2017–18 School Survey on Crime and Safety (SSOCS)
Public-Use Data File User’s Manual

April 2020

Zoe Padgett
Michael Jackson
Samuel Correa
Jana Kemp
American Institutes for Research

Aaron Gilary
Alfred Meier
Komba Gbondo Tugbawa
Tracae McClure
U.S. Census Bureau

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

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

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

   NCES, IES, U.S. Department of Education
   Potomac Center Plaza (PCP)
   550 12th Street SW
   Washington, DC 20202

April 2020

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

This report was prepared for the National Center for Education Statistics under Contract No. ED-IES-12-D-0002 with the American Institutes for Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Content Contact
Rachel Hansen
(202) 245-7082
rachel.hansen@ed.gov
# Table of Contents

2.5 Using Reverse Keyfitz to Unduplicate with NTPS Sample ................................................................. 15  
2.6 Assignment to Experimental Subsamples ............................................................................................... 16  
2.7 Weighting and Sampling Error ............................................................................................................. 19  

3. **Data Collection Methods and Response Rates** ................................................................................... 21  
3.1 Data Collection Activities .................................................................................................................... 21  
3.2 Data Retrieval ...................................................................................................................................... 24  
3.3 Efforts to Increase Response Rates ....................................................................................................... 25  
3.3.1 Interviewer Training .......................................................................................................................... 26  
3.4 Unit Response Rate .............................................................................................................................. 27  
3.4.1 Completion Rate ............................................................................................................................... 28  
3.4.2 Unweighted Response Rate ............................................................................................................. 28  
3.4.3 Weighted Unit response Rate ........................................................................................................... 28  
3.5 Analysis of Unit Nonresponse Bias ....................................................................................................... 30  
3.6 Item Response Rates ............................................................................................................................. 31  
3.7 Analysis of Item Nonresponse Bias ....................................................................................................... 31  
3.8 Nonsampling Error ................................................................................................................................ 31  

4. **Data Preparation** .................................................................................................................................... 33  
4.1 Questionnaire Check-in Process ............................................................................................................. 33  
4.2 Editing Specifications .............................................................................................................................. 33  
4.2.1 Range Specifications ......................................................................................................................... 33  
4.2.2 Consistency and Logic Edits .............................................................................................................. 34  
4.3 Imputation ............................................................................................................................................ 34  
4.3.1 Imputation Methods ......................................................................................................................... 35  
4.3.2 Imputation Order ............................................................................................................................. 35  
4.3.3 Imputation Flags .............................................................................................................................. 36  
4.4 Analysis of Disclosure Risk ................................................................................................................... 36  

5. **Guide to the Data File and Codebook** .................................................................................................... 37  
5.1 Contents and Organization of the Public-Use Data File ...................................................................... 37  
5.2 Public-Use Data File ............................................................................................................................. 37  
5.3 Unique School Identifier ........................................................................................................................ 37  
5.4 Questionnaire Item Variables ............................................................................................................... 38  
5.5 Recoded Variables ............................................................................................................................... 38  
5.6 Composite Variables ............................................................................................................................. 40
## 5.7 Sampling Frame Variables .................................................................................................. 44
## 5.8 Weighting and Variance Estimation Variables .............................................................. 45
## 5.9 Applying the Weight ..................................................................................................... 45
## 5.10 Imputation Flag Variables .......................................................................................... 45

### 6. Data Considerations and Anomalies .............................................................................. 47

6.1 Disciplinary Actions Taken: Items 38a_1 (C0458) Through 38e_5 (C0506) .......... 47
6.2 Classroom Changes: Item 43 (C0538) .................................................................. 47
6.3 Average Daily Attendance: Item 47 (C0568) ......................................................... 47
6.4 Outliers in Count Variables ....................................................................................... 47
6.5 Important Information About School-Level Variables ......................................... 48
6.6 Mode Effects ............................................................................................................. 48

### 7. References ..................................................................................................................... 49

### Appendixes

Appendix A. 2017–18 School Survey on Crime and Safety Questionnaire .................. A-1
Appendix B. List of Variables and Record Layout of the Fixed-Format ASCII File for the SSOCS:2018 Public-Use Data ................................................................. B-1
Appendix C. 2017–18 School Survey on Crime and Safety Public-Use Codebook ........ C-1
Appendix D. List of Variables that Differ Between the Restricted-Use Data File and the Public-Use Data File ................................................................. D-1
Appendix E. Description of Procedure to Minimize Overlap Between SSOCS and NTPS ................................................................. E-1
Appendix F. Analysis of Unit Nonresponse Bias ......................................................... F-1
Appendix G. Base-Weighted Item Response Rates .................................................. G-1
Appendix H. Analysis of Item Nonresponse Bias ...................................................... H-1
Appendix I. Detailed Editing Procedures, by Item ..................................................... I-1
Appendix J. Detailed Imputation Procedures, by Item ............................................... J-1
This page is intentionally left blank.
List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Sample and response sizes, by experimental subsample and selected school</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>characteristics</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Characteristics of the 2017–18 School Survey on Crime and Safety final</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>analysis weight (FINALWGT)</td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Schedule of data collection activities: SSOCS:2018</td>
<td>22</td>
</tr>
<tr>
<td>3.2</td>
<td>Number of public schools, by interview status: SSOCS:2018</td>
<td>27</td>
</tr>
<tr>
<td>3.3</td>
<td>Unweighted and weighted unit response rates, by selected school characteristics:</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>SSOCS:2018</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Weighted unit response rates, by experimental subgroup: SSOCS 2018</td>
<td>30</td>
</tr>
<tr>
<td>B-1</td>
<td>List of variables, SSOCS:2018</td>
<td>B-2</td>
</tr>
<tr>
<td>D-1</td>
<td>SSOCS:2018 variables in the restricted-use file that differ from the public-use</td>
<td>D-2</td>
</tr>
<tr>
<td></td>
<td>file</td>
<td></td>
</tr>
<tr>
<td>F-1</td>
<td>Comparison of sample and target population, by school characteristics, School</td>
<td>F-4</td>
</tr>
<tr>
<td></td>
<td>Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-2a</td>
<td>Response rates by school characteristics, School Survey on Crime and Safety:</td>
<td>F-6</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>F-2b</td>
<td>Summary of chi-square test of independence between school characteristics</td>
<td>F-7</td>
</tr>
<tr>
<td></td>
<td>and 75 key survey variables, School Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-2c</td>
<td>Summary of school characteristics for which key survey variable distributions</td>
<td>F-7</td>
</tr>
<tr>
<td></td>
<td>differed significantly, School Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-3</td>
<td>Comparison of respondents and nonrespondents, by school characteristics,</td>
<td>F-9</td>
</tr>
<tr>
<td></td>
<td>School Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-4a</td>
<td>Comparison of odds ratios, by school characteristics, School Survey on Crime</td>
<td>F-11</td>
</tr>
<tr>
<td></td>
<td>and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-4b</td>
<td>Comparison of key estimates for low-propensity quintile and balance of</td>
<td>F-13</td>
</tr>
<tr>
<td></td>
<td>interviewed sample</td>
<td></td>
</tr>
<tr>
<td>F-5</td>
<td>Nonresponse adjustment cells, weighted and unweighted response rates of cells,</td>
<td>F-16</td>
</tr>
<tr>
<td></td>
<td>and the number of respondents, School Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>F-6</td>
<td>Summary of unit nonresponse bias before and after noninterview adjustment,</td>
<td>F-17</td>
</tr>
<tr>
<td></td>
<td>School Survey on Crime and Safety: 2018</td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>F-7</td>
<td>Effects of nonresponse adjustment on bias reduction in school characteristics, School Survey on Crime and Safety: 2018</td>
<td>F-18</td>
</tr>
<tr>
<td>F-A</td>
<td>Detailed summary of p values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018</td>
<td>F-20</td>
</tr>
<tr>
<td>F-B</td>
<td>Comparison of eligible sample and respondents, by school characteristics, School Survey on Crime and Safety: 2018</td>
<td>F-25</td>
</tr>
<tr>
<td>G-1</td>
<td>Detailed base-weighted item response rates: School year 2017–18</td>
<td>G-2</td>
</tr>
</tbody>
</table>
1. Introduction

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

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

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

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

1.1 Background of the Study

A safe school environment is necessary for educating our nation’s youth. Students who engage in criminal behavior or who are victims of crime at school may not meet their potential in the classroom or at home. While school crime has always been a major concern for parents, students, educators, researchers, and policymakers, it gained national attention in the aftermath of several school shootings that took place in the 1997–98 school year. Although the federal government had been collecting crime and safety data sporadically for several decades, these events highlighted a need for a survey that would build upon prior school crime and safety surveys1 while meeting an increased demand for quality and timely data pertaining to the condition of education in the United States. The SSOCS program was established by NCES in response to this need, specifically, to

---

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

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

1.2 Questionnaire Development

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

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

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

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

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

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

3 For further information on the development of the SSOCS instrument over previous survey iterations, please refer to the 1999–2000, 2003–04, 2005–06, 2007–08, 2009–10, and 2015–16 SSOCS user’s manuals, which can be found at http://nces.ed.gov/surveys/ssocs/. A complete archive of SSOCS questionnaires, data, and publications, as well as answers to frequently asked questions, can also be found at this website.
respondents’ perceptions of it may be related to the decline in the response rate. Although most of the focus group participants saw value in the survey content, many indicated that the length of the survey made them less likely to respond. Content experts who reviewed an early draft of the 2018 questionnaire also expressed concern about the level of burden placed on respondents because of the length of the questionnaire.

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

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

1.2.1 Changes to Definitions for SSOCS:2018

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

1.2.1.1 New Definitions Added for SSOCS:2018

- **Arrest**—A formal definition was added to the survey aligning to the language used by the Bureau of Justice Statistics. Arrest is defined as “The act of detaining in legal custody. An ‘arrest’ is the deprivation of a person’s liberty by legal authority in response to a criminal charge.”

- **Harassment**—A formal definition was added to the survey to clarify a term used in both new and existing items. The definition added closely aligns with the definition used in the Civil Rights Data Collection, another school-based data collection that is conducted by the Department of Education’s Office for Civil Rights. Harassment is defined as “Conduct that is unwelcome and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students can be victims of harassment and the harasser can share the same characteristics of the victim. The conduct can be verbal, nonverbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”

- **Sexual misconduct**—This definition was added to the survey in accordance with the addition of a survey item on incidents of sexual misconduct. Sexual misconduct is defined as “Any act, including, but not limited to, any verbal, nonverbal, written or electronic communication or physical activity, directed toward or with a student regardless of the age of the student that is designed to establish a romantic or sexual relationship with the student. School staff have power over students by virtue of their position, thus student-staff relationships are not equal and students cannot be consenting parties to romantic or sexual relationships.”
• **School Resource Officer (SRO)**—In previous SSOCS administrations, the definition for this term was included within the only survey item that used the term. However, as this term is now used throughout an entire section of the questionnaire, the definition for this term was added to the formal list of definitions. School Resource Officer is defined as “A career sworn law enforcement officer with arrest authority, who has specialized training and is assigned to work in collaboration with school organizations.”

1.2.1.2 Changes Made to Existing SSOCS Definitions

- **Bullying**—The three key components in the definition of bullying—an observed or perceived power imbalance, repetition, and the exclusion of siblings or current dating partners—have been reordered for clarity. Bullying is defined as “Any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying occurs among youth who are not siblings or current dating partners.”

- **Cyberbullying**—The definition was modified to directly specify that cyberbullying is a form of bullying. Cyberbullying is defined as “Bullying that occurs when willful and repeated harm is inflicted through the use of computers, cell phones, or other electronic devices.”

- **Diagnostic mental health assessment**—The term “diagnostic assessment” was changed to “diagnostic mental health assessment,” and the definition was modified to remove references to general medical professionals and medical diagnoses other than mental health. The revisions will help respondents to distinguish between diagnostic assessments for mental health disorders and assessments that may be administered to identify other medical or educational issues. Diagnostic mental health assessment is defined as “An evaluation conducted by a mental health professional that identifies whether an individual has one or more mental health diagnoses. This is in contrast to an educational assessment, which does not focus on clarifying a student’s mental health diagnosis.”

- **Mental health professional**—The definition was revised to specify that mental health professionals are licensed. Mental health professional is defined as “Mental health services are provided by several different professions, each of which has its own training and areas of expertise. The types of licensed professionals who may provide mental health services include psychiatrists, psychologists, psychiatric/mental health nurse practitioners, psychiatric/mental health nurses, clinical social workers, and professional counselors.”

- **Rape**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of rape. Rape is defined as “Forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. All students, regardless of sex or gender identity, can be victims of rape.”

- **Sexual assault**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of sexual assault. Sexual assault is
defined as “An incident that includes threatened rape, fondling, indecent liberties, or child molestation. All students, regardless of sex or gender identity, can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).”

• **Sexual harassment**—The definition was revised to explicitly specify that all students, regardless of sex or gender identity, can be victims of sexual harassment and to include additional examples of forms of harassment. Additionally, as the corresponding survey item asks only about sexual harassment of students by students, examples of other perpetrators (e.g., school employees, non-school employees) were removed from the definition. Sexual harassment is defined as “Conduct that is unwelcome, sexual in nature, and denies or limits a student’s ability to participate in or benefit from a school’s education program. All students, regardless of sex or gender identity, can be victims of sexual harassment, and the harasser and the victim can be of the same sex. The conduct can be verbal, non-verbal, or physical and can take many forms, including verbal acts and name-calling, as well as non-verbal conduct, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.”

• **Treatment**—The wording of this definition was modified to clarify that “treatment” refers to clinical interventions to address mental health disorders. Treatment is defined as “A clinical intervention addressed at lessening or eliminating the symptoms of a mental health disorder. This may include psychotherapy, medication treatment, and/or counseling.”

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

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

1.2.2.1 Items Added to SSOCS:2018

• **Item 20.** During the 2017–18 school year, did your school provide diagnostic mental health assessments (e.g., psychological/psychiatric diagnostic assessments) to evaluate students for mental health disorders? (C0661)

• **Item 21.** Were diagnostic mental health assessment services provided to students from your school in the following locations?
  a. At school, by a school-employed or contracted mental health professional (C0663)
  b. Outside of school, by a school-employed or contracted mental health professional (C0665)

• **Item 22.** During the 2017–18 school year, did your school provide treatment (e.g., psychotherapy, medication) to students for mental health disorders? (C0667)

---

4 SSOCS variables are identified by source codes. The source code is “C0” followed by the 3-digit number next to the item on the questionnaire. For example, the first row of item 1 (item 1a) is variable C0110. The source code numbers do not change from one administration to the next, even though the item number might change on the survey instrument.
• **Item 23.** Were treatment services provided to students from your school in the following locations?
  a. At school, by a school-employed or contracted mental health professional (C0669)
  b. Outside of school, by a school-employed or contracted mental health professional (C0671)

• **Item 24d.** Concerns about reactions from parents (C0681)

• **Item 25h.** Training in recognizing signs of self-harm or suicidal tendencies (C0278)

• **Item 26.** To the best of your knowledge, during the 2017–18 school year, were there any staff at your school who legally carried a firearm on school property? (C0279)

• **Item 33.** To the best of your knowledge, during the 2017–18 school year, have there been any incidents of sexual misconduct between a staff member and a student at your school? (C0705)

• **Item 35f.** Student harassment of other students based on religion (C0385)

• **Item 35g.** Student harassment of other students based on disability (e.g., physical, mental, and learning disabilities) (C0387)

1.2.2.2 **SSOCS:2018 Items Modified From SSOCS:2016**

• **Item 1b.** Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks) (C0112)
  o “Loading docks” was added as an example.

• **Item 1h.** Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons) (C0125)
  o SSOCS:2016 items 1h and 1i were combined. The resulting item does not distinguish between random sweeps conducted using dog sniffs and those that do not use dog sniffs.

• **Item 1i.** Require drug testing for students participating in athletics or other extracurricular activities (C0129)
  o SSOCS:2016 sub-items 1j and 1k were combined. The resulting item does not distinguish between drug testing for student athletes and drug testing for students in extracurricular activities other than athletics.

• **Item 1u.** Prohibit non-academic *use* of cell phones or smartphones during school hours (C0153)
  o This item has been modified to specify prohibition of “non-academic” use of cell phones or smartphones. “Text messaging devices” was also changed to “smartphones.”

• **Item 2g.** Pandemic disease (C0161)
  o “Pandemic flu” was changed to “pandemic disease” to broaden the scope of the item.
• **Item 4.** During the 2017–18 school year, did your school have any activities that included the following components for students? (C0174-C0186)
  o The stem of this item was revised. Specifically, “programs” was changed to be “activities.” Additionally, the specification of “formal” was removed from the item to allow schools to respond regarding both “formal” and “informal” activities. The specification that activities must be “intended to prevent or reduce violence” was also removed.

• **Item 4b.** Social emotional learning (SEL) for students (e.g., social skills, anger management, mindfulness) (C0183)
  o The word “training” was removed from this item.

• **Item 4d.** Individual mentoring/tutoring/coaching of students by adults (C0181)
  o The word “attention” was removed from this item.

• **Item 13a.** Carry physical restraints (e.g., handcuffs, Tasers) (C0621)
  o The wording of this item was revised to increase consistency between items 13a and 17b.

• **Item 14c.** Maintaining student discipline (C0632)
  o The wording of this item was revised to increase consistency between items 14c and 17a.

• **Item 17b.** Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray) (C0654)
  o The wording of this item was revised to increase consistency between items 13a and 17b.

• **Item 18a.** School Resource Officers (C0236-C0238)
  o The definition for School Resource Officer was removed from this item as the definition is now included in the formal list of definitions.

• **Item 19.** Aside from sworn law enforcement officers (including School Resource Officers), how many additional security guards or security personnel were present at your school at least once a week? (C0232-C0234)
  o The wording of this item stem was reordered to read “sworn law enforcement officers (including School Resource Officers)” to increase consistency with the wording used in other items in the School Security Staff section.

• **Item 24c.** Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) (C0678)
  o “Confidentiality” was added as an example in a parenthetical notation.

• **Item 24f.** Written or unwritten policies regarding the school’s requirement to pay for the diagnostic mental health assessment or treatment of students (C0684)
  o Per the definitional changes as noted above, “diagnostic assessment” was changed to “diagnostic mental health assessment” in this item. Additionally, “diagnostic mental health assessment” and “treatment” were set in bold type and marked with an asterisk as an indication that these terms have a formal definition.
• **Item 32.** To the best of your knowledge, were any of these hate crimes motivated by the offender’s bias against the following characteristics or perceived characteristics? (C0692-C0704)
  o “Or perceived characteristics” was added.

• **Item 32c.** Sex (C0696)
  o “Gender” was changed to “sex.”

• **Item 32e.** Disability (e.g., physical, mental, and learning disabilities) (C0700)
  o The parenthetical was added to clarify the meaning of “disability” and to align with the examples used in item 35g.

• **Item 34.** Please record the number of arrests that occurred at your school during the 2017–18 school year. Please include all arrests that occurred at school, regardless of whether a student or non-student was arrested. (C0688)
  o The response type for this item was changed from interval to ordinal. Previously, respondents were asked to write in the number of arrests that occurred; now they are asked to select from the following response categories:
    0, 1–5, 6–10, and 11 or more.

• **Item 37b.** Removal with school-provided tutoring/home instruction for at least the remainder of the school year (C0394, C0396)
  o The phrase “at-home instruction” was modified to “home instruction.”

• **Item 41b.** English language learner (ELL) (C0526)
  o “Limited English Proficient” was changed to “English language learner (ELL).”

### 1.2.2.3 SSOCS:2016 Items Not Included in SSOCS:2018

• **SSOCS:2016 Item 1v.** Provide telephones in most classrooms (C0148)

• **SSOCS:2016 Item 1x.** Limit access to social networking websites (e.g., Facebook, Twitter, YouTube, Instagram) from school computers (C0151)

• **SSOCS:2016 Item 4c.** Counseling, social work, psychological, or therapeutic activity for students (C0178)

• **SSOCS:2016 Item 4d.** Individual attention/mentoring/tutoring/coaching of students by students (C0180)

• **SSOCS:2016 Item 4f.** Recreational, enrichment, or leisure activities for students (C0182)

• **SSOCS:2016 Item 8c.** Have a program that involves parents at school helping to maintain school discipline (C0194)

• **SSOCS:2016 Item 9c.** Special subject-area events (e.g., science fair, concerts) (C0200)

• **SSOCS:2016 Item 9d.** Volunteered at school or served on a committee (C0202)

• **SSOCS:2016 Item 14d.** Coordinating with local police and emergency team(s) (C0634)
• **SSOCS:2016 Item 20.** During the 2015–16 school year, were the following mental health services available to students under the official responsibilities of a licensed mental health professional?
  
  o **Item 20a_1:** Diagnostic assessment for mental health disorders was available to students at school by a mental health professional employed by the school or district (C0662)
  
  o **Item 20a_2:** Diagnostic assessment for mental health disorders was available to students at school by a mental health professional other than a school or district employee, funded by the school or district (C0664)
  
  o **Item 20a_3:** Diagnostic assessment for mental health disorders was available to students outside of school by a mental health professional other than a school or district employee, funded by the school or district (C0666)
  
  o **Item 20b_1:** Treatment for mental health disorders was available to students at school by a mental health professional employed by the school or district (C0668)
  
  o **Item 20b_2:** Treatment for mental health disorders was available to students at school by a mental health professional other than a school or district employee, funded by the school or district (C0670)
  
  o **Item 20b_3:** Treatment for mental health disorders was available to students outside of school by a mental health professional other than a school or district employee, funded by the school or district (C0672)

• **SSOCS:2016 Item 21d.** Lack of parental support in addressing their children’s mental health disorders (C0680)

• **SSOCS:2016 Item 30.** How many times during the 2015–16 school year were activities disrupted by unplanned alarms (i.e., fire alarms)? (C0370)

• **SSOCS:2016 Item 31.** Excluding planned and unplanned fire alarms, how many times during the 2015–16 school year were activities disrupted by other actions, such as death threats, bomb threats, or chemical, biological, or radiological threats? (C0372)

1.3 **Survey Topics**

1.3.1 **School Practices and Programs**

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

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

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

1.3.3 School Security Staff

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

1.3.4 School Mental Health Services

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

1.3.5 Staff Training and Practices

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

1.3.6 Limitations on Crime Prevention

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

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

1.3.8 Incidents

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

1.3.9 Disciplinary Problems and Actions

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

1.3.10 School Characteristics: 2017–18 School Year

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

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

1.4 Methodological Experiments

In addition to adjustments made to the survey content, two methodological experiments were conducted during the SSOCS:2018 administration. Given the drop in the response rate between the
2010 and 2016 survey administrations, the experiments were designed to examine factors that may increase—or at least maintain—the response rate from SSOCS:2016 (63 percent). The first was a mode experiment, which tested an online version of the questionnaire, as opposed to the paper questionnaire historically used for SSOCS. The second was an incentive experiment, which tested providing a $10 incentive to respondents, compared with no monetary incentive. The distribution of the sample across experimental subgroups can be found in chapter 2 of this user’s manual, the response rates for these experimental subgroups can be found in chapter 3, and a summary of the effects of the mode experiment on survey estimates can be found in chapter 6.

1.4.1 Mode Experiment

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

1.4.2 Incentive Experiment

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

2.1 Sampling Frame

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

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

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

- schools in the U.S. outlying areas\(^5\) and Puerto Rico
- Department of Defense schools
- newly closed schools
- home schools
- Bureau of Indian Education schools
- special education schools
- vocational schools
- alternative schools
- virtual schools
- ungraded schools
- schools with a highest grade of kindergarten or lower

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

2.2 Sample Design

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

\(^{5}\) The U.S. outlying areas include American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands.

\(^{6}\) A regular public school is a public elementary/secondary school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.
drawn for SSOCS:2018. For sample allocation and sample selection purposes, strata were defined by cross-classifying school level, locale, and enrollment size (more information is provided in section 2.4). These three *explicit* stratification variables have been shown to be related to school crime (Chen 2008; Langbein and Bess 2002; Miller 2004). In addition, there were three *implicit* stratification variables used for sorting schools within each stratum before selecting the sample: percent White, non-Hispanic enrollment; Census region; and state.

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

### 2.3 Sample Size

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

### 2.4 Stratification, Sample Selection, and Final Sample

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

As indicated earlier, the same variables and categories used in SSOCS:2000, SSOCS:2004, SSOCS:2006, SSOCS:2008, SSOCS:2010, and SSOCS:2016 were used to stratify the SSOCS:2018 population of schools: namely, school level, locale, and enrollment size. Within each school level, the sample of schools was allocated among 16 strata formed by the cross-classification of enrollment size and locale. This allocation was proportional to the sum of the square roots of the total student enrollment of each school in that stratum. The sum of the square roots was used as the “measure of

---

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

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

3 The four categories of locale are city, suburb, town, and rural.
size” (MOS) in order to obtain a reasonable sample of lower enrollment schools while at the same
time giving a higher probability of selection to higher enrollment schools. The MOS was calculated
by first finding the square root of each school’s enrollment and then aggregating over the schools in
the stratum.

The formula is given as:

$$MOS_h = \sum_{i=1}^{N_h} \sqrt{E_{hi}}$$

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

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

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

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

### 2.5 Using Reverse Keyfitz to Unduplicate with NTPS Sample

For the first time, SSOCS:2018 used a reverse Keyfitz procedure to minimize the probabilities that a
school would be selected for both SSOCS and NTPS\(^{10}\) (Keyfitz, 1951). The Keyfitz procedure is a
method that increases the overlap between two samples by increasing the conditional probabilities of
selection into one sample for schools that have already been selected into the first sample (in order to
reduce costs, for example). The reverse Keyfitz procedure, therefore, decreases the conditional
probabilities of selection into one sample for schools that have already been selected into another
sample, minimizing the probability of overlap between the two surveys. The purpose of minimizing
the overlap is to reduce respondent burden.

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

\(^{10}\) SSOCS and NTPS were both administered during the 2017–18 school year.
8,606 such schools in the universe file from which they were selected. Thus, the SSOCS probability of selection for each school in that stratum was 245/8,606 = 0.028469.

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

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

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

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

### 2.6 Assignment to Experimental Subsamples

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

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

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

---

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

12 The four Census region categories are Northeast, Midwest, South, and West.
subsample groups. Then, to ensure an even distribution across strata, schools were sorted in the same sort order in which they were originally sampled. Then, every other school was flagged to receive the incentive.

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

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

<table>
<thead>
<tr>
<th>School characteristic</th>
<th>Initial sample</th>
<th>Paper sample</th>
<th>Internet sample</th>
<th>Non-incentive sample</th>
<th>Incentive sample</th>
<th>Completed survey¹</th>
<th>Non-respondents²</th>
<th>Ineligible³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,803</td>
<td>3,652</td>
<td>1,151</td>
<td>2,401</td>
<td>2,402</td>
<td>2,762</td>
<td>1,975</td>
<td>66</td>
</tr>
<tr>
<td>Level⁴</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>1,170</td>
<td>890</td>
<td>280</td>
<td>585</td>
<td>585</td>
<td>671</td>
<td>477</td>
<td>22</td>
</tr>
<tr>
<td>Middle</td>
<td>1,704</td>
<td>1,297</td>
<td>407</td>
<td>852</td>
<td>852</td>
<td>975</td>
<td>703</td>
<td>26</td>
</tr>
<tr>
<td>High school</td>
<td>1,748</td>
<td>1,329</td>
<td>419</td>
<td>874</td>
<td>874</td>
<td>997</td>
<td>740</td>
<td>11</td>
</tr>
<tr>
<td>Combined</td>
<td>181</td>
<td>136</td>
<td>45</td>
<td>90</td>
<td>91</td>
<td>119</td>
<td>55</td>
<td>7</td>
</tr>
<tr>
<td>Enrollment size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>456</td>
<td>348</td>
<td>108</td>
<td>227</td>
<td>229</td>
<td>286</td>
<td>135</td>
<td>35</td>
</tr>
<tr>
<td>300–499</td>
<td>955</td>
<td>726</td>
<td>229</td>
<td>478</td>
<td>477</td>
<td>605</td>
<td>334</td>
<td>16</td>
</tr>
<tr>
<td>500–999</td>
<td>1,860</td>
<td>1,414</td>
<td>446</td>
<td>931</td>
<td>929</td>
<td>1,042</td>
<td>806</td>
<td>12</td>
</tr>
<tr>
<td>1,000 or more</td>
<td>1,532</td>
<td>1,164</td>
<td>368</td>
<td>765</td>
<td>767</td>
<td>829</td>
<td>700</td>
<td>3</td>
</tr>
<tr>
<td>Locale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>1,528</td>
<td>1,163</td>
<td>365</td>
<td>764</td>
<td>764</td>
<td>723</td>
<td>769</td>
<td>36</td>
</tr>
<tr>
<td>Suburb</td>
<td>1,837</td>
<td>1,397</td>
<td>440</td>
<td>920</td>
<td>917</td>
<td>1,034</td>
<td>793</td>
<td>10</td>
</tr>
<tr>
<td>Town</td>
<td>563</td>
<td>428</td>
<td>135</td>
<td>281</td>
<td>282</td>
<td>382</td>
<td>168</td>
<td>13</td>
</tr>
<tr>
<td>Rural</td>
<td>875</td>
<td>664</td>
<td>211</td>
<td>436</td>
<td>439</td>
<td>623</td>
<td>245</td>
<td>7</td>
</tr>
<tr>
<td>Percent White, non-Hispanic enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 percent</td>
<td>170</td>
<td>129</td>
<td>41</td>
<td>85</td>
<td>85</td>
<td>128</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>1,014</td>
<td>771</td>
<td>243</td>
<td>510</td>
<td>504</td>
<td>675</td>
<td>330</td>
<td>9</td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>1,390</td>
<td>1,055</td>
<td>335</td>
<td>695</td>
<td>695</td>
<td>848</td>
<td>536</td>
<td>6</td>
</tr>
<tr>
<td>50 percent or less</td>
<td>2,229</td>
<td>1,697</td>
<td>532</td>
<td>1,111</td>
<td>1,118</td>
<td>1,111</td>
<td>1,070</td>
<td>48</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>819</td>
<td>633</td>
<td>186</td>
<td>405</td>
<td>414</td>
<td>459</td>
<td>347</td>
<td>13</td>
</tr>
<tr>
<td>Midwest</td>
<td>1,029</td>
<td>779</td>
<td>250</td>
<td>514</td>
<td>515</td>
<td>636</td>
<td>377</td>
<td>16</td>
</tr>
<tr>
<td>South</td>
<td>1,845</td>
<td>1,407</td>
<td>438</td>
<td>935</td>
<td>910</td>
<td>1,042</td>
<td>782</td>
<td>21</td>
</tr>
<tr>
<td>West</td>
<td>1,110</td>
<td>833</td>
<td>837</td>
<td>547</td>
<td>563</td>
<td>625</td>
<td>469</td>
<td>16</td>
</tr>
</tbody>
</table>

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

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

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

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

2.7 Weighting and Sampling Error

Sampling weights allow inferences to be made about the population from which the sample units were drawn. Due to the complex nature of the SSOCS:2018 sample design, weights are necessary to obtain population-based estimates, to minimize bias arising from differences between responding and nonresponding schools, and to calibrate the data to known population characteristics in a way that reduces sampling error. The procedures used to create the SSOCS:2018 sampling weights are described below.

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

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

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

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

Poststratification works well when the population not covered by the survey is similar to the covered population within each poststratum. Thus, for poststratification to be effective, the variables that define the poststrata must be correlated with the variables of interest, they must be well measured in the survey, and control totals must be available for the population as a whole. All three requirements were satisfied by the aforementioned poststratification margins.

---

13 The base weight was adjusted for a small number of schools to correct the probability of selection based on information learned during data collection; for example, if two schools had merged, the new school would have had twice the probability of selection.
The final analysis weight on the data file is named FINALWGT. The characteristics of FINALWGT are presented in Table 2.2 below. The file also includes 50 replicate weights (REPFWT1 through REPFWT50) for use in variance estimation. For information on how to apply the weights in statistical analysis, refer to section 5.9.

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

<table>
<thead>
<tr>
<th>Weight</th>
<th>Number of cases</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINALWGT</td>
<td>2,762</td>
<td>29.8</td>
<td>28.7</td>
<td>6.7</td>
<td>183.5</td>
<td>1.8</td>
<td>3.2</td>
<td>82,288</td>
</tr>
</tbody>
</table>

3. Data Collection Methods and Response Rates

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

3.1 Data Collection Activities

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

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

Initial mailings were sent via FedEx\(^\text{15}\) directly to the principals of the sampled schools. For the paper treatment group, the package included a cover letter describing the importance of the survey, the paper questionnaire, the SSOCS:18 brochure, and a preaddressed, postage-paid return envelope. The internet treatment group received a letter inviting the respondent to complete the online questionnaire, as well as the SSOCS:18 brochure. Schools located within special districts in which approval was granted also received inserts informing principals that their districts had approved their participation in SSOCS. Additionally, approximately half of the sample (2,400 schools) received a $10 cash incentive in the initial mailing.

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

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

---

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

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

\(^{16}\) Data that had been previously entered were not retained if the PIN was reset manually by Census Bureau staff.
to access the online questionnaire should a school assigned to the paper treatment group call and ask to complete the survey online.

Please see appendix A for a copy of the questionnaire.

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special District Recruitment</td>
<td>An NCES contractor began contacting school districts of sampled schools that require prior district approval to participate in surveys.</td>
<td>April 1, 2017–January 20, 2018</td>
</tr>
<tr>
<td>E-mail look-up operation</td>
<td>The National Processing Center (NPC) gathered e-mail addresses of principals of sampled schools in order to make direct contact with sampled schools via e-mail.</td>
<td>December 7, 2017–January 20, 2018</td>
</tr>
<tr>
<td>Mail advance letter to principals of sampled schools</td>
<td>Advance letters describing the survey were mailed to principals of sampled schools.</td>
<td>February 12, 2018</td>
</tr>
<tr>
<td>Mail advance letter to Chief State School Officers and district superintendents</td>
<td>Letters were sent to superintendents and Chief State School Officers to inform them that schools within their districts or states had been selected for SSOCS:2018.</td>
<td>February 12, 2018</td>
</tr>
<tr>
<td>Initial e-mail to principals (internet treatment group)</td>
<td>Principals in the internet treatment group were informed about SSOCS and notified that they would receive a letter, including a link to the online questionnaire, within the week.</td>
<td>February 20, 2018</td>
</tr>
<tr>
<td>Initial e-mail to principals (paper treatment group)</td>
<td>Principals in the paper treatment group were informed about SSOCS and notified that they would receive the questionnaire within the week.</td>
<td>February 20, 2018</td>
</tr>
<tr>
<td>Initial package mailout (internet treatment group)</td>
<td>Initial packages (consisting of initial letter, brochure, and log-in information for the online questionnaire) were sent by FedEx to the school principal/administrator of schools in the internet treatment group. Half of these packages included a $10 cash incentive.</td>
<td>February 20, 2018</td>
</tr>
<tr>
<td>Initial package mailout (paper treatment group)</td>
<td>Initial packages (consisting of initial letter, brochure, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group. Half of these packages included a $10 cash incentive.</td>
<td>February 23, 2018</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Date</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>1st Follow-up e-mail to principals</td>
<td>Principals were contacted by e-mail to encourage them to complete the questionnaire. Schools in the internet treatment group were provided with the website and log-in information.</td>
<td>March 7, 2018</td>
</tr>
<tr>
<td>Re-mail to schools that requested a replacement questionnaire</td>
<td>Requests accepted via e-mail and phone calls (incoming and outgoing). Replacement paper questionnaires were mailed on flow basis by FedEx.</td>
<td>March 7–June 10, 2018</td>
</tr>
<tr>
<td>Telephone reminder operation phase 1</td>
<td>Sampled schools that had not returned a completed paper questionnaire or completed the survey online were contacted to verify that the questionnaire had been received and to remind them to complete it as soon as possible. At the respondent’s request, alternative modes for completion were offered. Respondents from the paper treatment group were given the option to complete the questionnaire online, and respondents from the internet treatment group were given the option to have a paper questionnaire mailed to them. Data were also collected over the phone, as needed.</td>
<td>March 12–April 3, 2018</td>
</tr>
<tr>
<td>2nd Mailout (internet treatment group)</td>
<td>Second packages (consisting of reminder letter with log-in information for the online questionnaire) were sent by FedEx to the school principal/administrator of sampled schools in the internet treatment group that had not submitted a completed survey.</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>2nd Mailout (paper treatment group)</td>
<td>Second packages (consisting of reminder letter, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group that had not returned a completed questionnaire. Second mailing sent only to outstanding schools that did not request a re-mail during the telephone reminder operation.</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>2nd E-mail reminder</td>
<td>Sampled schools that had not returned a completed paper questionnaire or submitted a survey online were contacted by e-mail to encourage them to complete the questionnaire as soon as possible. Schools in the internet treatment group were provided with the website and log-in information.</td>
<td>March 26, 2018</td>
</tr>
<tr>
<td>Reminder operation phase 2</td>
<td>Sampled schools that had not returned a completed paper questionnaire or submitted a survey online were contacted to verify that the questionnaire had been received and to remind them to complete it as soon as possible. Data were also collected over the phone, as needed.</td>
<td>April 16–25, 2018</td>
</tr>
<tr>
<td>3rd E-mail reminder and Thank you e-mail</td>
<td>Sampled schools were contacted by e-mail to encourage them to complete the questionnaire as soon as possible. Schools in the internet treatment group were provided with the website and log-in information. Schools that had already responded to the survey were thanked for responding and told to disregard the reminder.</td>
<td>April 18, 2018</td>
</tr>
<tr>
<td>3rd Mailout (internet treatment group)</td>
<td>Third packages (consisting of reminder letter, SSOCS-1 questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the internet treatment group that had not submitted a survey.</td>
<td>April 20, 2018</td>
</tr>
<tr>
<td>3rd Mailout (paper treatment group)</td>
<td>Third packages (consisting of reminder letter, SSOCS-1 paper questionnaire, and return envelope) were sent by FedEx to the school principal/administrator of sampled schools in the paper treatment group that had not returned a completed questionnaire. Third mailing was sent to outstanding schools regardless of re-mail request.</td>
<td>April 20, 2018</td>
</tr>
</tbody>
</table>
Table 3.1  Schedule of data collection activities: SSOCS:2018—Continued

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

3.2  Data Retrieval

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

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

- three or more rapes were reported in subitem 30a;
- less than 60 percent of the total subitems eligible for recontact were filled in (at least 157 of the 261 total subitems needed to be complete);
- less than 60 percent of question 30 subitems were filled in (at least 18 of the 30 subitems needed to be complete);
- less than 60 percent of question 38 subitems for column 1 were filled in (at least 3 of the 5 subitems needed to be complete);
- less than 80 percent of the critical subitems were filled in (at least 61 of the 76 critical subitems needed to be complete); or
- there were five or more soft-range violations.
The critical items in SSOCS:2018 were questions 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1), 39, 40, 41, 42, 46, 47, and 48. Soft-range violations occurred if an answer was unusually high or low, given the school’s enrollment.

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

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

3.3 Efforts to Increase Response Rates

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

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

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

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

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

Refusal conversion efforts were used to obtain responses from schools that had initially declined to complete the questionnaire. Refusals coded by interviewers as “firm” were reviewed by supervisors to determine whether another attempt should be made. A case was coded as a final refusal if interviewers received two refusals from any school contact (e.g., a secretary or assistant principal) during the reminder and nonresponse follow-up operations. If a school district refused to grant permission for its schools to participate in SSOCS during the special district recruitment operation, schools within that district were coded as final refusals as well.

3.3.1 Interviewer Training

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

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

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

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

All interviewers working on SSOCS:2018 were trained in both refusal aversion (the process of avoiding refusals by implementing best practices in interviewing) and conversion (the process of convincing a respondent who has previously refused to complete the survey to complete it). The training distinguished between aversion and conversion and described the keys to success for interviewers: strong communication skills, project knowledge, knowledge of the case history, and the ability to think on one’s feet. First-refusal cases were referred to experienced interviewers for a refusal conversion attempt.
Training on data retrieval was conducted on April 17, 2018. This 5-hour training session was similar to the training for the other telephone operations. The data retrieval form included a list of items for follow-up, and their page numbers, ordered by importance to the survey so that the most critical items would be completed first in case the respondent could not complete the interview.

### 3.4 Unit Response Rate

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

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

<table>
<thead>
<tr>
<th>Interview status</th>
<th>Number of public schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total sample</td>
<td>4,803</td>
</tr>
<tr>
<td>Schools whose districts refused on their behalf</td>
<td>355</td>
</tr>
<tr>
<td>Completed survey returned(^1)</td>
<td>2,762</td>
</tr>
<tr>
<td>Partially completed survey returned</td>
<td>84</td>
</tr>
<tr>
<td>Ineligible schools(^2)</td>
<td>66</td>
</tr>
<tr>
<td>Other nonresponding schools</td>
<td>1,536</td>
</tr>
</tbody>
</table>

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

\(^2\) Ineligible schools include those that had closed, merged with another school at a new location, changed from a regular public school to a non-regular school, or are not a school: “not a school” generally refers to a school record for an organization that does not provide any classroom instruction (e.g., an office overseeing a certain type of program or offering only tutoring services).


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

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

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

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

3.4.2 Unweighted Response Rate

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

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

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

3.4.3 Weighted Unit Response Rate

While unweighted unit response rates generally measure the proportion of the sample that produced usable information for analysis, the weighted unit response rate can be used to estimate the proportion of the survey population covered by the units that responded. These two rates can differ if certain subpopulations are sampled with different selection probabilities, such as in SSOCS:2018. The weighted unit response rate is calculated by applying the inverse of the probability of selection (the base sampling weights) to the calculation of the unweighted response rate.

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

\[
C_w / (T_w – I_w) = 50826.74 / (84422.999 – 2051.799) = 61.7 \text{ percent.}
\]

Weighted and unweighted unit response rates by subgroup are shown in table 3.3 as follows.
## Table 3.3 Unweighted and weighted unit response rates, by selected school characteristics: SSOCS:2018

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Experimental subgroup</th>
<th>Weighted unit response rate (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (full sample)</td>
<td>61.7</td>
</tr>
<tr>
<td>Paper questionnaire</td>
<td>62.2</td>
</tr>
<tr>
<td>No incentive (control group)</td>
<td>60.1</td>
</tr>
<tr>
<td>Incentive</td>
<td>64.3</td>
</tr>
<tr>
<td>Online questionnaire</td>
<td>60.2</td>
</tr>
<tr>
<td>No incentive</td>
<td>56.1</td>
</tr>
<tr>
<td>Incentive</td>
<td>64.1</td>
</tr>
</tbody>
</table>

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


3.5 Analysis of Unit Nonresponse Bias

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

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

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

A CHAID analysis was conducted to inform the selection of weighting classes to be used to produce nonresponse-adjusted weights. Based on the CHAID analysis, the base weights were adjusted for
potential nonresponse bias in the eight school characteristics used in the nonresponse bias analysis. The results show that before the nonresponse adjustment, approximately 56 percent of the 32 categories from the eight school characteristics were significantly biased. After the adjustment, only about 3 percent were significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight school characteristics.

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

3.6 Item Response Rates

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

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

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

3.7 Analysis of Item Nonresponse Bias

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

3.8 Nonsampling error

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

---

18 Base weights (which are equal to the inverse of each school’s probability of selection) were used to calculate item response rates.
particular month or time of the year when the survey was conducted, response differences related to the different data collection modes, the tendency for respondents to give socially desirable responses, and mistakes in data preparation.

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

4.1 Questionnaire Check-in Process

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

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

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

4.2 Editing Specifications

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

4.2.1 Range Specifications

The frequencies for all survey items were reviewed to ensure that recorded values were acceptable. For the categorical variables, these values were predetermined by precoded response options available on the questionnaire. For numeric variables, the initial data were reviewed to determine whether the ranges met hard and soft boundary criteria for acceptable responses. Ranges from the SSOCS:2016 data were used as the basis for comparison. Out-of-range responses were flagged, and the value was verified if the school was contacted again during data retrieval. A detailed explanation of data retrieval procedures is provided in section 3.2.
Range checks included both soft- and hard-range edits. A soft range is one that represents the reasonable expected range of values but does not include all possible values. For critical items, responses outside the soft range were confirmed with the respondent during data retrieval phone calls. If a respondent could not be reached, or if the item was not critical, the response was accepted as is.

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

### 4.2.2 Consistency and Logic Edits

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

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

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

### 4.3 Imputation

Files containing missing data can be problematic because, depending on how the missing data are treated, the analysis of incomplete datasets may cause different users to arrive at different conclusions. Another problem with missing data is that certain groups of respondents may be more likely than others to leave some survey items unanswered, creating bias in the survey estimates. When completed SSOCS:2018 surveys contained some level of item nonresponse after the conclusion of the data retrieval phase, imputation procedures were used to create values for all questionnaire items with missing information.

---

19 The critical items in SSOCS:2018 were questions 11, 18, 19, 20, 22, 28, 29, 30, 31, 35, 36, 38 (column 1 only), 39, 40, 41, 42, 46, 47, and 48.
20 If a school required data retrieval, these inconsistencies were addressed during the data retrieval operation. See chapter 3 for a description of the data retrieval operation.
21 The initial editing program was run again after data retrieval. If a survey still did not meet the criteria for completion—60 percent of all items in the questionnaire (157 out of 261 total) answered, including a minimum of 80 percent of the 76 critical items (61 out of 76 total), 60 percent of item 30 (18 out of 30 total), and 60 percent of item 38, column 1 (3 out 5 total)—the survey was considered incomplete and its data were not included in the final dataset.
Appendix G presents the base-weighted response rate for each survey item eligible for recontact, after data editing and cleaning, and the type of imputation used for each item. It includes response rates for survey items that are included in the public-use file as well as those that were removed from the public-use file and are included only in the restricted-use file. For each questionnaire item in the data file, there is an accompanying imputation flag variable to indicate the imputation method used, if imputation was necessary. For details regarding imputation flags, refer to section 5.10.

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

### 4.3.1 Imputation Methods

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

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

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

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

### 4.3.2 Imputation Order

The interrelationships between the items in the SSOCS survey necessitated that a specific imputation order be followed. Because item 40 (student enrollment) is used in imputation for other variables, it was the first item to be imputed. Because item 38 is closely linked to several survey items, including items 30, 37, 39, and 48, its components were imputed next. After the imputation of item 38 was
complete, items 30 and 37 were imputed. This imputation sequence was chosen because some item 37 values and some item 30 values are limited by the item 38 values. After these four items were imputed, items 39 and 48 were imputed. Similarly, this imputation sequence was chosen because the item 39 values are limited by the item 38 values, and the item 48 values are limited by the item 39 values. The remaining questionnaire items were then imputed.

4.3.3 Imputation Flags

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

4.4 Analysis of Disclosure Risk

Central to NCES’s mission is a commitment to protecting the identity of respondents to its various data collections. Thus, the SSOCS:2018 response data have been subjected to an extensive disclosure risk analysis and have been modified based on the results of that analysis to prevent positive identification of individual schools. Tests on the modified data were performed to ensure that the data remain accurate and useful. The penalty for unlawful disclosure of any individually identifiable information is a fine of not more than $250,000 (under 18 U.S.C. 3559 and 3571), imprisonment for not more than 5 years, or both.
5. Guide to the Data File and Codebook

5.1 Contents and Organization of the Public-Use Data File

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

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

5.1.1 Reading Into R

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

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

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

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

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

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

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

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

5.2 Public-Use Data File

This manual is designed to assist users of the public-use SSOCS:2018 data file, which can be found at http://nces.ed.gov/surveys/ssocs/data_products.asp. Since data on school crime can be considered
sensitive, participating schools were promised confidentiality in order to encourage them to provide complete and honest responses. To protect the confidentiality of sampled schools, the following steps were taken in the preparation of the public-use data file:

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

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

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

5.3 Unique School Identifier

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

5.4 Questionnaire Item Variables

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

In the data file and accompanying codebook, the questionnaire item variables are listed in the order in which they appear in the questionnaire; within items, subitems are listed in source code order.
Response values for questionnaire item variables are indicated in the questionnaire. A value of “-1” indicates that the item was legitimately skipped.

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

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

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

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

5.5 Recoded Variables

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

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

Two items on school type were included in the questionnaire: C0564 asked whether the school was a regular public school, a charter school, a school with a magnet program for part of the school, exclusively a magnet school, or “Other,” and C0565 allowed a text response if “Other” was selected. For the restricted use file, open-ended responses to C0565 were either back-coded as response options to C0564 or, if they could not readily be grouped into categories, left in the “Other” category. C0564 and C0565 were omitted from the public-use file to preserve confidentiality.
One item asked respondents to report the number of years they had been at their school (C0016). Although it was left as a continuous variable in both the restricted- and public-use files, all responses greater than 30 years were top-coded to “31” for the revised variable (C0016_R) in the public-use file.

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

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

5.6 Composite Variables

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

**CRISIS18**—Number of types of crises covered in written plans
*Purpose:* To provide a summary measure of schools’ advance planning for crisis situations.
*General explanation:* Number of “yes” responses to item 2.
*SAS code:*

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

**DISALC18**—Total number of disciplinary actions recorded for distribution, possession, or use of alcohol
*Purpose:* To provide a summary measure of the total number of disciplinary actions used by school officials in response to distribution, possession, or use of alcohol.
*General explanation:* Sum of responses in columns 2–5 of item 38d.
*SAS code:*

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

**DISDRUG18**—Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs
**Purpose:** To provide a summary measure of the total number of disciplinary actions used by school officials in response to distribution, possession, or use of illegal drugs.

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

**SAS code:**

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

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

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

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

**SAS code:**

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

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

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

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

**SAS code:**

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

**INCID18**—Total number of incidents recorded

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

**General explanation:** Sum of responses in column 1 of item 30.

**SAS code:**

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

**INCPOL18**—Total number of incidents reported to police

**Purpose:** To provide a summary measure of the number of incidents reported to police or other law enforcement.

**General explanation:** Sum of responses in column 2 of item 30.

**SAS code:**

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

**NONVIOINC18**—Total number of non-violent incidents recorded

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

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

**SAS code:**

```sas
NONVIOINC18 = sum(C0342, C0346, C0350, C0354, C0355, C0358, C0362);
```

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

**Purpose:** To provide a summary measure of the number of recorded non-violent incidents reported
to police or other law enforcement.

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

**SAS code:** 
\[
\text{NONVIOPOL18} = \text{sum(C0344, C0348, C0352, C0356, C0357, C0360, C0364)};
\]

**OTHACT18**—Total number of other disciplinary actions for specified offenses

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

**General explanation:** Sum of items 38a–e, column 5.

**SAS code:**
\[
\begin{align*}
\text{if C0466 lt 0 then C0466}_R &= 0; \\
\text{else C0466}_R &= C0466; \\
\text{if C0476 lt 0 then C0476}_R &= 0; \\
\text{else C0476}_R &= C0476; \\
\text{if C0486 lt 0 then C0486}_R &= 0; \\
\text{else C0486}_R &= C0486; \\
\text{if C0496 lt 0 then C0496}_R &= 0; \\
\text{else C0496}_R &= C0496; \\
\text{if C0506 lt 0 then C0506}_R &= 0; \\
\text{else C0506}_R &= C0506; \\
\text{OTHACT18} &= \text{sum(C0466}_R, C0476}_R, C0486}_R, C0496}_R, C0506}_R); \\
\text{if C0466 lt 0 and C0476 lt 0 and C0486 lt 0 and C0496 lt 0 and C0506 lt 0 then} \\
\text{OTHACT18} &= -1;
\end{align*}
\]

**OUTSUS18**—Total number of out-of-school suspensions

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

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

**SAS code:**
\[
\begin{align*}
\text{if C0464 lt 0 then C0464}_R &= 0; \\
\text{else C0464}_R &= C0464; \\
\text{if C0474 lt 0 then C0474}_R &= 0; \\
\text{else C0474}_R &= C0474; \\
\text{if C0484 lt 0 then C0484}_R &= 0; \\
\text{else C0484}_R &= C0484; \\
\text{if C0494 lt 0 then C0494}_R &= 0; \\
\text{else C0494}_R &= C0494; \\
\text{if C0504 lt 0 then C0504}_R &= 0; \\
\text{else C0504}_R &= C0504; \\
\text{OUTSUS18} &= \text{sum(C0464}_R, C0474}_R, C0484}_R, C0494}_R, C0504}_R); \\
\text{if C0464 lt 0 and C0474 lt 0 and C0484 lt 0 and C0494 lt 0 and C0504 lt 0 then} \\
\text{OUTSUS18} &= -1;
\end{align*}
\]

**PROBWK18**—Number of types of disciplinary problems that occur daily or at least once a week

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

**General explanation:** Provides a school-level count of disciplinary problems listed in items 35a–k as happening “daily” or “at least once a week.”

**SAS code:**
\[
\text{PROBWK18}=0;
\]
if C0374 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0376 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0378 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0380 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0381 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0382 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0383 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0384 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0385 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0386 in (1,2) then PROBWK18=PROBWK18 + 1;
if C0387 in (1,2) then PROBWK18=PROBWK18 + 1;

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

*Purpose:* To provide a summary measure of the number of full-time security personnel.  
*General explanation:* Sum of items 18a_i, 18b_i, and 19_i.  
*SAS code:*  
if C0610=1 then SEC_FT18 = sum(C0232, C0236, C0240);  
else if C0610=2 then SEC_FT18=C0232;

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

*Purpose:* To provide a summary measure of the number of part-time security personnel.  
*General explanation:* Sum of items 18a_ii, 18b_ii, and 19_ii.  
*SAS code:*  
if C0610=1 then SEC_PT18 = sum(C0234, C0238, C0242);  
else if C0610=2 then SEC_PT18=C0234;

STRATA—Collapsed sampling stratum (nesting variable)

*Purpose:* To identify the sampling stratum for Taylor series variance estimation (described in section 5.8).  
*General explanation:* Convert enrollment size and four-level local to string variables. Sampling stratum are then defined by concatenating school level, enrollment size category, and four-level locale, and then collapsing small strata as needed.  
*SAS code:*  
FR_SIZE_c = put(FR_SIZE,1.);
FR_URBAN_c = put(FR_URBAN,1.);
STRATA = FR_LVL||FR_SIZE_c||FR_URBAN_c;
if STRATA = "144" then STRATA = "143";
if STRATA = "411" then STRATA = "413";
if STRATA = "412" then STRATA = "414";
if STRATA = "422" then STRATA = "423";

STUOFF18—Total number of students involved in recorded offenses (regardless of disciplinary action)

*Purpose:* To provide a summary measure of the number of students involved in specified recorded offenses.
General explanation: Sum of responses in column 1 of item 38.
SAS code: STUOFF18 = sum(C0458, C0468, C0478, C0488, C0498);

SVINC18—Total number of serious violent incidents recorded
Purpose: To provide a summary measure of the number of serious violent incidents recorded.
General explanation: Sum of item 30, column 1, rows a, b, ci, cii, di, and ei.
SAS code: SVINC18 = sum(C0310, C0314, C0318, C0322, C0326, C0334);

SVPOL18—Total number of serious violent incidents reported to police
Purpose: To provide a summary measure of the number of serious violent incidents reported to police.
General explanation: Sum of item 30, column 2, rows a, b, ci, cii, di, and ei.
SAS code: SVPOL18 = sum(C0312, C0316, C0320, C0324, C0328, C0336);

VIOINC18—Total number of violent incidents recorded
Purpose: To provide a summary measure of the number of violent incidents recorded.
General explanation: Sum of item 30, column 1, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.
SAS code: VIOINC18 = sum(C0310, C0314, C0318, C0322, C0326, C0330, C0334, C0338);

VIOPOL18—Total number of violent incidents reported to police
Purpose: To provide a summary measure of the number of violent crimes reported to police.
General explanation: Sum of item 30, column 2, rows a, b, c_i, c_ii, d_i, d_ii, e_i, and e_ii.
SAS code: VIOPOL18 = sum(C0312, C0316, C0320, C0324, C0328, C0332, C0336, C0340);

5.7 Sampling Frame Variables

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

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

FR_LVL

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

FR_LVL was created based on the CCD 2014–15 variables FR_HIGD and FR_LOGD, as follows:
SAS code:
  if (fr_higd <= 8 & fr_logd <= 3) then FR_LVL = 1;
  else if (fr_higd <= 9 & fr_logd >= 4) then FR_LVL = 2;
  else if (fr_higd <= 13 & fr_logd >= 9) then FR_LVL = 3;
else if (fr_higd = 9 & fr_logd = 9) then FR_LVL = 2;
else FR_LVL = 4;

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

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

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

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

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

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

5.8 Weighting and Variance Estimation Variables

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

5.9 Applying the Weight

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

5.10 Imputation Flag Variables

With the exception of the non-survey items that collect information about the respondent and open-ended text items, each questionnaire item in the data file has an imputation flag, which indicates
whether any imputation was required. The naming convention appends the prefix “I” to the questionnaire variable. For example, item 1a would have an imputation flag named IC0110. The flag values represent the type of imputation method used and are as follows:

0 = Value not imputed.
7 = Item was imputed by using direct copy or ratio imputation method.
8 = Item was imputed clerically by using the mean or mode of data for groups of similar cases.
9 = Data value was imputed clerically by researching and manually adjusting during analysts’ post-imputation review of data.

A detailed discussion of SSOCS imputation methods can be found in appendix J.
6. Data Considerations and Anomalies

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

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

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

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

6.2 Classroom Changes: Item 43 (C0538)

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

6.3 Average Daily Attendance: Item 47 (C0568)

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

6.4 Outliers in Count Variables

For some items that required schools to enter a count of personnel, incidents, students, or disciplinary actions, a small number of schools entered values that, while technically permissible under the SSOCS:2018 range and consistency rules, were unusually high.
For these schools, the questionnaires were manually rechecked to verify that the unusual values had been entered by respondents and were not the result of a keying error. Because the data were confirmed to have been entered by respondents and did not violate prespecified range or consistency rules, they were left in the data file.

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

6.5 Important Information About School-Level Variables

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

6.6 Mode Effects

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

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

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

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


This page is intentionally left blank.
Appendix A. 2017–18 School Survey on Crime and Safety Questionnaire
This survey is designed to be completed by the principal or the person most knowledgeable about school crime and policies to provide a safe environment at your school.

THESE SURVEY HAS BEEN ENDORSED BY:

American Association of School Administrators
American Federation of Teachers
American School Counselors Association
Association for Middle Level Education
Association of American Educators
Council of Chief State School Officers
Education Northwest
National Association of Elementary School Principals
National Association of School Psychologists
National Association of School Resource Officers
National Association of Secondary School Principals
National Association of State Boards of Education
National Education Association
National PTA
National School Safety Center
School Safety Advocacy Council
School Social Work Association of America
UCLA Center for Mental Health in Schools


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

PLEASE RESPOND BY:

FORM SSOC5-1
(10-19-2017)
DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Shelter-in-place** – a procedure similar to a lockdown in that the occupants are to remain on the premises; however, shelter-in-place is designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. Everyone would be brought indoors and building personnel would close all windows and doors and shut down the heating, ventilation, and air conditioning system (HVAC). This would create a neutral pressure in the building, meaning the contaminated air would not be drawn into the building.

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

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

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

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

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

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

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

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

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

WHERE SHOULD I RETURN MY COMPLETED QUESTIONNAIRE?

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

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

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

Paperwork Burden Statement

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

1. During the 2017–18 school year, was it a practice of your school to do the following?
   - If your school changed its practices during the school year, please answer regarding your most recent practice.
   - Check "Yes" or "No" on each line.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Require visitors to sign or check in <strong>and</strong> wear badges</td>
<td>110 1</td>
<td>2</td>
</tr>
<tr>
<td>b. Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)</td>
<td>112 1</td>
<td>2</td>
</tr>
<tr>
<td>c. Control access to school grounds during school hours (e.g., locked or monitored gates)</td>
<td>114 1</td>
<td>2</td>
</tr>
<tr>
<td>d. Require metal detector checks on students every day</td>
<td>116 1</td>
<td>2</td>
</tr>
<tr>
<td>e. Perform one or more random metal detector checks on students</td>
<td>120 1</td>
<td>2</td>
</tr>
<tr>
<td>f. Equip classrooms with locks so that doors can be locked from the inside</td>
<td>121 1</td>
<td>2</td>
</tr>
<tr>
<td>g. Close the campus for most or all students during lunch</td>
<td>122 1</td>
<td>2</td>
</tr>
<tr>
<td>h. Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or <strong>weapons</strong>*)</td>
<td>125 1</td>
<td>2</td>
</tr>
<tr>
<td>i. Require drug testing for students participating in athletics or other extracurricular activities</td>
<td>129 1</td>
<td>2</td>
</tr>
<tr>
<td>j. Require students to wear uniforms</td>
<td>134 1</td>
<td>2</td>
</tr>
<tr>
<td>k. Enforce a strict dress code</td>
<td>136 1</td>
<td>2</td>
</tr>
<tr>
<td>l. Provide school lockers to students</td>
<td>138 1</td>
<td>2</td>
</tr>
<tr>
<td>m. Require clear book bags or ban book bags on school grounds</td>
<td>140 1</td>
<td>2</td>
</tr>
<tr>
<td>n. Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident</td>
<td>139 1</td>
<td>2</td>
</tr>
<tr>
<td>o. Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency</td>
<td>141 1</td>
<td>2</td>
</tr>
<tr>
<td>p. Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box)</td>
<td>143 1</td>
<td>2</td>
</tr>
<tr>
<td>q. Require students to wear badges or picture IDs</td>
<td>142 1</td>
<td>2</td>
</tr>
<tr>
<td>r. Require faculty and staff to wear badges or picture IDs</td>
<td>144 1</td>
<td>2</td>
</tr>
<tr>
<td>s. Use one or more security cameras to monitor the school</td>
<td>146 1</td>
<td>2</td>
</tr>
<tr>
<td>t. Provide two-way radios to any staff</td>
<td>150 1</td>
<td>2</td>
</tr>
<tr>
<td>u. Prohibit non-academic use of cell phones or smartphones during school hours</td>
<td>153 1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.*
2. Does your school have a written plan that describes procedures to be performed in the following scenarios?

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

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

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

<table>
<thead>
<tr>
<th>Procedure</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Evacuation*</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>b. Lockdown*</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>c. Shelter-in-place*</td>
<td>167</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

*Please use the definition on pages 2 and 3.
5. During the 2017–18 school year, did your school have a threat assessment team* or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

   ![Yes or No options]

   GO TO item 7 below.

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

   ![Check one response options]

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

   ![YES NO options]

   a. Acceptance of sexual orientation* and gender identity* of students (e.g., Gay-Straight Alliance)

   b. Acceptance of students with disabilities (e.g., Best Buddies)

   c. Acceptance of cultural diversity (e.g., Cultural Awareness Club)

Parent and Community Involvement at School

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

   ![YES NO options]

   a. Have a formal process to obtain parental input on policies related to school crime and discipline

   b. Provide training or technical assistance to parents in dealing with students’ problem behavior

*Please use the definition on pages 2 and 3.
9. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2017–18 school year? Check one response on each line.

<table>
<thead>
<tr>
<th>Event</th>
<th>0–25%</th>
<th>26–50%</th>
<th>51–75%</th>
<th>76–100%</th>
<th>School does not offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Open house or back-to-school night</td>
<td>196</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Regularly scheduled parent-teacher conferences</td>
<td>198</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. During the 2017–18 school year, were any of the following community and outside groups involved in your school’s efforts to promote safe, disciplined, and drug-free schools? Check "Yes" or "No" on each line.

<table>
<thead>
<tr>
<th>Group</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Parent groups</td>
<td>204</td>
<td>1</td>
</tr>
<tr>
<td>b. Social service agencies</td>
<td>206</td>
<td>1</td>
</tr>
<tr>
<td>c. Juvenile justice agencies</td>
<td>208</td>
<td>1</td>
</tr>
<tr>
<td>d. Law enforcement agencies</td>
<td>210</td>
<td>1</td>
</tr>
<tr>
<td>e. Mental health agencies</td>
<td>212</td>
<td>1</td>
</tr>
<tr>
<td>f. Civic organizations/service clubs</td>
<td>214</td>
<td>1</td>
</tr>
<tr>
<td>g. Private corporations/businesses</td>
<td>216</td>
<td>1</td>
</tr>
<tr>
<td>h. Religious organizations</td>
<td>218</td>
<td>1</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.*
### School Security Staff

11. During the 2017–18 school year, did you have any sworn law enforcement officers (including School Resource Officers*) present at your school* at least once a week?  
   - Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

   - [ ] Yes
   - [ ] No  ➤ GO TO item 19 on page 11.

12. Were sworn law enforcement officers (including School Resource Officers*) used at least once a week in or around your school at the following times?  
   - Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

   - Check “Yes” or “No” on each line.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. At any time during school hours</td>
<td>612</td>
<td>1</td>
</tr>
<tr>
<td>b. While students were arriving or leaving</td>
<td>614</td>
<td>1</td>
</tr>
<tr>
<td>c. At selected school activities (e.g., athletic and social events, open houses, science fairs)</td>
<td>616</td>
<td>1</td>
</tr>
<tr>
<td>d. When school/school activities were not occurring</td>
<td>618</td>
<td>1</td>
</tr>
</tbody>
</table>

13. Did any of the sworn law enforcement officers (including School Resource Officers*) at your school* routinely:
   - Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.

   - Check “Yes” or “No” on each line.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Carry physical restraints (e.g., handcuffs, Tasers)</td>
<td>621</td>
<td>1</td>
</tr>
<tr>
<td>b. Carry chemical aerosol sprays (e.g., Mace, pepper spray)</td>
<td>622</td>
<td>1</td>
</tr>
<tr>
<td>c. Carry a firearm*</td>
<td>624</td>
<td>1</td>
</tr>
<tr>
<td>d. Wear a body camera</td>
<td>626</td>
<td>1</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.
14. Did these sworn law enforcement officers (including School Resource Officers*) participate in the following activities at your school? 

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

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

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

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

Include officers who are used as temporary coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers’ personal leave time.

Check "No" if your school does not have officer coverage while regularly assigned officers are performing duties external to the school (such as attending court) or during these officers’ personal leave time.

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>648</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>650</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.
17. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers*) at school in the following areas?

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

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

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

- If an officer works full-time across various schools in the district, please count this officer as "part-time" for your school.
- Do not include security guards or other security personnel who are not sworn law enforcement in your response to this item; information on additional security staff is gathered in item 19.
- If none, please place an "X" in the None box.

<table>
<thead>
<tr>
<th></th>
<th>Number at your school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School Resource Officers*</td>
<td></td>
</tr>
<tr>
<td>i. Full-time</td>
<td>236</td>
</tr>
<tr>
<td>ii. Part-time</td>
<td>238</td>
</tr>
<tr>
<td>b. Sworn law enforcement officers who are not School Resource Officers*</td>
<td></td>
</tr>
<tr>
<td>i. Full-time</td>
<td>240</td>
</tr>
<tr>
<td>ii. Part-time</td>
<td>242</td>
</tr>
</tbody>
</table>

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

- If a security guard or other security personnel works full-time across various schools in the district, please count this person as “part-time” for your school.
- If none, please place an "X" in the None box.

<table>
<thead>
<tr>
<th></th>
<th>Number at your school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security guards or security personnel</td>
<td></td>
</tr>
<tr>
<td>i. Full-time</td>
<td>232</td>
</tr>
<tr>
<td>ii. Part-time</td>
<td>234</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.
School Mental Health Services

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

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

   1 [ ] Yes
   2 [ ] No ➤ GO TO item 22 below.

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

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

   a. At school*, by a school-employed or contracted mental health professional* 663 1 2
   b. Outside of school, by a school-employed or contracted mental health professional* 665 1 2

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

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

   1 [ ] Yes
   2 [ ] No ➤ GO TO item 24 below.

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

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

   a. At school*, by a school-employed or contracted mental health professional* 669 1 2
   b. Outside of school, by a school-employed or contracted mental health professional* 671 1 2

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

   Check one response on each line.

   a. Inadequate access to licensed mental health professionals*
   b. Inadequate funding
   c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality)
   d. Concerns about reactions from parents
   e. Lack of community support for providing mental health services to students in your school
   f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment* or treatment* of students
   g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child

   Limits in major way Limits in minor way Does not limit

   a. Inadequate access to licensed mental health professionals* 674 1 2 3
   b. Inadequate funding 676 1 2 3
   c. Potential legal issues for school or district (e.g., malpractice, insufficient supervision, confidentiality) 678 1 2 3
   d. Concerns about reactions from parents 681 1 2 3
   e. Lack of community support for providing mental health services to students in your school 682 1 2 3
   f. Written or unwritten policies regarding the school's requirement to pay for the diagnostic mental health assessment* or treatment* of students 684 1 2 3
   g. Reluctance to label students with mental health disorders* to avoid stigmatizing the child 686 1 2 3

*Please use the definition on pages 2 and 3.
### Staff Training and Practices

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Training in classroom management for teachers</td>
<td>266</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>Training in school-wide discipline policies and practices related to <strong>violence</strong>*</td>
<td>268</td>
<td>1</td>
</tr>
<tr>
<td>c.</td>
<td>Training in school-wide discipline policies and practices related to <strong>cyberbullying</strong>*</td>
<td>265</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>Training in school-wide discipline policies and practices related to <strong>bullying</strong>* other than <strong>cyberbullying</strong>*</td>
<td>267</td>
<td>1</td>
</tr>
<tr>
<td>e.</td>
<td>Training in school-wide discipline policies and practices related to alcohol and/or drug use</td>
<td>269</td>
<td>1</td>
</tr>
<tr>
<td>f.</td>
<td>Training in safety procedures (e.g., how to handle emergencies)</td>
<td>270</td>
<td>1</td>
</tr>
<tr>
<td>g.</td>
<td>Training in recognizing early warning signs of students likely to exhibit violent behavior</td>
<td>272</td>
<td>1</td>
</tr>
<tr>
<td>h.</td>
<td>Training in recognizing signs of self-harm or suicidal tendencies</td>
<td>278</td>
<td>1</td>
</tr>
<tr>
<td>i.</td>
<td>Training in intervention and referral strategies for students displaying signs of <strong>mental health disorders</strong>* (e.g., depression, mood disorders, ADHD)</td>
<td>271</td>
<td>1</td>
</tr>
<tr>
<td>j.</td>
<td>Training in recognizing physical, social, and verbal <strong>bullying</strong>* behaviors</td>
<td>273</td>
<td>1</td>
</tr>
<tr>
<td>k.</td>
<td>Training in recognizing signs of students using/abusing alcohol and/or drugs</td>
<td>274</td>
<td>1</td>
</tr>
<tr>
<td>l.</td>
<td>Training in positive behavioral intervention strategies</td>
<td>276</td>
<td>1</td>
</tr>
<tr>
<td>m.</td>
<td>Training in crisis prevention and intervention</td>
<td>277</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

279 1 Yes  
2 No

*Please use the definition on pages 2 and 3.*
### Limitations on Crime Prevention

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

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

### Frequency of Crime and Violence at School

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

- **Yes**
  - 306
  - 1
  - 2
- **No**
  - 306
  - 2

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

- **Yes**
  - 308
  - 1
  - 2
- **No**
  - 308
  - 2

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

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

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

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

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of recorded incidents</td>
<td>Number reported to police or other law enforcement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a. Rape* or attempted rape*</th>
<th>310</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>312</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Sexual assault* other than rape* (include threatened rape*)</th>
<th>314</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>316</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Robbery* (taking things by force)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. With a weapon*</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>ii. Without a weapon*</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. Physical attack or fight*</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. With a weapon*</td>
</tr>
<tr>
<td>ii. Without a weapon*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e. Threats of physical attack*</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. With a weapon*</td>
</tr>
<tr>
<td>ii. Without a weapon*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f. Theft/larceny* (taking things worth over $10 without personal confrontation)</th>
<th>342</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>344</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>g. Possession of a firearm/explosive device*</th>
<th>346</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>348</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>h. Possession of a knife or sharp object</th>
<th>350</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>352</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i. Distribution, possession, or use of illegal drugs</th>
<th>354</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>356</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>j. Inappropriate distribution, possession, or use of prescription drugs</th>
<th>355</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>357</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>k. Distribution, possession, or use of alcohol</th>
<th>358</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>360</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>l. Vandalism*</th>
<th>362</th>
<th>0</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>364</td>
<td>0</td>
<td>None</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.*
31. During the 2017–18 school year, how many hate crimes* occurred at your school*?
   - If none, please place an "X" in the None box.

<table>
<thead>
<tr>
<th>690</th>
<th>Number of hate crimes*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0  None</td>
</tr>
</tbody>
</table>

32. To the best of your knowledge, were any of these hate crimes* motivated by the offender's bias against the following characteristics or perceived characteristics?
   - Check "Yes" or "No" on each line.
   - If a hate crime* was motivated by multiple characteristics, answer "Yes" for each that applies.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>692</td>
<td>1</td>
</tr>
<tr>
<td>694</td>
<td>2</td>
</tr>
<tr>
<td>696</td>
<td>1</td>
</tr>
<tr>
<td>698</td>
<td>2</td>
</tr>
<tr>
<td>700</td>
<td>1</td>
</tr>
<tr>
<td>702</td>
<td>2</td>
</tr>
<tr>
<td>704</td>
<td>2</td>
</tr>
</tbody>
</table>

33. To the best of your knowledge, during the 2017–18 school year, have there been any incidents of sexual misconduct* between a staff member and a student at your school*?
   - Report on misconduct between staff and students whether or not the incidents occurred at school or away from school.
   - Sexual assault* and rape* are both forms of sexual misconduct. Therefore, some incidents of staff-student behavior may be reported in response to items 30a and 30b as well as item 33.

| 705 | 1  Yes |
|     | 2  No  |

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

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

*Please use the definition on pages 2 and 3.
### Disciplinary Problems and Actions

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

Check one response on each line.

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

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

Check one response on each line.

<table>
<thead>
<tr>
<th>Happens daily</th>
<th>Happens at least once a week</th>
<th>Happens at least once a month</th>
<th>Happens on occasion</th>
<th>Never happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Cyberbullying</strong>* among students who attend your school</td>
<td>389</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. School environment is affected by <strong>cyberbullying</strong>*</td>
<td>391</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Staff resources are used to deal with <strong>cyberbullying</strong>*</td>
<td>393</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.*
37. During the 2017–18 school year, did your school allow for the use of the following disciplinary actions? If "yes," were the actions used this school year?

<table>
<thead>
<tr>
<th>Action</th>
<th>Does your school allow for use of the following?</th>
<th>If “Yes,” was the action used this school year?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>a. Removal with no continuing school services for at least the remainder of the school year</td>
<td>390</td>
<td>1</td>
</tr>
<tr>
<td>b. Removal with school-provided tutoring/home instruction for at least the remainder of the school year</td>
<td>394</td>
<td>1</td>
</tr>
<tr>
<td>c. Transfer to a <strong>specialized school</strong> for disciplinary reasons</td>
<td>398</td>
<td>1</td>
</tr>
<tr>
<td>d. Transfer to another regular school for disciplinary reasons</td>
<td>402</td>
<td>1</td>
</tr>
<tr>
<td>e. Out-of-school suspension or removal for less than the remainder of the school year</td>
<td>406</td>
<td>1</td>
</tr>
<tr>
<td>i. With no curriculum/services provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. With curriculum/services provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. In-school suspension for less than the remainder of the school year</td>
<td>414</td>
<td>1</td>
</tr>
<tr>
<td>i. With no curriculum/services provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. With curriculum/services provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Referral to a school counselor</td>
<td>422</td>
<td>1</td>
</tr>
<tr>
<td>h. Assignment to a program (during school hours) designed to reduce disciplinary problems</td>
<td>426</td>
<td>1</td>
</tr>
<tr>
<td>i. Assignment to a program (outside of school hours) designed to reduce disciplinary problems</td>
<td>430</td>
<td>1</td>
</tr>
<tr>
<td>j. Loss of school bus privileges due to misbehavior</td>
<td>434</td>
<td>1</td>
</tr>
<tr>
<td>k. Corporal punishment</td>
<td>438</td>
<td>1</td>
</tr>
<tr>
<td>l. Placement on school probation with consequences if another incident occurs</td>
<td>442</td>
<td>1</td>
</tr>
<tr>
<td>m. Detention and/or Saturday school</td>
<td>446</td>
<td>1</td>
</tr>
<tr>
<td>n. Loss of student privileges</td>
<td>450</td>
<td>1</td>
</tr>
<tr>
<td>o. Requirement of participation in community service</td>
<td>454</td>
<td>1</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.*
38. During the 2017–18 school year, how many students were involved in committing the following offenses, and how many of the following disciplinary actions were taken in response? If none, please place an "X" in the None box.

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

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

<table>
<thead>
<tr>
<th>Total students involved in recorded offenses (regardless of disciplinary action)</th>
<th>Number of disciplinary actions taken in response to offense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totals</td>
</tr>
<tr>
<td>a. Use/possession of a firearm/explosive device*</td>
<td>458</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
</tr>
<tr>
<td>b. Use/possession of a weapon* other than a firearm/explosive device*</td>
<td>468</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
</tr>
<tr>
<td>c. Distribution, possession, or use of illegal drugs</td>
<td>478</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
</tr>
<tr>
<td>d. Distribution, possession, or use of alcohol</td>
<td>488</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
</tr>
<tr>
<td>e. Physical attacks or fights*</td>
<td>498</td>
</tr>
<tr>
<td></td>
<td>0 None</td>
</tr>
</tbody>
</table>

39. During the 2017–18 school year, how many of the following occurred? If none, please place an "X" in the None box.

a. Students were removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 2.)

<table>
<thead>
<tr>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>518</td>
</tr>
<tr>
<td>0 None</td>
</tr>
</tbody>
</table>

b. Students were transferred to specialized schools* for disciplinary reasons. (NOTE: This number should be greater than or equal to the sum of entries in item 38, column 3.)

<table>
<thead>
<tr>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
</tr>
<tr>
<td>0 None</td>
</tr>
</tbody>
</table>

*Please use the definition on pages 2 and 3.
## School Characteristics: 2017–18 School Year

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

522 Students

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

- **a. Eligible for free or reduced-price lunch**
  - Percent of students %524
  - 0 None

- **b. English language learner (ELL)**
  - Percent of students %526
  - 0 None

- **c. Special education students***
  - Percent of students %528
  - 0 None

- **d. Male**
  - Percent of students %530
  - 0 None

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

- **a. Below the 15th percentile on standardized tests**
  - Percent of students %532
  - 0 None

- **b. Likely to go to college after high school**
  - Percent of students %534
  - 0 None

- **c. Consider academic achievement to be very important**
  - Percent of students %536
  - 0 None

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

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

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

538 Typical number of classroom changes

0 None

---

*Please use the definition on pages 2 and 3.*
44. How would you describe the crime level in the area(s) in which your students live?
   - Check one response.
   1. High level of crime
   2. Moderate level of crime
   3. Low level of crime
   4. Students come from areas with very different levels of crime

45. How would you describe the crime level in the area where your school is located?
   - Check one response.
   1. High level of crime
   2. Moderate level of crime
   3. Low level of crime

46. Which of the following best describes your school?
   - Check one response.
   1. Regular public school
   2. Charter school
   3. Has a magnet program for part of the school
   4. Exclusively a magnet school
   5. Other – Please specify

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

Percent of students present

568 %

0 None

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

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

   a. Transferred to the school

   570

   0 None

   b. Transferred from the school

   572

   0 None
Please provide the following information:

Please provide the following dates:

<table>
<thead>
<tr>
<th></th>
<th>Month</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Start date for your 2017–18 school year</td>
<td>574</td>
<td>/2017</td>
</tr>
<tr>
<td>b. End date for your 2017–18 school year</td>
<td>576</td>
<td>/2018</td>
</tr>
<tr>
<td>c. Date you completed the questionnaire</td>
<td>578</td>
<td>/2018</td>
</tr>
</tbody>
</table>

Is the correct grade range for this school? [ ] Yes [ ] No

Which of the following grades are offered in this school? Check all that apply.

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

Name of person completing form

[ ] Principal
[ ] Vice-principal or disciplinarian
[ ] Other – Please specify

Telephone number

<table>
<thead>
<tr>
<th>Area code</th>
<th>Number</th>
</tr>
</thead>
</table>

Title/position

Check one response.

[ ] Principal
[ ] Vice-principal or disciplinarian
[ ] Other – Please specify

A-23
Number of years at this school

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

E-mail address

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

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

580 Minutes
Please return your completed questionnaire in the enclosed postage-paid envelope or mail it to:
U.S. Census Bureau
Attn: DCB/PCSPU, Building 60A
1201 E 10th Street
Jeffersonville, IN 47132-0001

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

To learn more about this survey and to access reports from earlier collections, see the School Survey on Crime and Safety (SSOCS) website at:
https://nces.ed.gov/surveys/ssocs

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

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at:
https://fedstats.sites.usa.gov
This page is intentionally left blank.
Appendix B. List of Variables and Record Layout of the Fixed-Format ASCII File for the SSOCS:2018 Public-Use Data
<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Label</th>
<th>Format</th>
<th>Length</th>
<th>Start column</th>
<th>End column</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>SCHID</td>
<td>Unique school identifier</td>
<td>Char</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>002</td>
<td>C0110</td>
<td>School practice require visitor check in and badges</td>
<td>Num</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>003</td>
<td>C0112</td>
<td>Building access controlled locked/monitored doors</td>
<td>Num</td>
<td>3</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>004</td>
<td>C0114</td>
<td>Grounds access controlled locked/monitored gates</td>
<td>Num</td>
<td>3</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>005</td>
<td>C0116</td>
<td>Students pass through metal detectors</td>
<td>Num</td>
<td>3</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>006</td>
<td>C0120</td>
<td>Have random metal detector checks on students</td>
<td>Num</td>
<td>3</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>007</td>
<td>C0121</td>
<td>Equip classrooms with locks so that doors are locked from inside</td>
<td>Num</td>
<td>3</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>008</td>
<td>C0122</td>
<td>Practice to close campus for lunch</td>
<td>Num</td>
<td>3</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>009</td>
<td>C0125</td>
<td>Random sweeps for contraband</td>
<td>Num</td>
<td>3</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>010</td>
<td>C0129</td>
<td>Require drug testing for students in extra-curricular activities</td>
<td>Num</td>
<td>3</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>011</td>
<td>C0134</td>
<td>Require students to wear uniforms</td>
<td>Num</td>
<td>3</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>012</td>
<td>C0136</td>
<td>Practice to enforce a strict dress code</td>
<td>Num</td>
<td>3</td>
<td>35</td>
<td>37</td>
</tr>
<tr>
<td>013</td>
<td>C0138</td>
<td>Provide school lockers to students</td>
<td>Num</td>
<td>3</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>014</td>
<td>C0140</td>
<td>Require clear book bags or ban book bags</td>
<td>Num</td>
<td>3</td>
<td>41</td>
<td>43</td>
</tr>
<tr>
<td>015</td>
<td>C0139</td>
<td>Silent alarms or panic buttons directly connected to law enforcement</td>
<td>Num</td>
<td>3</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>016</td>
<td>C0141</td>
<td>Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency</td>
<td>Num</td>
<td>3</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>017</td>
<td>C0143</td>
<td>Provide a structured anonymous threat reporting system</td>
<td>Num</td>
<td>3</td>
<td>50</td>
<td>52</td>
</tr>
<tr>
<td>018</td>
<td>C0142</td>
<td>Require students to wear badge or picture ID</td>
<td>Num</td>
<td>3</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>019</td>
<td>C0144</td>
<td>Require faculty and staff to wear badge or picture ID</td>
<td>Num</td>
<td>3</td>
<td>56</td>
<td>58</td>
</tr>
<tr>
<td>020</td>
<td>C0146</td>
<td>Security camera(s) monitor the school</td>
<td>Num</td>
<td>3</td>
<td>59</td>
<td>61</td>
</tr>
<tr>
<td>021</td>
<td>C0150</td>
<td>Provide two-way radios to any staff</td>
<td>Num</td>
<td>3</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td>022</td>
<td>C0153</td>
<td>Prohibit non-academic use of cell phones or smartphones during school hours</td>
<td>Num</td>
<td>3</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>023</td>
<td>C0155</td>
<td>Written plan for active shooter</td>
<td>Num</td>
<td>3</td>
<td>68</td>
<td>70</td>
</tr>
<tr>
<td>024</td>
<td>C0158</td>
<td>Written plan for natural disasters</td>
<td>Num</td>
<td>3</td>
<td>71</td>
<td>73</td>
</tr>
<tr>
<td>025</td>
<td>C0162</td>
<td>Written plan for hostages</td>
<td>Num</td>
<td>3</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>026</td>
<td>C0166</td>
<td>Written plan for bomb threats or incidents</td>
<td>Num</td>
<td>3</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>027</td>
<td>C0170</td>
<td>Written plan for chemical, biological, or radiological threats</td>
<td>Num</td>
<td>3</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>028</td>
<td>C0169</td>
<td>Written plan for suicide threat or incident</td>
<td>Num</td>
<td>3</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>029</td>
<td>C0161</td>
<td>Written plan for pandemic disease</td>
<td>Num</td>
<td>3</td>
<td>86</td>
<td>88</td>
</tr>
<tr>
<td>030</td>
<td>C0157</td>
<td>Written plan for post-crisis reunification of students with their families</td>
<td>Num</td>
<td>3</td>
<td>89</td>
<td>91</td>
</tr>
<tr>
<td>031</td>
<td>C0163</td>
<td>Drilled students on plan for evacuation</td>
<td>Num</td>
<td>3</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>032</td>
<td>C0165</td>
<td>Drilled students on plan for lockdown</td>
<td>Num</td>
<td>3</td>
<td>95</td>
<td>97</td>
</tr>
<tr>
<td>033</td>
<td>C0167</td>
<td>Drilled students on plan for shelter-in-place</td>
<td>Num</td>
<td>3</td>
<td>98</td>
<td>100</td>
</tr>
<tr>
<td>034</td>
<td>C0174</td>
<td>Prevention curriculum/instruction/training</td>
<td>Num</td>
<td>3</td>
<td>101</td>
<td>103</td>
</tr>
<tr>
<td>035</td>
<td>C0183</td>
<td>Social emotional learning training for students</td>
<td>Num</td>
<td>3</td>
<td>104</td>
<td>106</td>
</tr>
<tr>
<td>036</td>
<td>C0176</td>
<td>Behavioral modification for students</td>
<td>Num</td>
<td>3</td>
<td>107</td>
<td>109</td>
</tr>
<tr>
<td>037</td>
<td>C0181</td>
<td>Individual mentoring/tutoring/coaching by adults</td>
<td>Num</td>
<td>3</td>
<td>110</td>
<td>112</td>
</tr>
<tr>
<td>038</td>
<td>C0175</td>
<td>Student involvement in peer mediation</td>
<td>Num</td>
<td>3</td>
<td>113</td>
<td>115</td>
</tr>
<tr>
<td>039</td>
<td>C0177</td>
<td>Student court to address student conduct problems or minor offenses</td>
<td>Num</td>
<td>3</td>
<td>116</td>
<td>118</td>
</tr>
<tr>
<td>040</td>
<td>C0179</td>
<td>Student involvement in restorative circles</td>
<td>Num</td>
<td>3</td>
<td>119</td>
<td>121</td>
</tr>
<tr>
<td>041</td>
<td>C0186</td>
<td>Promote sense of community/social integration</td>
<td>Num</td>
<td>3</td>
<td>122</td>
<td>124</td>
</tr>
<tr>
<td>042</td>
<td>C0600</td>
<td>Have a threat assessment team</td>
<td>Num</td>
<td>3</td>
<td>125</td>
<td>127</td>
</tr>
<tr>
<td>043</td>
<td>C0602</td>
<td>Threat assessment team formal meetings</td>
<td>Num</td>
<td>3</td>
<td>128</td>
<td>130</td>
</tr>
<tr>
<td>044</td>
<td>C0604</td>
<td>LGBTQ acceptance group</td>
<td>Num</td>
<td>3</td>
<td>131</td>
<td>133</td>
</tr>
<tr>
<td>045</td>
<td>C0606</td>
<td>Disability acceptance group</td>
<td>Num</td>
<td>3</td>
<td>134</td>
<td>136</td>
</tr>
<tr>
<td>046</td>
<td>C0608</td>
<td>Cultural diversity acceptance group</td>
<td>Num</td>
<td>3</td>
<td>137</td>
<td>139</td>
</tr>
<tr>
<td>047</td>
<td>C0190</td>
<td>Formal process to obtain parental input</td>
<td>Num</td>
<td>3</td>
<td>140</td>
<td>142</td>
</tr>
<tr>
<td>048</td>
<td>C0192</td>
<td>Provide training or assistance to parents</td>
<td>Num</td>
<td>3</td>
<td>143</td>
<td>145</td>
</tr>
<tr>
<td>049</td>
<td>C0196</td>
<td>Parent participates in open house or back-to-school night</td>
<td>Num</td>
<td>3</td>
<td>146</td>
<td>148</td>
</tr>
<tr>
<td>050</td>
<td>C0198</td>
<td>Parent participates in parent-teacher conferences</td>
<td>Num</td>
<td>3</td>
<td>149</td>
<td>151</td>
</tr>
<tr>
<td>051</td>
<td>C0204</td>
<td>Community involvement - parent groups</td>
<td>Num</td>
<td>3</td>
<td>152</td>
<td>154</td>
</tr>
<tr>
<td>052</td>
<td>C0206</td>
<td>Community involvement - social services</td>
<td>Num</td>
<td>3</td>
<td>155</td>
<td>157</td>
</tr>
<tr>
<td>053</td>
<td>C0208</td>
<td>Community involvement - juvenile justice</td>
<td>Num</td>
<td>3</td>
<td>158</td>
<td>160</td>
</tr>
<tr>
<td>054</td>
<td>C0210</td>
<td>Community involvement - law enforcement</td>
<td>Num</td>
<td>3</td>
<td>161</td>
<td>163</td>
</tr>
<tr>
<td>055</td>
<td>C0212</td>
<td>Community involvement - mental health</td>
<td>Num</td>
<td>3</td>
<td>164</td>
<td>166</td>
</tr>
<tr>
<td>056</td>
<td>C0214</td>
<td>Community involvement - civic organizations</td>
<td>Num</td>
<td>3</td>
<td>167</td>
<td>169</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>057</td>
<td>C0216</td>
<td>Community involvement - businesses</td>
<td>Num</td>
<td>3</td>
<td>170</td>
<td>172</td>
</tr>
<tr>
<td>058</td>
<td>C0218</td>
<td>Community involvement - religious organizations</td>
<td>Num</td>
<td>3</td>
<td>173</td>
<td>175</td>
</tr>
<tr>
<td>059</td>
<td>C0610</td>
<td>Sworn law enforcement officers at school</td>
<td>Num</td>
<td>3</td>
<td>176</td>
<td>178</td>
</tr>
<tr>
<td>060</td>
<td>C0612</td>
<td>Sworn law enforcement officers present during school hours</td>
<td>Num</td>
<td>3</td>
<td>179</td>
<td>181</td>
</tr>
<tr>
<td>061</td>
<td>C0614</td>
<td>Sworn law enforcement officers while students arriving or leaving</td>
<td>Num</td>
<td>3</td>
<td>182</td>
<td>184</td>
</tr>
<tr>
<td>062</td>
<td>C0616</td>
<td>Sworn law enforcement officers present at school activities</td>
<td>Num</td>
<td>3</td>
<td>185</td>
<td>187</td>
</tr>
<tr>
<td>063</td>
<td>C0618</td>
<td>Sworn law enforcement officers present when school/school activities were not occurring</td>
<td>Num</td>
<td>3</td>
<td>188</td>
<td>190</td>
</tr>
<tr>
<td>064</td>
<td>C0621</td>
<td>Sworn law enforcement officers carry physical restraints</td>
<td>Num</td>
<td>3</td>
<td>191</td>
<td>193</td>
</tr>
<tr>
<td>065</td>
<td>C0622</td>
<td>Sworn law enforcement officers carry chemical sprays</td>
<td>Num</td>
<td>3</td>
<td>194</td>
<td>196</td>
</tr>
<tr>
<td>066</td>
<td>C0624</td>
<td>Sworn law enforcement officers carry firearms</td>
<td>Num</td>
<td>3</td>
<td>197</td>
<td>199</td>
</tr>
<tr>
<td>067</td>
<td>C0626</td>
<td>Sworn law enforcement officers wear a body camera</td>
<td>Num</td>
<td>3</td>
<td>200</td>
<td>202</td>
</tr>
<tr>
<td>068</td>
<td>C0628</td>
<td>Sworn law enforcement officers participate in traffic control</td>
<td>Num</td>
<td>3</td>
<td>203</td>
<td>205</td>
</tr>
<tr>
<td>069</td>
<td>C0630</td>
<td>Sworn law enforcement officers participate in patrol</td>
<td>Num</td>
<td>3</td>
<td>206</td>
<td>208</td>
</tr>
<tr>
<td>070</td>
<td>C0632</td>
<td>Sworn law enforcement officers participate in discipline</td>
<td>Num</td>
<td>3</td>
<td>209</td>
<td>211</td>
</tr>
<tr>
<td>071</td>
<td>C0636</td>
<td>Sworn law enforcement officers participate in solving school problems</td>
<td>Num</td>
<td>3</td>
<td>212</td>
<td>214</td>
</tr>
<tr>
<td>072</td>
<td>C0638</td>
<td>Sworn law enforcement officers participate in prevention training</td>
<td>Num</td>
<td>3</td>
<td>215</td>
<td>217</td>
</tr>
<tr>
<td>073</td>
<td>C0640</td>
<td>Sworn law enforcement officers participate in student mentoring</td>
<td>Num</td>
<td>3</td>
<td>218</td>
<td>220</td>
</tr>
<tr>
<td>074</td>
<td>C0642</td>
<td>Sworn law enforcement officers participate in teaching law-related courses</td>
<td>Num</td>
<td>3</td>
<td>221</td>
<td>223</td>
</tr>
<tr>
<td>075</td>
<td>C0644</td>
<td>Sworn law enforcement officers participate in recording or reporting discipline problems</td>
<td>Num</td>
<td>3</td>
<td>224</td>
<td>226</td>
</tr>
<tr>
<td>076</td>
<td>C0646</td>
<td>Sworn law enforcement officers participate in providing legal definitions</td>
<td>Num</td>
<td>3</td>
<td>227</td>
<td>229</td>
</tr>
<tr>
<td>077</td>
<td>C0648</td>
<td>Sworn law enforcement officer present for all instructional hours</td>
<td>Num</td>
<td>3</td>
<td>230</td>
<td>232</td>
</tr>
<tr>
<td>078</td>
<td>C0650</td>
<td>Formalized policies for sworn law enforcement officers</td>
<td>Num</td>
<td>3</td>
<td>233</td>
<td>235</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>079</td>
<td>C0652</td>
<td>Policies for sworn law enforcement officers include student discipline</td>
<td>Num</td>
<td>3</td>
<td>236</td>
<td>238</td>
</tr>
<tr>
<td>080</td>
<td>C0654</td>
<td>Policies for sworn law enforcement officers include use of restraints</td>
<td>Num</td>
<td>3</td>
<td>239</td>
<td>241</td>
</tr>
<tr>
<td>081</td>
<td>C0656</td>
<td>Policies for sworn law enforcement officers include use of firearms</td>
<td>Num</td>
<td>3</td>
<td>242</td>
<td>244</td>
</tr>
<tr>
<td>082</td>
<td>C0658</td>
<td>Policies for sworn law enforcement officers include making arrests</td>
<td>Num</td>
<td>3</td>
<td>245</td>
<td>247</td>
</tr>
<tr>
<td>083</td>
<td>C0660</td>
<td>Policies for sworn law enforcement officers include reporting of offenses</td>
<td>Num</td>
<td>3</td>
<td>248</td>
<td>250</td>
</tr>
<tr>
<td>084</td>
<td>C0661</td>
<td>Diagnostic mental health assessment for mental disorders</td>
<td>Num</td>
<td>3</td>
<td>251</td>
<td>253</td>
</tr>
<tr>
<td>085</td>
<td>C0663</td>
<td>Diagnostic mental health assessment at school by school-employed or contracted mental health professional</td>
<td>Num</td>
<td>3</td>
<td>254</td>
<td>256</td>
</tr>
<tr>
<td>086</td>
<td>C0665</td>
<td>Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional</td>
<td>Num</td>
<td>3</td>
<td>257</td>
<td>259</td>
</tr>
<tr>
<td>087</td>
<td>C0667</td>
<td>Treatment to students for mental health disorders</td>
<td>Num</td>
<td>3</td>
<td>260</td>
<td>262</td>
</tr>
<tr>
<td>088</td>
<td>C0669</td>
<td>Treatment at school by school-employed or contracted mental health professional</td>
<td>Num</td>
<td>3</td>
<td>263</td>
<td>265</td>
</tr>
<tr>
<td>089</td>
<td>C0671</td>
<td>Treatment outside of school by school-employed or contracted mental health professional</td>
<td>Num</td>
<td>3</td>
<td>266</td>
<td>268</td>
</tr>
<tr>
<td>090</td>
<td>C0674</td>
<td>Inadequate access to professionals limits mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>269</td>
<td>271</td>
</tr>
<tr>
<td>091</td>
<td>C0676</td>
<td>Inadequate funding limits mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>272</td>
<td>274</td>
</tr>
<tr>
<td>092</td>
<td>C0678</td>
<td>Potential legal issues limit mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>275</td>
<td>277</td>
</tr>
<tr>
<td>093</td>
<td>C0681</td>
<td>Concerns about reactions from parents limit mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>278</td>
<td>280</td>
</tr>
<tr>
<td>094</td>
<td>C0682</td>
<td>Lack of community support limits mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>281</td>
<td>283</td>
</tr>
<tr>
<td>095</td>
<td>C0684</td>
<td>Payment policies limit mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>284</td>
<td>286</td>
</tr>
<tr>
<td>096</td>
<td>C0686</td>
<td>Reluctance to label students limits mental health efforts</td>
<td>Num</td>
<td>3</td>
<td>287</td>
<td>289</td>
</tr>
<tr>
<td>097</td>
<td>C0266</td>
<td>Teacher training - classroom management</td>
<td>Num</td>
<td>3</td>
<td>290</td>
<td>292</td>
</tr>
<tr>
<td>098</td>
<td>C0268</td>
<td>Teacher training - discipline policies related to violence</td>
<td>Num</td>
<td>3</td>
<td>293</td>
<td>295</td>
</tr>
<tr>
<td>099</td>
<td>C0265</td>
<td>Teacher training - discipline policies related to cyberbullying</td>
<td>Num</td>
<td>3</td>
<td>296</td>
<td>298</td>
</tr>
<tr>
<td>100</td>
<td>C0267</td>
<td>Teacher training - discipline policies related to bullying</td>
<td>Num</td>
<td>3</td>
<td>299</td>
<td>301</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>101</td>
<td>C0269</td>
<td>Teacher training - alcohol/drug discipline policy</td>
<td>Num</td>
<td>3</td>
<td>302</td>
<td>304</td>
</tr>
<tr>
<td>102</td>
<td>C0270</td>
<td>Teacher training - safety procedures</td>
<td>Num</td>
<td>3</td>
<td>305</td>
<td>307</td>
</tr>
<tr>
<td>103</td>
<td>C0272</td>
<td>Teacher training - early warning signs for violent behavior</td>
<td>Num</td>
<td>3</td>
<td>308</td>
<td>310</td>
</tr>
<tr>
<td>104</td>
<td>C0278</td>
<td>Teacher training - signs of self-harm or suicidal tendencies</td>
<td>Num</td>
<td>3</td>
<td>311</td>
<td>313</td>
</tr>
<tr>
<td>105</td>
<td>C0271</td>
<td>Teacher training - intervention and referral strategies</td>
<td>Num</td>
<td>3</td>
<td>314</td>
<td>316</td>
</tr>
<tr>
<td>106</td>
<td>C0273</td>
<td>Teacher training - recognize bullying behavior</td>
<td>Num</td>
<td>3</td>
<td>317</td>
<td>319</td>
</tr>
<tr>
<td>107</td>
<td>C0274</td>
<td>Teacher training - student alcohol/drug abuse</td>
<td>Num</td>
<td>3</td>
<td>320</td>
<td>322</td>
</tr>
<tr>
<td>108</td>
<td>C0276</td>
<td>Teacher training - positive behavioral intervention</td>
<td>Num</td>
<td>3</td>
<td>323</td>
<td>325</td>
</tr>
<tr>
<td>109</td>
<td>C0277</td>
<td>Teacher training - crisis prevention and intervention</td>
<td>Num</td>
<td>3</td>
<td>326</td>
<td>328</td>
</tr>
<tr>
<td>110</td>
<td>C0279</td>
<td>Legally carried a firearm</td>
<td>Num</td>
<td>3</td>
<td>329</td>
<td>331</td>
</tr>
<tr>
<td>111</td>
<td>C0280</td>
<td>Efforts limited by inadequate/lack of teacher training</td>
<td>Num</td>
<td>3</td>
<td>332</td>
<td>334</td>
</tr>
<tr>
<td>112</td>
<td>C0282</td>
<td>Efforts limited by inadequate/lack of alternative placement</td>
<td>Num</td>
<td>3</td>
<td>335</td>
<td>337</td>
</tr>
<tr>
<td>113</td>
<td>C0284</td>
<td>Efforts limited by parental complaints</td>
<td>Num</td>
<td>3</td>
<td>338</td>
<td>340</td>
</tr>
<tr>
<td>114</td>
<td>C0286</td>
<td>Efforts limited by inadequate/lack of teacher support</td>
<td>Num</td>
<td>3</td>
<td>341</td>
<td>343</td>
</tr>
<tr>
<td>115</td>
<td>C0288</td>
<td>Efforts limited by inadequate/lack of parent support</td>
<td>Num</td>
<td>3</td>
<td>344</td>
<td>346</td>
</tr>
<tr>
<td>116</td>
<td>C0290</td>
<td>Efforts limited by fear of student retaliation</td>
<td>Num</td>
<td>3</td>
<td>347</td>
<td>349</td>
</tr>
<tr>
<td>117</td>
<td>C0292</td>
<td>Efforts limited by fear of litigation</td>
<td>Num</td>
<td>3</td>
<td>350</td>
<td>352</td>
</tr>
<tr>
<td>118</td>
<td>C0294</td>
<td>Efforts limited by inadequate funds</td>
<td>Num</td>
<td>3</td>
<td>353</td>
<td>355</td>
</tr>
<tr>
<td>119</td>
<td>C0296</td>
<td>Efforts limited by inconsistent application of policies</td>
<td>Num</td>
<td>3</td>
<td>356</td>
<td>358</td>
</tr>
<tr>
<td>120</td>
<td>C0298</td>
<td>Efforts limited by fear of district or state reprisal</td>
<td>Num</td>
<td>3</td>
<td>359</td>
<td>361</td>
</tr>
<tr>
<td>121</td>
<td>C0300</td>
<td>Efforts limited by federal/state/district policies on special ed students</td>
<td>Num</td>
<td>3</td>
<td>362</td>
<td>364</td>
</tr>
<tr>
<td>122</td>
<td>C0302</td>
<td>Efforts limited by federal policies for other than special ed students</td>
<td>Num</td>
<td>3</td>
<td>365</td>
<td>367</td>
</tr>
<tr>
<td>123</td>
<td>C0304</td>
<td>Efforts limited by state/district policies for other than special ed students</td>
<td>Num</td>
<td>3</td>
<td>368</td>
<td>370</td>
</tr>
<tr>
<td>124</td>
<td>C0690_R</td>
<td>Any hate crimes</td>
<td>Num</td>
<td>8</td>
<td>371</td>
<td>378</td>
</tr>
<tr>
<td>125</td>
<td>C0705</td>
<td>Any incidents of sexual misconduct</td>
<td>Num</td>
<td>3</td>
<td>379</td>
<td>381</td>
</tr>
<tr>
<td>126</td>
<td>C0688</td>
<td>Number of arrests at school (categorical)</td>
<td>Num</td>
<td>3</td>
<td>382</td>
<td>384</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>127</td>
<td>C0374</td>
<td>How often student racial/ethnic tensions</td>
<td>Num</td>
<td>3</td>
<td>385</td>
<td>387</td>
</tr>
<tr>
<td>128</td>
<td>C0376</td>
<td>How often student bullying</td>
<td>Num</td>
<td>3</td>
<td>388</td>
<td>390</td>
</tr>
<tr>
<td>129</td>
<td>C0378</td>
<td>How often student sexual harassment of students</td>
<td>Num</td>
<td>3</td>
<td>391</td>
<td>393</td>
</tr>
<tr>
<td>130</td>
<td>C0381</td>
<td>How often student harassment based on sexual orientation</td>
<td>Num</td>
<td>3</td>
<td>394</td>
<td>396</td>
</tr>
<tr>
<td>131</td>
<td>C0383</td>
<td>How often student harassment based on gender identity</td>
<td>Num</td>
<td>3</td>
<td>397</td>
<td>399</td>
</tr>
<tr>
<td>132</td>
<td>C0385</td>
<td>How often student harassment based on religion</td>
<td>Num</td>
<td>3</td>
<td>400</td>
<td>402</td>
</tr>
<tr>
<td>133</td>
<td>C0387</td>
<td>How often student harassment based on disability</td>
<td>Num</td>
<td>3</td>
<td>403</td>
<td>405</td>
</tr>
<tr>
<td>134</td>
<td>C0382</td>
<td>How often widespread disorder in classrooms</td>
<td>Num</td>
<td>3</td>
<td>406</td>
<td>408</td>
</tr>
<tr>
<td>135</td>
<td>C0380</td>
<td>How often student verbal abuse of teachers</td>
<td>Num</td>
<td>3</td>
<td>409</td>
<td>411</td>
</tr>
<tr>
<td>136</td>
<td>C0384</td>
<td>How often student acts of disrespect for teachers - not verbal abuse</td>
<td>Num</td>
<td>3</td>
<td>412</td>
<td>414</td>
</tr>
<tr>
<td>137</td>
<td>C0386</td>
<td>How often student gang activities</td>
<td>Num</td>
<td>3</td>
<td>415</td>
<td>417</td>
</tr>
<tr>
<td>138</td>
<td>C0389</td>
<td>How often cyberbullying among students</td>
<td>Num</td>
<td>3</td>
<td>418</td>
<td>420</td>
</tr>
<tr>
<td>139</td>
<td>C0391</td>
<td>How often school environment affected by cyberbullying</td>
<td>Num</td>
<td>3</td>
<td>421</td>
<td>423</td>
</tr>
<tr>
<td>140</td>
<td>C0393</td>
<td>How often staff resources used to deal with cyberbullying</td>
<td>Num</td>
<td>3</td>
<td>424</td>
<td>426</td>
</tr>
<tr>
<td>141</td>
<td>C0402</td>
<td>Transfer to regular school available</td>
<td>Num</td>
<td>3</td>
<td>427</td>
<td>429</td>
</tr>
<tr>
<td>142</td>
<td>C0404</td>
<td>Transfer to regular school available - action used</td>
<td>Num</td>
<td>3</td>
<td>430</td>
<td>432</td>
</tr>
<tr>
<td>143</td>
<td>C0406</td>
<td>Outside suspension with no services available</td>
<td>Num</td>
<td>3</td>
<td>433</td>
<td>435</td>
</tr>
<tr>
<td>144</td>
<td>C0408</td>
<td>Outside suspension with no services available - action used</td>
<td>Num</td>
<td>3</td>
<td>436</td>
<td>438</td>
</tr>
<tr>
<td>145</td>
<td>C0410</td>
<td>Outside suspension with services available</td>
<td>Num</td>
<td>3</td>
<td>439</td>
<td>441</td>
</tr>
<tr>
<td>146</td>
<td>C0412</td>
<td>Outside suspension with services available - action used</td>
<td>Num</td>
<td>3</td>
<td>442</td>
<td>444</td>
</tr>
<tr>
<td>147</td>
<td>C0422</td>
<td>Referral to school counselor available</td>
<td>Num</td>
<td>3</td>
<td>445</td>
<td>447</td>
</tr>
<tr>
<td>148</td>
<td>C0424</td>
<td>Referral to school counselor available - action used</td>
<td>Num</td>
<td>3</td>
<td>448</td>
<td>450</td>
</tr>
<tr>
<td>149</td>
<td>C0426</td>
<td>In-school disciplinary program available</td>
<td>Num</td>
<td>3</td>
<td>451</td>
<td>453</td>
</tr>
<tr>
<td>150</td>
<td>C0428</td>
<td>In-school disciplinary program available - action used</td>
<td>Num</td>
<td>3</td>
<td>454</td>
<td>456</td>
</tr>
<tr>
<td>151</td>
<td>C0430</td>
<td>Outside school disciplinary program available</td>
<td>Num</td>
<td>3</td>
<td>457</td>
<td>459</td>
</tr>
<tr>
<td>152</td>
<td>C0432</td>
<td>Outside school disciplinary program available - action used</td>
<td>Num</td>
<td>3</td>
<td>460</td>
<td>462</td>
</tr>
<tr>
<td>153</td>
<td>C0434</td>
<td>Loss of bus privileges for misbehavior available</td>
<td>Num</td>
<td>3</td>
<td>463</td>
<td>465</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>154</td>
<td>C0436</td>
<td>Loss of bus privileges for misbehavior available - action used</td>
<td>Num</td>
<td>3</td>
<td>466</td>
<td>468</td>
</tr>
<tr>
<td>155</td>
<td>C0442</td>
<td>School probation available</td>
<td>Num</td>
<td>3</td>
<td>469</td>
<td>471</td>
</tr>
<tr>
<td>156</td>
<td>C0444</td>
<td>School probation available - action used</td>
<td>Num</td>
<td>3</td>
<td>472</td>
<td>474</td>
</tr>
<tr>
<td>157</td>
<td>C0446</td>
<td>Detention/Saturday school available</td>
<td>Num</td>
<td>3</td>
<td>475</td>
<td>477</td>
</tr>
<tr>
<td>158</td>
<td>C0448</td>
<td>Detention/Saturday school available - action used</td>
<td>Num</td>
<td>3</td>
<td>478</td>
<td>480</td>
</tr>
<tr>
<td>159</td>
<td>C0450</td>
<td>Loss of student privileges available</td>
<td>Num</td>
<td>3</td>
<td>481</td>
<td>483</td>
</tr>
<tr>
<td>160</td>
<td>C0452</td>
<td>Loss of student privileges available - action used</td>
<td>Num</td>
<td>3</td>
<td>484</td>
<td>486</td>
</tr>
<tr>
<td>161</td>
<td>C0454</td>
<td>Require community service available</td>
<td>Num</td>
<td>3</td>
<td>487</td>
<td>489</td>
</tr>
<tr>
<td>162</td>
<td>C0456</td>
<td>Require community service available - action used</td>
<td>Num</td>
<td>3</td>
<td>490</td>
<td>492</td>
</tr>
<tr>
<td>163</td>
<td>C0532</td>
<td>Percent students below 15th percentile standardized tests</td>
<td>Num</td>
<td>3</td>
<td>493</td>
<td>495</td>
</tr>
<tr>
<td>164</td>
<td>C0534</td>
<td>Percent students likely to go to college</td>
<td>Num</td>
<td>3</td>
<td>496</td>
<td>498</td>
</tr>
<tr>
<td>165</td>
<td>C0536</td>
<td>Percent students academic achievement important</td>
<td>Num</td>
<td>3</td>
<td>499</td>
<td>501</td>
</tr>
<tr>
<td>166</td>
<td>C0538</td>
<td>Typical number of classroom changes</td>
<td>Num</td>
<td>3</td>
<td>502</td>
<td>504</td>
</tr>
<tr>
<td>167</td>
<td>C0560</td>
<td>Crime where students live</td>
<td>Num</td>
<td>3</td>
<td>505</td>
<td>507</td>
</tr>
<tr>
<td>168</td>
<td>C0562</td>
<td>Crime where school located</td>
<td>Num</td>
<td>3</td>
<td>508</td>
<td>510</td>
</tr>
<tr>
<td>169</td>
<td>C0568</td>
<td>Average percent daily attendance</td>
<td>Num</td>
<td>3</td>
<td>511</td>
<td>513</td>
</tr>
<tr>
<td>170</td>
<td>C0570</td>
<td># of students transferred to school</td>
<td>Num</td>
<td>4</td>
<td>514</td>
<td>517</td>
</tr>
<tr>
<td>171</td>
<td>C0572</td>
<td># of students transferred from school</td>
<td>Num</td>
<td>4</td>
<td>518</td>
<td>521</td>
</tr>
<tr>
<td>172</td>
<td>C0578</td>
<td>Date questionnaire completed MMDDYYYY</td>
<td>Char</td>
<td>8</td>
<td>522</td>
<td>529</td>
</tr>
<tr>
<td>173</td>
<td>C0578_DD</td>
<td>Day questionnaire completed</td>
<td>Num</td>
<td>3</td>
<td>530</td>
<td>532</td>
</tr>
<tr>
<td>174</td>
<td>C0578_MM</td>
<td>Month questionnaire completed</td>
<td>Num</td>
<td>3</td>
<td>533</td>
<td>535</td>
</tr>
<tr>
<td>175</td>
<td>C0578_YY</td>
<td>Year questionnaire completed</td>
<td>Num</td>
<td>4</td>
<td>536</td>
<td>539</td>
</tr>
<tr>
<td>176</td>
<td>C0578_SOURCE</td>
<td>Source of completion date</td>
<td>Num</td>
<td>3</td>
<td>540</td>
<td>542</td>
</tr>
<tr>
<td>177</td>
<td>C0014_R</td>
<td>Title/position of respondent (recoded)</td>
<td>Num</td>
<td>8</td>
<td>543</td>
<td>550</td>
</tr>
<tr>
<td>178</td>
<td>C0016_R</td>
<td># of years respondent at the school (topcoded)</td>
<td>Num</td>
<td>8</td>
<td>551</td>
<td>558</td>
</tr>
<tr>
<td>179</td>
<td>C0580</td>
<td>Number of minutes to complete questionnaire</td>
<td>Num</td>
<td>3</td>
<td>559</td>
<td>561</td>
</tr>
<tr>
<td>180</td>
<td>STRATA</td>
<td>Collapsed STRATUM code</td>
<td>Num</td>
<td>3</td>
<td>562</td>
<td>564</td>
</tr>
<tr>
<td>181</td>
<td>CRISIS18</td>
<td># of types of crises covered in written plans</td>
<td>Num</td>
<td>3</td>
<td>565</td>
<td>567</td>
</tr>
<tr>
<td>182</td>
<td>DISALC18</td>
<td>Total number of disciplinary actions recorded for distribution, possession, or use of alcohol</td>
<td>Num</td>
<td>3</td>
<td>568</td>
<td>570</td>
</tr>
<tr>
<td>183</td>
<td>DISDRUG18</td>
<td>Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs</td>
<td>Num</td>
<td>3</td>
<td>571</td>
<td>573</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>184</td>
<td>DISFIRE18</td>
<td>Total number of disciplinary actions recorded for use or possession of a firearm or explosive device</td>
<td>Num</td>
<td>3</td>
<td>574</td>
<td>576</td>
</tr>
<tr>
<td>185</td>
<td>DISWEAP18</td>
<td>Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device</td>
<td>Num</td>
<td>3</td>
<td>577</td>
<td>579</td>
</tr>
<tr>
<td>186</td>
<td>INCID18</td>
<td>Total number of incidents recorded</td>
<td>Num</td>
<td>3</td>
<td>580</td>
<td>582</td>
</tr>
<tr>
<td>187</td>
<td>INCPOL18</td>
<td>Total number of incidents reported to police</td>
<td>Num</td>
<td>3</td>
<td>583</td>
<td>585</td>
</tr>
<tr>
<td>188</td>
<td>NONVIOINC18</td>
<td>Total number of non-violent incidents recorded</td>
<td>Num</td>
<td>3</td>
<td>586</td>
<td>588</td>
</tr>
<tr>
<td>189</td>
<td>NONVIOPOL18</td>
<td>Total number of non-violent incidents reported to police</td>
<td>Num</td>
<td>3</td>
<td>589</td>
<td>591</td>
</tr>
<tr>
<td>190</td>
<td>OTHACT18</td>
<td>Total 'other actions' for specified offenses</td>
<td>Num</td>
<td>3</td>
<td>592</td>
<td>594</td>
</tr>
<tr>
<td>191</td>
<td>OUTSUS18</td>
<td>Total out-of-school suspensions &gt; 5 days but &lt; the remainder of school for specified offenses</td>
<td>Num</td>
<td>3</td>
<td>595</td>
<td>597</td>
</tr>
<tr>
<td>192</td>
<td>PROBWK18</td>
<td># of types of problems that occur at least once a week</td>
<td>Num</td>
<td>3</td>
<td>598</td>
<td>600</td>
</tr>
<tr>
<td>193</td>
<td>SEC_FT18</td>
<td>Total number of full-time security guards, SROs, and other sworn law enforcement officers</td>
<td>Num</td>
<td>3</td>
<td>601</td>
<td>603</td>
</tr>
<tr>
<td>194</td>
<td>SEC_PT18</td>
<td>Total number of part-time security guards, SROs, and other sworn law enforcement officers</td>
<td>Num</td>
<td>3</td>
<td>604</td>
<td>606</td>
</tr>
<tr>
<td>195</td>
<td>STUOFF18</td>
<td>Total students involved in specified offenses</td>
<td>Num</td>
<td>3</td>
<td>607</td>
<td>609</td>
</tr>
<tr>
<td>196</td>
<td>SVINC18</td>
<td>Total number of serious violent incidents recorded</td>
<td>Num</td>
<td>3</td>
<td>610</td>
<td>612</td>
</tr>
<tr>
<td>197</td>
<td>SVPOL18</td>
<td>Total number of serious violent incidents reported to police</td>
<td>Num</td>
<td>3</td>
<td>613</td>
<td>615</td>
</tr>
<tr>
<td>198</td>
<td>VIOINC18</td>
<td>Total number of violent incidents recorded</td>
<td>Num</td>
<td>3</td>
<td>616</td>
<td>618</td>
</tr>
<tr>
<td>199</td>
<td>VIOPOL18</td>
<td>Total number of violent incidents reported to police</td>
<td>Num</td>
<td>3</td>
<td>619</td>
<td>621</td>
</tr>
<tr>
<td>200</td>
<td>FR_URBAN</td>
<td>Urbanicity - Based on urban-centric location of school</td>
<td>Num</td>
<td>3</td>
<td>622</td>
<td>624</td>
</tr>
<tr>
<td>201</td>
<td>FR_LVL</td>
<td>Grade level of school</td>
<td>Char</td>
<td>2</td>
<td>625</td>
<td>626</td>
</tr>
<tr>
<td>202</td>
<td>FR_SIZE</td>
<td>Size of school</td>
<td>Num</td>
<td>3</td>
<td>627</td>
<td>629</td>
</tr>
<tr>
<td>203</td>
<td>FINALWGT</td>
<td>Final school weight</td>
<td>Num</td>
<td>8</td>
<td>630</td>
<td>637</td>
</tr>
<tr>
<td>204</td>
<td>REPFWT1</td>
<td>Jackknife replicate 1</td>
<td>Num</td>
<td>8</td>
<td>638</td>
<td>645</td>
</tr>
<tr>
<td>205</td>
<td>REPFWT2</td>
<td>Jackknife replicate 2</td>
<td>Num</td>
<td>8</td>
<td>646</td>
<td>653</td>
</tr>
<tr>
<td>206</td>
<td>REPFWT3</td>
<td>Jackknife replicate 3</td>
<td>Num</td>
<td>8</td>
<td>654</td>
<td>661</td>
</tr>
<tr>
<td>207</td>
<td>REPFWT4</td>
<td>Jackknife replicate 4</td>
<td>Num</td>
<td>8</td>
<td>662</td>
<td>669</td>
</tr>
<tr>
<td>208</td>
<td>REPFWT5</td>
<td>Jackknife replicate 5</td>
<td>Num</td>
<td>8</td>
<td>670</td>
<td>677</td>
</tr>
<tr>
<td>209</td>
<td>REPFWT6</td>
<td>Jackknife replicate 6</td>
<td>Num</td>
<td>8</td>
<td>678</td>
<td>685</td>
</tr>
</tbody>
</table>
Table B-1. List of variables, SSOCS:2018—Continued

<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Label</th>
<th>Format</th>
<th>Length</th>
<th>Start column</th>
<th>End column</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>REPFWT7</td>
<td>Jackknife replicate 7</td>
<td>Num</td>
<td>8</td>
<td>686</td>
<td>693</td>
</tr>
<tr>
<td>211</td>
<td>REPFWT8</td>
<td>Jackknife replicate 8</td>
<td>Num</td>
<td>8</td>
<td>694</td>
<td>701</td>
</tr>
<tr>
<td>212</td>
<td>REPFWT9</td>
<td>Jackknife replicate 9</td>
<td>Num</td>
<td>8</td>
<td>702</td>
<td>709</td>
</tr>
<tr>
<td>213</td>
<td>REPFWT10</td>
<td>Jackknife replicate 10</td>
<td>Num</td>
<td>8</td>
<td>710</td>
<td>717</td>
</tr>
<tr>
<td>214</td>
<td>REPFWT11</td>
<td>Jackknife replicate 11</td>
<td>Num</td>
<td>8</td>
<td>718</td>
<td>725</td>
</tr>
<tr>
<td>215</td>
<td>REPFWT12</td>
<td>Jackknife replicate 12</td>
<td>Num</td>
<td>8</td>
<td>726</td>
<td>733</td>
</tr>
<tr>
<td>216</td>
<td>REPFWT13</td>
<td>Jackknife replicate 13</td>
<td>Num</td>
<td>8</td>
<td>734</td>
<td>741</td>
</tr>
<tr>
<td>217</td>
<td>REPFWT14</td>
<td>Jackknife replicate 14</td>
<td>Num</td>
<td>8</td>
<td>742</td>
<td>749</td>
</tr>
<tr>
<td>218</td>
<td>REPFWT15</td>
<td>Jackknife replicate 15</td>
<td>Num</td>
<td>8</td>
<td>750</td>
<td>757</td>
</tr>
<tr>
<td>219</td>
<td>REPFWT16</td>
<td>Jackknife replicate 16</td>
<td>Num</td>
<td>8</td>
<td>758</td>
<td>765</td>
</tr>
<tr>
<td>220</td>
<td>REPFWT17</td>
<td>Jackknife replicate 17</td>
<td>Num</td>
<td>8</td>
<td>766</td>
<td>773</td>
</tr>
<tr>
<td>221</td>
<td>REPFWT18</td>
<td>Jackknife replicate 18</td>
<td>Num</td>
<td>8</td>
<td>774</td>
<td>781</td>
</tr>
<tr>
<td>222</td>
<td>REPFWT19</td>
<td>Jackknife replicate 19</td>
<td>Num</td>
<td>8</td>
<td>782</td>
<td>789</td>
</tr>
<tr>
<td>223</td>
<td>REPFWT20</td>
<td>Jackknife replicate 20</td>
<td>Num</td>
<td>8</td>
<td>790</td>
<td>797</td>
</tr>
<tr>
<td>224</td>
<td>REPFWT21</td>
<td>Jackknife replicate 21</td>
<td>Num</td>
<td>8</td>
<td>798</td>
<td>805</td>
</tr>
<tr>
<td>225</td>
<td>REPFWT22</td>
<td>Jackknife replicate 22</td>
<td>Num</td>
<td>8</td>
<td>806</td>
<td>813</td>
</tr>
<tr>
<td>226</td>
<td>REPFWT23</td>
<td>Jackknife replicate 23</td>
<td>Num</td>
<td>8</td>
<td>814</td>
<td>821</td>
</tr>
<tr>
<td>227</td>
<td>REPFWT24</td>
<td>Jackknife replicate 24</td>
<td>Num</td>
<td>8</td>
<td>822</td>
<td>829</td>
</tr>
<tr>
<td>228</td>
<td>REPFWT25</td>
<td>Jackknife replicate 25</td>
<td>Num</td>
<td>8</td>
<td>830</td>
<td>837</td>
</tr>
<tr>
<td>229</td>
<td>REPFWT26</td>
<td>Jackknife replicate 26</td>
<td>Num</td>
<td>8</td>
<td>838</td>
<td>845</td>
</tr>
<tr>
<td>230</td>
<td>REPFWT27</td>
<td>Jackknife replicate 27</td>
<td>Num</td>
<td>8</td>
<td>846</td>
<td>853</td>
</tr>
<tr>
<td>231</td>
<td>REPFWT28</td>
<td>Jackknife replicate 28</td>
<td>Num</td>
<td>8</td>
<td>854</td>
<td>861</td>
</tr>
<tr>
<td>232</td>
<td>REPFWT29</td>
<td>Jackknife replicate 29</td>
<td>Num</td>
<td>8</td>
<td>862</td>
<td>869</td>
</tr>
<tr>
<td>233</td>
<td>REPFWT30</td>
<td>Jackknife replicate 30</td>
<td>Num</td>
<td>8</td>
<td>870</td>
<td>877</td>
</tr>
<tr>
<td>234</td>
<td>REPFWT31</td>
<td>Jackknife replicate 31</td>
<td>Num</td>
<td>8</td>
<td>878</td>
<td>885</td>
</tr>
<tr>
<td>235</td>
<td>REPFWT32</td>
<td>Jackknife replicate 32</td>
<td>Num</td>
<td>8</td>
<td>886</td>
<td>893</td>
</tr>
<tr>
<td>236</td>
<td>REPFWT33</td>
<td>Jackknife replicate 33</td>
<td>Num</td>
<td>8</td>
<td>894</td>
<td>901</td>
</tr>
<tr>
<td>237</td>
<td>REPFWT34</td>
<td>Jackknife replicate 34</td>
<td>Num</td>
<td>8</td>
<td>902</td>
<td>909</td>
</tr>
<tr>
<td>238</td>
<td>REPFWT35</td>
<td>Jackknife replicate 35</td>
<td>Num</td>
<td>8</td>
<td>910</td>
<td>917</td>
</tr>
<tr>
<td>239</td>
<td>REPFWT36</td>
<td>Jackknife replicate 36</td>
<td>Num</td>
<td>8</td>
<td>918</td>
<td>925</td>
</tr>
<tr>
<td>240</td>
<td>REPFWT37</td>
<td>Jackknife replicate 37</td>
<td>Num</td>
<td>8</td>
<td>926</td>
<td>933</td>
</tr>
<tr>
<td>241</td>
<td>REPFWT38</td>
<td>Jackknife replicate 38</td>
<td>Num</td>
<td>8</td>
<td>934</td>
<td>941</td>
</tr>
<tr>
<td>242</td>
<td>REPFWT39</td>
<td>Jackknife replicate 39</td>
<td>Num</td>
<td>8</td>
<td>942</td>
<td>949</td>
</tr>
</tbody>
</table>
Table B-1. List of variables, SSOCS:2018—Continued

<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Label</th>
<th>Format</th>
<th>Length</th>
<th>Start column</th>
<th>End column</th>
</tr>
</thead>
<tbody>
<tr>
<td>243</td>
<td>REPFWT40</td>
<td>Jackknife replicate 40</td>
<td>Num</td>
<td>8</td>
<td>950</td>
<td>957</td>
</tr>
<tr>
<td>244</td>
<td>REPFWT41</td>
<td>Jackknife replicate 41</td>
<td>Num</td>
<td>8</td>
<td>958</td>
<td>965</td>
</tr>
<tr>
<td>245</td>
<td>REPFWT42</td>
<td>Jackknife replicate 42</td>
<td>Num</td>
<td>8</td>
<td>966</td>
<td>973</td>
</tr>
<tr>
<td>246</td>
<td>REPFWT43</td>
<td>Jackknife replicate 43</td>
<td>Num</td>
<td>8</td>
<td>974</td>
<td>981</td>
</tr>
<tr>
<td>247</td>
<td>REPFWT44</td>
<td>Jackknife replicate 44</td>
<td>Num</td>
<td>8</td>
<td>982</td>
<td>989</td>
</tr>
<tr>
<td>248</td>
<td>REPFWT45</td>
<td>Jackknife replicate 45</td>
<td>Num</td>
<td>8</td>
<td>990</td>
<td>997</td>
</tr>
<tr>
<td>249</td>
<td>REPFWT46</td>
<td>Jackknife replicate 46</td>
<td>Num</td>
<td>8</td>
<td>998</td>
<td>1005</td>
</tr>
<tr>
<td>250</td>
<td>REPFWT47</td>
<td>Jackknife replicate 47</td>
<td>Num</td>
<td>8</td>
<td>1006</td>
<td>1013</td>
</tr>
<tr>
<td>251</td>
<td>REPFWT48</td>
<td>Jackknife replicate 48</td>
<td>Num</td>
<td>8</td>
<td>1014</td>
<td>1021</td>
</tr>
<tr>
<td>252</td>
<td>REPFWT49</td>
<td>Jackknife replicate 49</td>
<td>Num</td>
<td>8</td>
<td>1022</td>
<td>1029</td>
</tr>
<tr>
<td>253</td>
<td>REPFWT50</td>
<td>Jackknife replicate 50</td>
<td>Num</td>
<td>8</td>
<td>1030</td>
<td>1037</td>
</tr>
<tr>
<td>254</td>
<td>IC0110</td>
<td>Imputation Flag for C0110</td>
<td>Num</td>
<td>3</td>
<td>1038</td>
<td>1040</td>
</tr>
<tr>
<td>255</td>
<td>IC0112</td>
<td>Imputation Flag for C0112</td>
<td>Num</td>
<td>3</td>
<td>1041</td>
<td>1043</td>
</tr>
<tr>
<td>256</td>
<td>IC0114</td>
<td>Imputation Flag for C0114</td>
<td>Num</td>
<td>3</td>
<td>1044</td>
<td>1046</td>
</tr>
<tr>
<td>257</td>
<td>IC0116</td>
<td>Imputation Flag for C0116</td>
<td>Num</td>
<td>3</td>
<td>1047</td>
<td>1049</td>
</tr>
<tr>
<td>258</td>
<td>IC0120</td>
<td>Imputation Flag for C0120</td>
<td>Num</td>
<td>3</td>
<td>1050</td>
<td>1052</td>
</tr>
<tr>
<td>259</td>
<td>IC0121</td>
<td>Imputation Flag for C0121</td>
<td>Num</td>
<td>3</td>
<td>1053</td>
<td>1055</td>
</tr>
<tr>
<td>260</td>
<td>IC0122</td>
<td>Imputation Flag for C0122</td>
<td>Num</td>
<td>3</td>
<td>1056</td>
<td>1058</td>
</tr>
<tr>
<td>261</td>
<td>IC0125</td>
<td>Imputation Flag for C0125</td>
<td>Num</td>
<td>3</td>
<td>1059</td>
<td>1061</td>
</tr>
<tr>
<td>262</td>
<td>IC0129</td>
<td>Imputation Flag for C0129</td>
<td>Num</td>
<td>3</td>
<td>1062</td>
<td>1064</td>
</tr>
<tr>
<td>263</td>
<td>IC0134</td>
<td>Imputation Flag for C0134</td>
<td>Num</td>
<td>3</td>
<td>1065</td>
<td>1067</td>
</tr>
<tr>
<td>264</td>
<td>IC0136</td>
<td>Imputation Flag for C0136</td>
<td>Num</td>
<td>3</td>
<td>1068</td>
<td>1070</td>
</tr>
<tr>
<td>265</td>
<td>IC0138</td>
<td>Imputation Flag for C0138</td>
<td>Num</td>
<td>3</td>
<td>1071</td>
<td>1073</td>
</tr>
<tr>
<td>266</td>
<td>IC0140</td>
<td>Imputation Flag for C0140</td>
<td>Num</td>
<td>3</td>
<td>1074</td>
<td>1076</td>
</tr>
<tr>
<td>267</td>
<td>IC0139</td>
<td>Imputation Flag for C0139</td>
<td>Num</td>
<td>3</td>
<td>1077</td>
<td>1079</td>
</tr>
<tr>
<td>268</td>
<td>IC0141</td>
<td>Imputation Flag for C0141</td>
<td>Num</td>
<td>3</td>
<td>1080</td>
<td>1082</td>
</tr>
<tr>
<td>269</td>
<td>IC0143</td>
<td>Imputation Flag for C0143</td>
<td>Num</td>
<td>3</td>
<td>1083</td>
<td>1085</td>
</tr>
<tr>
<td>270</td>
<td>IC0142</td>
<td>Imputation Flag for C0142</td>
<td>Num</td>
<td>3</td>
<td>1086</td>
<td>1088</td>
</tr>
<tr>
<td>271</td>
<td>IC0144</td>
<td>Imputation Flag for C0144</td>
<td>Num</td>
<td>3</td>
<td>1089</td>
<td>1091</td>
</tr>
<tr>
<td>272</td>
<td>IC0146</td>
<td>Imputation Flag for C0146</td>
<td>Num</td>
<td>3</td>
<td>1092</td>
<td>1094</td>
</tr>
<tr>
<td>273</td>
<td>IC0150</td>
<td>Imputation Flag for C0150</td>
<td>Num</td>
<td>3</td>
<td>1095</td>
<td>1097</td>
</tr>
<tr>
<td>274</td>
<td>IC0153</td>
<td>Imputation Flag for C0153</td>
<td>Num</td>
<td>3</td>
<td>1098</td>
<td>1100</td>
</tr>
<tr>
<td>275</td>
<td>IC0155</td>
<td>Imputation Flag for C0155</td>
<td>Num</td>
<td>3</td>
<td>1101</td>
<td>1103</td>
</tr>
</tbody>
</table>
Table B-1. List of variables, SSOCS:2018—Continued

<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Label</th>
<th>Format</th>
<th>Length</th>
<th>Start column</th>
<th>End column</th>
</tr>
</thead>
<tbody>
<tr>
<td>276</td>
<td>IC0158</td>
<td>Imputation Flag for C0158</td>
<td>Num</td>
<td>3</td>
<td>1104</td>
<td>1106</td>
</tr>
<tr>
<td>277</td>
<td>IC0162</td>
<td>Imputation Flag for C0162</td>
<td>Num</td>
<td>3</td>
<td>1107</td>
<td>1109</td>
</tr>
<tr>
<td>278</td>
<td>IC0166</td>
<td>Imputation Flag for C0166</td>
<td>Num</td>
<td>3</td>
<td>1110</td>
<td>1112</td>
</tr>
<tr>
<td>279</td>
<td>IC0170</td>
<td>Imputation Flag for C0170</td>
<td>Num</td>
<td>3</td>
<td>1113</td>
<td>1115</td>
</tr>
<tr>
<td>280</td>
<td>IC0169</td>
<td>Imputation Flag for C0169</td>
<td>Num</td>
<td>3</td>
<td>1116</td>
<td>1118</td>
</tr>
<tr>
<td>281</td>
<td>IC0161</td>
<td>Imputation Flag for C0161</td>
<td>Num</td>
<td>3</td>
<td>1119</td>
<td>1121</td>
</tr>
<tr>
<td>282</td>
<td>IC0157</td>
<td>Imputation Flag for C0157</td>
<td>Num</td>
<td>3</td>
<td>1122</td>
<td>1124</td>
</tr>
<tr>
<td>283</td>
<td>IC0163</td>
<td>Imputation Flag for C0163</td>
<td>Num</td>
<td>3</td>
<td>1125</td>
<td>1127</td>
</tr>
<tr>
<td>284</td>
<td>IC0165</td>
<td>Imputation Flag for C0165</td>
<td>Num</td>
<td>3</td>
<td>1128</td>
<td>1130</td>
</tr>
<tr>
<td>285</td>
<td>IC0167</td>
<td>Imputation Flag for C0167</td>
<td>Num</td>
<td>3</td>
<td>1131</td>
<td>1133</td>
</tr>
<tr>
<td>286</td>
<td>IC0174</td>
<td>Imputation Flag for C0174</td>
<td>Num</td>
<td>3</td>
<td>1134</td>
<td>1136</td>
</tr>
<tr>
<td>287</td>
<td>IC0183</td>
<td>Imputation Flag for C0183</td>
<td>Num</td>
<td>3</td>
<td>1137</td>
<td>1139</td>
</tr>
<tr>
<td>288</td>
<td>IC0176</td>
<td>Imputation Flag for C0176</td>
<td>Num</td>
<td>3</td>
<td>1140</td>
<td>1142</td>
</tr>
<tr>
<td>289</td>
<td>IC0181</td>
<td>Imputation Flag for C0181</td>
<td>Num</td>
<td>3</td>
<td>1143</td>
<td>1145</td>
</tr>
<tr>
<td>290</td>
<td>IC0175</td>
<td>Imputation Flag for C0175</td>
<td>Num</td>
<td>3</td>
<td>1146</td>
<td>1148</td>
</tr>
<tr>
<td>291</td>
<td>IC0177</td>
<td>Imputation Flag for C0177</td>
<td>Num</td>
<td>3</td>
<td>1149</td>
<td>1151</td>
</tr>
<tr>
<td>292</td>
<td>IC0179</td>
<td>Imputation Flag for C0179</td>
<td>Num</td>
<td>3</td>
<td>1152</td>
<td>1154</td>
</tr>
<tr>
<td>293</td>
<td>IC0186</td>
<td>Imputation Flag for C0186</td>
<td>Num</td>
<td>3</td>
<td>1155</td>
<td>1157</td>
</tr>
<tr>
<td>294</td>
<td>IC0600</td>
<td>Imputation Flag for C0600</td>
<td>Num</td>
<td>3</td>
<td>1158</td>
<td>1160</td>
</tr>
<tr>
<td>295</td>
<td>IC0602</td>
<td>Imputation Flag for C0602</td>
<td>Num</td>
<td>3</td>
<td>1161</td>
<td>1163</td>
</tr>
<tr>
<td>296</td>
<td>IC0604</td>
<td>Imputation Flag for C0604</td>
<td>Num</td>
<td>3</td>
<td>1164</td>
<td>1166</td>
</tr>
<tr>
<td>297</td>
<td>IC0606</td>
<td>Imputation Flag for C0606</td>
<td>Num</td>
<td>3</td>
<td>1167</td>
<td>1169</td>
</tr>
<tr>
<td>298</td>
<td>IC0608</td>
<td>Imputation Flag for C0608</td>
<td>Num</td>
<td>3</td>
<td>1170</td>
<td>1172</td>
</tr>
<tr>
<td>299</td>
<td>IC0190</td>
<td>Imputation Flag for C0190</td>
<td>Num</td>
<td>3</td>
<td>1173</td>
<td>1175</td>
</tr>
<tr>
<td>300</td>
<td>IC0192</td>
<td>Imputation Flag for C0192</td>
<td>Num</td>
<td>3</td>
<td>1176</td>
<td>1178</td>
</tr>
<tr>
<td>301</td>
<td>IC0196</td>
<td>Imputation Flag for C0196</td>
<td>Num</td>
<td>3</td>
<td>1179</td>
<td>1181</td>
</tr>
<tr>
<td>302</td>
<td>IC0198</td>
<td>Imputation Flag for C0198</td>
<td>Num</td>
<td>3</td>
<td>1182</td>
<td>1184</td>
</tr>
<tr>
<td>303</td>
<td>IC0204</td>
<td>Imputation Flag for C0204</td>
<td>Num</td>
<td>3</td>
<td>1185</td>
<td>1187</td>
</tr>
<tr>
<td>304</td>
<td>IC0206</td>
<td>Imputation Flag for C0206</td>
<td>Num</td>
<td>3</td>
<td>1188</td>
<td>1190</td>
</tr>
<tr>
<td>305</td>
<td>IC0208</td>
<td>Imputation Flag for C0208</td>
<td>Num</td>
<td>3</td>
<td>1191</td>
<td>1193</td>
</tr>
<tr>
<td>306</td>
<td>IC0210</td>
<td>Imputation Flag for C0210</td>
<td>Num</td>
<td>3</td>
<td>1194</td>
<td>1196</td>
</tr>
<tr>
<td>307</td>
<td>IC0212</td>
<td>Imputation Flag for C0212</td>
<td>Num</td>
<td>3</td>
<td>1197</td>
<td>1199</td>
</tr>
<tr>
<td>308</td>
<td>IC0214</td>
<td>Imputation Flag for C0214</td>
<td>Num</td>
<td>3</td>
<td>1200</td>
<td>1202</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>309</td>
<td>IC0216</td>
<td>Imputation Flag for C0216</td>
<td>Num</td>
<td>3</td>
<td>1203</td>
<td>1205</td>
</tr>
<tr>
<td>310</td>
<td>IC0218</td>
<td>Imputation Flag for C0218</td>
<td>Num</td>
<td>3</td>
<td>1206</td>
<td>1208</td>
</tr>
<tr>
<td>311</td>
<td>IC0610</td>
<td>Imputation Flag for C0610</td>
<td>Num</td>
<td>3</td>
<td>1209</td>
<td>1211</td>
</tr>
<tr>
<td>312</td>
<td>IC0612</td>
<td>Imputation Flag for C0612</td>
<td>Num</td>
<td>3</td>
<td>1212</td>
<td>1214</td>
</tr>
<tr>
<td>313</td>
<td>IC0614</td>
<td>Imputation Flag for C0614</td>
<td>Num</td>
<td>3</td>
<td>1215</td>
<td>1217</td>
</tr>
<tr>
<td>314</td>
<td>IC0616</td>
<td>Imputation Flag for C0616</td>
<td>Num</td>
<td>3</td>
<td>1218</td>
<td>1220</td>
</tr>
<tr>
<td>315</td>
<td>IC0618</td>
<td>Imputation Flag for C0618</td>
<td>Num</td>
<td>3</td>
<td>1221</td>
<td>1223</td>
</tr>
<tr>
<td>316</td>
<td>IC0621</td>
<td>Imputation Flag for C0621</td>
<td>Num</td>
<td>3</td>
<td>1224</td>
<td>1226</td>
</tr>
<tr>
<td>317</td>
<td>IC0622</td>
<td>Imputation Flag for C0622</td>
<td>Num</td>
<td>3</td>
<td>1227</td>
<td>1229</td>
</tr>
<tr>
<td>318</td>
<td>IC0624</td>
<td>Imputation Flag for C0624</td>
<td>Num</td>
<td>3</td>
<td>1230</td>
<td>1232</td>
</tr>
<tr>
<td>319</td>
<td>IC0626</td>
<td>Imputation Flag for C0626</td>
<td>Num</td>
<td>3</td>
<td>1233</td>
<td>1235</td>
</tr>
<tr>
<td>320</td>
<td>IC0628</td>
<td>Imputation Flag for C0628</td>
<td>Num</td>
<td>3</td>
<td>1236</td>
<td>1238</td>
</tr>
<tr>
<td>321</td>
<td>IC0630</td>
<td>Imputation Flag for C0630</td>
<td>Num</td>
<td>3</td>
<td>1239</td>
<td>1241</td>
</tr>
<tr>
<td>322</td>
<td>IC0632</td>
<td>Imputation Flag for C0632</td>
<td>Num</td>
<td>3</td>
<td>1242</td>
<td>1244</td>
</tr>
<tr>
<td>323</td>
<td>IC0636</td>
<td>Imputation Flag for C0636</td>
<td>Num</td>
<td>3</td>
<td>1245</td>
<td>1247</td>
</tr>
<tr>
<td>324</td>
<td>IC0638</td>
<td>Imputation Flag for C0638</td>
<td>Num</td>
<td>3</td>
<td>1248</td>
<td>1250</td>
</tr>
<tr>
<td>325</td>
<td>IC0640</td>
<td>Imputation Flag for C0640</td>
<td>Num</td>
<td>3</td>
<td>1251</td>
<td>1253</td>
</tr>
<tr>
<td>326</td>
<td>IC0642</td>
<td>Imputation Flag for C0642</td>
<td>Num</td>
<td>3</td>
<td>1254</td>
<td>1256</td>
</tr>
<tr>
<td>327</td>
<td>IC0644</td>
<td>Imputation Flag for C0644</td>
<td>Num</td>
<td>3</td>
<td>1257</td>
<td>1259</td>
</tr>
<tr>
<td>328</td>
<td>IC0646</td>
<td>Imputation Flag for C0646</td>
<td>Num</td>
<td>3</td>
<td>1260</td>
<td>1262</td>
</tr>
<tr>
<td>329</td>
<td>IC0648</td>
<td>Imputation Flag for C0648</td>
<td>Num</td>
<td>3</td>
<td>1263</td>
<td>1265</td>
</tr>
<tr>
<td>330</td>
<td>IC0650</td>
<td>Imputation Flag for C0650</td>
<td>Num</td>
<td>3</td>
<td>1266</td>
<td>1268</td>
</tr>
<tr>
<td>331</td>
<td>IC0652</td>
<td>Imputation Flag for C0652</td>
<td>Num</td>
<td>3</td>
<td>1269</td>
<td>1271</td>
</tr>
<tr>
<td>332</td>
<td>IC0654</td>
<td>Imputation Flag for C0654</td>
<td>Num</td>
<td>3</td>
<td>1272</td>
<td>1274</td>
</tr>
<tr>
<td>333</td>
<td>IC0656</td>
<td>Imputation Flag for C0656</td>
<td>Num</td>
<td>3</td>
<td>1275</td>
<td>1277</td>
</tr>
<tr>
<td>334</td>
<td>IC0658</td>
<td>Imputation Flag for C0658</td>
<td>Num</td>
<td>3</td>
<td>1278</td>
<td>1280</td>
</tr>
<tr>
<td>335</td>
<td>IC0660</td>
<td>Imputation Flag for C0660</td>
<td>Num</td>
<td>3</td>
<td>1281</td>
<td>1283</td>
</tr>
<tr>
<td>336</td>
<td>IC0661</td>
<td>Imputation Flag for C0661</td>
<td>Num</td>
<td>3</td>
<td>1284</td>
<td>1286</td>
</tr>
<tr>
<td>337</td>
<td>IC0663</td>
<td>Imputation Flag for C0663</td>
<td>Num</td>
<td>3</td>
<td>1287</td>
<td>1289</td>
</tr>
<tr>
<td>338</td>
<td>IC0665</td>
<td>Imputation Flag for C0665</td>
<td>Num</td>
<td>3</td>
<td>1290</td>
<td>1292</td>
</tr>
<tr>
<td>339</td>
<td>IC0667</td>
<td>Imputation Flag for C0667</td>
<td>Num</td>
<td>3</td>
<td>1293</td>
<td>1295</td>
</tr>
<tr>
<td>340</td>
<td>IC0669</td>
<td>Imputation Flag for C0669</td>
<td>Num</td>
<td>3</td>
<td>1296</td>
<td>1298</td>
</tr>
<tr>
<td>341</td>
<td>IC0671</td>
<td>Imputation Flag for C0671</td>
<td>Num</td>
<td>3</td>
<td>1299</td>
<td>1301</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>342</td>
<td>IC0674</td>
<td>Imputation Flag for C0674</td>
<td>Num</td>
<td>3</td>
<td>1302</td>
<td>1304</td>
</tr>
<tr>
<td>343</td>
<td>IC0676</td>
<td>Imputation Flag for C0676</td>
<td>Num</td>
<td>3</td>
<td>1305</td>
<td>1307</td>
</tr>
<tr>
<td>344</td>
<td>IC0678</td>
<td>Imputation Flag for C0678</td>
<td>Num</td>
<td>3</td>
<td>1308</td>
<td>1310</td>
</tr>
<tr>
<td>345</td>
<td>IC0681</td>
<td>Imputation Flag for C0681</td>
<td>Num</td>
<td>3</td>
<td>1311</td>
<td>1313</td>
</tr>
<tr>
<td>346</td>
<td>IC0682</td>
<td>Imputation Flag for C0682</td>
<td>Num</td>
<td>3</td>
<td>1314</td>
<td>1316</td>
</tr>
<tr>
<td>347</td>
<td>IC0684</td>
<td>Imputation Flag for C0684</td>
<td>Num</td>
<td>3</td>
<td>1317</td>
<td>1319</td>
</tr>
<tr>
<td>348</td>
<td>IC0686</td>
<td>Imputation Flag for C0686</td>
<td>Num</td>
<td>3</td>
<td>1320</td>
<td>1322</td>
</tr>
<tr>
<td>349</td>
<td>IC0266</td>
<td>Imputation Flag for C0266</td>
<td>Num</td>
<td>3</td>
<td>1323</td>
<td>1325</td>
</tr>
<tr>
<td>350</td>
<td>IC0268</td>
<td>Imputation Flag for C0268</td>
<td>Num</td>
<td>3</td>
<td>1326</td>
<td>1328</td>
</tr>
<tr>
<td>351</td>
<td>IC0265</td>
<td>Imputation Flag for C0265</td>
<td>Num</td>
<td>3</td>
<td>1329</td>
<td>1331</td>
</tr>
<tr>
<td>352</td>
<td>IC0267</td>
<td>Imputation Flag for C0267</td>
<td>Num</td>
<td>3</td>
<td>1332</td>
<td>1334</td>
</tr>
<tr>
<td>353</td>
<td>IC0269</td>
<td>Imputation Flag for C0269</td>
<td>Num</td>
<td>3</td>
<td>1335</td>
<td>1337</td>
</tr>
<tr>
<td>354</td>
<td>IC0270</td>
<td>Imputation Flag for C0270</td>
<td>Num</td>
<td>3</td>
<td>1338</td>
<td>1340</td>
</tr>
<tr>
<td>355</td>
<td>IC0272</td>
<td>Imputation Flag for C0272</td>
<td>Num</td>
<td>3</td>
<td>1341</td>
<td>1343</td>
</tr>
<tr>
<td>356</td>
<td>IC0278</td>
<td>Imputation Flag for C0278</td>
<td>Num</td>
<td>3</td>
<td>1344</td>
<td>1346</td>
</tr>
<tr>
<td>357</td>
<td>IC0271</td>
<td>Imputation Flag for C0271</td>
<td>Num</td>
<td>3</td>
<td>1347</td>
<td>1349</td>
</tr>
<tr>
<td>358</td>
<td>IC0273</td>
<td>Imputation Flag for C0273</td>
<td>Num</td>
<td>3</td>
<td>1350</td>
<td>1352</td>
</tr>
<tr>
<td>359</td>
<td>IC0274</td>
<td>Imputation Flag for C0274</td>
<td>Num</td>
<td>3</td>
<td>1353</td>
<td>1355</td>
</tr>
<tr>
<td>360</td>
<td>IC0276</td>
<td>Imputation Flag for C0276</td>
<td>Num</td>
<td>3</td>
<td>1356</td>
<td>1358</td>
</tr>
<tr>
<td>361</td>
<td>IC0277</td>
<td>Imputation Flag for C0277</td>
<td>Num</td>
<td>3</td>
<td>1359</td>
<td>1361</td>
</tr>
<tr>
<td>362</td>
<td>IC0279</td>
<td>Imputation Flag for C0279</td>
<td>Num</td>
<td>3</td>
<td>1362</td>
<td>1364</td>
</tr>
<tr>
<td>363</td>
<td>IC0280</td>
<td>Imputation Flag for C0280</td>
<td>Num</td>
<td>3</td>
<td>1365</td>
<td>1367</td>
</tr>
<tr>
<td>364</td>
<td>IC0282</td>
<td>Imputation Flag for C0282</td>
<td>Num</td>
<td>3</td>
<td>1368</td>
<td>1370</td>
</tr>
<tr>
<td>365</td>
<td>IC0284</td>
<td>Imputation Flag for C0284</td>
<td>Num</td>
<td>3</td>
<td>1371</td>
<td>1373</td>
</tr>
<tr>
<td>366</td>
<td>IC0286</td>
<td>Imputation Flag for C0286</td>
<td>Num</td>
<td>3</td>
<td>1374</td>
<td>1376</td>
</tr>
<tr>
<td>367</td>
<td>IC0288</td>
<td>Imputation Flag for C0288</td>
<td>Num</td>
<td>3</td>
<td>1377</td>
<td>1379</td>
</tr>
<tr>
<td>368</td>
<td>IC0290</td>
<td>Imputation Flag for C0290</td>
<td>Num</td>
<td>3</td>
<td>1380</td>
<td>1382</td>
</tr>
<tr>
<td>369</td>
<td>IC0292</td>
<td>Imputation Flag for C0292</td>
<td>Num</td>
<td>3</td>
<td>1383</td>
<td>1385</td>
</tr>
<tr>
<td>370</td>
<td>IC0294</td>
<td>Imputation Flag for C0294</td>
<td>Num</td>
<td>3</td>
<td>1386</td>
<td>1388</td>
</tr>
<tr>
<td>371</td>
<td>IC0296</td>
<td>Imputation Flag for C0296</td>
<td>Num</td>
<td>3</td>
<td>1389</td>
<td>1391</td>
</tr>
<tr>
<td>372</td>
<td>IC0298</td>
<td>Imputation Flag for C0298</td>
<td>Num</td>
<td>3</td>
<td>1392</td>
<td>1394</td>
</tr>
<tr>
<td>373</td>
<td>IC0300</td>
<td>Imputation Flag for C0300</td>
<td>Num</td>
<td>3</td>
<td>1395</td>
<td>1397</td>
</tr>
<tr>
<td>374</td>
<td>IC0302</td>
<td>Imputation Flag for C0302</td>
<td>Num</td>
<td>3</td>
<td>1398</td>
<td>1400</td>
</tr>
<tr>
<td>Order</td>
<td>Variable</td>
<td>Label</td>
<td>Format</td>
<td>Length</td>
<td>Start column</td>
<td>End column</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>375</td>
<td>IC0304</td>
<td>Imputation Flag for C0304</td>
<td>Num</td>
<td>3</td>
<td>1401</td>
<td>1403</td>
</tr>
<tr>
<td>376</td>
<td>IC0705</td>
<td>Imputation Flag for C0705</td>
<td>Num</td>
<td>3</td>
<td>1404</td>
<td>1406</td>
</tr>
<tr>
<td>377</td>
<td>IC0688</td>
<td>Imputation Flag for C0688</td>
<td>Num</td>
<td>3</td>
<td>1407</td>
<td>1409</td>
</tr>
<tr>
<td>378</td>
<td>IC0374</td>
<td>Imputation Flag for C0374</td>
<td>Num</td>
<td>3</td>
<td>1410</td>
<td>1412</td>
</tr>
<tr>
<td>379</td>
<td>IC0376</td>
<td>Imputation Flag for C0376</td>
<td>Num</td>
<td>3</td>
<td>1413</td>
<td>1415</td>
</tr>
<tr>
<td>380</td>
<td>IC0378</td>
<td>Imputation Flag for C0378</td>
<td>Num</td>
<td>3</td>
<td>1416</td>
<td>1418</td>
</tr>
<tr>
<td>381</td>
<td>IC0381</td>
<td>Imputation Flag for C0381</td>
<td>Num</td>
<td>3</td>
<td>1419</td>
<td>1421</td>
</tr>
<tr>
<td>382</td>
<td>IC0383</td>
<td>Imputation Flag for C0383</td>
<td>Num</td>
<td>3</td>
<td>1422</td>
<td>1424</td>
</tr>
<tr>
<td>383</td>
<td>IC0385</td>
<td>Imputation Flag for C0385</td>
<td>Num</td>
<td>3</td>
<td>1425</td>
<td>1427</td>
</tr>
<tr>
<td>384</td>
<td>IC0387</td>
<td>Imputation Flag for C0387</td>
<td>Num</td>
<td>3</td>
<td>1428</td>
<td>1430</td>
</tr>
<tr>
<td>385</td>
<td>IC0382</td>
<td>Imputation Flag for C0382</td>
<td>Num</td>
<td>3</td>
<td>1431</td>
<td>1433</td>
</tr>
<tr>
<td>386</td>
<td>IC0380</td>
<td>Imputation Flag for C0380</td>
<td>Num</td>
<td>3</td>
<td>1434</td>
<td>1436</td>
</tr>
<tr>
<td>387</td>
<td>IC0384</td>
<td>Imputation Flag for C0384</td>
<td>Num</td>
<td>3</td>
<td>1437</td>
<td>1439</td>
</tr>
<tr>
<td>388</td>
<td>IC0386</td>
<td>Imputation Flag for C0386</td>
<td>Num</td>
<td>3</td>
<td>1440</td>
<td>1442</td>
</tr>
<tr>
<td>389</td>
<td>IC0389</td>
<td>Imputation Flag for C0389</td>
<td>Num</td>
<td>3</td>
<td>1443</td>
<td>1445</td>
</tr>
<tr>
<td>390</td>
<td>IC0391</td>
<td>Imputation Flag for C0391</td>
<td>Num</td>
<td>3</td>
<td>1446</td>
<td>1448</td>
</tr>
<tr>
<td>391</td>
<td>IC0393</td>
<td>Imputation Flag for C0393</td>
<td>Num</td>
<td>3</td>
<td>1449</td>
<td>1451</td>
</tr>
<tr>
<td>392</td>
<td>IC0402</td>
<td>Imputation Flag for C0402</td>
<td>Num</td>
<td>3</td>
<td>1452</td>
<td>1454</td>
</tr>
<tr>
<td>393</td>
<td>IC0404</td>
<td>Imputation Flag for C0404</td>
<td>Num</td>
<td>3</td>
<td>1455</td>
<td>1457</td>
</tr>
<tr>
<td>394</td>
<td>IC0406</td>
<td>Imputation Flag for C0406</td>
<td>Num</td>
<td>3</td>
<td>1458</td>
<td>1460</td>
</tr>
<tr>
<td>395</td>
<td>IC0408</td>
<td>Imputation Flag for C0408</td>
<td>Num</td>
<td>3</td>
<td>1461</td>
<td>1463</td>
</tr>
<tr>
<td>396</td>
<td>IC0410</td>
<td>Imputation Flag for C0410</td>
<td>Num</td>
<td>3</td>
<td>1464</td>
<td>1466</td>
</tr>
<tr>
<td>397</td>
<td>IC0412</td>
<td>Imputation Flag for C0412</td>
<td>Num</td>
<td>3</td>
<td>1467</td>
<td>1469</td>
</tr>
<tr>
<td>398</td>
<td>IC0422</td>
<td>Imputation Flag for C0422</td>
<td>Num</td>
<td>3</td>
<td>1470</td>
<td>1472</td>
</tr>
<tr>
<td>399</td>
<td>IC0424</td>
<td>Imputation Flag for C0424</td>
<td>Num</td>
<td>3</td>
<td>1473</td>
<td>1475</td>
</tr>
<tr>
<td>400</td>
<td>IC0426</td>
<td>Imputation Flag for C0426</td>
<td>Num</td>
<td>3</td>
<td>1476</td>
<td>1478</td>
</tr>
<tr>
<td>401</td>
<td>IC0428</td>
<td>Imputation Flag for C0428</td>
<td>Num</td>
<td>3</td>
<td>1479</td>
<td>1481</td>
</tr>
<tr>
<td>402</td>
<td>IC0430</td>
<td>Imputation Flag for C0430</td>
<td>Num</td>
<td>3</td>
<td>1482</td>
<td>1484</td>
</tr>
<tr>
<td>403</td>
<td>IC0432</td>
<td>Imputation Flag for C0432</td>
<td>Num</td>
<td>3</td>
<td>1485</td>
<td>1487</td>
</tr>
<tr>
<td>404</td>
<td>IC0434</td>
<td>Imputation Flag for C0434</td>
<td>Num</td>
<td>3</td>
<td>1488</td>
<td>1490</td>
</tr>
<tr>
<td>405</td>
<td>IC0436</td>
<td>Imputation Flag for C0436</td>
<td>Num</td>
<td>3</td>
<td>1491</td>
<td>1493</td>
</tr>
<tr>
<td>406</td>
<td>IC0442</td>
<td>Imputation Flag for C0442</td>
<td>Num</td>
<td>3</td>
<td>1494</td>
<td>1496</td>
</tr>
<tr>
<td>407</td>
<td>IC0444</td>
<td>Imputation Flag for C0444</td>
<td>Num</td>
<td>3</td>
<td>1497</td>
<td>1499</td>
</tr>
</tbody>
</table>
Table B-1. List of variables, SSOCS:2018—Continued

<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Label</th>
<th>Format</th>
<th>Length</th>
<th>Start column</th>
<th>End column</th>
</tr>
</thead>
<tbody>
<tr>
<td>408</td>
<td>IC0446</td>
<td>Imputation Flag for C0446</td>
<td>Num</td>
<td>3</td>
<td>1500</td>
<td>1502</td>
</tr>
<tr>
<td>409</td>
<td>IC0448</td>
<td>Imputation Flag for C0448</td>
<td>Num</td>
<td>3</td>
<td>1503</td>
<td>1505</td>
</tr>
<tr>
<td>410</td>
<td>IC0450</td>
<td>Imputation Flag for C0450</td>
<td>Num</td>
<td>3</td>
<td>1506</td>
<td>1508</td>
</tr>
<tr>
<td>411</td>
<td>IC0452</td>
<td>Imputation Flag for C0452</td>
<td>Num</td>
<td>3</td>
<td>1509</td>
<td>1511</td>
</tr>
<tr>
<td>412</td>
<td>IC0454</td>
<td>Imputation Flag for C0454</td>
<td>Num</td>
<td>3</td>
<td>1512</td>
<td>1514</td>
</tr>
<tr>
<td>413</td>
<td>IC0456</td>
<td>Imputation Flag for C0456</td>
<td>Num</td>
<td>3</td>
<td>1515</td>
<td>1517</td>
</tr>
<tr>
<td>414</td>
<td>IC0532</td>
<td>Imputation Flag for C0532</td>
<td>Num</td>
<td>3</td>
<td>1518</td>
<td>1520</td>
</tr>
<tr>
<td>415</td>
<td>IC0534</td>
<td>Imputation Flag for C0534</td>
<td>Num</td>
<td>3</td>
<td>1521</td>
<td>1523</td>
</tr>
<tr>
<td>416</td>
<td>IC0536</td>
<td>Imputation Flag for C0536</td>
<td>Num</td>
<td>3</td>
<td>1524</td>
<td>1526</td>
</tr>
<tr>
<td>417</td>
<td>IC0538</td>
<td>Imputation Flag for C0538</td>
<td>Num</td>
<td>3</td>
<td>1527</td>
<td>1529</td>
</tr>
<tr>
<td>418</td>
<td>IC0560</td>
<td>Imputation Flag for C0560</td>
<td>Num</td>
<td>3</td>
<td>1530</td>
<td>1532</td>
</tr>
<tr>
<td>419</td>
<td>IC0562</td>
<td>Imputation Flag for C0562</td>
<td>Num</td>
<td>3</td>
<td>1533</td>
<td>1535</td>
</tr>
<tr>
<td>420</td>
<td>IC0568</td>
<td>Imputation Flag for C0568</td>
<td>Num</td>
<td>3</td>
<td>1536</td>
<td>1538</td>
</tr>
<tr>
<td>421</td>
<td>IC0570</td>
<td>Imputation Flag for C0570</td>
<td>Num</td>
<td>3</td>
<td>1539</td>
<td>1541</td>
</tr>
<tr>
<td>422</td>
<td>IC0572</td>
<td>Imputation Flag for C0572</td>
<td>Num</td>
<td>3</td>
<td>1542</td>
<td>1544</td>
</tr>
<tr>
<td>423</td>
<td>IC0578</td>
<td>Imputation Flag for C0578</td>
<td>Num</td>
<td>3</td>
<td>1545</td>
<td>1547</td>
</tr>
<tr>
<td>424</td>
<td>IC0580</td>
<td>Imputation Flag for C0580</td>
<td>Num</td>
<td>3</td>
<td>1548</td>
<td>1550</td>
</tr>
</tbody>
</table>
Appendix C. 2017–18 School Survey
on Crime and Safety Public-Use Codebook
### SSOCS 2018 Codebook

**Variable Name:** SCHID

**Unweighted Frequency Distribution:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0110

**Unweighted Frequency Distribution:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2662</td>
<td>96.37</td>
</tr>
<tr>
<td>100</td>
<td>3.62</td>
</tr>
<tr>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0112

**Unweighted Frequency Distribution:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2598</td>
<td>94.06</td>
</tr>
<tr>
<td>164</td>
<td>5.93</td>
</tr>
<tr>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0114

**Unweighted Frequency Distribution:**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1346</td>
<td>48.73</td>
</tr>
<tr>
<td>1416</td>
<td>51.26</td>
</tr>
<tr>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
1d. During the 2017-18 school year, was it a practice of your school to do the following? Require metal detector checks on students every day

**Variable Name:** C0116  
**Distribution:**  
- **Frequency** | **Unweighted Percent**  
  - Yes | 90 | 3.25  
  - No | 2672 | 96.74  
  
**Total:** 2762 | 100

1e. During the 2017-18 school year, was it a practice of your school to do the following? Perform one or more random metal detector checks on students

**Variable Name:** C0120  
**Distribution:**  
- **Frequency** | **Unweighted Percent**  
  - Yes | 211 | 7.63  
  - No | 2551 | 92.36  
  
**Total:** 2762 | 100

1f. During the 2017-18 school year, was it a practice of your school to do the following? Equip classrooms with locks so that doors can be locked from the inside

**Variable Name:** C0121  
**Distribution:**  
- **Frequency** | **Unweighted Percent**  
  - Yes | 1761 | 63.75  
  - No | 1001 | 36.24  
  
**Total:** 2762 | 100

1g. During the 2017-18 school year, was it a practice of your school to do the following? Close the campus for most or all students during lunch

**Variable Name:** C0122  
**Distribution:**  
- **Frequency** | **Unweighted Percent**  
  - Yes | 2003 | 72.51  
  - No | 759 | 27.48  
  
**Total:** 2762 | 100
1h. During the 2017-18 school year, was it a practice of your school to do the following? Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)

**Variable Name:** C0125

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1261</td>
<td>45.65</td>
</tr>
<tr>
<td>No</td>
<td>1501</td>
<td>54.34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0129

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>376</td>
<td>13.61</td>
</tr>
<tr>
<td>No</td>
<td>2386</td>
<td>86.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0134

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>441</td>
<td>15.96</td>
</tr>
<tr>
<td>No</td>
<td>2321</td>
<td>84.03</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0136

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1503</td>
<td>54.41</td>
</tr>
<tr>
<td>No</td>
<td>1259</td>
<td>45.58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
11. During the 2017-18 school year, was it a practice of your school to do the following? Provide school lockers to students

**Variable Name:** C0138  
**Provide school lockers to students**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1793</td>
<td>64.91</td>
</tr>
<tr>
<td>No</td>
<td>969</td>
<td>35.08</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0140  
**Require clear book bags or ban book bags**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>139</td>
<td>5.03</td>
</tr>
<tr>
<td>No</td>
<td>2623</td>
<td>94.96</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0139  
**Silent alarms or panic buttons directly connected to law enforcement**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>886</td>
<td>32.07</td>
</tr>
<tr>
<td>No</td>
<td>1876</td>
<td>67.92</td>
</tr>
</tbody>
</table>

2762 100
1o. During the 2017-18 school year, was it a practice of your school to do the following? Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency

**Variable Name:** C0141

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1979</td>
<td>71.65</td>
</tr>
<tr>
<td>No</td>
<td>783</td>
<td>28.34</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0143

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1573</td>
<td>56.95</td>
</tr>
<tr>
<td>No</td>
<td>1189</td>
<td>43.04</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0142

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>375</td>
<td>13.57</td>
</tr>
<tr>
<td>No</td>
<td>2387</td>
<td>86.42</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
1r. During the 2017-18 school year, was it a practice of your school to do the following? Require faculty and staff to wear badges or picture IDs

Variable Name: C0144

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1954</td>
<td>70.74</td>
</tr>
<tr>
<td>No</td>
<td>808</td>
<td>29.25</td>
</tr>
</tbody>
</table>

1s. During the 2017-18 school year, was it a practice of your school to do the following? Use one or more security cameras to monitor the school

Variable Name: C0146

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2464</td>
<td>89.21</td>
</tr>
<tr>
<td>No</td>
<td>298</td>
<td>10.78</td>
</tr>
</tbody>
</table>

1t. During the 2017-18 school year, was it a practice of your school to do the following? Provide two-way radios to any staff

Variable Name: C0150

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2185</td>
<td>79.10</td>
</tr>
<tr>
<td>No</td>
<td>577</td>
<td>20.89</td>
</tr>
</tbody>
</table>

1u. During the 2017-18 school year, was it a practice of your school to do the following? Prohibit non-academic use of cell phones or smartphones messaging during school hours

Variable Name: C0153

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1736</td>
<td>62.85</td>
</tr>
<tr>
<td>No</td>
<td>1026</td>
<td>37.14</td>
</tr>
</tbody>
</table>
2a. Does your school have a written plan that describes procedures to be performed in the following scenarios? Active shooter

<table>
<thead>
<tr>
<th>Variable Name: C0155</th>
<th>Written plan for active shooter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>1 Yes</td>
<td>2576</td>
</tr>
<tr>
<td>2 No</td>
<td>186</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0158</th>
<th>Written plan for natural disasters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>1 Yes</td>
<td>2592</td>
</tr>
<tr>
<td>2 No</td>
<td>170</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0162</th>
<th>Written plan for hostages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>1 Yes</td>
<td>1357</td>
</tr>
<tr>
<td>2 No</td>
<td>1405</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0166</th>
<th>Written plan for bomb threats or incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>1 Yes</td>
<td>2575</td>
</tr>
<tr>
<td>2 No</td>
<td>187</td>
</tr>
</tbody>
</table>
2e. Does your school have a written plan that describes procedures to be performed in the following scenarios? Chemical, biological, or radiological threats or incidents (e.g., release of mustard gas, anthrax, smallpox, or radioactive materials)

<table>
<thead>
<tr>
<th>Variable Name: C0170 Written plan for chemical, biological, or radiological threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution:</td>
</tr>
<tr>
<td>1 Yes</td>
</tr>
<tr>
<td>2 No</td>
</tr>
<tr>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0169 Written plan for suicide threat or incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution:</td>
</tr>
<tr>
<td>1 Yes</td>
</tr>
<tr>
<td>2 No</td>
</tr>
<tr>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0161 Written plan for pandemic disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution:</td>
</tr>
<tr>
<td>1 Yes</td>
</tr>
<tr>
<td>2 No</td>
</tr>
<tr>
<td>2762</td>
</tr>
</tbody>
</table>
2h. Does your school have a written plan that describes procedures to be performed in the following scenarios? Post-crisis reunification of students with their families

**Variable Name:** C0157  
**Written plan for post-crisis reunification of students with their families**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2356</td>
<td>85.30</td>
</tr>
<tr>
<td>2 No</td>
<td>406</td>
<td>14.69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0163  
**Drilled students on plan for evacuation**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2575</td>
<td>93.22</td>
</tr>
<tr>
<td>2 No</td>
<td>187</td>
<td>6.77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0165  
**Drilled students on plan for lockdown**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2668</td>
<td>96.59</td>
</tr>
<tr>
<td>2 No</td>
<td>94</td>
<td>3.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0167  
**Drilled students on plan for shelter-in-place**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2314</td>
<td>83.77</td>
</tr>
<tr>
<td>2 No</td>
<td>448</td>
<td>16.22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
4a. During the 2017-18 school year, did your school have any activities that included the following components for students? Prevention curriculum, instruction, or training for students (e.g., conflict resolution, anti-bullying, dating violence prevention)

**Variable Name:** C0174  
**Prevention curriculum/instruction/training**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2569</td>
<td>93.01</td>
</tr>
<tr>
<td>2 No</td>
<td>193</td>
<td>6.98</td>
</tr>
</tbody>
</table>

| 2762 | 100 |

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

**Variable Name:** C0183  
**Social emotional learning training for students**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2369</td>
<td>85.77</td>
</tr>
<tr>
<td>2 No</td>
<td>393</td>
<td>14.22</td>
</tr>
</tbody>
</table>

| 2762 | 100 |

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

**Variable Name:** C0176  
**Behavioral modification for students**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2600</td>
<td>94.13</td>
</tr>
<tr>
<td>2 No</td>
<td>162</td>
<td>5.86</td>
</tr>
</tbody>
</table>

| 2762 | 100 |
4d. During the 2017-18 school year, did your school have any activities that included the following components for students? Individual mentoring/tutoring/coaching of students by adults

**Variable Name:** C0181  
**Individual mentoring/tutoring/coaching by adults**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2537</td>
<td>91.85</td>
</tr>
<tr>
<td>2 No</td>
<td>225</td>
<td>8.14</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0175  
**Student involvement in peer mediation**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1341</td>
<td>48.55</td>
</tr>
<tr>
<td>2 No</td>
<td>1421</td>
<td>51.44</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0177  
**Student court to address student conduct problems or minor offenses**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>319</td>
<td>11.54</td>
</tr>
<tr>
<td>2 No</td>
<td>2443</td>
<td>88.45</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0179  
**Student involvement in restorative circles**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1077</td>
<td>38.99</td>
</tr>
<tr>
<td>2 No</td>
<td>1685</td>
<td>61.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

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

**Variable Name:** C0186  
**Promote sense of community/social integration**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2314</td>
<td>83.77</td>
</tr>
<tr>
<td>2 No</td>
<td>448</td>
<td>16.22</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

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

**Variable Name:** C0600  
**Have a threat assessment team**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1349</td>
<td>48.84</td>
</tr>
<tr>
<td>2 No</td>
<td>1413</td>
<td>51.15</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |
6. During the 2017-18 school year, how often did your school's threat assessment team formally meet?

**Variable Name:** C0602  
**Threat assessment team formal meetings**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Ilegitimate skip</td>
<td>1413</td>
<td>51.15</td>
</tr>
<tr>
<td>1 At least once a week</td>
<td>183</td>
<td>6.62</td>
</tr>
<tr>
<td>2 At least once a month</td>
<td>390</td>
<td>14.12</td>
</tr>
<tr>
<td>3 On occasion</td>
<td>757</td>
<td>27.40</td>
</tr>
<tr>
<td>4 Never</td>
<td>19</td>
<td>0.68</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0604  
**LGBTQ acceptance group**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>960</td>
<td>34.75</td>
</tr>
<tr>
<td>2 No</td>
<td>1802</td>
<td>65.24</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0606  
**Disability acceptance group**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1209</td>
<td>43.77</td>
</tr>
<tr>
<td>2 No</td>
<td>1553</td>
<td>56.22</td>
</tr>
</tbody>
</table>


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

**Variable Name:** C0608  
**Cultural diversity acceptance group**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1047</td>
<td>37.90</td>
</tr>
<tr>
<td>2 No</td>
<td>1715</td>
<td>62.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2762 100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0190  
**Formal process to obtain parental input**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1371</td>
<td>49.63</td>
</tr>
<tr>
<td>2 No</td>
<td>1391</td>
<td>50.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2762 100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0192  
**Provide training or assistance to parents**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1298</td>
<td>46.99</td>
</tr>
<tr>
<td>2 No</td>
<td>1464</td>
<td>53.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2762 100</td>
</tr>
</tbody>
</table>
9a. What is your best estimate of the percentage of students who had at least one parent or guardian participating in the following events during the 2017-18 school year? Open house or back-to-school night

**Variable Name:** C0196  
**Parent participates in open house or back-to-school night**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0-25%</td>
<td>210</td>
<td>7.60</td>
</tr>
<tr>
<td>2 26-50%</td>
<td>628</td>
<td>22.73</td>
</tr>
<tr>
<td>3 51-75%</td>
<td>928</td>
<td>33.59</td>
</tr>
<tr>
<td>4 76-100%</td>
<td>976</td>
<td>35.33</td>
</tr>
<tr>
<td>5 Does not offer</td>
<td>20</td>
<td>0.72</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0198  
**Parent participates in parent-teacher conferences**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0-25%</td>
<td>372</td>
<td>13.46</td>
</tr>
<tr>
<td>2 26-50%</td>
<td>653</td>
<td>23.64</td>
</tr>
<tr>
<td>3 51-75%</td>
<td>710</td>
<td>25.70</td>
</tr>
<tr>
<td>4 76-100%</td>
<td>854</td>
<td>30.91</td>
</tr>
<tr>
<td>5 Does not offer</td>
<td>173</td>
<td>6.26</td>
</tr>
</tbody>
</table>

2762 100
10a. During the 2017-18 school year, were any of the following community and outside groups involved in your school’s efforts to promote safe, disciplined, and drug-free schools? Parent groups

Variable Name: C0204

Distribution:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1840</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>922</td>
</tr>
</tbody>
</table>

2762 100

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

Variable Name: C0206

Distribution:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1868</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>894</td>
</tr>
</tbody>
</table>

2762 100

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

Variable Name: C0208

Distribution:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1177</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>1585</td>
</tr>
</tbody>
</table>

2762 100
10d. During the 2017-18 school year, were any of the following community and outside groups involved in your school’s efforts to promote safe, disciplined, and drug-free schools? Law enforcement agencies

**Variable Name:** C0210

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2331</td>
<td>84.39</td>
</tr>
<tr>
<td>2 No</td>
<td>431</td>
<td>15.60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0212

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1898</td>
<td>68.71</td>
</tr>
<tr>
<td>2 No</td>
<td>864</td>
<td>31.28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0214

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1319</td>
<td>47.75</td>
</tr>
<tr>
<td>2 No</td>
<td>1443</td>
<td>52.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
10g. During the 2017-18 school year, were any of the following community and outside groups involved in your school’s efforts to promote safe, disciplined, and drug-free schools? Private corporations/businesses

**Variable Name:** C0216  
**Community involvement - businesses**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>888</td>
<td>32.15</td>
</tr>
<tr>
<td>2 No</td>
<td>1874</td>
<td>67.84</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0218  
**Community involvement - religious organizations**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>852</td>
<td>30.84</td>
</tr>
<tr>
<td>2 No</td>
<td>1910</td>
<td>69.15</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0610  
**Sworn law enforcement officers at school**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1859</td>
<td>67.30</td>
</tr>
<tr>
<td>2 No</td>
<td>903</td>
<td>32.69</td>
</tr>
</tbody>
</table>

2762 100
12a. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? At any time during school hours

**Variable Name:** C0612  
**Sworn law enforcement officers present during school hours**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1793</td>
<td>64.91</td>
</tr>
<tr>
<td>2 No</td>
<td>66</td>
<td>2.38</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0614  
**Sworn law enforcement officers while students arriving or leaving**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1678</td>
<td>60.75</td>
</tr>
<tr>
<td>2 No</td>
<td>181</td>
<td>6.55</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0616  
**Sworn law enforcement officers present at school activities**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1605</td>
<td>58.11</td>
</tr>
<tr>
<td>2 No</td>
<td>254</td>
<td>9.19</td>
</tr>
</tbody>
</table>

2762 100
12d. Were sworn law enforcement officers (including School Resource Officers) used at least once a week in or around your school at the following times? When school/school activities were not occurring

**Variable Name:** C0618  
Sworn law enforcement officers present when school/school activities were not occurring

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>890</td>
<td>32.22</td>
</tr>
<tr>
<td>2 No</td>
<td>969</td>
<td>35.08</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0621  
Sworn law enforcement officers carry physical restraints

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1759</td>
<td>63.68</td>
</tr>
<tr>
<td>2 No</td>
<td>100</td>
<td>3.62</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0622  
Sworn law enforcement officers carry chemical sprays

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1406</td>
<td>50.90</td>
</tr>
<tr>
<td>2 No</td>
<td>453</td>
<td>16.40</td>
</tr>
</tbody>
</table>

2762 100
13c. Did any of the sworn law enforcement officers (including School Resource Officers) at your school routinely: Carry a firearm

**Variable Name:** C0624  
**Sworn law enforcement officers carry firearms**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1750</td>
<td>63.35</td>
</tr>
<tr>
<td>2 No</td>
<td>109</td>
<td>3.94</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0626  
**Sworn law enforcement officers wear a body camera**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>641</td>
<td>23.20</td>
</tr>
<tr>
<td>2 No</td>
<td>1218</td>
<td>44.09</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0628  
**Sworn law enforcement officers participate in traffic control**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1345</td>
<td>48.69</td>
</tr>
<tr>
<td>2 No</td>
<td>514</td>
<td>18.60</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0630  
**Sworn law enforcement officers participate in patrol**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1668</td>
<td>60.39</td>
</tr>
<tr>
<td>2 No</td>
<td>191</td>
<td>6.91</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0632  
**Sworn law enforcement officers participate in discipline**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1076</td>
<td>38.95</td>
</tr>
<tr>
<td>2 No</td>
<td>783</td>
<td>28.34</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0636  
**Sworn law enforcement officers participate in solving school problems**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1557</td>
<td>56.37</td>
</tr>
<tr>
<td>2 No</td>
<td>302</td>
<td>10.93</td>
</tr>
</tbody>
</table>

2762 100
14e. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Training teachers and staff in school safety or crime prevention

**Variable Name**: C0638  
**Sworn law enforcement officers participate in prevention training**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1154</td>
<td>41.78</td>
</tr>
<tr>
<td>2 No</td>
<td>705</td>
<td>25.52</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name**: C0640  
**Sworn law enforcement officers participate in student mentoring**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1292</td>
<td>46.77</td>
</tr>
<tr>
<td>2 No</td>
<td>567</td>
<td>20.52</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name**: C0642  
**Sworn law enforcement officers participate in teaching law-related courses**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>666</td>
<td>24.11</td>
</tr>
<tr>
<td>2 No</td>
<td>1193</td>
<td>43.19</td>
</tr>
</tbody>
</table>

2762 100
14h. Did these sworn law enforcement officers (including School Resource Officers) participate in the following activities at your school? Recording or reporting discipline problems to school authorities

**Variable Name:** C0644  
**Sworn law enforcement officers participate in recording or reporting discipline problems**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1402</td>
<td>50.76</td>
</tr>
<tr>
<td>2 No</td>
<td>457</td>
<td>16.54</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0646  
**Sworn law enforcement officers participate in providing legal definitions**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1515</td>
<td>54.85</td>
</tr>
<tr>
<td>2 No</td>
<td>344</td>
<td>12.45</td>
</tr>
</tbody>
</table>

---

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

**Variable Name:** C0648  
**Sworn law enforcement officer present for all instructional hours**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>813</td>
<td>29.43</td>
</tr>
<tr>
<td>2 No</td>
<td>1046</td>
<td>37.87</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0650  
**Formalized policies for sworn law enforcement officers**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>903</td>
<td>32.69</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1307</td>
<td>47.32</td>
</tr>
<tr>
<td>2 No</td>
<td>552</td>
<td>19.98</td>
</tr>
</tbody>
</table>

| 2762 100 |

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

**Variable Name:** C0652  
**Policies for sworn law enforcement officers include student discipline**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1455</td>
<td>52.67</td>
</tr>
<tr>
<td>1 Yes</td>
<td>750</td>
<td>27.15</td>
</tr>
<tr>
<td>2 No</td>
<td>180</td>
<td>6.51</td>
</tr>
<tr>
<td>3 Don't Know</td>
<td>377</td>
<td>13.64</td>
</tr>
</tbody>
</table>

| 2762 100 |
17b. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas? Use of physical or chemical restraints (e.g., handcuffs, Tasers, Mace, pepper spray)

**Variable Name:** C0654  
**Policies for sworn law enforcement officers include use of restraints**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1455</td>
<td>52.67</td>
</tr>
<tr>
<td>1 Yes</td>
<td>599</td>
<td>21.68</td>
</tr>
<tr>
<td>2 No</td>
<td>221</td>
<td>8.00</td>
</tr>
<tr>
<td>3 Don't Know</td>
<td>487</td>
<td>17.63</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0656  
**Policies for sworn law enforcement officers include use of firearms**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1455</td>
<td>52.67</td>
</tr>
<tr>
<td>1 Yes</td>
<td>581</td>
<td>21.03</td>
</tr>
<tr>
<td>2 No</td>
<td>235</td>
<td>8.50</td>
</tr>
<tr>
<td>3 Don't Know</td>
<td>491</td>
<td>17.77</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
17d. Did these formalized policies or written documents include language defining the role of sworn law enforcement officers (including School Resource Officers) at school in the following areas? Making arrests on school grounds

**Variable Name:** C0658  
**Policies for sworn law enforcement officers include making arrests**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1455</td>
<td>52.67</td>
</tr>
<tr>
<td>1 Yes</td>
<td>784</td>
<td>28.38</td>
</tr>
<tr>
<td>2 No</td>
<td>141</td>
<td>5.10</td>
</tr>
<tr>
<td>3 Don't Know</td>
<td>382</td>
<td>13.83</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0660  
**Policies for sworn law enforcement officers include reporting of offenses**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1455</td>
<td>52.67</td>
</tr>
<tr>
<td>1 Yes</td>
<td>896</td>
<td>32.44</td>
</tr>
<tr>
<td>2 No</td>
<td>73</td>
<td>2.64</td>
</tr>
<tr>
<td>3 Don't Know</td>
<td>338</td>
<td>12.23</td>
</tr>
</tbody>
</table>

2762 100
20. During the 2017-18 school year, did your school provide diagnostic mental health assessments (e.g., psychological/psychiatric diagnostics assessments) to evaluate students for mental health disorders?

Variable Name: C0661
Diagnostic mental health assessment for mental disorders

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1561</td>
<td>56.51</td>
</tr>
<tr>
<td>2 No</td>
<td>1201</td>
<td>43.48</td>
</tr>
</tbody>
</table>

2762 100

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

Variable Name: C0663
Diagnostic mental health assessment at school by school-employed or contracted mental health professional

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1201</td>
<td>43.48</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1362</td>
<td>49.31</td>
</tr>
<tr>
<td>2 No</td>
<td>199</td>
<td>7.20</td>
</tr>
</tbody>
</table>

2762 100

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

Variable Name: C0665
Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1201</td>
<td>43.48</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1038</td>
<td>37.58</td>
</tr>
<tr>
<td>2 No</td>
<td>523</td>
<td>18.93</td>
</tr>
</tbody>
</table>

2762 100
22. During the 2017-18 school year, did your school provide treatment (e.g., psychotherapy, medication) to students for mental health disorders?

**Variable Name:** C0667  
**Treatment to students for mental health disorders**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1131</td>
<td>40.94</td>
</tr>
<tr>
<td>2 No</td>
<td>1631</td>
<td>59.05</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0669  
**Treatment at school by school-employed or contracted mental health professional**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1631</td>
<td>59.05</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1019</td>
<td>36.89</td>
</tr>
<tr>
<td>2 No</td>
<td>112</td>
<td>4.05</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0671  
**Treatment outside of school by school-employed or contracted mental health professional**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1631</td>
<td>59.05</td>
</tr>
<tr>
<td>1 Yes</td>
<td>751</td>
<td>27.19</td>
</tr>
<tr>
<td>2 No</td>
<td>380</td>
<td>13.75</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0667  
**Treatment to students for mental health disorders**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1131</td>
<td>40.94</td>
</tr>
<tr>
<td>2 No</td>
<td>1631</td>
<td>59.05</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0669  
**Treatment at school by school-employed or contracted mental health professional**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1631</td>
<td>59.05</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1019</td>
<td>36.89</td>
</tr>
<tr>
<td>2 No</td>
<td>112</td>
<td>4.05</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0671  
**Treatment outside of school by school-employed or contracted mental health professional**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1631</td>
<td>59.05</td>
</tr>
<tr>
<td>1 Yes</td>
<td>751</td>
<td>27.19</td>
</tr>
<tr>
<td>2 No</td>
<td>380</td>
<td>13.75</td>
</tr>
</tbody>
</table>
24a. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Inadequate access to licensed mental health professionals

<table>
<thead>
<tr>
<th>Variable Name: C0674</th>
<th>Inadequate access to professionals limits mental health efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>1038</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>892</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>832</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0676</th>
<th>Inadequate funding limits mental health efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>1402</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>714</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>646</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0678</th>
<th>Potential legal issues limit mental health efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>492</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>815</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1455</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>
24d. During the 2017-18 school year, to what extent did the following factors limit your school's efforts to provide mental health services to students? Concerns about reactions from parents

**Variable Name:** C0681  
**Concerns about reactions from parents limit mental health efforts**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>238</td>
<td>8.61</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>875</td>
<td>31.67</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1649</td>
<td>59.70</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0682  
**Lack of community support limits mental health efforts**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>274</td>
<td>9.92</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>739</td>
<td>26.75</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1749</td>
<td>63.32</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name:** C0684  
**Payment policies limit mental health efforts**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>522</td>
<td>18.89</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>727</td>
<td>26.32</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1513</td>
<td>54.77</td>
</tr>
</tbody>
</table>

2762 100
24g. During the 2017-18 school year, to what extent did the following factors limit your school’s efforts to provide mental health services to students? Reluctance to label students with mental health disorders to avoid stigmatizing the child

**Variable Name: C0686**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>266</td>
<td>9.63</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>787</td>
<td>28.49</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1709</td>
<td>61.87</td>
</tr>
</tbody>
</table>

25a. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in classroom management for teachers

**Variable Name: C0266**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2402</td>
<td>86.96</td>
</tr>
<tr>
<td>2 No</td>
<td>360</td>
<td>13.03</td>
</tr>
</tbody>
</table>

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

**Variable Name: C0268**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2106</td>
<td>76.24</td>
</tr>
<tr>
<td>2 No</td>
<td>656</td>
<td>23.75</td>
</tr>
</tbody>
</table>

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

**Variable Name: C0268**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2106</td>
<td>76.24</td>
</tr>
<tr>
<td>2 No</td>
<td>656</td>
<td>23.75</td>
</tr>
</tbody>
</table>
25c. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in school-wide discipline policies and practices related to cyberbullying

**Variable Name:** C0265  
**Teacher training - discipline policies related to cyberbullying**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2032</td>
<td>73.56</td>
</tr>
<tr>
<td>2 No</td>
<td>730</td>
<td>26.43</td>
</tr>
</tbody>
</table>

2762  100

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

**Variable Name:** C0267  
**Teacher training - discipline policies related to bullying**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2292</td>
<td>82.98</td>
</tr>
<tr>
<td>2 No</td>
<td>470</td>
<td>17.01</td>
</tr>
</tbody>
</table>

2762  100

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

**Variable Name:** C0269  
**Teacher training - alcohol/drug discipline policy**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1516</td>
<td>54.88</td>
</tr>
<tr>
<td>2 No</td>
<td>1246</td>
<td>45.11</td>
</tr>
</tbody>
</table>

2762  100
25f. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in safety procedures (e.g., how to handle emergencies)

**Variable Name:** C0270  
Teacher training - safety procedures

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2646</td>
<td>95.80</td>
</tr>
<tr>
<td>No</td>
<td>116</td>
<td>4.19</td>
</tr>
</tbody>
</table>

2762 100

25g. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in recognizing early warning signs of students likely to exhibit violent behavior

**Variable Name:** C0272  
Teacher training - early warning signs for violent behavior

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1472</td>
<td>53.29</td>
</tr>
<tr>
<td>No</td>
<td>1290</td>
<td>46.70</td>
</tr>
</tbody>
</table>

2762 100

25h. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in recognizing signs of self-harm or suicidal tendencies

**Variable Name:** C0278  
Teacher training - signs of self-harm or suicidal tendencies

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1998</td>
<td>72.33</td>
</tr>
<tr>
<td>No</td>
<td>764</td>
<td>27.66</td>
</tr>
</tbody>
</table>

2762 100
25i. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in intervention and referral strategies for students displaying signs of mental health disorders (e.g., depression, mood disorders, ADHD)

**Variable Name:**  C0271  
**Teacher training - intervention and referral strategies**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1718</td>
<td>62.20</td>
</tr>
<tr>
<td>2 No</td>
<td>1044</td>
<td>37.79</td>
</tr>
</tbody>
</table>

2762  100

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

**Variable Name:**  C0273  
**Teacher training - recognize bullying behavior**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2133</td>
<td>77.22</td>
</tr>
<tr>
<td>2 No</td>
<td>629</td>
<td>22.77</td>
</tr>
</tbody>
</table>

2762  100

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

**Variable Name:**  C0274  
**Teacher training - student alcohol/drug abuse**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1228</td>
<td>44.46</td>
</tr>
<tr>
<td>2 No</td>
<td>1534</td>
<td>55.53</td>
</tr>
</tbody>
</table>

2762  100
25l. During the 2017-18 school year, did your school or school district provide any of the following for classroom teachers or aides? Training in positive behavioral intervention strategies

Variable Name: C0276  
Teacher training - positive behavioral intervention

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2263</td>
<td>81.93</td>
</tr>
<tr>
<td>No</td>
<td>499</td>
<td>18.06</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Variable Name: C0277  
Teacher training - crisis prevention and intervention

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2046</td>
<td>74.07</td>
</tr>
<tr>
<td>No</td>
<td>716</td>
<td>25.92</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Variable Name: C0279  
Legally carried a firearm

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80</td>
<td>2.89</td>
</tr>
<tr>
<td>No</td>
<td>2682</td>
<td>97.10</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
27a. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? Lack of or inadequate teacher training in classroom management

<table>
<thead>
<tr>
<th>Variable Name: C0280</th>
<th>Efforts limited by inadequate/lack of teacher training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>159</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>988</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1615</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0282</th>
<th>Efforts limited by inadequate/lack of alternative placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>924</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>942</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>896</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable Name: C0284</th>
<th>Efforts limited by parental complaints</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>1 Limits in major way</td>
<td>126</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>808</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1828</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>
27d. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? Lack of teacher support for school policies

**Variable Name:** C0286  
**Efforts limited by inadequate/lack of teacher support**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits in major way</td>
<td>80</td>
<td>2.89</td>
</tr>
<tr>
<td>Limits in minor way</td>
<td>700</td>
<td>25.34</td>
</tr>
<tr>
<td>Does not limit</td>
<td>1982</td>
<td>71.75</td>
</tr>
</tbody>
</table>

| Total                         | 2762      | 100                |

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

**Variable Name:** C0288  
**Efforts limited by inadequate/lack of parent support**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits in major way</td>
<td>243</td>
<td>8.79</td>
</tr>
<tr>
<td>Limits in minor way</td>
<td>985</td>
<td>35.66</td>
</tr>
<tr>
<td>Does not limit</td>
<td>1534</td>
<td>55.53</td>
</tr>
</tbody>
</table>

| Total                         | 2762      | 100                |

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

**Variable Name:** C0290  
**Efforts limited by fear of student retaliation**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits in major way</td>
<td>76</td>
<td>2.75</td>
</tr>
<tr>
<td>Limits in minor way</td>
<td>684</td>
<td>24.76</td>
</tr>
<tr>
<td>Does not limit</td>
<td>2002</td>
<td>72.48</td>
</tr>
</tbody>
</table>

| Total                         | 2762      | 100                |
27g. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? Fear of litigation

Variable Name: C0292 Efforts limited by fear of litigation

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>230</td>
<td>8.32</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>909</td>
<td>32.91</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1623</td>
<td>58.76</td>
</tr>
</tbody>
</table>

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

Variable Name: C0294 Efforts limited by inadequate funds

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>987</td>
<td>35.73</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>837</td>
<td>30.30</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>938</td>
<td>33.96</td>
</tr>
</tbody>
</table>

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

Variable Name: C0296 Efforts limited by inconsistent application of policies

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limits in major way</td>
<td>250</td>
<td>9.05</td>
</tr>
<tr>
<td>2 Limits in minor way</td>
<td>1120</td>
<td>40.55</td>
</tr>
<tr>
<td>3 Does not limit</td>
<td>1392</td>
<td>50.39</td>
</tr>
</tbody>
</table>
27j. To what extent do the following factors limit your school’s efforts to reduce or prevent crime? Fear of district or state reprisal

**Variable Name:** C0298  
**Efforts limited by fear of district or state reprisal**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Limits in major way</td>
<td>125</td>
<td>4.52</td>
</tr>
<tr>
<td>2  Limits in minor way</td>
<td>605</td>
<td>21.90</td>
</tr>
<tr>
<td>3  Does not limit</td>
<td>2032</td>
<td>73.56</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0300  
**Efforts limited by federal/state/district policies on special ed students**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Limits in major way</td>
<td>556</td>
<td>20.13</td>
</tr>
<tr>
<td>2  Limits in minor way</td>
<td>1040</td>
<td>37.65</td>
</tr>
<tr>
<td>3  Does not limit</td>
<td>1166</td>
<td>42.21</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0302  
**Efforts limited by federal policies for other than special ed students**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Limits in major way</td>
<td>286</td>
<td>10.35</td>
</tr>
<tr>
<td>2  Limits in minor way</td>
<td>934</td>
<td>33.81</td>
</tr>
<tr>
<td>3  Does not limit</td>
<td>1542</td>
<td>55.82</td>
</tr>
</tbody>
</table>

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

**Variable Name:** C0303  
**Efforts limited by federal policies for other than special ed students**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Limits in major way</td>
<td>286</td>
<td>10.35</td>
</tr>
<tr>
<td>2  Limits in minor way</td>
<td>934</td>
<td>33.81</td>
</tr>
<tr>
<td>3  Does not limit</td>
<td>1542</td>
<td>55.82</td>
</tr>
</tbody>
</table>
To what extent do the following factors limit your school’s efforts to reduce or prevent crime? State or district policies on discipline and safety other than those for special education students

Variable Name: C0304

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits in major way</td>
<td>312</td>
<td>11.29</td>
</tr>
<tr>
<td>Limits in minor way</td>
<td>923</td>
<td>33.41</td>
</tr>
<tr>
<td>Does not limit</td>
<td>1527</td>
<td>55.28</td>
</tr>
</tbody>
</table>

31. During the 2017-18 school year, how many hate crimes occurred at your school? (recoded)

Variable Name: C0690_R

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>105</td>
<td>3.80</td>
</tr>
<tr>
<td>No</td>
<td>2657</td>
<td>96.19</td>
</tr>
</tbody>
</table>

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

Variable Name: C0705

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>2.17</td>
</tr>
<tr>
<td>No</td>
<td>2702</td>
<td>97.82</td>
</tr>
</tbody>
</table>

27m.
34. Please record the number of arrests that occurred at your school during the 2017-18 school year. Please include all arrests that occurred at school, regardless of whether a student or non-student was arrested.

**Variable Name:** C0688  
**Number of arrests at school (categorical)**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 None</td>
<td>1758</td>
<td>63.64%</td>
</tr>
<tr>
<td>2 1-5</td>
<td>785</td>
<td>28.42%</td>
</tr>
<tr>
<td>3 6-10</td>
<td>115</td>
<td>4.16%</td>
</tr>
<tr>
<td>4 11 or more</td>
<td>104</td>
<td>3.76%</td>
</tr>
</tbody>
</table>

2762 100

35a. To the best of your knowledge, how often do the following types of problems occur at your school? Student racial/ethnic tensions

**Variable Name:** C0374  
**How often student racial/ethnic tensions**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Happens daily</td>
<td>20</td>
<td>0.72%</td>
</tr>
<tr>
<td>2 Happens at least once a week</td>
<td>97</td>
<td>3.51%</td>
</tr>
<tr>
<td>3 Happens at least once a month</td>
<td>149</td>
<td>5.39%</td>
</tr>
<tr>
<td>4 Happens on occasion</td>
<td>1707</td>
<td>61.80%</td>
</tr>
<tr>
<td>5 Never happens</td>
<td>789</td>
<td>28.56%</td>
</tr>
</tbody>
</table>

2762 100
35b. To the best of your knowledge, how often do the following types of problems occur at your school? Student bullying

**Variable Name:** C0376  
**How often student bullying**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>127</td>
<td>4.59</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>401</td>
<td>14.51</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>559</td>
<td>20.23</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>1592</td>
<td>57.63</td>
</tr>
<tr>
<td>Never happens</td>
<td>83</td>
<td>3.00</td>
</tr>
</tbody>
</table>

| Total                          | 2762      | 100     |

35c. To the best of your knowledge, how often do the following types of problems occur at your school? Student sexual harassment of other students

**Variable Name:** C0378  
**How often student sexual harassment of students**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>13</td>
<td>0.47</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>53</td>
<td>1.91</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>189</td>
<td>6.84</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>1683</td>
<td>60.93</td>
</tr>
<tr>
<td>Never happens</td>
<td>824</td>
<td>29.83</td>
</tr>
</tbody>
</table>

| Total                          | 2762      | 100     |
35d. To the best of your knowledge, how often do the following types of problems occur at your school?
Student harassment of other students based on sexual orientation

**Variable Name:** C0381  
**How often student harassment based on sexual orientation**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Happens daily</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>2 Happens at least once a week</td>
<td>42</td>
<td>1.52</td>
</tr>
<tr>
<td>3 Happens at least once a month</td>
<td>99</td>
<td>3.58</td>
</tr>
<tr>
<td>4 Happens on occasion</td>
<td>1359</td>
<td>49.20</td>
</tr>
<tr>
<td>5 Never happens</td>
<td>1256</td>
<td>45.47</td>
</tr>
</tbody>
</table>

| Total                        | 2762      | 100                |

35e. To the best of your knowledge, how often do the following types of problems occur at your school?
Student harassment of other students based on gender identity

**Variable Name:** C0383  
**How often student harassment based on gender identity**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Happens daily</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>2 Happens at least once a week</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>3 Happens at least once a month</td>
<td>64</td>
<td>2.31</td>
</tr>
<tr>
<td>4 Happens on occasion</td>
<td>1052</td>
<td>38.08</td>
</tr>
<tr>
<td>5 Never happens</td>
<td>1616</td>
<td>58.50</td>
</tr>
</tbody>
</table>

| Total                        | 2762      | 100                |
35f. To the best of your knowledge, how often do the following types of problems occur at your school? Student harassment of other students based on religion

**Variable Name:** C0385  
**How often student harassment based on religion**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>1</td>
<td>0.03</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>12</td>
<td>0.43</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>823</td>
<td>29.79</td>
</tr>
<tr>
<td>Never happens</td>
<td>1902</td>
<td>68.86</td>
</tr>
</tbody>
</table>

---

2762 100

35g. To the best of your knowledge, how often do the following types of problems occur at your school? Student harassment of other students based on disability (e.g., physical, mental, and learning disabilities)

**Variable Name:** C0387  
**How often student harassment based on disability**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>29</td>
<td>1.04</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>75</td>
<td>2.71</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>1280</td>
<td>46.34</td>
</tr>
<tr>
<td>Never happens</td>
<td>1374</td>
<td>49.74</td>
</tr>
</tbody>
</table>

---

2762 100
35h. To the best of your knowledge, how often do the following types of problems occur at your school?

Widespread disorder in classrooms

**Variable Name:** C0382  
How often widespread disorder in classrooms

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Happens daily</td>
<td>30</td>
<td>1.08</td>
</tr>
<tr>
<td>2  Happens at least once a week</td>
<td>71</td>
<td>2.57</td>
</tr>
<tr>
<td>3  Happens at least once a month</td>
<td>106</td>
<td>3.83</td>
</tr>
<tr>
<td>4  Happens on occasion</td>
<td>823</td>
<td>29.79</td>
</tr>
<tr>
<td>5  Never happens</td>
<td>1732</td>
<td>62.70</td>
</tr>
</tbody>
</table>

2762  100

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

Student verbal abuse of teachers

**Variable Name:** C0380  
How often student verbal abuse of teachers

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Happens daily</td>
<td>52</td>
<td>1.88</td>
</tr>
<tr>
<td>2  Happens at least once a week</td>
<td>165</td>
<td>5.97</td>
</tr>
<tr>
<td>3  Happens at least once a month</td>
<td>282</td>
<td>10.20</td>
</tr>
<tr>
<td>4  Happens on occasion</td>
<td>1568</td>
<td>56.77</td>
</tr>
<tr>
<td>5  Never happens</td>
<td>695</td>
<td>25.16</td>
</tr>
</tbody>
</table>

2762  100
35j. To the best of your knowledge, how often do the following types of problems occur at your school? Student acts of disrespect for teachers other than verbal abuse

**Variable Name: C0384**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>125</td>
<td>4.52</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>274</td>
<td>9.92</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>328</td>
<td>11.87</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>1394</td>
<td>50.47</td>
</tr>
<tr>
<td>Never happens</td>
<td>641</td>
<td>23.20</td>
</tr>
</tbody>
</table>

2762 100

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

**Variable Name: C0389**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happens daily</td>
<td>216</td>
<td>7.82</td>
</tr>
<tr>
<td>Happens at least once a week</td>
<td>494</td>
<td>17.88</td>
</tr>
<tr>
<td>Happens at least once a month</td>
<td>638</td>
<td>23.09</td>
</tr>
<tr>
<td>Happens on occasion</td>
<td>1196</td>
<td>43.30</td>
</tr>
<tr>
<td>Never happens</td>
<td>218</td>
<td>7.89</td>
</tr>
</tbody>
</table>

2762 100
36b. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur? School environment is affected by cyberbullying

**Variable Name:** C0391  
**How often school environment affected by cyberbullying**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Happens daily</td>
<td>103</td>
<td>3.72</td>
</tr>
<tr>
<td>2 Happens at least once a week</td>
<td>336</td>
<td>12.16</td>
</tr>
<tr>
<td>3 Happens at least once a month</td>
<td>569</td>
<td>20.60</td>
</tr>
<tr>
<td>4 Happens on occasion</td>
<td>1322</td>
<td>47.86</td>
</tr>
<tr>
<td>5 Never happens</td>
<td>432</td>
<td>15.64</td>
</tr>
</tbody>
</table>

2762 100

36c. To the best of your knowledge, thinking about problems that can occur anywhere (both at your school and away from school), how often do the following occur? Staff resources are used to deal with cyberbullying

**Variable Name:** C0393  
**How often staff resources used to deal with cyberbullying**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Happens daily</td>
<td>93</td>
<td>3.36</td>
</tr>
<tr>
<td>2 Happens at least once a week</td>
<td>330</td>
<td>11.94</td>
</tr>
<tr>
<td>3 Happens at least once a month</td>
<td>597</td>
<td>21.61</td>
</tr>
<tr>
<td>4 Happens on occasion</td>
<td>1332</td>
<td>48.22</td>
</tr>
<tr>
<td>5 Never happens</td>
<td>410</td>
<td>14.84</td>
</tr>
</tbody>
</table>

2762 100
37d1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Transfer to another regular school for disciplinary reasons.

**Variable Name: C0402**

**Transfer to regular school available**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>957</td>
<td>34.64</td>
</tr>
<tr>
<td>2 No</td>
<td>1805</td>
<td>65.35</td>
</tr>
</tbody>
</table>

2762 100

37d2. If "yes," was the action used this school year? Transfer to another regular school for disciplinary reasons.

**Variable Name: C0404**

**Transfer to regular school available - action used**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1805</td>
<td>65.35</td>
</tr>
<tr>
<td>1 Yes</td>
<td>464</td>
<td>16.79</td>
</tr>
<tr>
<td>2 No</td>
<td>493</td>
<td>17.84</td>
</tr>
</tbody>
</table>

2762 100

37e1_1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Out-of-school suspension or removal for less than the remainder of the school year. With no curriculum/services provided.

**Variable Name: C0406**

**Outside suspension with no services available**

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>1351</td>
<td>48.91</td>
</tr>
<tr>
<td>2 No</td>
<td>1411</td>
<td>51.08</td>
</tr>
</tbody>
</table>

2762 100
37e1_2. If "yes," was the action used this school year? Out-of-school suspension or removal for less than the remainder of the school year with no curriculum/services provided.

**Variable Name:** C0408  
**Outside suspension with no services available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1411</td>
<td>51.08</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1104</td>
<td>39.97</td>
</tr>
<tr>
<td>2 No</td>
<td>247</td>
<td>8.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

37e2_1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided.

**Variable Name:** C0410  
**Outside suspension with services available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2233</td>
<td>80.84</td>
</tr>
<tr>
<td>2 No</td>
<td>529</td>
<td>19.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

37e2_2. If "yes," was the action used this school year? Out-of-school suspension or removal for less than the remainder of the school year with curriculum/services provided.

**Variable Name:** C0412  
**Outside suspension with services available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>529</td>
<td>19.15</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1857</td>
<td>67.23</td>
</tr>
<tr>
<td>2 No</td>
<td>376</td>
<td>13.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
37g1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Referral to a school counselor.

**Variable Name:** C0422  
**Referral to school counselor available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>2644</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>118</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100                |

37g2. If "yes," was the action used this school year? Referral to a school counselor.

**Variable Name:** C0424  
**Referral to school counselor available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>Legitimate skip</td>
<td>118</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>2600</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>44</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100                |

37h1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Assignment to a program (during school hours) designed to reduce disciplinary problems.

**Variable Name:** C0426  
**In-school disciplinary program available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>1607</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>1155</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100                |
37h2. If "yes," was the action used this school year? Assignment to a program (during school hours) designed to reduce disciplinary problems.

**Variable Name: C0428**  
**In-school disciplinary program available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>1155</td>
<td>41.81</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1419</td>
<td>51.37</td>
</tr>
<tr>
<td>2 No</td>
<td>188</td>
<td>6.80</td>
</tr>
</tbody>
</table>

2762 100

37i1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Assignment to a program (outside of school hours) designed to reduce disciplinary problems.

**Variable Name: C0430**  
**Outside school disciplinary program available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>942</td>
<td>34.10</td>
</tr>
<tr>
<td>2 No</td>
<td>1820</td>
<td>65.89</td>
</tr>
</tbody>
</table>

2762 100

37i2. If "yes," was the action used this school year? Assignment to a program (outside of school hours) designed to reduce disciplinary problems.

**Variable Name: C0432**  
**Outside school disciplinary program available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>1820</td>
<td>65.89</td>
</tr>
<tr>
<td>1 Yes</td>
<td>720</td>
<td>26.06</td>
</tr>
<tr>
<td>2 No</td>
<td>222</td>
<td>8.03</td>
</tr>
</tbody>
</table>

2762 100
37j1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Loss of school bus privileges due to misbehavior.

<table>
<thead>
<tr>
<th>Variable Name: C0434</th>
<th>Loss of bus privileges for misbehavior available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes</td>
<td>2325</td>
</tr>
<tr>
<td>2 No</td>
<td>437</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>

37j2. If "yes," was the action used this school year? Loss of school bus privileges due to misbehavior.

<table>
<thead>
<tr>
<th>Variable Name: C0436</th>
<th>Loss of bus privileges for misbehavior available - action used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-1 Legitimate skip</td>
<td>437</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1943</td>
</tr>
<tr>
<td>2 No</td>
<td>382</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>

37l1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Placement on school probation with consequences if another incident occurs.

<table>
<thead>
<tr>
<th>Variable Name: C0442</th>
<th>School probation available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Yes</td>
<td>1552</td>
</tr>
<tr>
<td>2 No</td>
<td>1210</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>
37l2. If "yes," was the action used this school year? Placement on school probation with consequences if another incident occurs.

**Variable Name:** C0444  
**School probation available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1210</td>
<td>43.80</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1300</td>
<td>47.06</td>
</tr>
<tr>
<td>2 No</td>
<td>252</td>
<td>9.12</td>
</tr>
</tbody>
</table>

2762 100

37m1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Detention and/or Saturday school.

**Variable Name:** C0446  
**Detention/Saturday school available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2091</td>
<td>75.70</td>
</tr>
<tr>
<td>2 No</td>
<td>671</td>
<td>24.29</td>
</tr>
</tbody>
</table>

2762 100

37m2. If "yes," was the action used this school year? Detention and/or Saturday school.

**Variable Name:** C0448  
**Detention/Saturday school available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>671</td>
<td>24.29</td>
</tr>
<tr>
<td>1 Yes</td>
<td>1991</td>
<td>72.08</td>
</tr>
<tr>
<td>2 No</td>
<td>100</td>
<td>3.62</td>
</tr>
</tbody>
</table>

2762 100
37n1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Loss of student privileges.

**Variable Name:** C0450  
**Loss of student privileges available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>2632</td>
<td>95.29</td>
</tr>
<tr>
<td>2 No</td>
<td>130</td>
<td>4.70</td>
</tr>
</tbody>
</table>

2762 100

37n2. If "yes," was the action used this school year? Loss of student privileges.

**Variable Name:** C0452  
**Loss of student privileges available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>130</td>
<td>4.70</td>
</tr>
<tr>
<td>1 Yes</td>
<td>2549</td>
<td>92.28</td>
</tr>
<tr>
<td>2 No</td>
<td>83</td>
<td>3.00</td>
</tr>
</tbody>
</table>

2762 100

37o1. During the 2017-18 school year, did your school allow for the use of the following disciplinary action? Requirement of participation in community service.

**Variable Name:** C0454  
**Require community service available**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yes</td>
<td>957</td>
<td>34.64</td>
</tr>
<tr>
<td>2 No</td>
<td>1805</td>
<td>65.35</td>
</tr>
</tbody>
</table>

2762 100
3702. If "yes," were the actions used this school year? Requirement of participation in community service.

**Variable Name:** C0456  
**Require community service available - action used**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 Legitimate skip</td>
<td>1805</td>
<td>65.35</td>
</tr>
<tr>
<td>1 Yes</td>
<td>742</td>
<td>26.86</td>
</tr>
<tr>
<td>2 No</td>
<td>215</td>
<td>7.78</td>
</tr>
</tbody>
</table>

42a. What is your best estimate of the percentage of your current students who meet the following criteria? Below the 15th percentile on standardized tests

**Variable Name:** C0532  
**Percent students below 15th percentile standardized tests**

<table>
<thead>
<tr>
<th>Continuous Statistics</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>100</td>
</tr>
<tr>
<td>Mean</td>
<td>18.26</td>
</tr>
<tr>
<td>StDev</td>
<td>17.58</td>
</tr>
<tr>
<td>Median</td>
<td>12</td>
</tr>
</tbody>
</table>

42b. What is your best estimate of the percentage of your current students who meet the following criteria? Likely to go to college after high school

**Variable Name:** C0534  
**Percent students likely to go to college**

<table>
<thead>
<tr>
<th>Continuous Statistics</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>100</td>
</tr>
<tr>
<td>Mean</td>
<td>62.69</td>
</tr>
<tr>
<td>StDev</td>
<td>24.22</td>
</tr>
<tr>
<td>Median</td>
<td>68</td>
</tr>
</tbody>
</table>
42c. What is your best estimate of the percentage of your current students who meet the following criteria? Consider academic achievement to be very important

**Variable Name: C0536**  Percent students academic achievement important

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>100</td>
</tr>
<tr>
<td>Mean</td>
<td>71.04</td>
</tr>
<tr>
<td>StDev</td>
<td>22.21</td>
</tr>
<tr>
<td>Median</td>
<td>75</td>
</tr>
</tbody>
</table>

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

**Variable Name: C0538**  Typical number of classroom changes

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>18</td>
</tr>
<tr>
<td>Mean</td>
<td>5.92</td>
</tr>
<tr>
<td>StDev</td>
<td>2.34</td>
</tr>
<tr>
<td>Median</td>
<td>6</td>
</tr>
</tbody>
</table>

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

**Variable Name: C0560**  Crime where students live

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High level of crime</td>
<td>216</td>
</tr>
<tr>
<td>2</td>
<td>Moderate level of crime</td>
<td>615</td>
</tr>
<tr>
<td>3</td>
<td>Low level of crime</td>
<td>1547</td>
</tr>
<tr>
<td>4</td>
<td>Students come from areas with very different levels of crime</td>
<td>384</td>
</tr>
</tbody>
</table>

| Total         | 2762      | 100                |
45. How would you describe the crime level in the area where your school is located?

Variable Name: C0562  
Crime where school located

<table>
<thead>
<tr>
<th>Distribution:</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  High level of crime</td>
<td>158</td>
<td>5.72</td>
</tr>
<tr>
<td>2  Moderate level of crime</td>
<td>569</td>
<td>20.60</td>
</tr>
<tr>
<td>3  Low level of crime</td>
<td>2035</td>
<td>73.67</td>
</tr>
</tbody>
</table>

2762  100

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

Variable Name: C0568  
Average percent daily attendance

Continuous Statistics: Unweighted

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>100</td>
</tr>
<tr>
<td>Mean</td>
<td>93.15</td>
</tr>
<tr>
<td>StDev</td>
<td>7.62</td>
</tr>
<tr>
<td>Median</td>
<td>95</td>
</tr>
</tbody>
</table>

48a. During the 2017-18 school year, how many students transferred to your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions.

Variable Name: C0570  
# of students transferred to school

Continuous Statistics: Unweighted

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>1654</td>
</tr>
<tr>
<td>Mean</td>
<td>58.64</td>
</tr>
<tr>
<td>StDev</td>
<td>94.91</td>
</tr>
<tr>
<td>Median</td>
<td>30</td>
</tr>
</tbody>
</table>
48b. During the 2017-18 school year, how many students transferred from your school after the start of school year? Please report on the total mobility, not just transfers due to disciplinary actions.

Variable Name: C0572  
# of students transferred from school

**Continuous Statistics:**

Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>1654</td>
</tr>
<tr>
<td>Mean</td>
<td>52.4</td>
</tr>
<tr>
<td>StDev</td>
<td>88.39</td>
</tr>
<tr>
<td>Median</td>
<td>25</td>
</tr>
</tbody>
</table>

Please provide the following dates. Date you completed the questionnaire

Variable Name: C0578  
Date questionnaire completed MMDDYYYY

**Distribution:**

<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Description</th>
<th>Frequency</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0578_DD</td>
<td>Day questionnaire completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C0578_MM</td>
<td>Month questionnaire completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C0578_YY</td>
<td>Year questionnaire completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Variable Name: C0578_SOURCE  
Source of completion date

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 No Change</td>
<td>2125</td>
<td>76.93</td>
</tr>
<tr>
<td>1 From ATAC Check in date</td>
<td>58</td>
<td>2.09</td>
</tr>
<tr>
<td>2 From Date Submitted/Started via web instrument</td>
<td>579</td>
<td>20.96</td>
</tr>
</tbody>
</table>

**Total:** 2762 100%

### Variable Name: C0014_R  
Title/position of respondent (recoded)

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2 Missing</td>
<td>48</td>
<td>1.74</td>
</tr>
<tr>
<td>1 Principal</td>
<td>2229</td>
<td>80.70</td>
</tr>
<tr>
<td>2 Vice principal or disciplinarian</td>
<td>339</td>
<td>12.27</td>
</tr>
<tr>
<td>3 Security staff</td>
<td>16</td>
<td>0.58</td>
</tr>
<tr>
<td>4 Other school-level staff</td>
<td>118</td>
<td>4.27</td>
</tr>
<tr>
<td>5 Superintendent or district staff</td>
<td>12</td>
<td>0.43</td>
</tr>
</tbody>
</table>

**Total:** 2762 100%

### Variable Name: C0016_R  
# of years respondent at the school (topcoded)

**Continuous Statistics:**

<table>
<thead>
<tr>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>Min</td>
</tr>
<tr>
<td>Max</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>StDev</td>
</tr>
<tr>
<td>Median</td>
</tr>
</tbody>
</table>
Variable Name: STRATA  
Collapsed STRATUM code

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Primary, &lt;300, City</td>
<td>11</td>
<td>0.39</td>
</tr>
<tr>
<td>112 Primary, &lt;300, Suburb</td>
<td>14</td>
<td>0.50</td>
</tr>
<tr>
<td>113 Primary, &lt;300, Town</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>114 Primary, &lt;300, Rural</td>
<td>39</td>
<td>1.41</td>
</tr>
<tr>
<td>121 Primary, 300-499, City</td>
<td>89</td>
<td>3.22</td>
</tr>
<tr>
<td>122 Primary, 300-499, Suburb</td>
<td>88</td>
<td>3.18</td>
</tr>
<tr>
<td>123 Primary, 300-499, Town</td>
<td>33</td>
<td>1.19</td>
</tr>
<tr>
<td>124 Primary, 300-499, Rural</td>
<td>46</td>
<td>1.66</td>
</tr>
<tr>
<td>131 Primary, 500-999, City</td>
<td>105</td>
<td>3.80</td>
</tr>
<tr>
<td>132 Primary, 500-999, Suburb</td>
<td>138</td>
<td>4.99</td>
</tr>
<tr>
<td>133 Primary, 500-999, Town</td>
<td>35</td>
<td>1.26</td>
</tr>
<tr>
<td>134 Primary, 500-999, Rural</td>
<td>37</td>
<td>1.33</td>
</tr>
<tr>
<td>141 Primary, 1,000+, City</td>
<td>13</td>
<td>0.47</td>
</tr>
<tr>
<td>142 Primary, 1,000+, Suburb</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>143 Primary, 1,000+, Town or Rural</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>211 Middle, &lt;300, City</td>
<td>21</td>
<td>0.76</td>
</tr>
<tr>
<td>212 Middle, &lt;300, Suburb</td>
<td>14</td>
<td>0.50</td>
</tr>
<tr>
<td>213 Middle, &lt;300, Town</td>
<td>22</td>
<td>0.79</td>
</tr>
<tr>
<td>214 Middle, &lt;300, Rural</td>
<td>45</td>
<td>1.62</td>
</tr>
<tr>
<td>221 Middle, 300-499, City</td>
<td>42</td>
<td>1.52</td>
</tr>
<tr>
<td>222 Middle, 300-499, Suburb</td>
<td>48</td>
<td>1.73</td>
</tr>
<tr>
<td>223 Middle, 300-499, Town</td>
<td>41</td>
<td>1.48</td>
</tr>
<tr>
<td>Code</td>
<td>Category</td>
<td>Population</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>224</td>
<td>Middle, 300-499, Rural</td>
<td>66</td>
</tr>
<tr>
<td>231</td>
<td>Middle, 500-999, City</td>
<td>119</td>
</tr>
<tr>
<td>232</td>
<td>Middle, 500-999, Suburb</td>
<td>216</td>
</tr>
<tr>
<td>233</td>
<td>Middle, 500-999, Town</td>
<td>80</td>
</tr>
<tr>
<td>234</td>
<td>Middle, 500-999, Rural</td>
<td>77</td>
</tr>
<tr>
<td>241</td>
<td>Middle, 1,000+, City</td>
<td>50</td>
</tr>
<tr>
<td>242</td>
<td>Middle, 1,000+, Suburb</td>
<td>111</td>
</tr>
<tr>
<td>243</td>
<td>Middle, 1,000+, Town</td>
<td>7</td>
</tr>
<tr>
<td>244</td>
<td>Middle, 1,000+, Rural</td>
<td>16</td>
</tr>
<tr>
<td>311</td>
<td>High, &lt;300, City</td>
<td>24</td>
</tr>
<tr>
<td>312</td>
<td>High, &lt;300, Suburb</td>
<td>9</td>
</tr>
<tr>
<td>313</td>
<td>High, &lt;300, Town</td>
<td>8</td>
</tr>
<tr>
<td>314</td>
<td>High, &lt;300, Rural</td>
<td>44</td>
</tr>
<tr>
<td>321</td>
<td>High, 300-499, City</td>
<td>28</td>
</tr>
<tr>
<td>322</td>
<td>High, 300-499, Suburb</td>
<td>19</td>
</tr>
<tr>
<td>323</td>
<td>High, 300-499, Town</td>
<td>29</td>
</tr>
<tr>
<td>324</td>
<td>High, 300-499, Rural</td>
<td>49</td>
</tr>
<tr>
<td>331</td>
<td>High, 500-999, City</td>
<td>27</td>
</tr>
<tr>
<td>332</td>
<td>High, 500-999, Suburb</td>
<td>47</td>
</tr>
<tr>
<td>333</td>
<td>High, 500-999, Town</td>
<td>62</td>
</tr>
<tr>
<td>334</td>
<td>High, 500-999, Rural</td>
<td>59</td>
</tr>
<tr>
<td>341</td>
<td>High, 1,000+, City</td>
<td>173</td>
</tr>
<tr>
<td>342</td>
<td>High, 1,000+, Suburb</td>
<td>303</td>
</tr>
<tr>
<td>343</td>
<td>High, 1,000+, Town</td>
<td>41</td>
</tr>
<tr>
<td>344</td>
<td>High, 1,000+, Rural</td>
<td>75</td>
</tr>
<tr>
<td>Combined, &lt;300, City or Suburb</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>Combined, &lt;300, Town or Rural</td>
<td>23</td>
<td>0.83</td>
</tr>
<tr>
<td>Combined, 300-499, City</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>Combined, 300-499, Suburb or Town</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>Combined, 300-499, Rural</td>
<td>21</td>
<td>0.76</td>
</tr>
<tr>
<td>Combined, 500-999, City</td>
<td>7</td>
<td>0.25</td>
</tr>
<tr>
<td>Combined, 500-999, Suburb</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>Combined, 500-999, Town</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>Combined, 500-999, Rural</td>
<td>21</td>
<td>0.76</td>
</tr>
<tr>
<td>Combined, 1,000+, City</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>Combined, 1,000+, Suburb</td>
<td>7</td>
<td>0.25</td>
</tr>
<tr>
<td>Combined, 1,000+, Town</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>Combined, 1,000+, Rural</td>
<td>4</td>
<td>0.14</td>
</tr>
</tbody>
</table>

---

**Variable Name:** CRISIS18  
# of types of crises covered in written plans

**Continuous Statistics:**

| Unweighted |
|---|---|
| N | 2762 |
| Min | 0 |
| Max | 8 |
| Mean | 6.22 |
| StDev | 1.68 |
| Median | 6 |
Variable Name: DISALC18  
Total number of disciplinary actions recorded for distribution, possession, or use of alcohol

**Continuous Statistics:**  
---  
**Unweighted**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>752</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>102</td>
</tr>
<tr>
<td>Mean</td>
<td>3.64</td>
</tr>
<tr>
<td>StDev</td>
<td>6.07</td>
</tr>
<tr>
<td>Median</td>
<td>2</td>
</tr>
</tbody>
</table>

Variable Name: DISDRUG18  
Total number of disciplinary actions recorded for distribution, possession, or use of illegal drugs

**Continuous Statistics:**  
---  
**Unweighted**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1288</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>107</td>
</tr>
<tr>
<td>Mean</td>
<td>7.96</td>
</tr>
<tr>
<td>StDev</td>
<td>10.82</td>
</tr>
<tr>
<td>Median</td>
<td>4</td>
</tr>
</tbody>
</table>

Variable Name: DISFIRE18  
Total number of disciplinary actions recorded for use or possession of a firearm or explosive device

**Continuous Statistics:**  
---  
**Unweighted**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>133</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>81</td>
</tr>
<tr>
<td>Mean</td>
<td>2.04</td>
</tr>
<tr>
<td>StDev</td>
<td>6.97</td>
</tr>
<tr>
<td>Median</td>
<td>1</td>
</tr>
</tbody>
</table>
**Variable Name:** DISWEAP18  
Total number of disciplinary actions recorded for use or possession of a weapon other than a firearm or explosive device

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>769</td>
</tr>
<tr>
<td><strong>Min</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Max</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>3.07</td>
</tr>
<tr>
<td><strong>StDev</strong></td>
<td>4.04</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>2</td>
</tr>
</tbody>
</table>

**Variable Name:** INCID18  
Total number of incidents recorded

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>2762</td>
</tr>
<tr>
<td><strong>Min</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Max</strong></td>
<td>376</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>28.19</td>
</tr>
<tr>
<td><strong>StDev</strong></td>
<td>39.7</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

**Variable Name:** INCPOL18  
Total number of incidents reported to police

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>2762</td>
</tr>
<tr>
<td><strong>Min</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Max</strong></td>
<td>330</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>11.71</td>
</tr>
<tr>
<td><strong>StDev</strong></td>
<td>23.7</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
### Variable Name: NONVIOINC18
Total number of non-violent incidents recorded

| Continuous Statistics: Unweighted |
|-------------------------------|----------------|
| N                             | 2762           |
| Min                           | 0              |
| Max                           | 223            |
| Mean                          | 11.67          |
| StDev                         | 18.68          |
| Median                        | 5              |

### Variable Name: NONVIOPOL18
Total number of non-violent incidents reported to police

| Continuous Statistics: Unweighted |
|-------------------------------|----------------|
| N                             | 2762           |
| Min                           | 0              |
| Max                           | 169            |
| Mean                          | 6.62           |
| StDev                         | 13.9           |
| Median                        | 1              |

### Variable Name: OTHACT18
Total 'other actions' for specified offenses

| Continuous Statistics: Unweighted |
|-------------------------------|----------------|
| N                             | 2278           |
| Min                           | 0              |
| Max                           | 400            |
| Mean                          | 11.7           |
| StDev                         | 22.13          |
| Median                        | 5              |
### Variable Name: OUTSUS18
Total out-of-school suspensions > 5 days but < the remainder of school for specified offenses

<table>
<thead>
<tr>
<th>Continuous Statistics</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2278</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>172</td>
</tr>
<tr>
<td>Mean</td>
<td>6.74</td>
</tr>
<tr>
<td>StDev</td>
<td>14.36</td>
</tr>
<tr>
<td>Median</td>
<td>1</td>
</tr>
</tbody>
</table>

### Variable Name: PROBWK18
# of types of problems that occur at least once a week

<table>
<thead>
<tr>
<th>Continuous Statistics</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>10</td>
</tr>
<tr>
<td>Mean</td>
<td>0.56</td>
</tr>
<tr>
<td>StDev</td>
<td>1.15</td>
</tr>
<tr>
<td>Median</td>
<td>0</td>
</tr>
</tbody>
</table>

### Variable Name: SEC_FT18
Total number of full-time security guards, SROs, and other sworn law enforcement officers

<table>
<thead>
<tr>
<th>Continuous Statistics</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>93</td>
</tr>
<tr>
<td>Mean</td>
<td>1.62</td>
</tr>
<tr>
<td>StDev</td>
<td>4.13</td>
</tr>
<tr>
<td>Median</td>
<td>1</td>
</tr>
</tbody>
</table>
Variable Name: SEC_PT18  
Total number of part-time security guards, SROs, and other sworn law enforcement officers

Continuous Statistics:  
Unweighted

N 2762  
Min 0  
Max 55  
Mean 0.73  
StDev 2.05  
Median 0

Variable Name: STUOFF18  
Total students involved in specified offenses

Continuous Statistics:  
Unweighted

N 2762  
Min 0  
Max 290  
Mean 16.99  
StDev 26.46  
Median 8

Variable Name: SVINC18  
Total number of serious violent incidents recorded

Continuous Statistics:  
Unweighted

N 2762  
Min 0  
Max 201  
Mean 1.03  
StDev 4.74  
Median 0
Variable Name: SVPOL18  
Total number of serious violent incidents reported to police

Continuous Statistics: Unweighted

N   2762
Min 0
Max 17
Mean 0.58
StDev 1.5
Median 0

Variable Name: VIOINC18  
Total number of violent incidents recorded

Continuous Statistics: Unweighted

N   2762
Min 0
Max 298
Mean 16.51
StDev 27.89
Median 8

Variable Name: VIOPOL18  
Total number of violent incidents reported to police

Continuous Statistics: Unweighted

N   2762
Min 0
Max 250
Mean 5.08
StDev 13.34
Median 1
### Variable Name: FR_URBAN

**Urbanicity - Based on urban-centric location of school**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 City</td>
<td>723</td>
<td>26.17</td>
</tr>
<tr>
<td>2 Suburb</td>
<td>1034</td>
<td>37.43</td>
</tr>
<tr>
<td>3 Town</td>
<td>382</td>
<td>13.83</td>
</tr>
<tr>
<td>4 Rural</td>
<td>623</td>
<td>22.55</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: FR_LVEL

**Grade level of school**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Primary</td>
<td>671</td>
<td>24.29</td>
</tr>
<tr>
<td>2 Middle</td>
<td>975</td>
<td>35.30</td>
</tr>
<tr>
<td>3 High</td>
<td>997</td>
<td>36.09</td>
</tr>
<tr>
<td>4 Combined</td>
<td>119</td>
<td>4.30</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: FR_SIZE

**Size of school**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &lt; 300</td>
<td>286</td>
<td>10.35</td>
</tr>
<tr>
<td>2 300 - 499</td>
<td>605</td>
<td>21.90</td>
</tr>
<tr>
<td>3 500 - 999</td>
<td>1042</td>
<td>37.72</td>
</tr>
<tr>
<td>4 1,000 +</td>
<td>829</td>
<td>30.01</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |
**Variable Name:** FINALWGT  
**Final school weight**

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>6.7</td>
</tr>
<tr>
<td>Max</td>
<td>183.54</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>28.71</td>
</tr>
<tr>
<td>Median</td>
<td>15.37</td>
</tr>
</tbody>
</table>

**Variable Name:** REPFWT1  
**Jackknife replicate 1**

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>192.02</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.58</td>
</tr>
<tr>
<td>Median</td>
<td>15.27</td>
</tr>
</tbody>
</table>

**Variable Name:** REPFWT2  
**Jackknife replicate 2**

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>191.82</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.25</td>
</tr>
<tr>
<td>Median</td>
<td>15.47</td>
</tr>
<tr>
<td>Variable Name</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>REPFWT3</td>
<td>Jackknife replicate 3</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>StDev</td>
</tr>
<tr>
<td></td>
<td>Median</td>
</tr>
<tr>
<td>REPFWT4</td>
<td>Jackknife replicate 4</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>StDev</td>
</tr>
<tr>
<td></td>
<td>Median</td>
</tr>
<tr>
<td>REPFWT5</td>
<td>Jackknife replicate 5</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>StDev</td>
</tr>
<tr>
<td></td>
<td>Median</td>
</tr>
<tr>
<td>Variable Name: REPFWT6</td>
<td>Jackknife replicate 6</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>184.39</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.25</td>
</tr>
<tr>
<td>Median</td>
<td>15.37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT7</th>
<th>Jackknife replicate 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>190.88</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.46</td>
</tr>
<tr>
<td>Median</td>
<td>15.34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT8</th>
<th>Jackknife replicate 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>166.91</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.18</td>
</tr>
<tr>
<td>Median</td>
<td>15.29</td>
</tr>
<tr>
<td>Variable Name: REPFWT9</td>
<td>Jackknife replicate 9</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>185.95</td>
</tr>
<tr>
<td>Mean</td>
<td>29.81</td>
</tr>
<tr>
<td>StDev</td>
<td>29.31</td>
</tr>
<tr>
<td>Median</td>
<td>15.51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT10</th>
<th>Jackknife replicate 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>184.01</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.13</td>
</tr>
<tr>
<td>Median</td>
<td>15.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT11</th>
<th>Jackknife replicate 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td>Unweighted</td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>185.68</td>
</tr>
<tr>
<td>Mean</td>
<td>29.83</td>
</tr>
<tr>
<td>StDev</td>
<td>29.3</td>
</tr>
<tr>
<td>Median</td>
<td>15.66</td>
</tr>
<tr>
<td>Variable Name: REPFWT12</td>
<td>Jackknife replicate 12</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>194.01</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.28</td>
</tr>
<tr>
<td>Median</td>
<td>15.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT13</th>
<th>Jackknife replicate 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>185.6</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.31</td>
</tr>
<tr>
<td>Median</td>
<td>15.64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT14</th>
<th>Jackknife replicate 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>185.15</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.33</td>
</tr>
<tr>
<td>Median</td>
<td>15.57</td>
</tr>
<tr>
<td>Variable Name: REPFWT15</td>
<td>Jackknife replicate 15</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>188.95</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.53</td>
</tr>
<tr>
<td>Median</td>
<td>15.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT16</th>
<th>Jackknife replicate 16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.5</td>
</tr>
<tr>
<td>Mean</td>
<td>29.81</td>
</tr>
<tr>
<td>StDev</td>
<td>29.2</td>
</tr>
<tr>
<td>Median</td>
<td>15.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT17</th>
<th>Jackknife replicate 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>192.56</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.48</td>
</tr>
<tr>
<td>Median</td>
<td>15.58</td>
</tr>
</tbody>
</table>
Variable Name: REPFWT18  
Jackknife replicate 18

Continuous Statistics: Unweighted

N 2762
Min 0
Max 186.74
Mean 29.77
StDev 29.37
Median 15.39

Variable Name: REPFWT19  
Jackknife replicate 19

Continuous Statistics: Unweighted

N 2762
Min 0
Max 186.18
Mean 29.77
StDev 29.39
Median 15.57

Variable Name: REPFWT20  
Jackknife replicate 20

Continuous Statistics: Unweighted

N 2762
Min 0
Max 183.58
Mean 29.77
StDev 29.24
Median 15.32
### Variable Name: REPFWT21  
Jackknife replicate 21

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>183.98</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.18</td>
</tr>
<tr>
<td>Median</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT22  
Jackknife replicate 22

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>186.72</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.23</td>
</tr>
<tr>
<td>Median</td>
<td>15.57</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT23  
Jackknife replicate 23

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.84</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.25</td>
</tr>
<tr>
<td>Median</td>
<td>15.39</td>
</tr>
<tr>
<td>Variable Name: REPFWT24</td>
<td>Jackknife replicate 24</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.47</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.2</td>
</tr>
<tr>
<td>Median</td>
<td>15.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT25</th>
<th>Jackknife replicate 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>190.09</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.28</td>
</tr>
<tr>
<td>Median</td>
<td>15.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT26</th>
<th>Jackknife replicate 26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>183.61</td>
</tr>
<tr>
<td>Mean</td>
<td>29.82</td>
</tr>
<tr>
<td>StDev</td>
<td>29.31</td>
</tr>
<tr>
<td>Median</td>
<td>15.72</td>
</tr>
<tr>
<td>Variable Name: REPFWT27</td>
<td>Jackknife replicate 27</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>182.9</td>
</tr>
<tr>
<td>Mean</td>
<td>29.76</td>
</tr>
<tr>
<td>StDev</td>
<td>29.21</td>
</tr>
<tr>
<td>Median</td>
<td>15.63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT28</th>
<th>Jackknife replicate 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>191.15</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>29.37</td>
</tr>
<tr>
<td>Median</td>
<td>15.53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT29</th>
<th>Jackknife replicate 29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>191.04</td>
</tr>
<tr>
<td>Mean</td>
<td>29.82</td>
</tr>
<tr>
<td>StDev</td>
<td>29.5</td>
</tr>
<tr>
<td>Median</td>
<td>15.31</td>
</tr>
</tbody>
</table>
Variable Name: REPFWT30  
Jackknife replicate 30

Continuous Statistics:  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.95</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.39</td>
</tr>
<tr>
<td>Median</td>
<td>15.2</td>
</tr>
</tbody>
</table>

Variable Name: REPFWT31  
Jackknife replicate 31

Continuous Statistics:  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>186.36</td>
</tr>
<tr>
<td>Mean</td>
<td>29.77</td>
</tr>
<tr>
<td>StDev</td>
<td>29.2</td>
</tr>
<tr>
<td>Median</td>
<td>15.34</td>
</tr>
</tbody>
</table>

Variable Name: REPFWT32  
Jackknife replicate 32

Continuous Statistics:  
Unweighted

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>184.08</td>
</tr>
<tr>
<td>Mean</td>
<td>29.81</td>
</tr>
<tr>
<td>StDev</td>
<td>29.36</td>
</tr>
<tr>
<td>Median</td>
<td>15.3</td>
</tr>
</tbody>
</table>
### Variable Name: REPFWT33  
**Jackknife replicate 33**

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>181.99</td>
</tr>
<tr>
<td>Mean</td>
<td>29.8</td>
</tr>
<tr>
<td>StDev</td>
<td>29.33</td>
</tr>
<tr>
<td>Median</td>
<td>15.62</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT34  
**Jackknife replicate 34**

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.99</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>29.18</td>
</tr>
<tr>
<td>Median</td>
<td>15.48</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT35  
**Jackknife replicate 35**

**Continuous Statistics:**  
Unweighted

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.04</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.48</td>
</tr>
<tr>
<td>Median</td>
<td>15.43</td>
</tr>
</tbody>
</table>
Variable Name: REPFWT36  
Jackknife replicate 36

Continuous Statistics:  
Unweighted  
N 2762  
Min 0  
Max 185.2  
Mean 29.78  
StDev 29.28  
Median 15.53

Variable Name: REPFWT37  
Jackknife replicate 37

Continuous Statistics:  
Unweighted  
N 2762  
Min 0  
Max 187.84  
Mean 29.77  
StDev 29.37  
Median 15.58

Variable Name: REPFWT38  
Jackknife replicate 38

Continuous Statistics:  
Unweighted  
N 2762  
Min 0  
Max 182.04  
Mean 29.8  
StDev 29.25  
Median 15.56
### Variable Name: REPFWT39
- **Jackknife replicate 39**

**Continuous Statistics:**

<table>
<thead>
<tr>
<th></th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>189.96</td>
</tr>
<tr>
<td>Mean</td>
<td>29.83</td>
</tr>
<tr>
<td>StDev</td>
<td>29.41</td>
</tr>
<tr>
<td>Median</td>
<td>15.52</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT40
- **Jackknife replicate 40**

**Continuous Statistics:**

<table>
<thead>
<tr>
<th></th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>183.9</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.29</td>
</tr>
<tr>
<td>Median</td>
<td>15.49</td>
</tr>
</tbody>
</table>

### Variable Name: REPFWT41
- **Jackknife replicate 41**

**Continuous Statistics:**

<table>
<thead>
<tr>
<th></th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>187.21</td>
</tr>
<tr>
<td>Mean</td>
<td>29.83</td>
</tr>
<tr>
<td>StDev</td>
<td>29.2</td>
</tr>
<tr>
<td>Median</td>
<td>15.42</td>
</tr>
</tbody>
</table>
**Variable Name:** REPFWT42  
Jackknife replicate 42

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>186.57</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>29.32</td>
</tr>
<tr>
<td>Median</td>
<td>15.55</td>
</tr>
</tbody>
</table>

**Variable Name:** REPFWT43  
Jackknife replicate 43

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>188.68</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.42</td>
</tr>
<tr>
<td>Median</td>
<td>15.49</td>
</tr>
</tbody>
</table>

**Variable Name:** REPFWT44  
Jackknife replicate 44

<table>
<thead>
<tr>
<th>Continuous Statistics:</th>
<th>Unweighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>189.03</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>29.31</td>
</tr>
<tr>
<td>Median</td>
<td>15.67</td>
</tr>
</tbody>
</table>
Variable Name: REPFWT45  
Jackknife replicate 45

Continuous Statistics:  Unweighted

N 2762
Min 0
Max 189.68
Mean 29.78
StDev 29.3
Median 15.54

Variable Name: REPFWT46  
Jackknife replicate 46

Continuous Statistics:  Unweighted

N 2762
Min 0
Max 188.01
Mean 29.79
StDev 29.21
Median 15.38

Variable Name: REPFWT47  
Jackknife replicate 47

Continuous Statistics:  Unweighted

N 2762
Min 0
Max 183.71
Mean 29.78
StDev 29.22
Median 15.48
<table>
<thead>
<tr>
<th>Variable Name: REPFWT48</th>
<th>Jackknife replicate 48</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>185.51</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.27</td>
</tr>
<tr>
<td>Median</td>
<td>15.41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT49</th>
<th>Jackknife replicate 49</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>190.02</td>
</tr>
<tr>
<td>Mean</td>
<td>29.78</td>
</tr>
<tr>
<td>StDev</td>
<td>29.32</td>
</tr>
<tr>
<td>Median</td>
<td>15.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: REPFWT50</th>
<th>Jackknife replicate 50</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuous Statistics:</strong></td>
<td><strong>Unweighted</strong></td>
</tr>
<tr>
<td>N</td>
<td>2762</td>
</tr>
<tr>
<td>Min</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>182.3</td>
</tr>
<tr>
<td>Mean</td>
<td>29.79</td>
</tr>
<tr>
<td>StDev</td>
<td>29.24</td>
</tr>
<tr>
<td>Median</td>
<td>15.46</td>
</tr>
</tbody>
</table>
### Variable Name: IC0110  Imputation Flag for C0110

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0112  Imputation Flag for C0112

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2757</td>
<td>99.81</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0114  Imputation Flag for C0114

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

Page 89
### Variable Name: IC0116  
#### Imputation Flag for C0116

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2757</td>
<td>99.81</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0120  
#### Imputation Flag for C0120

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2749</td>
<td>99.52</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>13</td>
<td>0.47</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0121  
#### Imputation Flag for C0121

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0122

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2745</td>
<td>99.38</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>17</td>
<td>0.61</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Unweighted Distribution:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0125

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Unweighted Distribution:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0129

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2738</td>
<td>99.13</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Unweighted Distribution:**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
### Variable Name: IC0134

**Imputation Flag for C0134**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2757</td>
<td>99.81</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0136

**Imputation Flag for C0136**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2750</td>
<td>99.56</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>12</td>
<td>0.43</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0138

**Imputation Flag for C0138**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2752</td>
<td>99.63</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
<table>
<thead>
<tr>
<th>Variable Name: IC0140</th>
<th>Imputation Flag for C0140</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2760</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>2</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
</tbody>
</table>

2762 100

<table>
<thead>
<tr>
<th>Variable Name: IC0139</th>
<th>Imputation Flag for C0139</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>1</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
</tbody>
</table>

2762 100

<table>
<thead>
<tr>
<th>Variable Name: IC0141</th>
<th>Imputation Flag for C0141</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2743</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>19</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0143  
**Imputation Flag for C0143**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2739</td>
<td>99.16</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>23</td>
<td>0.83</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762       100

### Variable Name: IC0142  
**Imputation Flag for C0142**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762       100

### Variable Name: IC0144  
**Imputation Flag for C0144**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762       100
### Variable Name: IC0146
#### Imputation Flag for C0146

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0150
#### Imputation Flag for C0150

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0153
#### Imputation Flag for C0153

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2759</td>
<td>99.89</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0155

**Imputation Flag for C0155**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2740</td>
<td>99.20</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>22</td>
<td>0.79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0158

**Imputation Flag for C0158**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2751</td>
<td>99.60</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>11</td>
<td>0.39</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0162

**Imputation Flag for C0162**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0166  Imputation Flag for C0166

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2750</td>
<td>99.56</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>12</td>
<td>0.43</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0170  Imputation Flag for C0170

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2744</td>
<td>99.34</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>18</td>
<td>0.65</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0169  Imputation Flag for C0169

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2748</td>
<td>99.49</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>14</td>
<td>0.50</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
**Variable Name:** IC0161  
**Imputation Flag for C0161**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2741</td>
<td>99.23</td>
</tr>
<tr>
<td>7 Item was imputed by using data from</td>
<td>21</td>
<td>0.76</td>
</tr>
<tr>
<td>a similar case (donor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Item was imputed by using the mean</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>or mode of data for groups of similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Data value was adjusted during</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>analysts’ post-imputation review of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

**Variable Name:** IC0157  
**Imputation Flag for C0157**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2745</td>
<td>99.38</td>
</tr>
<tr>
<td>7 Item was imputed by using data from</td>
<td>17</td>
<td>0.61</td>
</tr>
<tr>
<td>a similar case (donor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Item was imputed by using the mean</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>or mode of data for groups of similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Data value was adjusted during</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>analysts’ post-imputation review of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

**Variable Name:** IC0163  
**Imputation Flag for C0163**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2758</td>
<td>99.85</td>
</tr>
<tr>
<td>7 Item was imputed by using data from</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>a similar case (donor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Item was imputed by using the mean</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>or mode of data for groups of similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Data value was adjusted during</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>analysts’ post-imputation review of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
### Variable Name: IC0165  Imputation Flag for C0165

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2758</td>
<td>99.85</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0167  Imputation Flag for C0167

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2758</td>
<td>99.85</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0174  Imputation Flag for C0174

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |
### Variable Name: IC0183

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0176

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0181

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2755</td>
<td>99.74</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>7</td>
<td>0.25</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
### Variable Name: IC0175

**Imputation Flag for C0175**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0177

**Imputation Flag for C0177**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0179

**Imputation Flag for C0179**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
**Variable Name:** IC0186  
**Imputation Flag for C0186**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0600  
**Imputation Flag for C0600**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2746</td>
<td>99.42</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>16</td>
<td>0.57</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0602  
**Imputation Flag for C0602**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2717</td>
<td>98.37</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>45</td>
<td>1.62</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0604
**Imputation Flag for C0604**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0606
**Imputation Flag for C0606**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2743</td>
<td>99.31</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>19</td>
<td>0.68</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0608
**Imputation Flag for C0608**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2744</td>
<td>99.34</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>18</td>
<td>0.65</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762 100
### Variable Name: IC0190
#### Imputation Flag for C0190

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2755</td>
<td>99.74</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>7</td>
<td>0.25</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100

### Variable Name: IC0192
#### Imputation Flag for C0192

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100

### Variable Name: IC0196
#### Imputation Flag for C0196

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2744</td>
<td>99.34</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>18</td>
<td>0.65</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100
### Variable Name: IC0198

**Imputation Flag for C0198**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0204

**Imputation Flag for C0204**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0206

**Imputation Flag for C0206**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2748</td>
<td>99.49</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>14</td>
<td>0.50</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Variable Name: IC0208</th>
<th>Imputation Flag for C0208</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>2743</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>19</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0210</th>
<th>Imputation Flag for C0210</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>2749</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>13</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0212</th>
<th>Imputation Flag for C0212</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Percent</strong></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>2747</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>
### Variable Name: IC0214

**Imputation Flag for C0214**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2742</td>
<td>99.27</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>20</td>
<td>0.72</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0216

**Imputation Flag for C0216**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2748</td>
<td>99.49</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>14</td>
<td>0.50</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0218

**Imputation Flag for C0218**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2749</td>
<td>99.52</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>13</td>
<td>0.47</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
**Variable Name:** IC0610  
**Imputation Flag for C0610**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2759</td>
<td>99.89</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

**Variable Name:** IC0612  
**Imputation Flag for C0612**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

**Variable Name:** IC0614  
**Imputation Flag for C0614**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2734</td>
<td>98.98</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>28</td>
<td>1.01</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0616  Imputation Flag for C0616

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0618  Imputation Flag for C0618

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2737</td>
<td>99.09</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>25</td>
<td>0.90</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0621  Imputation Flag for C0621

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2735</td>
<td>99.02</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>27</td>
<td>0.97</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0622

#### Imputation Flag for C0622

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2730</td>
<td>98.84</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>32</td>
<td>1.15</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762  100

### Variable Name: IC0624

#### Imputation Flag for C0624

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762  100

### Variable Name: IC0626

#### Imputation Flag for C0626

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762  100
**Variable Name:** IC0628  
Imputation Flag for C0628

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2738</td>
<td>99.13</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0630  
Imputation Flag for C0630

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2740</td>
<td>99.20</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>22</td>
<td>0.79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0632  
Imputation Flag for C0632

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2739</td>
<td>99.16</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>23</td>
<td>0.83</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0636

**Imputation Flag for C0636**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2738</td>
<td>99.13</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0638

**Imputation Flag for C0638**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2738</td>
<td>99.13</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0640

**Imputation Flag for C0640**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2740</td>
<td>99.20</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>0.79</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762 100
### Variable Name: IC0642  Imputation Flag for C0642

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2742</td>
<td>99.27</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>20</td>
<td>0.72</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0644  Imputation Flag for C0644

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2738</td>
<td>99.13</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0646  Imputation Flag for C0646

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2740</td>
<td>99.20</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>22</td>
<td>0.79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
### Variable Name: IC0648

**Imputation Flag for C0648**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2727</td>
<td>98.73</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td>1.26</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: IC0650

**Imputation Flag for C0650**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2715</td>
<td>98.29</td>
</tr>
<tr>
<td>7</td>
<td>47</td>
<td>1.70</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: IC0652

**Imputation Flag for C0652**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2735</td>
<td>99.02</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0.03</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<p>| Total        | 2762      | 100     |</p>
<table>
<thead>
<tr>
<th>Variable Name: IC0654</th>
<th>Imputation Flag for C0654</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2735</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>25</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>2</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0656</th>
<th>Imputation Flag for C0656</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2737</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>23</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>2</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0658</th>
<th>Imputation Flag for C0658</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2735</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>23</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>4</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>
### Variable Name: IC0660

**Imputation Flag for C0660**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2735</td>
<td>99.02%</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>0.86%</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>0.10%</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100%    |

### Variable Name: IC0661

**Imputation Flag for C0661**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2728</td>
<td>98.76%</td>
</tr>
<tr>
<td>7</td>
<td>33</td>
<td>1.19%</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0.03%</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100%    |

### Variable Name: IC0663

**Imputation Flag for C0663**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2704</td>
<td>97.90%</td>
</tr>
<tr>
<td>7</td>
<td>58</td>
<td>2.09%</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100%    |
### Variable Name: IC0665  
**Imputation Flag for C0665**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2667</td>
<td>96.56%</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>95</td>
<td>3.43%</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

2762 100%

### Variable Name: IC0667  
**Imputation Flag for C0667**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2727</td>
<td>98.73%</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>35</td>
<td>1.26%</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

2762 100%

### Variable Name: IC0669  
**Imputation Flag for C0669**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
<td>99.05%</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94%</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

2762 100%
<table>
<thead>
<tr>
<th>Variable Name: IC0671</th>
<th>Imputation Flag for C0671</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2714</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>48</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0674</th>
<th>Imputation Flag for C0674</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2683</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0676</th>
<th>Imputation Flag for C0676</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2682</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>80</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
<tr>
<td>Variable Name: IC0678</td>
<td>Imputation Flag for C0678</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2683</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0681</th>
<th>Imputation Flag for C0681</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2683</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0682</th>
<th>Imputation Flag for C0682</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2683</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>79</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2762</td>
</tr>
</tbody>
</table>
### Variable Name: IC0684  
**Imputation Flag for C0684**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2676</td>
<td>96.88</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>86</td>
<td>3.11</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0686  
**Imputation Flag for C0686**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2684</td>
<td>97.17</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>78</td>
<td>2.82</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0266  
**Imputation Flag for C0266**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2751</td>
<td>99.60</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>11</td>
<td>0.39</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0268

**Imputation Flag for C0268**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0265

**Imputation Flag for C0265**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0267

**Imputation Flag for C0267**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
<table>
<thead>
<tr>
<th>Variable Name: IC0269</th>
<th>Imputation Flag for C0269</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>8</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0270</th>
<th>Imputation Flag for C0270</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2753</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0272</th>
<th>Imputation Flag for C0272</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2757</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>5</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>
**Variable Name:** IC0278  
**Imputation Flag for C0278**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0271  
**Imputation Flag for C0271**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2752</td>
<td>99.63</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

**Variable Name:** IC0273  
**Imputation Flag for C0273**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0274

**Imputation Flag for C0274**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2755</td>
<td>99.74</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>7</td>
<td>0.25</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total                           | 2762      | 100     |

### Variable Name: IC0276

**Imputation Flag for C0276**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2751</td>
<td>99.60</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>11</td>
<td>0.39</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total                           | 2762      | 100     |

### Variable Name: IC0277

**Imputation Flag for C0277**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<p>| Total                           | 2762      | 100     |</p>
<table>
<thead>
<tr>
<th>Variable Name: IC0279</th>
<th>Imputation Flag for C0279</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2728</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>34</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0280</th>
<th>Imputation Flag for C0280</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2728</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>34</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0282</th>
<th>Imputation Flag for C0282</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>
### Variable Name: IC0284
#### Imputation Flag for C0284

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2734</td>
<td>98.98</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>28</td>
<td>1.01</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0286
#### Imputation Flag for C0286

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2731</td>
<td>98.87</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>31</td>
<td>1.12</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0288
#### Imputation Flag for C0288

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2733</td>
<td>98.95</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>29</td>
<td>1.04</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0290

#### Imputation Flag for C0290

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2735</td>
<td>99.02</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>27</td>
<td>0.97</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0292

#### Imputation Flag for C0292

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2733</td>
<td>98.95</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>29</td>
<td>1.04</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0294

#### Imputation Flag for C0294

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2735</td>
<td>99.02</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>27</td>
<td>0.97</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0296  
**Imputation Flag for C0296**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2732</td>
<td>98.91</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>30</td>
<td>1.08</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0298  
**Imputation Flag for C0298**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2730</td>
<td>98.84</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>32</td>
<td>1.15</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>

### Variable Name: IC0300  
**Imputation Flag for C0300**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2733</td>
<td>98.95</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>29</td>
<td>1.04</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2762</td>
<td>100</td>
</tr>
</tbody>
</table>
### Variable Name: IC0302

#### Imputation Flag for C0302

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2732</td>
<td>98.91</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>30</td>
<td>1.08</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

#### Unweighted Distribution:

2762 100

### Variable Name: IC0304

#### Imputation Flag for C0304

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2734</td>
<td>98.98</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>28</td>
<td>1.01</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

#### Unweighted Distribution:

2762 100

### Variable Name: IC0705

#### Imputation Flag for C0705

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2747</td>
<td>99.45</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>15</td>
<td>0.54</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

#### Unweighted Distribution:

2762 100
### Variable Name: IC0688

**Imputation Flag for C0688**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2729</td>
<td>98.80</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>33</td>
<td>1.19</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0374

**Imputation Flag for C0374**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0376

**Imputation Flag for C0376**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2749</td>
<td>99.52</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>13</td>
<td>0.47</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |
### Variable Name: IC0378

**Imputation Flag for C0378**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2753</td>
<td>99.67</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762      100

### Variable Name: IC0381

**Imputation Flag for C0381**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2752</td>
<td>99.63</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762      100

### Variable Name: IC0383

**Imputation Flag for C0383**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762      100
### Variable Name: IC0385

#### Imputation Flag for C0385

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2757</td>
<td>99.81</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>0.18</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: IC0387

#### Imputation Flag for C0387

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |

### Variable Name: IC0382

#### Imputation Flag for C0382

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2754</td>
<td>99.71</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>0.28</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total        | 2762      | 100     |
### Variable Name: IC0380

**Imputation Flag for C0380**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2758</td>
<td>99.85</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>4</td>
<td>0.14</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Variable Name: IC0384

**Imputation Flag for C0384**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2759</td>
<td>99.89</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>3</td>
<td>0.10</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Variable Name: IC0386

**Imputation Flag for C0386**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2756</td>
<td>99.78</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Variable Name: IC0389</td>
<td>Imputation Flag for C0389</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Distribution:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>Frequency</td>
<td>2760</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>2</td>
<td>0.07</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2762</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0391</th>
<th>Imputation Flag for C0391</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>Frequency</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>3</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0393</th>
<th>Imputation Flag for C0393</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td></td>
</tr>
<tr>
<td>0  Not imputed</td>
<td>Frequency</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>7</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
### Variable Name: IC0402
#### Imputation Flag for C0402

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2726</td>
<td>98.69</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>36</td>
<td>1.30</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0404
#### Imputation Flag for C0404

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2719</td>
<td>98.44</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>43</td>
<td>1.55</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0406
#### Imputation Flag for C0406

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2612</td>
<td>94.56</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>141</td>
<td>5.10</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0408
Imputation Flag for C0408

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2631</td>
<td>95.25</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>118</td>
<td>4.27</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>9</td>
<td>0.32</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>4</td>
<td>0.14</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0410
Imputation Flag for C0410

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2666</td>
<td>96.52</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>90</td>
<td>3.25</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>6</td>
<td>0.21</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0412
Imputation Flag for C0412

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2531</td>
<td>91.63</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>219</td>
<td>7.92</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>10</td>
<td>0.36</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>2</td>
<td>0.07</td>
</tr>
</tbody>
</table>

2762 100
<table>
<thead>
<tr>
<th>Variable Name: IC0422</th>
<th>Imputation Flag for C0422</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2746</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>16</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0424</th>
<th>Imputation Flag for C0424</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2633</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>129</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable Name: IC0426</th>
<th>Imputation Flag for C0426</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution:</strong></td>
<td>Frequency</td>
</tr>
<tr>
<td>0 Not imputed</td>
<td>2737</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>25</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2762</td>
</tr>
</tbody>
</table>
### Variable Name: IC0428

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2678</td>
<td>96.95</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>84</td>
<td>3.04</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0430

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2737</td>
<td>99.09</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>25</td>
<td>0.90</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0432

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2717</td>
<td>98.37</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>45</td>
<td>1.62</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

2762 | 100

---

---

2762 | 100

---

---

2762 | 100
### Variable Name: IC0434  Imputation Flag for C0434

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2745</td>
<td>99.38</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>17</td>
<td>0.61</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0436  Imputation Flag for C0436

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2649</td>
<td>95.90</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>113</td>
<td>4.09</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0442  Imputation Flag for C0442

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2736</td>
<td>99.05</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>26</td>
<td>0.94</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0444

#### Imputation Flag for C0444

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2691</td>
<td>97.42%</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>71</td>
<td>2.57</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100%

### Variable Name: IC0446

#### Imputation Flag for C0446

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2745</td>
<td>99.38%</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>17</td>
<td>0.61</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100%

### Variable Name: IC0448

#### Imputation Flag for C0448

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not imputed</td>
<td>2673</td>
<td>96.77%</td>
</tr>
<tr>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>89</td>
<td>3.22</td>
</tr>
<tr>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Data value was adjusted during analysts' post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total:** 2762 100%
### Variable Name: IC0450
#### Imputation Flag for C0450

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2746</td>
<td>99.42</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>16</td>
<td>0.57</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Sum | 2762 | 100 |

---

### Variable Name: IC0452
#### Imputation Flag for C0452

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2632</td>
<td>95.29</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>130</td>
<td>4.70</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Sum | 2762 | 100 |

---

### Variable Name: IC0454
#### Imputation Flag for C0454

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2746</td>
<td>99.42</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>16</td>
<td>0.57</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Sum | 2762 | 100 |
### Variable Name: IC0456  Imputation Flag for C0456

**Distribution:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not imputed</td>
<td>2718</td>
<td>98.40</td>
</tr>
<tr>
<td>7</td>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>44</td>
<td>1.59</td>
</tr>
<tr>
<td>8</td>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0532  Imputation Flag for C0532

**Distribution:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not imputed</td>
<td>2519</td>
<td>91.20</td>
</tr>
<tr>
<td>7</td>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>243</td>
<td>8.79</td>
</tr>
<tr>
<td>8</td>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0534  Imputation Flag for C0534

**Distribution:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not imputed</td>
<td>2627</td>
<td>95.11</td>
</tr>
<tr>
<td>7</td>
<td>Item was imputed by using data from the record for a similar case (donor)</td>
<td>135</td>
<td>4.88</td>
</tr>
<tr>
<td>8</td>
<td>Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0536  Imputation Flag for C0536

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2625</td>
<td>95.03</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>136</td>
<td>4.92</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>1</td>
<td>0.03</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0538  Imputation Flag for C0538

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2715</td>
<td>98.29</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>47</td>
<td>1.70</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100

### Variable Name: IC0560  Imputation Flag for C0560

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2745</td>
<td>99.38</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>17</td>
<td>0.61</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

2762 100
### Variable Name: IC0562
#### Imputation Flag for C0562

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2744</td>
<td>99.34</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>18</td>
<td>0.65</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0568
#### Imputation Flag for C0568

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2721</td>
<td>98.51</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>41</td>
<td>1.48</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---

### Variable Name: IC0570
#### Imputation Flag for C0570

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0  Not imputed</td>
<td>2546</td>
<td>92.17</td>
</tr>
<tr>
<td>7  Item was imputed by using data from the record for a similar case (donor)</td>
<td>215</td>
<td>7.78</td>
</tr>
<tr>
<td>8  Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>1</td>
<td>0.03</td>
</tr>
<tr>
<td>9  Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

---
### Variable Name: IC0572
#### Imputation Flag for C0572

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2493</td>
<td>90.26</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>245</td>
<td>8.87</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>24</td>
<td>0.86</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0578
#### Imputation Flag for C0578

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2762</td>
<td>100.00</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |

### Variable Name: IC0580
#### Imputation Flag for C0580

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Unweighted Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Not imputed</td>
<td>2762</td>
<td>100.00</td>
</tr>
<tr>
<td>7 Item was imputed by using data from the record for a similar case (donor)</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>8 Item was imputed by using the mean or mode of data for groups of similar cases</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9 Data value was adjusted during analysts’ post-imputation review of data</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| Total | 2762 | 100 |
Appendix D. List of Variables that Differ Between the Restricted-Use Data File and the Public-Use Data File
Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file

<table>
<thead>
<tr>
<th>Variable type and name</th>
<th>Variable label</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variables that were omitted from the public-use file</strong></td>
<td></td>
</tr>
<tr>
<td>Frame variables from CCD 2014–15</td>
<td></td>
</tr>
<tr>
<td>FR_ASN</td>
<td>Asian/Pacific Islander students</td>
</tr>
<tr>
<td>FR_BLK</td>
<td>Black, non-Hispanic students</td>
</tr>
<tr>
<td>FR_CCDID</td>
<td>Unique school ID</td>
</tr>
<tr>
<td>FR_CHRT</td>
<td>Charter school indicator</td>
</tr>
<tr>
<td>FR_FIPST</td>
<td>FIPS state number</td>
</tr>
<tr>
<td>FR_HIGD</td>
<td>Highest grade offered</td>
</tr>
<tr>
<td>FR_HISP</td>
<td>Hispanic students</td>
</tr>
<tr>
<td>FR_INDN</td>
<td>American Indian/Alaska Native students</td>
</tr>
<tr>
<td>FR_LEAID</td>
<td>Unique agency ID</td>
</tr>
<tr>
<td>FR_LOC12</td>
<td>NCES urban-centric locale code</td>
</tr>
<tr>
<td>FR_LOGD</td>
<td>Lowest grade offered</td>
</tr>
<tr>
<td>FR_MEM</td>
<td>Total number of students in district</td>
</tr>
<tr>
<td>FR_NOST</td>
<td>Total number of students in school</td>
</tr>
<tr>
<td>FR_PERMIN</td>
<td>Percent minority enrollment</td>
</tr>
<tr>
<td>FR_PERWT</td>
<td>Percent White, non-Hispanic students</td>
</tr>
<tr>
<td>FR_SCH</td>
<td>Number of schools in district</td>
</tr>
<tr>
<td>FR_WHIT</td>
<td>White, non-Hispanic students</td>
</tr>
<tr>
<td>CENREGN</td>
<td>Census region code</td>
</tr>
<tr>
<td>FR_PAC</td>
<td>Hawaiian Native/Pacific Islander students</td>
</tr>
<tr>
<td>FR_TR</td>
<td>Students of Two or more races</td>
</tr>
<tr>
<td>FR_STCNTY</td>
<td>FIPS county number (FIPS state + county)</td>
</tr>
<tr>
<td>PERCWHT</td>
<td>Percent White, non-Hispanic enrollment (categorical)</td>
</tr>
<tr>
<td>PERMIN</td>
<td>Percent minority enrollment (categorical)</td>
</tr>
</tbody>
</table>

**Questionnaire Variables**

<p>| C0014 | Title/position of respondent |
| C0015_R | Coded title/position of respondent |
| C0016 | # of years respondent at the school |
| C0232 | # of full-time security guards |
| C0234 | # of part-time security guards |
| C0236 | # of full-time School Resource Officers |
| C0238 | # of part-time School Resource Officers |
| C0240 | # of full-time sworn law enforcement officers - not SROs |
| C0242 | # of part-time sworn law enforcement officers - not SROs |
| C0306 | Any school deaths from homicides |
| C0308 | Any school shooting incidents |
| C0310 | # of rapes/attempted rapes - total |
| C0312 | # of rapes/attempted rapes reported to police |
| C0314 | # of sexual assaults other than rape - total |
| C0316 | # of sexual assaults other than rape reported to police |
| C0318 | # of robberies with weapon - total |
| C0320 | # of robberies with weapon reported to police |
| C0322 | # of robberies without weapon - total |
| C0324 | # of robberies without weapon reported to police |
| C0326 | # of attacks with weapon - total |</p>
<table>
<thead>
<tr>
<th>Variable type and name</th>
<th>Variable label</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0328</td>
<td># of attacks with weapon reported to police</td>
</tr>
<tr>
<td>C0330</td>
<td># of attacks without weapon - total</td>
</tr>
<tr>
<td>C0332</td>
<td># of attacks without weapon reported to police</td>
</tr>
<tr>
<td>C0334</td>
<td># of threats of attack with weapon - total</td>
</tr>
<tr>
<td>C0336</td>
<td># of threats of attack with weapon reported to police</td>
</tr>
<tr>
<td>C0338</td>
<td># of threats of attack without weapon - total</td>
</tr>
<tr>
<td>C0340</td>
<td># of threats of attack without weapon reported to police</td>
</tr>
<tr>
<td>C0342</td>
<td># of incidents theft/larceny - total</td>
</tr>
<tr>
<td>C0344</td>
<td># of incidents theft/larceny reported to police</td>
</tr>
<tr>
<td>C0346</td>
<td># of possession of firearms - total</td>
</tr>
<tr>
<td>C0348</td>
<td># of possession of firearms reported to police</td>
</tr>
<tr>
<td>C0350</td>
<td># of possession knife/sharp object - total</td>
</tr>
<tr>
<td>C0352</td>
<td># of possession knife/sharp object reported to police</td>
</tr>
<tr>
<td>C0354</td>
<td># of distribution, possession, or use of drugs - total</td>
</tr>
<tr>
<td>C0355</td>
<td># of distribution, possession, or use of prescription drugs - total</td>
</tr>
<tr>
<td>C0356</td>
<td># of distribution, possession, or use of drugs reported to police</td>
</tr>
<tr>
<td>C0357</td>
<td># of distribution, possession, or use of prescription drugs reported to police</td>
</tr>
<tr>
<td>C0358</td>
<td># of distribution, possession, or use of alcohol - total</td>
</tr>
<tr>
<td>C0360</td>
<td># of distribution, possession, or use of alcohol reported to police</td>
</tr>
<tr>
<td>C0362</td>
<td># of incidents of vandalism - total</td>
</tr>
<tr>
<td>C0364</td>
<td># of incidents of vandalism reported to police</td>
</tr>
<tr>
<td>C0390</td>
<td>Removal with no services available</td>
</tr>
<tr>
<td>C0392</td>
<td>Removal with no services available - action used</td>
</tr>
<tr>
<td>C0394</td>
<td>Removal with tutoring/home instruction available</td>
</tr>
<tr>
<td>C0396</td>
<td>Removal with tutoring/home instruction available - action used</td>
</tr>
<tr>
<td>C0398</td>
<td>Transfer to specialized school available</td>
</tr>
<tr>
<td>C0400</td>
<td>Transfer to specialized school available - action used</td>
</tr>
<tr>
<td>C0414</td>
<td>In-school suspension with no services available</td>
</tr>
<tr>
<td>C0416</td>
<td>In-school suspension with no services available - action used</td>
</tr>
<tr>
<td>C0418</td>
<td>In-school suspension with services available</td>
</tr>
<tr>
<td>C0420</td>
<td>In-school suspension with services available - action used</td>
</tr>
<tr>
<td>C0438</td>
<td>Corporal punishment available</td>
</tr>
<tr>
<td>C0440</td>
<td>Corporal punishment available - action used</td>
</tr>
<tr>
<td>C0458</td>
<td># students involved in use/possession firearm/explosive device - total</td>
</tr>
<tr>
<td>C0460</td>
<td># of removals for firearm use/possession</td>
</tr>
<tr>
<td>C0462</td>
<td># of transfers for firearm use/possession</td>
</tr>
<tr>
<td>C0464</td>
<td># of suspensions for firearm use/possession</td>
</tr>
<tr>
<td>C0466</td>
<td># of other actions for firearm use/possession</td>
</tr>
<tr>
<td>C0468</td>
<td># of students involved in use/possession weapon (other than firearm/explosive device) - total</td>
</tr>
<tr>
<td>C0470</td>
<td># of removals for non-firearm weapon use</td>
</tr>
<tr>
<td>C0472</td>
<td># of transfers for non-firearm weapon use</td>
</tr>
<tr>
<td>C0474</td>
<td># of suspensions for non-firearm weapon use</td>
</tr>
<tr>
<td>C0476</td>
<td># of other actions for non-firearm weapon use</td>
</tr>
<tr>
<td>C0478</td>
<td># students involved in distribution/possession/use illegal drugs - total</td>
</tr>
</tbody>
</table>
## Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

<table>
<thead>
<tr>
<th>Variable type and name</th>
<th>Variable label</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variables that were omitted from the public-use file—Continued</strong></td>
<td></td>
</tr>
<tr>
<td>C0480</td>
<td># of removals for distribution/possession/use illegal drugs</td>
</tr>
<tr>
<td>C0482</td>
<td># of transfers for distribution/possession/use illegal drugs</td>
</tr>
<tr>
<td>C0484</td>
<td># of suspensions for distribution/possession/use illegal drugs</td>
</tr>
<tr>
<td>C0486</td>
<td># of other actions for distribution/possession/use illegal drugs</td>
</tr>
<tr>
<td>C0488</td>
<td># of students involved in distribution/possession/use alcohol - total</td>
</tr>
<tr>
<td>C0490</td>
<td># of removals for distribution/possession/use alcohol</td>
</tr>
<tr>
<td>C0492</td>
<td># of transfers for distribution/possession/use alcohol</td>
</tr>
<tr>
<td>C0494</td>
<td># of suspensions for distribution/possession/use alcohol</td>
</tr>
<tr>
<td>C0496</td>
<td># of other actions for distribution/possession/use alcohol</td>
</tr>
<tr>
<td>C0498</td>
<td># students involved in attacks/fights - total</td>
</tr>
<tr>
<td>C0500</td>
<td># of removals for attacks/fights</td>
</tr>
<tr>
<td>C0502</td>
<td># of transfers for attacks/fights</td>
</tr>
<tr>
<td>C0504</td>
<td># of suspensions for attacks/fights</td>
</tr>
<tr>
<td>C0506</td>
<td># of other actions for attacks/fights</td>
</tr>
<tr>
<td>C0518</td>
<td># of removals with no services - total</td>
</tr>
<tr>
<td>C0520</td>
<td># of transfers to specialized schools - total</td>
</tr>
<tr>
<td>C0522</td>
<td>Total students</td>
</tr>
<tr>
<td>C0524</td>
<td>Percent eligible for free or reduced-price lunch</td>
</tr>
<tr>
<td>C0526</td>
<td>Percent students English language learners</td>
</tr>
<tr>
<td>C0528</td>
<td>Percent special education students</td>
</tr>
<tr>
<td>C0530</td>
<td>Percent male</td>
</tr>
<tr>
<td>C0564</td>
<td>School type</td>
</tr>
<tr>
<td>C0565 ORIGINAL</td>
<td>Verbatim responses - school type</td>
</tr>
<tr>
<td>C0574</td>
<td>Start date for 2017–18 school year MMDDYYYY</td>
</tr>
<tr>
<td>C0574 DD</td>
<td>Start day for 2017–18 school year</td>
</tr>
<tr>
<td>C0574 MM</td>
<td>Start month for 2017–18 school year</td>
</tr>
<tr>
<td>C0574 YY</td>
<td>Start year for 2017–18 school year</td>
</tr>
<tr>
<td>C0576</td>
<td>End date for 2017–18 school year MMDDYYYY</td>
</tr>
<tr>
<td>C0576 DD</td>
<td>End day for 2017–18 school year</td>
</tr>
<tr>
<td>C0576 MM</td>
<td>End month for 2017–18 school year</td>
</tr>
<tr>
<td>C0576 YY</td>
<td>End year for 2017–18 school year</td>
</tr>
<tr>
<td>C0522CAT</td>
<td>Enrollment size (categorical)</td>
</tr>
<tr>
<td>C0524CAT</td>
<td>Percentage of students eligible for free or reduced-price lunch (categorical)</td>
</tr>
<tr>
<td>C0530CAT</td>
<td>Percentage male enrollment (categorical)</td>
</tr>
<tr>
<td>C0690</td>
<td># of hate crimes</td>
</tr>
<tr>
<td>C0692</td>
<td>Hate crimes motivated by bias against race or color</td>
</tr>
<tr>
<td>C0694</td>
<td>Hate crimes motivated by bias against national origin or ethnicity</td>
</tr>
<tr>
<td>C0696</td>
<td>Hate crimes motivated by bias against gender</td>
</tr>
<tr>
<td>C0698</td>
<td>Hate crimes motivated by bias against religion</td>
</tr>
<tr>
<td>C0700</td>
<td>Hate crimes motivated by bias against disability</td>
</tr>
<tr>
<td>C0702</td>
<td>Hate crimes motivated by bias against sexual orientation</td>
</tr>
<tr>
<td>C0704</td>
<td>Hate crimes motivated by bias against gender identity</td>
</tr>
</tbody>
</table>

**Composite variables**

| DISATT18               | Total number of disciplinary actions recorded for physical attacks or fights |
| DISTOT18               | Total number of disciplinary actions recorded |

D-4
Table D-1. SSOCS:2018 variables in the restricted-use file that differ from the public-use file—Continued

<table>
<thead>
<tr>
<th>Variable type and name</th>
<th>Variable label</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variables that were omitted from the public-use file</strong></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>Classroom teachers</td>
</tr>
<tr>
<td>FTE18CAT</td>
<td>Teacher (staff) full-time equivalency (categorical)</td>
</tr>
<tr>
<td>REMOVL18</td>
<td>Total transfers to specialized schools for specified offenses</td>
</tr>
<tr>
<td>STPFTE18</td>
<td>Students per teaching staff full-time-equivalency</td>
</tr>
<tr>
<td>STRCAT</td>
<td>Student/teaching staff ratio (categorical)</td>
</tr>
<tr>
<td>TRANSF18</td>
<td>Total removals with no continuing school services for specified offenses</td>
</tr>
<tr>
<td><strong>Imputation flags</strong></td>
<td></td>
</tr>
<tr>
<td>IC0232</td>
<td>Imputation Flag for C0232</td>
</tr>
<tr>
<td>IC0234</td>
<td>Imputation Flag for C0234</td>
</tr>
<tr>
<td>IC0236</td>
<td>Imputation Flag for C0236</td>
</tr>
<tr>
<td>IC0238</td>
<td>Imputation Flag for C0238</td>
</tr>
<tr>
<td>IC0240</td>
<td>Imputation Flag for C0240</td>
</tr>
<tr>
<td>IC0242</td>
<td>Imputation Flag for C0242</td>
</tr>
<tr>
<td>IC0306</td>
<td>Imputation Flag for C0306</td>
</tr>
<tr>
<td>IC0308</td>
<td>Imputation Flag for C0308</td>
</tr>
<tr>
<td>IC0310</td>
<td>Imputation Flag for C0310</td>
</tr>
<tr>
<td>IC0312</td>
<td>Imputation Flag for C0312</td>
</tr>
<tr>
<td>IC0314</td>
<td>Imputation Flag for C0314</td>
</tr>
<tr>
<td>IC0316</td>
<td>Imputation Flag for C0316</td>
</tr>
<tr>
<td>IC0318</td>
<td>Imputation Flag for C0318</td>
</tr>
<tr>
<td>IC0320</td>
<td>Imputation Flag for C0320</td>
</tr>
<tr>
<td>IC0322</td>
<td>Imputation Flag for C0322</td>
</tr>
<tr>
<td>IC0324</td>
<td>Imputation Flag for C0324</td>
</tr>
<tr>
<td>IC0326</td>
<td>Imputation Flag for C0326</td>
</tr>
<tr>
<td>IC0328</td>
<td>Imputation Flag for C0328</td>
</tr>
<tr>
<td>IC0330</td>
<td>Imputation Flag for C0330</td>
</tr>
<tr>
<td>IC0332</td>
<td>Imputation Flag for C0332</td>
</tr>
<tr>
<td>IC0334</td>
<td>Imputation Flag for C0334</td>
</tr>
<tr>
<td>IC0336</td>
<td>Imputation Flag for C0336</td>
</tr>
<tr>
<td>IC0338</td>
<td>Imputation Flag for C0338</td>
</tr>
<tr>
<td>IC0340</td>
<td>Imputation Flag for C0340</td>
</tr>
<tr>
<td>IC0342</td>
<td>Imputation Flag for C0342</td>
</tr>
<tr>
<td>IC0344</td>
<td>Imputation Flag for C0344</td>
</tr>
<tr>
<td>IC0346</td>
<td>Imputation Flag for C0346</td>
</tr>
<tr>
<td>IC0348</td>
<td>Imputation Flag for C0348</td>
</tr>
<tr>
<td>IC0350</td>
<td>Imputation Flag for C0350</td>
</tr>
<tr>
<td>IC0352</td>
<td>Imputation Flag for C0352</td>
</tr>
<tr>
<td>IC0354</td>
<td>Imputation Flag for C0354</td>
</tr>
<tr>
<td>IC0355</td>
<td>Imputation Flag for C0355</td>
</tr>
<tr>
<td>IC0356</td>
<td>Imputation Flag for C0356</td>
</tr>
<tr>
<td>IC0357</td>
<td>Imputation Flag for C0357</td>
</tr>
<tr>
<td>IC0358</td>
<td>Imputation Flag for C0358</td>
</tr>
<tr>
<td>IC0360</td>
<td>Imputation Flag for C0360</td>
</tr>
<tr>
<td>IC0362</td>
<td>Imputation Flag for C0362</td>
</tr>
<tr>
<td>IC0364</td>
<td>Imputation Flag for C0364</td>
</tr>
<tr>
<td>Variable type and name</td>
<td>Variable label</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>IC0390</td>
<td>Imputation Flag for C0390</td>
</tr>
<tr>
<td>IC0392</td>
<td>Imputation Flag for C0392</td>
</tr>
<tr>
<td>IC0394</td>
<td>Imputation Flag for C0394</td>
</tr>
<tr>
<td>IC0396</td>
<td>Imputation Flag for C0396</td>
</tr>
<tr>
<td>IC0398</td>
<td>Imputation Flag for C0398</td>
</tr>
<tr>
<td>IC0400</td>
<td>Imputation Flag for C0400</td>
</tr>
<tr>
<td>IC0414</td>
<td>Imputation Flag for C0414</td>
</tr>
<tr>
<td>IC0416</td>
<td>Imputation Flag for C0416</td>
</tr>
<tr>
<td>IC0418</td>
<td>Imputation Flag for C0418</td>
</tr>
<tr>
<td>IC0420</td>
<td>Imputation Flag for C0420</td>
</tr>
<tr>
<td>IC0438</td>
<td>Imputation Flag for C0438</td>
</tr>
<tr>
<td>IC0440</td>
<td>Imputation Flag for C0440</td>
</tr>
<tr>
<td>IC0458</td>
<td>Imputation Flag for C0458</td>
</tr>
<tr>
<td>IC0460</td>
<td>Imputation Flag for C0460</td>
</tr>
<tr>
<td>IC0462</td>
<td>Imputation Flag for C0462</td>
</tr>
<tr>
<td>IC0464</td>
<td>Imputation Flag for C0464</td>
</tr>
<tr>
<td>IC0466</td>
<td>Imputation Flag for C0466</td>
</tr>
<tr>
<td>IC0468</td>
<td>Imputation Flag for C0468</td>
</tr>
<tr>
<td>IC0470</td>
<td>Imputation Flag for C0470</td>
</tr>
<tr>
<td>IC0472</td>
<td>Imputation Flag for C0472</td>
</tr>
<tr>
<td>IC0474</td>
<td>Imputation Flag for C0474</td>
</tr>
<tr>
<td>IC0476</td>
<td>Imputation Flag for C0476</td>
</tr>
<tr>
<td>IC0478</td>
<td>Imputation Flag for C0478</td>
</tr>
<tr>
<td>IC0480</td>
<td>Imputation Flag for C0480</td>
</tr>
<tr>
<td>IC0482</td>
<td>Imputation Flag for C0482</td>
</tr>
<tr>
<td>IC0484</td>
<td>Imputation Flag for C0484</td>
</tr>
<tr>
<td>IC0486</td>
<td>Imputation Flag for C0486</td>
</tr>
<tr>
<td>IC0488</td>
<td>Imputation Flag for C0488</td>
</tr>
<tr>
<td>IC0490</td>
<td>Imputation Flag for C0490</td>
</tr>
<tr>
<td>IC0492</td>
<td>Imputation Flag for C0492</td>
</tr>
<tr>
<td>IC0494</td>
<td>Imputation Flag for C0494</td>
</tr>
<tr>
<td>IC0496</td>
<td>Imputation Flag for C0496</td>
</tr>
<tr>
<td>IC0498</td>
<td>Imputation Flag for C0498</td>
</tr>
<tr>
<td>IC0500</td>
<td>Imputation Flag for C0500</td>
</tr>
<tr>
<td>IC0502</td>
<td>Imputation Flag for C0502</td>
</tr>
<tr>
<td>IC0504</td>
<td>Imputation Flag for C0504</td>
</tr>
<tr>
<td>IC0506</td>
<td>Imputation Flag for C0506</td>
</tr>
<tr>
<td>IC0518</td>
<td>Imputation Flag for C0518</td>
</tr>
<tr>
<td>IC0520</td>
<td>Imputation Flag for C0520</td>
</tr>
<tr>
<td>IC0522</td>
<td>Imputation Flag for C0522</td>
</tr>
<tr>
<td>IC0524</td>
<td>Imputation Flag for C0524</td>
</tr>
<tr>
<td>IC0526</td>
<td>Imputation Flag for C0526</td>
</tr>
<tr>
<td>IC0528</td>
<td>Imputation Flag for C0528</td>
</tr>
<tr>
<td>IC0530</td>
<td>Imputation Flag for C0530</td>
</tr>
<tr>
<td>IC0564</td>
<td>Imputation Flag for C0564</td>
</tr>
<tr>
<td>Variable type and name</td>
<td>Variable label</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Variables that were omitted from the public-use file—Continued</td>
<td></td>
</tr>
<tr>
<td>IC0565</td>
<td>Imputation Flag for C0565</td>
</tr>
<tr>
<td>IC0574</td>
<td>Imputation Flag for C0574</td>
</tr>
<tr>
<td>IC0576</td>
<td>Imputation Flag for C0576</td>
</tr>
<tr>
<td>IC0690</td>
<td>Imputation Flag for C0690</td>
</tr>
<tr>
<td>IC0692</td>
<td>Imputation Flag for C0692</td>
</tr>
<tr>
<td>IC0694</td>
<td>Imputation Flag for C0694</td>
</tr>
<tr>
<td>IC0696</td>
<td>Imputation Flag for C0696</td>
</tr>
<tr>
<td>IC0698</td>
<td>Imputation Flag for C0698</td>
</tr>
<tr>
<td>IC0700</td>
<td>Imputation Flag for C0700</td>
</tr>
<tr>
<td>IC0702</td>
<td>Imputation Flag for C0702</td>
</tr>
<tr>
<td>IC0704</td>
<td>Imputation Flag for C0704</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variables added to the public-use file</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived variables</td>
<td></td>
</tr>
<tr>
<td>C0014_R</td>
<td>Title/position of respondent (recoded)</td>
</tr>
<tr>
<td>C0016_R</td>
<td># of years respondent at the school (topcoded)</td>
</tr>
<tr>
<td>C0690_R</td>
<td>Any hate crimes</td>
</tr>
</tbody>
</table>

This page is intentionally left blank.
Appendix E. Description of Procedure to Minimize Overlap Between SSOCS and NTPS
When selecting the SSOCS sample, a reverse version of the Keyfitz procedure was used in order to minimize overlap with the NTPS sample and reduce response burden on the schools selected for both studies. The Keyfitz procedure sets a probability for each SSOCS school conditional on the school’s probability of selection in NTPS and whether the school was in the NTPS sample.

Let $S$ denote the set of schools in the SSOCS sample and $N$ denote the set of schools in the NTPS sample. Let $P_{Si}$ be the probability that school $i$ is in $S$ and $P_{Ni}$ be the probability that school $i$ is in $N$.

Schools with $P_{Si} + P_{Ni} < 1$ that are in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \in N) = 0.$$  

Schools with $P_{Si} + P_{Ni} < 1$ that are not in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \notin N) = \frac{P_{Si}}{1 - P_{Ni}}.$$  

Schools with $P_{Si} + P_{Ni} \geq 1$ that are in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \in N) = \frac{P_{Si} - 1 + P_{Ni}}{P_{Ni}}.$$  

Schools with $P_{Si} + P_{Ni} \geq 1$ that are not in the NTPS sample receive a conditional selection probability of

$$P(i \in S | i \notin N) = 1.$$  

Then the selection probability in SSOCS of a school with $P_{Si} + P_{Ni} < 1$ is

$$P(i \in S) = P(i \in S | i \in N)P_{Ni} + P(i \in S | i \notin N)(1 - P_{Ni})$$

$$= 0 \ast P_{Ni} + \left(\frac{P_{Si}}{1 - P_{Ni}}\right)(1 - P_{Ni})$$

$$= P_{Si}.$$  

The selection probability in SSOCS of a school with $P_{Si} + P_{Ni} \geq 1$ is

$$P(i \in S) = P(i \in S | i \in N)P_{Ni} + P(i \in S | i \notin N)(1 - P_{Ni})$$

$$= \left(\frac{P_{Si} - 1 + P_{Ni}}{P_{Ni}}\right)P_{Ni} + 1 \ast (1 - P_{Ni})$$

$$= P_{Si}.$$  

After assigning the conditional probabilities, the sample of schools was systematically selected from the ordered SSOCS frame. Within each stratum, a sampling interval was calculated by dividing the cumulative conditional selection probability by the sample size. A random number
between zero and the sampling interval was generated, and a sequence of numbers was generated by adding integer multiples of the sampling interval to the random number until the cumulative selection probability was exceeded. For each number in the sequence, the first school with a cumulative selection probability that meets or exceeds the number was selected to be in the sample.

Even though the SSOCS sample was selected using conditional probabilities, a school’s probability of being in the sample was $P_{St}$. The base weight should be defined as $1/P_{St}$. Therefore, a school’s base weight remains the same as it would have been if SSOCS was sampled independently from NTPS.
This page is intentionally left blank.
In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey stage of data collection with a base-weighted (weighted) unit response rate of less than 85 percent be evaluated for the potential magnitude of nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2014). This appendix summarizes the results of the unit-level nonresponse bias analysis performed on the 2017–18 School Survey on Crime and Safety (SSOCS:2018). Unless noted otherwise, estimates were produced for this appendix using the base weights.

Nonresponse can greatly affect the strength and application of survey data by leading to an increase in variance as a result of a reduction in the size of the sample. It can also produce bias if the nonrespondents have characteristics of interest that are different from those of the respondents (Statistics Canada 2009). There are two types of nonresponse: unit and item nonresponse. Unit nonresponse refers to sampled units, schools in this instance, that do not have completed interviews. The SSOCS:2018 sample consists of 4,803 schools, of which 66 were ineligible for the survey and 2,762 completed the survey. Item nonresponse refers to survey questions with missing responses for interviewed schools. Information on the item nonresponse bias analysis can be found in appendix H.

Two sources of information are used in the SSOCS nonresponse bias analysis: the sampling frame and the SSOCS survey. The sampling frame contains auxiliary information (called school characteristics in this document) about the sample, and therefore this information is known for both respondents and nonrespondents. The SSOCS survey contains responses to survey questions (called survey variables in this document), and therefore the information is only obtained from the respondents.

In this appendix, the distributions of the SSOCS sample and the target population are compared across eight school characteristics¹ to ensure that the sample is representative of the target population. Next, respondent and nonrespondent distributions are compared on these eight school-level characteristics. Logistic regression is used to model a school’s response propensity, allowing the calculation of the $R$ indicator to suggest how representative the respondents are compared to the original sample. Key survey estimates are compared between low response propensity schools and the balance of the respondent sample. Finally, the effect of the nonresponse weighting adjustment is evaluated. For this evaluation, the differences in response propensity across the nonresponse adjustment cells created using chi-square automatic interaction detection (CHAID), which identifies the school characteristics that are the best predictors of response, are presented. Then, the distributions of the eight school characteristics using the full sample (using base weights) and respondents (using both base weights and the final weights adjusted for nonresponse) are compared.

**Comparison of the Sample and Population**

Before examining nonresponse to the SSOCS survey, the appropriateness of the SSOCS sample design in representing the target population is examined. This is done by comparing distributions across the selected school characteristic variables in the SSOCS sample to the corresponding distributions in the sampling frame. The sampling frame for SSOCS:2018 was derived from the

---

¹ Five school characteristics were used in the sampling design (enrollment size; school level; locale; percentage of White, non-Hispanic enrollment; and region), and the other three characteristics were derived from continuous variables available in the sampling frame (number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch).
The SSOCS sample was chosen by stratifying the subset of schools from the CCD population by enrollment size, school level, and type of locale. Within each stratum, the schools were first sorted by percentage White enrollment and region, and a systematic random sample was drawn.\textsuperscript{2}

Table F-1 displays the distributions of the SSOCS:2018 sample (including the schools that were later determined to be ineligible) and compares it to the sampling frame across the selected eight school characteristic variables. A chi-square likelihood ratio test, which tests for independence between two distributions, was used to examine whether there were any differences between the distribution of the selected sample and the target population based on the school characteristic variable examined. Independence of the row and column variables implies that the distributions across row variable subgroups will be the same across the SSOCS sample and target population columns. For example, when examining school level, the SSOCS sample and target population distributions were compared to see if they were independent of school level. If they were, it could be argued that the distribution of the sample is the same as the target population across the categories of school level. The larger the chi-square statistic, the less likely it is that the two distributions are independent of the key statistic examined.

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

\textsuperscript{2} See chapter 2 for a more detailed explanation of the sampling process.
Table F-1.  Comparison of sample and target population, by school characteristics, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>Item description</th>
<th>Base-weighted sample (percent)</th>
<th>Target population (percent)</th>
<th>Likelihood ratio</th>
<th>p value&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>21.6</td>
<td>21.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300–499</td>
<td>30.0</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500–999</td>
<td>37.8</td>
<td>37.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000 or more</td>
<td>10.5</td>
<td>10.5</td>
<td>&lt;0.01</td>
<td>1.00</td>
</tr>
<tr>
<td>School level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>58.7</td>
<td>58.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>18.3</td>
<td>18.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>15.0</td>
<td>15.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td>8.0</td>
<td>8.0</td>
<td>&lt;0.01</td>
<td>1.00</td>
</tr>
<tr>
<td>Type of locale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>27.5</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburb</td>
<td>32.7</td>
<td>32.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town</td>
<td>13.0</td>
<td>13.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>26.7</td>
<td>26.7</td>
<td>&lt;0.01</td>
<td>1.00</td>
</tr>
<tr>
<td>Percent White enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 to 100 percent</td>
<td>5.8</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>23.9</td>
<td>23.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>27.0</td>
<td>27.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 percent or less</td>
<td>43.4</td>
<td>43.3</td>
<td>0.24</td>
<td>0.97</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>16.9</td>
<td>16.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td>24.1</td>
<td>24.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td>35.8</td>
<td>35.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>23.2</td>
<td>23.5</td>
<td>0.31</td>
<td>0.96</td>
</tr>
<tr>
<td>Number of full-time-equivalent teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 29</td>
<td>46.0</td>
<td>47.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 to less than 45</td>
<td>30.9</td>
<td>30.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 to less than 70</td>
<td>15.7</td>
<td>15.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 or more</td>
<td>7.4</td>
<td>7.5</td>
<td>3.73</td>
<td>0.29</td>
</tr>
<tr>
<td>Student-to-FTE teaching staff ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 12</td>
<td>9.3</td>
<td>9.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 through 16</td>
<td>38.9</td>
<td>37.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 16 to less than 20</td>
<td>31.2</td>
<td>32.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 or more</td>
<td>20.6</td>
<td>20.4</td>
<td>2.20</td>
<td>0.53</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 percent</td>
<td>6.1</td>
<td>6.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 to less than 20 percent</td>
<td>7.5</td>
<td>7.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 to less than 50 percent</td>
<td>29.7</td>
<td>31.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 percent or more</td>
<td>56.7</td>
<td>55.0</td>
<td>3.75</td>
<td>0.29</td>
</tr>
</tbody>
</table>

<sup>1</sup> Based on a chi-square distribution with df = 3 and a significance level of α = .05.

Response Rate

The first component of nonresponse bias is the unit response rate, which measures the percentage of responding units out of the total units sampled in each study. Unit response rates can be either unweighted or base weighted. The unweighted rate, computed by dividing the raw number of respondents by the eligible sample size, provides a useful description of the success of the operational aspects of the survey. The base-weighted response rate, which is the inverse of the selection probability, is computed by summing the base weights for the respondents and dividing by the sum of the base weights for all eligible sample schools. The base weights give a better description of the success of the survey with respect to the population sampled because they allow for inference of the sample data, including response status (whether a school is a respondent or nonrespondent), to the population level. For the SSOCS:2018 unit nonresponse bias analysis, the base weight was used to calculate response rates.

The magnitude of unit nonresponse bias is determined by the level of response and is reflected in the differences between respondents and nonrespondents on key survey variables. As with most surveys, the values of key survey variables are not known for the nonrespondents. However, the SSOCS sampling frame (the CCD) includes a number of school-related characteristic variables that are known for both responding and nonresponding schools; eight of these variables are used to analyze unit nonresponse bias in SSOCS:2018. Five variables (enrollment size; school level; locale; percentage White, non-Hispanic enrollment; and region) were used in the sampling design, and the other three variables (number of full-time-equivalent (FTE) teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch) were derived from continuous variables available on the sampling frame. For SSOCS:2018, the continuous variables student-to-teacher ratio and percentage of students eligible for free or reduced-price lunch were collapsed into the categories in which they are typically presented in NCES tables. Since there were no corresponding table categories for the number of FTE teachers, the categorical definitions were kept consistent with those used for the SSOCS:2006, SSOCS:2008, SSOCS:2010, and SSOCS:2016 nonresponse bias analyses.

The overall base-weighted response rate for SSOCS:2018 was 61.7 percent and the overall unweighted response rate was 58.3 percent. Table F-2a provides descriptive statistics on the base-weighted response rates for the school-level characteristic variables used in the unit-level bias analysis. In general, larger schools, city and suburban schools, schools with 50 percent or less White enrollment, schools with a large FTE teaching staff, and schools with a high student-to-FTE teacher ratio were less likely to respond to the SSOCS:2018 survey.
## Table F-2a. Response rates by school characteristics, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>School characteristic</th>
<th>Base-weighted response rate</th>
<th>Standard error</th>
<th>95% confidence interval lower bound</th>
<th>95% confidence interval upper bound</th>
<th>Difference from total response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>61.7</td>
<td>0.96</td>
<td>59.8</td>
<td>63.6</td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment size</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>68.4</td>
<td>2.54</td>
<td>63.4</td>
<td>73.3</td>
<td>6.7 *</td>
</tr>
<tr>
<td>300–499</td>
<td>65.8</td>
<td>1.91</td>
<td>62.0</td>
<td>69.5</td>
<td>4.1 *</td>
</tr>
<tr>
<td>500–999</td>
<td>56.8</td>
<td>1.39</td>
<td>54.1</td>
<td>59.5</td>
<td>-4.9 *</td>
</tr>
<tr>
<td>1,000 or more</td>
<td>55.1</td>
<td>1.77</td>
<td>51.7</td>
<td>58.6</td>
<td>-6.6 *</td>
</tr>
<tr>
<td><strong>School level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>60.8</td>
<td>1.52</td>
<td>57.8</td>
<td>63.8</td>
<td>-0.9</td>
</tr>
<tr>
<td>Middle</td>
<td>60.7</td>
<td>1.28</td>
<td>58.2</td>
<td>63.2</td>
<td>-1.0</td>
</tr>
<tr>
<td>High school</td>
<td>61.4</td>
<td>1.41</td>
<td>58.6</td>
<td>64.1</td>
<td>-0.3</td>
</tr>
<tr>
<td>Combined</td>
<td>71.5</td>
<td>3.96</td>
<td>63.8</td>
<td>73.3</td>
<td>9.8 *</td>
</tr>
<tr>
<td><strong>Type of locale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>49.3</td>
<td>1.95</td>
<td>45.5</td>
<td>53.1</td>
<td>-12.4 *</td>
</tr>
<tr>
<td>Suburb</td>
<td>58.2</td>
<td>1.68</td>
<td>54.9</td>
<td>61.5</td>
<td>-3.5 *</td>
</tr>
<tr>
<td>Town</td>
<td>68.2</td>
<td>2.75</td>
<td>62.9</td>
<td>73.6</td>
<td>6.5 *</td>
</tr>
<tr>
<td>Rural</td>
<td>75.6</td>
<td>2.00</td>
<td>71.7</td>
<td>79.5</td>
<td>9.8 *</td>
</tr>
<tr>
<td><strong>Percent White enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 to 100 percent</td>
<td>79.2</td>
<td>4.01</td>
<td>71.4</td>
<td>87.1</td>
<td>17.5 *</td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>68.3</td>
<td>2.40</td>
<td>63.6</td>
<td>73.0</td>
<td>6.6 *</td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>62.8</td>
<td>2.06</td>
<td>58.7</td>
<td>66.8</td>
<td>-1.1</td>
</tr>
<tr>
<td>50 percent or less</td>
<td>55.0</td>
<td>1.49</td>
<td>52.1</td>
<td>57.9</td>
<td>-6.7 *</td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>61.3</td>
<td>2.70</td>
<td>56.0</td>
<td>66.6</td>
<td>-0.4</td>
</tr>
<tr>
<td>Midwest</td>
<td>64.3</td>
<td>2.14</td>
<td>60.1</td>
<td>68.5</td>
<td>2.6</td>
</tr>
<tr>
<td>South</td>
<td>61.0</td>
<td>1.68</td>
<td>57.7</td>
<td>64.3</td>
<td>-0.7</td>
</tr>
<tr>
<td>West</td>
<td>60.4</td>
<td>2.40</td>
<td>55.7</td>
<td>65.1</td>
<td>-1.3</td>
</tr>
<tr>
<td><strong>Number of full-time-equivalent teaching staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 29</td>
<td>66.4</td>
<td>1.71</td>
<td>63.0</td>
<td>69.7</td>
<td>4.7 *</td>
</tr>
<tr>
<td>29 to less than 45</td>
<td>60.4</td>
<td>1.52</td>
<td>57.4</td>
<td>63.4</td>
<td>-1.3</td>
</tr>
<tr>
<td>45 to less than 70</td>
<td>54.2</td>
<td>1.93</td>
<td>50.4</td>
<td>58.0</td>
<td>-7.5 *</td>
</tr>
<tr>
<td>70 or more</td>
<td>55.4</td>
<td>1.78</td>
<td>51.9</td>
<td>58.9</td>
<td>-6.3 *</td>
</tr>
<tr>
<td><strong>Student-to-FTE teaching staff ratio</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 12</td>
<td>75.5</td>
<td>3.05</td>
<td>69.5</td>
<td>81.5</td>
<td>13.8 *</td>
</tr>
<tr>
<td>12 through 16</td>
<td>61.7</td>
<td>1.62</td>
<td>58.5</td>
<td>64.9</td>
<td>0.0</td>
</tr>
<tr>
<td>More than 16 to less than 20</td>
<td>60.7</td>
<td>1.62</td>
<td>57.6</td>
<td>63.9</td>
<td>-1.0</td>
</tr>
<tr>
<td>20 or more</td>
<td>57.1</td>
<td>2.20</td>
<td>52.7</td>
<td>61.4</td>
<td>-4.7 *</td>
</tr>
<tr>
<td><strong>Percent of students eligible for free or reduced-price lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 percent</td>
<td>55.4</td>
<td>4.00</td>
<td>47.6</td>
<td>63.3</td>
<td>-6.3</td>
</tr>
<tr>
<td>10 to less than 20 percent</td>
<td>58.9</td>
<td>3.88</td>
<td>51.3</td>
<td>66.5</td>
<td>-2.8</td>
</tr>
<tr>
<td>20 to less than 50 percent</td>
<td>65.6</td>
<td>1.68</td>
<td>62.4</td>
<td>68.9</td>
<td>3.9 *</td>
</tr>
<tr>
<td>50 percent or more</td>
<td>60.7</td>
<td>1.16</td>
<td>58.4</td>
<td>62.9</td>
<td>-1.0</td>
</tr>
</tbody>
</table>

* Denotes a significant difference between the response rate of the school characteristic and the total response rate at the 5 percent significance level.

Frequency distributions were compared between 75 key survey variables collected with the survey instrument and the eight school characteristics given above to assess areas where there may be potential bias. The prior analysis showed that most of the school characteristics are related to response status, and this analysis showed whether those differences could be meaningful in terms of causing bias in key survey estimates. If key survey estimates are related to characteristics known to be biased, then the estimates themselves are also likely to be biased prior to adjustment.

Tables F-2b and F-2c provide marginal summaries of the analysis. Table F-2b summarizes the results from likelihood ratio tests of independence between each school characteristic and the 75 key variables, while table F-2c summarizes the number of key survey variables by the number of school characteristics with significant differences. A more detailed summary is presented in table F-A. Tests were conducted at the 5 percent significance level. If a significant difference was detected, there is evidence to suggest that distributions of the key variable vary across the levels of the school characteristic. In several instances, the test was not conducted because at least one cell had zero observations.

Table F-2b. Summary of chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>School characteristic</th>
<th>Number of significant relationships with key survey variables</th>
<th>Number of non-significant relationships with key survey variables</th>
<th>Not evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment size</td>
<td>42</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>School level</td>
<td>31</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Type of locale</td>
<td>42</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Percent White enrollment</td>
<td>41</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Region</td>
<td>28</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td>Number of full-time-equivalent teaching staff</td>
<td>42</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Student-to-FTE teaching staff ratio</td>
<td>18</td>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td>48</td>
<td>26</td>
<td>1</td>
</tr>
</tbody>
</table>

1 Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.
2 Chi-square test was not performed due to insufficient observations in one or more cells.


Table F-2c. Summary of school characteristics for which key survey variable distributions differed significantly, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>Number of school characteristics for which key survey variable distributions differed significantly</th>
<th>Number of key survey variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

1 Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.

Over half of the key survey variables have significant relationships with at least four school characteristics, providing reason to believe that that differences in response rates attributed to the school characteristics are indicative of potential bias in key estimates. The following list summarizes the key survey variables whose distributions varied significantly across the levels of a school characteristic for at least seven of those characteristics:

- School had at least one incident of possession of a knife or sharp object
- School had at least one incident of the inappropriate distribution, possession, or use of prescription drugs
- School had at least one incident of the distribution, possession, or use of alcohol
- School had written plan for bomb threats or incidents
- School reported that efforts to provide mental health services are limited in a major way by inadequate access to licensed mental health professionals.  

Comparison of Respondents and Nonrespondents

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

The largest differences in distributions were found for rural schools (15.7 percent), city schools (-14.3 percent), schools with 50 percent or less White enrollment (-12.2 percent), schools with less than 29 FTE teaching staff (8.9 percent), and schools with 500–999 students enrolled (-8.0 percent). The likelihood-ratio test statistic for independence in each two-way table is shown in table 3, along with its $p$ value. The null hypothesis that the response status is independent of the school characteristic is rejected for enrollment size, school level, locale, percentage White enrollment, number of FTE teaching staff, school-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. Therefore, there is a statistically significant relationship between each of these seven school characteristic variables and the likelihood of responding to the SSOCS:2018 survey.

---

3 These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid reporting too much detail, this paragraph discusses only those variables with significant relationships with at least seven characteristics.

4 These differences represent only some of the statistically significant relationships that resulted from this analysis. To avoid unnecessarily reporting too much detail, this paragraph discusses only those differences greater than the absolute value of 7 (see table 3 for a complete list). A negative difference means the respondent proportion is lower than the nonrespondent proportion.
<table>
<thead>
<tr>
<th>Item description</th>
<th>Respondents (base-weighted percent)</th>
<th>Nonrespondents (base-weighted percent)</th>
<th>Difference (percent)</th>
<th>Likelihood ratio</th>
<th>$p$ value$^1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>22.7</td>
<td>16.9</td>
<td>5.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300–499</td>
<td>32.2</td>
<td>27.0</td>
<td>5.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500–999</td>
<td>35.5</td>
<td>43.4</td>
<td>-8.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,000 or more</td>
<td>9.6</td>
<td>12.6</td>
<td>-3.0</td>
<td>31.09</td>
<td>&lt;0.01 *</td>
</tr>
<tr>
<td>School level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>57.8</td>
<td>60.0</td>
<td>-2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>18.0</td>
<td>18.8</td>
<td>-0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>15.2</td>
<td>15.4</td>
<td>-0.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combined</td>
<td>9.0</td>
<td>5.8</td>
<td>3.2</td>
<td>10.52</td>
<td>0.01 *</td>
</tr>
<tr>
<td>Type of locale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>21.8</td>
<td>36.2</td>
<td>-14.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburb</td>
<td>31.3</td>
<td>36.2</td>
<td>-4.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Town</td>
<td>14.1</td>
<td>10.6</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>32.7</td>
<td>17.0</td>
<td>15.7</td>
<td>93.40</td>
<td>&lt;0.01 *</td>
</tr>
<tr>
<td>Percent White enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 to 100 percent</td>
<td>7.4</td>
<td>3.1</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>26.5</td>
<td>19.8</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>27.8</td>
<td>26.6</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 percent or less</td>
<td>38.3</td>
<td>50.5</td>
<td>-12.2</td>
<td>37.51</td>
<td>&lt;0.01 *</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>16.8</td>
<td>17.1</td>
<td>-0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td>24.9</td>
<td>22.2</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South</td>
<td>35.7</td>
<td>36.7</td>
<td>-1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West</td>
<td>22.7</td>
<td>24.0</td>
<td>-1.3</td>
<td>1.80</td>
<td>0.61</td>
</tr>
<tr>
<td>Number of full-time-equivalent teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 29</td>
<td>48.4</td>
<td>39.5</td>
<td>8.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 to less than 45</td>
<td>30.7</td>
<td>32.5</td>
<td>-1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 to less than 70</td>
<td>14.1</td>
<td>19.2</td>
<td>-5.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70 or more</td>
<td>6.8</td>
<td>8.8</td>
<td>-2.0</td>
<td>33.85</td>
<td>&lt;0.01 *</td>
</tr>
<tr>
<td>Student-to-FTE teaching staff ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 12</td>
<td>11.1</td>
<td>5.8</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 through 16</td>
<td>39.1</td>
<td>39.1</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 16 to less than 20</td>
<td>31.0</td>
<td>32.2</td>
<td>-1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 or more</td>
<td>18.9</td>
<td>22.9</td>
<td>-4.0</td>
<td>23.56</td>
<td>&lt;0.01 *</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 percent</td>
<td>5.6</td>
<td>7.2</td>
<td>-1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 through 20 percent</td>
<td>7.2</td>
<td>8.1</td>
<td>-0.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 through 50 percent</td>
<td>31.9</td>
<td>26.9</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 50 percent</td>
<td>55.3</td>
<td>57.8</td>
<td>-2.5</td>
<td>9.17</td>
<td>0.03 *</td>
</tr>
</tbody>
</table>

# Rounds to zero.

* $p < .05$.

1 Based on a chi-square distribution with $df = 3$ and a significance level of $\alpha = .05$.

Modeling Response Propensity

Across the population, one subgroup may be more likely to respond to SSOCS:18 than another subgroup. The likelihood of response is referred to here as response propensity. Using a regression model, the relationships between multiple school characteristics and response propensity can be simultaneously examined. The advantage of using regression (relative to the analyses that have already been discussed) is that the eight characteristics being examined are likely to be correlated with each other. Regression allows the key drivers of differences between respondents and nonrespondents to be isolated. Using the same eight school characteristics used in the previous analyses, a logistic model was fit to identify the categories within each school characteristic variable where significant differences in response propensity exist. PROC SURVEYLOGISTIC in SAS was used to perform a logistic regression using the base-weighted data, which compares the odds of responding to the SSOCS:2018 survey across the subgroups of the school characteristic. For this analysis, the dependent variable was defined as whether the school responded to the survey (yes/no). The first category of each school-level characteristic variable was taken as the reference group.

In table F-4a, the odds ratios of responding, given a particular school-level characteristic, are reported. For example, the odds ratio estimate for town schools is 1.9, which means these schools have 1.9 times the odds of responding than city schools (the reference category) while holding all other school characteristics constant. An odds ratio of “1.0” indicates that there is no difference in response propensities between the school characteristic variable category being examined and the reference category of that school characteristic. An odds ratio of “less than 1.0” indicates that schools within the characteristic category of interest are less likely to respond than the schools in the reference category. To determine if the particular school-level characteristic is significantly different from the reference category, the lower and upper 95% confidence limits of the odds ratio were examined and are also reported in table 4. At the significance level of .05, when the value 1.0 falls between these two limits, the response rate of the school characteristic category is not significantly different from that of the reference category.

The results of the analysis confirm that city schools have a significantly lower response propensity than suburban, town, and rural schools (possibly heavily driven by special district refusals). Also, schools with a student-to-FTE teacher ratio less than 12 have a significantly higher response propensity than schools with higher student-to-FTE teacher ratios. No other significant differences in response propensity were identified among the remaining school characteristics. This suggests that these two characteristics are major drivers of the other differences that were observed in the comparison of respondents to nonrespondents (see table F-3).

---

The term “odds” refers to the likelihood of an event occurring in relation to the likelihood of the event not occurring. An odds ratio is the comparison of odds between two sets of population subgroups.
<table>
<thead>
<tr>
<th>Item description</th>
<th>Odds ratio</th>
<th>Lower 95% confidence limit of odds ratio</th>
<th>Upper 95% confidence limit of odds ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment size</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300–499</td>
<td>1.327</td>
<td>0.947</td>
<td>1.860</td>
</tr>
<tr>
<td>500–999</td>
<td>1.176</td>
<td>0.771</td>
<td>1.793</td>
</tr>
<tr>
<td>1,000 or more</td>
<td>1.348</td>
<td>0.767</td>
<td>2.369</td>
</tr>
<tr>
<td>School level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>1.007</td>
<td>0.828</td>
<td>1.225</td>
</tr>
<tr>
<td>High school</td>
<td>1.035</td>
<td>0.836</td>
<td>1.282</td>
</tr>
<tr>
<td>Combined</td>
<td>1.052</td>
<td>0.674</td>
<td>1.641</td>
</tr>
<tr>
<td>Type of locale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suburb</td>
<td>1.444</td>
<td>1.139</td>
<td>1.830</td>
</tr>
<tr>
<td>Town</td>
<td>1.918</td>
<td>1.366</td>
<td>2.693</td>
</tr>
<tr>
<td>Rural</td>
<td>2.524</td>
<td>1.818</td>
<td>3.506</td>
</tr>
<tr>
<td>Percent White enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 to 100 percent</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>0.753</td>
<td>0.408</td>
<td>1.391</td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>0.734</td>
<td>0.416</td>
<td>1.295</td>
</tr>
<tr>
<td>50 percent or less</td>
<td>0.607</td>
<td>0.336</td>
<td>1.098</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td>0.990</td>
<td>0.706</td>
<td>1.387</td>
</tr>
<tr>
<td>South</td>
<td>1.003</td>
<td>0.754</td>
<td>1.336</td>
</tr>
<tr>
<td>West</td>
<td>1.138</td>
<td>0.801</td>
<td>1.616</td>
</tr>
<tr>
<td>Number of full-time-equivalent teaching staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 29</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 to less than 45</td>
<td>0.877</td>
<td>0.664</td>
<td>1.158</td>
</tr>
<tr>
<td>45 to less than 70</td>
<td>0.696</td>
<td>0.484</td>
<td>1.000</td>
</tr>
<tr>
<td>70 or more</td>
<td>0.709</td>
<td>0.449</td>
<td>1.119</td>
</tr>
<tr>
<td>Student-to-FTE teaching staff ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 12</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 through 16</td>
<td>0.595</td>
<td>0.396</td>
<td>0.895</td>
</tr>
<tr>
<td>More than 16 to less than 20</td>
<td>0.597</td>
<td>0.382</td>
<td>0.833</td>
</tr>
<tr>
<td>20 or more</td>
<td>0.521</td>
<td>0.306</td>
<td>0.886</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 percent</td>
<td>Reference Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 to less than 20 percent</td>
<td>1.105</td>
<td>0.665</td>
<td>1.838</td>
</tr>
<tr>
<td>20 to less than 50 percent</td>
<td>1.331</td>
<td>0.928</td>
<td>1.908</td>
</tr>
<tr>
<td>50 percent or more</td>
<td>1.337</td>
<td>0.895</td>
<td>1.998</td>
</tr>
</tbody>
</table>

The logistic regression coefficients shown in table F-4a were used to assign each sampled school a response propensity score, which is interpreted as the school’s predicted probability of responding to SSOCS:18 based on its unique combination of school characteristics. Using the estimated response propensities from the logistic regression model, the \( R \) indicator was calculated. The \( R \) indicator measures how representative the respondents are of the original sample or population with respect to the school characteristics included in the model.\(^6\) The standard deviation of the response propensities is obtained from the model, and the \( R \) indicator is

estimated by the following equation:

\[
\hat{R} = 1 - 2S_p = 1 - 2 \sqrt{\frac{1}{\sum_{i=1}^{n} w_i - 1} \sum_{i=1}^{n} w_i (\hat{\rho}_i - \overline{\rho})^2},
\]

Where:

- \(S_p\) = the standard deviation of the response propensities over the target population
- \(w_i\) = the base weight for school \(i\)
- \(\hat{\rho}_i\) = the estimated response propensity for school \(i\)
- \(\overline{\rho}\) = the mean of the estimated response propensities, \(\hat{\rho}_i, i = 1, ..., n\)
- \(n\) = the number of eligible schools in the sample.

Values of the \(R\) indicator that are close to 1 indicate that respondents are more likely to be representative of the sample or population. The \(R\) indicator based on our logistic model is approximately 0.76. This can be interpreted as signifying moderate representativeness. Lastly, the respondents were split into two independent samples based on estimated response propensity, and calculated estimates of 75 key statistics using each sample. The group in the lowest response propensity quintile (20 percent) was the first sample and was used as a proxy for nonrespondents. Respondents with a low propensity to respond share similar school characteristics as nonresponding schools. The second sample was comprised of the balance of the respondents. The estimates of the 75 key statistics calculated from both samples were compared using \(t\) tests. Of the 75 key statistics, 11 significant differences were detected between the estimates calculated with the two samples. All of the significant differences are positive, meaning the schools in the low propensity group reported more criminal incidents, other disciplinary problems, and school policies or practices of interest than the balance of schools. This suggests that prior to nonresponse adjustments, SSOCS may be underestimating the prevalence of those items of interest. The results are provided in table F-4b.
Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample

<table>
<thead>
<tr>
<th>Key estimate</th>
<th>Low propensity quintile estimate</th>
<th>Balance of sample estimate</th>
<th>Difference</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of public schools reporting at least one occurrence of the following incidents during the 2017–18 school year:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rape or attempted rape (C0310)</td>
<td>0.7</td>
<td>1.0</td>
<td>-0.3</td>
<td>0.39</td>
</tr>
<tr>
<td>Sexual assault other than rape (C0314)</td>
<td>6.2</td>
<td>4.7</td>
<td>1.5</td>
<td>0.27</td>
</tr>
<tr>
<td>Robbery with a weapon (C0318)</td>
<td>0.8</td>
<td>0.3</td>
<td>0.5</td>
<td>0.09</td>
</tr>
<tr>
<td>Robbery without a weapon (C0322)</td>
<td>5.0</td>
<td>3.0</td>
<td>2.0</td>
<td>0.04     *</td>
</tr>
<tr>
<td>Physical attack or fight with a weapon (C0326)</td>
<td>3.2</td>
<td>2.9</td>
<td>0.3</td>
<td>0.65</td>
</tr>
<tr>
<td>Physical attack or fight without a weapon (C0330)</td>
<td>68.1</td>
<td>64.8</td>
<td>3.3</td>
<td>0.27</td>
</tr>
<tr>
<td>Threat of a physical attack with a weapon (C0334)</td>
<td>12.5</td>
<td>13.2</td>
<td>-0.6</td>
<td>0.72</td>
</tr>
<tr>
<td>Threat of a physical attack without a weapon (C0338)</td>
<td>39.9</td>
<td>40.9</td>
<td>-1.0</td>
<td>0.76</td>
</tr>
<tr>
<td>Theft/larceny (C0342)</td>
<td>35.8</td>
<td>32.4</td>
<td>3.4</td>
<td>0.24</td>
</tr>
<tr>
<td>Possession of a firearm or explosive device (C0346)</td>
<td>6.7</td>
<td>2.2</td>
<td>4.5</td>
<td>&lt;0.01   *</td>
</tr>
<tr>
<td>Possession of a knife or sharp object (C0350)</td>
<td>38.5</td>
<td>38.1</td>
<td>0.3</td>
<td>0.91</td>
</tr>
<tr>
<td>The distribution, possession, or use of illegal drugs (C0354)</td>
<td>27.2</td>
<td>24.2</td>
<td>2.9</td>
<td>0.16</td>
</tr>
<tr>
<td>The inappropriate distribution, possession, or use of prescription drugs (C0355)</td>
<td>9.2</td>
<td>9.5</td>
<td>-0.3</td>
<td>0.82</td>
</tr>
<tr>
<td>The distribution, possession, or use of alcohol (C0358)</td>
<td>14.9</td>
<td>12.9</td>
<td>2.0</td>
<td>0.20</td>
</tr>
<tr>
<td>Vandalism (C0362)</td>
<td>39.6</td>
<td>30.9</td>
<td>8.7</td>
<td>&lt;0.01   *</td>
</tr>
<tr>
<td>Hate crime (C0690)</td>
<td>1.8</td>
<td>1.9</td>
<td>-0.1</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>Percent of public schools reporting a daily or at least once per week occurrence of the following problems during the 2017–18 school year:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student racial/ethnic tensions (C0374)</td>
<td>3.0</td>
<td>2.6</td>
<td>0.4</td>
<td>0.65</td>
</tr>
<tr>
<td>Student bullying (C0376)</td>
<td>14.2</td>
<td>13.5</td>
<td>0.6</td>
<td>0.69</td>
</tr>
<tr>
<td>Student sexual harassment of other students (C0378)</td>
<td>0.8</td>
<td>1.6</td>
<td>-0.8</td>
<td>0.10</td>
</tr>
<tr>
<td>Student harassment of other students based on sexual orientation (C0381)</td>
<td>0.6</td>
<td>1.0</td>
<td>-0.4</td>
<td>0.20</td>
</tr>
<tr>
<td>Student harassment of other students based on gender identity (C0383)</td>
<td>0.5</td>
<td>0.5</td>
<td>0.1</td>
<td>0.71</td>
</tr>
<tr>
<td>Student harassment of others based on religion (C0385)</td>
<td>0.5</td>
<td>0.1</td>
<td>0.3</td>
<td>0.11</td>
</tr>
<tr>
<td>Student harassment of others based on disability (C0387)</td>
<td>1.1</td>
<td>1.0</td>
<td>0.1</td>
<td>0.88</td>
</tr>
<tr>
<td>Widespread disorder in classrooms (C0382)</td>
<td>3.2</td>
<td>2.9</td>
<td>0.2</td>
<td>0.80</td>
</tr>
<tr>
<td>Student verbal abuse of teachers (C0380)</td>
<td>9.2</td>
<td>5.1</td>
<td>4.1</td>
<td>0.01     *</td>
</tr>
<tr>
<td>Student acts of disrespect for teachers other than verbal abuse (C0384)</td>
<td>12.7</td>
<td>11.3</td>
<td>1.4</td>
<td>0.46</td>
</tr>
<tr>
<td>Gang activities (C0386)</td>
<td>0.9</td>
<td>0.3</td>
<td>0.6</td>
<td>0.05</td>
</tr>
<tr>
<td>Cyberbullying among students (C0389)</td>
<td>14.3</td>
<td>15.2</td>
<td>-1.0</td>
<td>0.55</td>
</tr>
<tr>
<td>School environment is affected by cyberbullying (C0391)</td>
<td>7.7</td>
<td>9.1</td>
<td>-1.4</td>
<td>0.21</td>
</tr>
<tr>
<td>Staff resources are used to deal with cyberbullying (C0393)</td>
<td>8.4</td>
<td>7.8</td>
<td>0.6</td>
<td>0.63</td>
</tr>
</tbody>
</table>

**Percent of students in public schools given the following disciplinary actions for being involved in the use or possession of a weapon other than a firearm or explosive device at school during the 2017–18 school year:**

- Removals without continuing services for at least the remainder of the school year (C0470)                                                                                                                  | 1.3                              | 1.1                         | 0.2        | 0.65     |
- Transfers to specialized schools (C0472)                                                                                                                                                                   | 6.1                              | 3.5                         | 2.6        | 0.03     *|

See notes at end of table.
Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample—Continued

<table>
<thead>
<tr>
<th>Key estimate</th>
<th>Low propensity quintile estimate</th>
<th>Balance of sample estimate</th>
<th>Difference</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (C0474)</td>
<td>9.9</td>
<td>8.0</td>
<td>1.9</td>
<td>0.22</td>
</tr>
<tr>
<td>Other disciplinary action (C0476)</td>
<td>9.6</td>
<td>10.3</td>
<td>-0.8</td>
<td>0.64</td>
</tr>
</tbody>
</table>

Percentage of public schools reporting the use of the following violence prevention program components during the 2017–18 school year:

| Prevention curriculum, instruction, or training for students (C0174)         | 94.6                             | 93.7                        | 0.9        | 0.50    |
| Social emotional learning (SEL) for students (C0183)                         | 89.6                             | 88.5                        | 1.1        | 0.53    |
| Behavioral or behavior modification intervention for students (C0176)         | 96.7                             | 95.3                        | 1.4        | 0.16    |
| Individual attention, mentoring, tutoring, or coaching of students by adults (C0181) | 93.4                             | 91.2                        | 2.2        | 0.13    |
| Student involvement in peer mediation (C0175)                                | 58.8                             | 44.2                        | 14.6       | <0.01 * |
| Student court to address student conduct problems or minor offenses (C0177) | 12.4                             | 8.6                         | 3.8        | 0.06    |
| Student involvement in restorative circles (C0179)                           | 53.3                             | 37.3                        | 16.0       | <0.01 * |
| Programs to promote a sense of community or social integration among students (C0186) | 87.6                             | 82.3                        | 5.3        | 0.03 *  |

Percentage of public schools with a written plan for the following crisis situations during the 2017–18 school year:

| Active shooter (C0155)                                                       | 91.3                             | 92.6                        | -1.3       | 0.55    |
| Natural disasters (C0158)                                                    | 93.4                             | 94.4                        | -1.0       | 0.51    |
| Hostages (C0162)                                                             | 46.2                             | 48.6                        | -2.4       | 0.48    |
| Bomb threats or incidents (C0166)                                            | 92.3                             | 91.1                        | 1.2        | 0.51    |
| Chemical, biological, or radiological threats or incidents (C0170)           | 69.1                             | 69.8                        | -0.8       | 0.80    |
| Suicide threat or incident (C0169)                                           | 85.8                             | 84.8                        | 0.9        | 0.74    |
| Pandemic disease (C0161)                                                     | 45.7                             | 45.6                        | <0.1       | 0.99    |
| Post-crisis reunification of students with their families (C0157)            | 84.2                             | 84.9                        | -0.7       | 0.81    |

Percentage of public schools that drilled students on the following emergency procedures during the 2017–18 school year:

| Evacuation (C0163)                                                           | 92.9                             | 92.6                        | 0.3        | 0.85    |
| Lockdown (C0165)                                                            | 96.5                             | 95.4                        | 1.1        | 0.38    |
| Shelter-in-place (C0167)                                                     | 84.2                             | 81.8                        | 2.5        | 0.34    |

Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way by the following factors during the 2017–18 school year:

| Lack of or inadequate teacher training in classroom management (C0280)        | 7.9                              | 6.1                         | 1.7        | 0.33    |
| Lack of or inadequate alternative placements or programs for disruptive students (C0282) | 34.3                             | 34.1                        | 0.1        | 0.97    |
| Likelihood of complaints from parents (C0284)                                | 6.3                              | 4.0                         | 2.3        | 0.17    |
| Lack of teacher support for school policies (C0286)                           | 4.4                              | 2.5                         | 1.9        | 0.12    |
| Lack of parental support for school policies (C0288)                          | 11.8                             | 8.3                         | 3.5        | 0.12    |
| Teachers’ fear of student retaliation (C0290)                                 | 4.8                              | 2.3                         | 2.4        | 0.06    |
| Fear of litigation (C0292)                                                    | 11.4                             | 8.7                         | 2.7        | 0.23    |
| Inadequate funds (C0294)                                                      | 34.1                             | 36.6                        | -2.5       | 0.42    |

See notes at the end of the table.
### Table F-4b. Comparison of key estimates for low-propensity quintile and balance of interviewed sample—Continued

<table>
<thead>
<tr>
<th>Key estimate</th>
<th>Low propensity quintile estimate</th>
<th>Balance of sample estimate</th>
<th>Difference</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inconsistent application of school policies by faculty or staff (C0296)</td>
<td>10.4</td>
<td>7.5</td>
<td>2.9</td>
<td>0.13</td>
</tr>
<tr>
<td>Fear of district or state reprisal (C0298)</td>
<td>7.4</td>
<td>4.0</td>
<td>3.4</td>
<td>0.06</td>
</tr>
<tr>
<td>Federal, state, or district policies on disciplining special education students (C0300)</td>
<td>19.2</td>
<td>19.3</td>
<td>-0.2</td>
<td>0.94</td>
</tr>
<tr>
<td>Federal policies on discipline and safety other than those for special education students (C0302)</td>
<td>11.4</td>
<td>10.3</td>
<td>1.1</td>
<td>0.57</td>
</tr>
<tr>
<td>State or district policies on discipline and safety other than those for special education students (C0304)</td>
<td>13.3</td>
<td>10.7</td>
<td>2.5</td>
<td>0.22</td>
</tr>
</tbody>
</table>

**Percentage of public schools where a mental health professional was available to students for the following services during the 2017–18 school year:**

- Diagnostic assessment for mental health disorders (C0661, C0663, or C0665) 59.5 48.4 11.1 <0.01 *
- Treatment for mental health disorders (C0667, C0669, or C0671) 40.6 37.7 2.9 0.34

**Percentage of public schools reporting that their efforts to provide mental health services to students were limited in a major way by the following factors during the 2017–18 school year:**

- Inadequate access to licensed mental health professionals (C0674) 39.2 41.2 -2.0 0.55
- Inadequate funding (C0676) 49.0 53.3 -4.3 0.20
- Potential legal issues for school or district (C0678) 22.4 17.0 5.4 0.06
- Concerns about reactions from parents (C0681) 14.0 8.0 6.0 0.05 *
- Lack of community support for providing mental health services to students (C0682) 15.8 9.3 6.5 0.02 *
- Written or unwritten policies regarding the school’s requirement to pay for the diagnostics assessment or treatment of students (C0684) 22.3 20.2 2.1 0.51
- Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686) 14.0 9.6 4.4 0.10

* p < .05.

1 Based on a two-tailed t distribution with df = 50 and α = .05.


**Nonresponse Weighting Adjustment**

Unit nonresponse bias may be mitigated through statistical adjustments that take advantage of relationships between auxiliary variables and the probability of response. To identify characteristics associated with unit nonresponse, a multivariate analysis was performed using CHAID analysis. Within the levels of a particular characteristic, CHAID identifies the next best predictor(s) of response, until a tree is formed with all of the response predictors that were identified at each step. CHAID can be particularly useful for picking up interactions between characteristics, which would not be captured in the main-effects logistic regression used above. The final result is a division of the entire dataset into cells that have the greatest discrimination with respect to the unit response rates. In other words, CHAID divides the dataset into groups...
within which the unit response rate is as constant as possible and between which the unit response rate is as different as possible. These cells are called nonresponse adjustment cells.

The eight school characteristics discussed in earlier sections were used as the auxiliary variables in the CHAID analysis. Variables that are predictive of response are likely to be sources of nonresponse bias.

In the CHAID analysis, the multiple combinations of the auxiliary variables were grouped into 19 nonresponse adjustment cells, which minimize the variance in response rates within a cell and maximize the variance in response rates between cells. The response rates for these cells, as well as the sample sizes, are shown in table F-5. The weighted unit response rates vary among adjustment cells from 42.6 to 83.1 percent, and the unweighted response rates vary from 42.6 to 81.6 percent. The resulting cell definitions from the CHAID analysis were used to create the nonresponse adjustment cells that are used to produce the SSOCS:2018 final weights, which are the weights given on the SSOCS data file and should be used in data analysis.

Table F-5. Nonresponse adjustment cells, weighted and unweighted response rates of cells, and the number of respondents, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>Cell</th>
<th>Weighted Response rate (percent)</th>
<th>Unweighted Response rate (percent)</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>69.9</td>
<td>73.6</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>83.1</td>
<td>81.6</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>81.9</td>
<td>81.6</td>
<td>182</td>
</tr>
<tr>
<td>4</td>
<td>63.1</td>
<td>63.6</td>
<td>166</td>
</tr>
<tr>
<td>5</td>
<td>71.8</td>
<td>65.3</td>
<td>124</td>
</tr>
<tr>
<td>6</td>
<td>73.9</td>
<td>73.2</td>
<td>169</td>
</tr>
<tr>
<td>7</td>
<td>61.4</td>
<td>68.3</td>
<td>114</td>
</tr>
<tr>
<td>8</td>
<td>66.8</td>
<td>65.1</td>
<td>99</td>
</tr>
<tr>
<td>9</td>
<td>55.7</td>
<td>61.9</td>
<td>91</td>
</tr>
<tr>
<td>10</td>
<td>75.5</td>
<td>68.5</td>
<td>74</td>
</tr>
<tr>
<td>11</td>
<td>63.6</td>
<td>64.3</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>58.6</td>
<td>55.7</td>
<td>83</td>
</tr>
<tr>
<td>13</td>
<td>56.8</td>
<td>57.4</td>
<td>148</td>
</tr>
<tr>
<td>14</td>
<td>56.9</td>
<td>57.4</td>
<td>358</td>
</tr>
<tr>
<td>15</td>
<td>47.5</td>
<td>49.5</td>
<td>226</td>
</tr>
<tr>
<td>16</td>
<td>58.1</td>
<td>54.6</td>
<td>253</td>
</tr>
<tr>
<td>17</td>
<td>48.5</td>
<td>47.8</td>
<td>142</td>
</tr>
<tr>
<td>18</td>
<td>42.6</td>
<td>42.6</td>
<td>126</td>
</tr>
<tr>
<td>19</td>
<td>47.3</td>
<td>46.3</td>
<td>202</td>
</tr>
</tbody>
</table>


To evaluate the effect of the nonresponse weighting adjustment, a comparison analysis was conducted of the eligible sample (4,737 cases with sample selection base weights) and the respondents only (2,762 completed questionnaires with both the sample selection base weights and the post-raking final weights, which are adjusted for nonresponse) to look for differences between these two groups. The weighting adjustment should minimize any differences originally found between the eligible sample and respondents only, with respect to the school characteristics used to define the adjustment cells.
This analysis evaluates the sample distributions. For all categories of the eight school characteristic categories, the nonresponse bias is estimated as:

\[ \hat{B}(p_r) = \hat{p}_r - \hat{p}_t \]

Where:
- \( \hat{p}_t \) = the estimated percent based on all eligible sample cases (base weighted); and
- \( \hat{p}_r \) = the estimated percent based on respondent cases (base weighted or final weighted).

The relative bias for an estimated proportion using only the respondent data, \( \hat{p}_r \), is calculated using the following formula:

\[ \text{RelB}(\hat{p}_r) = \frac{\hat{B}(p_r)}{\hat{p}_r} \]

The mean and median estimated relative bias across all eight school characteristics are calculated as a summary measure.

Tables F-6 and F-7 contain summary statistics of the findings. Table F-6 provides the comparisons between respondents and the eligible sample on the school characteristics. Base-weighted distributions were used to describe differences between the respondents and eligible sample before the noninterview adjustment, and final weights were used to describe differences after the adjustment. In conjunction with table F-6, table F-7 demonstrates that the adjustments were effective at removing the observed bias in the school characteristics. Specifically, nearly all estimates of school characteristics that were significantly biased before adjustments were no longer significantly biased after adjustments. A more detailed table of distributions is provided in table F-B.

**Table F-6. Summary of unit nonresponse bias before and after noninterview adjustment, School Survey on Crime and Safety: 2018**

<table>
<thead>
<tr>
<th>Nonresponse bias statistics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before noninterview adjustment</strong></td>
<td></td>
</tr>
<tr>
<td>Mean estimated percent relative bias (absolute value)</td>
<td>7.9</td>
</tr>
<tr>
<td>Median estimated percent relative bias (absolute value)</td>
<td>6.6</td>
</tr>
<tr>
<td>Percent of variable categories significantly1 biased</td>
<td>56.3</td>
</tr>
<tr>
<td><strong>After noninterview adjustment</strong></td>
<td></td>
</tr>
<tr>
<td>Mean estimated percent relative bias (absolute value)</td>
<td>1.6</td>
</tr>
<tr>
<td>Median estimated percent relative bias (absolute value)</td>
<td>0.6</td>
</tr>
<tr>
<td>Percent of variable categories significantly1 biased</td>
<td>3.1</td>
</tr>
</tbody>
</table>

1 Based on a two-tailed t distribution with \( df = 50 \) and \( \alpha = .05 \).

Table F-7. Effects of nonresponse adjustment on bias reduction in school characteristics, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>Significance in bias before nonresponse adjustment</th>
<th>Change in absolute bias due to noninterview adjustment</th>
<th>Significance in bias after nonresponse adjustment</th>
<th>Number of characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not significant</td>
<td>Reduction</td>
<td>Not significant</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>0</td>
</tr>
<tr>
<td>Increase in difference</td>
<td></td>
<td>Not significant</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>0</td>
</tr>
<tr>
<td>Significant</td>
<td>&gt;50 percent reduction</td>
<td>Not significant</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>0</td>
</tr>
<tr>
<td>10 percent–50 percent reduction</td>
<td></td>
<td>Not significant</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>1</td>
</tr>
<tr>
<td>&lt;10 percent reduction</td>
<td></td>
<td>Not significant</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>0</td>
</tr>
<tr>
<td>Increase in difference</td>
<td></td>
<td>Not significant</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
<td>0</td>
</tr>
</tbody>
</table>


Summary

This appendix documents the unit-level nonresponse bias analysis for SSOCS:2018. When the sample was first compared to the target population, similar distributions were found across all eight school characteristics and, therefore, no selection bias was found in the survey sample design.

The overall weighted response rate was 61.7 percent. In general, larger schools, city and suburban schools, schools with 50 percent or less White enrollment, schools with large FTE teaching staff, and schools with a high student-to-FTE teacher ratio were less likely than average to respond to the SSOCS:2018 survey. Over half of the 75 key survey estimates are significantly related to at least four school characteristics.

Significant differences were detected between respondent and nonrespondent distributions for enrollment size, school level, locale, percent White enrollment, number of FTE teaching staff, student-to-FTE teaching staff ratio, and percentage of students eligible for free or reduced-price lunch. The largest differences were found for rural schools (15.7 percent), city schools (-14.3 percent), schools with 50 percent or less White enrollment (-12.2 percent), schools with less than 29 FTE teaching staff (8.9 percent), and schools with 500–999 students enrolled (-8.0 percent). Since school characteristics were found to be related to both response rates and survey estimates, these findings are indicative of a risk of bias in the survey estimates.

A logistic regression examination of the odds of responding based on the eight school characteristics found that city schools were less likely to respond to the SSOCS than were suburban, town, or rural schools and that schools with a student-to-FTE teacher ratio less than 12 are more likely to respond than schools with higher ratios. This implies that, controlling for the eight school characteristics, differences in response rates by locale and student-to-FTE
teacher ratio are key drivers of the previously observed differences between the respondent and nonrespondent distributions.

About 15 percent of the estimates for key survey variables calculated for cases with a low response propensity are significantly different from estimates calculated for the balance of the sample. This suggests that nonrespondents would respond differently from respondents for some of the key characteristics. Additionally, estimates calculated for the low-propensity group are higher than the estimates calculated for the balance of the sample. This suggests that cases similar to nonrespondents are more likely to report certain criminal incidents, other disciplinary problems, and school policies or practices of interest.

Finally, the full sample (with base weights) was compared to the respondents (with base weights and final weights) in order to evaluate the effectiveness of the nonresponse weighting adjustment. The results show that before the nonresponse adjustment, approximately 56 percent of the 32 categories from the eight school characteristics were significantly biased. After the adjustment, only about 3 percent of the categories were significantly biased. Therefore, the adjustments were effective in removing most of the observed bias in the eight school characteristics.

Post-adjustment bias in the survey estimates cannot be evaluated because there is no survey data for nonrespondents. Some survey estimates may be subject to nonresponse bias that is not related to the observable characteristics used to create nonresponse-adjusted weights. This type of bias would not be removed by weighting adjustments. Therefore, data users are cautioned that, because survey variables are not observed for nonrespondents, the exact amount of nonresponse bias remaining in key estimates cannot be known with certainty and is likely to vary between estimates. However, the strong relationships between school characteristics and survey estimates observed in the prior analysis provide reason to expect that the weighting adjustments removed some of the nonresponse bias in the survey estimates.
Table F-A. Detailed summary of p-values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018

<table>
<thead>
<tr>
<th>Incident Description</th>
<th>p-value</th>
<th>0.05</th>
<th>0.02</th>
<th>0.01</th>
<th>0.02</th>
<th>&lt;0.01</th>
<th>&lt;0.01</th>
<th>0.02</th>
<th>&lt;0.01</th>
<th>&lt;0.01</th>
<th>0.02</th>
<th>&lt;0.01</th>
<th>&lt;0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape or attempted rape (C0310)</td>
<td>**</td>
<td>&lt;0.01</td>
<td>0.39</td>
<td>0.79</td>
<td>0.02</td>
<td>0.81</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual assault other than rape (C0314)</td>
<td>&lt;0.01</td>
<td></td>
<td>0.95</td>
<td>0.75</td>
<td>0.08</td>
<td>&lt;0.01</td>
<td>0.37</td>
<td>0.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery with a weapon (C0318)</td>
<td>&lt;0.01</td>
<td>**</td>
<td>0.67</td>
<td>**</td>
<td>0.06</td>
<td>0.01</td>
<td>0.31</td>
<td>0.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robbery without a weapon (C0322)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.96</td>
<td>0.82</td>
<td>0.12</td>
<td>&lt;0.01</td>
<td>0.35</td>
<td>0.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical attack or fight with a weapon (C0326)</td>
<td>0.66</td>
<td>0.09</td>
<td>0.01</td>
<td>0.43</td>
<td>0.51</td>
<td>0.60</td>
<td>**</td>
<td>0.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical attack or fight without a weapon (C0330)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.07</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.48</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threat of a physical attack with a weapon (C0334)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.25</td>
<td>0.10</td>
<td>0.52</td>
<td>&lt;0.01</td>
<td>0.83</td>
<td>0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threat of a physical attack without a weapon (C0338)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.53</td>
<td>0.02</td>
<td>&lt;0.01</td>
<td>0.25</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft/larceny (C0342)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.20</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.07</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of a firearm or explosive device (C0346)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.18</td>
<td>&lt;0.01</td>
<td>0.20</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of a knife or sharp object (C0350)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.01</td>
<td>0.03</td>
<td>&lt;0.01</td>
<td>0.15</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution, possession, or use of illegal drugs (C0354)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.30</td>
<td>0.51</td>
<td>&lt;0.01</td>
<td>0.32</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution, possession, or use of illegal drugs (C0356)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.12</td>
<td>&lt;0.01</td>
<td>0.03</td>
<td>0.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distribution, possession, or use of illegal drugs (C0358)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.02</td>
<td>&lt;0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism (C0362)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.91</td>
<td>0.03</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.02</td>
<td>0.29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hate crime (C0690)</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.59</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>&lt;0.01</td>
<td>0.09</td>
<td>0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student racial/ethnic tensions (C0374)</td>
<td>0.01</td>
<td>0.01</td>
<td>0.28</td>
<td>0.02</td>
<td>&lt;0.01</td>
<td>0.16</td>
<td>&lt;0.01</td>
<td>0.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student bullying (C0376)</td>
<td>0.05</td>
<td>&lt;0.01</td>
<td>0.02</td>
<td>0.70</td>
<td>&lt;0.01</td>
<td>0.16</td>
<td>0.15</td>
<td>0.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student sexual harassment of other students (C0378)</td>
<td>0.20</td>
<td>&lt;0.01</td>
<td>0.04</td>
<td>0.12</td>
<td>0.12</td>
<td>0.37</td>
<td>0.01</td>
<td>0.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student harassment of other students based on sexual orientation (C0381)</td>
<td>0.41</td>
<td>**</td>
<td>0.02</td>
<td>0.06</td>
<td>0.37</td>
<td>0.33</td>
<td>0.23</td>
<td>0.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See notes at end of table.
Table F-A. Detailed summary of p-values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

| Student harassment of other students based on gender identity (C0383) | 0.02 ** | 0.14 | 0.34 | 0.31 | 0.10 | 0.76 | 0.48 |
|------------------------------------------------------------------------------------------------|
| Student harassment of others based on religion (C0385) | ** | ** | ** | ** | 0.02 ** | 0.02 <0.01 |
| Student harassment of others based on disability (C0387) | <0.01 | 0.11 | <0.01 | ** | 0.80 | 0.69 | 0.09 | 0.63 |
| Widespread disorder in classrooms (C0382) | 0.07 | 0.21 | 0.20 | <0.01 | 0.02 | 0.36 | 0.39 | <0.01 |
| Student verbal abuse of teachers (C0380) | 0.04 | 0.01 | 0.19 | <0.01 | 0.29 <0.01 | 0.65 <0.01 |
| Student acts of disrespect for teachers other than verbal abuse (C0384) | <0.01 | <0.01 | 0.18 | <0.01 | 0.03 | 0.01 | 0.97 | <0.01 |
| Gang activities (C0386) | 0.05 ** | 0.27 ** | 0.09 | 0.15 | 0.51 ** |
| Cyberbullying among students (C0389) | <0.01 | <0.01 | <0.01 | <0.01 | 0.13 | <0.01 | 0.45 | <0.01 |
| School environment is affected by cyberbullying (C0391) | <0.01 | <0.01 | <0.01 | 0.01 | 0.47 | <0.01 | 0.27 | <0.01 |
| Staff resources are used to deal with cyberbullying (C0393) | <0.01 | <0.01 | 0.01 | 0.09 | 0.31 <0.01 | 0.62 <0.01 |

See notes at end of table.
### Table F-A

#### Detailed summary of p-values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

<table>
<thead>
<tr>
<th>Percentage of public schools reporting the use of the following violence prevention program components during the 2017–18 school year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention curriculum, instruction, or training for students (C0174)</td>
</tr>
<tr>
<td>Social emotional learning (SEL) for students (C0183)</td>
</tr>
<tr>
<td>Behavioral or behavior modification intervention for students (C0176)</td>
</tr>
<tr>
<td>Individual attention, mentoring, tutoring, or coaching of students by adults (C0181)</td>
</tr>
<tr>
<td>Student involvement in peer meditation (C0175)</td>
</tr>
<tr>
<td>Student court to address student conduct problems or minor offenses (C0177)</td>
</tr>
<tr>
<td>Student involvement in restorative circles (C0179)</td>
</tr>
<tr>
<td>Programs to promote a sense of community or social integration among students (C0163)</td>
</tr>
</tbody>
</table>

#### Percentage of public schools with a written plan for the following crisis situations during the 2017-18 school year:

| Crisis Situation | <0.01 | 0.03 | 0.04 | 0.56 | <0.01 | <0.01 | 0.14 | 0.01 |
| --- |
| Active shooter (C0155) | 0.03 | 0.56 | <0.01 | <0.01 | 0.14 | 0.01 | 0.02 | 0.04 |
| Natural disasters (C0158) | <0.01 | 0.80 | <0.01 | <0.01 | <0.01 | <0.01 | 0.31 | 0.07 |
| Hostages (C0162) | 0.20 | 0.06 | <0.01 | <0.01 | <0.01 | 0.44 | 0.39 | 0.04 |
| Bomb threats or incidents (C0166) | 0.03 | 0.09 | <0.01 | <0.01 | 0.02 | 0.04 | <0.01 | 0.03 |
| Chemical, biological, or radiological threats or incidents (C0170) | 0.32 | 0.87 | <0.01 | <0.01 | 0.15 | 0.10 | 0.09 | <0.01 |
| Suicide threat or incident (C0169) | 0.24 | 0.08 | <0.01 | <0.01 | 0.88 | 0.17 | 0.14 | 0.16 |
| Pandemic disease (C0161) | 0.09 | 0.24 | <0.01 | <0.01 | 0.07 | 0.62 | 0.23 | 0.47 |
| Post-crisis reunification of students with their families (C0157) | 0.08 | 0.96 | <0.01 | <0.01 | 0.66 | 0.03 | 0.63 | 0.03 |

---

See notes at end of table.

---

### Key Estimate

- **Number of schools reporting** the use of the given program.
- **FTE eligible for free or reduced-price lunch**
- **Student-to-FTE ratio**
- **Enrollment**
- **School size**
- **Enrollment level**

**See Table F-4**—Detailed summary of p-values from chi-square test of independence between school characteristics and 75 key survey variables.
### Table F-A. Detailed summary of p-values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

<table>
<thead>
<tr>
<th>Percentage of public schools that drilled students on the following emergency procedures during the 2017–18 school year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evacuation (C0163)</td>
</tr>
<tr>
<td>Lockdown (C0165)</td>
</tr>
<tr>
<td>Shelter-in-place (C0167)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of public schools reporting that their efforts to reduce or prevent crime at school were limited in a major way by the following factors during the 2017–18 school year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of or inadequate teacher training in classroom management (C0280)</td>
</tr>
<tr>
<td>Lack of or inadequate alternative placements or programs for disruptive students (C0282)</td>
</tr>
<tr>
<td>Likelihood of complaints from parents (C0284)</td>
</tr>
<tr>
<td>Lack of teacher support for school policies (C0286)</td>
</tr>
<tr>
<td>Lack of parental support for school policies (C0288)</td>
</tr>
<tr>
<td>Teachers' fear of student retaliation (C0290)</td>
</tr>
<tr>
<td>Fear of litigation (C0292)</td>
</tr>
<tr>
<td>Inadequate funds (C0294)</td>
</tr>
<tr>
<td>Inconsistent application of school policies by faculty or staff (C0296)</td>
</tr>
<tr>
<td>Fear of district or state reprisal (C0298)</td>
</tr>
<tr>
<td>Federal, state, or district policies on disciplining special education students (C0300)</td>
</tr>
<tr>
<td>Federal policies on discipline and safety other than those for special education students (C0302)</td>
</tr>
<tr>
<td>State or district policies on discipline and safety other than those for special education students (C0304)</td>
</tr>
</tbody>
</table>

See notes at end of table.
Table F-A. Detailed summary of p values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>p Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of public schools where a mental health professional was available to students for the following services during the 2017–18 school year:</td>
<td></td>
</tr>
<tr>
<td>Diagnostic assessment for mental health disorders (C0661, C0663, or C0665)</td>
<td>0.30 0.01 0.57 0.82 0.01 0.03 0.60 0.66</td>
</tr>
<tr>
<td>Treatment for mental health disorders (C0667, C0669, or C0671)</td>
<td>0.12 0.35 0.01 0.13 0.20 0.04 0.02 0.03</td>
</tr>
<tr>
<td>Percentage of public schools reporting that their efforts to provide mental health services to students were limited in a major way by the following factors during the 2017–18 school year:</td>
<td></td>
</tr>
<tr>
<td>Inadequate access to licensed mental health professionals (C0674)</td>
<td>&lt;0.01 0.02 &lt;0.01 0.01 &lt;0.01 &lt;0.01 0.19 0.03</td>
</tr>
<tr>
<td>Inadequate funding (C0676)</td>
<td>&lt;0.01 0.09 &lt;0.01 &lt;0.01 0.01 &lt;0.01 0.23 &lt;0.01</td>
</tr>
<tr>
<td>Potential legal issues for school or district (C0678)</td>
<td>0.84 0.86 0.94 0.30 0.08 0.74 0.16 0.27</td>
</tr>
<tr>
<td>Concerns about reactions from parents (C0681)</td>
<td>&lt;0.01 0.63 0.05 &lt;0.01 0.28 0.71 0.23 0.82</td>
</tr>
<tr>
<td>Lack of community support for providing mental health services to students (C0682)</td>
<td>&lt;0.01 0.24 0.06 0.02 0.11 0.62 0.22 0.02</td>
</tr>
<tr>
<td>Written or unwritten policies regarding the school’s requirement to pay for the diagnostics assessment or treatment of students (C0684)</td>
<td>0.62 0.02 0.10 0.44 &lt;0.01 0.04 0.79 0.28</td>
</tr>
<tr>
<td>Reluctance to label students with mental health disorders to avoid stigmatizing the child (C0686)</td>
<td>0.60 0.76 0.22 0.23 0.02 0.94 0.48 0.56</td>
</tr>
</tbody>
</table>

**Chi-square test was not performed due to insufficient observations in one or more cells.**

**NOTE:** The value of each cell is the p value of a chi-square test of independence between the specified survey variable (row) and the specified school characteristic (column).


**Table F-A.** Detailed summary of p values from chi-square test of independence between school characteristics and 75 key survey variables, School Survey on Crime and Safety: 2018—Continued
<table>
<thead>
<tr>
<th>Item Description (percent)</th>
<th>Eligible Sample, difference, base</th>
<th>Respondents, difference, final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative</td>
<td>Weighted</td>
<td>Relative</td>
</tr>
<tr>
<td>Enrollment Size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 300</td>
<td>20.5</td>
<td>22.7</td>
</tr>
<tr>
<td>300–499</td>
<td>30.2</td>
<td>32.2</td>
</tr>
<tr>
<td>500–999</td>
<td>38.5</td>
<td>35.5</td>
</tr>
<tr>
<td>1,000 or more</td>
<td>10.8</td>
<td>9.6</td>
</tr>
<tr>
<td>School Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>58.6</td>
<td>57.8</td>
</tr>
<tr>
<td>Middle</td>
<td>18.3</td>
<td>18.0</td>
</tr>
<tr>
<td>High School</td>
<td>15.3</td>
<td>15.2</td>
</tr>
<tr>
<td>Combined</td>
<td>7.8</td>
<td>9.0</td>
</tr>
<tr>
<td>Type of Locale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>27.3</td>
<td>21.8</td>
</tr>
<tr>
<td>Suburb</td>
<td>33.2</td>
<td>31.3</td>
</tr>
<tr>
<td>Town</td>
<td>12.8</td>
<td>14.1</td>
</tr>
<tr>
<td>Rural</td>
<td>26.7</td>
<td>32.7</td>
</tr>
<tr>
<td>Percent White Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 95 to 100 percent</td>
<td>5.8</td>
<td>7.4</td>
</tr>
<tr>
<td>More than 80 to 95 percent</td>
<td>24.0</td>
<td>26.5</td>
</tr>
<tr>
<td>More than 50 to 80 percent</td>
<td>27.3</td>
<td>27.8</td>
</tr>
<tr>
<td>50 percent or less</td>
<td>43.0</td>
<td>43.0</td>
</tr>
<tr>
<td>Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td>16.9</td>
<td>16.8</td>
</tr>
<tr>
<td>Midwest</td>
<td>23.9</td>
<td>24.9</td>
</tr>
<tr>
<td>South</td>
<td>36.1</td>
<td>35.7</td>
</tr>
<tr>
<td>West</td>
<td>23.2</td>
<td>22.7</td>
</tr>
<tr>
<td>Number of Full-Time-Equivalent Teaching Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 29</td>
<td>45.0</td>
<td>48.4</td>
</tr>
<tr>
<td>29 to less than 45</td>
<td>31.4</td>
<td>32.2</td>
</tr>
<tr>
<td>45 to less than 70</td>
<td>13.9</td>
<td>14.1</td>
</tr>
<tr>
<td>70 or more</td>
<td>7.6</td>
<td>7.6</td>
</tr>
</tbody>
</table>

See notes at end of table.
<table>
<thead>
<tr>
<th>Item description (percent)</th>
<th>Relative Eligible Sample, Respondents, difference, base weighted</th>
<th>Relative Respondents, difference, base weighted</th>
<th>Relative Eligible Sample, final weighted</th>
<th>Relative Respondents, final weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-to-FTE teaching staff ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 12</td>
<td>9.1</td>
<td>11.1</td>
<td>18.3</td>
<td>10.1</td>
</tr>
<tr>
<td>12 through 16</td>
<td>39.1</td>
<td>39.1</td>
<td>37.8</td>
<td>-3.3</td>
</tr>
<tr>
<td>More than 16 to less than 20</td>
<td>31.5</td>
<td>31.0</td>
<td>-1.6</td>
<td>31.6</td>
</tr>
<tr>
<td>20 or more</td>
<td>20.4</td>
<td>18.9</td>
<td>-8.2</td>
<td>20.5</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 10 percent</td>
<td>6.2</td>
<td>5.6</td>
<td>-11.3</td>
<td>5.7</td>
</tr>
<tr>
<td>10 to less than 20 percent</td>
<td>7.6</td>
<td>7.2</td>
<td>-4.7</td>
<td>7.5</td>
</tr>
<tr>
<td>20 to less than 50 percent</td>
<td>30.0</td>
<td>31.9</td>
<td>6.0</td>
<td>30.8</td>
</tr>
<tr>
<td>50 percent or more</td>
<td>56.3</td>
<td>55.3</td>
<td>-1.7</td>
<td>56.3</td>
</tr>
</tbody>
</table>

# Rounds to zero.

* p < .05.

Appendix G. Base-Weighted Item Response Rates
<table>
<thead>
<tr>
<th>Variable name</th>
<th>Variable label</th>
<th>Number eligible to respond</th>
<th>Percent who responded</th>
<th>Imputation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0110</td>
<td>School practice require visitor check in and badges</td>
<td>2762</td>
<td>99.76</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0112</td>
<td>Building access controlled locked/monitored doors</td>
<td>2762</td>
<td>99.85</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0114</td>
<td>Grounds access controlled locked/monitored gates</td>
<td>2762</td>
<td>99.66</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0116</td>
<td>Students pass through metal detectors</td>
<td>2762</td>
<td>99.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0120</td>
<td>Have random metal detector checks on students</td>
<td>2762</td>
<td>99.70</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0121</td>
<td>Equip classrooms with locks so that doors are locked from inside</td>
<td>2762</td>
<td>99.14</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0122</td>
<td>Practice to close campus for lunch</td>
<td>2762</td>
<td>99.34</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0125</td>
<td>Random sweeps for contraband</td>
<td>2762</td>
<td>99.63</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0129</td>
<td>Require drug testing for students in extra-curricular activities</td>
<td>2762</td>
<td>98.95</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0134</td>
<td>Require students to wear uniforms</td>
<td>2762</td>
<td>99.88</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0136</td>
<td>Practice to enforce a strict dress code</td>
<td>2762</td>
<td>99.53</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0138</td>
<td>Provide school lockers to students</td>
<td>2762</td>
<td>99.78</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0140</td>
<td>Require clear book bags or ban book bags</td>
<td>2762</td>
<td>99.91</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0139</td>
<td>Silent alarms or panic buttons directly connected to law enforcement</td>
<td>2762</td>
<td>99.77</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0141</td>
<td>Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency</td>
<td>2762</td>
<td>99.45</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0143</td>
<td>Provide a structured anonymous threat reporting system</td>
<td>2762</td>
<td>99.23</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0142</td>
<td>Require students to wear badge or picture ID</td>
<td>2762</td>
<td>99.62</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0144</td>
<td>Require faculty and staff to wear badge or picture ID</td>
<td>2762</td>
<td>99.76</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0146</td>
<td>Security camera(s) monitor the school</td>
<td>2762</td>
<td>99.55</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0150</td>
<td>Provide two-way radios to any staff</td>
<td>2762</td>
<td>99.69</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0153</td>
<td>Prohibit non-academic use of cell phones or smartphones during school hours</td>
<td>2762</td>
<td>99.90</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0155</td>
<td>Written plan for active shooter</td>
<td>2762</td>
<td>98.98</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0158</td>
<td>Written plan for natural disasters</td>
<td>2762</td>
<td>99.28</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0162</td>
<td>Written plan for hostages</td>
<td>2762</td>
<td>98.85</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0166</td>
<td>Written plan for bomb threats or incidents</td>
<td>2762</td>
<td>99.24</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0170</td>
<td>Written plan for chemical, biological, or radiological threats</td>
<td>2762</td>
<td>99.02</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0169</td>
<td>Written plan for suicide threat or incident</td>
<td>2762</td>
<td>99.21</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0161</td>
<td>Written plan for pandemic disease</td>
<td>2762</td>
<td>99.08</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0157</td>
<td>Written plan for post-crisis reunification of students with their families</td>
<td>2762</td>
<td>99.19</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0163</td>
<td>Drilled students on plan for evacuation</td>
<td>2762</td>
<td>99.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0165</td>
<td>Drilled students on plan for lockdown</td>
<td>2762</td>
<td>99.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0167</td>
<td>Drilled students on plan for shelter-in-place</td>
<td>2762</td>
<td>99.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0174</td>
<td>Prevention curriculum/instruction/training</td>
<td>2762</td>
<td>99.37</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0183</td>
<td>Social emotional learning training for students</td>
<td>2762</td>
<td>99.68</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>C0176</td>
<td>Behavioral modification for students</td>
<td>2762</td>
<td>99.71</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0181</td>
<td>Individual mentoring/tutoring/coaching by adults</td>
<td>2762</td>
<td>99.81</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0175</td>
<td>Student involvement in peer mediation</td>
<td>2762</td>
<td>99.74</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0177</td>
<td>Student court to address student conduct problems or minor offenses</td>
<td>2762</td>
<td>99.67</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0179</td>
<td>Student involvement in restorative circles</td>
<td>2762</td>
<td>99.80</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0186</td>
<td>Promote sense of community/social integration</td>
<td>2762</td>
<td>99.69</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0600</td>
<td>Have a threat assessment team</td>
<td>2762</td>
<td>99.31</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0602</td>
<td>Threat assessment team formal meetings</td>
<td>1349</td>
<td>95.99</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0604</td>
<td>LGBTQ acceptance group</td>
<td>2762</td>
<td>99.37</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0606</td>
<td>Disability acceptance group</td>
<td>2762</td>
<td>99.25</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0608</td>
<td>Cultural diversity acceptance group</td>
<td>2762</td>
<td>99.33</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0190</td>
<td>Formal process to obtain parental input</td>
<td>2762</td>
<td>99.62</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0192</td>
<td>Provide training or assistance to parents</td>
<td>2762</td>
<td>99.61</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0196</td>
<td>Parent participates in open house or back-to-school night</td>
<td>2762</td>
<td>99.18</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0198</td>
<td>Parent participates in parent-teacher conferences</td>
<td>2762</td>
<td>99.40</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0204</td>
<td>Community involvement - parent groups</td>
<td>2762</td>
<td>99.54</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0206</td>
<td>Community involvement - social services</td>
<td>2762</td>
<td>99.65</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0208</td>
<td>Community involvement - juvenile justice</td>
<td>2762</td>
<td>99.37</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0210</td>
<td>Community involvement - law enforcement</td>
<td>2762</td>
<td>99.62</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0212</td>
<td>Community involvement - mental health</td>
<td>2762</td>
<td>99.51</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0214</td>
<td>Community involvement - civic organizations</td>
<td>2762</td>
<td>99.33</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0216</td>
<td>Community involvement - businesses</td>
<td>2762</td>
<td>99.49</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0218</td>
<td>Community involvement - religious organizations</td>
<td>2762</td>
<td>99.61</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0610</td>
<td>Sworn law enforcement officers at school</td>
<td>2762</td>
<td>99.74</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0612</td>
<td>Sworn law enforcement officers present during school hours</td>
<td>1859</td>
<td>97.71</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0614</td>
<td>Sworn law enforcement officers while students arriving or leaving</td>
<td>1859</td>
<td>97.63</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0616</td>
<td>Sworn law enforcement officers present at school activities</td>
<td>1859</td>
<td>97.65</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0618</td>
<td>Sworn law enforcement officers present when school/school activities were not occurring</td>
<td>1859</td>
<td>97.79</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0621</td>
<td>Sworn law enforcement officers carry physical restraints</td>
<td>1859</td>
<td>97.65</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0622</td>
<td>Sworn law enforcement officers carry chemical sprays</td>
<td>1859</td>
<td>97.50</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0624</td>
<td>Sworn law enforcement officers carry firearms</td>
<td>1859</td>
<td>97.88</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0626</td>
<td>Sworn law enforcement officers wear a body camera</td>
<td>1859</td>
<td>97.78</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0628</td>
<td>Sworn law enforcement officers participate in traffic control</td>
<td>1859</td>
<td>98.19</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0630</td>
<td>Sworn law enforcement officers participate in patrol</td>
<td>1859</td>
<td>98.08</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>C0632</td>
<td>Sworn law enforcement officers participate in discipline</td>
<td>1859</td>
<td>98.09</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0636</td>
<td>Sworn law enforcement officers participate in solving school problems</td>
<td>1859</td>
<td>98.07</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0638</td>
<td>Sworn law enforcement officers participate in prevention training</td>
<td>1859</td>
<td>98.16</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0640</td>
<td>Sworn law enforcement officers participate in student mentoring</td>
<td>1859</td>
<td>98.11</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0642</td>
<td>Sworn law enforcement officers participate in teaching law-related courses</td>
<td>1859</td>
<td>98.34</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0644</td>
<td>Sworn law enforcement officers participate in recording or reporting discipline problems</td>
<td>1859</td>
<td>98.00</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0646</td>
<td>Sworn law enforcement officers participate in providing legal definitions</td>
<td>1859</td>
<td>98.21</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0648</td>
<td>Sworn law enforcement officer present for all instructional hours</td>
<td>1859</td>
<td>97.33</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0650</td>
<td>Formalized policies for sworn law enforcement officers</td>
<td>1859</td>
<td>95.81</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0652</td>
<td>Policies for sworn law enforcement officers include student discipline</td>
<td>1307</td>
<td>97.02</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0654</td>
<td>Policies for sworn law enforcement officers include use of restraints</td>
<td>1307</td>
<td>96.98</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0656</td>
<td>Policies for sworn law enforcement officers include use of firearms</td>
<td>1307</td>
<td>97.08</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0658</td>
<td>Policies for sworn law enforcement officers include making arrests</td>
<td>1307</td>
<td>97.00</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0660</td>
<td>Policies for sworn law enforcement officers include reporting of offenses</td>
<td>1307</td>
<td>96.90</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0236</td>
<td># of full-time School Resource Officers</td>
<td>1859</td>
<td>96.39</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0238</td>
<td># of part-time School Resource Officers</td>
<td>1859</td>
<td>95.58</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0240</td>
<td># of full-time sworn law enforcement officers - not SROs</td>
<td>1859</td>
<td>94.37</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0242</td>
<td># of part-time sworn law enforcement officers - not SROs</td>
<td>1859</td>
<td>93.56</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0232</td>
<td># of full-time security guards</td>
<td>2762</td>
<td>99.10</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0234</td>
<td># of part-time security guards</td>
<td>2762</td>
<td>98.96</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0661</td>
<td>Diagnostic mental health assessment for mental disorders</td>
<td>2762</td>
<td>98.49</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0663</td>
<td>Diagnostic mental health assessment at school by school-employed or contracted mental health professional</td>
<td>1561</td>
<td>96.95</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0665</td>
<td>Diagnostic mental health assessment outside of school by school-employed or contracted mental health professional</td>
<td>1561</td>
<td>94.56</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0667</td>
<td>Treatment to students for mental health disorders</td>
<td>2762</td>
<td>98.67</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>C0669</td>
<td>Treatment at school by school-employed or contracted mental health professional</td>
<td>1131</td>
<td>97.28</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0671</td>
<td>Treatment outside of school by school-employed or contracted mental health professional</td>
<td>1131</td>
<td>93.95</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0674</td>
<td>Inadequate access to professionals limits mental health efforts</td>
<td>2762</td>
<td>96.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0676</td>
<td>Inadequate funding limits mental health efforts</td>
<td>2762</td>
<td>97.14</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0678</td>
<td>Potential legal issues limit mental health efforts</td>
<td>2762</td>
<td>97.19</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0681</td>
<td>Concerns about reactions from parents limit mental health efforts</td>
<td>2762</td>
<td>97.17</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0682</td>
<td>Lack of community support limits mental health efforts</td>
<td>2762</td>
<td>97.24</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0684</td>
<td>Payment policies limit mental health efforts</td>
<td>2762</td>
<td>96.99</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0686</td>
<td>Reluctance to label students limits mental health efforts</td>
<td>2762</td>
<td>97.25</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0266</td>
<td>Teacher training - classroom management</td>
<td>2762</td>
<td>99.61</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0268</td>
<td>Teacher training - discipline policies related to violence</td>
<td>2762</td>
<td>99.84</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0265</td>
<td>Teacher training - discipline policies related to cyberbullying</td>
<td>2762</td>
<td>99.79</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0267</td>
<td>Teacher training - discipline policies related to bullying</td>
<td>2762</td>
<td>99.61</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0269</td>
<td>Teacher training - alcohol/drug discipline policy</td>
<td>2762</td>
<td>99.80</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0270</td>
<td>Teacher training - safety procedures</td>
<td>2762</td>
<td>99.66</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0272</td>
<td>Teacher training - early warning signs for violent behavior</td>
<td>2762</td>
<td>99.93</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0278</td>
<td>Teacher training - signs of self-harm or suicidal tendencies</td>
<td>2762</td>
<td>99.87</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0271</td>
<td>Teacher training - intervention and referral strategies</td>
<td>2762</td>
<td>99.76</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0273</td>
<td>Teacher training - recognize bullying behavior</td>
<td>2762</td>
<td>99.86</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0274</td>
<td>Teacher training - student alcohol/drug abuse</td>
<td>2762</td>
<td>99.82</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0276</td>
<td>Teacher training - positive behavioral intervention</td>
<td>2762</td>
<td>99.67</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0277</td>
<td>Teacher training - crisis prevention and intervention</td>
<td>2762</td>
<td>99.90</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0279</td>
<td>Legally carried a firearm</td>
<td>2762</td>
<td>98.60</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0280</td>
<td>Efforts limited by inadequate/lack of teacher training</td>
<td>2762</td>
<td>98.98</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0282</td>
<td>Efforts limited by inadequate/lack of alternative placement</td>
<td>2762</td>
<td>99.32</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0284</td>
<td>Efforts limited by parental complaints</td>
<td>2762</td>
<td>99.30</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0286</td>
<td>Efforts limited by inadequate/lack of teacher support</td>
<td>2762</td>
<td>99.16</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0288</td>
<td>Efforts limited by inadequate/lack of parent support</td>
<td>2762</td>
<td>99.11</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0290</td>
<td>Efforts limited by fear of student retaliation</td>
<td>2762</td>
<td>99.30</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>C0292</td>
<td>Efforts limited by fear of litigation</td>
<td>2762</td>
<td>99.25</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0294</td>
<td>Efforts limited by inadequate funds</td>
<td>2762</td>
<td>99.23</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0296</td>
<td>Efforts limited by inconsistent application of policies</td>
<td>2762</td>
<td>99.14</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0298</td>
<td>Efforts limited by fear of district or state reprisal</td>
<td>2762</td>
<td>99.10</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0300</td>
<td>Efforts limited by federal/state/district policies on special ed students</td>
<td>2762</td>
<td>99.15</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0302</td>
<td>Efforts limited by federal policies for other than special ed students</td>
<td>2762</td>
<td>99.06</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0304</td>
<td>Efforts limited by state/district policies for other than special ed students</td>
<td>2762</td>
<td>99.24</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0306</td>
<td>Any school deaths from homicides</td>
<td>2762</td>
<td>99.85</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0308</td>
<td>Any school shooting incidents</td>
<td>2762</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0310</td>
<td># of rapes/attempted rapes - total</td>
<td>2762</td>
<td>99.63</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0312</td>
<td># of rapes/attempted rapes reported to police</td>
<td>2762</td>
<td>99.96</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0314</td>
<td># of sexual assaults other than rape - total</td>
<td>2762</td>
<td>98.36</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0316</td>
<td># of sexual assaults other than rape reported to police</td>
<td>2762</td>
<td>98.71</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0318</td>
<td># of robberies with weapon - total</td>
<td>2762</td>
<td>99.66</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0320</td>
<td># of robberies with weapon reported to police</td>
<td>2762</td>
<td>99.81</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0322</td>
<td># of robberies without weapon - total</td>
<td>2762</td>
<td>97.21</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0324</td>
<td># of robberies without weapon reported to police</td>
<td>2762</td>
<td>97.59</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0326</td>
<td># of attacks with weapon - total</td>
<td>2762</td>
<td>88.98</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0328</td>
<td># of attacks with weapon reported to police</td>
<td>2762</td>
<td>96.38</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0330</td>
<td># of attacks without weapon - total</td>
<td>2762</td>
<td>87.15</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0332</td>
<td># of attacks without weapon reported to police</td>
<td>2762</td>
<td>90.05</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0334</td>
<td># of threats of attack with weapon - total</td>
<td>2762</td>
<td>98.89</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0336</td>
<td># of threats of attack with weapon reported to police</td>
<td>2762</td>
<td>98.53</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0338</td>
<td># of threats of attack without weapon - total</td>
<td>2762</td>
<td>96.85</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0340</td>
<td># of threats of attack without weapon reported to police</td>
<td>2762</td>
<td>93.56</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0342</td>
<td># of incidents theft/larceny - total</td>
<td>2762</td>
<td>98.15</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0344</td>
<td># of incidents theft/larceny reported to police</td>
<td>2762</td>
<td>96.28</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0346</td>
<td># of possession of firearms - total</td>
<td>2762</td>
<td>98.52</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0348</td>
<td># of possession of firearms reported to police</td>
<td>2762</td>
<td>99.14</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0350</td>
<td># of possession knife/sharp object - total</td>
<td>2762</td>
<td>98.31</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0352</td>
<td># of possession knife/sharp object reported to police</td>
<td>2762</td>
<td>95.74</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0354</td>
<td># of distribution, possession, or use of drugs - total</td>
<td>2762</td>
<td>97.86</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0356</td>
<td># of distribution, possession, or use of drugs reported to police</td>
<td>2762</td>
<td>97.18</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0355</td>
<td># of distribution, possession, or use of prescription drugs - total</td>
<td>2762</td>
<td>98.94</td>
<td>RATIO</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>C0357</td>
<td># of distribution, possession, or use of prescription drugs reported to police</td>
<td>2762</td>
<td>98.72</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0358</td>
<td># of distribution, possession, or use of alcohol - total</td>
<td>2762</td>
<td>98.38</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0360</td>
<td># of distribution, possession, or use of alcohol reported to police</td>
<td>2762</td>
<td>98.62</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0362</td>
<td># of incidents of vandalism - total</td>
<td>2762</td>
<td>98.29</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0364</td>
<td># of incidents of vandalism reported to police</td>
<td>2762</td>
<td>96.68</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0690</td>
<td># of hate crimes</td>
<td>2762</td>
<td>98.30</td>
<td>RATIO</td>
</tr>
<tr>
<td>C0692</td>
<td>Hate crimes motivated by bias against race or color</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0694</td>
<td>Hate crimes motivated by bias against national origin or ethnicity</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0696</td>
<td>Hate crimes motivated by bias against gender</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0698</td>
<td>Hate crimes motivated by bias against religion</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0700</td>
<td>Hate crimes motivated by bias against religion</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0702</td>
<td>Hate crimes motivated by bias against sexual orientation</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0704</td>
<td>Hate crimes motivated by bias against gender identity</td>
<td>105</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0705</td>
<td>Any incidents of sexual misconduct</td>
<td>2762</td>
<td>99.50</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0688</td>
<td>Number of arrests at school (categorical)</td>
<td>2762</td>
<td>99.03</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0374</td>
<td>How often student racial/ethnic tensions</td>
<td>2762</td>
<td>99.76</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0376</td>
<td>How often student bullying</td>
<td>2762</td>
<td>99.64</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0378</td>
<td>How often student sexual harassment of students</td>
<td>2762</td>
<td>99.72</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0381</td>
<td>How often student harassment based on sexual orientation</td>
<td>2762</td>
<td>99.74</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0383</td>
<td>How often student harassment based on gender identity</td>
<td>2762</td>
<td>99.79</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0385</td>
<td>How often student harassment based on religion</td>
<td>2762</td>
<td>99.90</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0387</td>
<td>How often student harassment based on disability</td>
<td>2762</td>
<td>99.89</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0382</td>
<td>How often widespread disorder in classrooms</td>
<td>2762</td>
<td>99.61</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0380</td>
<td>How often student verbal abuse of teachers</td>
<td>2762</td>
<td>99.86</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0384</td>
<td>How often student acts of disrespect for teachers - not verbal abuse</td>
<td>2762</td>
<td>99.95</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0386</td>
<td>How often student gang activities</td>
<td>2762</td>
<td>99.89</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0389</td>
<td>How often cyberbullying among students</td>
<td>2762</td>
<td>99.97</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0391</td>
<td>How often school environment affected by cyberbullying</td>
<td>2762</td>
<td>99.91</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0393</td>
<td>How often staff resources used to deal with cyberbullying</td>
<td>2762</td>
<td>99.85</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0390</td>
<td>Removal with no services available</td>
<td>2762</td>
<td>99.63</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0392</td>
<td>Removal with no services available - action used</td>
<td>1128</td>
<td>99.71</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0394</td>
<td>Removal with tutoring/home instruction available</td>
<td>2762</td>
<td>99.29</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0396</td>
<td>Removal with tutoring/home instruction available - action used</td>
<td>1459</td>
<td>97.02</td>
<td>DIRECT COPY</td>
</tr>
</tbody>
</table>
Table G-1. Detailed base-weighted item response rates: School year 2017–18—Continued

<table>
<thead>
<tr>
<th>Variable name</th>
<th>Variable label</th>
<th>Number eligible to respond</th>
<th>Percent who responded</th>
<th>Imputation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>C0398</td>
<td>Transfer to specialized school available</td>
<td>2762</td>
<td>99.41</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0400</td>
<td>Transfer to specialized school available - action used</td>
<td>1913</td>
<td>99.70</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0402</td>
<td>Transfer to regular school available</td>
<td>2762</td>
<td>98.59</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0404</td>
<td>Transfer to regular school available - action used</td>
<td>957</td>
<td>95.20</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0406</td>
<td>Outside suspension with no services available</td>
<td>2762</td>
<td>96.10</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0408</td>
<td>Outside suspension with no services available - action used</td>
<td>1351</td>
<td>92.03</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0410</td>
<td>Outside suspension with services available</td>
<td>2762</td>
<td>97.45</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0412</td>
<td>Outside suspension with services available - action used</td>
<td>2233</td>
<td>91.33</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0414</td>
<td>In-school suspension with no services available</td>
<td>2762</td>
<td>97.28</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0416</td>
<td>In-school suspension with no services available - action used</td>
<td>581</td>
<td>94.05</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0418</td>
<td>In-school suspension with services available</td>
<td>2762</td>
<td>99.01</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0420</td>
<td>In-school suspension with services available - action used</td>
<td>2287</td>
<td>93.39</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0422</td>
<td>Referral to school counselor available</td>
<td>2762</td>
<td>99.54</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0424</td>
<td>Referral to school counselor available - action used</td>
<td>2644</td>
<td>95.00</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0426</td>
<td>In-school disciplinary program available</td>
<td>2762</td>
<td>99.15</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0428</td>
<td>In-school disciplinary program available - action used</td>
<td>1607</td>
<td>93.99</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0430</td>
<td>Outside school disciplinary program available</td>
<td>2762</td>
<td>99.18</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0432</td>
<td>Outside school disciplinary program available - action used</td>
<td>942</td>
<td>95.66</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0434</td>
<td>Loss of bus privileges for misbehavior available</td>
<td>2762</td>
<td>99.51</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0436</td>
<td>Loss of bus privileges for misbehavior available - action used</td>
<td>2325</td>
<td>94.83</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0438</td>
<td>Corporal punishment available</td>
<td>2762</td>
<td>99.50</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0440</td>
<td>Corporal punishment available - action used</td>
<td>214</td>
<td>95.70</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0442</td>
<td>School probation available</td>
<td>2762</td>
<td>99.16</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0444</td>
<td>School probation available - action used</td>
<td>1552</td>
<td>95.56</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0446</td>
<td>Detention/Saturday school available</td>
<td>2762</td>
<td>99.23</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0448</td>
<td>Detention/Saturday school available - action used</td>
<td>2091</td>
<td>95.06</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0450</td>
<td>Loss of student privileges available</td>
<td>2762</td>
<td>99.30</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0452</td>
<td>Loss of student privileges available - action used</td>
<td>2632</td>
<td>94.25</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0454</td>
<td>Require community service available</td>
<td>2762</td>
<td>99.48</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0456</td>
<td>Require community service available - action used</td>
<td>957</td>
<td>95.29</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0458</td>
<td># students involved in use/possession firearm/explosive device - total</td>
<td>2762</td>
<td>99.97</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0460</td>
<td># of removals for firearm use/possession</td>
<td>133</td>
<td>100.00</td>
<td>NONE</td>
</tr>
<tr>
<td>C0462</td>
<td># of transfers for firearm use/possession</td>
<td>133</td>
<td>100.00</td>
<td>NONE</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>C0464</td>
<td># of suspensions for firearm use/possession</td>
<td>133</td>
<td>95.98</td>
<td>CLERICAL</td>
</tr>
<tr>
<td>C0466</td>
<td># of other actions for firearm use/possession</td>
<td>133</td>
<td>95.52</td>
<td>CLERICAL</td>
</tr>
<tr>
<td>C0468</td>
<td># of students involved in use/possession weapon (other than firearm/explosive device) - total</td>
<td>2762</td>
<td>98.95</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0470</td>
<td># of removals for non-firearm weapon use</td>
<td>769</td>
<td>99.78</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0472</td>
<td># of transfers for non-firearm weapon use</td>
<td>769</td>
<td>98.91</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0474</td>
<td># of suspensions for non-firearm weapon use</td>
<td>769</td>
<td>96.79</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0476</td>
<td># of other actions for non-firearm weapon use</td>
<td>769</td>
<td>94.80</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0478</td>
<td># students involved in distribution/possession/use illegal drugs - total</td>
<td>2762</td>
<td>99.70</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0480</td>
<td># of removals for distribution/possession/use illegal drugs</td>
<td>1288</td>
<td>98.75</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0482</td>
<td># of transfers for distribution/possession/use illegal drugs</td>
<td>1288</td>
<td>98.01</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0484</td>
<td># of suspensions for distribution/possession/use illegal drugs</td>
<td>1288</td>
<td>96.18</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0486</td>
<td># of other actions for distribution/possession/use illegal drugs</td>
<td>1288</td>
<td>94.63</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0488</td>
<td># of students involved in distribution/possession/use alcohol - total</td>
<td>2762</td>
<td>99.92</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0490</td>
<td># of removals for distribution/possession/use alcohol</td>
<td>752</td>
<td>98.93</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0492</td>
<td># of transfers for distribution/possession/use alcohol</td>
<td>752</td>
<td>97.59</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0494</td>
<td># of suspensions for distribution/possession/use alcohol</td>
<td>752</td>
<td>95.65</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0496</td>
<td># of other actions for distribution/possession/use alcohol</td>
<td>752</td>
<td>94.68</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0498</td>
<td># students involved in attacks/fights - total</td>
<td>2762</td>
<td>98.69</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0500</td>
<td># of removals for attacks/fights</td>
<td>2152</td>
<td>98.97</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0502</td>
<td># of transfers for attacks/fights</td>
<td>2152</td>
<td>97.40</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0504</td>
<td># of suspensions for attacks/fights</td>
<td>2152</td>
<td>94.05</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0506</td>
<td># of other actions for attacks/fights</td>
<td>2152</td>
<td>92.87</td>
<td>COPY/CLERICAL</td>
</tr>
<tr>
<td>C0518</td>
<td># of removals with no service - total</td>
<td>2762</td>
<td>98.10</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0520</td>
<td># of transfers to specialized schools - total</td>
<td>2762</td>
<td>97.85</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0522</td>
<td>Total students</td>
<td>2762</td>
<td>100.00</td>
<td>NONE</td>
</tr>
<tr>
<td>C0524</td>
<td>Percent eligible for free or reduced-price lunch</td>
<td>2762</td>
<td>99.52</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0526</td>
<td>Percent students English language learners</td>
<td>2762</td>
<td>96.98</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>Variable name</td>
<td>Variable label</td>
<td>Number eligible to respond</td>
<td>Percent who responded</td>
<td>Imputation method</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>C0528</td>
<td>Percent special education students</td>
<td>2762</td>
<td>96.41</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0530</td>
<td>Percent male</td>
<td>2762</td>
<td>99.58</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0532</td>
<td>Percent students below 15th percentile standardized tests</td>
<td>2762</td>
<td>91.38</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0534</td>
<td>Percent students likely to go to college</td>
<td>2762</td>
<td>94.24</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0536</td>
<td>Percent students academic achievement important</td>
<td>2762</td>
<td>94.55</td>
<td>DIRECT COPY/CLERICAL</td>
</tr>
<tr>
<td>C0538</td>
<td>Typical number of classroom changes</td>
<td>2762</td>
<td>98.21</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0560</td>
<td>Crime where students live</td>
<td>2762</td>
<td>99.57</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0562</td>
<td>Crime where school located</td>
<td>2762</td>
<td>99.37</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0564</td>
<td>School type</td>
<td>2762</td>
<td>100.00</td>
<td>NONE</td>
</tr>
<tr>
<td>C0565_ORIGINAL</td>
<td>Verbatim responses - school type</td>
<td>15</td>
<td>100.00</td>
<td>NONE</td>
</tr>
<tr>
<td>C0568</td>
<td>Average percent daily attendance</td>
<td>2762</td>
<td>98.43</td>
<td>DIRECT COPY</td>
</tr>
<tr>
<td>C0570</td>
<td># of students transferred to school</td>
<td>2762</td>
<td>92.39</td>
<td>RATIO/CLERICAL</td>
</tr>
<tr>
<td>C0572</td>
<td># of students transferred from school</td>
<td>2762</td>
<td>91.12</td>
<td>RATIO/CLERICAL</td>
</tr>
</tbody>
</table>
Appendix H. Analysis of Item Nonresponse Bias
In its statistical standards, the National Center for Education Statistics (NCES) requires that any survey item with a weighted item response rate of less than 85 percent be evaluated for potential nonresponse bias before the data or any analysis using the data may be released (U.S. Department of Education 2014). This appendix serves to supplement the unit-level nonresponse bias analysis for the 2017–18 School Survey on Crime and Safety (SSOCS:2018), summarizing the results of the item-level nonresponse bias analysis.

The SSOCS:2018 sample consisted of 4,803 schools, of which 66 were ineligible for the survey and 2,762 completed the survey (61.7 percent base-weighted response rate; 58.3 percent unweighted response rate). Analysis of the unit-level nonresponse found that adjustments to the weights of the sample yielded distributions statistically similar to the eligible sample. As in most surveys, responses to some items in the SSOCS:2018 questionnaire were not obtained for all interviewed respondents, which can lead to nonresponse bias at the item level. There are numerous reasons for item nonresponse. Some respondents may not know the answer to an item or may not want to respond for other reasons, or the interview may have been interrupted and not completed. Item nonresponse can also occur when inconsistencies among interrelated items are discovered after the interview. In such circumstances, these item values must be set to missing and then imputed.

For the 2017–18 cycle, no specific items were analyzed for potential nonresponse bias because all items met the threshold of 85 percent response. The majority of items in SSOCS:2018 had high response rates; the mean item response rate for SSOCS:2018 was 98.1 percent. Therefore, there is little potential for item nonresponse bias for most items in the survey. The item with the lowest weighted response rate was item C0330 (Number of physical attacks or fights without a weapon) with a weighted response rate of 87.1 percent.
Appendix I. Detailed Editing Procedures, By Item
### Consistency Edits and Rectification Procedures for Correcting Data Inconsistencies

<table>
<thead>
<tr>
<th>Survey item #</th>
<th>Consistency edit</th>
<th>Rectification procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Range</td>
<td>A respondent indicating the correct grade level by choosing “Yes” should not have chosen any grades offered in the school.</td>
<td>If the respondent left the grade range in the grades item blank and selected at least one of the grade levels, C0022 was marked as “No.”</td>
</tr>
<tr>
<td>Grade Range</td>
<td>A respondent that did not choose any grade level should have selected the correct grade range by choosing “Yes.”</td>
<td>If the respondent selected “No” or left the grade range blank but did not select any of the grade levels (C0024-C0052), then the grade range was marked as “Yes.”</td>
</tr>
<tr>
<td>5</td>
<td>A respondent indicating that his/her school does not have a threat assessment team (item 5=2) should have skipped item 6.</td>
<td>If the school has a threat assessment team was marked “No” or left blank, but the respondent indicated in item 6 that this group meets formally by marking 1, 2, or 3, then item 5 was changed to “Yes.”</td>
</tr>
<tr>
<td>11</td>
<td>All schools with no sworn law enforcement officers (including School Resource Officers) present at least once a week (item 11=2) should have skipped all subsequent questions regarding the number and characteristics of school sworn law enforcement personnel. All components of items 12 through 15 and item 18 must equal “-1,” which is the code for “legitimate skip.”</td>
<td>If item 11 was not marked “Yes” and the respondent marked “Yes” for any part of items 12, 13, 14, or 15 or entered a non-zero value to any component of item 18, then item 11 was marked as “Yes.”</td>
</tr>
<tr>
<td>12</td>
<td>All schools with sworn law enforcement officers present for all instructional hours every day the school was in session (item 15=1) should have marked item 12a as a “Yes.”</td>
<td>If item 15 was marked “Yes” and item 12a was not marked “Yes,” then item 12a was changed to “Yes.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>All schools without any formalized policies or written documents outlining the roles, responsibilities, and expectations of sworn law enforcement officers should have skipped item 17.</td>
<td>If item 16 was not marked “Yes” but any part of item 17 was marked “Yes,” then item 16 was changed to “Yes.”</td>
</tr>
<tr>
<td>20</td>
<td>All schools that do not provide diagnostic mental health assessments to evaluate students for mental health disorders should have skipped item 21.</td>
<td>If Item 20 was not marked “Yes” but any part of item 21 was marked “Yes,” then item 20 was changed to “Yes.”</td>
</tr>
<tr>
<td>22</td>
<td>All schools that do not provide treatment to students for mental health disorders should have skipped item 23.</td>
<td>If Item 22 was not marked “Yes” but any part of item 23 was marked “Yes,” then item 22 was changed to “Yes.”</td>
</tr>
<tr>
<td>30</td>
<td>If the number of recorded incidents in column 1 of item 30a through l is greater than or equal to zero, then the number of incidents reported to police in column 2 of item 30a through l should be less than or equal to the number of recorded incidents in column 1 of item 30a through l.</td>
<td>If the number of incidents reported to the police in column 2 of item 30a through l is greater than the number of recorded incidents in column 1 of item 30a through l, and the number of recorded incidents in column 1 of item 30a through l is greater than or equal to zero, the entry in column 1 of item 30a through l was deleted, and a value was imputed.</td>
</tr>
<tr>
<td>30</td>
<td>If column 1 of item 38e is greater than zero, the total number of physical attacks or fights recorded (item 30d_i or item 30d_ii column 1) must also be greater than zero.</td>
<td>If there was a non-zero response in column 1 of item 38e, and the respondent also indicated that there were no recorded incidents of physical attacks or fights with or without a weapon (item 30d_i column 1=0 and item 30d_ii column 1=0), both item 30d_i column 1 and item 30d_ii column 1 were deleted and a value was imputed.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>30</td>
<td>If column 1 of item 38a is greater than zero, the total number of recorded incidents of possession of a firearm/explosive device (item 30g column 1) must also be greater than zero.</td>
<td>If there was a non-zero response in column 1 of item 38a, and the respondent also indicated that there were no recorded incidents of possession of a firearm/explosive device (item 30g column 1=0), then item 30g column 1 was deleted and imputed.</td>
</tr>
<tr>
<td>30</td>
<td>If the respondent indicated that there was at least one incident involving a shooting at the school (item 29=1) but there were not any possessions of a firearm or explosive device (item 30g), then one item was misreported.</td>
<td>If the respondent indicated that there was at least once incident involving a shooting at the school (item 29=1) but said there were not any possessions of a firearm or explosive device (item 30g), then item 30g was deleted and imputed at a later stage.</td>
</tr>
<tr>
<td>30</td>
<td>If column 1 of item 38c is greater than zero, then the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) must also be greater than zero.</td>
<td>If there was a non-zero response in column 1 of item 38c, and the number of recorded incidents of the distribution, possession, or use of illegal drugs (item 30i column 1) was zero, then item 30i column 1 was deleted and imputed.</td>
</tr>
<tr>
<td>30</td>
<td>If column 1 of item 38d is greater than zero, then the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) must also be greater than zero.</td>
<td>If there was a non-zero response in column 1 of item 38d, and the number of recorded incidents of the distribution, possession, or use of alcohol (item 30k column 1) was zero, then item 30k column 1 was deleted and imputed.</td>
</tr>
<tr>
<td>31</td>
<td>If the respondent indicated that no hate crimes occurred at his/her school, then none of the responses in item 32 should be marked “No.”</td>
<td>If the response for item 31 was &quot;None,&quot; but any of the items in 32 were marked &quot;Yes,&quot; then the entry in item 31 was deleted and imputed at a later stage.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>37</td>
<td>A respondent indicating that his/her school has used specified disciplinary actions this year (37(a-o) column 2=1) should have also indicated that the school allows for the use of the specified disciplinary action (item 37(a-o) column 1=1).</td>
<td>If the respondent indicated that his/her school used a specified disciplinary action this year but also indicated that the school did not allow for the use of the specified disciplinary action or this item was left blank, the “No” or missing response to allow for the use of the specified disciplinary action was edited to a “Yes.”</td>
</tr>
<tr>
<td>37</td>
<td>If the respondent indicated that the total number of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) was greater than or equal to 1, then the school must have (1) allowed for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).</td>
<td>If the respondent indicated that students were removed with no continuing services for at least the remainder of the school year (item 38 column 2) but also indicated that either “No,” the school does not use the disciplinary action of removal with no continuing services for for at least the remainder of the school year (item 37a column 1=2) or that “No,” the school has not used the disciplinary action of removal with no continuing services for for at least the remainder of the school year in this school year (item 37a column 2=2), or the item was left blank (item 37a), the “No” or missing values in item 34a were changed to “Yes.”</td>
</tr>
<tr>
<td>37</td>
<td>If the respondent indicated that the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons was greater than zero (item 39a), the school must have (1) allowed the use of removals with no continuing services for for at least the remainder of the school year (item 37a column 1=1) and (2) used this action during this school year (item 37a column 2=1).</td>
<td>If the respondent indicated that students were removed with no continuing services for for at least the remainder of the school year (item 39a) but also indicated that the school does not allow for the use of removals with no continuing services for for at least the remainder of the school year (item 37a column 1=2) or that the school has not used the disciplinary action of removal with no continuing services for for at least the remainder of the school year this year (item 37a column 2=2) or the item was left blank (item 37a), then the “No” or missing values in item 37a were changed to “Yes.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>37</td>
<td>If the total number of removals of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) is missing or equal to zero, then this action was not used in this school year (item 37a column 2).</td>
<td>If the respondent indicated that the number of students with no continuing services for at least the remainder of the school year for all disciplinary reasons (item 39a) was zero and the number of removals with no continuing services for at least the remainder of the school year for selected offenses (item 38 column 2) was missing or equal to zero, then this action was not used in this school year and item 37a column 2 was edited to “No.”</td>
</tr>
<tr>
<td>37</td>
<td>If the sum of transfers to specialized schools for selected offenses (item 38 column 3) is greater than or equal to 1, the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (item 37c column 1=1) and (2) must have used this action in the past year (item 37c column 2=1).</td>
<td>If the respondent indicated that students were transferred to specialized schools for selected offenses (item 38 column 3) and also indicated that either “No,” the school does not allow for the use of transfers to a specialized school for disciplinary reasons (item 37c column 1=2) or that the school has not used the disciplinary action of transfers to a specialized school for disciplinary reasons this school year (item 37c column 2=2), or the item was left blank (item 37c), then the values in item 37c were changed to “Yes.”</td>
</tr>
<tr>
<td>37</td>
<td>If the respondent indicated that the total number of transfers to specialized schools for disciplinary reasons was greater than zero (item 39b), the school (1) must allow for the use of transfers to specialized schools for disciplinary reasons (item 37c column 1=1) and (2) must have used this action during this school year (item 37c column 2=1).</td>
<td>If the respondent indicated that students were transferred to specialized schools for disciplinary reasons (item 39b) and also indicated that the school does not allow for the use of transfers to specialized schools (item 37c column 1=2) or the school has not used the disciplinary action of transferring students to specialized schools this school year (item 37c column 2=2), or the item was left blank (item 37c), the “No” or missing values in item 37c were changed to “Yes.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>37</td>
<td>If the total number of students that transferred to specialized schools for disciplinary reasons (item 39b) is zero and the number of transfers to specialized schools for selected offenses (item 38 column 3) is missing or equal to zero, then this action was not used in this school year (item 37c column 2).</td>
<td>If the respondent indicated that the number of students that transferred to specialized schools for disciplinary reasons (item 39b) was zero and the number of transfers to specialized schools for each selected offense (item 38 column 3) was missing or equal to zero, then this action was not used in this school year and item 37c column 2 was changed to “No.”</td>
</tr>
<tr>
<td>37</td>
<td>If the total number of transfers from the school during the 2017–18 school year (item 48b) is zero, then the use of transfers to a specialized school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) must be “No.”</td>
<td>If the total number of transfers from the school in the 2017–18 school year (item 48b) was zero but the use of transfers to a specialized school for disciplinary reasons (item 37c column 2) or transfers to any other regular school for disciplinary reasons (item 37d column 2) was “Yes” or was left blank, the “Yes” or missing value was edited to “No.”</td>
</tr>
<tr>
<td>37</td>
<td>If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, the school must both (1) allow for out-of-school suspension or removal for less than the remainder of the school year with or without curriculum/services provided (item 37e_i column 1=1 or item 37e_ii column 1=1) and (2) have used this action during this school year (item 37e_i column 2=1 or item 37e_ii column 2=1).</td>
<td>If the total number of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year for selected offenses (item 38 column 4) is greater than zero, and out-of-school suspensions with no curriculum/services provided were either reported to be not allowed or not used during this school year (item 37e_i column 1=2 or 37e_i column 2=2) and out-of-school suspensions with curriculum/services provided were reported to be not allowed or not used during this school year (item 34e_ii column 1=2 or 37e_ii column 2=2), then any values in item 37e_i and 37e_ii that were marked “No” were deleted and imputed.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>39</td>
<td>If item 39a is greater than or equal to zero, then it should be greater than the sum of the entries in column 2 of item 38.</td>
<td>If item 39a was greater than or equal to zero and was less than the sum of the entries in column 2 of item 38, then the entry in item 39a was deleted and imputed.</td>
</tr>
<tr>
<td>39</td>
<td>The school’s enrollment (item 40) must be greater than the total number of transfers without continuing services for all disciplinary reasons (item 39a).</td>
<td>If item 39a was larger than the non-zero enrollment in item 40, then the entry in item 39a was deleted and imputed.</td>
</tr>
<tr>
<td>39</td>
<td>If item 39b is greater than or equal to zero, then it should be greater than the sum of the entries in column 3 of item 38.</td>
<td>If item 39b was greater than or equal to zero and was less than the sum of the entries in column 3 of item 38, then the entry in item 39b was deleted and imputed.</td>
</tr>
<tr>
<td>39</td>
<td>The school’s enrollment (item 40) must be greater than the total number of transfers to specialized schools for all disciplinary reasons (item 39b).</td>
<td>If item 39b was larger than the non-zero enrollment in item 40, then the entry in item 39b was deleted and imputed.</td>
</tr>
<tr>
<td>43</td>
<td>The number of classroom changes in a day (item 43) should not exceed 20.</td>
<td>If a respondent indicated that there are more than 20 classroom changes in a day (item 43), then the value was deleted and imputed.</td>
</tr>
<tr>
<td>46</td>
<td>If the respondent did not select one of the school types listed (item 46) or selected one of the school types other than “Other” but supplied a response in the specify item (item 46e, “other - specify”), then the school type of “Other” should have been selected.</td>
<td>If none of the school types listed (item 46) was checked by the respondent, or the respondent selected one of the school types other than “Other,” but the specified item (item 46e, “other - specify”) was not blank, then the missing value for school type or any response recorded for school type other than “Other” (item 46) was edited to “Other” (item 46=5).</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Consistency edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>48</td>
<td>The number of students who transferred from the school for all reasons (item 48b) must be greater than or equal to the sum of transfers to specialized schools for specified offenses (item 38 column 3) and greater than or equal to the total number of transfers to specialized schools (item 39b).</td>
<td>If the total transfers from the school in item 48b was less than item 39b or the sum of column 3 in item 38, then the entry in item 48b was deleted, and a value was imputed.</td>
</tr>
</tbody>
</table>
## Logic Edits and Rectification Procedures for Correcting Data Inconsistencies

<table>
<thead>
<tr>
<th>Survey item #</th>
<th>Logic edit</th>
<th>Rectification procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If the respondent did not mark “No” to any of the school practices and programs and either five programs and practices are marked “Yes,” or the respondent chose at least one “Yes” to both the first half (parts a to j) and the second half (parts k to u) of item 1, then any missing data in item 1 is inferred to be “No.”</td>
<td>If no parts of item 1 were marked “No” and either five parts of item 1 were marked “Yes” or both the first half (parts a to j) and the second half (parts k to u) of item 1 have at least one “Yes,” then any unanswered parts of item 1 were marked as “No.”</td>
</tr>
<tr>
<td>2</td>
<td>If the respondent marks at least 2 parts of item 2 as “Yes” and none of the responses is marked “No,” then any missing data in item 2 is inferred to be “No.”</td>
<td>If at least 2 parts (approximately 25%) of item 2 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>3</td>
<td>If the respondent marks at least 1 part of item 3 as “Yes” and none of the responses are marked “No,” then any missing data in item 3 is inferred to be “No.”</td>
<td>If at least 1 part of item 3 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>4</td>
<td>If the respondent marks at least 2 parts of item 4 as “Yes” and none of the responses are marked “No,” then any missing data in item 4 is inferred to be “No.”</td>
<td>If at least 2 parts (approximately 25%) of item 4 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>7</td>
<td>If the respondent marks at least 1 part of item 7 as “Yes” and none of the responses are marked “No,” then any missing data in item 7 is inferred to be “No.”</td>
<td>If at least 1 part of item 7 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>10</td>
<td>If the respondent marks at least 2 parts of item 10 as “Yes” and none of the responses are marked “No,” then any missing data in item 10 is inferred to be “No.”</td>
<td>If at least 2 parts of item 10 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>If the respondent marks at least 1 part of item 12 as “Yes,” and none of the responses are marked “No,” then any missing data in item 12 is inferred to be “No.”</td>
<td>If the respondent marked at least 1 part of item 12 as “Yes,” and none of the responses were marked “No,” then any missing data in item 12 were marked as “No.”</td>
</tr>
<tr>
<td>12</td>
<td>A respondent who answers “Yes” to item 11 must answer “Yes” to at least one sub-item of item 12, and at least one sub-item of item 18 must not be zero.</td>
<td>If the respondent answered “Yes” to item 11, but answered “No” to each sub-item of question 12 or “0” to each sub-item of question 18, then one sub-item of question 12 was imputed as “Yes” and one sub-item of question 18 was imputed as “1.” One of the components of item 12 was randomly selected (based on a randomly generated number) to be changed to a value of “1” based on known proportions of responses from prior iterations of SSOCS.</td>
</tr>
<tr>
<td>13</td>
<td>If the respondent marks at least 1 part of item 13 as “Yes,” and none of the responses are marked “No,” then any missing data in item 13 is inferred to be “No.”</td>
<td>If at least 1 part of item 13 was marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>14</td>
<td>If the respondent marks at least 2 parts of item 14 as “Yes” and none of the responses are marked “No,” then any missing data in item 14 is inferred to be “No.”</td>
<td>If at least 2 parts of item 14 were marked “Yes,” none were marked “No,” and some were left unanswered, then the unanswered items were marked as “No.”</td>
</tr>
<tr>
<td>18</td>
<td>If the respondent chooses a non-zero response to either parts of item 18a, and the other part is missing, then the missing part is inferred to be zero.</td>
<td>If either part of item 18a had a non-zero response and the other part was missing, the missing part was marked as zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>A respondent who answers “Yes” to item 11 must answer “Yes” to at least one sub-item of item 12, and at least one sub-item of item 18 must not be zero.</td>
<td>If the respondent answered “Yes” to item 11, but answered “No” to each sub-item of question 12 or “0” to each sub-item of question 18, then one sub-item of question 12 was imputed as “Yes” and one sub-item of question 18 was imputed as “1.” One of the components of item 18 was randomly selected (based on a randomly generated number) to be changed to a value of “1” based on known proportions of responses from prior iterations of SSOCS.</td>
</tr>
<tr>
<td>18</td>
<td>If the respondent chooses a non-zero response to either parts of item 18b, and the other part is missing, then the missing part is inferred to be zero.</td>
<td>If either part of item 18b had a non-zero response and the other part was missing, then the missing part was marked as zero.</td>
</tr>
<tr>
<td>19</td>
<td>If the respondent chooses a non-zero response to either parts of item 19, and the other part is missing, then the missing part is inferred to be zero.</td>
<td>If either part of item 19 had a non-zero response and the other part was missing, then the missing part was marked as zero.</td>
</tr>
<tr>
<td>24</td>
<td>If the respondent marks at least 2 responses of item 24 as “Limits in a major way” and/or “Limits in a minor way” and none of the responses are marked “Does not limit,” then any missing data in item 24 are inferred to be “Does not limit.”</td>
<td>If there were at least two responses in item 24 of “Limits in a major way” and/or “Limits in a minor way” and no responses for “Does not limit,” then any unanswered parts of item 24 were marked as “Does not limit.”</td>
</tr>
<tr>
<td>25</td>
<td>If the respondent marks at least 3 parts of item 25 as “Yes,” and none of the responses are marked “No,” then any missing data in item 25 are inferred to be “No.”</td>
<td>If at least 3 parts of item 25 were marked “Yes” and none were marked “No,” then any unanswered parts of item 25 were marked as “No.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>27</td>
<td>If the respondent marks at least 3 responses of item 27 as “Limits in a major way” and/or “Limits in a minor way” and none of the responses are marked “Does not limit,” then any missing data in item 2 are inferred to be “Does not limit.”</td>
<td>If at least 3 parts of item 27 were marked “Limits in a major way and/or Limits in a minor way” and none were marked “Does not limit,” then any unanswered parts of item 27 were marked as “Does not limit.”</td>
</tr>
<tr>
<td>27</td>
<td>If the percentage of special education students in your school (item 41c) is 0%, then the response for item 27k is inferred to be “Does not limit.”</td>
<td>If item 27k was missing, and the response for item 41c was 0%, then item 27k was marked as “Does not limit.”</td>
</tr>
<tr>
<td>30</td>
<td>If the number of recorded incidents of specified offenses is equal to zero, then the number of incidents reported to police is inferred to be equal to zero.</td>
<td>If the number of recorded incidents of specified offenses was equal to zero and the number of specified incidents reported to police was left blank, the blank response was edited to zero.</td>
</tr>
<tr>
<td>32</td>
<td>If the respondent marks at least 1 part of item 32 as “Yes” and none of the responses are marked “No,” then any missing data in item 32 are inferred to be “No.”</td>
<td>If at least 1 part of item 32 was marked “Yes” and none were marked “No,” then any unanswered parts of item 32 were marked as “No.”</td>
</tr>
<tr>
<td>37</td>
<td>If the respondent marks at least 4 parts of item 37 as “Yes” and none of the responses are marked “No,” then any missing data in item 37 are inferred to be “No.”</td>
<td>If at least 4 parts of item 37 were marked “Yes” and none were marked “No,” then any unanswered parts of item 37 were marked as “No.”</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the sum of disciplinary actions used for a specified offense is greater than zero (item 38(a–e) columns 2–5), then it is inferred that one or more students should be involved in the specified offense.</td>
<td>If the sum of disciplinary actions used for a specified offense was greater than zero (item 38(a–e) columns 2–5), each item in columns 2–5 had an entry, and the respondent left the total number of students involved (item 38(a–e) column 1) blank, then the total number of students was set equal to the sum of disciplinary actions used (columns 2–5).</td>
</tr>
<tr>
<td>38</td>
<td>If the total number of students involved in a specified offense (item 38(a–e) column 1) is zero and the sum of disciplinary actions taken (item 38(a–e) columns 2–5) is missing or equal to zero, then any missing data in columns 2–5 are inferred to be zero.</td>
<td>If zero students were recorded as being involved in a specified offense (item 38(a–e) column 1) and the sum of disciplinary actions taken for the specified offense (item 38(a–e) columns 2–5) was less than or equal to zero, then a zero was entered for any items in columns 2–5 that did not have a value.</td>
</tr>
<tr>
<td>38</td>
<td>If the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to specialized schools (item 38 column 3) have the same value, then the total number of students involved in a specified offense (item 38(a–e) column 1) must be greater than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38(a–e) column 2) and the number of transfers to specialized schools (item 38(a–e) column 3).</td>
<td>If the respondent indicated that the total number of students involved in a specified offense (item 38(a–e) column 1) was less than the sum of the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to specialized schools (item 38(a–e) column 3), and the number of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) and the number of transfers to specialized schools (item 38 column 3) had the same value, then the number of removals with no continuing school services for at least the remainder of the school year (item 38(a–e) column 2) was edited to zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the total number students involved in a specified offense (item 38(a–e) column 1) is given and this number equals the sum of disciplinary actions taken for the offense (item 38(a–e) columns 2–5), then any missing data from columns 2–5 are inferred to be zero.</td>
<td>If the total number of students involved in a specified offense (item 38(a–e) column 1) was given and the number equals the sum of disciplinary actions taken for the offense (item 38(a–e) columns 2–5), then a value of zero was entered for any items in columns 2–5 that did not have a value.</td>
</tr>
<tr>
<td>38</td>
<td>If a respondent marked “No” to item 37a column 1, his/her school does not allow for removals with no continuing services for the remainder of the school year or “No,” the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons are equal to zero, then any missing data from column 2 of item 38 are inferred to be zero.</td>
<td>If a respondent marked “No” to item 37a column 1, his/her school did not allow for removals with no continuing services for the remainder of the school year or “No,” the action was not used in this school year (item 37a column 2) and the sum of removals with no continuing services for the remainder of the school year (item 38 column 2) and the total number of students removed from your school without continuing services for at least the remainder of the school year for disciplinary reasons were equal to zero, then any missing data from column 2 were changed to zero.</td>
</tr>
<tr>
<td>38</td>
<td>If there were no recorded incidents of the possession of a firearm/explosive device and no reported incidents to police (item 30g) and the number of students involved in, and disciplinary actions taken for, the possession or use of a firearm/explosive device are all zeros or blanks (item 38a), then any missing data in item 38a are inferred to be zero.</td>
<td>If the total number of recorded incidents of possession of a firearm/explosive device (item 30g) was zero and the sum of disciplinary actions for use/possession of a firearm or explosive device and the number of students involved were missing or equal to zero (item 38a), then a value of zero was entered for any items in item 38a that did not have a value.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) is equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a), then any missing data from column 2 are inferred to be zero.</td>
<td>If the respondent indicated that the sum of removals with no continuing service for at least the remainder of the school year for selected offenses (item 38 column 2) was equal to the number of students removed from the school without continuing services for at least the remainder of the year for disciplinary reasons (item 39a) and the respondent left some data missing in item 38 column 2, then a zero was entered in the missing fields.</td>
</tr>
<tr>
<td>38</td>
<td>If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) is missing or equal to zero, then any missing data from column 2 are inferred to be zero.</td>
<td>If a respondent indicated that zero students were removed from his/her school with no continuing services for the remainder of the school year for disciplinary reasons (item 39a) and the sum of removals with no continuing services for the remainder of the school year for specified offenses (item 38 column 2) was less than or equal to zero, any missing data from column 2 were replaced with a zero.</td>
</tr>
<tr>
<td>38</td>
<td>If the respondent indicated that zero students were transferred to specialized schools for disciplinary reasons (item 39b), and the sum of transfers to specialized schools for specified offenses (item 38 column 3) is missing or equal to zero, any missing items in column 3 are inferred to be zero.</td>
<td>If the total number of students transferred to specialized schools for disciplinary reasons (item 39b) was zero and the sum of transfers to specialized schools for specified offenses (item 38 column 3) was missing or equal to zero and column 3 had missing data, the missing values were replaced with zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the respondent indicated that transfers to specialized schools for disciplinary reasons are either not allowed (item 37c column 1) or not used (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) and the number of transfers to specialized schools for disciplinary reasons in item 39b are missing or equal to zero, then any missing items in column 3 of item 38 are inferred to be zero.</td>
<td>If the respondent indicated that “No,” transfers to specialized schools for disciplinary reasons were not allowed (item 37c column 1) or the respondent indicated that “No,” the action was not used this school year (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) and the number of transfers to specialized schools for disciplinary reasons in item 39b were missing or equal to zero, any items in column 3 of item 38 that did not have a value were filled with a zero.</td>
</tr>
<tr>
<td>38</td>
<td>If the total number of students transferred to specialized schools for disciplinary reasons (item 39b) equals the sum of transfers to specialized schools for specified offenses (item 38 column 3), then any missing items in column 3 are inferred to be zero.</td>
<td>If the respondent indicated that the total number of students transferred to specialized schools for disciplinary reasons (item 39b) equals the sum of transfers to specialized schools for specified offenses (item 38 column 3) and some items in column 3 were left blank, then the missing items were replaced with zero.</td>
</tr>
<tr>
<td>38</td>
<td>If the total number of students transferred from the school (item 48b) is zero and the total number of students transferred for disciplinary reasons (item 39b) is missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 38 column 3) is missing or equal to zero, then any missing items in column 3 are inferred to be zero.</td>
<td>If the respondent indicated that the total number of students transferred from the school (item 48b) was zero and the total number of students transferred for disciplinary reasons (item 39b) was missing or equal to zero, and the sum of transfers to specialized schools for selected offenses (item 38 column 3) was missing or equal to zero but some items in column 3 were left blank, then the missing items were set to zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided is either not allowed (item 37(e_i–e_ii) column 1) or not used (item 37(e_i–e_ii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 38 column 4) is missing or equal to zero, then any missing items in column 4 of item 38 are inferred to be zero.</td>
<td>If the respondent indicated that out-of-school suspension or removal for the remainder of the school year with or without curriculum/services provided was either not allowed (item 37(e_i–e_ii) column 1) or not used (item 37(e_i–e_ii) column 2), and the sum of out-of-school suspensions lasting 5 or more days, but less than the remainder of the school year (item 38 column 4) was missing or equal to zero, then any missing items in column 4 of item 38 were also set to zero.</td>
</tr>
<tr>
<td>38</td>
<td>If the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) is greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then it is inferred that disciplinary actions need to be removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) equals the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2–5).</td>
<td>If the respondent indicated that the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) was greater than the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved (item 38a column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for use/possession of a firearm/explosive device (item 38a columns 2–5) equaled the number of recorded incidents for possession of a firearm or explosive device (item 30g column 1) times the total number of students involved. Each component must be greater than zero (item 30g, item 38a column 1, sum of item 38a columns 2–5).</td>
</tr>
</tbody>
</table>
If there were no recorded incidents of distribution, possession, or use of illegal drugs (item 30i) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of illegal drugs is less than or equal to zero (item 38c columns 2–5), then any missing data from item 38c are inferred to be zero.

If the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) is greater than the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved (item 38c column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of illegal drugs (item 38c columns 2–5) equals the number of recorded incidents for distribution, possession, or use of illegal drugs (item 30i column 1) times the total number of students involved. Each component must be greater than zero (item 30i, item 38c column 1, sum of item 38c columns 2–5).

If there were no recorded incidents of distribution, possession, or use of alcohol (item 30k) and the sum of disciplinary actions for and students involved in the distribution, possession, or use of alcohol was missing or equal to zero (item 38d columns 2–5), any missing values from item 38d were changed to zero.
<table>
<thead>
<tr>
<th>Survey item #</th>
<th>Logic edit</th>
<th>Rectification procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>If the respondent indicated that the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) is greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then it is inferred that disciplinary actions need to be removed until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2–5).</td>
<td>If the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) was greater than the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved (item 38d column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for distribution, possession, or use of alcohol (item 38d columns 2–5) equals the number of recorded incidents for distribution, possession, or use of alcohol (item 30k column 1) times the total number of students involved. Each component must be greater than zero (item 30k, item 38d column 1, sum of item 38d columns 2–5).</td>
</tr>
<tr>
<td>38</td>
<td>If there were no recorded incidents of physical attacks or fights with/without a weapon (item 30d(i–ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights is missing or equal to zero (item 38e (columns 2–5)), any missing data from item 38e are inferred to be zero.</td>
<td>If the respondent did not record any incidents of physical attacks or fights with/without a weapon (item 30d(i–ii)) and the sum of disciplinary actions for and students involved in physical attacks or fights was missing or equal to zero (item 38e (columns 2–5)), then any missing data from item 38e were changed to a value of zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>38</td>
<td>If the respondent indicated that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) is greater than the number of recorded incidents for physical attacks or fights with (item 30d1 column 1) or without a weapon (item 30d2 column 1) times the total number of students involved (item 38e column 1), then it is inferred that disciplinary actions need to be removed so that the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) equals the number of recorded incidents for physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 38e column 1, sum of item 38e columns 2–5).</td>
<td>If the sum of disciplinary actions for physical attacks or fights (item 38e 2–5) was greater than the number of recorded incidents for physical attacks or fights with (item 30d1 column 1) or without a weapon (item 30d2 column 1) times the total number of students involved (item 38e column 1), then disciplinary actions were removed one at a time starting with column 5 and ending at column 2 until the sum of disciplinary actions for physical attacks or fights (item 38e columns 2–5) equals the number of recorded incidents of physical attacks or fights (item 30d column 1) times the total number of students involved. Each component must be greater than zero (item 30d_i, item 30d_ii, item 38e column 1, sum of item 38e columns 2–5).</td>
</tr>
<tr>
<td>39</td>
<td>If removals with no continuing school services for at least the remainder of the school year were either not allowed (item 37a column 1) or were not used in this school year (item 37a column 2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) is missing or equal to zero, then it is inferred that the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons (item 39a) should be zero.</td>
<td>If the respondent indicated that “No,” the school did not allow for removals with no continuing school services for at least the remainder of the school year (item 37a column 1=2) or “No,” this action was not used in this school year (item 37a column 2=2) and the sum of removals with no continuing services for at least the remainder of the school year for specified offenses (item 38 column 2) was less than or equal to zero, and the total number of students removed for disciplinary reasons was missing (item 39a), then item 39a (the number of students who were removed from school without continuing services for at least the remainder of the school year for disciplinary reasons) was changed to zero.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>39</td>
<td>If the total number of students who were transferred to specialized schools for disciplinary reasons (item 39b) is missing, and the total number of students that transferred away from school in item 48b is zero, and the sum of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) is less than or equal to zero, then it is inferred that item 39b should be zero.</td>
<td>If the respondent indicated that the total number of students that transferred away from school in item 48b was zero and the sum of removals with no continuing school services for at least the remainder of the school year (item 38 column 2) was less than or equal to zero, then item 39b (the number of students who were transferred to specialized schools for disciplinary reasons) was changed to zero.</td>
</tr>
<tr>
<td>39</td>
<td>If the respondent indicated that transfers to specialized schools were either not allowed (item 37c column 1) or were not used in this school year (item 37c column 2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) is missing or equal to zero, then it is inferred that the number of students who were transferred to specialized schools for disciplinary actions (item 39b) should be zero.</td>
<td>If the respondent indicated that “No,” the school does not allow transfers to specialized schools (item 37c column 1=2) or “No,” this action was not used in this school year (item 37c column 2=2) and the sum of transfers to specialized schools for specified offenses (item 38 column 3) was missing or equal to zero, and the total number of students transferred for disciplinary reasons was missing (item 39b), then item 39b (the number of students who were transferred to specialized schools for disciplinary reasons) was changed to zero.</td>
</tr>
<tr>
<td>40</td>
<td>If the school’s total enrollment in item 40 is missing, then responses from the Common Core of Data (CCD) are used when available.</td>
<td>If the school’s total enrollment was missing (item 40), then the missing value was replaced with values from the Common Core of Data (CCD), if available.</td>
</tr>
<tr>
<td>41</td>
<td>If the total number of students eligible for free or reduced-price lunch in item 41a is missing, then responses from the Common Core of Data are used when available.</td>
<td>If the total number of students eligible for free or reduced-price lunch in item 41a was missing, then any missing value in item 41a was replaced with values from the Common Core of Data (CCD), if available.</td>
</tr>
<tr>
<td>Survey item #</td>
<td>Logic edit</td>
<td>Rectification procedure</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>41</td>
<td>If the total number of male students in the school in item 41d is missing, then responses from the Common Core of Data are used when available.</td>
<td>If the total number of male students in the school in item 41d was missing, then the missing value was replaced by values from the Common Core of Data (CCD), if available.</td>
</tr>
</tbody>
</table>
This page is intentionally left blank.
Appendix J: Detailed Imputation Procedures, By Item
Descriptions of Imputation Methods

**Donor Type 1—Simple Direct Copy Imputation**

*Description:* The missing item is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three 2014–15 Common Core of Data (CCD) school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE). A donor can only be used five times.

**Donor Type 2—Direct Copy Imputation for Multiple Items**

*Description:* A series of missing items contained within one question are imputed directly from the corresponding items in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE). A donor can only be used five times.

**Donor Type 3—Simple Direct Copy Imputation with Blanking Edit / Simple Imputation**

*Description:* This type of imputation is used when skip patterns are present; this requires imputation in two parts. The first part is a simple direct copy imputation, where the initial missing item (usually an item with a yes/no response that acts as a “screener” item) is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE). Then, depending on the imputed response, the subsequent item(s) will either need to be imputed using simple direct copy imputation (when “Yes” is imputed to the screener item) or will need to be blanked (if “No” is imputed to the screener item).

Note: For these items, there are always two donors. The first donor is used when both parts (the “screener” portion and the subsequent items) of the imputed item are missing. The second donor is used when the respondent has answered the screener item with a “Yes” response, but the subsequent item(s) are missing and need to be imputed.

**Donor Type 4—Ratio Imputation**

*Description:* The missing item is imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item in the record being imputed. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE). If the item is a “screener” item, then, depending on the imputed response, the subsequent item(s) will either need to be imputed (if the screener item is imputed to a number greater than zero) or will need to be blanked (if the screener item is imputed to “0”).

**Donor Type 5—Ratio Imputation for Multiple Items**

*Description:* A series of missing items is imputed using the donor’s ratio of each of those items to some predetermined related item (“ratio variable”) and applying these ratios to that same related item in the record being imputed. A donor is chosen by matching on the basis of three
CCD school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE).

**Donor Type 6**—Simple Direct Copy Imputation with Blanking Edit / Ratio Imputation

*Description:* This type of imputation is used when skip patterns are present; this requires imputation in two parts. The first part is a simple direct copy imputation, where the initial missing item (usually an item with a yes/no response that acts as a “screener” item) is imputed directly from the corresponding item in the donor record. A donor is chosen by matching on the basis of three CCD school characteristics: school level (FR_LVEL), school locale (FR_LOC4), and enrollment size (FR_SIZE). Then, depending on the imputed response, the subsequent item(s) will either need to be imputed using ratio imputation (if “Yes” is imputed to the screener item) or will need to be blanked (if “No” is imputed to the screener item).

Note: For these items, there are always two donors. The first donor is used when both parts (the “screener” portion and the subsequent items) of the imputed item are missing. The second donor is used when the respondent has answered the screener item with a “Yes” response, but the subsequent item(s) are missing and need to be imputed.

**Clerical**—Mean/Mode or Manual Research

*Description:* This type of imputation is used when missing values remain after properly executed donor imputation. This is possible due to the limits on how many times a donor can be used. To fill in the remaining missing values, Census Bureau analysts used a combination of research and the mean or mode of select unimputed data to come up with feasible values.

**Detailed Imputation Procedures, By Item**

**Item 1:** The components of item 1 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 1 were unanswered, the donor’s entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

**Item 2:** The components of item 2 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 2 were unanswered, the donor’s entry was imputed.

**Item 3:** The components of item 3 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 3 were unanswered, the donor’s entry was imputed.

**Item 4:** The components of item 4 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 4 were unanswered, the donor’s entry was imputed.

**Item 5:** Item 5 was imputed using a direct copy imputation approach (donor type 3). Since item 5 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 5, item 6 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 5, item 6 was blanked.

**Item 6:** Item 6 was imputed using a direct copy imputation approach (donor type 1). If item 6 was unanswered, and item 5 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.
Item 7: The components of item 7 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 7 were unanswered, the donor’s entry was imputed.

Item 8: The components of item 8 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 8 were unanswered, the donor’s entry was imputed.

Item 9: The components of item 9 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 9 were unanswered, the donor’s entry was imputed.

Item 10: The components of item 10 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 10 were unanswered, the donor’s entry was imputed.

Item 11: Item 11 was imputed using a direct copy imputation approach (donor type 3). Since item 11 introduced a skip pattern, this item required imputation in two parts. Specifically, if item 11 was unanswered, the donor’s entry was imputed. If “No” was imputed to item 11, the subsequent items in the skip pattern (items 12, 13, 14, 15, 16, 17, and 18) were blanked.

Item 12: The components of item 12 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 12 were unanswered, and item 11 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 13: The components of item 13 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 13 were unanswered, and item 11 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 14: The components of item 14 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 14 were unanswered, and item 11 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 15: Item 15 was imputed using a simple direct copy imputation approach (donor type 1). If item 15 was unanswered, and item 11 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

Item 16: Item 16 was imputed using a direct copy imputation approach (donor type 3). Since item 16 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 16 (and item 11 was marked as “Yes”), item 17 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 16, item 17 was blanked.

Item 17: The components of item 17 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 17 were unanswered, and items 11 and 16 were both marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

Item 18: The components of item 18 were imputed using a ratio imputation approach (donor type 5). If any parts of item 18 were unanswered and item 11 was marked as “Yes” or imputed as “Yes,” then the donor’s ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value.
**Item 19:** The components of item 19 were imputed using a ratio imputation approach (donor type 5). If any parts of item 19 were unanswered, then the donor’s ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value.

**Item 20:** Item 20 was imputed using a direct copy imputation approach (donor type 3). Since item 20 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 20, item 21 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 20, item 21 was blanked. If missing values remained after donor imputation, clerical imputation was used.

**Item 21:** The components of item 21 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 21 were unanswered, and item 20 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

**Item 22:** Item 22 was imputed using a direct copy imputation approach (donor type 3). Since item 22 introduced a skip pattern, this item required imputation in two parts. Specifically, if “Yes” was imputed to item 22, item 23 was imputed using the donor’s entry. Alternatively, if “No” was imputed to item 22, item 23 was blanked.

**Item 23:** The components of item 23 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 23 were unanswered, and item 22 was marked as “Yes” or imputed as “Yes,” then the donor’s entry was imputed.

**Item 24:** The components of item 24 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 24 were unanswered, the donor’s entry was imputed.

**Item 25:** The components of item 25 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 25 were unanswered, the donor’s entry was imputed.

**Item 26:** Item 26 was imputed using a simple direct copy imputation approach (donor type 1). If item 26 was unanswered, the donor’s entry was imputed.

**Item 27:** The components of item 27 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 27 were unanswered, the donor’s entry was imputed.

**Item 28:** Item 28 was imputed using a simple direct copy imputation approach (donor type 1). If item 28 was unanswered, the donor’s entry was imputed.

**Item 29:** Item 29 was imputed using a simple direct copy imputation approach (donor type 1). If item 29 was unanswered, the donor’s entry was imputed.

**Item 30:** The components of item 30 were imputed using a ratio imputation approach (donor type 5). If any parts of item 30 were unanswered, the donor’s ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.
**Item 31:** Item 31 was imputed using a ratio imputation approach (donor type 4). If item 31 was unanswered, the donor’s ratio of the entry for that item to the number of enrolled students (item 40) was used to impute a value. If “0” was imputed, item 32 was blanked.

**Item 32:** The components of item 32 were imputed using a direct copy imputation approach (donor type 2). If any part of item 32 were unanswered and item 31 was marked or imputed with a number greater than 0, then the donor’s entry was imputed.

**Item 33:** Item 33 was imputed using a simple direct copy imputation approach (donor type 1). If item 33 was unanswered, the donor’s entry was imputed.

**Item 34:** Item 34 was imputed using a simple direct copy imputation approach (donor type 1). If item 34 was unanswered, the donor’s entry was imputed.

**Item 35:** The components of item 35 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 35 were unanswered, the donor’s entry was imputed.

**Item 36:** The components of item 36 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 36 were unanswered, the donor’s entry was imputed.

**Item 37:** Each row in item 37 was imputed individually using a direct copy imputation approach (donor type 3). Since the items in column 1 introduced a skip pattern, each row required imputation in two parts. For example, if any part of item 37a was unanswered, the donor’s entry was imputed. If “No” was imputed for item 37a_1, then item 37a_2 was blanked. The same imputation process was used for all the rows in item 37. If missing values remained after donor imputation, clerical imputation was used.

**Item 38:** Each row in item 38 was imputed individually using a direct copy imputation approach (donor type 3). Since the items in column 1 introduced a skip pattern, each row required imputation in two parts. For example, if any part of item 38a was unanswered, the donor’s entry was imputed. If “0” was imputed for item 38a_1, then items 38a_2, 38a_3, 38a_4, and 38a_5 were blanked. The same imputation process was used for all five rows. If missing values remained after donor imputation, clerical imputation was used.

**Item 39:** Each component of item 39 was imputed separately using a ratio imputation approach (donor type 4). If item 39a was unanswered, the donor’s ratio of the entry for that item to the sum of entries in column 2 of item 38 was used to impute a value. If item 39b was unanswered, the donor’s ratio of the entry for that item to the sum of entries in column 3 of item 38 was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.

**Item 40:** No imputation was required for this item. After the logic edits were implemented, there were no missing values.

**Item 41:** The components of item 41 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 41 were unanswered, the donor’s entry was imputed.
**Item 42:** The components of item 42 were imputed using a direct copy imputation approach (donor type 2). If any parts of item 42 were unanswered, the donor’s entry was imputed. If missing values remained after donor imputation, clerical imputation was used.

**Item 43:** Item 43 was imputed using a simple direct copy imputation approach (donor type 1). If item 43 was unanswered, the donor’s entry was imputed.

**Item 44:** Item 44 was imputed using a simple direct copy imputation approach (donor type 1). If item 44 was unanswered, the donor’s entry was imputed.

**Item 45:** Item 45 was imputed using a simple direct copy imputation approach (donor type 1). If item 45 was unanswered, the donor’s entry was imputed.

**Item 46:** No imputation was required for this item. After the logic edits were implemented, there were no missing values.

**Item 47:** Item 47 was imputed using a simple direct copy imputation approach (donor type 1). If item 47 was unanswered, the donor’s entry was imputed.

**Item 48:** The components of item 48 were imputed using a ratio imputation approach (donor type 5). If any parts of item 48 were unanswered, the donor’s ratio of the entry for that item to the total number of enrolled students (item 40) was used to impute a value. If missing values remained after donor imputation, clerical imputation was used.