1	2

9. In the last 3 years, did your school make any architectural or environmental modifications to reduce opportunities for crime and violence? (Circle one response.)

Yes.....	1
No.....	2

10. At what times did your school use paid law enforcement or security services on the school grounds or at school events in 1998-1999? (Circle one response on each line.)

	Yes	No
a. While school is in session, or students are arriving or leaving.....	1	2
b. Athletic events.....	1	2
c. Social events (e.g., dances) .....	1	2
d. Activities involving <i>both</i> students and outsiders other than athletic or social events (e.g., open houses, science fairs) .....	1	2
e. When school/school activities not occurring.....	1	2
f. Other (please specify).....	1	2

*If you answered no to all of the items, skip to question 14.*

11. What types of personnel were used to provide paid law enforcement or security services at your school or at school events in 1998-1999? Please categorize the personnel based on how they were funded. For example, if the school district hired city police in their off-hours, classify the personnel as district personnel. (Circle one response for each section on each line.)

	District or school personnel		State/local law enforcement agency personnel		Private security firm	
	Yes	No	Yes	No	Yes	No
a. Sworn officers (i.e., have general arrest powers)						
1. Carry <u>firearms/explosive devices</u> .....	1	2	1	2	1	2
2. Carry other <u>weapons</u> .....	1	2	1	2	1	2
3. Do not carry <u>weapons</u> .....	1	2	1	2	1	2
b. Nonsworn security (i.e., lack general arrest powers)						
1. Carry <u>firearms/explosive devices</u> .....	1	2	1	2	1	2
2. Carry other <u>weapons</u> .....	1	2	1	2	1	2
3. Do not carry <u>weapons</u> .....	1	2	1	2	1	2

*Words that are underlined are defined at the end of this questionnaire.*

12a. On average during 1998-1999, how many hours per week did the following types of paid personnel provide law enforcement or security services at your school or at school events? If two or more people in the same category provided services in the same hour, count that as only one hour. *(Circle one response on each line.)*

	<b>30 hours or more</b>	<b>10-29 hours</b>	<b>Less than 10 hours</b>	<b>No hours</b>
a. District or school personnel.....	1	2	3	4
b. State/local law enforcement agency personnel.....	1	2	3	4
c. Private security firm .....	1	2	3	4

12b. When all of your paid law enforcement or security personnel are grouped together, how many hours per week did they provide law enforcement or security services at your school or at school events? If two or more people provided services in the same hour, count that as only one hour. *(Circle one response on each line.)*

	<b>30 hours or more</b>	<b>10-29 hours</b>	<b>Less than 10 hours</b>	<b>No hours</b>
Number of hours .....	1	2	3	4

13. During the 1998-1999 school year, did your paid law enforcement or security personnel wear uniforms or special articles of clothing to help people identify them as security personnel? *(Circle one response on each line.)*

	<b>All paid security personnel</b>	<b>Some paid security personnel</b>	<b>None</b>
a. Wear a uniform			
1. At all times while on duty.....	1	2	3
2. On certain occasions or special events.....	1	2	3
b. Wear other special clothing but not uniforms (e.g., badges or armbands)			
1. At all times while on duty.....	1	2	3
2. On certain occasions or special events.....	1	2	3

14. During the 1998-1999 school year, did your school or district train any teachers to recognize early warning signs of potentially violent students? *(Circle one response.)*

- Yes..... 1  
 No..... 2 *(If no, skip to question 16.)*

15. How many teachers were involved in the training? On average, how many hours of training did those teachers receive? *(Round to the nearest half hour.)*

- a. Number of teachers involved in training..... \_\_\_\_\_  
 b. Average number of hours of training..... \_\_\_\_\_

16. To what extent do the following factors limit your school's efforts to reduce or prevent crime? (Circle one response on each line.)

	<b>Limit in major way</b>	<b>Limit in minor way</b>	<b>Not a limit</b>
a. Lack of or inadequate teacher training in classroom management .....	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students .....	1	2	3
c. Likelihood of complaints from parents .....	1	2	3
d. Lack of teacher support for school policies.....	1	2	3
e. Teachers' fear of student reprisal .....	1	2	3
f. Lack of teacher knowledge of school policies.....	1	2	3
g. Fear of litigation .....	1	2	3
h. Teacher contracts.....	1	2	3
i. Inadequate funds .....	1	2	3
j. Inconsistent application of school policies.....	1	2	3
k. Fear of district or state reprisal.....	1	2	3
l. Federal policies on disciplining disabled students.....	1	2	3
m. Other federal policies on discipline and safety.....	1	2	3
n. State or district policies on discipline and safety .....	1	2	3

**Violent deaths at school and elsewhere**

17. In 1998-1999, did any students, faculty, or staff at your school die from violent deaths (i.e., homicide, suicide, or accidents, but not including deaths from illnesses)? Do not limit yourself to deaths occurring at school. (Circle one response.)

- Yes..... 1
- No..... 2 (If no, skip to question 19.)

18. Please provide the following information about the violent deaths that occurred. When counting deaths "at school" please include deaths in school buildings, on school buses, on school grounds, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds, and regardless of whether or not school was in session. If the incident occurred at school, but the person died later at a hospital or other location because of the incident, count the death as occurring at school. (Write the number in each category.)

<b>Cause of death</b>	<b>Student</b>	<b>Faculty</b>	<b>Staff</b>
<b>Homicide</b>			
a. At school .....	_____	_____	_____
b. Elsewhere .....	_____	_____	_____
<b>Suicide</b>			
c. At school .....	_____	_____	_____
d. Elsewhere .....	_____	_____	_____
<b>Accidents</b>			
e. At school .....	_____	_____	_____
f. Elsewhere .....	_____	_____	_____
<b>Total</b> .....	_____	_____	_____

Words that are underlined are defined at the end of this questionnaire.

**The frequency of other incidents at schools**

19. Please provide statistics concerning the frequency of incidents at your school during the 1998-1999 school year using the categories below. Count all incidents, regardless of what type of student or non-student was involved. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write in "0" if there were no incidents in a particular category. Count computer crimes within the larger category of crime committed (e.g., theft or destruction of property). *Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. In the last column, circle "Y" if the total you provide in column three is your best estimate, and "N" if it is based on school or district records.*

	<b>On school grounds or at school-related events</b>	<b>Using school transportation</b>	<b>Total (sum of columns 1-2)</b>	<b>Total reported to police or other law enforcement</b>	<b>Number that were <u>hate crimes</u></b>	<b>Is the total in column 3 an estimate?</b>
a. Rape or attempted rape (include threatened rape).....	___	___	___	___	___	Y N
b. <u>Sexual battery</u> other than rape.....	___	___	___	___	___	Y N
c. <u>Physical attack or fight</u>						
(1) With <u>firearm/explosive device</u> .....	___	___	___	___	___	Y N
(2) With other <u>weapon</u> .....	___	___	___	___	___	Y N
(3) Without <u>weapon</u> .....	___	___	___	___	___	Y N
d. Threats of <u>physical attack</u>						
(1) With <u>firearm/explosive device</u> .....	___	___	___	___	___	Y N
(2) With other <u>weapon</u> .....	___	___	___	___	___	Y N
(3) Without <u>weapon</u> .....	___	___	___	___	___	Y N
e. <u>Robbery</u> (taking things by force)						
(1) With <u>firearm/explosive device</u> .....	___	___	___	___	___	Y N
(2) With other <u>weapon</u> .....	___	___	___	___	___	Y N
(3) Without <u>weapon</u> .....	___	___	___	___	___	Y N
f. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation) .....	___	___	___	___	___	Y N
g. Possession of <u>firearm/explosive device</u> .....	___	___	___	___	___	Y N
h. Possession of knife or sharp object ....	___	___	___	___	___	Y N
i. Distribution of illegal drugs .....	___	___	___	___	NA	Y N
j. Possession or use of alcohol or illegal drugs.....	___	___	___	___	NA	Y N
k. <u>Sexual harassment</u> .....	___	___	___	___	___	Y N
l. <u>Vandalism</u> .....	___	___	___	___	___	Y N

*Words that are underlined are defined at the end of this questionnaire.*

20. Did any of the events that you reported in questions 18 or 19 result in the following school-wide actions? (*Circle one response on each line.*)

	<b>Yes</b>	<b>No</b>
a. Canceling some classes .....	1	2
b. Canceling other activities .....	1	2
c. Increase in preventative measures .....	1	2
d. Loss of student privileges.....	1	2
e. Rescheduling of classes or activities .....	1	2
f. Providing crisis response counseling.....	1	2

21. Roughly what percentage of the violent incidents reported in 19a, 19b, 19c, and 19d had a gang-related component? These incidents include rape (including attempted or threatened rape), sexual battery other than rape, physical attacks or fights (with or without weapons), and threats of physical attack (with or without weapons). (*Circle one response.*)

All or almost all (91-100 percent) .....	1
Most (61-90 percent) .....	2
About half (41-60 percent) .....	3
Some (11-40 percent) .....	4
Few (1-10 percent) .....	5
None .....	6

22. How many of the following incidents occurred at school during school hours during the previous two school years? *Write in zero if there were no incidents in a particular category.*

	<b>1996-97</b>	<b>1997-98</b>
a. <u>Physical attack or fight</u> with a <u>weapon</u> .....	_____	_____
b. <u>Physical attack or fight</u> without a <u>weapon</u> .....	_____	_____
c. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation) .....	_____	_____
d. <u>Vandalism</u> .....	_____	_____

23. How many times in 1998-1999 were school activities disrupted by actions such as bomb threats or anthrax threats? Exclude fire alarms from your response.

Number of disruptions..... \_\_\_\_\_

24. Which of the following types of incidents are automatically reported to the police by your school (i.e., rather than making a judgment for each individual situation)? If you automatically report only thefts or property damages of a certain dollar amount, circle "2" and write the dollar amount in the space provided. Similarly, if you automatically report only physical injuries or threats that meet some criterion of severity (e.g., that require medical attention), or only the possession or use of weapons in certain situations, circle "2" for the appropriate item. (*Circle one response on each line.*)

<b>Report to police:</b>	<b>All cases</b>	<b>When exceeds certain level</b>	<b>No automatic report</b>	<b>Dollar amount</b>
a. <u>Theft</u> .....	1	2	3	\$ _____
b. Incidents involving property damage.....	1	2	3	\$ _____
c. Physical injuries.....	1	2	3	
d. Threats of violence .....	1	2	3	
e. Possession of <u>firearm/explosive device</u> .....	1	2	3	
f. Use of knife or sharp object (including threats).....	1	2	3	

*Words that are underlined are defined at the end of this questionnaire.*

**Disciplinary problems and actions**

25. To the best of your knowledge, how does your school compare with other schools nationwide at the same grade levels with regard to each of the following types of problems? *(Circle one response on each line.)*

	<b>Worse than most</b>	<b>About the same</b>	<b>A problem, but better than most</b>	<b>Not a problem</b>
a. Student racial tensions.....	1	2	3	4
b. Student bullying .....	1	2	3	4
c. Student verbal abuse of teachers .....	1	2	3	4
d. Level of disorder in classrooms.....	1	2	3	4
e. Student disrespect for teachers.....	1	2	3	4

26. During the 1998-1999 school year, to the best of your knowledge what percentage of students at your school belonged to gangs? *(Circle one response.)*

All or almost all (91-100 percent) .....	1
Most (61-90 percent).....	2
About half (41-60 percent).....	3
Some (11-40 percent).....	4
Few (1-10 percent).....	5
None.....	6

27. During the 1998-1999 school year, has your school environment been affected in a negative way by gangs? *(Circle one response.)*

Yes.....	1
No.....	2

28. During the 1998-1999 school year, to the best of your knowledge what percentage of students at your school participated in cults or extremist groups? *(Circle one response.)*

All or almost all (91-100 percent) .....	1
Most (61-90 percent).....	2
About half (41-60 percent).....	3
Some (11-40 percent).....	4
Few (1-10 percent).....	5
None.....	6
Don't know.....	7

29. During the 1998-1999 school year, has your school environment been affected in a negative way by cults or extremist groups? *(Circle one response.)*

Yes.....	1
No.....	2

30. During the 1998-1999 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? (Circle one response on each line.)

Actions taken for disciplinary reasons	Available in principle, but not in practice	Available but not used	Available and used	Not available
<b>Removal for at least 1 year from student's previous schooling situation</b>				
a. Expulsion with no continuing school services .....	1	2	3	4
b. Transfer to <u>specialized school</u> for disciplinary reasons .....	1	2	3	4
c. Transfer to another regular school.....	1	2	3	4
d. Transfer to school-provided tutoring/at-home instruction.....	1	2	3	4
<b>Temporary removal from student's previous situation with no curriculum/services provided</b>				
e. Out-of-school suspension (5 or more days) or nonpermanent expulsion .....	1	2	3	4
f. Out-of-school suspension (up to 4 days).....	1	2	3	4
g. In-school suspension (5 or more days).....	1	2	3	4
h. In-school suspension (up to 4 days) .....	1	2	3	4
<b>Temporary removal from student's previous situation with curriculum/services provided</b>				
i. Out-of-school suspension (5 or more days) or nonpermanent expulsion .....	1	2	3	4
j. Out-of-school suspension (up to 4 days).....	1	2	3	4
k. In-school suspension (5 or more days).....	1	2	3	4
l. In-school suspension (up to 4 days) .....	1	2	3	4
<b>Provide instruction/counseling to reduce problems</b>				
m. Referral to school counselor.....	1	2	3	4
n. Assigned to training designed to reduce disciplinary problems — during school hours.....	1	2	3	4
o. Assigned to training designed to reduce disciplinary problems — outside of school hours .....	1	2	3	4
<b>Involve other parties</b>				
p. Notification of police for incidents occurring at school.....	1	2	3	4
q. Notification to parents or conferences with parents .....	1	2	3	4
<b>Punishment/withdrawal of services</b>				
r. Assigned to program outside of school hours for students with behavioral or adjustment problems .....	1	2	3	4
s. Kept off school bus due to misbehavior .....	1	2	3	4
t. Corporal punishment .....	1	2	3	4
u. Put on school probation with threatened consequences if another incident occurs .....	1	2	3	4
v. Other consequences <i>during</i> school hours, but continue current curriculum and class schedule (e.g., work detail or loss of student privileges) .....	1	2	3	4
w. Other consequences <i>after</i> school hours (e.g., work detail, detention, or Saturday school).....	1	2	3	4

31. In 1998-1999, did your school offer a restorative program allowing students to have the penalties modified based on their cooperation in some program? (Circle one response.)

- Yes..... 1  
 No..... 2

Words that are underlined are defined at the end of this questionnaire.

32. During the 1998-1999 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? *If more than one student was involved in an incident, please count each student separately when providing the number of infractions and disciplinary actions. If a student was disciplined more than once, please count each incident 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. The entries in the last five columns should sum to the total in the first column.*

	Total students committing offenses		Disciplinary actions for all students committing offenses				
	All students	Special education students	Expulsions with no continuing school services	Transfers to specialized programs (off site or on site)	Out-of-school suspensions lasting 5 or more days	Other	No disciplinary action taken
a. Possession of a <u>firearm/explosive device</u> .....	_____	_____	_____	_____	_____	_____	_____
b. Use of a <u>firearm/explosive device</u> .....	_____	_____	_____	_____	_____	_____	_____
c. Possession of a <u>weapon</u> other than a <u>firearm</u> .....	_____	_____	_____	_____	_____	_____	_____
d. Use of a <u>weapon</u> other than a <u>firearm</u> .....	_____	_____	_____	_____	_____	_____	_____
e. Possession or use of alcohol or drugs.....	_____	_____	_____	_____	_____	_____	_____
f. Distribution of alcohol or drugs.....	_____	_____	_____	_____	_____	_____	_____
g. <u>Physical attacks or fights</u> .....	_____	_____	_____	_____	_____	_____	_____
h. Threat or <u>intimidation</u> .....	_____	_____	_____	_____	_____	_____	_____
i. <u>Insubordination</u> .....	_____	_____	_____	_____	_____	_____	_____
j. Other infractions (not including academic reasons) .....	NA	NA	_____	_____	_____	NA	NA
k. <b>Total</b> .....	NA	NA	_____	_____	_____	NA	NA

33. During school year 1998-1999, how many incidents involving a special education student (of the type that would normally result in a suspension or expulsion of more than 10 school days for children without disabilities) resulted in a change of placement? *Count only the number of incidents, not the number of offenders if an incident had more than one offender.*

a. Resulted in a change in placement (including a suspension or expulsion)	
(1) After a due process hearing or a court-ordered injunction.....	_____
(2) Without a due process hearing or court injunction (e.g., because parents did not object to the proposed change in placement).....	_____
b. Did not result in a change in placement .....	_____

### School characteristics

34. What percentage of your current students fit the following criteria?
- |   |         |
|---|---------|
| a. Eligible for free or reduced-price lunch .....               | _____ % |
| b. Do not speak English as their primary language .....         | _____ % |
| c. At least 1 year below grade level in reading .....           | _____ % |
| d. <u>Special education students</u> .....                      | _____ % |
| e. Held back 1 or more years.....                               | _____ % |
| f. Below 15 <sup>th</sup> percentile on standardized tests..... | _____ % |
| g. Male.....  | _____ % |

*Words that are underlined are defined at the end of this questionnaire.*

35. How many classroom changes do students typically make in a day? (Count going to lunch and then returning to the same or a different classroom as two classroom changes.)  
 Typical number of classroom changes ..... \_\_\_\_\_
36. How many paid staff are at your school in the following categories?
- |  | Full time | Part time |
|--|-----------|-----------|
| a. Teaching professionals (including <u>special education</u> teachers)..... | _____     | _____     |
| b. Counselors/mental health professionals .....                              | _____     | _____     |
| c. <u>Special education</u> teachers.....                                    | _____     | _____     |
37. How would you describe the crime level in the community that your school serves? (*Choose only one response.*)
- |                               |   |
|-------------------------------|---|
| High level of crime.....      | 1 |
| Moderate level of crime ..... | 2 |
| Low level of crime .....      | 3 |
| Mixed levels of crime.....    | 4 |
38. On average, how important do students at your school perceive academic achievement to be? (*Circle one response.*)
- |                            |   |
|----------------------------|---|
| Very important .....       | 1 |
| Important.....             | 2 |
| Little importance .....    | 3 |
| Not at all important ..... | 4 |
39. Which of the following best describes your school? (*Circle one response.*)
- |  |   |
|--|---|
| Regular school.....                              | 1 |
| Charter school .....                             | 2 |
| Have magnet program for part of school.....      | 3 |
| Totally a magnet school .....                    | 4 |
| Specialized school for discipline problems ..... | 5 |
| Other ( <i>specify</i> ).....                    | 6 |
- \_\_\_\_\_
40. What is your school's average daily attendance? (*Please do not count excused absences as attendance.*)  
 Average daily attendance ..... \_\_\_\_\_%
41. If your school has a twelfth grade, please provide the following information for the class of 1998. (*Write "NA" if you have no graduating seniors, or if you do not track these scores.*)
- |   |       |
|---|-------|
| a. Average SAT score (math).....  | _____ |
| b. Average SAT score (verbal).....  | _____ |
| c. Average ACT score (composite).....   | _____ |
| d. Percentage entering college after graduation.....                                  | _____ |
| e. Percentage entered in college preparatory programs.....                            | _____ |
| f. Percentage of seniors who took the SAT or ACT .....                                | _____ |
| g. Percentage of seniors who satisfied state testing standards<br>for graduates ..... | _____ |
42. In 1998-1999, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. (*If a student transferred more than once in the school year, count each transfer separately.*)
- |                                      |       |
|--------------------------------------|-------|
| a. Transferred to the school.....    | _____ |
| b. Transferred from the school ..... | _____ |
43. What are the starting and ending dates for your 1998-1999 academic school year?
- |                        |                |
|------------------------|----------------|
| a. Starting date ..... | ____/____/1998 |
| b. Ending date.....    | ____/____/1999 |

*Words that are underlined are defined at the end of this questionnaire.*

## Definitions

**Cult**— a religious group that follows religious beliefs and practices that are frequently seen as threatening the basic values and cultural norms of society at large.

**Extremist group** — a group that espouses radical beliefs and practices that are frequently 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, which 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. 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.

**Intimidation** — to frighten, compel, or deter by actual or implied threats. Includes bullying and sexual harassment.

**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.

**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 a threat or battery is involved in robbery.

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

**Sexual battery** — an incident that includes rape, fondling, indecent liberties, child molestation, or sodomy. These incidents should take into consideration the age and developmentally appropriate behavior of the offenders.

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

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

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

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

**Violence** — actual, attempted, or threatened rape, sexual assault, robbery, or assault.

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

*Words that are underlined are defined at the end of this questionnaire.*



4. Do you have any comments or suggestions about the questionnaire (e.g., content of the questions, format, appearance, etc.)? If so, please record them below.

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Thank you for your assistance.

## Questions for First Pretest Telephone Follow-up

- Do you have something called a crisis management plan, or are these covered somewhere else? What is it called? What types of natural disasters does your written management plan cover (question 2d)?

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- How large of a range of actions are specified in your zero tolerance policy (question 5)? List the weakest and most severe sanctions that might be applied.

---

- What extenuating circumstances are allowed to lead to deviations from your zero tolerance policy?

---

- How easy is it to provide the percentage in question 6? How often are zero tolerance policies applied?

---

- Is there any important program that you have to prevent or reduce violence that does not easily fall in the categories in questions 8 or 9? If so, how would you categorize the program?

---

- Does question 13 adequately cover the times you use law enforcement or security services? If not, what is missing?

---

- Does question 14 adequately cover the categories of personnel providing law enforcement or security services? If not, what is missing?

---

- Question 15 includes a special instruction about how to count security personnel if more than one provide services at the same time. Was the instruction clear? Is it difficult to provide data in this way?

---

- Was the information on violent deaths (questions 17 and 18) easy to provide? What does “tragic accident” mean to you?

---

- How confident do you feel about the numbers provided in question 19? Would your ability to answer the question change greatly if we only asked about crimes reported to police? How long did it take to complete question 19?

---

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- How do you keep information about hate crimes? Are all types of incidents included?

---

---

- Is there some other way that you use to determine when an incident is reported to police than the alternatives we list in question 22? If so, what is it?

---

- How difficult was it to provide the numbers in question 23? If they differ greatly from those provided in question 19, what is the reason?

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- Did you feel able to make the comparisons requested in question 25?

---

- How confident are you concerning your answers on gangs (questions 26 and 27)? Do you maintain records on gang involvement? If so, what kind of data do you keep?

---

- Are there important disciplinary actions that you had difficulty classifying within question 29? If so, what are they?

---

- For question 29, is the way that we defined “alternative school” different from the way you define it? Does your answer fit the definition we provide?

---

- How easy is it to provide the information requested in question 30? How confident are you of the data?

---

- Does this questionnaire give us a fair impression of what is happening at your school? Is there something we asked that would give us a misleading impression? Is there something else we need to ask to properly understand your situation?

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Thank you for your assistance.

## Questions for Second Pretest Telephone Follow-up

- Is there any important program that you have to prevent or reduce violence that does not easily fall in the categories in questions 6 or 8? If so, how would you categorize the program? Are any of the column headings in question 6 confusing?

---

- How many of the actions in question 8 did your school take for any reason (not just to prevent or reduce violence)? What was the primary motive? Did you pay attention to the limitation on the motive when you answered the question?

---

- Does question 11 adequately cover the categories of personnel providing law enforcement or security services? If not, what is missing?

---

- In question 15, who did you count as teachers? Did you include counselors?

---

- In question 16, we asked about the factors that limit your school's efforts to reduce or prevent crime. What Federal policies besides those for disabled students did you consider when answering 16m?

---

- Was the information on violent deaths (questions 17 and 18) easy to provide? What kinds of deaths did you consider as accidents?

---

- On question 19, how many incidents in Column 1 (On school grounds or at school-related events) were estimates? Which ones? How confident do you feel about the estimates provided? How many incidents in Column 2 (Using school transportation) were estimates? Which ones? How confident do you feel about the estimates provided? How many incidents in Column 4 (Total reported to police or other law enforcement) were estimated? Which ones? How confident do you feel about the estimates provided? How many incidents in Column 5 (Hate crimes) were estimates? Which ones? How confident do you feel about the estimates provided? How long did it take to complete question 19?

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- How difficult was it to provide the numbers in question 22? If they differ greatly from those provided in question 19, what is the reason?

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- Did the matrix provided in question 24 make sense? What was your interpretation of what was being asked? Were some response categories more readily answered than others? Did Column 2 make sense for all of the questions? Is there some other way that you use to determine when an incident is reported to police than the alternatives we list in question 24? If so, what is it?

---

- Did you feel able to make the comparisons with other schools requested in question 25? How did you make the comparisons?

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- How confident are you concerning your answers on gangs (questions 21, 26, and 27)? Do you maintain records on gang involvement? If so, what kind of data do you keep? If you do not maintain records, how did you arrive at the estimate you gave?

---

- How confident are you concerning your answers on cults and extremist groups (questions 28 and 29)? Do you maintain records on cults and extremist groups? If so, what kind of data do you keep? If you do not maintain records, how did you arrive at the estimate you made? When answering questions 28 and 29, did you consult the definitions for cults and extremist groups?

---

- Are there disciplinary actions that you had difficulty classifying within question 30? If so, what are they? How important are they as part of your policies?

---

- For question 30, did you pay attention to the definition of “specialized school” that we provide? Does the definition affect your answer?

---

- How easy is it to provide the information requested in question 32? What did you do to obtain this information (how did you arrive at the counts?) How confident are you of the data? Was it difficult to understand the column heading for the first column? How did you arrive at the number that you provided in Column 1? Was it difficult to provide the data on special education students? How did you interpret the information requested in the special education students column? Would it be helpful to place the column “Total students committing offenses” on the right rather than the left?

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- Would you have answered question 33 differently if we asked about the number of special education students involved rather than the number of incidents? Which way would the data be easier to provide? Have you had any incidents that involved multiple special education students, so that your school responded in more than one of the listed ways?

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- Which of the three measures of academic ability in question 34 is easiest to provide? Which do you consider most reliable?

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- Did you have any problems understanding any of the definitions?

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- You indicated that it took you \_\_\_\_ minutes/hours to complete the questionnaire. If you had had all of the problems that we’ve discussed clarified for you before starting, how long do you think it would have taken?

---

- Does this questionnaire give us a fair impression of what is happening at your school? Is there something we asked that would give us a misleading impression? Is there something else we need to ask to properly understand your situation?

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Thank you for your assistance.

**APPENDIX C:**  
**QUESTIONNAIRE PACKET**

Cover letter to principals  
Questionnaire  
Brochure  
Flyer





April 2000

Dear Principal:

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

Much of the data about school crime and safety are limited and anecdotal in nature. This survey is intended to address that gap. The survey has been endorsed by a number of organizations involved in education policy. The organizations are listed in the left margin of this letter.

To adequately represent the diversity of public schools in the U.S., a carefully selected sample of 3,000 schools has been chosen for the study. Your participation, while voluntary, is vital to the success of this study because each of your responses represents those of many other school principals.

We realize that data on school crime are highly sensitive, so we want to assure you the information you provide will be kept confidential. In fact, if a person were to violate your confidentiality on this survey, he/she could be imprisoned for up to five years and/or fined up to \$250,000. We will report the data only in statistical summaries. No individual data linking names or other identifying information will be reported.

We would like to thank you in advance for your cooperation in this important undertaking. We estimate the questionnaire will take approximately 1 hour of your time to complete. You may need to be able to access your school records in order to respond to a few of the questionnaire items, such as the frequency of criminal incidents and disciplinary actions at school. There may also be some information that could more easily and accurately be provided by someone else at your school (e.g., your chief disciplinarian). However, there are two questions that particularly seek your response as principal of the school: these are questions 12 and 20, and we have marked them on the questionnaire.

We would appreciate the return of the questionnaire by April 17, 2000. A return envelope is enclosed for your convenience. If you have any questions about the study, please do not hesitate to call Westat's project director, Dr. Bradford Chaney, at their toll-free number (1-800-937-8281).

Sincerely,

A handwritten signature in black ink that reads "Gary W. Phillips".

Gary W. Phillips  
Acting Commissioner  
National Center for Education Statistics

Enclosures

**Endorsed by:**

- American Association of School Administrators
- American Federation of Teachers
- American School Counselor Association
- Council of Chief State School Officers
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Resource Center for Safe Schools
- National School Boards Association
- National School Safety Center

**Conducted by:**

Westat  
1650 Research Boulevard  
Rockville, MD 20850  
1-800-937-8281





**National Center for Education Statistics  
U.S. Department of Education  
Washington, D.C. 20006**

FORM APPROVED  
O.M.B. NO.: 1850-0761  
EXPIRATION DATE: 12/31/2000

Please have this questionnaire completed by the person most knowledgeable about your school's disciplinary actions. However, please provide the principal's responses on questions 12 and 20. Please keep a copy of the completed questionnaire for your records.

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. All information you provide will be treated as confidential and used only for research or statistical purposes by the survey sponsors, their contractors, and collaborating researchers for the purposes of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a format that does not personally identify you.

Label

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

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

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
School Survey on Crime and Safety, 711909 Westat 1650 Research Boulevard Rockville, MD 20850-3129	Dr. Bradford Chaney 800-937-8281, ext. 3946 Fax: 1-800-533-0239 E-mail: CHANEYB1@westat.com

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. The time required to complete this information collection is estimated to average 1 hour per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, 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 submission of this form, write directly to:** National Center for Education Statistics, 190 K Street, N.W., Room 9042, Washington, D.C. 20006.

*Please respond by April 17, 2000.*

## Definitions

The following words are underlined wherever they appear in the questionnaire.

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

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

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

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

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

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

**Intimidation** — to frighten, compel, or deter by actual or implied threats. It includes bullying and sexual harassment.

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

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

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

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

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

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

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

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

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

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

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

**Characteristics of school policies**

1. During the 1999-2000 school year, was it a practice of your school to do the following? *(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice. Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Require visitors to sign or check in .....	1	2
b. Control access to school buildings during school hours (e.g., locked or monitored doors) ...	1	2
c. Control access to school grounds during school hours (e.g., locked or monitored gates) .....	1	2
d. Require students to pass through metal detectors each day.....	1	2
e. Require visitors to pass through metal detectors .....	1	2
f. Perform one or more random metal detector checks on students .....	1	2
g. Close the campus for most students during lunch .....	1	2
h. Use one or more random dog sniffs to check for drugs.....	1	2
i. Perform one or more random sweeps for contraband (e.g., drugs or <u>weapons</u> ), but not including dog sniffs .....	1	2
j. Require drug testing for any students (e.g., athletes) .....	1	2
k. Require students to wear uniforms .....	1	2
l. Enforce a strict dress code.....	1	2
m. Provide a printed code of student conduct to students .....	1	2
n. Provide a printed code of student conduct to parents .....	1	2
o. Provide school lockers to students .....	1	2
p. Require clear book bags or ban book bags on school grounds .....	1	2
q. Require students to wear badges or picture IDs .....	1	2
r. Require faculty and staff to wear badges or picture IDs .....	1	2
s. Use one or more security cameras to monitor the school .....	1	2
t. Provide telephones in most classrooms .....	1	2
u. Prohibit all tobacco use on school grounds. ....	1	2

2. Does your school have a written plan that describes procedures to be performed in the following crises? *(Circle one response on each line.)*

	<b>Yes</b>	<b>No</b>
a. Shootings.....	1	2
b. Riots or large-scale fights.....	1	2
c. Bomb scares, anthrax scares, or comparable school-wide threats (not including fire).....	1	2
d. Natural disasters (e.g., earthquakes or tornadoes).....	1	2
e. Hostages .....	1	2

**School violence prevention programs and practices**

3. During the 1999-2000 school year, did your school have any formal programs intended to prevent or reduce violence? *(Circle one response.)*

- Yes..... 1
- No..... 2

***If no, skip to question 5.***

4. During the 1999-2000 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer “yes” for each that applies. *(Circle one response on each line.)*

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

5. During the 1999-2000 school year, did your school do the following to prevent or reduce violence? (Circle one response on each line.)

	Yes	No
a. Training, supervision, or technical assistance in classroom management for teachers .....	1	2
b. Review, revision, or monitoring of school-wide discipline practices and procedures.....	1	2
c. Training faculty or staff in crime prevention.....	1	2
d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students) .....	1	2

6. In the last 3 years, did your school complete any architectural or environmental modifications to reduce opportunities for crime and violence? (Circle one response.)

Yes..... 1  
 No..... 2

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

	Yes	No
a. Have a formal process to obtain parent input on policies related to school crime and discipline .	1	2
b. Provide training or technical assistance to parents in dealing with students' problem behavior...	1	2
c. Have a program that involves parents <u>at school</u> helping to maintain school discipline .....	1	2

8. During the 1999-2000 school year, at what times did your school regularly use paid law enforcement or security services at school? (Circle one response on each line.)

	Yes	No
a. At any time during school hours .....	1	2
b. While students were arriving or leaving.....	1	2
c. At selected school activities (e.g., athletic and social events, open houses, science fairs).....	1	2
d. When school/school activities not occurring.....	1	2
e. Other (please specify) _____	1	2

***If your school did not regularly use paid law enforcement or security services or it used them only when school and school activities were not occurring, skip to question 10.***

9. On average, how many hours per week did at least one paid law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour.

Total number of hours that at least one paid law enforcement or security person

- a. Was on duty per week, on average..... \_\_\_\_\_ hours
- b. Wore a uniform or other identifiable clothing..... \_\_\_\_\_ hours
- c. Carried a firearm ..... \_\_\_\_\_ hours

10. During the 1999-2000 school year, did your school or district train any teachers or aides to recognize early warning signs of potentially violent students? Please consider only classroom teachers or aides, and not administrators or counselors. (Circle one response.)

Yes..... 1  
 No..... 2 ***If no, skip to question 12.***

11. How many classroom teachers or aides were involved in the training? On average, how many hours of training did each of those teachers or aides receive during the 1999-2000 school year? (Round to the nearest half hour.)

- a. Number of classroom teachers or aides involved in training..... \_\_\_\_\_
- b. Average number of hours of training per participant in 1999-2000 ... \_\_\_\_\_

12. To what extent do the following factors limit your school's efforts to reduce or prevent crime? (Circle one response on each line.)

Please have the principal respond here.

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management.....	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students.....	1	2	3
c. Likelihood of complaints from parents.....	1	2	3
d. Lack of teacher support for school policies.....	1	2	3
e. Lack of parental support for school policies.....	1	2	3
f. Teachers' fear of student reprisal.....	1	2	3
g. Fear of litigation.....	1	2	3
h. Teacher contracts.....	1	2	3
i. Inadequate funds.....	1	2	3
j. Inconsistent application of school policies.....	1	2	3
k. Fear of district or state reprisal.....	1	2	3
l. Federal policies on disciplining disabled students.....	1	2	3
m. Other federal policies on discipline and safety.....	1	2	3
n. State or district policies on discipline and safety.....	1	2	3

**Violent deaths at school and elsewhere**

13. In 1999-2000, did any of your school's students, faculty, or staff die from violent causes (i.e., homicide or suicide, but not accidents)? Do not limit yourself to deaths occurring at school. (Circle one response.)

- Yes..... 1  
 No..... 2     *If no, skip to question 15.*

14. Please provide the following information about the violent deaths that occurred. When counting deaths at school, please include violent deaths in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities, even if those activities are not officially on school grounds. For this question, count deaths at school, regardless of whether they happened during normal school hours. If the incident occurred at school, but the person died later at a hospital or other location because of the incident, count the death as occurring at school. (Write the number in each category.)

Cause of death	Student	Faculty	Staff
Homicide			
a. <u>At school</u> .....	_____	_____	_____
b. Elsewhere.....	_____	_____	_____
Suicide			
c. <u>At school</u> .....	_____	_____	_____
d. Elsewhere.....	_____	_____	_____

**The frequency of other incidents at schools**

15. In 1999-2000, how many incidents at your school involved a shooting with intent to harm (whether or not anyone was hurt)? Please count the number of incidents, not the number of shooters or shots fired. Count only incidents that occurred at school. The same incident could be reported on both lines *a* and *b* below if both a student and a nonstudent performed a shooting during that incident. (Write "0" if there were no shootings.)

- Incidents in which either students or nonstudents used firearms with intent to harm..... \_\_\_\_\_
- a. Incidents in which students used firearms with intent to harm..... \_\_\_\_\_
- b. Incidents in which nonstudents used firearms with intent to harm..... \_\_\_\_\_

16. Please provide the number of incidents at your school during the 1999-2000 school year using the categories below. (Count all incidents, regardless of whether students or nonstudents were involved. Include incidents that happened at school, regardless of whether they happened during normal school hours. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write "0" if there were no incidents in a category. Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. If an offense does not fit well within the categories provided, do not include it.)

	Total number of incidents	Number reported to police or other law enforcement	Number that were <u>hate crimes</u>	Number that were <u>gang-related</u>
a. <u>Rape</u> or attempted rape.....	_____	_____	_____	_____
b. <u>Sexual battery</u> other than <u>rape</u> (include threatened rape) .	_____	_____	_____	_____
c. <u>Physical attack or fight</u>				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
d. Threats of <u>physical attack</u>				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
e. <u>Robbery</u> (taking things by force)				
1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____
f. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	_____	_____	_____	_____
g. Possession of <u>firearm/explosive device</u> .....	_____	_____	_____	_____
h. Possession of knife or sharp object .....	_____	_____	_____	_____
i. Distribution of illegal drugs .....	_____	_____	X	_____
j. Possession or use of alcohol or illegal drugs.....	_____	_____	X	_____
k. <u>Sexual harassment</u> .....	_____	_____	_____	_____
l. <u>Vandalism</u> .....	_____	_____	_____	_____

17. During the previous 2 school years, how many of the following incidents occurred at school, regardless of whether they happened during normal school hours or they were reported to police? (See the instructions for question 16.)

	1997-1998	1998-1999
a. <u>Physical attack or fight</u> (do not include <u>rape</u> or <u>sexual battery</u> ) .....	_____	_____
b. <u>Theft/larceny</u> (taking things over \$10 without personal confrontation).....	_____	_____
c. <u>Vandalism</u> .....	_____	_____

18. How many times in 1999-2000 were school activities disrupted by actions such as bomb threats or anthrax threats? Exclude all fire alarms from your response, including false alarms.

Number of disruptions..... \_\_\_\_\_

### Disciplinary problems and actions

19. To the best of your knowledge, how often do the following types of problems occur at your school? (Circle one response on each line.)

	Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Student racial tensions.....	1	2	3	4	5
b. Student bullying .....	1	2	3	4	5
c. Student verbal abuse of teachers .....	1	2	3	4	5
d. Widespread disorder in classrooms .....	1	2	3	4	5
e. Student acts of disrespect for teachers...	1	2	3	4	5
f. Undesirable <u>gang</u> activities .....	1	2	3	4	5
g. Undesirable <u>cult or extremist group</u> activities.....	1	2	3	4	5

20. During the 1999-2000 school year, how available were the following disciplinary actions to your school, and which were actually used by your school? (Circle one response on each line.)

Please have the principal respond here.

Actions taken for disciplinary reasons	Available, but not feasible to use	Available but not used	Available and used	Not available
<b>Removal or transfer for at least 1 year</b>				
a. Removal with no continuing school services .....	1	2	3	4
b. Transfer to <u>specialized school</u> for disciplinary reasons .....	1	2	3	4
c. Transfer to another regular school.....	1	2	3	4
d. Transfer to school-provided tutoring/at-home instruction.....	1	2	3	4
<b>Suspension or removal for less than 1 year</b>				
e. Out-of-school suspension or removal for less than 1 year				
1. No curriculum/services provided.....	1	2	3	4
2. Curriculum/services provided.....	1	2	3	4
f. In-school suspension				
1. No curriculum/services provided.....	1	2	3	4
2. Curriculum/services provided.....	1	2	3	4
<b>Provide instruction/counseling to reduce problems</b>				
g. Referral to school counselor.....	1	2	3	4
h. Assigned to program designed to reduce disciplinary problems				
1. During school hours.....	1	2	3	4
2. Outside of school hours .....	1	2	3	4
<b>Punishment/withdrawal of services/other</b>				
i. Kept off school bus due to misbehavior .....	1	2	3	4
j. Corporal punishment .....	1	2	3	4
k. Put on school probation with threatened consequences if another incident occurs.....	1	2	3	4
l. Detention and/or Saturday school .....	1	2	3	4
m. Loss of student privileges.....	1	2	3	4
n. Require participation in community service.....	1	2	3	4

21. During the 1999-2000 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? (If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions. If a student was disciplined more than once, please count each incident 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.)

Offense	Removals with no continuing school services for at least 1 year	Transfers to <u>specialized</u> <u>schools</u> for disciplinary reasons for at least 1 year	Out-of-school suspensions lasting 5 or more days, but less than 1 year	Other	No disciplinary action taken
a. Use of a <u>firearm/explosive device</u> ....	_____	_____	_____	_____	_____
b. Possession of a <u>firearm/</u> <u>explosive device</u> .....	_____	_____	_____	_____	_____
c. Use of a <u>weapon</u> other than a <u>firearm</u>	_____	_____	_____	_____	_____
d. Possession of a <u>weapon</u> other than a <u>firearm</u> .....	_____	_____	_____	_____	_____
e. Distribution of illegal drugs .....	_____	_____	_____	_____	_____
f. Possession or use of alcohol or illegal drugs .....	_____	_____	_____	_____	_____
g. <u>Physical attacks or fights</u> .....	_____	_____	_____	_____	_____
h. Threat or <u>intimidation</u> .....	_____	_____	_____	_____	_____
i. <u>Insubordination</u> .....	_____	_____	_____	_____	_____
j. Other infractions (not including academic reasons).....	_____	_____	_____	_____	_____
k. <b>Total</b> .....	_____	_____	_____	X	X

22. Think of those times during the 1999-2000 school year that special education students committed an offense that normally would result in a suspension or expulsion of more than 10 school days for children without disabilities. Please enter the number of outcomes for each of those offenses, using the categories below.

	<b>All such offenses</b>	<b>Only offenses involving drugs or <u>weapons</u></b>
a. Placement was changed (including a suspension or expulsion)		
1. After a due process hearing.....	_____	_____
2. After a court-ordered injunction.....	_____	_____
3. Without a due process hearing or court injunction (e.g., parents did not object) ..	_____	_____
b. Placement was not changed		
1. No due process hearing or court session was held (e.g., did not seek a change) ..	_____	_____
2. Due process hearing did not approve change ..	_____	_____
3. Court did not approve change.....	_____	_____

**School characteristics**

23. As of October 1, 1999, what was the total enrollment at your school? \_\_\_\_\_

24. What percentage of your current students fit the following criteria?
- a. Eligible for free or reduced-price lunch ..... \_\_\_\_\_ %
  - b. Limited English proficient (LEP)..... \_\_\_\_\_ %
  - c. Special education students..... \_\_\_\_\_ %
  - d. Male..... \_\_\_\_\_ %
  - e. Below 15<sup>th</sup> percentile on standardized tests..... \_\_\_\_\_ %
  - f. Likely to go to college after high school ..... \_\_\_\_\_ %
  - g. Consider academic achievement to be very important..... \_\_\_\_\_ %

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

Typical number of classroom changes ..... \_\_\_\_\_

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

	<b>Full time</b>	<b>Part time</b>
a. Classroom teachers or aides (including <u>special education</u> teachers) .....	_____	_____
b. Counselors/mental health professionals .....	_____	_____
c. <u>Special education</u> teachers.....	_____	_____

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

- High level of crime ..... 1
- Moderate level of crime ..... 2
- Low level of crime ..... 3
- Mixed levels of crime..... 4

28. Which of the following best describes your school? *(Circle one response.)*

- Regular school..... 1
- Charter school ..... 2
- Have magnet program for part of school..... 3
- Totally a magnet school ..... 4
- Other *(specify)* \_\_\_\_\_ 5

29. On average, what percentage of your students are absent without excuse each day? \_\_\_\_\_ %

30. In 1999-2000, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. *(If a student transferred more than once in the school year, count each transfer separately.)*

- a. Transferred to the school..... \_\_\_\_\_
- b. Transferred from the school ..... \_\_\_\_\_

31. Please provide the following dates.

- a. Starting date for your 1999-2000 academic school year ..... \_\_\_\_/\_\_\_\_/1999
- b. Ending date for your 1999-2000 academic school year ..... \_\_\_\_/\_\_\_\_/2000
- c. Date you completed this questionnaire..... \_\_\_\_/\_\_\_\_/2000

**For more  
information**

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National Center for Education Statistics  
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(800) 937-8281  
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Or visit the SSOCS web site at [nces.ed.gov/SSOCS](http://nces.ed.gov/SSOCS)



NCES 2000-053



**School  
Survey  
On  
Crime &  
Safety**

**National Center  
for Education  
Statistics**

**U.S. Department  
of Education**

# School Survey on Crime & Safety

## About the study



The School Survey on Crime & Safety (SSOCS) is a new survey sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES) that will collect information on crime and safety from school principals in the United States. It will be administered in spring 2000.

SSOCS is being designed as a nationally representative cross-sectional survey of 3,000 public elementary and secondary schools. The survey sample will be stratified so that it can provide separate estimates by instructional level, type of locale, and enrollment size.

NCES is working with several national organizations and a panel of experts on school crime in order to assure the usefulness of the data.

## Issues to be addressed



SSOCS will be NCES' primary source of school-level data on crime and safety. Some of the topics that may be examined are the following:

- Frequency and types of crimes at schools, including homicide, rape, sexual battery, attacks with or without weapons, robbery, theft, and vandalism;
- Frequency and types of disciplinary actions such as expulsions, transfers, and suspensions for selected offenses;

- Perceptions of other disciplinary problems such as bullying, verbal abuse, and disorder in the classroom;
- Description of school policies and programs concerning crime and safety; and
- Description of the pervasiveness of student and teacher involvement in efforts that are intended to prevent or reduce school violence.

The survey data also will support analyses of how these topics are related to each other, and how they are related to various school characteristics.

## Timeline of major activities

■ **Project development:**  
Fall 1998 – Summer 1999

■ **Pilot testing:**  
Spring 1999

■ **Base year data collection:**  
Spring 2000

■ **Final report:**  
December 2000

## Importance of the data



Measuring the extent of school crime is important for many reasons. The safety of the students and teachers is a primary concern, but the nature and frequency of school crime have other important implications as well. Safety and discipline are necessary for effective education. In order to learn, students need a secure environment where they can concentrate on their studies. Further, school crime affects school resources, sometimes diverting funds from academic programs or decreasing schools' ability to attract and retain qualified teachers.

Despite the need for information about school crime, most of the data about it are limited and

anecdotal in nature. Schools and policymakers have difficulty knowing which media reports reflect problems that are nationwide and which are relevant only to some schools. Schools also need to know how they compare to other schools nationwide in their policies and programs. For example, there might appear to be a trend toward certain types of school policies (e.g., metal detectors); yet, there is often little information about the prevalence of such policies. SSOCS will address this need by collecting nationally representative data and providing measures of change over time.

## Survey endorsed by

American Federation of Teachers  
American School Counselors Association  
Council of Chief State School Officers  
National Association of Elementary School Principals  
National Association of School Safety and Law Enforcement Officers

National Association of Secondary School Principals  
National Resource Center for Safe Schools  
National School Boards Association  
National School Safety Center

# What others are saying about the survey



*Any data collection that will help principals and policymakers understand more about the safety of our students and the security of our schools is well worth it. I urge my colleagues to make the time to complete this important survey.*

**Vincent L. Ferrandino, Executive Director, National Association of Elementary School Principals**

*We strongly encourage schools to complete this survey. It paints a valuable picture of your programs, initiatives, and priorities, and will help you to conduct your own mini-audit of your violence prevention strategies.*

**Gerald Tirozzi, Executive Director, National Association of Secondary School Principals**

*It is through such a study that we will fully comprehend the extent and seriousness of safety issues in the schools.*

**Nancy S. Perry, Executive Director, American School Counselor Association**

*CCSSO understands the importance of collecting accurate data pertaining to the safety of America's schools. It is my hope that the data collected by this survey will enable policymakers and researchers to effectively address the issues of crime and safety, as they are critical to the success of our nation's schools.*

**Gordon M. Ambach, Executive Director, Council of Chief State School Officers**

*When it comes to children's safety, we shouldn't guess about what's happening. We should get an accurate gauge and respond accordingly. Most schools provide a secure environment where students can focus on learning. This survey will help us track our progress toward making sure every school is safe and orderly.*

**Sandra Feldman, President, American Federation of Teachers**



**School  
Survey  
On  
Crime &  
Safety**



**APPENDIX D:**

**LETTERS TO SUPERINTENDENTS AND CHIEF STATE SCHOOL OFFICERS**





April 2000

Dear District Superintendent:

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting an important new national study of school principals that collects information about crime and safety in public schools. We call it the School Survey on Crime and Safety (SSOCS).

At least one school in your district has been selected as part of a national sample of about 3,000 schools. For your information, we are enclosing a copy of the materials that we are sending to the schools. The materials include the letter that is going to the schools, the questionnaire, a leaflet that describes the survey, and a flyer providing comments from some of the organizations that have endorsed the survey.

For this survey, it is very important to collect accurate data. Because we recognize that some schools may be reluctant to share information concerning school crime out of a fear of being embarrassed or hurt in some way, we are making a very strong pledge of confidentiality to the schools included in our survey. We will report the data only in statistical summaries that represent national estimates. No information will be released that could be used to link specific schools or districts with the responses.

Participation in the survey is voluntary. However, the success of any survey depends on those who are asked to complete the survey. The greater the level of participation, the better the survey data can properly represent 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 questions about the study, please do not hesitate to call me at our toll-free number (1-800-937-8281, extension 3946).

Sincerely,

Bradford Chaney, Ph.D.  
SSOCS Project Director, Westat

Enclosures

**Endorsed by:**

- American Association of School Administrators
- American Federation of Teachers
- American School Counselor Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Resource Center for Safe Schools
- National School Boards Association
- National School Safety Center

**Conducted by:**

Westat  
1650 Research Boulevard  
Rockville, MD 20850  
1-800-937-8281



April 2000

Dear Chief State School Officer:

The National Center for Education Statistics (NCES) of the U.S. Department of Education is conducting an important new national study of school principals that collects information about crime and safety in public schools. We call it the School Survey on Crime and Safety (SSOCS). Most states have already been informed of this survey through the Council of Chief State School Officers, but we are taking this opportunity to tell you that the survey is now in data collection and to send you a final copy of the questionnaire for your information.

At least one school in your state has been selected as part of a national sample of about 3,000 schools. For your information, we are enclosing a copy of the materials that we are sending to the schools. The materials include the letter that is going to the schools, the questionnaire, a leaflet that describes the survey, and a flyer providing comments from some of the organizations that have endorsed the survey.

For this survey, it is very important to collect accurate data. Because we recognize that some schools may be reluctant to share information concerning school crime out of a fear of being embarrassed or hurt in some way, we are making a very strong pledge of confidentiality to the schools included in our survey. We will report the data only in statistical summaries that represent national estimates. No information will be released that could be used to link specific schools with the responses.

Participation in the survey is voluntary. However, the success of any survey depends on those who are asked to complete the survey. The greater the level of participation, the better the survey data can properly represent the full diversity of situations found across the nation's schools. We hope that you will encourage your schools to participate if they ask for your opinion of the survey.

Thank you for your assistance. If you have any questions about the study, please do not hesitate to call me at our toll-free number (1-800-937-8281, extension 3946).

Sincerely,

Bradford Chaney, Ph.D.  
SSOCS Project Director, Westat

Enclosures

**Endorsed by:**

- American Association of School Administrators
- American Federation of Teachers
- American School Counselor Association
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of School Safety and Law Enforcement Officers
- National Association of Secondary School Principals
- National Resource Center for Safe Schools
- National School Boards Association
- National School Safety Center

**Conducted by:**

Westat  
1650 Research Boulevard  
Rockville, MD 20850  
1-800-937-8281

**APPENDIX E:**

**RESPONDENT INFORMATION SHEET (RIS) AND CALL RECORD**



Exhibit 1. Respondent Information Sheet

<School ID>

<District name>

<School principal>

<School name>

<School address>

<City/State>

<School phone>

<School fax>

**School Survey on Crime and Safety  
711909**

**A. DETERMINE STATUS OF PACKET**

**ASK TO SPEAK WITH THE PRINCIPAL**

Hello, my name is \_\_\_\_\_. I am calling on behalf of the National Center for Education Statistics. Recently you were sent a package that included a questionnaire and letter asking you to participate in the School Survey on Crime and Safety. The survey has been endorsed by many national organizations, including the National Association of Secondary School Principals, the National Association of Elementary School Principals, and the National School Boards Association.

- A1. Have you received this package?
- COMPLETED AND MAILED (GO TO B)
  - WORKING ON SURVEY (GO TO C)
  - NEEDS REMAIL OF PACKET (GO TO D)

**B. SURVEY COMPLETED AND MAILED**

- B1. Could you please tell me when it was mailed?

DATE MAILED: \_\_\_\_\_

- B2. Thank you very much for your participation. We will look for your questionnaire in the mail. If we do not receive it within a week, we would like to call you back. What are the best days and times to reach you?

(RECORD DAYS AND TIMES IN SCHEDULE SECTION)

**C. WORKING ON SURVEY**

- C1. We realize the end of the school year is a busy time for many schools. When could we expect to receive your completed questionnaire?

\_\_\_\_\_  
(RECORD ESTIMATED COMPLETION DATE)

- C2. Thank you very much for your help with the survey. We will look forward to receiving your response. Just in case we don't receive it and need to call you, what are the best days and times to reach you? **(RECORD DAYS AND TIMES IN SCHEDULE SECTION. THANK R AND END CALL.)**

**D. NEEDS REMAIL OF PACKET**

D1. We will send you a FedEx package so you may be sure to have it. Let me confirm your address so we can be sure the package will reach you.

(COMPLETE REMAIL REQUEST FORM. CONFIRM ADDRESS IS APPROPRIATE FOR FEDEX.)

D2. We realize the end of the school year is a busy time for many schools. Assuming the package arrives within the next two days, when could we expect to receive your response?

\_\_\_\_\_ (RECORD ESTIMATED COMPLETION DATE)

D3. Just in case we don't receive it and need to call you, what are the best days and times to reach you? **(RECORD DAYS AND TIMES IN SCHEDULE SECTION. THANK R AND END CALL.)**

SCHEDULE/COMMENTS (BEST DAYS/TIMES TO CALL RESPONDENT)

Best days and times during the school year to call: \_\_\_\_\_

Best days and times during the summer to call: \_\_\_\_\_

Other comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*



CALL RECORD

FILE KEY:  
PREVIOUS DISPOSITION:  
TOTAL CALLS:

FILE NAME:  
TELEPHONE:  
APP DATE/TIME:

INTERVIEWER INITIALS	DATE	TIME BEGUN	TIME ENDED	RESULTS	COMMENTS	CALL BACK INFO.		D/E/W
						DATE	TIME	

E-5

- (1) RING NO ANSWER
- (2) FIRST REFUSAL/BREAKOFF
- (3) BUSY
- (4) CALLBACK - NO APPT.
- (5) CALLBACK - APPT.
- (6) INITIAL LANGUAGE PROBLEM
- (7) PROJECT SPECIFIC CODE
- (8) PROBLEM (Specify)
- (9) MAILOUT NEEDED
- (10) TRACING NEEDED
- (11) PROJECT SPECIFIC CODE
- (12) PROJECT SPECIFIC CODE
- (13) PROJECT SPECIFIC CODE
- (14) PROJECT SPECIFIC CODE
- (C) COMPLETE
- (PC) PARTIAL COMPLETE
- (I) INELIGIBLE
- (OA) OUT OF AREA
- (RB) FINAL REFUSAL/BREAKOFF
- (LP) FINAL LANGUAGE PROBLEM
- (O) OTHER
- (NR) NONRESIDENTIAL
- (NA) NO ANSWER
- (NW) NON WORKING
- (NL) NON LOCATABLE
- (S1) SPECIFIC 1
- (S2) SPECIFIC 2
- (MC) MAXIMUM CONTACT
- (C1) COMPLETE 1
- (C2) COMPLETE 2
- (C3) COMPLETE 3
- (S3) SPECIFIC 3
- (S4) SPECIFIC 4
- (SR) SPECIFIC REFUSAL CODE
- (N1) B.O. CHECK (Residential)
- (N2) B.O. CHECK (Nonresidential)
- (N3) B.O. CHECK (Working only)
- (N4) B.O. CHECK (Underdetermined)

CASE ID INT. CODE



**APPENDIX F:**  
**QUESTION-BY-QUESTION SPECIFICATIONS (Q X Q'S)**  
**FOR INTERVIEWERS AND CODERS**



## Q X Q's for Interviewers and Coders

This section follows the same format as the questionnaire, with the use of underlining to indicate words that are defined at the beginning of the questionnaire. Refer to those definitions to fully understand the questions.

Question 1 asks about school practices. These are different from school policies. A school may have a formal policy but never bother to enforce it, or not have a policy but in practice act as if it does. We don't want to know the rules, but what the school really does. Sometimes a school may change its practices in the middle of the year. If so, we want the most recent practice (as long as it was still within the 1999-2000 school year).

- 1a. This question asks if the school required visitors to sign in or check in during the 1999-2000 school year. Circle 1 for Yes, 2 for No.
- 1b. This question asks if the school controlled access to its *buildings* during school hours, that is, when school is in session. Note that there are separate questions for school buildings (1b) and school grounds (1c). Circle 1 for Yes, 2 for No.
- 1c. This question asks if the school controlled access to its *grounds* during school hours, that is, when school is in session. Circle 1 for Yes, 2 for No.
- 1d. Did the school require *students* to pass through metal detectors on a daily basis? This asks specifically about *daily* monitoring of students with metal detectors. Below, question 1f asks about random or irregular monitoring of students using metal detectors. Circle 1 for Yes, 2 for No.
- 1e. Did the school require *visitors* to pass through metal detectors? Circle 1 for Yes, 2 for No.
- 1f. Did the school conduct *random* checks of students with metal detectors one or more times? Random means on an irregular, non-daily basis. Students may know that it will happen sometime, but they won't know when. Circle 1 for Yes, 2 for No.
- 1g. Did the school close the campus during lunch for *most* students (e.g., were students *not* allowed to go home or to the local McDonalds for lunch)? Some students may be allowed off campus during lunch for special reasons and the school would still answer Yes to this question. Circle 1 for Yes, 2 for No.
- 1h. This question asks whether dogs were brought in to detect drugs one or more times. This question is specific to the use of trained dogs for drug detection. Circle 1 for Yes, 2 for No.

- li. This question asks whether the school performed one or more random sweeps for any contraband, such as drugs or weapons, that did *not* involve the use of dogs. Contraband is anything that students are forbidden to take to school. The random sweeps probably consist of locker searches, though checking book bags would also qualify. A single random sweep during the school year would be enough to qualify. Circle 1 for Yes, 2 for No.
- lj. Did the school require drug tests for any students (e.g., a blood or urine test)? They can be required as a condition of participation in extracurricular activities such as sports or for other reasons. Circle 1 for Yes, 2 for No.
- lk. Were students required to wear uniforms? This question is specific to uniforms; the next question asks about dress code. Circle 1 for Yes, 2 for No.
- ll. Did the school enforce a strict dress code? Note that some schools may have a strict dress code, but may not enforce it. For this question, there must be both a strict code and strict (regular and consistent) enforcement of the code. The school will have to make its own judgment about what the word “strict” means. Circle 1 for Yes, 2 for No.
- lm. Did the school distribute a written code of student conduct to students? Often this would be done through a student handbook, but a simple handout would be sufficient. Circle 1 for Yes, 2 for No.
- ln. Did the school distribute a written code of student conduct to parents? It doesn’t matter whether it was mailed to the parents or sent home with the students, but there should be a systematic attempt to reach all parents (e.g., not simply make them available at a PTA meeting). Circle 1 for Yes, 2 for No.
- lo. Did the school provide lockers for students to store their supplies at school? Circle 1 for Yes, 2 for No.
- lp. Did the school require transparent (see-through) book bags **or** were book bags banned on school grounds? Another way of saying is: did the school ban the use of opaque book bags at school? (The reason is to prevent students from bringing in contraband such as weapons by making it hard for the students to conceal the contraband). If the answer is Yes to either, circle 1, otherwise circle 2.
- lq. Did the school require students to wear badges **or** photo identification? This asks about wearing identification visible to passers-by, not simply identification that may be carried in a wallet. If the answer is yes to either, circle 1 for Yes, otherwise circle 2.
- lr. Did the school require faculty and staff to wear badges **or** photo identification? This asks about wearing identification visible to passers-by, not simply identification that may be carried in a wallet. If the answer is yes to either, circle 1 for Yes, otherwise circle 2.
- ls. Did the school use one or more security cameras to monitor the school? The security cameras would not have to be everywhere; a single camera at the main entrance would be sufficient. Circle 1 for Yes, 2 for No.
- lt. Did most classrooms have a telephone? A telephone may have an internal or external line. Circle 1 for Yes, 2 for No.

- 1u. Did the school prohibit all tobacco use on school grounds? This applies to smoking and nonsmoking tobacco for students and staff. Circle 1 for Yes, 2 for No.

Question 2 asks about schools' written plans for dealing with crises. For example, the plan might say who (if anyone) should call the police and under what conditions, whether and how the parents should be contacted, and who should deal with the news media. Written plans can be helpful because they help everyone to know what to do, even if the principal or a school administrator is unavailable. They also help to assure that nothing important is forgotten. For this question, it does not matter how detailed the plan is or what it says should be done. All we want to know is whether there is a plan for the kinds of situations that we list.

- 2a. Does the school have a written plan describing procedures to follow in the event of a shooting? Circle 1 for Yes, 2 for No.
- 2b. Does the school have a written plan describing procedures to follow in the event of a riot or large-scale fight? Circle 1 for Yes, 2 for No.
- 2c. Does the school have a written plan describing procedures to follow in the event of a bomb scare or other school-wide threat not including fire? Circle 1 for Yes, 2 for No.
- 2d. Does the school have a written plan describing procedures to follow in the event of a natural disaster such as an earthquake or tornado? Circle 1 for Yes, 2 for No.
- 2e. Does the school have a written plan describing procedures to follow in the event of a hostage situation? Circle 1 for Yes, 2 for No.

Question 3 asks if the school had any formal program intended to prevent or reduce violence? This question initiates a skip pattern, so that only schools that have a formal program will be asked to answer question 4. A formal program is one in which there is an established procedure to follow and people with specific responsibilities to carry out. For example, we are not interested in situations where an administrator decides a particular student needs counseling, but we are interested in programs that systematically seek to provide counseling to reduce violence. A program might involve all students (e.g., through a student assembly) or only certain types of students (e.g., "problem" students might be automatically placed within a counseling program). It is not necessary that the program *only* have the goal of preventing or reducing violence. Preventing or reducing violence could be just one of the goals (not even the main goal). There is also no requirement that the program have lasted a particular amount of time. It may have been a one-time program (e.g., a training event or a student assembly), or a program that lasted throughout the year.

Question 4 asks about different components of schools' formal programs to prevent or reduce violence. The programs' names may not match up with the descriptions shown here. Some programs may have several of these components; there is no problem with choosing "Yes" more than once for a program. Sometimes, a school may do a few of these things through a formal program, and others without a formal program (or at least without a formal program to prevent or reduce violence). We are only interested in those components that are part of a program intended to prevent or reduce violence. Note that the program had to have included a component for students in order to be counted here; it might also have included components for teachers or parents, but we are not trying to learn about those.

- 4a. In the 1999-2000 school year, did the school have a violence prevention program that included some kind of prevention curriculum, instruction, or training for students? The key here is that there be some type of teaching, which might happen in class, in an assembly, or in some other environment. For example, the teaching might be in how to get along with others, how to communicate better, how to think before acting, or how to solve problems and consider alternative solutions. Circle 1 for Yes, 2 for No.
- 4b. In the 1999-2000 school year, did the school have a behavior or behavior modification program for students? Behavior modification attempts to directly change behavior by rewarding desired behavior and punishing undesired behavior. Some examples of rewards/punishments are compliments/corrections, gold stars, or availability of student privileges. Sometimes there is a contract that specifies what is expected of the student, and what the reward/punishment will be. Circle 1 for Yes, 2 for No.
- 4c. In the 1999-2000 school year, did the school have a violence prevention program that included counseling, social work, psychological, or therapeutic activity for students? Some examples would be group counseling for students with parents having problems with alcohol, counseling for students with poor academic performance, and counseling for students with behavior problems. Remember that one of the goals of the program must be to prevent or reduce violence, but that doesn't have to be the only goal. Circle 1 for Yes, 2 for No.
- 4d. In the 1999-2000 school year, did the school have a violence prevention program that included individual attention/mentoring/tutoring/coaching of students by students or adults? The key here is one-on-one interaction with someone who is presumably wiser or more experienced, in order to provide a role model and advice. Circle 1 for Yes, 2 for No.
- 4e. In the 1999-2000 school year, did the school have a violence prevention program that included recreational or enrichment activities for students? These include drop-in recreation centers, dances, and community service activities. The reasoning is generally to keep students out of trouble by keeping them busy doing something else. Circle 1 for Yes, 2 for No.
- 4f. In the 1999-2000 school year, did the school have a violence prevention program that included student involvement to help resolve conduct problems among peers? The program might consist of peer mediation, conflict resolution, or a student court. Circle 1 for Yes, 2 for No.
- 4g. Did the school have programs to foster social integration among students? Social integration is students' sense of belonging at a school. The program might consist of shared activities that provide students with a chance to work together or have fun together. Remember that we are only interested in those programs that have preventing or reducing violence as at least one of their goals. Circle 1 for Yes, 2 for No.
- 4h. Did the school have a hotline for students to call about problems that could lead to violence? Usually these hotlines are anonymous, and provide a low-risk way for students to warn the school of a problem that is likely. Circle 1 for Yes, 2 for No.

Question 5 asks about other school efforts besides formal programs to prevent or reduce violence. Some schools may have taken some of these actions without any intention of affecting violence.

We are only interested in actions that were intended to prevent or reduce violence. Preventing or reducing violence does not have to be the only goal or the primary goal, but it must be a goal for someone to answer “yes.”

- 5a. In the school year 1999-2000, did school administration train or supervise teachers on how to manage their classrooms in order to prevent or reduce violence? Technical assistance may come in the form of specialized training sessions or modules or booklets. Note that training in classroom management (e.g., how to maintain order in the classroom) is different from training in crime prevention, which is covered in 5c. Circle 1 for Yes, 2 for No.
- 5b. Did school administration actively review, revise, or monitor school-wide discipline practices and procedures? Many schools may do this periodically, or may have done this in the last few years. We are only interested in reviews conducted in the 1999-2000 school year. Circle 1 for Yes, 2 for No.
- 5c. Did the school train faculty or staff in crime prevention? It is not necessary to have trained all faculty or staff. Again, training in classroom management should be indicated in 5a, while this item concerns crime prevention (e.g., security procedures to follow, or ways of preventing violence). It could include how to identify students at risk of being involved in crime, which is also covered more specifically in question 10. Circle 1 for Yes, 2 for No.
- 5d. Did the school reorganize the school, grades, or schedules in order to prevent or reduce crime? (Some schools may have done these things for other reasons, but preventing or reducing crime must be one of the reasons in order to answer “yes.”) For example, a school might create a smaller school within the school, on the theory that a smaller, more personal school will help the students to feel attached to the school. It might change the schedule so that fewer students are outside of the classroom at a given time, or use block scheduling (have fewer classes, and have the classes meet for longer periods of time) to lessen movement from one classroom to another. Circle 1 for Yes, 2 for No.

Question 6 asks whether, in the last 3 years, the school made changes to the school building or school grounds to reduce opportunities for crime and violence. For instance, a school may build walls or break them down to control access within the buildings or improve visibility in the hallways. The changes might be as simple as placing prickly bushes outside of windows to make it more difficult to break in. Note that this question has a different time frame (the last 3 years) than question 5 (the 1999-2000 school year), and because a project might take multiple years, it asks whether the modifications were *completed* in the last 3 years. If a school had completed some modifications but others were still in process, it could answer “yes” because some modifications had been completed. Circle 1 for Yes, 2 for No.

Question 7 asks what the school does to involve parents. Parental involvement is considered a key factor by many researchers and policymakers in controlling school crime.

- 7a. Did the school have a formal process to obtain parent input on policies related to school crime and discipline? Note that this asks about *formal* processes; simply talking occasionally to parents does not qualify. There must be a systematic attempt to obtain parent input. Circle 1 for Yes, 2 for No.

- 7b. Did the school provide training or technical assistance to parents in dealing with students' problem behavior? For example, a school might provide a course or meetings with a counselor to help a parent to know how to discipline and motivate a child. Circle 1 for Yes, 2 for No.
- 7c. Did the school have a program that involves parents at school helping to maintain school discipline? Because this asks about a program, it requires more than just occasional help by parent volunteers (e.g., a volunteer filling in for a secretary and checking in visitors). There must be a systematic attempt to involve parents at school, and at least part of the purpose must be to maintain school discipline (it doesn't have to be the main purpose). It's not necessary for the program to involve all parents or even most parents, but there should be some kind of regular parental presence. Circle 1 for Yes, 2 for No.

Question 8 asks about the use of paid law enforcement or security services at your school. Note that the focus is on "regular" use. If a school just happened to involve law enforcement personnel on a few occasions for idiosyncratic reasons, that would not be sufficient. On the other hand, if there is a systematic policy (e.g., at football games), it is not necessary for the number of occasions to be large. Note also that the law enforcement personnel must be paid; volunteers do not count (e.g., Nation of Islam, unless they are paid). "Law enforcement" typically refers to school or city police, while "security services" typically refers to private security firms. Involvement of either type of personnel is sufficient to answer "yes." Schools who do not regularly use paid law enforcement or security services at school at any time (i.e., answer "no" to 8a through 8e) should skip question 9, and resume with question 10.

- 8a. Did the school regularly use paid law enforcement or security services while school was in session at any time during school hours? This refers to the regular hours that students attend school. It is not necessary for the personnel to be there at all times while school was in session, as long as they were regularly there (e.g., always there during lunch). Circle 1 for Yes, 2 for No.
- 8b. Did the school regularly use paid law enforcement or security services while students were arriving or leaving? Circle 1 for Yes, 2 for No.
- 8c. Did the school regularly use paid law enforcement or security services at school activities (such as athletic and social events, open houses, and science fairs)? It is not necessary for the personnel to be there during all activities; for example, they may be there during athletic events, but not social events. Circle 1 for Yes, 2 for No.
- 8d. Did the school regularly use paid law enforcement or security services when school and school activities were not occurring? An example would be a night watchman who guards the school at night. Circle 1 for Yes, 2 for No.
- 8e. Did the school regularly use paid law enforcement or security services at other times? Note that the use of the personnel still must be regular; this is not simply asking if there was a time when law enforcement or security services were used. Circle 1 for Yes, 2 for No; if Yes, write in what types of occasions the personnel were involved.

Question 9 asks the number of hours per week that paid security personnel perform certain functions. It does not ask for the total number of labor hours (e.g., if there were two or more officers on duty), but simply the average number of hours in a week where at least one paid officer provided security services, wore a uniform or carried a firearm. It does not ask about

unpaid monitors, such as parents, who might monitor halls on a voluntary basis. Write in the average number of hours.

- 9a. This question asks about the total number of hours per week during which there were paid law enforcement or security personnel on duty at the school. Note that the definition of at school requires that this be during normal school hours or when school activities/events were in session; it does not include a security guard who might be at the school during the night when no school activities are occurring. Write in the number of hours for each function.
- 9b. How many hours did security personnel wear a uniform or other identifiable clothing? Other identifiable clothing might include a badge, an armband, a special shirt, or a hat. There could be some security personnel who do wear a uniform and some who do not. This asks for the number of hours that at least one person is doing so. Write in the number of hours.
- 9c. How many hours did paid security personnel carry a firearm? Again, some security personnel may carry firearms while others do not. This asks for the number of hours that at least one person is doing so. Write in the number of hours.

Question 10 asks whether, during the 1999-2000 school year, the school trained any teachers or aides to recognize early warning signs of potentially violent students. This may involve a few or many teachers/aides, but a “yes” is not appropriate if only counselors or administrators have been trained. Circle 1 for Yes, 2 for No. Schools that answer “no” should skip to question 12.

Question 11 asks for information about the extent of involvement in the training sessions. Write in the number requested.

- 11a. If the school did provide such training (question 10), how many teachers and aides were involved? Add the number of teachers and the number of aides to obtain one number.
- 11b. What was the average number of hours of training provided across the various teachers and aides? Give the average per participant, not per session. Round to the nearest half-hour. A quarter-hour becomes  $\frac{1}{2}$  hour and a  $\frac{3}{4}$  hour becomes an hour.

Question 12 is one of two questions (question 20 is the other) that should be answered by the principal because it is intended to reflect principals’ opinions. The principal should answer for his/her own school only, not whether he/she thinks something is generally a problem for most schools. Circle 1 if the factor limits the school’s efforts in a major way, 2 if it limits the school’s efforts in a minor way, and 3 if it does not limit the school.

- 12a. Does lack of or inadequate teacher training in classroom management limit the school’s efforts to reduce or prevent crime? This could include training received while in college or while getting certification, not just training received in the school or district. Circle 1 if the factor limits the school’s efforts in a major way, 2 if it limits the school’s efforts in a minor way, and 3 if it does not limit the school.
- 12b. Does lack of or inadequate alternative placements/programs for disruptive students limit the school’s efforts to reduce or prevent crime? Circle 1 if the factor limits the school’s efforts in a major way, 2 if it limits the school’s efforts in a minor way, and 3 if it does not limit the school.

- 12c. Does the likelihood of complaints from parents limit the school's efforts to reduce or prevent crime? The complaints might be about policies or programs, or they might be about specific disciplinary actions (e.g., a principal might be unwilling to apply a particular punishment that he/she thinks would be effective because of the possibility of complaints). Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12d. Does lack of teacher support for school policies limit the school's efforts to reduce or prevent crime? The school policies could be general policies rather than policies specifically relating to crime, as long as the principal feels that efforts to produce or prevent crime are affected. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12e. Does lack of parental support for school policies limit the school's efforts to reduce or prevent crime? The school policies could be general policies rather than policies specifically relating to crime, as long as the principal feels that efforts to produce or prevent crime are affected. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12f. Does teachers' fear of student reprisal limit the school's efforts to reduce or prevent crime? For example, a teacher might fear a student attack if he/she attempts to discipline the student (or possibly even set high academic expectations, as long as the principal thinks it affects the school's efforts to reduce or prevent crime). Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12g. Does fear of litigation limit the school's efforts to reduce or prevent crime? For example, a school may choose to not suspend students for certain offenses for fear of being sued. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12h. Do teacher contracts limit the school's efforts to reduce or prevent crime? For example, some teacher contracts prohibit asking them to perform security-type functions. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12i. Do inadequate funds limit the school's efforts to reduce or prevent crime? Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12j. Does inconsistent application of school policies limit the school's efforts to reduce or prevent crime? Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12k. Does fear of district or state reprisal limit the school's efforts to reduce or prevent crime? Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12l. Do federal policies on disciplining disabled students limit the school's efforts to reduce or prevent crime? (Before a disabled student can be expelled or suspended for more than

10 days, there must be a review of whether the problem was related to the student's disability. If so, the school has less freedom to apply the penalties.) Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.

- 12m. Do other federal policies on discipline and safety limit the school's efforts to reduce or prevent crime? People may have a hard time thinking of relevant federal policies other than those concerning disabled students. Don't suggest any. Let the principal give you his/her own opinion on whether there is another federal policy that limits the school's efforts. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.
- 12n. Do state or district policies on discipline and safety limit the school's efforts to reduce or prevent crime? Similarly, don't suggest specific policies here, but leave this up to the principal. Circle 1 if the factor limits the school's efforts in a major way, 2 if it limits the school's efforts in a minor way, and 3 if it does not limit the school.

Question 13 asks whether, within the entire school, at least one student, faculty or staff member died from homicide or suicide at school or away from school. If the answer is No, skip to Question 15. It is possible that the principal won't know the cause of death when the death is not at the school (though generally the principal will be aware). The principal should answer in terms of what he/she is aware of. Note that some people consider accidents (e.g., automobile crashes) to be violent, but we are only counting suicides and homicides. If Yes, circle 1 and ask questions 14a – 14d to learn what happened.

Question 14 asks for the number of deaths of its students, faculty, and staff in 1999-2000. We do not expect schools to track the number of deaths outside of school, but they probably will be able to answer anyway because of the high visibility (and impact on the school) of someone dying, and the fact that such deaths are rare.

- 14a. For this item, record how many homicides, if any, occurred among each of the three groups. Note the definition of "at school" and that it has been modified by including deaths regardless of whether the school was in session, and including deaths outside of schools (e.g., in hospitals) if the act of violence was at the school. Write the number on the line provided beneath the category; write 0 for none.
- 14b. For this item, record how many homicides, if any, occurred among each group elsewhere. The same death should not be counted twice: for example, a death at a hospital from violence experienced at school would be listed only under "at school" and not also under "elsewhere." Write the number on the line provided beneath the category; write 0 for none.
- 14c. For this item, record how many suicides, if any, occurred among each group at school or elsewhere. Again, note the special definition of "at school" being used. Write the number on the line provided beneath the category; write 0 for none.
- 14d. For this item, record how many suicides, if any, occurred among each group elsewhere. As noted for 14b, a suicide should be counted only once: either in 14c or 14d but not in both. Write the number on the line provided beneath the category; write 0 for none.

Question 15 asks for the number incidents at the school that involved a shooting with intent to harm. Note that the count is of incidents, not the number of shots, shooters, or victims. For example, a student who brings a firearm to school and kills several students would count as a single incident. Note also that the same incident could be counted in both *a* and *b* if both students and nonstudents used firearms. Note that the top line would usually be the total of *a* and *b*, but it could be less. It is the total number of unique (unduplicated) incidents, so an incident should be counted only once even if it is counted in both *a* and *b*. We do not expect schools to track such data, but they should be able to answer because of the seriousness and rarity of shootings. Write in the numbers requested.

- 15. How many total (unique) incidents were there?
- 15a. How many incidents involved *students* using firearms with intent to harm?
- 15b. How many incidents involved *nonstudents* using firearms with intent to harm?

Question 16 asks for the number of incidents of different kinds of crimes at school regardless of whether school was in session. Pay careful attention to the definitions of the underlined terms. Note as in question 15 that the counts are of incidents, not the number of offenders or victims. Question 16 must be answered as a whole so that no incident is counted twice, even if it involves multiple crimes. Only the most serious crime should be used. For example, a rape should not also be counted as a physical attack. (It is proper for an incident to be listed twice or more across columns — e.g., an incident could both be reported to police and be a hate crime — but it should not appear on two separate lines.) We generally tried to arrange the items so that the items that are high on the list are more serious than those that are lower on the list, but the respondent should make his/her own judgment about which crime was more serious. The two X's that appear are there because no response is needed; these crimes would not be hate crimes.

It may be that some schools only keep track of crimes that are reported to police, so they do not feel able to answer the first column. If so, they should give their best estimate. Schools also may have difficulty providing the number of hate crimes and gang-related crimes, because it is likely that they do not track these separately. (That is, they may not have any way of counting it without going through each record individually.) We would like schools to give as accurate answers as they can, but estimates are acceptable. Many schools will find these last two columns to be easy because they will be filled with zeroes. (Don't volunteer that we are expecting people to fill the columns with zeroes; if people object to the amount of work required, explain that the columns might be easier than they appear if these types of crimes are rare.)

- 16a. How many incidents were there of rape or attempted rape?
- 16b. How many incidents were there of sexual battery other than rape (include threatened rape)?
- 16c1. How many incidents were there of physical attack or fight using a weapon?
- 16c2. How many incidents were there of physical attack or fight without using a weapon?
- 16d1. How many incidents were there of threats of physical attack using a weapon?
- 16d2. How many incidents were there of threats of physical attack without using a weapon?

- 16e1. How many incidents were there of robbery (taking things by force) using a weapon?
- 16e2. How many incidents were there of robbery (taking things by force) without using a weapon?
- 16f. How many incidents were there of theft/larceny (taking things over \$10 without personal confrontation)?
- 16g. How many incidents were there of possession of firearm/explosive device?
- 16h. How many incidents were there of possession of knife or sharp object?
- 16i. How many incidents were there of distribution of illegal drugs?
- 16j. How many incidents were there of possession or use of alcohol or illegal drugs?
- 16k. How many incidents were there of sexual harassment?
- 16l. How many incidents were there of vandalism?

Question 17 is like question 16 in asking for the number of incidents of different kinds of crime, but it asks for historical data (for the 1997–98 and 1998–99 school years) instead of data for 1999–2000. The schools should provide the total number of crimes, not just the number reported to police. They should define the categories the same way as in question 16; for example, if an incident would not be counted as a physical attack because it was also a rape (and rape is the more serious crime), it should not be counted as a physical attack in question 17 (even though there is no line for reporting rapes). We prefer to get exact numbers from school records, but estimates are acceptable.

- 17a. How many incidents were there of physical attack or fight? This is different from 16d in that it asks for the total number, whether or not a weapon was used.
- 17b. How many incidents were there of theft/larceny (taking things over \$10 without personal confrontation)?
- 17c. How many incidents were there of vandalism?

Question 18 asks for the number of times in 1999–2000 that school activities were disrupted by actions such as bomb threats or anthrax threats. Note that fire alarms are excluded. The focus here is on threats that affect all, or at least a large part of the school. Write the number of disruptions.

Question 19 asks how often the listed types of problems occur at the school. The problems listed here are generally harder to count than those listed in question 16, so only general categories are used. If principals are unsure of the answer for one of the items listed, they should give estimates. Circle 1 for happens daily, 2 for happens at least once a week, 3 for happens at least once a month, 4 for happens on occasion, and 5 for never happens.

- 19a. How often were there student racial tensions?
- 19b. How often was there student bullying?

- 19c. How often was there student verbal abuse of teachers?
- 19d. How often was there widespread disorder in classrooms?
- 19e. How often were there student acts of disrespect for teachers?
- 19f. How often were there undesirable gang activities?
- 19g. How often were there undesirable cult or extremist group activities?

Question 20 asks how available several types of disciplinary actions were to the school (e.g., removal from the school, suspension, or loss of student privileges), and which were actually used by the school. The list is not intended to be comprehensive, so respondents should not try to fit an action into a category if it doesn't seem to fit anywhere. Note that it is sometimes necessary to read the headings in bold to understand what an item is asking for. For example, item 20c asks about transferring a student to another regular school, but the heading for 20a through 20d indicates that the transfer also must be for at least 1 year; shorter transfers would fall under 20e2.

Four possible responses are provided on each line. Sometimes a disciplinary action is technically allowed, but principals know that it is not feasible from a practical viewpoint (e.g., there may not be any tutors available for at-home tutoring) or that the district will express dissatisfaction if the principal tries to use it. For such situations, principals might choose "available, but not feasible to use." At other times, a disciplinary action may be available but may not have been used in the last year, perhaps because no infractions were serious enough to justify the action, or the school simply always chose other disciplinary actions instead. Then "available but not used" would be the appropriate answer. The category "not available" is for actions that are not available at all (which is different from not being feasible). For example, the school may not have any alternative schools available where the student could be transferred, or the school may not use busing so the option of keeping the student off the school bus would not be meaningful. Circle 1 for available in principle but not in practice, 2 for available but not used, 3 for available and used, and 4 for not available.

- 20a. Was removal with no continuing school services available in 1999-2000, and if so, was it used? Most schools probably label this as expulsion, but we avoided that term because not all schools define expulsion in the same way. Note that the removal or transfer must be for at least 1 year to be indicated here.
- 20b. Was transfer to a specialized school for disciplinary reasons available in 1999-2000, and if so, was it used? Note that we are using a very narrow definition of specialized school. For example, some districts might label a school for gifted and talented as a specialized school, and others might do the same for a school focused on a special area such as music. We are not asking about these, but about schools that have the purpose of dealing with students with disciplinary problems. The schools are often called alternative schools, but we avoided that term because it has different meanings in different districts. The specialized school could be a school within a school, and it could even be in the same location as the school that is sampled. Note that the removal or transfer must be for at least 1 year to be indicated here.

- 20c. Was transfer to another regular school available in 1999-2000, and if so, was it used? Remember: these are transfers that are conducted for disciplinary reasons. Note that the removal or transfer must be for at least 1 year to be indicated here.
- 20d. Was transfer to school-provided tutoring or at-home instruction available in 1999-2000, and if so, was it used? This differs from 20a by providing for the student to continue to receive educational services from the school. Note that the removal or transfer must be for at least 1 year to be indicated here.
- 20e. Was an out-of-school suspension or removal for less than 1 year available in 1999-2000, and if so, was it used? 20e1 covers the situation where no curriculum or services are provided, and is similar to 20a except that the removal is for less than 1 year. 20e2 covers the situation where curriculum or services are provided (e.g., through tutoring or at-home instruction), and is comparable to 20d (except that the removal is for less than 1 year).
- 20f. Was an in-school suspension or removal for less than 1 year available in 1999-2000, and if so, was it used? 20f1 covers the situation where no curriculum or services are provided, while 20f2 covers the situation where curriculum or services are provided. An in-school suspension has the aim of punishing the student and removing him/her from class, while avoiding providing the student with a “vacation” that might make the suspension seem desirable. For example, the student may be required to spend the time in a study hall.
- 20g. Was referral to a school counselor available in 1999-2000, and if so, was it used? The referral may or may not be mandatory; that is, some schools require the students to receive counseling while others make a referral but do not require the student to follow through. Both options are included in this item.
- 20h. Was there a program designed to reduce disciplinary problems that students could be assigned to in 1999-2000, and if so, was it used? 20h1 covers programs during school hours, while 20h2 covers programs outside of school hours (i.e., after school or on weekends). It is not necessary for attendance at the program to be mandatory, but the program must be designed to reduce disciplinary problems.
- 20i. Was keeping the student off the school bus for misbehavior available in 1999-2000, and if so, was it used? There is no specific time limit required here, so it includes both short periods and long periods of time. If the school doesn’t use buses, circle 4 for not available.
- 20j. Was corporal punishment available in 1999-2000, and if so, was it used? Corporal punishment is physical punishment (e.g., spanking, swatting, rapping the student on the knuckles). Some schools may say it is available but not feasible, because of the fear of how parents or district personnel might react.
- 20k. Was putting the student on school probation with threatened consequences available in 1999-2000, and if so, was it used? For example, the student might be told that another infraction within the next 3 months would result in expulsion.

- 20l. Was detention and/or Saturday school available in 1999-2000, and if so, was it used? Note that it should be a disciplinary action to be indicated here, and not a program that exists for entirely academic reasons.
- 20m. Was loss of student privileges available in 1999-2000, and if so, was it used? For example, this might include the right to participate in extracurricular activities such as sports.
- 20n. Was required participation in community service available in 1999-2000, and if so, was it used? Some schools require community service for all students; this question refers to community service as a punishment for a disciplinary infraction.

Question 21 asks, during the 1999-2000 school year, how many students were involved in committing the listed offenses, and how many of the following disciplinary actions were taken in response. This question, unlike question 16, counts students instead of infractions. For example, if three students together attack another student, there would be one infraction, but three students committing offenses. A student who commits multiple infractions should be counted for each infraction (e.g., a student might be suspended five times for five infractions). However, if a student is disciplined in multiple ways for a single infraction (e.g., a student was both suspended and referred for counseling), only the most severe disciplinary action should be counted. We don't ask for a total for each line, but the categories are designed to cover all possible disciplinary actions (including no action). Thus, all disciplinary actions for offenses of the type listed should be included somewhere on the appropriate line. The definitions for removals, transfers to specialized schools, and out-of-school suspensions are similar to those used in question 20. Write the actual number of disciplinary actions in the lines provided. Write zero if no actions of a certain type were taken.

The main focus of this question is on the most serious offenses and disciplinary actions. Thus, the list is not intended to be comprehensive, either in terms of the offenses that are listed, or the actions that are taken. The offenses that we list are the ones that are likely to result in removals, transfers, or suspensions. They may not always result in those actions, so we also provide a column for "other" (i.e., any other disciplinary action, without regard to its severity) and a column for "no disciplinary action taken." Similarly, there may be offenses other than those that we list that may have resulted in removals, transfers, or suspensions. These are what we are interested in for item 21j: we do not want to know about every possible offense or disciplinary action, but just want to know the total number of removals, transfers, and suspensions besides those indicated in 21a through 21i.

- 21a. How many students were involved in the use of a firearm/explosive device, and how many of the following disciplinary actions were taken in response? Use of a firearm includes brandishing it or making threats with it, not only firing it. It does not cover possession of a firearm, which is covered in 21b.
- 21b. How many students were involved in possessing a firearm/explosive device, and how many of the following disciplinary actions were taken in response? A student who actually used the firearm should be listed under 21a, not 21b.
- 21c. How many students were involved in the use of a weapon other than a firearm, and how many of the following disciplinary actions were taken in response? Anything can be a weapon if it is used with the intent to threaten, injure, or kill, including books, chairs, or toys that look like weapons.

- 21d. How many students were involved in possession of a weapon other than a firearm, and how many of the following disciplinary actions were taken in response? Again, use of the weapon should be listed under 21c, not 21d.
- 21e. How many students were involved in the distribution of illegal drugs, and how many of the following disciplinary actions were taken in response? Include prescription drugs if they are were distributed illegally.
- 21f. How many students were involved in the possession or use of alcohol or illegal drugs, and how many of the following disciplinary actions were taken in response?
- 21g. How many students were involved in physical attacks or fights, and how many of the following disciplinary actions were taken in response?
- 21h. How many students were involved in making threats or intimidation, and how many of the following disciplinary actions were taken in response? See the definition provided for intimidation.
- 21i. How many students were involved in insubordination, and how many of the following disciplinary actions were taken in response? See the definition provided.
- 21j. How many students were involved in other infractions, and how many of the following disciplinary actions were taken in response? This question is only designed to ask about the most serious of other infractions: those that result in removals for at least 1 year, transfers to specialized schools, or out-of-school suspensions lasting 5 or more days. The reason for the question is so that we will have totals for those three types of disciplinary actions. We are not asking respondents to fill in the last two columns because they would not know what types of infractions to include. We only want the most serious actions (removals, transfers to specialized schools, and out-of-school suspensions) so we can know the total number of such actions.
- 21k. What is the total for the first three columns? The sum of *a* through *j* within a column should be the same as the total provided in 21k. We are asking the respondent to provide the total as a way of helping the respondent to be sure nothing was left out. Some respondents may choose to work from the total first (if that is the way that their records are kept), and then figure out how the actions were split among the various offenses. However, if the respondent asks us to calculate the total, we can do so.

Question 22 asks about serious offenses committed by special education students. The rules for special education students are different from those for other students in the sense that schools must determine whether the offense was related to the student's disability. If it was not, the school is free to discipline the student in the same way as it would any other student. If the offense is related to the disability, the school cannot change the student's placement without a due process hearing, a court-ordered injunction, or the consent of the parents. This question asks the outcomes for offenses that normally would result in a suspension or expulsion of more than 10 school days. It covers all such offenses, not just those that were related to the student's disability. It includes times when placement was changed as well as when it was not, as long as similar offenses would normally result in a suspension or expulsion of more than 10 days. Schools should write in the number of each type of outcome.

The question has two columns: one for all such offenses that occur (including those involving drugs or weapons), and one limited only to offenses involving drugs or weapons.

- 22a1. How many times was there a change in placement following a due process hearing?
- 22a2. How many times was there a change in placement following a court-ordered injunction?
- 22a3. How many times was there a change in placement without either a due process hearing or a court-ordered injunction?
- 22b1. How many times was there no change in placement, with no due process hearing or court session being held? For example, a school might decide that it wouldn't be successful in getting a change in placement, so it might not even try. Note that this is a different kind of statistic than schools are usually asked to provide: it is not asking for the number of times that a school did something, or the number of times that it was successful or that it failed, but the number of times it chose *not* to do something.
- 22b2. How many times was there no change in placement because there was a due process hearing, and it refused to approve the change?
- 22b3. How many times was there no change in placement because there was a court session, and it refused to approve the change?

Question 23 asks for the total enrollment at the school as of October 1, 1999? Write in the enrollment.

Question 24 asks for general information about the school, in terms of the percentage of students involved.

- 24a. What percentage of your current students are eligible for free or reduced-price lunch? Write in the percentage.
- 24b. What percentage of your current students are limited English proficient (LEP)? Write in the percentage.
- 24c. What percentage of your current students are special education students? Write in the percentage.
- 24d. What percentage of your current students are male? Write in the percentage.
- 24e. What percentage of your current students are below the 15<sup>th</sup> percentile on standardized tests? Write in the percentage.
- 24f. What percentage of your current students do you think are likely to go to college after high school? All schools should answer this, even elementary and middle/junior high schools. This number will have to be an estimate. Write in the percentage.
- 24g. What percentage of your current students do you think consider academic achievement to be very important? This number will have to be an estimate. Write in the percentage.

Question 25 asks for the number of classroom changes that most students make in a typical day. A classroom change occurs when students leave their classroom to go to another classroom (e.g., for another class) or to lunch. Going to lunch and then returning would count as two classroom changes. Write in the number. Do not count morning arrival or afternoon departure.

Question 26 asks for the number of paid staff in the listed categories. Write in the number. Note that special education teachers are included both in the total number of teachers (26a) and separately (26c).

26a. How many paid classroom teachers or aides were there?

26b. How many paid counselors or mental health professionals were there?

26c. How many paid special education teachers were there?

Question 27 asks schools to describe the crime level in the area(s) in which their students live. Note that this is based on where the students live, not where the school is located. Sometimes a school serves two different communities with different crime rates; in such cases principals should pick “mixed levels of crime.” The respondent should use his/her own judgment when deciding whether a level of crime is high, moderate, or low. Circle 1 for a high level of crime, 2 for a moderate level of crime, 3 for a low level of crime, and 4 for mixed levels of crime.

Question 28 asks whether the school is a regular school or some other type of school. Circle 1 for a regular school, 2 for a charter school, 3 for a school with a magnet program in part of the school, 4 for a school that is totally a magnet school, and 5 for any other type of school. If 5 is chosen, write in the type of school.

Question 29 asks for the percentage of students who are absent without excuse each day? Some schools count excused absences as part of their absences; we want to know only the unexcused absences. Write in the percentage.

Question 30 asks, for 1999-2000, how many students transferred to or from the school after the school year had started. Include all transfers, not just transfers due to disciplinary actions. Write in the number that transferred to the school (30a) and from the school (30b). Include all transfers, not just transfers due to disciplinary actions.

30a. How many students transferred to the school?

30b. How many students transferred from the school?

Question 31 asks for the starting and ending dates for your 1999-2000 academic school year, and the date that the questionnaire was completed? We are asking this question so we know whether schools’ responses are for the entire school year or only part of the year. Write in the dates.

31a. What was the starting date?

31b. What was the ending date?

31c. What date did the respondent complete the questionnaire? The date that should be entered here is the date that questions 16 and 21 were completed. Thus, we would not

update this field with the date of data retrieval unless the answers to questions 16 and 21 were modified based on new information.

**APPENDIX G:**

**LOGIC AND RANGE CHECKS**



## Logic and Range Checks

Items that did not meet the conditions listed below were flagged for further examination.

$$Q9A \leq 60$$

$$Q9B \leq 60$$

$$Q9C \leq 60$$

$$Q11A \leq (Q26A1+Q26A2)$$

$$Q11B \leq 20$$

$$Q14A1 \leq 15$$

$$Q14A2 \leq 15$$

$$Q14A3 \leq 15$$

$$Q14B1 \leq 15$$

$$Q14B2 \leq 15$$

$$Q14B3 \leq 15$$

$$Q14C1 \leq 15$$

$$Q14C2 \leq 15$$

$$Q14C3 \leq 15$$

$$Q14D1 \leq 15$$

$$Q14D2 \leq 15$$

$$Q14D3 \leq 15$$

$$Q15 \leq 30$$

$$Q15A \leq 15$$

$$Q15B \leq 15$$

$$Q16A1 \leq 10$$

$$Q16A1 \geq Q16A2$$

$$Q16A1 \geq Q16A3$$

$$Q16A1 \geq Q16A4$$

$$Q16B1 \leq 10$$

$$Q16B1 \geq Q16B2$$

$$Q16B1 \geq Q16B3$$

$$Q16B1 \geq Q16B4$$

$$25 \geq Q16C1\_1$$

$$Q16C1\_1 \geq Q16C1\_2$$

$$Q16C1\_1 \geq Q16C1\_3$$

$$Q16C1\_1 \geq Q16C1\_4$$

$$200 \geq Q16C2\_1$$

$$Q16C2\_1 \geq Q16C2\_2$$

$$Q16C2\_1 \geq Q16C2\_3$$

$$Q16C2\_1 \geq Q16C2\_4$$

$$25 \geq Q16D1\_1$$

$$Q16D1\_1 \geq Q16D1\_2$$

$$Q16D1\_1 \geq Q16D1\_3$$

$$Q16D1\_1 \geq Q16D1\_4$$

$$200 \geq Q16D2\_1$$

$$Q16D2\_1 \geq Q16D2\_2$$

$$Q16D2\_1 \geq Q16D2\_3$$

$$Q16D2\_1 \geq Q16D2\_4$$

$25 \geq Q16E1\_1$   
 $Q16E1\_1 \geq Q16E1\_2$   
 $Q16E1\_1 \geq Q16E1\_3$   
 $Q16E1\_1 \geq Q16E1\_4$   
 $200 \geq Q16E2\_1$   
 $Q16E2\_1 \geq Q16E2\_2$   
 $Q16E2\_1 \geq Q16E2\_3$   
 $Q16E2\_1 \geq Q16E2\_4$   
 $200 \geq Q16F1$   
 $Q16F1 \geq Q16F2$   
 $Q16F1 \geq Q16F3$   
 $Q16F1 \geq Q16F4$   
 $10 \geq Q16G1$   
 $Q16G1 \geq Q16G2$   
 $Q16G1 \geq Q16G3$   
 $Q16G1 \geq Q16G4$   
 $50 \geq Q16H1$   
 $Q16H1 \geq Q16H2$   
 $Q16H1 \geq Q16H3$   
 $Q16H1 \geq Q16H4$   
 $25 \geq Q16I1$   
 $Q16I1 \geq Q16I2$   
 $Q16I1 \geq Q16I4$   
 $100 \geq Q16J1$   
 $Q16J1 \geq Q16J2$   
 $Q16J1 \geq Q16J4$   
 $10 \geq Q16K1$   
 $Q16K1 \geq Q16K2$   
 $Q16K1 \geq Q16K3$   
 $Q16K1 \geq Q16K4$   
 $100 \geq Q16L1$   
 $Q16L1 \geq Q16L2$   
 $Q16L1 \geq Q16L3$   
 $Q16L1 \geq Q16L4$   
 $Q18 \leq 10$   
IF Q20A = 3 THEN Q21K1 > 0  
IF Q21K1 > 0 THEN Q20A = 3  
IF Q20B = 3 THEN Q21K2 > 0  
IF Q21K2 > 0 THEN Q20B = 3  
IF Q21K3 > 0 THEN (Q20E1 = 3 OR Q20E2 = 3)  
 $Q21B6 \geq Q16G1$   
 $Q21E6 \geq Q16I1$   
 $Q21F6 \geq Q16J1$   
 $Q21G6 \geq (Q16C1\_1 + Q16C2\_1)$   
 $Q22A1\_2 \leq Q22A1\_1 \leq 25$   
 $Q22A1\_2 \leq 15$   
 $Q22A2\_2 \leq Q22A2\_1 \leq 25$   
 $Q22A2\_2 \leq 15$

$$Q22A3\_2 \leq Q22A3\_1 \leq 25$$

$$Q22A3\_2 \leq 15$$

$$Q22B1\_2 \leq Q22B1\_1 \leq 25$$

$$Q22B1\_2 \leq 15$$

$$Q22B2\_2 \leq Q22B2\_1 \leq 25$$

$$Q22B2\_2 \leq 15$$

$$Q22B3\_2 \leq Q22B3\_1 \leq 25$$

$$Q22B3\_2 \leq 15$$

$$8000 \geq Q23 \geq 25$$

$$1.1x(\text{CCD enrollment}) \geq Q23 \geq .9x1(\text{CCD enrollment})$$

$$1.1x(\text{CCD number free/reduced lunch}) \geq Q24A \geq .9x(\text{CCD number free/reduced lunch})$$

$$1.3x(\text{CCD total teachers/aides}) \geq (Q26A1+Q26A2) \geq .9x(\text{CCD total teachers/aides})$$

$$Q25 \leq 10$$

$$10 \leq Q26A1 \leq 350$$

$$Q26A2 \leq 350$$

$$Q26B1 \leq 15$$

$$Q26B2 \leq 15$$

$$Q26C1 \leq 50$$

$$Q26C2 \leq 50$$

$$Q29 \leq 25$$

$$7/1/1999 < Q31A < 12/31/99$$

$$4/1/2000 < Q31B < 8/30/2000$$

$$3/27/2000 < Q31C < 8/11/2000$$



**APPENDIX H:**

**REPORT ON IMPACT OF NONRESPONSE ON  
ESTIMATES FROM THE  
2000 SCHOOL SURVEY ON CRIME AND SAFETY (SSOCS:2000)**



**Report on Impact of Nonresponse on Estimates from the  
2000 School Survey on Crime and Safety (SSOCS:2000)**

**1. Introduction**

The overall (weighted) response rate for the first School Survey on Crime and Safety (SSOCS:2000) was 70 percent (see table 2-1A in chapter 2), which is lower than the current NCES target of 85 percent for cross-sectional sample surveys.<sup>48</sup> NCES requires that the representativeness of the sample be evaluated by a nonresponse bias study whenever the total nonresponse (including both unit nonresponse and item nonresponse) is lower than 70 percent (NCES Standard III-05-92), as occurs for most items on the SSOCS:2000 survey. This report has been prepared in response to that requirement.

In general, the bias of a survey estimate,  $\bar{y}_R$ , is defined to be the difference between the expected value of  $\bar{y}_R$  (over all possible samples) and the corresponding “true” population mean,  $\bar{Y}$ . Assuming that the only source of bias is nonresponse, the bias of a survey estimate can be expressed approximately as:

$$Bias(\bar{y}_R) = (1-W_R) (\bar{Y}_R - \bar{Y}_N) \tag{H-1}$$

where  $W_R$  is the response rate and  $\bar{Y}_R$  and  $\bar{Y}_N$  are the mean values of the survey item being estimated among respondents and nonrespondents, respectively. As can be seen in equation (H-1), the bias is a function of both the response rate (the lower the response rate, the greater the bias) and the difference in mean responses between the respondents and nonrespondents with respect to the characteristic being estimated. Setting  $\bar{Y}_N = k \bar{Y}_R$  in formula (H-1), the corresponding *relative* bias (i.e., the bias expressed as a percentage of the mean being estimated) is given by the formula:

$$Relbias(\bar{y}_R) = \frac{100(1-k)}{\left(\frac{W_R}{1-W_R}\right) + k} \tag{H-2}$$

Table H1-1 summarizes the relative bias of a survey estimate for response rates ranging from 65 percent to 100 percent, and for values of  $k$  ranging from 0.5 to 1.5. A value of

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<sup>48</sup> Flemming, E. (1992). *NCES Statistical Standards* (NCES 92-021). Washington, DC: U.S. Department of Education, National Center for Education Statistics..

$k = 0.5$  in table H1-1 means that the expected value of the survey item among the nonrespondents is 0.5 times the corresponding expected value among the respondents. Similarly, a value of  $k = 1.2$  means that the expected value among the nonrespondents is 20 percent higher than the corresponding expected value among the respondents. The entries in table H1-1 provide a range of relative biases that can be expected under different assumptions about response rates and the degree of similarity between respondents and nonrespondents. In particular, it can be seen that when the response rate is close to 100 percent, the resulting biases will be small even for survey items for which there is a relatively large difference between respondents and nonrespondents. For example, with a response rate of 95 percent, the relative biases can be expected to be no more than  $\pm 2.5$  percent. On the other hand, with a response rate of 85 percent (e.g., the NCES target for cross-sectional surveys), the relative biases could potentially be as large as  $\pm 8.0$  percent. With the 70 percent response rate achieved in the SSOCS:2000, the relative biases are expected to be about twice as large as those associated with an 85 percent response rate.

**Table H1-1. Relative bias of survey estimates as a function of response rate and ratio of mean responses of nonrespondents to respondents**

Ratio of means of non-respondents to respondents ( $k$ )	Survey response rate ( $W_R$ )							
	65 percent (%)	70 percent (%)	75 percent (%)	80 percent (%)	85 percent* (%)	90 percent (%)	95 percent (%)	100 percent (%)
0.5	21.2	17.6	14.3	11.1	8.1	5.3	2.6	0.0
0.6	16.3	13.6	11.1	8.7	6.4	4.2	2.0	0.0
0.7	11.7	9.9	8.1	6.4	4.7	3.1	1.5	0.0
0.8	7.5	6.4	5.3	4.2	3.1	2.0	1.0	0.0
0.9	3.6	3.1	2.6	2.0	1.5	1.0	0.5	0.0
1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1.1	-3.4	-2.9	-2.4	-2.0	-1.5	-1.0	-0.5	0.0
1.2	-6.5	-5.7	-4.8	-3.8	-2.9	-2.0	-1.0	0.0
1.3	-9.5	-8.3	-7.0	-5.7	-4.3	-2.9	-1.5	0.0
1.4	-12.3	-10.7	-9.1	-7.4	-5.7	-3.8	-2.0	0.0
1.5	-14.9	-13.0	-11.1	-9.1	-7.0	-4.8	-2.4	0.0

\*Current target for NCES cross-sectional surveys (NCES Standard I-02-92).

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

It should be noted that the results in table H1-1 are intended to illustrate the potential biases associated with sample-based estimates that do not include adjustments for nonresponse

(i.e., “unadjusted” estimates). As discussed in Kalton (1983),<sup>49</sup> the use of appropriately chosen weighting cells to adjust the sampling weights can often reduce nonresponse bias. In particular, weighting cells that are defined on the basis of variables that are correlated with both response rates and the survey characteristics have the potential for reducing nonresponse biases substantially.

The remainder of this report is organized as follows. Section 2 provides a summary of the response rates that were achieved in the SSOCS:2000 by selected characteristics. Section 3 presents the results of a CHAID analysis that was used to identify the significant predictors of response propensity. Section 4 summarizes the results of regression analyses used to identify variables that are correlated with selected survey items. The items used for this analysis were chosen to provide a general representation of the different types of survey items collected for SSOCS:2000 (i.e., both categorical and continuous data), while also picking items that were important and that showed variation in the responses. The results in sections 3 and 4 provide the basis for defining weight adjustment classes that are expected to be effective in reducing nonresponse biases. Section 5 compares weighted estimates for selected survey items using alternative sets of sampling weights. The purpose of these comparisons is to assess to extent to which the final nonresponse adjusted weights as defined in section 5.1 are effective in reducing biases. Finally, section 6 presents our conclusions, recommendations, and opinions about the extent of nonresponse biases in the SSOCS:2000.

## **2. Response Rates**

The response rate is defined to be the proportion of eligible schools that completed the survey questionnaire.<sup>50</sup> Although the response rate can be computed on either an unweighted basis or weighted basis using the base weights (reciprocal of probabilities of selection), NCES requires that they be calculated on a weighted basis (Flemming, 1992, NCES Standard III-02-92). As shown in table H2-1A, slightly over 68 percent of the 3,314 eligible schools in the SSOCS:2000 sample returned a completed and usable survey questionnaire. This corresponds to an overall *weighted* response rate of 70 percent. Unless stated otherwise, the response rates quoted in this report will generally refer to the weighted response rate.

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<sup>49</sup> Kalton, G. (1983). *Compensating for Missing Survey Data*, Ann Arbor, MI: Survey Research Center, Institute for Social Research, University of Michigan.

<sup>50</sup> CASRO (1982). *On the definition of response rates*. A special report of the CASRO Task Force on completion rates, L. Frankel, Chairman, Council of American Survey Research Organizations.

## 2.1 Characteristics Associated with Nonresponse

Table H2-1A summarizes the response rates achieved in the SSOCS:2000 by selected school- and district-level characteristics. The corresponding weighted counts used to compute the response rates are shown in table H2-1B, where it can be noted that the weighted sample percentage distributions are generally very similar to the corresponding Common Core of Data (CCD) distributions for all of the characteristics considered. As shown in table H2-1A, response rates in the SSOCS:2000 varied by level (with somewhat lower response rates for elementary and middle schools than for secondary and combined schools), enrollment size of school (with generally lower response rates for large schools than for smaller ones), region (lower response rates in the northeast and west than in the southeast and central regions), type of locale (lower response rates in city and urban fringe settings than in towns or rural areas), minority status (lower response rates in high minority schools than in others), percentage of students eligible for free/reduced-price lunch (somewhat lower response rates for schools with 75 percent or more students eligible for free/reduced-price lunch according to CCD as compared with other groups), and pupil-to-teacher ratio (somewhat lower response rates for schools with high pupil-to-teacher ratios than for schools with low pupil-to-teacher ratios). Note that the results in table H2-1A are intended to be descriptive and were not tested for statistical significance.

In terms of selected district-level characteristics, schools in large districts generally had lower response rates than schools in small districts, schools in districts with a relatively low ratio of guidance counselors to teaching staff had somewhat lower response rates than those in districts with a high counselor-to-teacher ratio, and schools in districts with a high graduates-to-dropouts ratio generally had lower response rates than those in districts with low or medium ratios.

Finally, it can be seen in table H2-1B that (a) the weighted distribution of the sample using the base weights is comparable to the weighted distribution using the nonresponse-adjusted weights for selected school characteristics, and (b) both sets of weighted distributions are similar to the corresponding (population) distributions in the 1997–98 CCD file. This indicates that the nonresponse weight adjustments discussed later in this report do not importantly distort the weighted distribution of the sample. This is reassuring because if the difference between the weighted distribution of the sample and the corresponding CCD distribution is great, then any differences observed between unadjusted and nonresponse-adjusted survey estimates may be due to these distributional differences rather than nonresponse.

**Table H2-1A. Distribution of sample schools by response status and response rates, by various school and district characteristics: 2000**

Characteristic	Total	Re-spondent	Non-respondent	Ineligible	Unweighted response rate (percent)	Weighted response rate (percent)
Total .....	3,366	2,270	1,044	52	68.5	70.0
Instructional level						
Elementary.....	841	565	266	10	68.0	69.0
Middle .....	1,131	749	368	14	67.1	69.7
Secondary .....	1,125	757	350	18	68.4	71.0
Combined .....	269	199	60	10	76.8	79.6
Enrollment size						
Less than 300.....	439	315	91	33	77.6	76.3
300 to 499 .....	639	466	166	7	73.7	70.9
500 to 999 .....	1,325	905	413	7	68.7	67.5
1,000 or more.....	963	584	374	5	61.0	61.1
Region						
Northeast.....	647	397	247	3	61.6	64.1
Southeast.....	772	548	212	12	72.1	74.0
Central .....	904	668	218	18	75.4	77.1
West.....	1,043	657	367	19	64.2	64.3
Type of locale						
City .....	1,003	603	380	20	61.3	63.6
Urban fringe.....	1,228	810	407	11	66.6	67.5
Town.....	487	365	113	9	76.4	75.4
Rural .....	648	492	144	12	77.4	77.0
Percentage minority						
Less than 5 percent/miss...	780	597	167	16	78.1	77.8
5 to 19 percent .....	885	624	253	8	71.2	71.3
20 to 49 percent .....	793	506	278	9	64.5	65.4
50 percent or more.....	908	543	346	19	61.1	64.6
Free lunch category						
Missing .....	613	384	200	29	65.8	69.9
Less than 35 percent .....	1,797	1,251	535	11	70.0	70.6
35 to 49.99 percent .....	366	247	116	3	68.0	69.9
50 to 74.99 percent .....	381	256	122	3	67.7	70.7
75 percent or more.....	209	132	71	6	65.0	66.2

See footnote at end of table.

**Table H2-1A. Distribution of sample schools by response status and response rates, by various school and district characteristics: 2000 (continued)**

Characteristic	Total	Re-spondent	Non-respondent	Ineligible	Unweighted response rate (percent)	Weighted response rate (percent)
<b>Pupil-to-teacher ratio</b>						
Missing .....	297	180	106	11	62.9	64.5
Less than 15 .....	810	574	211	25	73.1	74.9
15 to 17.99 .....	986	695	283	8	71.1	70.6
18 to 20.99 .....	714	478	234	2	67.1	67.5
21 or above .....	559	343	210	6	62.0	68.0
<b>District enrollment size</b>						
Less than 2,500.....	886	681	188	17	78.4	77.5
2,500 to 9,999.....	1,092	758	318	16	70.4	71.6
10,000 to 24,999.....	548	359	186	3	65.9	66.9
25,000 to 99,999.....	525	314	200	11	61.1	60.3
100,000 and above.....	315	158	152	5	51.0	56.4
<b>Ratio of guidance counselors to teaching staff in district</b>						
Missing .....	264	170	85	9	66.7	70.1
Less than 2.49 .....	653	433	212	8	67.1	67.9
2.49 to 3.49 .....	914	620	286	8	68.4	67.9
3.50 to 3.99 .....	644	434	197	13	68.8	71.9
4.00 and above.....	891	613	264	14	69.9	72.6
<b>Ratio of graduates to dropouts in district</b>						
Missing .....	1,598	1,054	510	34	67.4	69.5
Less than 12 .....	381	258	117	6	68.8	70.6
12 to 21.99 .....	524	359	159	6	69.3	69.9
22 to 44.99 .....	481	341	137	3	71.3	74.2
45 and above.....	382	258	121	3	68.1	67.0

NOTE: See table H2-1B for corresponding weighted counts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H2-1B. Weighted counts of sample schools by response status and corresponding CCD counts, by selected characteristics: 2000**

Characteristic	Weighted sample counts using base weight				Weighted sample counts using nonresponse-adjusted weight		1997-98 Common Core of Data (CCD)	
	Re-spondents	Non-re-spondents	Total sample*	Percent-age of total	Re-spondents	Percent-age of total	Number	Percent-age of total
Total .....	56,007	23,981	79,988	100.0	79,988	100.0	81,405	100.0
Instructional level								
Elementary .....	33,922	15,242	49,163	61.5	49,163	61.5	49,691	61.0
Middle .....	10,478	4,563	15,041	18.8	15,041	18.8	15,204	18.7
Secondary .....	7,872	3,220	11,092	13.9	11,018	13.8	11,511	14.1
Combined .....	3,735	956	4,692	5.9	4,765	6.0	4,999	6.1
Enrollment size								
Less than 300 .....	15,288	4,740	20,028	25.0	20,326	25.4	21,300	26.2
300 to 499 .....	16,067	6,601	22,668	28.3	23,019	28.8	22,622	27.8
500 to 999 .....	19,670	9,473	29,143	36.4	28,563	35.7	29,208	35.9
1,000 or more .....	4,982	3,167	8,149	10.2	8,080	10.1	8,275	10.2
Region								
Northeast .....	10,385	5,821	16,205	20.3	15,691	19.6	15,090	18.5
Southeast .....	12,890	4,535	17,426	21.8	18,007	22.5	17,171	21.1
Central .....	17,610	5,236	22,846	28.6	23,021	28.8	23,868	29.3
West .....	15,122	8,389	23,511	29.4	23,269	29.1	25,276	31.0
Type of locale								
City .....	13,567	7,767	21,334	26.7	21,334	26.7	21,733	26.7
Urban fringe .....	18,031	8,689	26,720	33.4	26,720	33.4	26,990	33.2
Town .....	8,492	2,779	11,270	14.1	11,270	14.1	11,661	14.3
Rural .....	15,916	4,747	20,663	25.8	20,663	25.8	21,021	25.8
Percentage minority								
Less than 5 percent/ missing .....	16,580	4,740	21,320	26.7	21,720	27.2	22,054	27.1
5 to 19 percent .....	14,787	5,946	20,733	25.9	20,622	25.8	20,945	25.7
20 to 49 percent .....	11,233	5,949	17,182	21.5	17,011	21.3	17,395	21.4
50 percent or more .....	13,406	7,347	20,753	25.9	20,635	25.8	21,011	25.8
Free lunch category								
Missing .....	10,233	4,407	14,640	18.3	14,677	18.3	16,875	20.7
Less than 35 percent .....	27,281	11,372	38,653	48.3	38,009	47.5	36,813	45.2
35 to 49.99 percent .....	6,780	2,921	9,701	12.1	9,725	12.2	10,291	12.6
50 to 74.99 percent .....	7,188	2,975	10,163	12.7	10,410	13.0	10,681	13.1
75 percent or more .....	4,524	2,307	6,831	8.5	7,167	9.0	6,745	8.3

See footnote at end of table.

**Table H2-1B. Weighted counts of sample schools by response status and corresponding CCD counts, by selected characteristics: 2000 (continued)**

Characteristic	Weighted sample counts using base weight				Weighted sample counts using nonresponse-adjusted weight		1997–98 Common Core of Data (CCD)	
	Respondents	Nonrespondents	Total sample*	Percentage of total	Respondents	Percentage of total	Number	Percentage of total
<b>Pupil-to-teacher ratio</b>								
Missing .....	4,421	2,431	6,851	8.6	6,226	7.8	7,439	9.1
Less than 15 .....	14,671	4,918	19,588	24.5	20,580	25.7	21,235	26.1
15 to 17.99 .....	16,499	6,886	23,385	29.2	22,856	28.6	24,000	29.5
18 to 20.99 .....	12,558	6,047	18,604	23.3	18,497	23.1	17,614	21.6
21 or above .....	7,859	3,700	11,559	14.5	11,829	14.8	11,117	13.7
<b>District enrollment size</b>								
Less than 2,500.....	19,809	5,741	25,550	31.9	26,166	32.7	26,883	33.0
2,500 to 9,999.....	17,705	7,034	24,739	30.9	25,205	31.5	24,513	30.1
10,000 to 24,999.....	8,592	4,245	12,836	16.0	12,934	16.2	12,232	15.0
25,000 to 99,999.....	6,072	4,000	10,071	12.6	9,454	11.8	11,680	14.3
100,000 and above....	3,829	2,963	6,792	8.5	6,229	7.8	6,097	7.5
<b>Ratio of guidance counselors to teaching staff in district</b>								
Missing .....	5,346	2,279	7,625	9.5	7,686	9.6	7,992	9.8
Less than 2.49.....	11,524	5,443	16,967	21.2	16,922	21.2	16,236	19.9
2.49 to 3.49.....	14,257	6,730	20,988	26.2	20,957	26.2	22,177	27.2
3.50 to 3.99.....	10,548	4,116	14,664	18.3	15,116	18.9	14,695	18.1
4.00 and above.....	14,332	5,413	19,745	24.7	19,306	24.1	20,305	24.9
<b>Ratio of graduates to dropouts in district</b>								
Missing .....	28,185	12,344	40,529	50.7	40,032	50.0	39,944	49.1
Less than 12.....	6,372	2,658	9,030	11.3	8,870	11.1	9,460	11.6
12 to 21.99.....	8,321	3,592	11,913	14.9	12,124	15.2	11,898	14.6
22 to 44.99.....	7,411	2,571	9,983	12.5	10,433	13.0	11,492	14.1
45 and above.....	5,716	2,817	8,533	10.7	8,530	10.7	8,611	10.6

\*Excludes ineligible and out-of-scope schools.

NOTE: Detail may not add to totals because of rounding.

SOURCE: Special tabulations from the sampling frame for the U.S. Department of Education, National Center for Education Statistics, School and Staffing Survey, 1999–2000, which was based on the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1997–98 data file.

The school and district characteristics used in this analysis were chosen in part based on their availability (i.e., only limited data were available about the schools that did not respond), and on their likelihood of being associated with school crime. Many of these variables were used for sample stratification, and their correlation with school crime is analyzed and discussed in the Sample Design chapter. In general, the variables used here are indicators of school climate (e.g., the academic emphasis, and the degree of personal attention given to individual students), student and community characteristics that are associated with crime, and school and district resources.

## **2.2 Sources of Nonresponse**

In order to boost the response rate, the data collection period was twice extended (ultimately to August 15, or roughly 6 weeks beyond the initially planned date for ending data collection; in addition, some questionnaires that arrived after that date were also included though efforts at data collection had stopped), and repeated attempts were made to contact the nonrespondents and encourage their participation. These contacts had the effect both of increasing the number of responses, and allowing us to ask the nonrespondents why no response had yet been received. The reasons for those who continued to be nonrespondents at the close of data collection are summarized in table H2-2. Generally, whether the nonrespondents specifically refused to participate or simply failed to give a response, most people did not give a specific reason for their nonresponse. In fact, 21 percent indicated that they would respond (or that they already had responded, and the questionnaire was in the mail), and another 6 percent gave no reason for not responding. The most common problem was a procedural inability to make contact with the principal, either because the school was closed for the summer (12 percent), or the principal was otherwise unreachable (19 percent; this category is not entirely distinct from the previous category because it includes schools where no one answered the telephone). Other reasons for nonresponse were that the principal was too busy (11 percent), a general objection to completing surveys (e.g., some schools only complete surveys that are mandatory or that provide financial incentives; 3 percent), a lack of district approval of the survey (2 percent), and a lack of appropriate staff (including having insufficient staff available, and not having key people available, such as a vice principal who may not be in the office during the summer; 2 percent). Finally, for 11 percent of the nonresponses, schools actually returned questionnaires but the survey rules required the data to be discarded because of the level of missing data on individual survey items. Most typically, these schools had completed at least 75 percent of the items on the questionnaire, but they had left a large block of items unanswered on question 16 (the number of

incidents of various kinds of disciplinary problems) and/or question 21 (the number of disciplinary actions taken in response to various types of offenses).

**Table H2-2. Sources of nonresponse in the SSOCS:2000**

Source/reason for nonresponse	Number	Percentage
Total	1,044	100
Problems making contacts		
School closed for summer	130	12
Unable to make contact	202	19
No substantive reason given		
Response promised but not received	217	21
No reason given	59	6
Specific reason for nonresponse given		
Too busy	116	11
General objection to surveys	30	3
No district approval	20	2
Lack of appropriate staff	19	2
All other nonresponse	140	13
Incomplete questionnaires returned	111	11

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

To the extent that a particular factor is associated with the items collected in the survey there is the potential for survey bias. For example, if the schools that did not respond due to “problems in making contacts” also tend to have higher crime rates than the responding schools, the survey estimates will obviously be biased (unless differential weighting adjustments like those described in section 5 are effective in reducing the bias). Similarly, if the failure to answer questions 16 and/or 21 tended to exclude schools with a large number of crimes (since calculating the requested statistics is likely to be more difficult in such cases), the survey estimates will be biased. The experience of the telephone interviewers was that questions 16 and 21 seemed to be difficult for all schools, rather than just one segment. Although this suggests that the nonresponding schools may not necessarily be different from the responding schools with respect to the items collected in the survey, there is no direct evidence to substantiate this assumption. On the other hand, reviewing the reasons for nonresponse might suggest possible areas for improving response rates (and thus reducing bias) in future surveys (see section 6).

### **3. Analysis of Response Propensity Using CHAID**

The results in the previous section indicate that many variables (both school-level and district-level characteristics) are correlated with response rates. Using all of these variables to form cells for nonresponse weighting adjustments is impractical, inefficient, and unnecessary. Many of these variables are correlated with each other (e.g., size of school and type of locale within a particular level), and thus are redundant with respect to the information they provide on response propensity. To eliminate such redundancies while at the same time ensuring that the significant predictors of nonresponse are reflected in the formation of weighting cells, a statistical technique known as CHAID (chi-square automatic interaction detector) was used to partition the sample into homogeneous subsets. Since CHAID takes account of the interactions among the various predictor (classification) variables, the resulting subsets (weighting cells) are expected to be more efficient than those obtained by simply cross classifying the predictor variables. In section 3.1, a brief overview of the CHAID method is provided. Section 3.2 summarizes the results of this analysis. Section 3.3 discusses the implications of the results for weighting the SSOCS:2000 sample.

#### **3.1 Overview of CHAID**

The statistical algorithm known as CHAID was used for this analysis to identify the significant predictors of response propensity (see Magidson, 1993, for additional details).<sup>51</sup> Ultimately, the results will inform the construction of weighting classes for nonresponse adjustment purposes. CHAID is a classification algorithm that uses repeated chi square tests to create groups of schools that are homogeneous in terms of response propensity. Separate CHAID analyses were applied to the 12 major instructional level and type of locale categories listed in table H3-1. The variables that were specified as the “independent” variables (i.e., potential predictors) in the CHAID analysis included:

- Instructional level (1 = elementary, 2 = middle, 3 = secondary; 4 = combined)
- Type of locale (1 = city, 2 = urban fringe; 3 = town; 4 = rural)
- Region (1 = Northeast; 2 = Southeast; 3 = Central; 4 = West)

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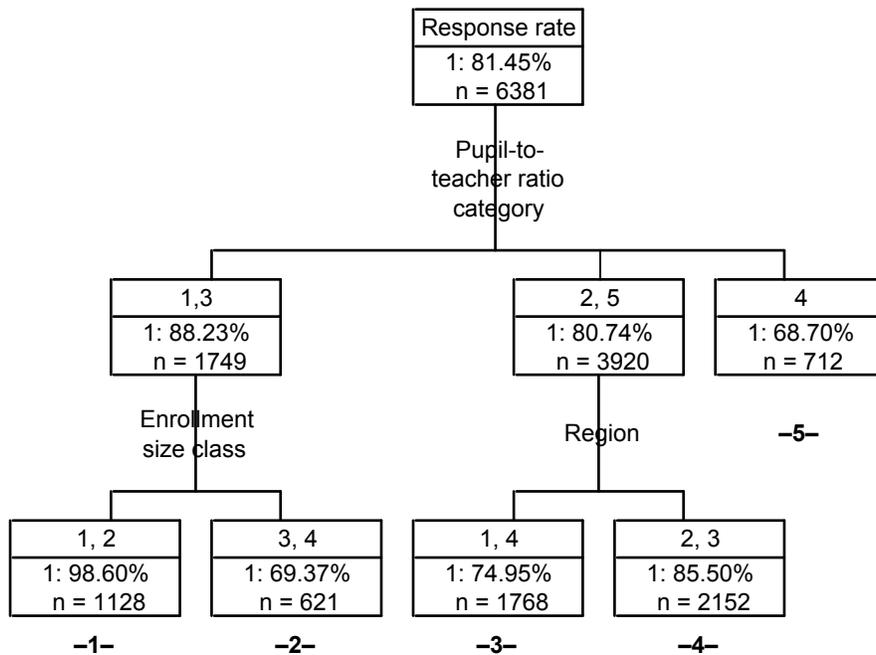
<sup>51</sup> Magidson, J. (1993). SPSS® for Windows™ CHAID™, Release 6.0, Magidson/SPSS, Inc.

- Enrollment size of school (1 = less than 300; 2 = 300 to 499; 3 = 500 to 999; 4 = 1,000 or more)
- Minority status (1 = under 5 percent minority enrollment or missing in CCD; 2 = 5 to 19.9 percent minority; 3 = 20 to 49.9 percent minority; 4 = 50 percent or more minority)
- Percentage of students eligible for free/reduced-price lunch (1 = missing in CCD; 2 = less than 35 percent; 3 = 35 to 49 percent; 4 = 50 to 74 percent; 5 = 75 percent or more)
- Pupil-to-teacher ratio (1 = missing in CCD; 2 = less than 15 pupils per teacher; 3 = 15 to 17.9 pupils per teacher ; 4 = 18 to 20.9 pupils per teacher; 5 = 21 pupils per teacher or more)
- District enrollment size class (1 = less than 2,500; 2 = 2,500 to 9,999; 3 = 10,000 to 24,999; 4 = 25,000 to 99,999; 5 = 100,000 or more)
- Ratio of guidance counselors to teaching staff in district (1 = missing in CCD; 2 = less than 2.5 counselors per teacher; 3 = 2.5 to 3.49 counselors per teacher; 4 = 3.5 to 3.99 counselors per teacher; 5 = 4 or more counselors per teacher)
- Ratio of graduates to drop outs in district (1 = missing or not applicable in CCD; 2 = less than 12 graduates per drop out; 3 = 12 to 21.9 graduates per drop out; 4 = 22 to 44.9 graduates per drop out; 5 = 45 or more graduates per drop out)

Starting with the classification variables listed above, 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. The formation of subsets is accomplished by splitting an existing cell into “subcells” that are internally homogeneous with respect to response propensity. The criteria used in the algorithm for cell splitting included setting the minimum cell size to 30 and setting the maximum level of significance of 25 percent. The maximum level of significance for selecting predictors was conservatively set at 25 percent to increase the number of potential nonresponse cells satisfying the minimum cell size. An example of the output from a CHAID analysis is shown in figure 1. Each terminal branch of the tree diagram in figure 1 represents a “final” subset or cell within which schools have the same response propensity. The variables that are used to form these cells are the significant predictors of nonresponse. For example, in figure 1, the significant predictors are pupil-to-teacher ratio, enrollment size class, and region. For the purpose of constructing nonresponse weighting adjustment cells as described later in section 5, the CHAID analysis is clearly efficient and

economical. The optimum number of cells given in figure H-1 is 5, much smaller than the maximum of 100 cells that would be obtained by completely cross classifying the three significant predictor variables. Also, the variation in the response rates among the five terminal cells is large, ranging from 67 to 99 percent. Additional information about the computational methods used in the CHAID analysis is given in Magidson (1993).

**Figure H-1. Results of CHAID analysis for secondary/combined schools in rural locales: 2000**



NOTE: The percentages shown in the figure are weighted response rates. The n's are (base) weighted counts of schools in the cell. The text given below a box describes the variable used to subdivide the cell. For example, "pupil-to-teacher ratio category" refers to the five-level variable defined at the beginning of this section. All of the variables used in the CHAID analysis are defined at the beginning of this section. The five terminal cells denoted by the symbols 1, 2, ..., 5 are those determined by the CHAID analysis to be internally homogeneous with respect to response propensity. For example, CHAID cell 1 includes schools in pupil-to-teacher ratio categories 1 or 3, and enrollment size class 1 or 2. On the other hand, CHAID cell 3 includes schools in pupil-to-teacher ratio categories 2 or 5, and regions 1 or 4, and so on.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

### 3.2 Results

Table H3-1 summarizes the CHAID analysis as applied to the 12 major groups of schools defined by level and type of locale. The analysis was applied separately to these 12 groups since they represented the primary strata for sampling. (Size class was also used to define sampling strata, but was not used to subset the sample for the CHAID analysis. Instead, school

size was used an independent variable in the CHAID analysis to account for possible variation in response propensity by size class).

An analysis of FRSS data, as mentioned in the Sample Design chapter, indicated that the two variables level and type of locale are correlated with incidents of crime. Based on that result, primary sampling strata were formed using these variables, and for the same reason the CHAID analysis was done separately for these subgroups. The underlying assumption here is that these two variables are significant predictors for both crime incidents and response rates. By undertaking separate analysis of the subgroups, it was ensured that the nonresponse cells are always formed within these subgroups and hence the variables that defined the subgroups were implicitly treated as significant.

As can be seen in the last column of table H3-1, region and the school enrollment size were identified as significant predictors of response propensity for 8 and 6 of the 12 major groups, respectively. Minority status categories and the district level counselors-to-teacher ratio were significant predictors for 4 of the 12 groups. The district enrollment size, the ratio of graduates to dropouts and free lunch category appeared significant for 3 groups. The school-level pupil-to-teacher ratio also appeared significant for 2 groups. In general, these results are consistent with the overall results in section 2.1. For reference, the definitions of the final CHAID cells are given in table H3-2.

**Table H3-1. Variables identified in CHAID analysis as significant predictors of response propensity within 12 broad design strata, defined by instructional level and type of locale: 2000**

Instructional level	Type of locale	Number of schools included in analysis	Variables identified in CHAID as significant predictors of response propensity
Elementary	City	290	Region; ratio of graduates to dropouts; free lunch category; pupil-to-teacher ratio
	Urban fringe	303	Ratio of counselors to teaching staff; region; minority status
	Town	95	School enrollment size class
	Rural	143	Ratio of counselors to teaching staff; region
Middle	City	339	Ratio of graduates to dropouts; minority status; school enrollment size class; free lunch category
	Urban fringe	447	School enrollment size class; district enrollment size class; region
	Town	177	Ratio of counselors to teaching staff
	Rural	154	Region
Secondary/ Combined	City	354	District enrollment size class; free lunch category; minority status
	Urban fringe	467	Region; school enrollment size class; district enrollment size class; minority status; ratio of counselors to teaching staff; ratio of graduates to dropouts
	Town	206	Region; school enrollment size class
	Rural	339	Pupil-to-teacher ratio; school enrollment size class; region

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H3-2. Definition of final CHAID cells**

Level/ type of locale	Final CHAID cell	Categorical variables used in CHAID analysis								
		Level	Region	School size class	Minor- ity status	Free lunch category	Pupil- teacher ratio category	District size category	Coun- sellers- teacher ratio	Grad- uates- drop-out ratio
1. Elem/City	1	1	1, 4	All	All	All	1, 3, 5	All	All	1, 3, 5
	2	1	1, 4	All	All	All	2, 4	All	All	1, 3, 5
	3	1	1, 4	All	All	All	All	All	All	2, 4
	4	1	2, 3	All	All	1, 2	All	All	All	All
	5	1	2, 3	All	All	3, 4, 5	All	All	All	All
2. Elem/Urban fringe	1	1	1, 2	All	All	All	All	All	1, 2	All
	2	1	3, 4	All	All	All	All	All	1, 2	All
	3	1	All	All	1	All	All	All	3, 4, 5	All
	4	1	All	All	2, 4	All	All	All	3, 4, 5	All
	5	1	All	All	3	All	All	All	3, 4, 5	All
3. Elem/Town	1	1	All	1, 3, 4	All	All	All	All	All	All
	2	1	All	2	All	All	All	All	All	All
4. Elem/Rural	1	1	1, 2, 4	All	All	All	All	All	1, 2, 5	All
	2	1	3	All	All	All	All	All	1, 2, 5	All
	3	1	All	All	All	All	All	All	3, 4	All
5. Middle/City	1	2	All	All	1, 2, 3	All	All	All	All	1
	2	2	All	All	4	All	All	All	All	1
	3	2	All	1, 2, 3	All	1-3, 5	All	All	All	2, 3, 5
	4	2	All	1, 2, 3	All	4	All	All	All	2, 3, 5
	5	2	All	4	All	All	All	All	All	2, 3, 5
	6	2	All	All	All	All	All	All	All	4
6. Middle/Urban fringe	1	2	All	1, 2	All	All	All	All	All	All
	2	2	1	3	All	All	All	1, 2	All	All
	3	2	2, 3, 4	3	All	All	All	1, 2	All	All
	4	2	All	3	All	All	All	3, 4, 5	All	All
	5	2	All	4	All	All	All	All	All	All
7. Middle/Town	1	2	All	All	All	All	All	All	1, 3	All
	2	2	All	All	All	All	All	All	2, 4, 5	All
8. Middle/Rural	1	2	1, 4	All	All	All	All	All	All	All
	2	2	2, 3	All	All	All	All	All	All	All

See footnote at end of table.

**Table H3-2. Definition of final CHAID cells (continued)**

Level/ type of locale	Final CHAID cell	Categorical variables used in CHAID analysis								
		Level	Region	School size class	Minor- ity status	Free lunch category	Pupil- teacher ratio category	District size category	Couns- elors- teacher ratio	Grad- uates- drop out ratio
9. Sec-comb/ City	1	3, 4	All	All	All	1, 3	All	1-4	All	All
	2	3, 4	All	All	1, 2	2, 4, 5	All	1-4	All	All
	3	3, 4	All	All	3	2, 4, 5	All	1-4	All	All
	4	3, 4	All	All	4	2, 4, 5	All	1-4	All	All
	5	3, 4	All	All	All	All	All	5	All	All
10. Sec-comb/ Urban fringe	1	3, 4	1	All	All	All	All	1	All	All
	2	3, 4	1	All	All	All	All	2-5	All	1, 2
	3	3, 4	1	All	All	All	All	2-5	All	3, 4, 5
	4	3, 4	2, 3	1, 2, 3	All	All	All	All	All	All
	5	3, 4	2, 3	4	1, 2	All	All	All	All	All
	6	3, 4	2, 3	4	3, 4	All	All	All	All	All
	7	3, 4	4	All	All	All	All	All	1-3	All
	8	3, 4	4	All	All	All	All	All	4, 5	All
11. Sec-comb/ Town	1	3, 4	1, 4	1, 3	All	All	All	All	All	All
	2	3, 4	2, 3	2, 4	All	All	All	All	All	All
	3	3, 4	2, 3	All	All	All	All	All	All	All
12. Sec-comb/ Rural	1	3, 4	All	1, 2	All	All	1, 3	All	All	All
	2	3, 4	All	3, 4	All	All	1, 3	All	All	All
	3	3, 4	1, 4	All	All	All	2, 5	All	All	All
	4	3, 4	2, 3	All	All	All	2, 5	All	All	All
	5	3, 4	All	All	All	All	4	All	All	All

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

### 3.3 Implications for Weighting

The importance of the type of analysis described in section 3.2 is that it provides a starting point for identifying variables that will be useful in constructing weighting classes for nonresponse adjustments (see section 5). As stated in Kalton (1983, p. 63):

Among the potential variables for use in forming weighting classes, the ones that are most effective in reducing nonresponse bias are those that are highly correlated both with the survey variables and with the (0-1) response variable. Since a survey is concerned with numerous survey variables, which may have markedly different correlations with any potential weighting class variable, this

aspect of the choice may be confusing unless a few closely-related survey variables can be identified as the main concern. The correlation between a potential weighting class variable and the response variable is a single criterion that applies no matter which survey variable is being analyzed. In consequence, considerable importance may be attached to this correlation in making this choice.

Thus, the variables listed in the last column of table H3-1, all of which are significantly correlated with response propensity, were eventually used to form nonresponse adjustment classes for weighting purposes (see section 5 for additional details about the weighting process). These variables satisfy the second of the two conditions mentioned above. To investigate whether the same variables are also correlated with survey variables (the first of the conditions mentioned above), regression analyses were performed on selected survey variables. The results of these analyses are summarized in the next section.

#### **4. Characteristics Associated with Selected Survey Items**

As discussed in the previous section, the CHAID analysis identified a number of variables that are correlated with response propensity. The characteristics that are correlated with response propensity can be used for creating adjustment cells irrespective of the correlation of those variables with the survey variables. If the selected variables have no significant association with the survey variables, then the nonresponse adjustment would have little impact on the estimates. Those variables that are correlated with both response rate and the survey variables are most effective for nonresponse cell formation (Kalton, 1983), and the corresponding adjustment would influence the survey estimates, which could be attributed to the reduction in bias due to nonresponse.

To assess the potential effectiveness of weighting procedures that employ the variables identified in the CHAID analysis, selected survey variables were analyzed to see how often the variables identified in the CHAID analysis are also related to the survey variables. Logistic regression analysis of selected dichotomous survey variables and multiple regression analysis of selected continuous survey variables using all available background characteristics as independent variables were undertaken. The set of independent variables used is the same as those used in the CHAID analysis. The results of the analysis are summarized in table H4-1. For each of the analyzed variables, only the characteristics that were found to be significant (at the level 5 percent or less) are listed along with the corresponding level of significance in terms of p-values. The characteristics that repeatedly appear to be significant for different survey variables

are instructional level, type of locale, region, school enrollment size, minority status, district enrollment size, free lunch category, ratio of graduates to dropouts, and pupil-to-teacher ratio.

A detailed comparison of the regression results with the results in table H3-1 as obtained from CHAID analysis is presented in table H4-2. The first column of table H4-2 presents the survey variables (i.e., dependent variables) for which the regression analysis was undertaken and the second column lists the predictors (i.e., independent variables) that were identified as significant in the regression analyses. The remaining columns of the table show if these variables were also identified as significant in various subgroups for which separate CHAID analysis was undertaken. The comparison indicates that all of the independent variables that appeared significant in regression analyses were also identified as significant in one or more of the subgroup level applications of the CHAID analysis. In other words, all the predictors that were identified significant through regression analysis were used somewhere in the process of nonresponse cells formation.

Table H4-3 presents a summary of the comparisons presented in table H4-2. The regression analysis was applied across subgroups to 17 survey variables as dependent variables, whereas the CHAID analysis was applied separately to 12 subgroups. The table shows for each of the predictors how often it was identified as significant through the regression analysis as compared to the CHAID analysis. In most cases, the predictors that were frequently identified by the regression analysis were also frequently identified by the CHAID analysis. A good agreement between the results of these two types of analysis from two different perspectives is reassuring as it indicates that a weight adjustment procedure could potentially have a positive impact on the survey estimates. In other words, for those survey variables for which the total variation could be reasonably explained by these characteristics, nonresponse bias could potentially be reduced after making the type of nonresponse adjustment described in section 5.

**Table H4-1. Characteristics significantly associated (at 5 percent level) with selected survey variables: 2000**

Survey variable	Significant predictors	p-value
Schools that have controlled access to buildings (Q1b)	Type of locale	0.0055
	School enrollment size	0.0021
	Region	<.0001
	Pupil-to-teacher ratio	0.0500
	District enrollment size	0.0101
	Ratio of graduates to dropouts	0.0480
Schools that use metal detectors (yes to any of Q1d, Q1e, or Q1f)	Instructional level	<.0001
	Region	<.0001
	Free lunch category	0.0012
	District enrollment size	<.0001
	Ratio of graduates to dropouts	<.0001
	Minority status	<.0001
Schools with written plan for shootings (Q2a)	Instructional level	0.0001
	Type of locale	0.0055
	School enrollment size	0.0148
	Region	<.0001
	Ratio of graduates to dropouts	0.0190
	Minority status	0.0153
Schools with written plan for large-scale fights (Q2b)	Instructional level	<.0001
	Region	<.0001
	District enrollment size	0.0091
	Ratio of graduates to dropouts	0.0110
Schools with formal violence prevention program (Q3)	Instructional level	<.0001
	Type of locale	0.0032
Schools provided training to faculty or staff in crime prevention (Q5c)	Instructional level	0.0349
	Region	0.0002
Schools reported incidents of physical attack with or without weapon (derived from Q16c1_1+Q16c2_1)	Instructional level	<.0001
	Type of locale	<.0001
	School enrollment size	<.0001
	Free lunch category	<.0001
	Minority status	0.0412

See footnote at end of table.

**Table H4-1. Characteristics significantly associated (at 5 percent level) with selected survey variables: 2000 (continued)**

Survey variable	Significant predictors	p-value
Schools reported incidents of theft/larceny (derived from Q16f1)	Instructional level	<.0001
	School enrollment size	0.0008
	Region	<.0001
	District enrollment size	0.0103
Total number of incidents of theft/larceny (Q16f1)	Instructional level	<.0001
	School enrollment size	<.0001
	Region	<.0001
	Pupil-to-teacher ratio	0.0359
Total incidents of procession of firearm/explosive device or knife/sharp object (Q16g1+Q16h1)	Instructional level	<.0001
	School enrollment size	<.0001
	Pupil-to-teacher ratio	0.0085
	District enrollment size	0.0271
Total number of incidents of vandalism (Q16i1)	Instructional level	0.0002
	School enrollment size	0.0013
	Region	<.0001
	District enrollment size	0.0336
Transfer or suspensions of students involved in attacks or fights (Q21g2 +Q21g3)	Instructional level	<.0001
	School enrollment size	<.0001
	Region	0.0002
	Free lunch category	0.0004
	District enrollment size	0.0009
Other actions taken for students involved in attacks or fights (Q21g4)	Instructional level	<.0001
	Type of locale	0.0122
	School enrollment size	<.0001
	Free lunch category	0.0003
Transfer or suspensions of students involved in threat or intimidation (Q21h2+Q21h3)	Instructional level	0.0011
	School enrollment size	0.0037
	Region	0.0329
	Free lunch category	0.0009
Other actions taken for students involved in threat or intimidation (Q21h4)	Instructional level	0.0072
	School enrollment size	0.0071
	Pupil-to-teacher ratio	0.0511
	Minority status	0.0023
Transfer or suspensions of students involved in insubordination (Q21i2+Q21i3)	Instructional level	0.0001
	Region	0.0011
	Pupil-to-teacher ratio	0.0493
Other actions taken for students involved in insubordination (Q21i4)	Instructional level	0.0022
	School enrollment size	0.0074
	District enrollment size	0.0033

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H4-2. Comparison of the characteristics correlated with selected survey variables with the significant predictors identified in the CHAID analysis: 2000**

Survey variable	Significant predictors identified in regression analysis	CHAID groups											
		(Significant predictors are indicated by 'S' or 'X')											
		1	2	3	4	5	6	7	8	9	10	11	12
Schools that have controlled access to buildings (Q1b)	Type of locale	S	S	S	S	S	S	S	S	S	S	S	S
	School enrollment size			X	X	X	X				X	X	X
	Region	X	X		X		X		X		X	X	X
	Pupil-to-teacher ratio	X											X
	District enrollment size									X	X		
	Ratio of graduates to dropouts	X				X					X		
Schools that use metal detectors (yes to any of Q1d, or Q1e, or Q1f)	Instructional level	S	S	S	S	S	S	S	S	S			
	Region	X	X		X		X		X		X	X	X
	Free lunch category	X				X							
	District enrollment size						X			X	X		
	Ratio of graduates to dropouts	X				X					X		
	Minority status		X			X				X	X		
Schools with written plan for shootings (Q2a)	Instructional level	S	S	S	S	S	S	S	S	S			
	Type of locale	S	S	S	S	S	S	S	S	S	S	S	S
	School enrollment size			X		X	X				X	X	X
	Region	X	X		X		X		X		X	X	X
	Ratio of graduates to dropouts	X				X					X		
	Minority status		X			X				X	X		
Schools with written plan for large-scale fights (Q2b)	Instructional level	S	S	S	S	S	S	S	S				
	Region	X	X						X		X	X	X
	District enrollment size						X			X	X		
	Ratio of graduates to dropouts	X				X				X	X		
Schools with formal violence prevention program (Q3)	Instructional level	S	S	S	S	S	S	S	S	S	S	S	S
	Type of locale	S	S	S	S	S	S	S	S	S	S	S	S
Schools provided training to faculty or staff in crime prevention (Q5c)	Instructional level	S	S	S	S	S	S	S	S				
	Region	X	X		X		X		X		X	X	X
Schools reported incidents of physical attack with or without weapon (derived from Q16c1_1 +Q16c2_1)	Instructional level	S	S	S	S	S	S	S	S				
	Type of locale	S	S	S	S	S	S	S	S	S	S	S	S
	School enrollment size			X		X	X				X	X	X
	Free lunch category	X				X				X			
	Minority status		X		X					X	X		
School reported incidents of theft/larceny (derived from Q16f1)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Region	X	X		X		X		X		X	X	X
	District enrollment size						X			X	X		

See footnote at end of table.

**Table H4-2. Comparison of the characteristics correlated with selected survey variables with the significant predictors identified in the CHAID analysis: 2000 (continued)**

Survey variable	Significant predictors identified in regression analysis	CHAID groups (Significant predictors are indicated by 'S' or 'X')											
		1	2	3	4	5	6	7	8	9	10	11	12
Total number of incidents of theft/larceny (Q16f1)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size	X	X	X	X	X	X				X	X	X
	Region	X					X		X		X	X	X
	Pupil-to-teacher ratio												X
Total incidents of procession of firearm/explosive device or knife/sharp object (Q16g1+Q16h1)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Pupil-to-teacher ratio	X											X
	District enrollment size						X			X	X		
Total number of incidents of vandalism (Q16i1)	Instructional level	X	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Region	X	X		X		X		X		X	X	X
	District enrollment size						X			X	X		
Transfer or suspensions of students involved in attacks or fights (Q21g2+Q21g3)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Region	X	X		X		X		X		X		X
	Free lunch category	X				X				X	X		
Other actions taken for students involved in attacks or fights (Q21g4)	Instructional level	S	S	S	S	S	S	S	S				
	Type of locale	S	S	S	S	S	S	S	S	S	S	S	S
	School enrollment size			X		X	X				X	X	X
	Free lunch category	X				X				X			
Transfer or suspensions of students involved in threat or intimidation (Q21h2+Q21h3)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Region	X	X		X		X		X		X	X	X
	Free lunch category	X				X				X			

See footnote at end of table.

**Table H4-2. Comparison of the characteristics correlated with selected survey variables with the significant predictors identified in the CHAID analysis: 2000 (continued)**

Survey variable	Significant predictors identified in regression analysis	CHAID groups (Significant predictors are indicated by 'S' or 'X')											
		1	2	3	4	5	6	7	8	9	10	11	12
Other actions taken for students involved in threat or intimidation (Q21h4)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	Pupil-to-teacher ratio	X											X
	Minority status		X			X				X	X		
Transfer or suspensions of students involved in insubordination (Q21i2+Q21i3)	Instructional level	S	S	S	S	S	S	S	S				
	Region	X	X		X		X		X			X	X
	Pupil-to-teacher ratio	X											X
Other actions taken for students involved in insubordination (Q21i4)	Instructional level	S	S	S	S	S	S	S	S				
	School enrollment size			X		X	X				X	X	X
	District enrollment size						X			X	X		

NOTE: These predictors were used to define CHAID groups, and hence these were implicitly treated as significant predictors in the CHAID analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H4-3. A summarized comparison of the regression and CHAID analysis results which shows the number of times different predictors appeared significant in regression and CHAID analyses: 2000**

Predictors	Number of times each predictor appeared significant out of 17 regression analyses	Number of subgroups in which each predictor appeared significant out of 12 subgroup level CHAID analysis
Instructional level	16	8*
Type of locale	5	12*
Region	11	8
School enrollment size	12	6
Minority status	4	4
Free lunch category	5	3
Pupil-to-teacher ratio	4	2
District enrollment size	8	3
Ratio of graduates to dropouts	4	3

\*Instructional level and type of locale were treated as significant in the CHAID analysis except in the four subgroups where instructional level was combined.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

## 5. Effect of Nonresponse Adjustments on Weighted Estimates

The main purpose of weighting is to compensate for differential probabilities of selection and nonresponse. The essential component of the sampling weight is the “base weight,” which is defined to be the reciprocal of the probability of selecting a school for the sample. The base weights will produce unbiased (or consistent) estimates of population totals and ratios if there are no losses in the sample due to nonresponse. However, in the presence of nonresponse, some adjustment of the base weights is usually necessary. The general approach used to adjust the base weights for nonresponse is briefly described below.

### 5.1 Overview of Weighting Methodology

To develop the sampling weights for SSOCS:2000, a base weight equal to reciprocal of the probability of selection was first assigned to each school in the sample. To compensate for unit nonresponse, adjustment factors were then calculated within weighting classes determined by the CHAID analysis described in section 3. These adjustment factors (calculated as the ratio of the sum of the base weights of the eligible schools in the sample to the sum of the base weights of the *responding* schools within an adjustment cell) were then applied to the corresponding base weights to obtain the final nonresponse-adjusted weights (or simply, the "final nonresponse weights").

To illustrate the approach for calculating the weight adjustments, let  $w_{gi}$  denote the base weight for the  $i$ th sampled school in CHAID adjustment class  $g$ . Further, let

$$N_{Rg} = \sum_{i=1}^{n_{Rg}} w_{gi}$$

denote the sum of the base weights of the eligible *responding* schools in class  $g$ , and let

$$N_{Ng} = \sum_{i=1}^{n_{Ng}} w_{gi} \tag{H-3}$$

denote the corresponding sum of the base weights of the *nonresponding* schools in class  $g$ . The final nonresponse weight,  $w_{gi}^{(a)}$ , for the  $i$ th responding school in class  $g$  was then computed as

$$w_{gi}^{(a)} = w_{gi} \left( \frac{N_{Rg} + N_{Ng}}{N_{Rg}} \right). \tag{H-4}$$

The above formula shows that the final nonresponse weight equals the base weight times an inflation factor equal to the total weight of the eligible sampled schools divided by the total weight of the responding schools. In other words, the adjustment has the effect of distributing the weight of the nonresponding schools among the responding schools in the same adjustment class  $g$ . The final nonresponse weights,  $w_{gi}^{(a)}$ , have the property that the weighted count of the responding schools using the nonresponse weights equals the corresponding weighted count of the sampled schools using the base weights within each adjustment cell. Based on the discussion in sections 3 and 4, the final nonresponse weights given by formula (H-4) are expected to be the most effective for reducing nonresponse bias.<sup>52</sup>

To assess the potential effectiveness of the final nonresponse weights, two additional sets of adjusted weights were calculated. The first of these, referred to as “initial” weights, are essentially the same as the base weights except that they include a simple nonresponse adjustment within sampling strata. That is, the initial weight for the  $i$ th responding school in sampling stratum  $h$  was computed as

$$w_{hi}^{(init)} = w_{hi} \left( \frac{N_{Rh} + N_{Nh}}{N_{Rh}} \right) \quad (\text{H-5})$$

where  $w_{hi}$  is the base weight of the ( $hi$ )-th school,  $N_{Rh}$  is the base-weighted sum of the responding schools in sampling stratum  $h$ , and  $N_{Nh}$  is the corresponding base-weighted sum of the eligible nonresponding schools in sampling stratum  $h$ . Since the adjustment cells for the initial weights were formed without regard to other variables that may be associated with response propensity, they are expected to be less effective in reducing biases than the final nonresponse weights. Comparison of sample-based estimates using these two sets of weights (i.e., the initial weights and the final nonresponse weights) thus may provide an indication of the extent to which the final nonresponse weights have reduced nonresponse bias.

Finally, a third set of weights, referred to as “interim” weights, was constructed for this evaluation. These weights “simulate” those that would have been obtained if data collection had ended earlier at a point in time at which the overall response rate was roughly 50 percent. The interim weights were derived using the same general weighting procedure developed for the final nonresponse weights except that any completed questionnaires that were received after the cutoff date were treated as nonrespondents. That is, the interim weight for the  $i$ th responding school in CHAID adjustment class  $g$  was computed as

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<sup>52</sup> For additional details about the weighting process, refer to the Weighting and Variance Estimation chapter. In particular, it should be noted that the final weights included in the SSOCs:2000 data files also include poststratification adjustments obtained by a "raking" algorithm. However, for the purpose of the present analysis, the weights used are the nonresponse-adjusted weights and do not include the poststratification adjustments.

$$w_{gi}^{(interim)} = w_{gi} \left( \frac{N_{Rg}^* + N_{Ng}^*}{N_{Rg}^*} \right) \quad (H-6)$$

where  $w_{gi}$  is the base weight of the ( $gi$ )-th school,  $N_{Rg}^*$  is the base-weighted sum of the schools in adjustment class  $g$  that submitted a completed questionnaire prior to the specified cutoff date, and  $N_{Ng}^*$  is the corresponding base-weighted sum of the eligible "nonresponding" schools in adjustment class  $g$  (including those that returned a completed questionnaire after the specified cutoff date). Thus, comparing estimates using the interim weights (and smaller set of "respondents") with those using the final nonresponse weights provides another way of assessing the effectiveness of the nonresponse weight adjustment procedures.

## 5.2 Summary of Results

Tables H5-1 through H5-22 summarize estimates and their standard errors for selected survey variables using the various sets of weights described earlier: (1) base weights; (2) initial weights; (3) final nonresponse weights; and (4) interim weights. The statistics chosen for this analysis include estimates of percentages, means, and totals (e.g., number of students or incidents). For percentages and means, estimates using the base weights are also presented (tables H5-1 through H5-7, H5-12, H5-13), along with estimates based on the various sets of adjusted weights. Note that the results in these tables exclude cases with imputed data so as to avoid confounding possible item imputation effects with unit nonresponse bias. Thus, these results may differ from the final published results.

As can be seen in the tables, the various sets of weights yield very similar results (i.e., weighted estimates) for most of the survey items considered. Estimates using the base weights (where applicable) and two sets of adjusted weights (the initial weights and interim weights) were each compared with the corresponding estimates using the final nonresponse weights. The latter estimates are presumed to be the least biased. Those estimates that were determined to be significantly different from the corresponding

final nonresponse-adjusted estimate are footnoted as such in the tables.<sup>53</sup> With rare exceptions, estimates based on the various sets of weights were not significantly different. For example, with the exception of three of the estimates in table H5-4 (average hours per week paid security was on duty), none of the estimates employing the base weights in tables H5-5 through H5-7 and H5-12 through H5-13 is significantly different from the estimate employing the final nonresponse weights. For the three exceptions mentioned above, the base-weighted estimate is less than the corresponding nonresponse-adjusted estimate, suggesting that the nonresponse adjustments may have had the effect of compensating for a possible downward bias.

Similarly, it can be seen that estimates using the initial and final nonresponse weights are for all practical purposes identical. The only exception is the estimated number of incidents involving theft/larceny in the northeast region (table H5-9), where the final nonresponse-adjusted estimate is significantly higher than the estimate based on the initial weights. The fact that the two sets of estimates are generally very close indicates that the use of additional variables to form the final nonresponse-adjustment weighting classes (while theoretically desirable) does not significantly alter the values of the sample-based estimates. One possible explanation for the similarity of results is that most of the variation in response propensity may already have been accounted for by the sampling strata (which were used to construct both the initial weights and the final nonresponse weights).

Finally, it can be seen that there were no important differences in the weighted estimates using the final nonresponse weights and interim weights. The few exceptions involve estimates of the number of incidents and students involved in various types of crimes (e.g., see tables H5-8, H5-12, H5-14, H5-17, H5-18, and H5-21), where the estimate based on the early returns and interim weights is significantly lower than the corresponding estimate based on the nonresponse weights. However, in the vast majority of cases (including estimates of the total numbers of incidents or students involved in crimes) the observed differences between the two set of estimates are not statistically significant. This is reassuring since it indicates that for the 22 variables considered in the analysis, inclusion of the late returns did not significantly alter the final estimates weighted for nonresponse. While it would be

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<sup>53</sup> Differences were tested using the following approximate “t” test. Let  $y$  denote an estimate based on one of the three alternative weights (base, initial, or interim), and let  $y_0$  denote the final nonresponse-adjusted estimate. Then, the difference  $y - y_0$  was deemed to be significantly different at the 0.05 significance level if  $t = (y - y_0) / s(y - y_0)$  exceeded 1.96, where  $s(y - y_0) = \sqrt{se^2(y) + se^2(y_0) - 2RPse(y)se(y_0)}$ ,  $se(y)$  is the standard error of  $y$ ,  $se(y_0)$  is the standard error of  $y_0$ ,  $R$  is the correlation between  $y$  and  $y_0$ , and  $P$  is the proportion of the sample for  $y$  that overlaps with the sample for  $y_0$  (e.g., see Kish, L., 1965, *Survey Sampling*, New York: J. Wiley & Sons, section 12.4). In practice, the correlation between  $y$  and  $y_0$  can be expected to be 0.9 or greater for many types of statistics; thus, a value of  $R = 0.9$  was used for all comparisons. The value of  $P$  used in the calculations was 1 if  $y$  was based on either the base weights or initial weights. Otherwise, if  $y$  was based on the interim weights, a value of  $P = 0.71$  was used. The value of 0.71 corresponds roughly to the proportion of the “interim” sample that overlaps with the total sample on which  $y_0$  is based.

tempting to extrapolate from this that inclusion of the SSOCS:2000 nonrespondents would similarly have little impact on the final estimates, there is no direct evidence to support this claim. Nonetheless, it offers a glimmer of hope that if there is a bias resulting from nonresponse, the bias may be tolerably small.

## **6. Conclusions**

Generally, the characteristics that are related to nonresponse in the SSOCS:2000 are also correlated with many of the variables collected in the survey. These characteristics include instructional level, type of locale, enrollment size of school, region, pupil-to-teacher ratio, minority status, and others. This suggests that the type of nonresponse adjustments to be used to weight the SSOCS:2000 data may be effective in reducing nonresponse biases (Kalton, 1983).

Comparison of weighted estimates using “initial” and “final” weights revealed virtually no significant differences. This suggests that much of the variation in response rates was captured in the original sampling strata (which were defined by instructional level, type of locale, and enrollment size of school). Inclusion of additional variables to form weighting classes (e.g., region, pupil-to-teacher ratio, minority status, and others) did not have an appreciable effect on the weighted estimates for the 22 survey variables examined. Nonetheless, theoretical considerations lead us to believe that the weighting classes derived from the CHAID analysis described in section 3 will be effective in attenuating nonresponse biases for a broad range of statistics.

The information in this analysis can be used when planning any future SSOCS surveys. One conclusion is that the choice of stratification variables for this survey appears to have been very effective, since the stratification variables were often related to the analysis variables, and little improvement in relative bias occurred when comparing the adjusted weights with the initial weights. Thus, the sample design appears promising for later surveys as well. Second, the data also suggest that there is a reasonable prospect for improving response rates in later years, particularly if the results from this survey are used to plan the later surveys. It is encouraging that there was little opposition to the survey as such, and that nonresponse primarily was due to factors such as the schedule of the survey, difficulty in contacting the principals, and the busyness of many principals. Since one of the primary difficulties was the difficulty in contacting school principals during the summer, there may be substantial potential for improving response rates by modifying the schedule for the survey, moving either to earlier in the spring (allowing more time before schools close for the summer) or to the fall of the following academic year. Some key changes to the questionnaire also may have substantial potential for improving the response rate. Questions 16 and 21 were clearly the most difficult sections of the questionnaire, and the low

response rates to them were directly responsible for dropping many schools from the data file. Also, given the difficulty that people had with these questions, it is likely that these questions also increased the perception of burden and complexity regarding the questionnaire, and they may have led to some questionnaire nonresponse as well as to incompletely filling out the questionnaires. Thus, simplifying these questions by dropping some columns and rows might both allow more cases to be allowed in the data file and result in higher response rates from other schools.

**Table H5-1. Estimates and standard errors (SE) of percentage of schools with written plan for shootings (Q2a) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	74.84	1.52	75.08	1.53	74.28	1.53	73.09	1.84
Instructional level								
Elementary .....	70.85	2.24	71.14	2.20	69.95	2.23	68.29	2.67
Middle .....	81.11	1.58	81.25	1.57	81.10	1.54	79.96	1.84
Secondary .....	83.84	1.71	84.16	1.67	84.01	1.70	83.87	2.02
Combined .....	74.51	3.42	75.17	3.23	74.91	3.18	76.23	3.87
Enrollment size								
Less than 300 .....	65.80	3.31	65.71	3.37	63.94	3.33	62.07	3.45
300 to 499 .....	74.45	2.74	74.37	2.80	74.21	2.89	71.80	3.87
500 to 999 .....	80.07	1.73	79.73	1.79	79.17	1.91	79.89	2.62
1,000 or more .....	83.14	2.37	83.45	2.26	83.16	2.31	83.88	2.55
Region								
Northeast .....	62.97	3.27	63.14	3.26	62.37	3.39	60.69	4.67
Southeast .....	84.42	2.69	84.71	2.71	84.14	2.78	85.70	3.04
Central .....	77.05	2.95	77.35	2.95	76.79	3.04	74.59	3.73
West .....	72.24	2.69	72.72	2.65	72.19	2.83	69.80	3.59
Type of locale								
City .....	75.69	2.52	75.99	2.46	75.82	2.62	74.56	3.35
Urban fringe .....	75.22	2.33	75.19	2.39	74.53	2.38	73.68	2.69
Town .....	89.82	2.26	89.80	2.34	89.59	2.34	88.47	2.81
Rural .....	65.68	3.29	65.97	3.31	64.00	3.28	62.35	3.65
Percentage minority								
Less than 5 percent/ missing .....	72.94	2.76	73.38	2.72	71.57	2.84	69.43	2.95
5 to 19 percent .....	78.00	2.70	78.09	2.68	77.96	2.85	76.90	3.28
20 to 49 percent .....	76.93	2.59	77.37	2.55	76.64	2.79	77.14	3.36
50 percent or more .	71.95	2.94	71.95	2.92	71.50	3.05	69.63	4.21
Percentage students eligible for free/ reduced-price lunch								
Missing .....	68.78	3.60	69.04	3.51	68.36	3.63	66.71	4.44
Less than 35 pct .....	76.90	1.68	77.25	1.69	76.53	1.74	75.47	2.14
35 to 49.99 percent .	74.26	4.26	75.53	4.15	74.37	4.21	72.24	4.77
50 to 74.99 percent .	79.93	3.48	79.36	3.53	78.29	3.98	78.05	4.79
75 percent or more .	68.90	6.53	68.69	6.37	68.50	6.61	67.54	8.37
Pupil-to-teacher ratio								
Missing .....	64.59	4.25	64.91	4.22	64.44	4.07	62.41	5.95
Less than 15 .....	71.09	2.59	71.55	2.56	70.34	2.82	68.63	3.29
15 to 17.99 .....	79.46	2.61	79.39	2.57	78.76	2.62	80.51	3.08
18 to 20.99 .....	76.86	2.82	77.11	2.73	76.69	2.84	74.54	3.11
21 or above .....	74.66	3.62	74.79	3.62	73.88	3.63	70.14	4.47

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-2. Estimates and standard errors (SE) of percentage of schools with written plan for riots or large-scale fights (Q2b) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	61.67	1.48	62.12	1.45	61.25	1.45	59.90	1.65
Instructional level								
Elementary .....	57.67	2.12	57.95	2.09	56.56	2.10	54.19	2.28
Middle.....	68.33	1.84	69.08	1.83	69.04	1.82	69.05	2.12
Secondary .....	70.68	2.25	71.69	2.21	71.81	2.12	72.78	2.54
Combined.....	60.29	3.83	60.77	3.78	60.58	3.66	60.43	4.77
Enrollment size								
Less than 300 .....	52.95	3.66	52.98	3.72	51.54	3.61	49.77	3.77
300 to 499.....	62.48	2.50	62.54	2.63	61.88	2.77	60.44	3.50
500 to 999.....	64.06	2.24	63.97	2.28	63.15	2.33	62.39	2.87
1,000 or more .....	76.31	2.40	76.80	2.26	77.11	2.25	78.22	2.82
Region								
Northeast .....	53.79	3.64	54.42	3.62	53.76	3.72	53.88	4.54
Southeast .....	71.66	2.82	72.14	2.83	71.20	2.87	73.22	3.36
Central.....	60.52	2.83	60.83	2.77	60.03	2.87	57.57	3.15
West .....	59.89	2.35	60.45	2.32	59.79	2.51	55.58	2.97
Type of locale								
City.....	64.33	2.73	64.78	2.66	64.28	2.73	61.32	3.02
Urban fringe .....	63.62	2.64	63.69	2.65	63.02	2.70	62.35	2.97
Town .....	70.44	3.27	70.49	3.35	69.96	3.42	69.43	4.18
Rural.....	52.48	3.26	52.74	3.36	51.06	3.12	50.01	3.46
Percentage minority								
Less than 5 percent/ missing.....	57.34	2.92	57.68	2.93	56.15	2.91	53.84	2.84
5 to 19 percent.....	61.59	2.76	62.10	2.68	61.39	2.83	62.72	3.42
20 to 49 percent.....	64.52	2.86	64.96	2.85	63.74	3.00	62.23	3.23
50 percent or more .	64.71	3.17	64.79	3.17	64.41	3.23	61.71	4.20
Percentage students eligible for free/ reduced-price lunch								
Missing.....	58.14	3.49	58.50	3.33	56.69	3.50	54.31	3.61
Less than 35 pct.....	62.05	1.85	62.59	1.87	61.90	1.85	61.36	2.22
35 to 49.99 percent.	60.59	4.17	61.08	4.09	60.29	4.12	56.35	4.83
50 to 74.99 percent.	66.34	4.60	66.47	4.54	65.76	4.72	67.04	5.76
75 percent or more .	61.53	6.02	62.15	5.85	61.87	6.21	58.80	7.77
Pupil-to-teacher ratio								
Missing.....	51.25	4.06	51.84	4.12	51.36	4.03	51.35	5.53
Less than 15 .....	56.81	2.89	57.15	2.86	56.66	3.00	56.53	3.66
15 to 17.99.....	68.79	2.74	69.11	2.69	68.10	2.81	69.55	3.17
18 to 20.99.....	60.97	3.39	61.57	3.32	60.55	3.57	55.85	3.89
21 or above.....	62.72	4.41	62.98	4.33	62.28	4.39	58.53	5.31

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-3. Estimates and standard errors (SE) of percentage of schools with formal violence prevention programs (Q3) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	72.14	1.24	72.77	1.24	72.80	1.30	72.00	1.43
Instructional level								
Elementary .....	72.86	1.86	73.12	1.85	73.19	1.94	72.31	2.09
Middle.....	78.33	1.44	79.08	1.39	79.32	1.46	80.63	1.79
Secondary .....	68.01	1.60	69.11	1.58	68.99	1.69	66.78	2.09
Combined.....	56.97	3.95	57.51	3.86	57.03	3.96	54.22	4.42
Enrollment size								
Less than 300 .....	67.38	3.26	67.78	3.29	68.01	3.35	66.66	3.83
300 to 499.....	70.39	2.36	71.01	2.54	70.71	2.62	71.09	2.84
500 to 999.....	75.22	1.61	75.43	1.58	75.70	1.56	74.62	2.18
1,000 or more .....	80.29	1.97	80.42	1.96	80.59	2.02	80.48	2.42
Region								
Northeast.....	75.77	3.13	76.31	3.11	75.92	3.23	75.17	3.65
Southeast.....	72.42	2.91	72.98	2.93	73.19	2.91	72.81	3.21
Central.....	67.94	2.28	68.26	2.25	67.75	2.43	66.27	2.68
West .....	74.31	2.27	75.19	2.15	75.39	2.19	74.85	2.57
Type of locale								
City.....	79.70	2.29	79.65	2.26	80.54	2.18	78.49	2.85
Urban fringe .....	75.72	1.85	75.78	1.86	75.60	1.80	75.30	2.08
Town .....	73.47	3.57	73.36	3.71	73.46	3.66	70.59	4.47
Rural.....	60.93	3.07	61.45	3.13	60.83	3.26	61.78	3.49
Percentage minority								
Less than 5 percent/ missing.....	68.86	2.70	69.44	2.73	69.28	2.84	68.46	3.26
5 to 19 percent.....	68.55	2.52	69.00	2.44	68.42	2.64	68.82	3.02
20 to 49 percent.....	75.17	2.82	75.61	2.90	76.07	2.90	76.88	3.16
50 percent or more .	77.62	2.29	78.17	2.23	78.20	2.28	74.76	2.97
Percentage students eligible for free/ reduced-price lunch								
Missing.....	73.68	2.99	74.57	2.83	74.25	2.97	74.61	3.10
Less than 35 pct.....	68.09	1.86	68.69	1.86	68.38	1.98	68.03	2.13
35 to 49.99 percent.	78.54	3.17	78.27	3.26	79.52	3.02	78.83	3.80
50 to 74.99 percent .	74.44	3.46	75.54	3.35	75.94	3.16	72.31	4.49
75 percent or more .	79.84	3.93	80.46	3.71	79.61	4.20	77.32	4.84
Pupil-to-teacher ratio								
Missing.....	68.33	4.54	69.57	4.55	69.40	4.77	68.02	5.34
Less than 15 .....	70.92	3.17	71.92	3.12	72.04	3.30	68.33	4.01
15 to 17.99.....	75.05	2.26	75.40	2.25	75.08	2.29	75.97	2.56
18 to 20.99.....	69.19	3.17	69.88	3.10	70.17	3.10	69.88	3.27
21 or above.....	75.20	3.23	75.17	3.24	75.64	3.12	76.15	3.62

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-4. Estimates and standard errors (SE) of average hours per week paid security was on duty (Q9a) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	14.03 <sup>2</sup>	0.52	14.61	0.54	14.73	0.59	14.16	0.67
Instructional level								
Elementary .....	7.97	0.83	8.11	0.88	8.35	1.03	7.43	1.16
Middle .....	18.46	0.92	19.26	0.96	19.23	0.99	19.26	1.28
Secondary .....	21.86 <sup>2</sup>	0.64	22.97	0.67	23.03	0.64	22.13	0.82
Combined .....	8.40	0.98	9.05	1.04	9.09	1.07	8.67	1.37
Enrollment size								
Less than 300 .....	6.19	1.22	6.48	1.32	6.46	1.34	5.98	1.42
300 to 499 .....	9.02	1.02	9.04	1.09	9.62	1.32	8.32	1.55
500 to 999 .....	14.99	0.80	15.08	0.79	15.14	0.81	15.56	1.03
1,000 or more .....	28.14	0.96	28.29	0.90	28.13	1.01	27.41	1.19
Region								
Northeast .....	15.66 <sup>3</sup>	1.72	16.50	1.72	17.46	1.86	17.44	2.34
Southeast .....	13.94	0.78	14.26	0.76	14.29	0.78	14.32	1.10
Central .....	14.09	0.99	14.74	1.06	14.59	1.02	13.53	1.29
West .....	13.06	0.88	13.62	0.91	13.55	0.99	12.69	1.18
Type of locale								
City .....	19.97	1.25	20.38	1.23	20.96	1.30	20.07	1.43
Urban fringe .....	14.66	1.05	14.80	1.00	14.76	0.99	15.02	1.13
Town .....	11.72	1.05	11.63	1.03	11.55	1.04	10.29	1.07
Rural .....	7.47	0.88	7.65	0.91	7.53	0.94	7.29	1.07
Percentage minority								
Less than 5 percent/ missing .....	8.83	0.89	9.11	0.95	8.89	0.89	8.94	1.04
5 to 19 percent .....	13.42	0.99	13.74	0.96	13.63	1.00	13.26	1.01
20 to 49 percent .....	15.54	1.21	16.14	1.21	16.36	1.26	16.35	1.50
50 percent or more ..	17.84	1.22	18.40	1.26	18.61	1.26	17.38	1.32
Percentage students eligible for free/ reduced-price lunch								
Missing .....	13.79	1.26	14.43	1.35	14.35	1.25	12.83	1.26
Less than 35 pct .....	13.78 <sup>3</sup>	0.67	14.29	0.68	14.39	0.68	14.73	0.92
35 to 49.99 percent ..	11.97	1.29	12.48	1.32	12.34	1.22	13.16	1.38
50 to 74.99 percent ..	15.45	1.59	16.14	1.65	16.16	1.76	14.66	2.16
75 percent or more ..	16.09	1.99	16.66	2.04	17.46	2.31	14.41	2.64
Pupil-to-teacher ratio								
Missing .....	12.87	2.28	13.44	2.33	13.50	2.28	12.54	2.54
Less than 15 .....	12.37	1.10	13.12	1.13	13.14	1.33	13.19	1.53
15 to 17.99 .....	14.70	0.83	15.22	0.85	15.23	0.86	14.94	1.12
18 to 20.99 .....	14.23	1.16	14.65	1.22	14.90	1.28	14.09	1.33
21 or above .....	15.95	1.48	16.38	1.51	16.77	1.46	15.34	1.73

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.01 level.

<sup>3</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-5. Estimates and standard errors (SE) of percentage of schools that train teachers to recognize early warning signs (Q10) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	35.48	1.42	35.77	1.44	35.33	1.45	35.94	1.63
Instructional level								
Elementary .....	34.20	2.04	34.33	2.02	33.59	2.06	34.64	2.30
Middle.....	37.95	2.00	38.22	2.02	38.09	2.04	38.39	2.33
Secondary .....	40.49	1.91	41.17	1.92	41.58	1.84	41.64	2.17
Combined.....	29.56	3.44	30.26	3.45	29.99	3.39	28.68	3.92
Enrollment size								
Less than 300 .....	30.57	3.28	30.80	3.48	29.83	3.40	29.91	3.54
300 to 499.....	33.65	2.58	33.57	2.65	32.86	2.70	36.52	3.33
500 to 999.....	38.07	2.00	37.91	2.06	38.15	2.02	37.77	2.43
1,000 or more .....	46.22	2.11	46.55	2.02	46.20	2.09	44.93	3.05
Region								
Northeast .....	35.51	3.40	35.66	3.44	36.02	3.51	38.94	4.39
Southeast .....	42.16	2.71	42.48	2.76	42.00	2.74	43.23	3.36
Central.....	33.34	2.52	33.54	2.56	32.94	2.53	32.06	2.71
West .....	32.24	2.23	32.66	2.23	32.05	2.27	31.98	2.61
Type of locale								
City.....	40.37	2.91	40.45	2.84	38.99	2.87	37.71	3.46
Urban fringe .....	34.42	2.01	34.54	2.00	34.30	2.02	37.18	2.55
Town .....	40.64	3.87	40.06	3.98	40.05	3.94	39.39	4.83
Rural.....	29.77	2.90	30.23	3.02	30.32	3.19	30.64	3.42
Percentage minority								
Less than 5 percent/ missing.....	32.30	2.88	32.62	2.94	32.61	2.99	31.89	3.26
5 to 19 percent.....	34.77	2.68	34.84	2.71	34.16	2.64	36.72	2.94
20 to 49 percent.....	41.67	2.58	41.73	2.68	40.75	2.61	43.38	3.06
50 percent or more .	35.01	2.70	35.44	2.66	34.88	2.79	32.88	3.18
Percentage students eligible for free/ reduced-price lunch								
Missing.....	35.85	3.88	35.97	3.82	35.58	3.87	35.37	4.41
Less than 35 pct.....	35.20	2.19	35.72	2.23	34.97	2.13	37.10	2.23
35 to 49.99 percent.	35.41	4.17	35.02	4.10	35.47	4.27	36.64	4.52
50 to 74.99 percent .	29.87	3.88	30.19	3.94	29.56	4.07	27.77	5.24
75 percent or more .	45.33	4.61	45.28	4.54	44.87	4.67	41.05	5.83
Pupil-to-teacher ratio								
Missing.....	39.25	6.01	39.38	6.03	39.67	6.11	40.31	6.86
Less than 15 .....	32.55	2.83	32.99	2.87	32.43	2.95	33.16	3.38
15 to 17.99.....	37.77	2.24	37.77	2.22	37.62	2.20	37.63	2.67
18 to 20.99.....	35.31	2.96	35.65	2.96	34.95	2.89	36.78	3.25
21 or above.....	34.30	3.64	34.78	3.62	34.25	3.54	34.11	4.10

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-6. Estimates and standard errors (SE) of percentage of schools reporting physical attack without weapons (Q16c2\_1) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	63.38	1.47	63.49	1.48	63.57	1.55	62.10	1.98
Instructional level								
Elementary .....	52.13	2.15	52.27	2.17	52.56	2.25	50.29	2.94
Middle.....	79.25	2.23	80.04	2.11	79.84	2.15	79.70	2.44
Secondary .....	86.83	1.63	87.25	1.55	87.17	1.51	87.31	1.83
Combined.....	72.03	3.51	72.29	3.55	71.89	3.47	70.87	4.01
Enrollment size								
Less than 300 .....	52.35	3.52	51.97	3.58	52.16	3.60	49.81	4.08
300 to 499.....	64.25	2.59	63.76	2.68	63.57	2.71	65.81	3.71
500 to 999.....	65.69	1.82	65.10	1.87	65.54	1.91	62.40	2.46
1,000 or more .....	85.39	2.28	85.51	2.01	85.50	2.15	85.27	2.96
Region								
Northeast .....	59.88	3.48	59.54	3.50	60.20	3.69	56.16	4.80
Southeast .....	62.02	2.52	61.72	2.47	61.84	2.51	58.88	3.08
Central.....	65.55	2.21	65.93	2.12	66.10	2.12	67.43	2.56
West .....	64.41	2.66	65.01	2.65	64.70	2.76	63.35	3.83
Type of locale								
City.....	67.04	2.97	67.45	2.96	67.47	3.13	66.34	3.81
Urban fringe .....	60.33	2.63	60.36	2.59	60.34	2.67	59.88	3.16
Town .....	68.53	3.74	68.65	3.92	68.73	3.85	65.18	4.75
Rural.....	60.95	2.90	60.63	2.96	60.93	2.96	58.90	3.33
Percentage minority								
Less than 5 percent missing.....	63.99	2.71	63.92	2.71	64.48	2.76	61.95	3.19
5 to 19 percent.....	62.20	2.70	62.37	2.72	62.47	2.73	64.29	3.34
20 to 49 percent.....	63.32	3.06	63.24	3.17	62.94	3.35	60.15	4.36
50 percent or more .	63.95	3.04	64.38	3.04	64.25	3.25	61.83	4.19
Percentage students eligible for free/ reduced-price lunch								
Missing.....	65.19	3.42	65.11	3.42	65.44	3.46	65.78	4.63
Less than 35 pct.....	62.98	1.81	63.22	1.82	63.51	1.91	62.19	2.25
35 to 49.99 percent.	65.82	4.57	65.05	4.57	65.72	4.42	61.29	4.99
50 to 74.99 percent.	58.57	3.60	59.39	3.67	58.12	3.69	55.98	5.48
75 percent or more .	65.59	5.12	65.51	5.16	65.10	5.56	63.89	6.53
Pupil-to-teacher ratio								
Missing.....	60.96	5.18	61.00	5.15	60.35	5.33	56.06	6.75
Less than 15 .....	60.92	3.12	61.19	3.18	61.19	3.12	61.84	3.40
15 to 17.99.....	67.87	2.36	67.87	2.43	68.06	2.38	66.68	3.02
18 to 20.99.....	57.73	3.05	57.61	3.03	58.11	3.00	55.44	3.72
21 or above.....	68.92	3.98	69.11	3.96	69.29	4.11	67.45	4.84

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-7. Estimates and standard errors (SE) of percentage of schools reporting theft/larceny (Q16f1) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	45.01	1.30	45.07	1.30	45.44	1.35	44.29	1.47
Instructional level								
Elementary .....	29.05	1.78	29.25	1.80	30.03	1.88	28.68	2.19
Middle.....	64.41	2.33	65.46	2.11	65.49	2.16	64.89	2.46
Secondary .....	80.33	1.69	80.76	1.64	80.52	1.60	80.74	1.77
Combined.....	61.27	3.72	61.18	3.69	60.13	3.61	56.39	4.49
Enrollment size								
Less than 300 .....	34.44	2.99	33.88	3.03	34.24	3.11	31.99	2.96
300 to 499.....	40.99	2.56	40.13	2.60	40.04	2.70	39.93	3.18
500 to 999.....	48.77	1.97	48.09	2.06	49.21	2.11	49.07	2.62
1,000 or more .....	75.61	2.34	75.78	2.10	75.70	2.22	74.97	2.69
Region								
Northeast.....	36.46	2.92	36.35	2.91	37.78	2.97	36.43	3.14
Southeast.....	42.08	2.88	42.44	2.95	42.92	3.08	40.64	3.40
Central.....	48.14	2.51	47.74	2.46	47.74	2.49	46.12	3.27
West .....	49.75	2.68	50.42	2.63	50.28	2.75	50.56	3.64
Type of locale								
City.....	48.75	2.34	49.40	2.24	50.56	2.44	49.22	3.10
Urban fringe .....	44.15	2.20	44.22	2.20	44.36	2.33	43.16	2.36
Town .....	45.68	3.05	45.34	3.23	45.51	3.17	41.57	3.72
Rural.....	42.44	2.62	41.54	2.59	41.50	2.57	42.16	2.96
Percentage minority								
Less than 5 percent missing.....	43.45	2.68	42.45	2.65	42.85	2.71	42.41	3.20
5 to 19 percent.....	44.15	2.34	44.23	2.38	44.55	2.41	45.18	3.16
20 to 49 percent.....	44.17	2.96	44.50	2.98	44.59	3.21	41.94	3.38
50 percent or more .	48.57	3.22	49.33	3.21	49.72	3.37	47.61	3.52
Percentage students eligible for free/ reduced-price lunch								
Missing.....	42.21	3.10	42.24	3.12	43.37	3.25	44.19	4.01
Less than 35 pct.....	48.16	2.12	47.97	2.09	48.23	2.16	47.03	2.38
35 to 49.99 percent.	39.58	3.76	39.79	3.64	39.56	3.56	36.36	4.51
50 to 74.99 percent.	42.21	4.31	42.71	4.46	42.01	4.46	38.66	4.64
75 percent or more .	44.94	5.43	45.51	5.43	47.83	5.71	49.61	6.79
Pupil-to-teacher ratio								
Missing.....	52.72	4.70	52.43	4.76	53.42	4.41	51.70	4.96
Less than 15 .....	46.58	2.75	46.79	2.82	46.61	2.75	46.01	2.80
15 to 17.99.....	42.70	2.51	42.55	2.49	42.73	2.42	41.61	2.63
18 to 20.99.....	40.74	2.86	40.66	2.82	41.63	2.95	41.06	3.77
21 or above.....	49.40	4.07	50.01	4.10	50.36	4.15	47.56	5.22

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-8. Estimates and standard errors (SE) of total number of incidents involving physical attacks without weapons (Q16c2\_1) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	775,906	55,416	781,516	55,384	703,699	64,091
Instructional level						
Elementary.....	367,182	46,696	373,168	47,263	307,461	56,877
Middle .....	246,836	16,125	244,557	16,011	238,334	17,309
Secondary .....	135,626	5,751	137,837	6,313	132,975	8,447
Combined .....	26,263	3,052	25,954	2,762	24,928	3,478
Enrollment size						
Less than 300 .....	58,679	9,046	60,042	9,139	56,241	8,040
300 to 499 .....	164,755	27,228	172,392	31,166	172,223	39,364
500 to 999 .....	383,704	43,857	375,041	40,161	306,247 <sup>2</sup>	37,584
1,000 or more.....	168,768	11,716	174,041	15,030	168,988	19,037
Region						
Northeast.....	122,819	18,001	127,604	18,781	114,146	22,328
Southeast.....	178,379	22,208	177,969	24,081	151,641	17,631
Central .....	232,808	34,562	217,103	30,315	180,824	29,068
West.....	241,901	28,367	258,840	33,305	257,087	41,587
Type of locale						
City .....	291,651	35,805	290,630	33,778	255,923	30,221
Urban fringe.....	233,168	17,183	236,819	18,099	217,737	23,816
Town.....	128,838	20,371	129,874	20,745	116,167	24,859
Rural .....	122,249	21,434	124,194	22,336	113,871	22,282
Percentage minority						
Less than 5 percent						
missing.....	147,877	21,464	145,209	22,066	138,623	24,750
5 to 19 percent .....	156,491	14,153	155,044	14,770	142,060	17,175
20 to 49 percent .....	173,906	19,515	181,503	21,625	164,159	24,699
50 percent or more..	297,632	43,535	299,761	41,534	258,857	41,740
Percentage students eligible for free/ reduced-price lunch						
Missing .....	128,838	27,282	123,297	21,727	100,924	13,895
Less than 35 pct .....	292,040	21,064	289,739	21,247	261,071	19,543
35 to 49.99 percent .	113,392	20,504	117,445	21,196	118,612	25,113
50 to 74.99 percent .	148,038	22,061	147,234	23,154	122,556	22,152
75 percent or more..	93,599	24,997	103,802	28,178	100,536	33,260
Pupil-to-teacher ratio						
Missing .....	36,786	4,725	37,004	4,754	30,466	4,860
Less than 15 .....	158,337	25,178	161,358	25,556	146,683	25,257
15 to 17.99 .....	247,218	22,395	244,194	23,600	216,964	23,704
18 to 20.99 .....	176,094	20,382	186,006	25,009	174,971	32,013
21 or above .....	157,472	32,595	152,954	28,332	134,615	25,152

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-9. Estimates and standard errors (SE) of total number of incidents involving theft/larceny (Q16f1) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	209,533	8,350	211,223	8,814	207,182	10,235
<b>Instructional level</b>						
Elementary.....	39,908	3,815	40,277	3,840	38,711	4,733
Middle.....	62,119	4,617	62,032	4,784	60,538	4,741
Secondary.....	95,265	4,746	96,545	5,465	95,729	6,371
Combined.....	12,242	1,052	12,369	1,086	12,205	1,459
<b>Enrollment size</b>						
Less than 300.....	22,958	2,869	23,044	2,973	20,657	2,289
300 to 499.....	32,513	3,075	32,425	2,948	33,585	3,974
500 to 999.....	68,080	3,947	68,647	4,062	66,841	5,416
1,000 or more.....	85,982	5,122	87,107	6,236	86,101	7,209
<b>Region</b>						
Northeast.....	30,810 <sup>2</sup>	2,334	35,047	2,766	32,123	3,166
Southeast.....	35,516	3,406	35,090	3,281	35,383	3,712
Central.....	68,030	5,212	64,420	5,247	63,385	6,403
West.....	75,177	5,341	76,666	5,359	76,292	6,616
<b>Type of locale</b>						
City.....	69,270	5,028	69,718	5,384	72,628	6,337
Urban fringe.....	81,748	4,814	83,019	5,200	79,151	6,260
Town.....	23,627	1,986	23,903	1,962	21,514	2,316
Rural.....	34,888	2,949	34,584	2,900	33,889	2,793
<b>Percentage minority</b>						
Less than 5 percent/ missing.....	44,653	3,359	43,175	3,284	42,863	3,488
5 to 19 percent.....	60,164	4,722	58,335	4,661	56,020	5,730
20 to 49 percent.....	46,228	3,845	48,703	4,163	46,698	4,828
50 percent or more.....	58,488	5,417	61,010	5,928	61,603	7,334
<b>Percentage students eligible for free/ reduced-price lunch</b>						
Missing.....	36,445	3,004	38,851	3,210	38,971	3,587
Less than 35 pct.....	120,501	6,135	118,440	6,548	117,921	7,979
35 to 49.99 percent.....	17,768	2,242	18,499	2,504	16,359	2,151
50 to 74.99 percent.....	22,332	3,084	21,667	3,000	20,678	3,569
75 percent or more.....	12,488	2,559	13,766	2,758	13,253	3,246
<b>Pupil-to-teacher ratio</b>						
Missing.....	20,799	3,552	21,018	3,699	18,421	3,062
Less than 15.....	44,222	3,632	46,202	3,844	46,735	4,680
15 to 17.99.....	56,574	4,071	54,265	3,831	53,858	4,835
18 to 20.99.....	41,332	3,520	41,402	3,464	40,469	4,021
21 or above.....	46,606	4,614	48,336	5,006	47,700	6,688

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.01 level

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-10. Estimates and standard errors (SE) of total number of incidents involving physical attacks without weapons that were reported to police (Q16c2\_2) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	133,608	5,469	132,813	5,311	130,877	7,098
Instructional level						
Elementary.....	18,200	3,274	17,836	3,163	14,694	3,562
Middle.....	44,832	3,842	43,969	3,801	45,515	4,132
Secondary.....	64,902	4,007	65,211	4,249	64,265	5,612
Combined.....	5,675	691	5,797	708	6,403	918
Enrollment size						
Less than 300.....	5,005	1,034	5,015	992	4,802	878
300 to 499.....	14,192	1,789	13,980	1,703	15,352	2,182
500 to 999.....	50,076	4,369	49,731	4,171	45,994	4,718
1,000 or more.....	64,335	4,181	64,086	4,344	64,729	6,317
Region						
Northeast.....	15,406	1,942	16,644	2,098	16,331	2,588
Southeast.....	29,930	2,928	29,460	2,899	31,076	3,744
Central.....	39,863	4,717	37,817	4,468	36,986	5,019
West.....	48,409	4,586	48,892	4,532	46,484	5,264
Type of locale						
City.....	55,192	3,924	55,251	3,866	57,881	5,398
Urban fringe.....	47,881	3,551	47,298	3,352	41,926	3,874
Town.....	16,642	1,784	16,668	1,883	14,968	1,904
Rural.....	13,893	1,461	13,595	1,463	16,102	1,855
Percentage minority						
Less than 5 percent/ missing.....	17,504	2,137	16,566	2,003	16,310	2,082
5 to 19 percent.....	29,317	3,130	27,912	3,149	26,582	3,286
20 to 49 percent.....	37,542	2,815	37,955	2,715	38,281	3,676
50 percent or more.....	49,245	4,531	50,380	4,413	49,704	6,404
Percentage students eligible for free/ reduced-price lunch						
Missing.....	18,088	1,781	18,786	1,852	18,753	2,517
Less than 35 pct.....	68,029	4,285	66,133	4,346	66,497	4,646
35 to 49.99 percent.....	15,704	3,266	15,818	3,161	16,722	3,680
50 to 74.99 percent.....	19,244	3,009	18,761	2,934	15,533	2,256
75 percent or more.....	12,544	3,179	13,314	3,311	13,372	4,176
Pupil-to-teacher ratio						
Missing.....	8,034	1,536	8,098	1,557	8,208	1,857
Less than 15.....	25,723	2,780	25,623	2,761	25,293	2,741
15 to 17.99.....	46,747	4,451	45,066	4,399	44,148	5,310
18 to 20.99.....	28,322	2,615	28,504	2,631	29,391	3,111
21 or above.....	24,783	3,780	25,521	3,944	23,837	4,737

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-11. Estimates and standard errors (SE) of total number of incidents involving theft/larceny that were reported to police (Q16f2) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	101,635	5,162	101,932	5,496	99,985	5,807
Instructional level						
Elementary.....	14,287	2,097	14,601	2,196	14,084	2,421
Middle.....	26,202	2,867	26,475	2,959	25,002	2,341
Secondary.....	56,193	3,784	55,724	4,075	55,539	4,502
Combined.....	4,954	491	5,133	527	5,360	667
Enrollment size						
Less than 300.....	9,038	1,420	9,536	1,584	7,943	1,228
300 to 499.....	13,105	1,630	13,045	1,573	13,812	1,910
500 to 999.....	30,967	2,156	31,111	2,047	30,288	2,708
1,000 or more.....	48,524	3,894	48,240	4,321	47,942	4,663
Region						
Northeast.....	12,255	1,644	13,979	2,142	13,839	1,894
Southeast.....	15,714	1,346	15,575	1,283	16,635	1,660
Central.....	35,257	3,253	33,316	3,290	33,895	3,813
West.....	38,408	3,222	39,062	3,279	35,615	3,774
Type of locale						
City.....	36,625	2,704	36,795	2,829	38,943	3,872
Urban fringe.....	37,777	3,601	37,578	3,817	34,406	3,470
Town.....	12,654	1,635	12,691	1,650	11,579	1,681
Rural.....	14,579	1,593	14,869	1,693	15,056	1,579
Percentage minority						
Less than 5 percent/ missing.....	18,949	1,705	18,465	1,695	20,208	2,059
5 to 19 percent.....	31,860	3,017	29,988	2,808	26,375	2,788
20 to 49 percent.....	23,468	2,363	24,714	2,646	23,490	2,802
50 percent or more.....	27,357	2,974	28,764	3,159	29,911	4,572
Percentage students eligible for free/ reduced-price lunch						
Missing.....	17,184	2,191	18,395	2,586	19,121	2,497
Less than 35 pct.....	62,492	3,401	60,856	3,528	60,592	3,884
35 to 49.99 percent.....	7,057	1,220	7,397	1,397	6,485	1,215
50 to 74.99 percent.....	8,934	1,597	8,561	1,549	8,069	1,963
75 percent or more.....	5,967	1,226	6,723	1,361	5,718	1,221
Pupil-to-teacher ratio						
Missing.....	11,687	2,567	11,882	2,845	10,684	2,147
Less than 15.....	18,981	1,611	19,617	1,701	19,465	1,696
15 to 17.99.....	26,931	2,231	25,324	2,106	26,779	2,676
18 to 20.99.....	22,265	2,532	22,207	2,485	22,799	3,337
21 or above.....	21,771	2,584	22,902	2,818	20,258	3,605

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-12. Estimates and standard errors (SE) of percentage of schools in which student bullying occurs at least once a week or daily (Q19b) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	28.86	1.19	29.23	1.21	29.22	1.22	27.80	1.43
Instructional level								
Elementary .....	25.81	1.89	26.17	1.90	26.20	1.98	23.82	2.46
Middle .....	42.79	1.82	43.22	1.75	43.32	1.75	44.60	2.31
Secondary .....	25.19	1.58	25.49	1.57	25.39	1.56	24.39	1.82
Combined .....	25.39	3.74	25.46	3.75	24.92	3.61	24.31	4.12
Enrollment size								
Less than 300 .....	24.77	2.93	25.05	3.07	24.77	3.09	24.31	3.53
300 to 499 .....	26.71	2.55	26.51	2.69	26.95	2.68	26.94	3.34
500 to 999 .....	31.98	1.73	32.18	1.74	32.18	1.74	29.68	1.79
1,000 or more .....	35.99	2.22	36.50	2.10	36.40	2.19	33.49	2.75
Region								
Northeast .....	25.07	2.40	25.58	2.48	25.07	2.44	22.10	3.23
Southeast .....	27.06	2.54	27.49	2.58	27.74	2.74	26.52	3.09
Central .....	30.48	2.15	30.61	2.14	31.46	2.27	32.72	2.92
West .....	31.11	2.51	31.71	2.54	30.96	2.45	27.77	2.49
Type of locale								
City .....	31.96	2.65	32.23	2.61	32.17	2.67	30.68	3.25
Urban fringe .....	28.34	1.97	28.55	1.99	28.46	2.00	27.42	2.22
Town .....	32.21	2.97	31.94	3.02	31.78	2.99	25.65 <sup>2</sup>	3.03
Rural .....	25.01	2.35	25.52	2.46	25.75	2.70	26.49	3.17
Percentage minority								
Less than 5 percent/ missing .....	23.91	2.23	24.09	2.32	24.13	2.44	24.88	2.86
5 to 19 percent .....	31.57	2.26	31.98	2.27	32.05	2.30	31.80	2.85
20 to 49 percent .....	27.39	2.55	27.29	2.50	26.86	2.59	25.40	2.79
50 percent or more .	33.20	2.48	33.66	2.52	33.67	2.59	29.19	3.06
Percentage students eligible for free/ reduced-price lunch								
Missing .....	28.05	2.54	28.48	2.60	29.03	2.71	29.17	3.60
Less than 35 pct .....	27.72	1.92	28.10	1.97	27.72	1.95	26.86	2.17
35 to 49.99 percent .	23.07	3.19	23.53	3.19	23.59	3.28	20.97	3.62
50 to 74.99 percent .	35.56	3.60	35.35	3.58	35.47	3.67	32.15	4.66
75 percent or more .	35.57	4.23	36.13	4.28	36.13	4.42	34.55	5.34
Pupil-to-teacher ratio								
Missing .....	31.06	4.70	31.61	4.93	31.40	5.01	29.56	6.29
Less than 15 .....	26.86	2.42	27.41	2.52	27.07	2.49	26.42	2.92
15 to 17.99 .....	29.78	2.28	29.69	2.29	30.19	2.43	29.80	2.77
18 to 20.99 .....	26.83	2.23	27.29	2.20	27.31	2.19	24.60	2.61
21 or above .....	32.67	3.59	33.11	3.58	32.92	3.55	30.52	3.80

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-13. Estimates and standard errors (SE) of percentage of schools in which verbal abuse of teachers occurs at least once a week or daily (Q19c) under alternative weighting adjustments: 2000\***

School characteristic	Base weight		Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE	Estimate	SE
Overall .....	12.43	0.71	12.45	0.70	12.06	0.90	12.07	0.73
Instructional level								
Elementary .....	8.18	1.03	8.11	1.04	7.81	1.45	8.04	1.05
Middle .....	21.66	1.55	21.95	1.54	21.09	1.83	20.62	1.61
Secondary .....	17.31	1.25	17.48	1.27	17.90	1.53	16.56	1.23
Combined.....	15.97	2.78	15.84	2.85	14.24	3.19	15.34	2.71
Enrollment size								
Less than 300 .....	6.35	1.40	6.18	1.37	6.10	1.62	6.21	1.32
300 to 499.....	11.38	1.79	11.51	1.90	12.33	2.46	11.47	1.80
500 to 999.....	13.68	1.16	13.78	1.15	12.57	1.47	13.70	1.13
1,000 or more .....	25.91	2.17	26.21	2.43	26.40	2.76	25.58	2.23
Region								
Northeast .....	13.84	1.71	13.64	1.61	12.44	2.20	13.45	1.67
Southeast .....	13.90	1.43	14.20	1.51	14.21	1.92	13.31	1.42
Central.....	10.36	1.36	10.52	1.32	10.38	1.50	10.13	1.28
West .....	12.52	1.65	12.22	1.70	11.75	1.80	12.31	1.69
Type of locale								
City.....	19.08	1.91	18.99	1.84	18.91	2.52	18.76	1.92
Urban fringe .....	12.75	1.10	12.96	1.08	12.08	1.38	12.61	1.08
Town .....	8.39	1.31	8.43	1.38	9.07	1.66	8.86	1.51
Rural.....	7.34	1.17	7.24	1.12	6.57	1.23	7.46	1.14
Percentage minority								
Less than 5 percent/ missing.....	6.49	0.98	6.28	0.91	5.82	0.86	6.48	0.95
5 to 19 percent.....	10.68	1.61	10.81	1.62	10.68	2.10	10.66	1.65
20 to 49 percent.....	15.84	1.87	15.80	1.87	14.78	2.40	15.51	1.83
50 percent or more .	18.18	2.15	17.85	2.16	18.01	2.81	17.66	2.09
Percentage students eligible for free/ reduced-price lunch								
Missing.....	11.66	1.96	12.11	1.96	12.14	2.73	11.45	1.93
Less than 35 pct.....	10.08	0.87	9.95	0.84	9.76	0.97	9.79	0.86
35 to 49.99 percent.	12.58	1.86	12.49	1.79	11.67	2.22	12.00	1.85
50 to 74.99 percent.	15.98	2.50	15.80	2.61	16.87	3.19	15.78	2.59
75 percent or more .	22.13	4.04	21.50	4.07	18.25	4.62	21.39	3.95
Pupil-to-teacher ratio								
Missing.....	17.42	3.10	17.66	2.97	17.03	4.17	16.49	2.99
Less than 15 .....	12.42	1.64	12.22	1.61	11.74	1.69	11.90	1.63
15 to 17.99.....	13.47	1.65	13.43	1.66	13.20	1.97	13.20	1.68
18 to 20.99.....	10.69	1.43	10.86	1.52	10.69	1.76	10.33	1.39
21 or above.....	10.41	1.95	10.72	1.91	10.18	2.37	10.29	1.91

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-14. Estimates and standard errors (SE) of total number of students involved in physical attacks or fights (Q21g6) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	275,482	30,049	276,395	30,931	246,781	35,018
Instructional level						
Elementary.....	112,294	24,999	114,568	25,768	99,519	28,949
Middle.....	92,046	10,028	90,564	9,440	80,274	10,949
Secondary.....	59,431	5,544	60,105	6,008	55,468	7,858
Combined.....	11,710	2,656	11,158	2,317	11,520	3,091
Enrollment size						
Less than 300.....	14,566	2,868	15,764	3,593	17,662	4,536
300 to 499.....	42,607	16,736	42,230	16,757	45,509	21,069
500 to 999.....	148,916	21,849	148,141	22,196	122,208	22,141
1,000 or more.....	69,394	6,714	70,260	7,285	61,402	8,704
Region						
Northeast.....	50,063	15,022	51,599	15,886	48,229	20,887
Southeast.....	64,288	8,785	60,905	8,244	54,477	9,273
Central.....	66,383	14,543	64,181	14,568	42,867	7,468
West.....	94,748	19,748	99,710	20,564	101,209	24,240
Type of locale						
City.....	75,116	7,786	75,517	8,187	65,174	9,098
Urban fringe.....	99,107	11,623	99,756	11,699	83,674	12,442
Town.....	62,311	21,088	63,140	21,600	59,306	23,737
Rural.....	38,949	14,289	37,981	13,958	38,627	15,922
Percentage minority						
Less than 5 percent/ missing.....	55,534	17,680	55,555	18,565	45,296	19,180
5 to 19 percent.....	50,284	6,545	48,564	6,289	43,630	7,595
20 to 49 percent.....	68,053	12,560	70,177	13,001	73,335	18,599
50 percent or more.....	101,611	22,961	102,098	23,124	84,520	23,338
Percentage students eligible for free/reduced-price lunch						
Missing.....	32,562	6,267	33,202	6,559	24,798	7,799
Less than 35 pct.....	122,380	19,868	122,770	19,982	108,264	18,643
35 to 49.99 percent.....	41,484	15,269	43,164	15,685	48,987	19,526
50 to 74.99 percent.....	42,417	9,775	39,950	9,096	30,547	8,326
75 percent or more.....	36,639	14,973	37,308	14,884	34,185	16,528
Pupil-to-teacher ratio						
Missing.....	11,809	3,208	11,791	3,383	6,111 <sup>2</sup>	2,125
Less than 15.....	64,931	18,374	64,890	17,737	64,685	21,555
15 to 17.99.....	86,547	14,876	86,158	15,250	59,626 <sup>2</sup>	9,477
18 to 20.99.....	60,153	15,960	61,111	16,599	64,493	20,680
21 or above.....	52,042	13,268	52,445	13,389	51,867	18,770

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-15. Estimates and standard errors (SE) of total number of students involved in threats or intimidation (Q21h6) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	146,700	15,043	149,359	15,147	134,814	11,576
Instructional level						
Elementary.....	52,604	13,019	53,384	13,132	38,313	6,059
Middle.....	59,441	8,049	60,562	8,158	65,137	11,294
Secondary.....	28,622	2,664	29,343	3,086	25,773	3,881
Combined.....	6,032	1,203	6,070	1,330	5,591	1,161
Enrollment size						
Less than 300.....	11,948	2,332	12,891	2,848	13,544	3,126
300 to 499.....	17,100	2,645	17,024	2,752	16,327	3,016
500 to 999.....	76,494	14,153	78,229	14,561	66,319	8,584
1,000 or more.....	41,158	7,780	41,215	7,614	38,625	8,394
Region						
Northeast.....	29,426	6,423	30,380	6,714	30,371	9,645
Southeast.....	37,783	8,178	37,276	7,718	33,469	6,959
Central.....	45,795	13,270	46,523	13,729	35,577	6,037
West.....	33,696	4,587	35,179	4,846	35,397	5,502
Type of locale						
City.....	41,752	6,823	42,489	6,464	40,624	6,294
Urban fringe.....	56,555	7,356	57,367	7,706	55,932	9,898
Town.....	29,001	11,688	29,801	12,220	19,016	4,076
Rural.....	19,392	3,378	19,701	3,574	19,242	3,760
Percentage minority						
Less than 5 percent/ missing.....	34,826	11,706	34,591	12,285	22,455	4,199
5 to 19 percent.....	30,193	4,445	30,995	4,846	29,716	5,505
20 to 49 percent.....	45,306	7,496	47,285	7,805	53,937	10,304
50 percent or more.....	36,375	7,480	36,488	7,048	28,706	5,141
Percentage students eligible for free/reduced-price lunch						
Missing.....	19,024	2,973	20,093	3,347	17,889	3,861
Less than 35 pct.....	76,521	14,438	78,183	14,970	69,960	10,146
35 to 49.99 percent.....	20,708	4,564	21,410	4,799	22,337	5,466
50 to 74.99 percent.....	22,248	6,751	21,121	6,032	15,446	4,663
75 percent or more.....	8,199	2,157	8,552	2,172	9,183	2,695
Pupil-to-teacher ratio						
Missing.....	8,091	2,251	8,208	2,649	8,326	3,323
Less than 15.....	41,997	7,206	43,934	7,273	45,175	9,762
15 to 17.99.....	51,841	11,956	52,867	12,616	38,858	5,584
18 to 20.99.....	32,143	7,465	31,349	7,039	30,247	6,263
21 or above.....	12,628	2,409	13,001	2,519	12,208	3,154

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-16. Estimates and standard errors (SE) of total number of students involved in insubordination (Q21i6) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	451,210	40,993	457,456	45,425	400,041	42,087
Instructional level						
Elementary.....	62,555	11,260	66,661	13,647	65,165	14,991
Middle.....	206,937	30,624	209,888	32,814	179,736	30,186
Secondary.....	166,088	21,434	165,126	24,140	140,041	23,022
Combined.....	15,630	3,793	15,781	4,219	15,098	4,688
Enrollment size						
Less than 300.....	18,952	4,792	20,082	5,623	19,242	6,225
300 to 499.....	63,803	15,515	65,082	15,922	50,434	11,943
500 to 999.....	228,637	27,536	237,004	31,380	190,454	25,403
1,000 or more.....	139,817	22,854	135,288	22,767	139,910	29,458
Region						
Northeast.....	89,672	19,886	92,952	20,450	86,225	20,108
Southeast.....	87,187	14,526	81,226	13,801	67,097	14,249
Central.....	142,238	20,639	138,723	20,672	135,889	22,996
West.....	132,112	29,001	144,555	33,363	110,830	26,260
Type of locale						
City.....	103,291	16,611	103,811	17,101	119,577	22,294
Urban fringe.....	223,578	36,524	227,692	40,597	166,111	31,941
Town.....	73,355	13,331	74,249	13,474	64,213	13,175
Rural.....	50,985	11,987	51,704	12,738	50,140	12,915
Percentage minority						
Less than 5 percent/ missing.....	90,676	14,372	86,970	13,742	82,885	16,440
5 to 19 percent.....	110,818	23,025	112,248	23,858	86,389	17,903
20 to 49 percent.....	162,128	35,600	167,617	39,342	146,619	38,418
50 percent or more.....	87,587	14,211	90,620	14,816	84,148	17,490
Percentage students eligible for free/reduced-price lunch						
Missing.....	77,783	21,175	82,218	24,539	56,178	14,210
Less than 35 pct.....	271,962	34,974	271,483	36,940	249,125	35,774
35 to 49.99 percent.....	40,792	10,366	41,552	10,482	39,736	11,298
50 to 74.99 percent.....	37,631	9,562	36,615	8,942	27,770	8,019
75 percent or more.....	23,041	6,832	25,588	8,682	27,231	10,440
Pupil-to-teacher ratio						
Missing.....	34,133	11,513	34,278	11,728	41,675	16,528
Less than 15.....	130,369	23,709	139,427	27,322	105,299	20,909
15 to 17.99.....	138,921	21,836	136,672	22,038	137,022	31,004
18 to 20.99.....	101,239	23,743	99,945	26,414	74,937	17,576
21 or above.....	46,548	10,124	47,134	11,110	41,107	10,588

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-17. Estimates and standard errors (SE) of total number of students involved in physical attacks or fights who were transferred (Q21g2) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	18,654	2,015	18,948	2,140	16,659	2,062
Instructional level						
Elementary.....	1,855	787	1,962	916	2,020	1,327
Middle.....	6,863	1,009	6,627	990	7,494	1,469
Secondary.....	9,238	1,676	9,724	1,866	6,343 <sup>2</sup>	1,058
Combined.....	698	467	635	405	801	555
Enrollment size						
Less than 300.....	776	403	761	397	732	496
300 to 499.....	1,691	522	1,694	544	1,340	405
500 to 999.....	7,361	1,425	7,200	1,460	6,540	1,822
1,000 or more.....	8,826	1,311	9,292	1,504	8,047	1,456
Region						
Northeast.....	1,175	292	1,280	324	1,368	475
Southeast.....	6,420	1,074	6,147	963	6,188	1,174
Central.....	2,724	596	2,657	607	1,977	494
West.....	8,335	1,776	8,865	1,893	7,126	1,620
Type of locale						
City.....	7,913	1,316	7,930	1,375	8,288	1,598
Urban fringe.....	6,424	1,323	6,827	1,525	5,461	1,572
Town.....	1,708	599	1,604	536	1,249	354
Rural.....	2,609	916	2,588	922	1,661	700
Percentage minority						
Less than 5 percent/ missing.....	1,102	392	1,037	343	644	174
5 to 19 percent.....	3,985	1,198	3,849	1,216	2,873	751
20 to 49 percent.....	4,146	686	4,180	742	4,289	953
50 percent or more.....	9,421	1,678	9,882	1,784	8,852	1,644
Percentage students eligible for free/reduced-price lunch						
Missing.....	1,947	473	2,010	505	1,829	544
Less than 35 percent.....	7,628	1,228	7,553	1,287	5,838	879
35 to 49.99 percent.....	2,178	520	2,381	586	2,786	786
50 to 74.99 percent.....	5,928	1,738	5,959	1,831	4,955	1,546
75 percent or more.....	972	401	1,046	408	1,251	536
Pupil-to-teacher ratio						
Missing.....	1,606	624	1,548	591	825	266
Less than 15.....	4,144	1,069	4,056	1,043	3,869	1,072
15 to 17.99.....	4,172	624	4,203	616	3,951	729
18 to 20.99.....	2,968	486	3,007	501	3,107	666
21 or above.....	5,763	1,391	6,134	1,515	4,906	1,557

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-18. Estimates and standard errors (SE) of total number of students involved in threats or intimidation who were transferred (Q21h2) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	4,635	572	4,674	588	4,078	559
Instructional level						
Elementary.....	144	103	133	93	91	92
Middle.....	2,241	426	2,240	443	2,246	529
Secondary.....	2,021	389	2,063	398	1,586	326
Combined.....	229	96	238	106	156	126
Enrollment size						
Less than 300.....	229	118	245	134	83	59
300 to 499.....	712	220	674	207	626	217
500 to 999.....	1,983	426	2,026	469	1,627	467
1,000 or more.....	1,712	299	1,729	298	1,742	347
Region						
Northeast.....	629	215	671	250	784	351
Southeast.....	1,652	308	1,623	304	1,574	354
Central.....	1,034	183	1,039	197	961	247
West.....	1,320	385	1,341	381	759 <sup>2</sup>	255
Type of locale						
City.....	1,615	340	1,610	337	1,587	383
Urban fringe.....	1,578	334	1,599	361	1,872	456
Town.....	615	155	609	154	471	153
Rural.....	827	318	856	342	149 <sup>2</sup>	66
Percentage minority						
Less than 5 percent/ missing.....	520	106	509	102	439	107
5 to 19 percent.....	1,240	291	1,196	291	1,249	304
20 to 49 percent.....	1,147	236	1,129	233	1,058	277
50 percent or more.....	1,728	410	1,840	453	1,333	477
Percentage students eligible for free/reduced-price lunch						
Missing.....	747	213	767	233	688	221
Less than 35 percent.....	2,262	374	2,215	373	2,149	391
35 to 49.99 percent.....	446	164	473	179	327	175
50 to 74.99 percent.....	1,112	397	1,146	416	915	450
75 percent or more.....	68	39	73	42	0	0
Pupil-to-teacher ratio						
Missing.....	278	165	289	182	116	85
Less than 15.....	1,268	404	1,258	414	1,025	427
15 to 17.99.....	1,544	296	1,547	289	1,475	367
18 to 20.99.....	860	213	831	210	885	263
21 or above.....	685	177	748	194	577	201

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-19. Estimates and standard errors (SE) of total number of students involved in insubordination who were transferred (Q21i2) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	8,353	1,964	8,165	1,982	7,328	1,646
Instructional level						
Elementary.....	531	305	531	315	499	384
Middle.....	4,653	1,175	4,493	1,247	4,378	1,450
Secondary.....	2,754	939	2,741	878	2,051	557
Combined.....	414	277	401	269	399	320
Enrollment size						
Less than 300.....	297	163	296	157	275	169
300 to 499.....	1,744	652	1,738	648	1,813	794
500 to 999.....	3,433	882	3,404	983	3,112	1,256
1,000 or more.....	2,878	947	2,726	869	2,128	603
Region						
Northeast.....	1,105	605	1,226	710	1,320	984
Southeast.....	3,284	1,248	3,042	1,160	2,237	586
Central.....	1,740	449	1,650	437	1,380	512
West.....	2,225	643	2,247	626	2,391	809
Type of locale						
City.....	3,373	934	3,122	848	2,278	622
Urban fringe.....	2,867	902	2,945	971	3,282	1,248
Town.....	949	439	956	451	942	542
Rural.....	1,164	370	1,142	363	826	381
Percentage minority						
Less than 5 percent/ missing.....	891	388	866	389	599	406
5 to 19 percent.....	2,094	778	2,062	754	2,118	900
20 to 49 percent.....	2,158	895	1,985	811	1,004	349
50 percent or more.....	3,210	882	3,252	965	3,607	1,323
Percentage students eligible for free/ reduced-price lunch						
Missing.....	582	182	601	198	358	164
Less than 35 percent.....	4,524	1,325	4,332	1,253	3,272	1,073
35 to 49.99 percent.....	335	116	373	132	404	149
50 to 74.99 percent.....	2,895	881	2,841	960	3,264	1,335
75 percent or more.....	18	18	18	18	30	30
Pupil-to-teacher ratio						
Missing.....	701	311	655	284	220	130
Less than 15.....	2,445	854	2,517	948	3,008	1,293
15 to 17.99.....	2,344	523	2,237	487	2,161	605
18 to 20.99.....	2,047	906	1,914	830	1,082	403
21 or above.....	816	266	842	270	856	372

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-20. Estimates and standard errors (SE) of total number of students involved in physical attacks or fights who were suspended (Q21g3) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	277,500	25,551	273,828	24,292	270,462	31,754
Instructional level						
Elementary.....	68,485	16,411	67,853	16,050	77,302	22,341
Middle.....	109,679	11,974	106,004	11,707	93,500	11,291
Secondary.....	84,581	6,427	85,576	6,822	85,585	8,739
Combined.....	14,754	2,468	14,395	2,212	14,075	2,478
Enrollment size						
Less than 300.....	14,855	2,773	14,621	2,697	16,212	3,386
300 to 499.....	29,941	3,975	29,979	4,192	26,813	3,901
500 to 999.....	141,336	23,045	136,932	21,693	140,066	30,777
1,000 or more.....	91,368	7,411	92,295	8,063	87,371	8,640
Region						
Northeast.....	30,562	4,125	33,498	4,786	31,244	4,849
Southeast.....	88,909	10,121	87,338	10,014	84,542	12,563
Central.....	82,623	14,493	75,100	11,938	71,068	15,056
West.....	75,406	9,721	77,892	10,392	83,609	14,570
Type of locale						
City.....	112,647	13,860	106,220	11,574	105,134	14,329
Urban fringe.....	99,602	11,640	102,378	12,714	98,183	17,984
Town.....	32,471	6,225	32,531	6,412	32,212	8,510
Rural.....	32,780	4,504	32,700	4,598	34,933	5,754
Percentage minority						
Less than 5 percent/ missing.....	32,406	3,887	31,690	3,991	30,896	4,026
5 to 19 percent.....	51,214	7,868	50,708	8,119	53,784	10,731
20 to 49 percent.....	69,411	6,559	71,322	6,967	65,827	9,113
50 percent or more.....	124,469	19,807	120,108	17,669	119,955	23,693
Percentage students eligible for free/ reduced-price lunch						
Missing.....	45,568	8,998	45,035	7,881	44,669	9,323
Less than 35 percent.....	102,995	6,249	101,345	6,690	92,069	6,842
35 to 49.99 percent.....	37,884	6,047	39,629	6,417	43,894	8,568
50 to 74.99 percent.....	67,142	14,349	63,802	13,814	66,772	19,664
75 percent or more.....	23,910	4,850	24,017	4,741	23,058	5,850
Pupil-to-teacher ratio						
Missing.....	14,425	3,009	14,879	3,337	10,844	1,919
Less than 15.....	59,091	7,039	58,330	7,225	55,750	8,050
15 to 17.99.....	87,650	11,100	84,267	10,272	80,957	13,645
18 to 20.99.....	56,407	6,141	56,541	6,247	55,050	8,103
21 or above.....	59,927	14,365	59,810	13,608	67,860	19,303

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-21. Estimates and standard errors (SE) of total number of students involved in threats or intimidation who were suspended (Q21h3) under alternative weighting adjustments: 2000<sup>1</sup>**

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	111,723	12,936	111,155	12,617	110,236	16,052
Instructional level						
Elementary.....	36,647	11,684	37,074	11,678	32,776	13,942
Middle.....	39,157	4,992	37,700	4,546	41,024	6,497
Secondary.....	31,728	3,810	32,164	3,927	31,964	4,709
Combined.....	4,191	730	4,217	751	4,472	911
Enrollment size						
Less than 300.....	6,728	1,403	6,962	1,525	7,919	1,725
300 to 499.....	16,877	3,697	17,155	4,134	14,680	3,714
500 to 999.....	51,813	10,024	50,652	9,955	56,099	13,986
1,000 or more.....	36,305	6,331	36,387	5,890	31,537	3,764
Region						
Northeast.....	14,085	2,341	15,563	2,892	11,023 <sup>2</sup>	1,719
Southeast.....	36,197	7,097	35,542	6,537	33,706	6,227
Central.....	31,524	4,945	29,224	4,214	29,570	5,697
West.....	29,916	9,186	30,826	9,631	35,937	12,821
Type of locale						
City.....	46,169	7,218	44,476	6,226	40,270	5,971
Urban fringe.....	35,442	4,020	35,516	4,246	39,265	6,478
Town.....	17,979	8,995	18,425	9,420	19,790	12,262
Rural.....	12,133	2,458	12,738	2,979	10,911	2,511
Percentage minority						
Less than 5 percent/ missing.....	16,676	3,047	16,972	3,631	14,201	2,213
5 to 19 percent.....	26,925	9,254	27,214	9,794	29,795	12,593
20 to 49 percent.....	24,042	3,604	24,655	3,877	27,435	5,628
50 percent or more.....	44,080	7,682	42,314	6,711	38,804	6,808
Percentage students eligible for free/reduced-price lunch						
Missing.....	17,094	3,555	17,505	3,951	15,363	2,715
Less than 35 percent.....	39,093	3,515	39,915	3,925	39,551	4,735
35 to 49.99 percent.....	8,240	1,743	8,188	1,722	8,972	2,112
50 to 74.99 percent.....	38,733	11,119	36,727	10,918	36,547	13,731
75 percent or more.....	8,564	2,599	8,819	2,576	9,803	3,567
Pupil-to-teacher ratio						
Missing.....	4,977	1,433	5,060	1,467	3,418	1,130
Less than 15.....	22,954	3,833	22,303	3,470	23,421	4,618
15 to 17.99.....	45,265	10,128	45,160	10,257	49,385	13,987
18 to 20.99.....	24,561	6,097	24,125	5,739	17,748	3,238
21 or above.....	13,965	2,020	14,508	2,122	16,264	3,097

<sup>1</sup>Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

<sup>2</sup>Estimate is significantly different from estimate based on final nonresponse (NR) weights at 0.05 level.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.

**Table H5-22. Estimates and standard errors (SE) of total number of students involved in insubordination who were suspended (Q21i3) under alternative weighting adjustments: 2000\***

School characteristic	Initial weight		Final NR weight		Interim weight	
	Estimate	SE	Estimate	SE	Estimate	SE
Overall.....	197,017	19,376	199,754	20,982	190,919	24,228
Instructional level						
Elementary.....	37,924	13,183	37,744	13,381	41,728	17,574
Middle.....	76,061	12,294	76,728	13,531	56,728	8,531
Secondary.....	76,198	12,667	78,452	13,369	84,665	15,807
Combined.....	6,834	1,324	6,831	1,286	7,798	1,632
Enrollment size						
Less than 300.....	7,904	1,843	7,983	1,875	9,376	2,383
300 to 499.....	28,543	5,528	28,094	5,416	25,229	6,613
500 to 999.....	100,684	17,957	101,424	19,377	92,954	20,951
1,000 or more.....	59,886	6,423	62,253	6,559	63,360	7,720
Region						
Northeast.....	32,354	8,792	37,381	11,114	28,737	6,268
Southeast.....	50,062	9,079	48,324	8,598	39,415	7,512
Central.....	72,879	11,387	70,865	12,221	71,248	15,139
West.....	41,721	11,850	43,184	12,453	51,519	17,403
Type of locale						
City.....	76,652	10,588	77,994	12,390	65,541	10,155
Urban fringe.....	56,305	7,010	57,165	6,932	62,384	8,735
Town.....	41,944	13,887	41,913	13,956	39,230	17,273
Rural.....	22,115	8,435	22,683	9,211	23,763	10,870
Percentage minority						
Less than 5 percent/ missing.....	31,413	8,782	32,230	9,551	31,712	11,505
5 to 19 percent.....	54,723	15,529	55,833	17,281	52,686	18,149
20 to 49 percent.....	47,060	8,542	47,093	8,215	43,707	6,756
50 percent or more.....	63,820	9,014	64,598	9,365	62,814	12,407
Percentage students eligible for free/reduced-price lunch						
Missing.....	23,751	4,841	24,956	5,098	21,950	5,172
Less than 35 percent.....	90,537	13,647	93,263	15,742	87,898	14,418
35 to 49.99 percent.....	26,763	7,831	26,807	7,613	26,630	6,301
50 to 74.99 percent.....	41,597	12,596	40,323	12,888	39,972	17,252
75 percent or more.....	14,368	5,004	14,405	4,831	14,468	5,855
Pupil-to-teacher ratio						
Missing.....	7,460	2,420	8,039	2,953	7,156	2,890
Less than 15.....	41,608	6,638	40,969	6,440	41,425	7,716
15 to 17.99.....	69,409	13,178	68,798	13,286	73,871	17,841
18 to 20.99.....	55,171	14,029	58,232	16,132	39,147	12,624
21 or above.....	23,369	4,452	23,716	4,582	29,319	6,451

\*Estimates presented in this table are based on unimputed data, and thus may differ from final published results.

NOTE: Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Survey on Crime and Safety, 2000.



**APPENDIX I:**

**ITEM RESPONSE RATE AND  
METHOD OF IMPUATION USED FOR  
KEY DATA ITEMS**



## Item response rate and method of imputation used for key data items: 2000

Variable name (Question number)	Label	Number eligible to respond	Number who did not respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q2A	School has written plan for shootings	2270	2	99.91%		Yes	Hot-deck
Q2B	Written plan for riots/large-scale fight	2270	1	99.96%		Yes	Hot-deck
Q2C	Written plan bomb/anthrax scare/threats	2270	0	100.00%			
Q2D	Written plan for natural disasters	2270	1	99.96%		Yes	Hot-deck
Q2E	Written crisis plan for hostages	2270	2	99.91%		Yes	Hot-deck
Q3	Formal program prevent/reduce violence	2270	0	100.00%	Yes		
Q9A	Average hours security on duty per week	1604	37	97.69%		Yes	Logical and Mean
Q9B	Average hours security wore uniform	1606	438	72.73%			
Q9C	Average hours security carried a firearm	1606	450	71.98%			
Q10	School trained teachers in warning signs	2270	2	99.91%	Yes	Yes	Hot-deck
Q14A1	# of student homicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14A2	# of faculty homicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14A3	# of staff homicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14B1	# of student homicides elsewhere	85	3	96.47%		Yes	Hot-deck and Logical
Q14B2	# of faculty homicides elsewhere	85	3	96.47%		Yes	Hot-deck and Logical
Q14B3	# of staff homicides elsewhere	85	3	96.47%		Yes	Hot-deck and Logical
Q14C1	# of student suicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14C2	# of faculty suicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14C3	# of staff suicides at school	85	3	96.47%		Yes	Hot-deck and Logical
Q14D1	# of student suicides elsewhere	85	2	97.65%		Yes	Hot-deck and Logical
Q14D2	# of faculty suicides elsewhere	85	3	96.47%		Yes	Hot-deck and Logical
Q14D3	# of staff suicides elsewhere	85	3	96.47%		Yes	Hot-deck and Logical
Q15	# of shooting incidents - total	2270	1	99.96%	Yes	Yes	Hot-deck
Q15A	# of shooting incidents/students	2270	1	99.96%		Yes	Hot-deck
Q15B	# of shooting incident/nonstudents	2270	1	99.96%		Yes	Hot-deck
Q16A1	# of rapes - total	2270	0	100.00%			
Q16A2	# of rapes reported to police	2270	0	100.00%	Yes		
Q16A3	# of rapes that were hate crimes	2270	0	100.00%	Yes		
Q16A4	# of rapes/gang related	2270	0	100.00%	Yes		
Q16B1	# of sexual batteries - total	2270	0	100.00%			
Q16B2	# of sexual battery reported to police	2270	1	99.96%	Yes	Yes	Hot-deck

\* Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 4 for further details.)

Variable name (Question number)	Label	Number eligible to respond	Number who did not respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16B3	# of sexual battery/hate crimes	2270	3	99.87%	Yes	Yes	Hot-deck
Q16B4	# of sexual battery/gang related	2270	3	99.87%	Yes	Yes	Hot-deck
Q16C1_1	TOTALS: attacks/with weapon - total	2270	3	99.87%			
Q16C1_2	# of attack/weapon/reported police	2270	5	99.78%	Yes	Yes	Hot-deck
Q16C1_3	# of attack with weapon/hate crimes	2270	2	99.91%	Yes	Yes	Hot-deck
Q16C1_4	# of attack with weapon/gang-related	2270	2	99.91%	Yes	Yes	Hot-deck
Q16C2_1	TOTALS: attacks/no weapon - total	2270	9	99.60%			
Q16C2_2	# of attacks/no weapon/reported	2270	13	99.43%	Yes	Yes	Hot-deck
Q16C2_3	# of attacks/no weapon/hate crimes	2270	27	98.81%	Yes	Yes	Hot-deck
Q16C2_4	# of attacks/no weapon/gang-related	2270	26	98.85%	Yes	Yes	Hot-deck
Q16D1_1	# of threats of attack/with weapon-total	2270	6	99.74%			
Q16D1_2	# of threats of attack/weapon/reported	2270	4	99.82%	Yes	Yes	Hot-deck
Q16D1_3	# of threats/with weapon/hate crime	2270	4	99.82%	Yes	Yes	Hot-deck
Q16D1_4	# of threats/with weapon/gangs	2270	4	99.82%	Yes	Yes	Hot-deck
Q16D2_1	# of threats of attack/no weapon - total	2270	15	99.34%			
Q16D2_2	# of threats/no weapon/reported	2270	20	99.12%	Yes	Yes	Hot-deck
Q16D2_3	# of threats/no weapon/hate crime	2270	26	98.85%	Yes	Yes	Hot-deck
Q16D2_4	# of threats/no weapon/gang	2270	26	98.85%	Yes	Yes	Hot-deck
Q16E1_1	# of robberies with weapon - total	2270	1	99.96%			
Q16E1_2	# of robberies with weapon/reported	2270	1	99.96%	Yes	Yes	Hot-deck
Q16E1_3	# of robberies with weapon/hate crimes	2270	1	99.96%	Yes	Yes	Hot-deck
Q16E1_4	# of robberies with wpn/gang-related	2270	1	99.96%	Yes	Yes	Hot-deck
Q16E2_1	# of incidents of robbery/no weapon	2270	1	99.96%			
Q16E2_2	# of robbery without weapon/reported	2270	2	99.91%	Yes	Yes	Hot-deck
Q16E2_3	# of robbery without weapon/hate crime	2270	6	99.74%	Yes	Yes	Hot-deck
Q16E2_4	# of robbery without weapon/gang	2270	6	99.74%	Yes	Yes	Hot-deck
Q16F1	# of theft/larceny - total	2270	9	99.60%			
Q16F2	# of incidents theft/larceny/reported	2270	15	99.34%	Yes	Yes	Hot-deck
Q16F3	# of incident theft/larceny/hate crime	2270	23	98.99%	Yes	Yes	Hot-deck
Q16F4	# of incidents theft/larceny/gang	2270	21	99.07%	Yes	Yes	Hot-deck
Q16G1	# of possession of firearms - total	2270	0	100.00%			
Q16G2	# of possession of firearms reported	2270	2	99.91%	Yes	Yes	Hot-deck
Q16G3	# of possess. firearms/hate crime	2270	4	99.82%	Yes	Yes	Hot-deck
Q16G4	# of possess firearms/gang related	2270	5	99.78%	Yes	Yes	Hot-deck
Q16H1	# of possession knife/sharp object-total	2270	2	99.91%			
Q16H2	# of possession/knife/reported	2270	10	99.56%	Yes	Yes	Hot-deck
Q16H3	# of possession/knife/hate crimes	2270	22	99.03%	Yes	Yes	Hot-deck
Q16H4	# of possession/knife/gang related	2270	20	99.12%	Yes	Yes	Hot-deck
Q16I1	# of distribution of drugs - total	2270	5	99.78%			
Q16I2	# of distribution of drugs/reported	2270	6	99.74%	Yes	Yes	Hot-deck
Q16I4	# of distribution of drugs/gang	2270	21	99.07%	Yes	Yes	Hot-deck
Q16J1	# of possession of alcohol - total	2270	3	99.87%			
Q16J2	# of possession alcohol/reported	2270	12	99.47%	Yes	Yes	Hot-deck
Q16J4	# of incident possess. alcohol/gang	2270	32	98.59%	Yes	Yes	Hot-deck
Q16K1	# of sexual harassment - total	2270	7	99.69%			
Q16K2	# of incidents sex. harass. reported	2270	19	99.16%	Yes	Yes	Hot-deck

\* Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 4 for further details.)

Variable name (Question number)	Label	Number eligible to respond	Number who did not respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16K3	# of incidents sex. harass./hate crime	2270	27	98.81%	Yes	Yes	Hot-deck
Q16K4	# of incidents sex. harass./gang	2270	17	99.25%	Yes	Yes	Hot-deck
Q16L1	# of incidents of vandalism - total	2270	9	99.60%			
Q16L2	# of incident of vandalism reported	2270	11	99.52%	Yes	Yes	Hot-deck
Q16L3	# of incidents vandalism/hate crimes	2270	23	98.99%	Yes	Yes	Hot-deck
Q16L4	# of incidents vandalism/gang-related	2270	22	99.03%	Yes	Yes	Hot-deck
Q19A	How often student racial tensions	2270	1	99.96%		Yes	Hot-deck
Q19B	How often student bullying occurs	2270	2	99.91%		Yes	Hot-deck
Q19C	How often verbal abuse of teachers	2270	5	99.78%		Yes	Hot-deck
Q19D	How often disorder in classrooms	2270	1	99.96%		Yes	Hot-deck
Q19E	How often student acts of disrespect	2270	5	99.78%		Yes	Hot-deck
Q19F	How often undesirable gang activities	2270	5	99.78%		Yes	Hot-deck
Q19G	How often undesirable cult activities	2270	2	99.91%		Yes	Hot-deck
Q21A1	# of removals for firearm use	2270	7	99.69%	Yes	Yes	Logical
Q21A2	# of transfers for firearm use	2270	10	99.56%	Yes	Yes	Hot-deck and Logical
Q21A3	# of suspensions for firearm use	2270	4	99.82%	Yes	Yes	Hot-deck and Logical
Q21A4	# of other actions for firearm use	2270	34	98.50%		Yes	Hot-deck
Q21A5	# of no actions for firearm use	2270	37	98.37%		Yes	Hot-deck
Q21B1	# of removals for firearm possession	2270	8	99.65%	Yes	Yes	Logical
Q21B2	# of transfers for firearm possession	2270	10	99.56%	Yes	Yes	Hot-deck and Logical
Q21B3	# of suspensions for firearm possession	2270	5	99.78%	Yes	Yes	Hot-deck and Logical
Q21B4	# of other actions for firearm possessn	2270	34	98.50%		Yes	Hot-deck
Q21B5	# of no actions for firearm possession	2270	36	98.41%		Yes	Hot-deck
Q21C1	# of removals for weapon use	2270	6	99.74%	Yes	Yes	Logical
Q21C2	# of transfers for weapon use	2270	9	99.60%	Yes	Yes	Hot-deck and Logical
Q21C3	# of suspensions for weapon use	2270	5	99.78%	Yes	Yes	Hot-deck and Logical
Q21C4	# of other actions for weapon use	2270	33	98.55%		Yes	Hot-deck
Q21C5	# of no actions for weapon use	2270	37	98.37%		Yes	Hot-deck
Q21D1	# of removals for weapon possession	2270	9	99.60%	Yes	Yes	Hot-deck and Logical
Q21D2	# of transfers for weapon possession	2270	10	99.56%	Yes	Yes	Hot-deck and Logical
Q21D3	# of suspensions for weapon possession	2270	3	99.87%	Yes	Yes	Hot-deck
Q21D4	# of other actions for weapon possession	2270	57	97.49%		Yes	Hot-deck
Q21D5	# of no actions for weapon possession	2270	71	96.87%		Yes	Hot-deck
Q21E1	# of removals for distribute drugs	2270	9	99.60%	Yes	Yes	Logical
Q21E2	# of transfers for distribute drugs	2270	11	99.52%	Yes	Yes	Hot-deck and Logical
Q21E3	# of suspensions for distribute drugs	2270	7	99.69%	Yes	Yes	Hot-deck and Logical

\* Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 4 for further details.)

Variable name (Question number)	Label	Number eligible to respond	Number who did not respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q21F1	# of removals for alc/drug use	2270	10	99.56%	Yes	Yes	Hot-deck and Logical
Q21F2	# of transfers for alc/drug use	2270	12	99.47%	Yes	Yes	Hot-deck and Logical
Q21F3	# of suspensions for alc/drug use	2270	7	99.69%	Yes	Yes	Hot-deck
Q21G1	# of removals for attacks/fights	2270	10	99.56%	Yes	Yes	Hot-deck and Logical
Q21G2	# of transfers for attacks/fights	2270	12	99.47%	Yes	Yes	Hot-deck and Logical
Q21G3	# of suspensions for attacks/fights	2270	8	99.65%	Yes	Yes	Hot-deck
Q21H1	# of removals for threat/intimidation	2270	12	99.47%	Yes	Yes	Hot-deck and Logical
Q21H2	# of transfers for threat/intimidtn	2270	12	99.47%	Yes	Yes	Hot-deck and Logical
Q21H3	# of suspensions for threat/intimidtn	2270	8	99.65%	Yes	Yes	Hot-deck
Q21I1	# of removals for insubordination	2270	13	99.43%	Yes	Yes	Hot-deck and Logical
Q21I2	# of transfers for insubordination	2270	13	99.43%	Yes	Yes	Hot-deck and Logical
Q21I3	# of suspensions for insubordination	2270	8	99.65%	Yes	Yes	Hot-deck
Q21J1	# of removals for other infractions	2270	13	99.43%	Yes	Yes	Hot-deck and Logical
Q21J2	# of transfers for other infractions	2270	14	99.38%	Yes	Yes	Hot-deck and Logical
Q21J3	# of suspensions for other infractions	2270	9	99.60%	Yes	Yes	Hot-deck
Q21K1	Total removals for at least 1 year	2270	17	99.25%	Yes	Yes	Logical and Logical
Q21K2	Total transfers for at least 1 year	2270	15	99.34%	Yes	Yes	Logical and Logical
Q21K3	Total out of school suspensions	2270	18	99.21%	Yes	Yes	Logical and Logical
Q24A	Percentage students eligible free lunch	2270	23	98.99%		Yes	CCD and Mean
Q24B	Percentage students limit Eng. proficient	2270	18	99.21%		Yes	Hot-deck
Q24C	Percentage special education students	2270	20	99.12%		Yes	Hot-deck
Q24D	Percentage male students	2270	37	98.37%		Yes	CCD and Mean
Q24E	Percentage students below 15th percentile	2270	254	88.81%		Yes	Mean
Q24F	Percentage students likely to go to college	2270	69	96.96%		Yes	Mean
Q24G	Percentage students/academic achieve.import	2270	58	97.44%		Yes	Mean
Q28	School type	2270	4	99.82%		Yes	CCD
Q29	Percent students absent without excuse	2270	8	99.65%		Yes	Mean

\* Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 4 for further details.)

**APPENDIX J:**

**DETAILED ITEM RESPONSE RATES  
FOR ALL ITEMS**



Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q_RESP	Title/position of respondent	2270	98.85%			
Q1A	School practice require visitor check in	2270	99.60%			
Q1B	Access controlled locked/monitored doors	2270	99.34%			
Q1C	Grounds have locked/monitored gates	2270	98.94%			
Q1D	Students pass through metal detectors	2270	99.60%			
Q1E	Visitors pass through metal detectors	2270	99.47%			
Q1F	Have random metal detector checks	2270	99.43%			
Q1G	Practice to close campus for lunch	2270	98.63%			
Q1H	Practice random dog sniffs for drugs	2270	99.03%			
Q1I	Random sweeps for contraband	2270	99.03%			
Q1J	Require drug testing for any students	2270	99.30%			
Q1K	Require students to wear uniforms	2270	99.30%			
Q1L	Practice to enforce a strict dress code	2270	98.94%			
Q1M	Students provided code of conduct	2270	99.25%			
Q1N	Student code of conduct for parents	2270	99.52%			
Q1O	Provide school lockers to students	2270	99.34%			
Q1P	Require clear book bags or ban bags	2270	99.52%			
Q1Q	Require students wear badge or photo ID	2270	99.56%			
Q1R	Require staff wear badge or photo ID	2270	99.43%			
Q1S	Security camera(s) monitor the school	2270	99.65%			
Q1T	Provide telephones in most classrooms	2270	99.38%			
Q1U	Tobacco prohibited on school grounds	2270	99.47%			
Q2A	School has written plan for shootings	2270	99.91%		Yes	Hot-deck
Q2B	Written plan for riots/large-scale fight	2270	99.96%		Yes	Hot-deck
Q2C	Written plan bomb/anthrax scare/threats	2270	100.00%			
Q2D	Written plan for natural disasters	2270	99.96%		Yes	Hot-deck
Q2E	Written crisis plan for hostages	2270	99.91%		Yes	Hot-deck
Q3	Formal program prevent/reduce violence	2270	100.00%	Yes		
Q4A	Prevention training (e.g.,social skills)	1676	98.93%			
Q4B	Behavioral modification for students	1676	98.99%			
Q4C	Student counseling/social work	1676	99.05%			

\*Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 7 for further details.)

Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q4D	Individual mentoring/tutoring students	1676	98.81%			
Q4E	Recreation/enrichment student activities	1676	98.75%			
Q4F	Student involvement resolving problems	1676	99.11%			
Q4G	Promote sense of community/integration	1676	98.93%			
Q4H	Hotline/tipline to report problems	1676	98.93%			
Q5A	Teacher training to reduce violence	2270	99.38%			
Q5B	Reviewed discipline practices	2270	99.38%			
Q5C	Trained staff in crime prevention	2270	98.50%			
Q5D	Reorganized school,grades,schedules	2270	98.85%			
Q6	Modifications to reduce crime/violence	2270	97.93%			
Q7A	Formal process to obtain parental input	2270	99.43%			
Q7B	Provide training/assistance to parents	2270	99.34%			
Q7C	Program involves parents at school	2270	99.21%			
Q8A	Security used during school hours	2270	99.25%			
Q8B	Security while students arrive/leave	2270	98.50%			
Q8C	Security at selected school activities	2270	98.55%			
Q8D	Security when school not occurring	2270	98.06%			
Q8E	Other times security used	2270	98.77%			
Q9A	Average hours security on duty per week	1604	97.69%		Yes	Logical and Mean
Q9B/R	Average hours security wore uniform	1606	72.73%			
Q9C/R	Average hours security carried a firearm	1606	71.98%			
Q10	School trained teachers in warning signs	2270	99.91%	Yes	Yes	Hot-deck
Q11A	Number teachers/aides trained	888	95.05%			
Q11B	Average training hours per participant	888	93.92%			
Q12A	Efforts lmtd by lack of tchr training	2270	97.84%			
Q12B	Efforts lmtd by lack of altrntive plcmnt	2270	97.80%			
Q12C	Efforts limited by parental complaints	2270	98.06%			
Q12D	Efforts lmtd by lack of teacher support	2270	98.02%			
Q12E	Efforts lmtd by lack of parent support	2270	98.24%			
Q12F	Efforts lmtd by fear of student reprisal	2270	98.24%			
Q12G	Efforts limited by fear of litigation	2270	98.28%			

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q12H	Efforts limited by teacher contracts	2270	98.19%			
Q12I	Efforts limited by inadequate funds	2270	97.97%			
Q12J	Efforts limited by inconsistent policies	2270	97.97%			
Q12K	Efforts lmtd by fear of district reprisal	2270	97.84%			
Q12L	Efforts lmted by fed policies on disabled	2270	98.02%			
Q12M	Efforts limited by other fed. policies	2270	97.27%			
Q12N	Efforts limited by state/district policy	2270	97.75%			
Q13	Any school deaths from violent causes	2270	99.96%	Yes	Yes	Hot-deck
Q14A1	# of student homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14A2	# of faculty homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14A3	# of staff homicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14B1	# of student homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14B2	# of faculty homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14B3	# of staff homicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14C1	# of student suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14C2	# of faculty suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14C3	# of staff suicides at school	85	96.47%		Yes	Hot-deck and Logical
Q14D1	# of student suicides elsewhere	85	97.65%		Yes	Hot-deck and Logical
Q14D2	# of faculty suicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q14D3	# of staff suicides elsewhere	85	96.47%		Yes	Hot-deck and Logical
Q15	# of shooting incidents -total	2270	99.96%	Yes	Yes	Hot-deck
Q15A	# of shooting incidents/students	2270	99.96%		Yes	Hot-deck
Q15B	# of shooting incident/ nonstudents	2270	99.96%		Yes	Hot-deck
Q16A1	# of rapes - total	2270	100.00%			
Q16A2	# of rapes reported to police	2270	100.00%	Yes		
Q16A3	# of rapes that were hate crimes	2270	100.00%	Yes		
Q16A4	# of rapes/gang related	2270	100.00%	Yes		
Q16B1	# of sexual batteries - total	2270	100.00%			
Q16B2	# of sexual battery reported to police	2270	99.96%	Yes	Yes	Hot-deck
Q16B3	# of sexual battery/hate crimes	2270	99.87%	Yes	Yes	Hot-deck
Q16B4	# of sexual battery/gang related	2270	99.87%	Yes	Yes	Hot-deck

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16C1_1	TOTALS: attacks/with weapon - total	2270	99.87%			
Q16C1_2	# of attack/weapon/reported police	2270	99.78%	Yes	Yes	Hot-deck
Q16C1_3	# of attack with weapon/hate crimes	2270	99.91%	Yes	Yes	Hot-deck
Q16C1_4	# of attack with weapon/gang-related	2270	99.91%	Yes	Yes	Hot-deck
Q16C2_1	TOTALS: attacks/no weapon - total	2270	99.60%			
Q16C2_2	# of attacks/no weapon/reported	2270	99.43%	Yes	Yes	Hot-deck
Q16C2_3	# of attacks/no weapon/hate crimes	2270	98.81%	Yes	Yes	Hot-deck
Q16C2_4	# of attacks/no weapon/gang-related	2270	98.85%	Yes	Yes	Hot-deck
Q16D1_1	# of threats of attack/with weapon-total	2270	99.74%			
Q16D1_2	# of threats of attack/weapon/reported	2270	99.82%	Yes	Yes	Hot-deck
Q16D1_3	# of threats/with weapon/hate crime	2270	99.82%	Yes	Yes	Hot-deck
Q16D1_4	# of threats/with weapon/gangs	2270	99.82%	Yes	Yes	Hot-deck
Q16D2_1	# of threats of attack/no weapon - total	2270	99.34%			
Q16D2_2	# of threats/no weapon/reported	2270	99.12%	Yes	Yes	Hot-deck
Q16D2_3	# of threats/no weapon/hate crime	2270	98.85%	Yes	Yes	Hot-deck
Q16D2_4	# of threats/no weapon/gang	2270	98.85%	Yes	Yes	Hot-deck
Q16E1_1	# of robberies with weapon - total	2270	99.96%			
Q16E1_2	# of robberies with weapon/reported	2270	99.96%	Yes	Yes	Hot-deck
Q16E1_3	# of robberies with weapon/hate crimes	2270	99.96%	Yes	Yes	Hot-deck
Q16E1_4	# of robberies with wpn/gang-related	2270	99.96%	Yes	Yes	Hot-deck
Q16E2_1	# of incidents of robbery/no weapon	2270	99.96%			
Q16E2_2	# of robbery without weapon/reported	2270	99.91%	Yes	Yes	Hot-deck
Q16E2_3	# of robbery without weapon/hate crime	2270	99.74%	Yes	Yes	Hot-deck
Q16E2_4	# of robbery without weapon/gang	2270	99.74%	Yes	Yes	Hot-deck
Q16F1	# of theft/larceny - total	2270	99.60%			
Q16F2	# of incidents theft/larceny/reported	2270	99.34%	Yes	Yes	Hot-deck
Q16F3	# of incident theft/larceny/hate crime	2270	98.99%	Yes	Yes	Hot-deck
Q16F4	# of incidents theft/larceny/gang	2270	99.07%	Yes	Yes	Hot-deck
Q16G1	# of possession of firearms - total	2270	100.00%			
Q16G2	# of possession of firearms reported	2270	99.91%	Yes	Yes	Hot-deck
Q16G3	# of possess. firearms/hate crime	2270	99.82%	Yes	Yes	Hot-deck

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q16G4	# of posses.firearms/gang related	2270	99.78%	Yes	Yes	Hot-deck
Q16H1	# of possession knife/sharp object-total	2270	99.91%			
Q16H2	# of possession/knife/reported	2270	99.56%	Yes	Yes	Hot-deck
Q16H3	# of possession/knife/hate crimes	2270	99.03%	Yes	Yes	Hot-deck
Q16H4	# of possession/knife/gang related	2270	99.12%	Yes	Yes	Hot-deck
Q16I1	# of distribution of drugs - total	2270	99.78%			
Q16I2	# of distribution of drugs/reported	2270	99.74%	Yes	Yes	Hot-deck
Q16I4	# of distribution of drugs/gang	2270	99.07%	Yes	Yes	Hot-deck
Q16J1	# of possession of alcohol - total	2270	99.87%			
Q16J2	# of possession alcohol/reported	2270	99.47%	Yes	Yes	Hot-deck
Q16J4	# of incident possess. alcohol/gang	2270	98.59%	Yes	Yes	Hot-deck
Q16K1	# of sexual harassment - total	2270	99.69%			
Q16K2	# of incidents sex. harass. reported	2270	99.16%	Yes	Yes	Hot-deck
Q16K3	# of incidents sex. harass./hate crime	2270	98.81%	Yes	Yes	Hot-deck
Q16K4	# of incidents sex. harass./gang	2270	99.25%	Yes	Yes	Hot-deck
Q16L1	# of incidents of vandalism - total	2270	99.60%			
Q16L2	# of incident of vandalism reported	2270	99.52%	Yes	Yes	Hot-deck
Q16L3	# of incidents vandalism/hate crimes	2270	98.99%	Yes	Yes	Hot-deck
Q16L4	# of incidents vandalism/gang-related	2270	99.03%	Yes	Yes	Hot-deck
Q17A1/R	# of attacks or fights 1997-1998	2270	70.62%			
Q17A2/R	# of attacks or fights 1998-1999	2270	75.90%			
Q17B1/R	# of theft/larceny 1997-1998	2270	71.67%			
Q17B2/R	# of theft/larceny 1998-1999	2270	76.92%			
Q17C1/R	# of vandalism 1997-1998	2270	72.29%			
Q17C2/R	# of vandalism 1998-1999	2270	76.92%			
Q18	# of times school disrupted	2270	93.66%			
Q19A	How often student racial tensions	2270	99.96%		Yes	Hot-deck
Q19B	How often student bullying occurs	2270	99.91%		Yes	Hot-deck
Q19C	How often verbal abuse of teachers	2270	99.78%		Yes	Hot-deck
Q19D	How often disorder in classrooms	2270	99.96%		Yes	Hot-deck
Q19E	How often student acts of disrespect	2270	99.78%		Yes	Hot-deck

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q19F	How often undesirable gang activities	2270	99.78%		Yes	Hot-deck
Q19G	How often undesirable cult activities	2270	99.91%		Yes	Hot-deck
Q20A	Removal with no services	2270	97.58%			
Q20B	Transfer to spec. school available	2270	98.41%			
Q20C	Transfer to regular school available	2270	97.62%			
Q20D	Transfer tutoring/at home available	2270	97.75%			
Q20E1	Outside suspension/no services/available	2270	94.85%			
Q20E2	Outside suspnsn with services available	2270	97.53%			
Q20F1	In-school suspnsn/no services/available	2270	92.25%			
Q20F2	In-school suspension with services available	2270	97.84%			
Q20G	Referral to school counselor available	2270	98.77%			
Q20H1	In-school disc. program available	2270	98.11%			
Q20H2	Outside school disc program available	2270	95.81%			
Q20I	Keep off bus for misbehavior available	2270	98.90%			
Q20J	Corporal punishment available	2270	98.19%			
Q20K	School probation available	2270	98.33%			
Q20L	Detention/Saturday school available	2270	98.50%			
Q20M	Loss of student privileges available	2270	99.03%			
Q20N	Require community service available	2270	98.59%			
Q21A1	# of removals for firearm use	2270	99.69%	Yes	Yes	Logical
Q21A2	# of transfers for firearm use	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21A3	# of suspensions for firearm use	2270	99.82%	Yes	Yes	Hot-deck and Logical
Q21A4	# of other actions for firearm use	2270	98.50%		Yes	Hot-deck
Q21A5	# of no actions for firearm use	2270	98.37%		Yes	Hot-deck
Q21B1	# of removals for firearm possession	2270	99.65%	Yes	Yes	Logical
Q21B2	# of transfers for firearm possession	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21B3	# of suspensions for firearm possession	2270	99.78%	Yes	Yes	Hot-deck and Logical
Q21B4	# of other actions for firearm possessn	2270	98.50%		Yes	Hot-deck
Q21B5	# of no actions for firearm possession	2270	98.41%		Yes	Hot-deck

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q21C1	# of removals for weapon use	2270	99.74%	Yes	Yes	Logical
Q21C2	# of transfers for weapon use	2270	99.60%	Yes	Yes	Hot-deck and Logical
Q21C3	# of suspensions for weapon use	2270	99.78%	Yes	Yes	Hot-deck and Logical
Q21C4	# of other actions for weapon use	2270	98.55%		Yes	Hot-deck
Q21C5	# of no actions for weapon use	2270	98.37%		Yes	Hot-deck
Q21D1	# of removals for weapon possession	2270	99.60%	Yes	Yes	Hot-deck and Logical
Q21D2	# of transfers for weapon possession	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21D3	# of suspensions for weapon possession	2270	99.87%	Yes	Yes	Hot-deck
Q21D4	# of other actions for weapon possession	2270	97.49%		Yes	Hot-deck
Q21D5	# of no actions for weapon possession	2270	96.87%		Yes	Hot-deck
Q21E1	# of removals for distribute drugs	2270	99.60%	Yes	Yes	Logical
Q21E2	# of transfers for distribute drugs	2270	99.52%	Yes	Yes	Hot-deck and Logical
Q21E3	# of suspensions for distribute drugs	2270	99.69%	Yes	Yes	Hot-deck and Logical
Q21E4/R	# of other actions for distribute drugs	2270	39.30%			
Q21E5/R	# of no actions for distribute drugs	2270	39.43%			
Q21F1	# of removals for alc/drug use	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21F2	# of transfers for alc/drug use	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21F3	# of suspensions for alc/drug use	2270	99.69%	Yes	Yes	Hot-deck
Q21F4/R	# of other actions for alc/drug use	2270	43.48%			
Q21F5/R	# of no actions for alc/drug use	2270	38.37%			
Q21G1	# of removals for attacks/fights	2270	99.56%	Yes	Yes	Hot-deck and Logical
Q21G2	# of transfers for attacks/fights	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21G3	# of suspensions for attacks/fights	2270	99.65%	Yes	Yes	Hot-deck
Q21G4/R	# of other actions for attacks/fights	2270	55.81%			
Q21G5/R	# of no actions for attacks/fights	2270	35.51%			
Q21H1	# of removals for threat/intimidation	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21H2	# of transfers for threat/intimidtn	2270	99.47%	Yes	Yes	Hot-deck and Logical
Q21H3	# of suspensions for threat/intimidtn	2270	99.65%	Yes	Yes	Hot-deck
Q21H4/R	# of other actions for threat/intimidtn	2270	55.15%			
Q21H5/R	# of no actions for threat/intimidtn	2270	36.52%			
Q21I1	# of removals for insubordination	2270	99.43%	Yes	Yes	Hot-deck and Logical

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review*	Other imputation was performed	Imputation method (if applicable)
Q21I2	# of transfers for insubordination	2270	99.43%	Yes	Yes	Hot-deck and Logical
Q21I3	# of suspensions for insubordination	2270	99.65%	Yes	Yes	Hot-deck
Q21I4/R	# of other actions for insubordination	2270	54.49%			
Q21I5/R	# of no actions for insubordination	2270	36.39%			
Q21J1	# of removals for other infractions	2270	99.43%	Yes	Yes	Hot-deck and Logical
Q21J2	# of transfers for other infractions	2270	99.38%	Yes	Yes	Hot-deck and Logical
Q21J3	# of suspensions for other infractions	2270	99.60%	Yes	Yes	Hot-deck
Q21K1	Total removals for at least 1 year	2270	99.25%	Yes	Yes	Logical and Logical
Q21K2	Total transfers for at least 1 year	2270	99.34%	Yes	Yes	Logical and Logical
Q21K3	Total out of school suspensions	2270	99.21%	Yes	Yes	Logical and Logical
Q22A1_1/R	Placement changed after hearing/total	2270	73.61%			
Q22A1_2/R	Placement changed/hearing, drugs/weapons	2270	59.16%	Yes		
Q22A2_1/R	Placement changed after injunction/total	2270	67.97%			
Q22A2_2/R	Placement changed/injunction, drugs/wpns	2270	63.30%	Yes		
Q22A3_1/R	Placement chnge w/o hearing, total	2270	70.22%			
Q22A3_2/R	Placement chnge w/o hearing, drgs/wpns	2270	61.63%	Yes		
Q22B1_1/R	No change,hearing/session not held,total	2270	69.07%			
Q22B1_2/R	No change,hearing not held,drugs/weapons	2270	60.66%	Yes		
Q22B2_1/R	Hearing did not approve change, total	2270	68.11%			
Q22B2_2/R	Hearing did not approve chnge, drgs wpns	2270	61.45%	Yes		
Q22B3_1/R	Court did not approve change, total	2270	66.21%			
Q22B3_2/R	Court did not approve chnge, dugs/wpns	2270	62.11%	Yes		
Q23	Total enrollment as of October 1, 1999	2270	99.78%			
Q24A	Percentage students eligible free lunch	2270	98.99%		Yes	CCD and Mean
Q24B	Percentage students limit Eng. proficient	2270	99.21%		Yes	Hot-deck
Q24C	Percentage special education students	2270	99.12%		Yes	Hot-deck
Q24D/R	Percentage male students	2270	98.37%		Yes	CCD and Mean
Q24E	Percentage students below 15th percentile	2270	88.81%		Yes	Mean
Q24F	Percentage students likely to go to college	2270	96.96%		Yes	Mean
Q24G	Percentage students/academic achieve.import	2270	97.44%		Yes	Mean
Q25	Typical number of classroom changes	2270	93.04%			

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Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review <sup>1</sup>	Other imputation was performed	Imputation method (if applicable)
Q26A1/R	# of paid full time teachers/aides	2270	99.25%		Yes	Hot-deck
Q26A2/R	# of paid part time teachers/aides	2270	94.49%		Yes	Hot-deck
Q26B1	# of paid full time counselors	2270	98.55%			
Q26B2	# of paid part time counselors	2270	95.07%			
Q26C1	# of paid full time special ed teacher	2270	99.52%			
Q26C2	# of paid part time special ed teacher	2270	94.45%			
Q27	Crime level where students live	2270	99.60%			
Q28	School type	2270	99.82%		Yes	CCD
Q29	Percentage students absent without excuse	2270	99.65%		Yes	Mean
Q30A	# of students transferred to school	2270	96.17%			
Q30B	# of students transferred from school	2270	96.12%			
Q31A1	Starting month for 1999-2000 school year	2270	99.47%			
Q31A2	Starting day for 1999-2000 school year	2270	98.90%			
Q31B1	Ending month for 1999-2000 school year	2270	99.74%			
Q31B2	Ending day for 1999-2000 school year	2270	99.69%			
Q31C1	Month questionnaire completed	2270	99.21%			
Q31C2	Day questionnaire completed	2270	98.99%			
ACCESS	Ways school controls campus access	2270	97.31%			
MONITOR	Ways school monitors students	2270	97.53%			
PARINV	Ways school seeks to involve parents	2270	98.41%			
CRISPLAN	Types of crises covered in plans	2270	99.87%		Yes	<sup>2</sup>
STUCOMP	Student violence reduction approaches	1676	97.26%			
SCHLCOMP	School violence reduction approaches	2270	95.81%		Yes	Hot-deck
REGPOL	No Regular use of paid law enforcement	2270	99.65%		Yes	<sup>2</sup>
UNIFORMS/R	Uniformed law enforcement on duty	1604	72.45%		Yes	<sup>2</sup>
FIREARMS/R	Law enforcement carrying firearms	1604	71.58%		Yes	<sup>2</sup>
LIMITS	Factors limiting crime prevention	2270	92.78%			
NUMDEATH	Violent deaths of students/staff	85	97.65%		Yes	<sup>2</sup>
INCIDENT	Total number of incidents reported	2270	98.11%			
POLINC	Incidents reported to police	2270	98.19%		Yes	<sup>2</sup>
HATECRIM	# of hate crime incidents	2270	96.34%		Yes	<sup>2</sup>

<sup>1</sup>Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 7 for further details.)

<sup>2</sup>Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and methods of imputation.

NOTE: /R denotes variables that are included on the restricted-use data file only. These variables are excluded from the public-use data file to protect schools' confidentiality or because of low response rate.

Variable name	Label	Number eligible to respond	Percentage who responded	Logical imputation during data review <sup>1</sup>	Other imputation was performed	Imputation method (if applicable)
GANGINC	# of gang-related incidents	2270	97.00%		Yes	<sup>2</sup>
VIOLINC	# of violent incidents reported	2270	98.81%			
POLINCV	Violent incidents reported to police	2270	97.84%		Yes	<sup>2</sup>
HATECRMV	Violent hate crime incidents	2270	97.93%		Yes	<sup>2</sup>
GANGINCV	# of violent gang-related incidents	2270	98.55%		Yes	<sup>2</sup>
SERVIOL	# of serious violent incidents	2270	99.56%			
SERPOLV	Violent incidents reported to police	2270	99.56%		Yes	<sup>2</sup>
SERHATEV	Serious violent hate crime incidents	2270	99.38%		Yes	<sup>2</sup>
SERGANGV	Serious violent gang-related incidents	2270	99.38%		Yes	<sup>2</sup>
Q21A6P	# of serious penalties for firearms use	2270	99.30%		Yes	<sup>2</sup>
Q21B6P	# of serious penalties/possess firearms	2270	99.21%		Yes	<sup>2</sup>
Q21C6P	# of serious penalties/use other weapons	2270	99.30%		Yes	<sup>2</sup>
Q21D6P	# of serious penalties/possess othr wpns	2270	99.21%		Yes	<sup>2</sup>
Q21E6P	# of serious penalties/distribute drugs	2270	99.12%		Yes	<sup>2</sup>
Q21F6P	# of serious penalties/possess drugs	2270	98.99%		Yes	<sup>2</sup>
Q21G6P	# of serious penalties/attacks or fights	2270	99.03%		Yes	<sup>2</sup>
Q21H6P	# of serious penalties for threats	2270	98.94%		Yes	<sup>2</sup>
Q21I6P	# of serious penalties/insubordination	2270	98.94%		Yes	<sup>2</sup>
Q21J6P	# of serious penalties/other infractions	2270	98.81%		Yes	<sup>2</sup>
Q21K6P	# of serious penalties - total	2270	98.41%		Yes	<sup>2</sup>
Q21A6	# of offences for firearms use	2270	98.11%		Yes	<sup>2</sup>
Q21B6	# of offenses for possession of firearms	2270	98.11%		Yes	<sup>2</sup>
Q21C6	# of offenses for use of other weapons	2270	97.97%		Yes	<sup>2</sup>
Q21D6	# of offenses for possess other weapons	2270	96.43%		Yes	<sup>2</sup>
Q21E6/R	# of offenses for distrubtion of drugs	2270	34.41%		Yes	<sup>2</sup>
Q21F6/R	# of offenses for possess of illegal drugs	2270	33.83%		Yes	<sup>2</sup>
Q21G6/R	# of offenses for physical attacks/fights	2270	32.78%		Yes	<sup>2</sup>
Q21H6/R	# of offenses for threats/intimidation	2270	33.22%		Yes	<sup>2</sup>
Q21I6/R	# of offenses for insubordination	2270	33.00%		Yes	<sup>2</sup>
Q21J6	Q21J6	2270	98.81%		Yes	<sup>2</sup>
Q21K6	Q21K6	2270	92.69%		Yes	<sup>2</sup>

<sup>1</sup>Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 7 for further details.)

<sup>2</sup>Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and methods of imputation.

NOTE: /R denotes variables that are included on the restricted-use data file only. These variables are excluded from the public-use data file to protect schools' confidentiality or because of low response rate.

<b>Variable name</b>	<b>Label</b>	<b>Number eligible to respond</b>	<b>Percentage who responded</b>	<b>Logical imputation during data review<sup>1</sup></b>	<b>Other imputation was performed</b>	<b>Imputation method (if applicable)</b>
SPEDOFF/R	Sp Ed serious offenses	2270	63.22%			
SPEDOFFW/R	Sp Ed serious offenses - drug/weapons	2270	51.41%			
STURATIO	Ratio of students to teachers	2270	92.47%		Yes	<sup>2</sup>
OSTURAT/R	Overall ratio of students to teachers	2270	88.94%		Yes	<sup>2</sup>

<sup>1</sup>Performed as part of questionnaire review; not indicated in imputation flag. (See chapter 7 for further details.)

<sup>2</sup>Composite variable. See each individual component to determine imputation methods used. Imputation flag shows a number of components that were imputed and method of imputation.

NOTE: /R denotes variables that are included on the restricted-use data file only. These variables are excluded from the public-use data file to protect schools' confidentiality or because of low response rate.



**APPENDIX K:**

**REINTERVIEW QUESTIONNAIRE  
AND  
DISCREPANCY INTERVIEW PROTOCOL**





**National Center for Education Statistics  
U.S. Department of Education  
Washington, D.C. 20208-5651**

FORM APPROVED  
O.M.B. NO.: 1850-0761  
EXPIRATION DATE: 12/31/2000

## **Reinterview questionnaire**

Please have this questionnaire completed by the person most knowledgeable about your school's disciplinary actions. However, please provide the principal's responses on question 12. Please keep a copy of the completed questionnaire for your records.

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. All information you provide will be treated as confidential and used only for research or statistical purposes by the survey sponsors, their contractors, and collaborating researchers for the purposes of analyzing data and preparing scientific reports and articles. Any information publicly released (such as statistical summaries) will be in a format that does not personally identify you.

Label

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

**Name of person completing form:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

Was the person who completed this questionnaire the same person who completed the original questionnaire? \_\_\_\_\_

**Title/position:** \_\_\_\_\_ **Number of years at this school:** \_\_\_\_\_

**Best days and times to reach you (in case of questions):** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

PLEASE RETURN COMPLETED FORM TO:

School Survey on Crime and Safety, 711913  
Westat  
1650 Research Boulevard  
Rockville, MD 20850-3129

IF YOU HAVE ANY QUESTIONS, CONTACT:

Dr. Bradford Chaney  
800-937-8281, ext. 3946  
Fax: 1-800-533-0239  
E-mail: CHANEYB1@westat.com

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. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, 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 submission of this form, write directly to:** National Center for Education Statistics, 1990 K Street, N.W., Room 9042, Washington, D.C. 20006.

*Please respond within 2 weeks.*

## Definitions

The following words are underlined wherever they appear in the questionnaire.

This page has been edited to only include those words used in this shortened version of the questionnaire.

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

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

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

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

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

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

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

**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).

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

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

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

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

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

Questions 1 and 2 (plus many other questions and items) are skipped intentionally.

**School violence prevention programs and practices**

3. During the 1999-2000 school year, did your school have any formal programs intended to prevent or reduce violence? (Circle one response.)

Yes..... 1

No..... 2 ***If no, skip to question 8.***

4. During the 1999-2000 school year, did any of your formal programs intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer “yes” for each that applies. (Circle one response on each line.)

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

8. During the 1999-2000 school year, at what times did your school regularly use paid law enforcement or security services at school? (Circle one response on each line.)

	Yes	No
a. At any time during school hours .....	1	2
b. While students were arriving or leaving.....	1	2
c. At selected school activities (e.g., athletic and social events, open houses, science fairs).....	1	2
d. When school/school activities not occurring.....	1	2
e. Other (please specify) _____	1	2

***If your school did not regularly use paid law enforcement or security services or it used them only when school and school activities were not occurring, skip to question 12.***

9. On average, how many hours per week did at least one paid law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour.

Total number of hours that at least one paid law enforcement or security person

- a. Was on duty per week, on average..... \_\_\_\_\_ hours
- b. Wore a uniform or other identifiable clothing..... \_\_\_\_\_ hours
- c. Carried a firearm ..... \_\_\_\_\_ hours

12. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? (Circle one response on each line.)

Please have the principal respond here.

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management.....	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students.....	1	2	3
e. Lack of parental support for school policies .....	1	2	3
l. Federal policies on disciplining disabled students.....	1	2	3
m. Other federal policies on discipline and safety.....	1	2	3

Words that are underlined are defined at the beginning of this questionnaire.

16. Please provide the number of incidents at your school during the 1999-2000 school year using the categories below. (Count all incidents, regardless of whether students or nonstudents were involved. Include incidents that happened at school, regardless of whether they happened during normal school hours. Count only the number of incidents, not the number of victims or offenders, regardless of whether any disciplinary action was taken. Write "0" if there were no incidents in a category. Count only the most serious offense when an incident involved multiple offenses. For example, if an incident included rape and robbery, include the incident only under rape. If an offense does not fit well within the categories provided, do not include it.)

Total number of incidents	Number reported to police or other law enforcement	Number that were <u>hate</u> <u>crimes</u>	Number that were <u>gang-</u> <u>related</u>
---------------------------------	--	---	---

c. Physical attack or fight (not including rape or sexual battery)

1. With <u>weapon</u> .....	_____	_____	_____	_____
2. Without <u>weapon</u> .....	_____	_____	_____	_____

f. Theft/larceny (taking things over \$10 without personal confrontation).....

	_____	_____	_____	_____
--	-------	-------	-------	-------

16A. Using the same columns, what was the primary source of the data you provided above? *Circle one response within each column.*

Used electronic data file or computer tabulations .....	1	1	1	1
Counted records manually .....	2	2	2	2
Made estimate .....	3	3	3	3
Knew answer because of small number involved .....	4	4	4	4
Other (please specify) _____	5	5	5	5

16B. In question 16, what did you do in order to provide separate counts for physical attack or fight "with weapon" and "without weapon?" (*Circle one response.*)

Nothing special; our records already make that distinction .....		1		
Made special count.....		2		
Determined total number of fights, and used personal judgment to divide them.		3		
Made best estimate without reference to data files, tables, or records .....		4		
Knew answer because of small number involved .....		5		
Other (please specify) _____		6		

16C. In question 16, what did you do in order to limit your responses to thefts of \$10 or more? (*Circle one response.*)

Nothing special; our records already make that distinction .....		1		
Made special count.....		2		
Determined total number of thefts, and used personal judgment to adjust it .....		3		
Made best estimate without reference to data files, tables, or records .....		4		
Knew answer because of small number involved .....		5		
Ignored the \$10 limitation, and gave the number that was available .....		6		
Other (please specify) _____		7		

16D. Question 16 asked you to count the number of incidents rather than the number of student offenders. How easy would be it for you to provide counts for the following? (*Circle one response on each line.*)

	Very easy	Moderate	Difficult	Impossible
Each incident only once (as on current form) .....	1	2	3	4
Each incident once for each infraction (i.e., allow double counting when there are multiple infractions) .....	1	2	3	4
Total number of incidents .....	1	2	3	4
Total number of student offenders .....	1	2	3	4
Total number of disciplinary actions taken in response .....	1	2	3	4

16E. How often are your electronic records of crimes updated? (*Circle one response.*)

We do not have electronic records .....	1
Daily.....	2
Weekly .....	3
Monthly.....	4
Less frequently than monthly.....	5

**Words that are underlined are defined at the beginning of this questionnaire.**

**Disciplinary problems and actions**

19. To the best of your knowledge, how often do the following types of problems occur at your school? (Circle one response on each line.)

	<b>Happens daily</b>	<b>Happens at least once a week</b>	<b>Happens at least once a month</b>	<b>Happens on occasion</b>	<b>Never happens</b>
a. Student racial tensions.....	1	2	3	4	5
b. Student bullying .....	1	2	3	4	5
f. Undesirable <u>gang</u> activities .....	1	2	3	4	5
g. Undesirable <u>cult or extremist group</u> activities.....	1	2	3	4	5

21. During the 1999-2000 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? (If more than one student was involved in an incident, please count each student separately when providing the number of disciplinary actions. If a student was disciplined more than once, please count each incident 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.)

<b>Offense</b>	<b>Removals with no continuing school services for at least 1 year</b>	<b>Transfers to <u>specialized schools</u> for disciplinary reasons for at least 1 year</b>	<b>Out-of-school suspensions lasting 5 or more days, but less than 1 year</b>	<b>Other</b>	<b>No disciplinary action taken</b>
g. <u>Physical attacks or fights</u> .....	_____	_____	_____	_____	_____

21A. Using the same columns, what was the primary source of the data you provided above? Circle one response in each column.

Used electronic file/computer tabulations	1	1	1	1	1
Counted records manually .....	2	2	2	2	2
Made estimate .....	3	3	3	3	3
Knew because of small number involved	4	4	4	4	4
Other (please specify)_____.	5	5	5	5	5

21B. In question 21, is the category “removal with no continuing school services for at least 1 year” different from your definition of expulsion? If so, what is your school’s definition of expulsion? Circle one response.

Yes ..... 1

If yes, your school’s definition: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

No ..... 2

*Words that are underlined are defined at the beginning of this questionnaire.*



**Illustrative dialogue to obtain the reason(s) for discrepancies (questions 9, 16, 21, and 22)**

While reviewing your responses, we noticed a place where you gave a different answer to the reinterview survey than you gave earlier. That is, originally, in question 16 you indicated there were \*\*\* total physical fights or attacks without weapons, but your answer on the reinterview questionnaire was \*\*\*. We would like to understand your thoughts and procedures better because it will help us to interpret people's responses and it may help us to improve the survey in later years. Can you explain why your two responses were different?

*Record verbatim response:* \_\_\_\_\_

I tried to record your response exactly, but I also would like to place it into categories. Further, there may be some additional reasons that your two answers didn't match. Which of the following reasons apply for this question?

*Read the following responses, and circle the responses that are agreed to.*

- a. My most recent responses included some incidents that hadn't happened when I first completed the survey. .... 1
- b. One answer was an estimate, while the other was based on checking our records. 1
- c. I tried to remember our original response, but didn't remember it exactly. .... 1
- d. A different person completed the question each time. .... 1
- e. I/we consulted with someone else when answering it one time, but did not talk to that person the other time. .... 1
- f. Other \_\_\_\_\_ 1

*[If more than one response, then ask:]* Among all of these responses, which one best explains the reason for the difference?

*[If it seems obvious which answer is most accurate, ask:]*

Based on your explanation, it seems that your *first response/most recent response* is probably the most accurate. Is that correct?

*[or if the answer doesn't seem obvious, ask:]*

Which of the two answers do you consider the most accurate?

*[If there was more than one discrepancy, then ask:]*

We also noticed different answers with regard to *[describe the question and responses here]*. Can you explain why these two responses were different? *[From here, follow the same dialogue as above.]*

**Words that are underlined are defined at the beginning of this questionnaire.**

